



Standards Alignment

Florida Early Learning and Developmental Standards Birth to Kindergarten (2017) Alignment with FunShine Express® Curriculum Ages 0 - 36 Months

Florida Early Learning and Developmental Standards Birth to Kindergarten (2017)	FunShine Early Learning and Development Continuum
PD Physical Development Birth to 8 Months	7: Physical Development and Health
Health-Active Physical Play	PD1 Physical Health, Growth
PD.I.1a Demonstrates beginning signs of balance, control and coordination	PD1.1(0) Engages with caregivers in play that helps develop arm, leg, and core strength (tummy time, reaching, grasping, pushing)
Health-Feeding and Nutrition	PD1 Physical Health, Growth
PD.I.1a Shows interest in the process of being fed (e.g., holds bottle, uses lips to take food off the spoon, attempts to grab or reaches for spoon while being fed)	PD1.2(0) Explores food with hands and fingers; coordinates sucking/chewing and swallowing, eventually grasping easy-to-handle foods
Motor-Gross Motor Development	PD2 Gross Motor Development
PD.I.1a Explores new body positions and movements (e.g., rolling over, sitting, crawling, hitting/kicking at objects)	PD2.2(0) Begins to coordinate body movements (reaches, rolls, maintains upright posture when sitting and standing)
PD.I.2a Uses each new posture (e.g., raising head, rolling onto back, sitting) to learn new ways to explore the environment (e.g., sits up to be able to reach for or hold objects)	PD2.1(0) Begins to gain mobility, balance, and control of body (scoots, crawls, sits upright, pulls up to stand)
Motor-Gross Motor Perception (Sensorimotor)	PD2 Gross Motor Development
PD.I.1a Exhibits body awareness and starts to move intentionally	PD2.1(0) Begins to gain mobility, balance, and control of body (scoots, crawls, sits upright, pulls up to stand)
Motor-Fine Motor Development	PD3 Fine Motor Development
PD.I.1a Begins to use hands for play and functional tasks (e.g., putting hands on bottle, reaching for and grasping toy)	PD3.1(0) Uses hands or feet to make contact with mouth, objects, or people, eventually using hands to grasp small objects between thumb and fingertips; transfers objects from one hand to another; claps
PD.I.2a Displays beginning signs of strength, control and eye-hand coordination	PD3.2(0) Uses different actions on objects (kicks, pats, swipes, shakes)

8 to 18 Months

Health-Active Physical Play

PD.YT.1a Uses movement and senses to explore and learn

PD1 Physical Health, Growth

PD1.1(1) Participates in a variety of indoor and outdoor play activities that develop strength in arms and legs; attempts new games with prompting

Health-Personal Care Routines

PD.YT.1a Responds and cooperates in ways that demonstrate awareness of a hygiene routine (e.g., grabs for washcloth as adult washes child's face)

PD4 Safety Awareness and Self-Care

PD4.2(1) Accepts and is more involved with physical care routines (toothbrushing, nose wiping, diapering, handwashing, dressing, etc.)

Health-Feeding and Nutrition

PD.YT.1a Feeds self some finger food items (feeds self small pieces of food from tray)

PD1 Physical Health, Growth

PD1.2(1) Uses fingers and hands to grasp and eat finger foods and drink from cups

PD.YT.1b Shows interest in new foods that are offered

SE1.2(1) Develops and expresses preferences for food, objects, textures and may push away non-preferred items

PD.YT.1c Shows preference for food choices

SE1.2(1) Develops and expresses preferences for food, objects, textures and may push away non-preferred items

PD.YT.1d Explores food with fingers

PD1.2(1) Uses fingers and hands to grasp and eat finger foods and drink from cups

Motor-Gross Motor Development

PD.YT.1a Moves from crawling to walking, learns new muscle coordination for each new skill, and how to manage changing ground surfaces

PD2 Gross Motor Development

PD2.1(1) Gains mobility and ability to move from place to place, demonstrating flexibility and balance (takes first steps, walks unassisted, stands unassisted, participates in simple balancing and stretching activities)

PD.YT.2a Uses body position, balance and especially movement to explore and examine materials, activities and spaces (e.g., uses furniture to pull self up)

PD2.2(1) Coordinates body movements (pulls self to stand, claps, pushes/pulls toys)

Motor-Gross Motor Perception (Sensorimotor)

PD.YT.1a Begins to act and move with intention and purpose

PD2 Gross Motor Development

PD2.1(1) Gains mobility and ability to move from place to place, demonstrating flexibility and balance (takes first steps, walks unassisted, stands unassisted, participates in simple balancing and stretching activities)

PD.YT.1b Begins to discover how the body fits and moves through space

PD2.1(1) Gains mobility and ability to move from place to place, demonstrating flexibility and balance (takes first steps, walks unassisted, stands unassisted, participates in simple balancing and stretching activities)

Motor-Fine Motor Development

PD.YT.1a Uses hands for play and functional tasks (e.g., putting hands on bottle, reaching for and grasping toy)

PD3 Fine Motor Development

PD3.1(1) Uses both hands to hold and manipulate objects (holds block and adds another block to top)

PD.YT.2a Coordinates the use of arms, hands, fingers to accomplish tasks

PD3.2(1) Coordinates hand and eye movements and controls small muscles when doing simple tasks (uses tools for feeding, hammers pegs, uses large crayons for scribbling)

18 to 24 Months

Health-Active Physical Play

PD.MT.1a Engages in brief instances of physical play (e.g., pushes wheeled toy for short distance, puts toys in wagon and pulls wagon around the room)

PD1 Physical Health, Growth

PD1.1(2) Participates in a variety of moderate to vigorous play activities for short periods of time; tries new games

Health-Safety

PD.MT.1a Follows adult's guidance about basic safety practices (e.g., use walking feet, pet gently, hold familiar adult's hand when crossing street)

PD4 Safety Awareness and Self-Care

PD4.1(1) Looks for cues from adults to guide behavior in possible harmful situation

Health-Personal Care Routines

PD.MT.1a Actively participates in simple steps of hygiene routines with adult

PD4 Safety Awareness and Self-Care

PD4.2(1) Accepts and is more involved with physical care routines (toothbrushing, nose wiping, diapering, handwashing, dressing, etc.)

Health-Feeding and Nutrition

PD.MT.1a Periodically feeds self some foods using developmentally appropriate basic utensils, sometimes needing help

PD1 Physical Health, Growth

PD1.2(1) Uses fingers and hands to grasp and eat finger foods and drink from cups

PD.MT.1b Shows willingness to try new foods when offered on multiple occasions

PD1.2(2) Tries and consumes a variety of nutritious foods with prompting; chooses from healthy foods; knows some foods are better than others for our bodies

PD.MT.1c Sometimes makes choices about which foods to eat when offered several choices

PD1.2(2) Tries and consumes a variety of nutritious foods with prompting; chooses from healthy foods; knows some foods are better than others for our bodies

PD.MT.1d Distinguishes between food and non-food items

PD1.2(2) Tries and consumes a variety of nutritious foods with prompting; chooses from healthy foods; knows some foods are better than others for our bodies

Motor-Gross Motor Development

PD.MT.1a Begins to gain control of a variety of postures and movements including stooping, going from sitting to standing, running and jumping

PD2 Gross Motor Development

PD2.1(2) Moves body to travel, demonstrating increased flexibility and balance (walks well, begins to run, dances, performs simple stretching activities with adult help)

PD.MT.2a Uses complex movements, body positions and postures to participate in active and quiet, indoor and outdoor play

PD2.2(2) Coordinates body movements to interact with surroundings (climbs slide, moves up/down stairs, throws overhand, twists at waist, bends over to pick up items, kicks a ball, begins to use pedals on ride-on toys)

Motor-Gross Motor Perception (Sensorimotor)

PD.MT.1a Acts and moves with intention and purpose

PD2 Gross Motor Development

PD2.1(2) Moves body to travel, demonstrating increased flexibility and balance (walks well, begins to run, dances, performs simple stretching activities with adult help)

PD.MT.1b Begins to demonstrate awareness of own body in space

PD2.2(2) Coordinates body movements to interact with surroundings (climbs slide, moves up/down stairs, throws overhand, twists at waist, bends over to pick up items, kicks a ball, begins to use pedals on ride-on toys)

PD.MT.1c Begins to coordinate perceptual information and motor actions to participate and play in daily routines (e.g., singing songs with hand motions or rolling ball)

PD2.2(2) Coordinates body movements to interact with surroundings (climbs slide, moves up/down stairs, throws overhand, twists at waist, bends over to pick up items, kicks a ball, begins to use pedals on ride-on toys)

Motor-Fine Motor Development

PD.MT.1a Gains control of hands and fingers

PD3 Fine Motor Development

PD3.1(2) Uses more refined hand and wrist movements (scribbles, stacks blocks, turns pages)

PD.MT.2a Uses hand-eye coordination when participating in routines, play and activities (e.g., painting at an easel, putting objects into shape sorter, putting blocks into defined space, tearing paper)

PD3.2(2) Uses hands and eyes together to complete tasks requiring a moderate amount of control (completes three or four piece puzzles, thread beads with large holes, uses shape sorter)

24 to 36 Months

Health-Active Physical Play

PD1 Physical Health, Growth

PD.OT.1a Engages in active physical play for short periods of time

PD1.1(2) Participates in a variety of moderate to vigorous play activities for short periods of time; tries new games

Health-Safety

PD.OT.1a Demonstrates difference between safe and unsafe play behaviors (e.g., chairs are for sitting, keeps inappropriate items out of nose/mouth)

PD4 Safety Awareness and Self-Care

PD4.1(2) Recognizes some harmful situations with guidance; begins to understand safe and unsafe behaviors

Health-Personal Care Routines

PD.OT.1a Carries out some steps of own personal hygiene routines with specific adult guidance or demonstration

PD4 Safety Awareness and Self-Care

PD4.2(2) Shows self-care development in physical care routines (assisting with toothbrushing, handwashing, dressing, diapering/toileting, nose wiping, etc.)

Health-Feeding and Nutrition

PD.OT.1a Feeds self a wide variety of foods using developmentally appropriate basic utensils

PD1 Physical Health, Growth

PD1.2(2) Tries and consumes a variety of nutritious foods with prompting; chooses from healthy foods; knows some foods are better than others for our bodies

PD.OT.1b Expresses preferences about foods, specifically likes or dislikes

SE1.2(2) Chooses favorite foods, objects, and activities

PD.OT.1c Communicates to adults when hungry, thirsty or has had enough to eat

L2.1(2) Participates in simple two-way verbal or nonverbal (signs) conversations to express and talk about needs, wants, experiences, and ideas.

Motor-Gross Motor Development

PD.OT.1a Gains control of a variety of postures and movements including stooping, going from sitting to standing, running and jumping

PD2 Gross Motor Development

PD2.1(2) Moves body to travel, demonstrating increased flexibility and balance (walks well, begins to run, dances, performs simple stretching activities with adult help)

PD.OT.2a Uses a variety of increasingly complex movements, body positions and postures to participate in active and quiet, indoor and outdoor play

PD2.2(2) Coordinates body movements to interact with surroundings (climbs slide, moves up/down stairs, throws overhand, twists at waist, bends over to pick up items, kicks a ball, begins to use pedals on ride-on toys)

Motor-Gross Motor Perception (Sensorimotor)

PD.OT.1a Develops independence through coordinated and purposeful movements and activities

PD2 Gross Motor Development

PD2.2(2) Coordinates body movements to interact with surroundings (climbs slide, moves up/down stairs, throws overhand, twists at waist, bends over to pick up items, kicks a ball, begins to use pedals on ride-on toys)

PD.OT.1b Demonstrates awareness of own body in space

PD2.2(2) Coordinates body movements to interact with surroundings (climbs slide, moves up/down stairs, throws overhand, twists at waist, bends over to pick up items, kicks a ball, begins to use pedals on ride-on toys)

PD.OT.1c Coordinates perceptual information and motor actions to participate in play and activities (e.g., singing songs with hand motions or rolling/catching ball)

PD2.2(2) Coordinates body movements to interact with surroundings (climbs slide, moves up/down stairs, throws overhand, twists at waist, bends over to pick up items, kicks a ball, begins to use pedals on ride-on toys)

Motor-Fine Motor Development

PD.OT.1a Coordinates the use of hands and fingers

PD3 Fine Motor Development

PD3.1(2) Uses more refined hand and wrist movements (scribbles, stacks blocks, turns pages)

PD.OT.2a Coordinates the use of arms, hands, fingers to accomplish tasks with hand-eye coordination when participating in routines, play and activities (e.g., painting at an easel, placing simple pieces of puzzle, folding paper)

PD3.2(2) Uses hands and eyes together to complete tasks requiring a moderate amount of control (completes three or four piece puzzles, thread beads with large holes, uses shape sorter)

ATL Approaches to Learning

Birth to 8 Months

Eagerness and Curiosity

ATL.I.A1 Shows awareness of and interest in the environment

6: Approaches to Learning

AL1 Curiosity, Initiative, and Risk-Taking

AL1.1(0) Uses senses to explore immediate environment

Persistence

ATL.I.B1 Attends to sights, sounds and people for brief and increasing periods of time and tries to produce interesting and pleasurable outcomes

AL3 Attention, Engagement, and Persistence

AL3.1(0) Pays attention to people, objects, and sounds; tries to reproduce a desired outcome; cries to receive attention

Creativity and Inventiveness

ATL.I.C1 Notices and shows interest in and excitement about familiar objects, people and events

AL2 Creative Thinking, Problem-Solving, Reasoning

AL2.1(0) Attends to objects, eventually experimenting with different ways to interact with them; responds to playful interactions with smiles and giggles

8 to 18 Months

Eagerness and Curiosity

ATL.YT.A1 Begins to show eagerness and curiosity as a learner

AL1 Curiosity, Initiative, and Risk-Taking

AL1.1(1) Exhibits interest, curiosity, and eagerness in exploring the world in sight of an adult; becomes increasingly aware of colors, shapes, patterns, or pictures

Persistence

ATL.YT.B1 Pays attention briefly and persists in repetitive tasks

AL3 Attention, Engagement, and Persistence

AL3.1(1) Stays attentive and engaged for increasing periods of time; repeats difficult tasks to achieve mastery

Creativity and Inventiveness

ATL.C1.YT Approaches and explores new experiences in familiar settings

AL2 Creative Thinking, Problem-Solving, Reasoning

AL2.1(1) Uses play objects in different ways than intended; finds humor in unexpected interactions

18 to 24 Months

Eagerness and Curiosity

ATL.MT.A1 Shows eagerness and curiosity as a learner

AL1 Curiosity, Initiative, and Risk-Taking

AL1.1(1) Exhibits interest, curiosity, and eagerness in exploring the world in sight of an adult; becomes increasingly aware of colors, shapes, patterns, or pictures

Persistence

ATL.MT.B1 Pays attention for longer periods of time and persists at preferred activities

AL3 Attention, Engagement, and Persistence

AL3.1(2) Remains attentive and engaged, finishes self-selected tasks (completes a simple puzzle, listens to a storybook)

Creativity and Inventiveness

ATL.C1.MT Explores the various new properties and uses for familiar objects and experiences

AL2 Creative Thinking, Problem-Solving, Reasoning

AL2.1(2) Uses materials in new ways to accomplish a task or reach a goal; uses imitation or pretend play to express creativity and imagination; enjoys hearing silly stories and jokes

24 to 36 Months

Eagerness and Curiosity

ATL.OT.A1 Shows increased eagerness and curiosity as a learner

AL1 Curiosity, Initiative, and Risk-Taking

AL1.1(2) Asks questions, seeks adult approval, and tries new activities with adult prompting

Persistence

ATL.OT.B1 Spends more time engaging in child-initiated activities and seeks and accepts help when encountering a problem

AL3 Attention, Engagement, and Persistence

AL3.1(2) Remains attentive and engaged, finishes self-selected tasks (completes a simple puzzle, listens to a storybook)

Creativity and Inventiveness

ATL.C1.OT Explores the environment with purpose and flexibility

AL2 Creative Thinking, Problem-Solving, Reasoning

AL2.2(2) Asks questions to seek information; explores cause/effect relationships by repeating actions and observing reactions

SED Social and Emotional Development

5: Social-Emotional Development

Birth to 8 Months

Emotional Functioning

SED.I.1a Uses sounds, facial expressions and gestures to respond to caregiver interactions and express a range of emotions

SE3 Feelings and Emotions

SE3.2(0) Expresses a range of emotions related to basic needs with facial expressions, body, and voice

SED.I.2a Shows recognition of familiar adults and imitates their facial expressions

SE2.1(0) Responds differently to familiar and unfamiliar adults; engages in behaviors that build relationships with familiar adults; shows emotional connection and attachment to familiar adults

Managing Emotions

SED.I.1a Uses preferred adult to help soothe

SE4 Self-Regulation

SE4.1(0) Accepts comforting from a familiar adult, eventually discovering ways to self-soothe (stuffed animal, thumb-sucking)

SED.I.2a Attends to sights, sounds and people for brief and increasing periods of time

AL3.1(0) Pays attention to people, objects, and sounds; tries to reproduce a desired outcome; cries to receive attention

Building and Maintaining Relationships with Adults and Peers

SED.I.1a Experiences and develops secure relationship with a primary caregiver

SE2 Trust and Relationships

SE2.1(0) Responds differently to familiar and unfamiliar adults; engages in behaviors that build relationships with familiar adults; shows emotional connection and attachment to familiar adults

SED.I.2a Notices peers by looking, touching or making sounds directed toward the child

SE2.2(0) Responds to and shows awareness of other children

SED.I.3a Signals when there is a problem to seek adult attention and support

SE3.2(0) Expresses a range of emotions related to basic needs with facial expressions, body, and voice

SED.I.4a Cries when hearing other children cry

SE3.1(0) Responds to other children's feelings and emotions; becomes upset when another child cries

Sense of Identity and Belonging

SED.I.1a Eagerly bids for attention of adults

SE1 Self-Awareness and Self-Concept

SE1.2(0) Shows preference for familiar people and objects

SED.I.2a Shows interest and inclination to explore

SE1.1(0) Develops awareness of self as separate from

without adult direction

others; reacts when hearing own name; begins to realize their own hands and feet belong to them; shows interest in mirror image

SED.I.3a Begins to respond positively to familiar routines and rituals initiated by familiar adult

SE1.2(0) Shows preference for familiar people and objects

SED.I.4a Signals preferences related to objects and people (e.g., preferring one pacifier over another)

SE1.2(0) Shows preference for familiar people and objects

SED.I.4b Begins to recognize own abilities and preferences

SE1.3(0) Shows pleasure at things they have done

8 to 18 Months

Emotional Functioning

SE3 Feelings and Emotions

SED.YT.1a Conveys an expanded repertoire of emotions and adjusts expressions in response to the reactions of familiar adults

SE3.2(1) Expresses a range of emotions related to a problem or conflict, using body language, facial expressions, and possibly words to communicate feelings

SED.YT.2a Begins to spontaneously express appropriate emotional gestures and facial expressions according to the situation

SE3.2(1) Expresses a range of emotions related to a problem or conflict, using body language, facial expressions, and possibly words to communicate feelings

Managing Emotions

SE4 Self-Regulation

SED.YT.1a Soothes with preferred adult during distress to help calm self

SE4.1(1) Shows increasing regulation in accepting and following daily routines and activities with familiar adults

SED.YT.2a Exhibits joint attention

SE2.1(1) Seeks familiar adults for cues about how to respond to environment for comfort and support; shows attachment to trusted adults

Building and Maintaining Relationships with Adults and Peers

SE2 Trust and Relationships

SED.YT.1a Develops secure and responsive relationships with consistent adults

SE2.1(1) Seeks familiar adults for cues about how to respond to environment for comfort and support; shows attachment to trusted adults

SED.YT.2a Shows interest in peers who are playing nearby and interacts with them briefly

SE2.2(1) Shows interest in other children; responds to other children

SED.YT.3a Demonstrates emotional expressions to signal for adult assistance

SE2.1(1) Seeks familiar adults for cues about how to respond to environment for comfort and support; shows attachment to trusted adults

SED.YT.4a Notices the emotions of others and responds in a manner that shows understanding of that emotion (e.g., smiles when another child is happy, looks concerned when a child is sad)

SE2.2(1) Shows interest in other children; responds to other children

Sense of Identity and Belonging

SE1 Self-Awareness and Self-Concept

SED.YT.1a Expectantly bids for attention from adults and other children

SE1.3(1) Shows others things they have done; attempts to do some things independently but asks for help often

SED.YT.2a Explores for extended periods and delights in discoveries

SE1.3(1) Shows others things they have done; attempts to do some things independently but asks for help often

SED.YT.3a Responds positively to and expects patterned routines, rituals and interactions initiated by an adult

SE4.1(1) Shows increasing regulation in accepting and following daily routines and activities with familiar adults

SED.YT.4a Begins to use more complex means of communicating (e.g., sounds, gestures, some words) to express need for independence and individuation

L2.1(1) Uses consistent sounds, gestures, signs, or words for a variety of purposes to express needs and wants which are understood by familiar adults.

SED.YT.4b Recognizes own abilities and preferences

SE1.2(1) Develops and expresses preferences for food, objects, textures and may push away non-preferred items

SED.YT.4c Responds to name when called

SE1.1(1) Becomes more aware of own body and others; consistently responds to name; recognizes self in mirror; uses pronouns "me" and "mine"

18 to 24 Months

Emotional Functioning

SE3 Feelings and Emotions

SED.MT.1a Expresses, identifies and responds to a range of emotions

SE3.2(2) Learns social skills, and eventually words, for expressing feelings, needs, and wants; manages outbursts with adult help; begins to label feelings and emotions

SED.MT.2a Begins to put words to emotions in interactions with others

SE3.2(2) Learns social skills, and eventually words, for expressing feelings, needs, and wants; manages outbursts with adult help; begins to label feelings and emotions

Managing Emotions

SED.MT.1a Looks to adults to soothe and may use a transitional object during times of distress

SE4 Self-Regulation

SE4.1(2) Begins to manage own behavior and show self-regulation; demonstrates increasing ability to cope with stress; calms self with soothing techniques with adult support; understands and finds comfort in routines, rules, or limitations

SED.MT.2a Maintains focus for longer periods of time and persists at preferred activities

AL3.1(2) Remains attentive and engaged, finishes self-selected tasks (completes a simple puzzle, listens to a storybook)

Building and Maintaining Relationships with Adults and Peers

SED.MT.1a Enjoys games and other social exchanges with familiar adults

SE2 Trust and Relationships

SE2.1(2) Seeks ways to find comfort in new situations; shows emotional connection and attachment to others; goes to familiar adult; seeks comfort item (blanket, soft toy)

SED.MT.2a Plays alongside peers and engages in simple turn-taking

SE2.2(2) Begins to interact with other children; side-by-side play progressing to interactive play using same materials; begins to show preference for some children over others; uses imitation or pretend play to learn new roles and relationships

SED.MT.3a May imitate others in resolving problems using simple actions

SE2.2(2) Begins to interact with other children; side-by-side play progressing to interactive play using same materials; begins to show preference for some children over others; uses imitation or pretend play to learn new roles and relationships

SED.MT.4a Notices the emotions of others and engages in an intentional action in response

SE3.1(2) Recognizes other children's feelings and emotions; communicates concern and tries to comfort others verbally and physically

Sense of Identity and Belonging

SED.MT.4c Begins to recognize obvious physical similarities and differences between self and others

SE1 Self-Awareness and Self-Concept

SE1.1(2) Shows awareness of some of own characteristics and takes pride in showing things they can do; uses name to refer to self

SED.MT.1a Seeks out preferred companions and eagerly engages in parallel play with others

SE2.2(2) Begins to interact with other children; side-by-side play progressing to interactive play using same materials; begins to show preference for some children over others; uses imitation or pretend play to

learn new roles and relationships

SED.MT.2a Capable of sustained independent play at activities the child enjoys

SE1.3(2) Shows confidence in increasing abilities through actions and language; attempts to accomplish activities independently

SED.MT.3a Begins to initiate and participate in some familiar routines and rituals

SE1.2(2) Chooses favorite foods, objects, and activities

SED.MT.4a Initiates independent problem-solving efforts but appropriately asks for support from adults when needed

SE1.3(2) Shows confidence in increasing abilities through actions and language; attempts to accomplish activities independently

SED.MT.4b Begins to verbally or non-verbally communicate own preferences

SE1.2(2) Chooses favorite foods, objects, and activities

24 to 36 Months

Emotional Functioning

SE3 Feelings and Emotions

SED.OT.1a Labels simple emotions in self and others (e.g., happy, sad)

SE3.2(2) Learns social skills, and eventually words, for expressing feelings, needs, and wants; manages outbursts with adult help; begins to label feelings and emotions

SED.OT.2a Continues to expand the use of emotion words using them in appropriate settings

SE3.2(2) Learns social skills, and eventually words, for expressing feelings, needs, and wants; manages outbursts with adult help; begins to label feelings and emotions

Managing Emotions

SE4 Self-Regulation

SED.OT.1a Takes cues from preferred adult and others to expand their strategies and tools to self-regulate

SE4.1(2) Begins to manage own behavior and show self-regulation; demonstrates increasing ability to cope with stress; calms self with soothing techniques with adult support; understands and finds comfort in routines, rules, or limitations

SED.OT.2a Spends more time in child-initiated activities

SE1.3(2) Shows confidence in increasing abilities through actions and language; attempts to accomplish activities independently

Building and Maintaining Relationships with Adults and Peers

SE2 Trust and Relationships

SED.OT.1a Enjoys sharing new experiences with familiar adults

SE1.1(2) Shows awareness of some of own characteristics and takes pride in showing things they can do; uses name to refer to self

SED.OT.2a Seeks out other children and plays alongside and on occasion with other children

SE2.2(2) Begins to interact with other children; side-by-side play progressing to interactive play using same materials; begins to show preference for some children over others; uses imitation or pretend play to learn new roles and relationships

SED.OT.3a Identifies the problem and requests adult support to address the problem for their desired solution

SE2.1(2) Seeks ways to find comfort in new situations; shows emotional connection and attachment to others; goes to familiar adult; seeks comfort item (blanket, soft toy)

SED.OT.4a Recognizes that others have feelings different than their own and often responds with comforting actions

SE3.1(2) Recognizes other children's feelings and emotions; communicates concern and tries to comfort others verbally and physically

Sense of Identity and Belonging

SE1 Self-Awareness and Self-Concept

SED.OT.1a Continues to engage in parallel play but also begins to play with other preferred playmates

SE2.2(2) Begins to interact with other children; side-by-side play progressing to interactive play using same materials; begins to show preference for some children over others; uses imitation or pretend play to learn new roles and relationships

SED.OT.2a Continues sustained independent play while participating in more complex activities

SE1.3(2) Shows confidence in increasing abilities through actions and language; attempts to accomplish activities independently

SED.OT.3a Initiates and participates in the rituals and routines of the day

SE4.1(2) Begins to manage own behavior and show self-regulation; demonstrates increasing ability to cope with stress; calms self with soothing techniques with adult support; understands and finds comfort in routines, rules, or limitations

SED.OT.4a Verbally or nonverbally communicates more clearly on needs and wants

SE1.2(2) Chooses favorite foods, objects, and activities

SED.OT.4b Communicates verbally or nonverbally own preferences

SE1.2(2) Chooses favorite foods, objects, and activities

SED.OT.4c Identifies differences and similarities between self and others; uses pronouns such as I, me, mine

SE1.1(2) Shows awareness of some of own characteristics and takes pride in showing things they can do; uses name to refer to self

LL Language and Literacy

1: Language/Literacy

Birth to 8 Months

Listening and Understanding

L1 Receptive Language (Listening)

LL.I.1a Begins to engage in multiple back-and-forth emerging communicative interactions with adults as part of sensory, social and emotional experiences

L1.1(0) Listens and responds with interest to sounds and verbal communication of others; watches and responds to body language, gestures, and other forms of nonverbal communication.

LL.I.1b Responds to gestures of adults

L1.1(0) Listens and responds with interest to sounds and verbal communication of others; watches and responds to body language, gestures, and other forms of nonverbal communication.

LL.I.1c Responds to gestures that indicate understanding of what is being communicated

L1.1(0) Listens and responds with interest to sounds and verbal communication of others; watches and responds to body language, gestures, and other forms of nonverbal communication.

LL.I.2a Reacts to environmental sounds and verbal communication

L1.1(0) Listens and responds with interest to sounds and verbal communication of others; watches and responds to body language, gestures, and other forms of nonverbal communication.

LL.I.2b Turns head toward familiar sounds

L1.1(0) Listens and responds with interest to sounds and verbal communication of others; watches and responds to body language, gestures, and other forms of nonverbal communication.

LL.I.2c Responds to repeated words and phrases

L1.1(0) Listens and responds with interest to sounds and verbal communication of others; watches and responds to body language, gestures, and other forms of nonverbal communication.

LL.I.3a Responds in varied ways to the speaker's voice (e.g., turning head, making eye contact)

L1.1(0) Listens and responds with interest to sounds and verbal communication of others; watches and responds to body language, gestures, and other forms of nonverbal communication.

Speaking

L2 Expressive Language (Speaking)

LL.I.1a Begins to vocalize by using speech-like sounds and communicates in various ways to indicate wants and needs

L2.1(0) Uses and imitates sounds, gestures, or signs to express needs and wants.

Vocabulary

LL.I.1a Begins to look at familiar people, objects or animals when they are named

L2 Expressive Language (Speaking)

L2.2(0) Begins making specific sounds, gestures, facial expressions to communicate.

LL.I.1b Begins orienting to own name and enjoys playful word games like peek-a-boo

SE1.1(0) Develops awareness of self as separate from others; reacts when hearing own name; begins to realize their own hands and feet belong to them; shows interest in mirror image

LL.I.2a Uses signs or verbalizations for familiar people or objects including babbling consonant-like sounds

L2.2(0) Begins making specific sounds, gestures, facial expressions to communicate.

LL.I.2b Vocalizes pleasure and displeasure sounds differently (e.g., laugh, giggle, cry, fuss)

L2.2(0) Begins making specific sounds, gestures, facial expressions to communicate.

Sentences and Structure

LL.I.1a Begins to play with speech sounds

L2 Expressive Language (Speaking)

L2.1(0) Uses and imitates sounds, gestures, or signs to express needs and wants.

Conversation

LL.I.1a Engages in verbal and nonverbal conversations using facial expressions, gestures or sounds to initiate or respond to communication

L2 Expressive Language (Speaking)

L2.2(0) Begins making specific sounds, gestures, facial expressions to communicate.

LL.I.2a Responds to changes in tone of voice

L1.1(0) Listens and responds with interest to sounds and verbal communication of others; watches and responds to body language, gestures, and other forms of nonverbal communication.

LL.I.3a Begins to demonstrate awareness of nonverbal conversational rules by responding to adult nonverbal eye contact and facial cues

L1.1(0) Listens and responds with interest to sounds and verbal communication of others; watches and responds to body language, gestures, and other forms of nonverbal communication.

LL.I.3b Begins to demonstrate awareness of verbal conversational rules (e.g., responding to adult speech with coos and babble)

L2.2(0) Begins making specific sounds, gestures, facial expressions to communicate.

Emergent Reading

L3 Foundational Reading

LL.I.1a Shows enjoyment of the sounds and rhythms of language

L3.1(0) Shows interest in songs, rhymes, and stories; explores books with mouth and hands; attends to colorful pictures and photos.

LL.I.4a Responds to adult reading a book

L3.2(0) Listens and responds to stories that have been read previously.

8 to 18 Months

Listening and Understanding

L1 Receptive Language (Listening)

LL.YT.1a Engages in multiple back-and-forth communicative interactions with adults as part of sensory, social and emotional experiences (e.g., simple games)

L1.1(1) Begins to understand gestures, words, questions, or routines; responds appropriately to familiar signs, words, songs; follows one-step direction with adult support.

LL.YT.1b Uses gestures to direct adult attention

L2.1(1) Uses consistent sounds, gestures, signs, or words for a variety of purposes to express needs and wants which are understood by familiar adults.

LL.YT.1c Responds to adult's request using gestures or simple words showing an understanding of what is being said

L1.1(1) Begins to understand gestures, words, questions, or routines; responds appropriately to familiar signs, words, songs; follows one-step direction with adult support.

LL.YT.2a Responds to vocalizations during daily routines

L1.1(1) Begins to understand gestures, words, questions, or routines; responds appropriately to familiar signs, words, songs; follows one-step direction with adult support.

LL.YT.2b Responds by turning and smiling when name is spoken

L1.1(1) Begins to understand gestures, words, questions, or routines; responds appropriately to familiar signs, words, songs; follows one-step direction with adult support.

LL.YT.2c Begins to responds to adult questions

L1.1(1) Begins to understand gestures, words, questions, or routines; responds appropriately to familiar signs, words, songs; follows one-step direction with adult support.

LL.YT.3a Focuses attention on speaker when asked to do something

L1.1(1) Begins to understand gestures, words, questions, or routines; responds appropriately to familiar signs, words, songs; follows one-step direction with adult support.

Speaking

LL.YT.1a Increases vocalizations

L2 Expressive Language (Speaking)

L2.1(1) Uses consistent sounds, gestures, signs, or words for a variety of purposes to express needs and wants which are understood by familiar adults.

Vocabulary

LL.YT.1a Looks intently at or points at person or object that has been named with the goal of establishing joint attention

L2 Expressive Language (Speaking)

L2.2(1) Learns and uses new words each day to label people and objects, sing songs, make requests.

LL.YT.1b Responds to specific words and gestures and understands words for common items (typically understands up to 50 words)

L1.1(1) Begins to understand gestures, words, questions, or routines; responds appropriately to familiar signs, words, songs; follows one-step direction with adult support.

LL.YT.2a Builds and uses vocabulary through repeated exposure with language, pictures and books (may have a speaking vocabulary of between 10-50 words)

L2.2(1) Learns and uses new words each day to label people and objects, sing songs, make requests.

LL.YT.2b Communicates with others using words, actions and gestures (e.g., may say one or more understandable but not clearly articulated words)

L2.1(1) Uses consistent sounds, gestures, signs, or words for a variety of purposes to express needs and wants which are understood by familiar adults.

Sentences and Structure

LL.YT.1A Produces utterances of one, occasionally two, units of meaning in length

L2 Expressive Language (Speaking)

L2.1(1) Uses consistent sounds, gestures, signs, or words for a variety of purposes to express needs and wants which are understood by familiar adults.

LL.YT.1b Produces words of which approximately half are nouns

L2.2(1) Learns and uses new words each day to label people and objects, sing songs, make requests.

LL.YT.2a Produces utterances of one to two words that communicate labeling of objects and sometimes actions

L2.2(2) Uses new words each day for objects, actions, and to describe feelings, etc.; begins to understand some opposite concepts.

Conversation

LL.YT.1a Engages in conversations, asking and responding to simple questions through gestures (e.g., pointing, waving), signs (e.g., "more," "milk," "all done") and single words

L2 Expressive Language (Speaking)

L2.1(1) Uses consistent sounds, gestures, signs, or words for a variety of purposes to express needs and wants which are understood by familiar adults.

LL.YT.2a Asks and responds to simple questions using gestures, signs, vocalizations and single words

L2.1(1) Uses consistent sounds, gestures, signs, or words for a variety of purposes to express needs and wants which are understood by familiar adults.

LL.YT.3a Begins to demonstrate awareness of nonverbal conversational rules by responding to and replicating adult nonverbal eye contact and facial cues

L1.1(1) Begins to understand gestures, words, questions, or routines; responds appropriately to familiar signs, words, songs; follows one-step direction with adult support.

LL.YT.3b Begins to demonstrate awareness of verbal conversational rules (e.g., responding to adult speech with babble, jargoning, and/or single word)

L2.1(1) Uses consistent sounds, gestures, signs, or words for a variety of purposes to express needs and wants which are understood by familiar adults.

Emergent Reading

L3 Foundational Reading

LL.YT.1a Begins to show interest in print and books

L3.1(1) Demonstrates interest and involvement in handling books without help; looks at pictures, photos, and drawings; participates in shared reading by pointing to pictures and turning pages.

LL.YT.1b Begins to learn that pictures represent real objects, events and ideas (stories)

L3.2(1) Listens to short texts read aloud; points to specific characters or objects in a book when asked; anticipates repeated elements in a story.

LL.YT.4a Interacts with an adult reading a book

L3.2(1) Listens to short texts read aloud; points to specific characters or objects in a book when asked; anticipates repeated elements in a story.

Emergent Writing

L4 Writing

LL.YT.1a Makes random marks and scribbles (e.g., scribbles on paper with a crayon or on a small chalkboard with chalk)

L4.1(1) Makes purposeful marks with various writing tools.

18 to 24 Months

Listening and Understanding

L1 Receptive Language (Listening)

LL.MT.1a Engages in multiple back-and-forth communicative interactions with adults in purposeful and novel situations and responds to questions, requests and new information

L2.1(2) Participates in simple two-way verbal or nonverbal (signs) conversations to express and talk about needs, wants, experiences, and ideas.

LL.MT.1b Responds appropriately to simple requests

L1.1(2) Follows simple one and two-step directions with adult support; listens and responds to simple rhymes; listens to stories and conversations and confirms

understanding through simple reciprocal language;
 progresses in understanding and responding to verbal and nonverbal cues

LL.MT.1c Uses nonverbal gestures to respond to adult's language and oral reading

L1.1(2) Follows simple one and two-step directions with adult support; listens and responds to simple rhymes; listens to stories and conversations and confirms understanding through simple reciprocal language; progresses in understanding and responding to verbal and nonverbal cues

LL.MT.2a Responds verbally and nonverbally to spoken language

L1.1(2) Follows simple one and two-step directions with adult support; listens and responds to simple rhymes; listens to stories and conversations and confirms understanding through simple reciprocal language; progresses in understanding and responding to verbal and nonverbal cues

LL.MT.2b Begins to participate in simple conversations

L2.1(2) Participates in simple two-way verbal or nonverbal (signs) conversations to express and talk about needs, wants, experiences, and ideas.

LL.MT.2c Responds to language during conversations, songs, stories or other experiences

L1.1(2) Follows simple one and two-step directions with adult support; listens and responds to simple rhymes; listens to stories and conversations and confirms understanding through simple reciprocal language; progresses in understanding and responding to verbal and nonverbal cues

LL.MT.3a Follows simple one-step directions with scaffolding

L1.1(2) Follows simple one and two-step directions with adult support; listens and responds to simple rhymes; listens to stories and conversations and confirms understanding through simple reciprocal language; progresses in understanding and responding to verbal and nonverbal cues

Speaking

L2 Expressive Language (Speaking)

LL.MT.1a Speaks using new words and phrases and is understood by familiar adult 50 percent of the time

L2.2(2) Uses new words each day for objects, actions, and to describe feelings, etc.; begins to understand some opposite concepts.

Vocabulary

L2 Expressive Language (Speaking)

LL.MT.1a Points to pictures in book when named and/or

L3.1(2) Demonstrates interest and involvement with

points to body parts when asked

books and other print materials; selects books to be read and chooses favorites; names items in pictures; recognizes books by their covers.

LL.MT.1b Responds to requests (typically understands approximately 300 words)

L1.1(2) Follows simple one and two-step directions with adult support; listens and responds to simple rhymes; listens to stories and conversations and confirms understanding through simple reciprocal language; progresses in understanding and responding to verbal and nonverbal cues

LL.MT.2a Uses a number of different words and begins using two or more words together

L2.3(2) Begins to communicate in short phrases or sentences, combining two-three words.

LL.MT.2b Has a vocabulary of between 50 and 200 words although pronunciation is not always clear

L2.2(2) Uses new words each day for objects, actions, and to describe feelings, etc.; begins to understand some opposite concepts.

Sentences and Structure

L2 Expressive Language (Speaking)

LL.MT.1a Produces utterances of two units of meaning in length

L2.3(2) Begins to communicate in short phrases or sentences, combining two-three words.

LL.MT.1b Produces words of which approximately one-third are nouns with verbs becoming increasingly common

L2.2(2) Uses new words each day for objects, actions, and to describe feelings, etc.; begins to understand some opposite concepts.

LL.MT.2a Produces phrases of two words including labeling (e.g., "that dog"), action/agent (e.g., "mommy hug") and object/attribute (e.g., "soup hot")

L2.3(2) Begins to communicate in short phrases or sentences, combining two-three words.

LL.MT.2b Produces phrases of two words that convey negation (e.g., "no more," "kitty go")

L2.3(2) Begins to communicate in short phrases or sentences, combining two-three words.

Conversation

L2 Expressive Language (Speaking)

LL.MT.1a Engages in conversations by combining words or signs to indicate needs, wants or ideas, including one- or two-word questions and statements to initiate conversations

L2.1(2) Participates in simple two-way verbal or nonverbal (signs) conversations to express and talk about needs, wants, experiences, and ideas.

LL.MT.2a Asks and responds to simple questions using one- to two-word phrases, gestures and facial expressions in back-and-forth exchanges with others

L2.1(2) Participates in simple two-way verbal or nonverbal (signs) conversations to express and talk about needs, wants, experiences, and ideas.

LL.MT.3a Begins to demonstrate awareness of nonverbal conversational rules

L2.1(2) Participates in simple two-way verbal or nonverbal (signs) conversations to express and talk about needs, wants, experiences, and ideas.

LL.MT.2b Begins to demonstrate awareness of verbal conversational rules (e.g., responding to adult speech with one- to two-word phrases)

L2.3(2) Begins to communicate in short phrases or sentences, combining two-three words.

Emergent Reading

L3 Foundational Reading

LL.MT.1a Shows growing interest in print and books

L3.1(2) Demonstrates interest and involvement with books and other print materials; selects books to be read and chooses favorites; names items in pictures; recognizes books by their covers.

LL.MT.1b Learns that pictures represent real objects, events and ideas (stories)

L3.4(2) Begins to recognize and understand that pictures or symbols can be "read" by others and have meaning.

LL.MT.4a Points to pictures in a book, making sounds or saying words and interacting with an adult reading a book

L3.2(2) With adult support and picture cues, shows understanding of short texts read aloud by answering simple questions, reciting repeated phrases, and identifying characters.

Emergent Writing

L4 Writing

LL.MT.1a Makes more controlled scribbling (e.g., using paintbrush and paint or finger in shaving cream)

L4.1(2) Imitates adult writing, experimenting with different kinds of writing tools to make scribbles; understands people use writing to communicate.

24 to 36 Months

Listening and Understanding

L1 Receptive Language (Listening)

LL.OT.1a Engages in multiple back-and-forth communicative interactions with adults and peers during creative play and in purposeful and novel situations

L2.1(2) Participates in simple two-way verbal or nonverbal (signs) conversations to express and talk about needs, wants, experiences, and ideas.

LL.OT.1b Listens to and attends to spoken language and read-aloud texts and responds in ways that signal understanding using simple verbal responses and nonverbal gestures

L1.1(2) Follows simple one and two-step directions with adult support; listens and responds to simple rhymes; listens to stories and conversations and confirms understanding through simple reciprocal language; progresses in understanding and responding to verbal and nonverbal cues

LL.OT.2a Responds to an adult's simple questions about what is being learned

L1.1(2) Follows simple one and two-step directions with adult support; listens and responds to simple rhymes; listens to stories and conversations and confirms understanding through simple reciprocal language; progresses in understanding and responding to verbal and nonverbal cues

LL.OT.2b Participates in simple conversations

L2.1(2) Participates in simple two-way verbal or nonverbal (signs) conversations to express and talk about needs, wants, experiences, and ideas.

LL.OT.2c Identifies specific sounds, such as animal sounds and environmental sounds

L1.1(2) Follows simple one and two-step directions with adult support; listens and responds to simple rhymes; listens to stories and conversations and confirms understanding through simple reciprocal language; progresses in understanding and responding to verbal and nonverbal cues

LL.OT.3a Follows multi-step directions with reminders

L1.1(2) Follows simple one and two-step directions with adult support; listens and responds to simple rhymes; listens to stories and conversations and confirms understanding through simple reciprocal language; progresses in understanding and responding to verbal and nonverbal cues

Speaking

LL.OT.1A Speaks and is understood by familiar peer or adult most of the time

L2 Expressive Language (Speaking)

L2.3(2) Begins to communicate in short phrases or sentences, combining two-three words.

Vocabulary

LL.OT.1a Responds appropriately to almost all adult speech including requests involving multiple steps

L2 Expressive Language (Speaking)

L1.1(4) Follows multi-step directions of increasing complexity; listens and responds to more complex rhymes and rhythms; gains meaning listening to stories, informational texts, directions, and conversations.

LL.OT.1b Demonstrates understanding of words across varied topics, including words or lines from books, songs and stories, as well as body parts (typically understands between 500-900 words)

L2.2(2) Uses new words each day for objects, actions, and to describe feelings, etc.; begins to understand some opposite concepts.

LL.OT.2a Increases vocabulary rapidly, including descriptive words, pronouns and/or plurals (e.g., big, happy, you, me, shoes) (typically has a speaking

L2.2(2) Uses new words each day for objects, actions, and to describe feelings, etc.; begins to understand some opposite concepts.

vocabulary of approximately 500 words)

LL.OT.2b Combines words into three-word sentences to describe the world around them although unfamiliar adults may have difficulty understanding the child

L2.3(2) Begins to communicate in short phrases or sentences, combining two-three words.

Sentences and Structure

L2 Expressive Language (Speaking)

LL.OT.1a Produces utterances of three to four units of meaning in length

L2.3(2) Begins to communicate in short phrases or sentences, combining two-three words.

LL.OT.1b Produces words and phrases using the present progressive "ing" suffix (e.g., "going," "playing"), the possessive "s" (e.g., "Ben's book") and pronouns (e.g., "She is jumping.")

L2.3(2) Begins to communicate in short phrases or sentences, combining two-three words.

LL.OT.2a Produces sentences or phrases of two to three words, including subject/verb/object (e.g., "Juan fell down." "I did it.")

L2.3(2) Begins to communicate in short phrases or sentences, combining two-three words.

LL.OT.2b Asks basic questions (e.g., "Mommy gone?")

L2.3(2) Begins to communicate in short phrases or sentences, combining two-three words.

Conversation

L2 Expressive Language (Speaking)

LL.OT.3b Begins to demonstrate knowledge of verbal conversational rules (e.g., responding to adult speech with two- or three-word phrases)

L2.3(2) Begins to communicate in short phrases or sentences, combining two-three words.

LL.OT.1a Engages in conversations using words, signs, two- or three-word phrases, or simple sentences to initiate, continue or extend conversations with others

L2.3(2) Begins to communicate in short phrases or sentences, combining two-three words.

LL.OT.2a Asks and responds to simple questions (e.g., "Who?" "What?" "Where?" "Why?") using gestures and two- or three-word phrases in back-and-forth exchanges

L2.1(2) Participates in simple two-way verbal or nonverbal (signs) conversations to express and talk about needs, wants, experiences, and ideas.

LL.OT.3a Begins to demonstrate awareness of nonverbal conversational rules

L1.1(2) Follows simple one and two-step directions with adult support; listens and responds to simple rhymes; listens to stories and conversations and confirms understanding through simple reciprocal language; progresses in understanding and responding to verbal and nonverbal cues

Emergent Reading

LL.OT.1a Shows increased interest in print and books

L3 Foundational Reading

L3.1(2) Demonstrates interest and involvement with books and other print materials; selects books to be read and chooses favorites; names items in pictures; recognizes books by their covers.

LL.OT.1b Demonstrates that pictures represent real objects, events and ideas (stories)

L3.4(2) Begins to recognize and understand that pictures or symbols can be "read" by others and have meaning.

LL.OT.1c Pretends to read print or books

L3.1(2) Demonstrates interest and involvement with books and other print materials; selects books to be read and chooses favorites; names items in pictures; recognizes books by their covers.

LL.OT.2a Begins to demonstrate appreciation for sounds and patterns in language (e.g., wordplay, listening to nursery rhymes, singing songs with repetitive phrases and sounds)

L3.3(2) Continues to explore and play sounds (extends and repeats phonemes [individual sounds in a word], mimics rhymes, etc.).

LL.OT.3a Begins to recognize that print and other symbols convey meaning (e.g., common signs, lists, nametags, labels)

L3.4(2) Begins to recognize and understand that pictures or symbols can be "read" by others and have meaning.

LL.OT.4a Demonstrates comprehension of meaning of text via pointing to pictures, responding to conversations

L3.2(2) With adult support and picture cues, shows understanding of short texts read aloud by answering simple questions, reciting repeated phrases, and identifying characters.

Emergent Writing

LL.OT.1a Begins to use scribbles, marks and drawings to represent thoughts and ideas

L4 Writing

L4.1(2) Imitates adult writing, experimenting with different kinds of writing tools to make scribbles; understands people use writing to communicate.

MT Mathematical Thinking

2: Math

Birth to 8 Months

Number Sense

M1 Number Sense, Quantity, and Operations

M.I.1 Attends to objects in play, such as reaching or looking for more than one object

M2.1(0) Explores sizes and shapes of objects with hands and mouth.

M.I.2 Observes songs and finger plays that involve numbers and quantity

M1.1(0) Listens and responds to an adult counting; responds to question of wanting more.

Number and Operations

M.I.1 Explores objects in hands

M1 Number Sense, Quantity, and Operations

M2.1(0) Explores sizes and shapes of objects with hands and mouth.

Patterns

M.I.1a Explores objects with different characteristics

M4 Patterns, Sorting/Classifying, Reasoning

M3.1(0) Explores objects with different shapes and sizes.

Geometry

M.I.1 Begins to notice shapes in the environment

M2 Geometry and Spatial Sense

M2.1(0) Explores sizes and shapes of objects with hands and mouth.

Spatial Relations

M.I.1 Explores the properties of objects and watches how they move

M2 Geometry and Spatial Sense

M2.2(0) Explores moving body in space and observes other people and objects as they move.

M.I.2 Explores and experiments with objects and attends to events in the environment (e.g., shaking a rattle or ring of keys)

M2.2(0) Explores moving body in space and observes other people and objects as they move.

Measurement and Data

M.I.1 Explores objects in various ways

M3 Measurement and Data

M3.1(0) Explores objects with different shapes and sizes.

8 to 18 Months

Number Sense

M.YT.1 Attends to quantities when interacting with objects

M1 Number Sense, Quantity, and Operations

M1.1(1) Shows interest in and awareness of numbers and counting during daily routines and activities; understands differences in quantity: more, all gone, less.

M.YT.2 Communicates using gestures and/or basic words to refer to change in the amount of objects such as asking for "more" or "saying all gone"

M1.1(1) Shows interest in and awareness of numbers and counting during daily routines and activities; understands differences in quantity: more, all gone, less.

Number and Operations

M.YT.1 Notices changes in quantity or missing objects (e.g., looks for a specific toy when noticing that one of three toys is missing)

M1 Number Sense, Quantity, and Operations

M1.1(1) Shows interest in and awareness of numbers and counting during daily routines and activities; understands differences in quantity: more, all gone, less.

Patterns

M.YT.1 Matches objects that have a singular attribute (e.g., color, shape, size)

M4 Patterns, Sorting/Classifying, Reasoning

M4.2(1) Forms sets of like items (places dolls in one area and blocks in another).

M.YT.2 Explores two objects by making direct comparisons

M3.1(1) Begins to notice differences in measurable attributes (size and quantity - big/little, tall/long/short, more/less, etc.).

Geometry

M.YT.1 Notices shapes in the environment

M2 Geometry and Spatial Sense

M2.1(1) Explores shapes and objects and how they fit together.

Spatial Relations

M.YT.1 Begins to use body to demonstrate an understanding of basic spatial directions (up, down, in, out, around and under)

M2 Geometry and Spatial Sense

M2.2(1) Explores ways objects and people move and fit in space; adjusts reach and grasp based on distance, size, and weight of object to be moved; explores space with body.

M.YT.2 Explores objects with different shapes

M2.1(1) Explores shapes and objects and how they fit together.

Measurement and Data

M.YT.1 Explores and shows awareness of the size and weight of object with adult assistance

M3 Measurement and Data

M3.1(1) Begins to notice differences in measurable attributes (size and quantity - big/little, tall/long/short, more/less, etc.).

18 to 24 Months

Number Sense

M.MT.1 Uses number words or sign language to identify small amounts referring to quantity

M1 Number Sense, Quantity, and Operations

M1.1(2) Grows in role counting; begins to understand concept of "one" and "two"; identifies more/less in sets.

M.MT.2 Begins to count groups of one and two objects in daily routine

M1.1(2) Grows in role counting; begins to understand concept of "one" and "two"; identifies more/less in sets.

Number and Operations

M.MT.1 Demonstrates an understanding that "adding to" increases the number of objects in the group

M1 Number Sense, Quantity, and Operations

M1.1(2) Grows in role counting; begins to understand concept of "one" and "two"; identifies more/less in sets.

Patterns

M.MT.1 Begins to recognize patterns in the environment (e.g., clap two times)

M4 Patterns, Sorting/Classifying, Reasoning

M4.1(2) Begins to recognize patterns in the environment; can tell what comes next in daily routines, familiar songs, simple patterns.

M.MT.2 Begins to order three to five objects using one attribute through trial and error

M4.2(2) Sorts/matches objects into sets (color, size) with adult support.

M.OT.1 Recognizes patterns in the environment

M4.1(2) Begins to recognize patterns in the environment; can tell what comes next in daily routines, familiar songs, simple patterns.

Geometry

M2 Geometry and Spatial Sense

M.MT.1 Begins to match basic shapes

M2.1(2) Recognizes and matches some familiar shapes, expanding to shapes of different sizes and orientations; names attributes of shapes with adult support.

M.MT.2 Begins to sort familiar objects into two groups based on size

M4.2(2) Sorts/matches objects into sets (color, size) with adult support.

Spatial Relations

M2 Geometry and Spatial Sense

M.MT.1 Uses body to demonstrate an understanding of basic spatial directions through songs, finger plays and games

M2.2(2) Begins to understand and respond to positional words in directions; may include positional words in speaking.

M.MT.2 Begins to manipulate objects by flipping, sliding and rotating to make them fit

M2.1(2) Recognizes and matches some familiar shapes, expanding to shapes of different sizes and orientations; names attributes of shapes with adult support.

Measurement and Data

M3 Measurement and Data

M.MT.1 Uses appropriate size words or gestures (small, big) to describe objects accurately

M3.1(2) Uses words to describe differences in quantity and length; compares sizes of objects; explores ways to measure using non-standard units of measure.

24 to 36 Months

Number Sense

M1 Number Sense, Quantity, and Operations

M.OT.1 Subitizes (immediately recognizes without counting) up to two objects

M1.1(2) Grows in rote counting; begins to understand concept of "one" and "two"; identifies more/less in sets.

M.OT.2 Begins to count groups of one to five objects in daily routine

M1.1(2) Grows in rote counting; begins to understand concept of "one" and "two"; identifies more/less in sets.

Number and Operations

M1 Number Sense, Quantity, and Operations

M.OT.1 Changes size of a set of objects (up to three) by adding and subtracting with adult assistance

M1.1(2) Grows in rote counting; begins to understand concept of "one" and "two"; identifies more/less in sets.

Patterns

M.OT.2 Recognizes a simple AB pattern (e.g., clap/snap, clap/snap, clap/snap)

M4 Patterns, Sorting/Classifying, Reasoning

M4.1(2) Begins to recognize patterns in the environment; can tell what comes next in daily routines, familiar songs, simple patterns.

Geometry

M.OT.1 Matches basic shapes (circle, square) non-verbally

M2 Geometry and Spatial Sense

M2.1(2) Recognizes and matches some familiar shapes, expanding to shapes of different sizes and orientations; names attributes of shapes with adult support.

Spatial Relations

M.OT.1 Begins to demonstrate an understanding of basic spatial directions through songs, finger plays and games

M2 Geometry and Spatial Sense

M2.2(2) Begins to understand and respond to positional words in directions; may include positional words in speaking.

M.OT.2 Manipulates objects by flipping, sliding and rotating to make them fit

M2.1(2) Recognizes and matches some familiar shapes, expanding to shapes of different sizes and orientations; names attributes of shapes with adult support.

Measurement and Data

M.OT.2 Compares sets of objects by one attribute (e.g., sort by size)

M3 Measurement and Data

M3.1(2) Uses words to describe differences in quantity and length; compares sizes of objects; explores ways to measure using non-standard units of measure.

M.OT.1 Uses increasingly complex size words to accurately describe objects

M3.1(2) Uses words to describe differences in quantity and length; compares sizes of objects; explores ways to measure using non-standard units of measure.

SI Scientific Inquiry

Birth to 8 Months

Scientific Inquiry Through Exploration and Discovery

3: Science

SC1 Observation and Inquiry

SI.I.1a Responds to information received through the senses

SC1.1(0) Explores objects and world through all five senses (touches and brings objects to mouth, focuses attention on people or objects).

SI.I.1b Begins to use senses and a variety of actions to explore people and objects in the world around them (e.g., mouthing, touching, shaking, dropping)

SC1.1(0) Explores objects and world through all five senses (touches and brings objects to mouth, focuses attention on people or objects).

SI.I.2a Responds to people and objects in simple ways

SC1.1(0) Explores objects and world through all five senses (touches and brings objects to mouth, focuses

attention on people or objects).

SI.I.3a Begins to explore/notice cause and effect (e.g., crying to get needs met)

SE3.2(0) Expresses a range of emotions related to basic needs with facial expressions, body, and voice

Life Science

SC3 Life Science

SI.I.1a Shows curiosity about own body structure (e.g., two legs, fingers for grasping)

SC3.1(0) Shows interest and curiosity in natural world; pays attention to living creatures, plants.

Physical Science

SC2 Physical Science

SI.I.1a Displays interest in movement of objects

SC2.1(0) Observes how objects move when acted upon; pays attention to lights and sounds; imitates sounds; observes properties of materials (wet vs. dry; hot vs. cold, etc.).

SI.I.1b Recognizes when a moving object has stopped (e.g., mobile)

SC2.1(0) Observes how objects move when acted upon; pays attention to lights and sounds; imitates sounds; observes properties of materials (wet vs. dry; hot vs. cold, etc.).

SI.I.1c Uses senses to gain knowledge about objects

SC1.1(0) Explores objects and world through all five senses (touches and brings objects to mouth, focuses attention on people or objects).

SI.I.1d Displays interest in various types of materials (e.g., water, soft fabric, textured carpet)

SC2.1(0) Observes how objects move when acted upon; pays attention to lights and sounds; imitates sounds; observes properties of materials (wet vs. dry; hot vs. cold, etc.).

Earth and Space Science

SC4 Earth Science and Environment

SI.I.1a Touches water (e.g., plastic cups, sponge and wet washcloth)

SC1.1(0) Explores objects and world through all five senses (touches and brings objects to mouth, focuses attention on people or objects).

SI.I.1b Touches sand, soil and mud

SC1.1(0) Explores objects and world through all five senses (touches and brings objects to mouth, focuses attention on people or objects).

SI.I.1c Begins to exhibit curiosity about objects in the sky and environment

SC3.1(0) Shows interest and curiosity in natural world; pays attention to living creatures, plants.

SI.I.1d Responds to changes in temperature and weather (e.g., cries when too warm or too cold)

SC1.1(0) Explores objects and world through all five senses (touches and brings objects to mouth, focuses attention on people or objects).

Environment

SC4 Earth Science and Environment

SI.I.1a Recognizes familiar people and objects in the immediate environment

SC3.1(0) Shows interest and curiosity in natural world; pays attention to living creatures, plants.

8 to 18 Months

Scientific Inquiry Through Exploration and Discovery

SC1 Observation and Inquiry

SI.YT.1a Uses senses and a variety of actions to explore people and objects in the world around them (e.g., mouthing, touching, shaking and dropping)

SC1.1(1) Uses senses to explore and manipulate objects to observe how things work; varies behaviors to observe results.

SI.YT.2a Responds in varied ways to people and objects and manipulates objects in a purposeful way (e.g., uses a toy to make sounds on a xylophone)

SC1.1(1) Uses senses to explore and manipulate objects to observe how things work; varies behaviors to observe results.

SI.YT.3a Explores cause and effect by engaging in purposeful actions to cause things to happen (e.g., splashes in water)

SC1.1(1) Uses senses to explore and manipulate objects to observe how things work; varies behaviors to observe results.

Life Science

SC3 Life Science

SI.YT.1a Begins to explore, interact with and identify some plants and animals (e.g., interaction through real-world, literacy and videos)

SC3.1(1) Begins to differentiate between animals and plants; interacts respectfully with animals and plants; identifies some living things by name.

Physical Science

SC2 Physical Science

SI.YT.1a Demonstrates ability to move objects

SC2.1(1) Observes the ways objects move when acted upon; explores different sounds; observes and explores properties of materials (hard vs. soft; wet vs. dry; hot vs. cold, etc).

SI.YT.1b Begins to observe that objects move at different speeds (e.g., wind-up toys, swings)

SC2.1(1) Observes the ways objects move when acted upon; explores different sounds; observes and explores properties of materials (hard vs. soft; wet vs. dry; hot vs. cold, etc).

SI.YT.1c Begins to manipulate, explore and play with objects to gain knowledge about them (e.g., moving, filling, dumping, smelling)

SC2.1(1) Observes the ways objects move when acted upon; explores different sounds; observes and explores properties of materials (hard vs. soft; wet vs. dry; hot vs.

cold, etc).

SI.YT.1d Begins to explore solids and liquids to gain knowledge about them (e.g., soap and water in the bathtub)

SC2.1(1) Observes the ways objects move when acted upon; explores different sounds; observes and explores properties of materials (hard vs. soft; wet vs. dry; hot vs. cold, etc).

Earth and Space Science

SC4 Earth Science and Environment

SI.YT.1a Explores water (e.g., plastic cups or containers in the bathtub)

SC2.1(1) Observes the ways objects move when acted upon; explores different sounds; observes and explores properties of materials (hard vs. soft; wet vs. dry; hot vs. cold, etc).

SI.YT.1b Explores sand, soil and mud

SC2.1(1) Observes the ways objects move when acted upon; explores different sounds; observes and explores properties of materials (hard vs. soft; wet vs. dry; hot vs. cold, etc).

SI.YT.1c Begins to observe the sun, clouds and transition from day to night

SC4.1(1) Notices difference between night and day; identifies sky and things in it (moon, sun, stars, clouds); notices current weather conditions.

SI.YT.1d Begins to identify day and night

SC4.1(1) Notices difference between night and day; identifies sky and things in it (moon, sun, stars, clouds); notices current weather conditions.

Environment

SC4 Earth Science and Environment

SI.YT.1a Begins to identify familiar people and objects in the environment

SC3.1(1) Begins to differentiate between animals and plants; interacts respectfully with animals and plants; identifies some living things by name.

Engineering and Technology

SC1 Observation and Inquiry

SI.YT.1a Attempts to use objects as tools

SC1.2(1) Uses own body and adults as tools to help make observations and gather information.

18 to 24 Months

Scientific Inquiry Through Exploration and Discovery

SC1 Observation and Inquiry

SI.MT.1a Begins to identify some sense organs

SC1.1(2) Uses senses to explore; shares what is seen, heard, and touched; makes simple predictions based on previous experiences; observes the effects of their actions on others.

SI.MT.1b Explores the nature of sensory materials and experiences (e.g., different textures, sounds, tastes and wind)

SC1.1(2) Uses senses to explore; shares what is seen, heard, and touched; makes simple predictions based on previous experiences; observes the effects of their actions on others.

SI.MT.2a Recognizes and uses simple tools as props through play (e.g., spoons or brushes)

SC1.2(2) Uses simple tools to observe things in the environment (sifter, water jug, magnifying glass).

SI.MT.3a Begins to combine simple actions to cause things to happen or change how they interact with objects and people

SC1.1(2) Uses senses to explore; shares what is seen, heard, and touched; makes simple predictions based on previous experiences; observes the effects of their actions on others.

Life Science

SC3 Life Science

SI.MT.1a Explores, interacts with and identifies some plants and animals

SC3.1(2) Observes, cares for, and tells some characteristics/traits of living things in the natural world with adult guidance; observes/identifies natural materials; notices similarities and differences between babies and adults; begins to notice differences between living and non-living things.

Physical Science

SC2 Physical Science

SI.MT.1a Demonstrates ability to push and pull objects

SC2.1(2) Explores different ways to move objects by applying force; explores light and sound; observes how properties of matter can change (water and dirt; melting ice).

SI.MT.1b Observes objects that move at different speeds (e.g., wind-up toys, swings)

SC2.1(2) Explores different ways to move objects by applying force; explores light and sound; observes how properties of matter can change (water and dirt; melting ice).

SI.MT.1c Manipulates, explores and plays with objects to gain knowledge about them (e.g., moving, stacking)

SC2.1(2) Explores different ways to move objects by applying force; explores light and sound; observes how properties of matter can change (water and dirt; melting ice).

SI.MT.1d Explores solids and liquids to gain knowledge about them (e.g., food, water play, finger painting)

SC2.1(2) Explores different ways to move objects by applying force; explores light and sound; observes how properties of matter can change (water and dirt; melting ice).

Earth and Space Science

SI.MT.1a Engages in structured play with water

SC4 Earth Science and Environment

SC2.1(2) Explores different ways to move objects by applying force; explores light and sound; observes how properties of matter can change (water and dirt; melting ice).

SI.MT.1b Engages in structured play with sand, soil and mud activities

SC2.1(2) Explores different ways to move objects by applying force; explores light and sound; observes how properties of matter can change (water and dirt; melting ice).

SI.MT.1c Identifies the objects in the sky (e.g., clouds, sun, moon and stars)

SC4.1(2) Identifies and describes objects in the day and night sky with adult prompting; discusses current seasonal and weather conditions.

SI.MT.1d Uses basic vocabulary to describe day and night

SC4.1(2) Identifies and describes objects in the day and night sky with adult prompting; discusses current seasonal and weather conditions.

SI.MT.1e Uses emerging vocabulary to describe basic weather

SC4.1(2) Identifies and describes objects in the day and night sky with adult prompting; discusses current seasonal and weather conditions.

Environment

SI.MT.1a Identifies familiar people and objects in the environment

SC4 Earth Science and Environment

SC3.1(2) Observes, cares for, and tells some characteristics/traits of living things in the natural world with adult guidance; observes/identifies natural materials; notices similarities and differences between babies and adults; begins to notice differences between living and non-living things.

Engineering and Technology

SI.MT.1a Uses simple tools to explore

SC1 Observation and Inquiry

SC1.2(2) Uses simple tools to observe things in the environment (sifter, water jug, magnifying glass).

SI.MT.1b Explores simple machines through play (e.g., riding toys or push toys)

SC1.2(2) Uses simple tools to observe things in the environment (sifter, water jug, magnifying glass).

24 to 36 Months

Scientific Inquiry Through Exploration and Discovery

SC1 Observation and Inquiry

SI.OT.1a Identifies sense organs (e.g., nose, mouth, eyes, ears and hands) **SC1.1(2)** Uses senses to explore; shares what is seen, heard, and touched; makes simple predictions based on previous experiences; observes the effects of their actions on others.

SI.OT.1b Begins to use senses to observe and experience the environment **SC1.1(2)** Uses senses to explore; shares what is seen, heard, and touched; makes simple predictions based on previous experiences; observes the effects of their actions on others.

OT

SI.OT.1c Begins to identify objects and features of the world (e.g., bird call, thunder, wind and fire truck) **SC1.1(2)** Uses senses to explore; shares what is seen, heard, and touched; makes simple predictions based on previous experiences; observes the effects of their actions on others.

SI.OT.2a Begins to use simple tools to explore and observe (e.g., magnifiers, spoons) **SC1.2(2)** Uses simple tools to observe things in the environment (sifter, water jug, magnifying glass).

SI.OT.3a Combines simple actions to cause things to happen or change how they interact with objects and people **SC1.1(2)** Uses senses to explore; shares what is seen, heard, and touched; makes simple predictions based on previous experiences; observes the effects of their actions on others.

SI.OT.3b Recognizes and begins to respond to results of own actions **SC1.1(2)** Uses senses to explore; shares what is seen, heard, and touched; makes simple predictions based on previous experiences; observes the effects of their actions on others.

Life Science

SC3 Life Science

SI.OT.1a Explores, interacts with and identifies a growing number and variety of plants and animals **SC3.1(2)** Observes, cares for, and tells some characteristics/traits of living things in the natural world with adult guidance; observes/identifies natural materials; notices similarities and differences between babies and adults; begins to notice differences between living and non-living things.

SI.OT.1b Begins to explore how plants and animals grow and change (e.g., baby chicks grow to be chickens and puppies grow to be dogs) **SC3.1(2)** Observes, cares for, and tells some characteristics/traits of living things in the natural world with adult guidance; observes/identifies natural materials; notices similarities and differences between babies and adults; begins to notice differences between

living and non-living things.

Physical Science

SI.OT.1a Begins to explore a greater variety of motions with objects (e.g., rotate, spin, twist)

SC2 Physical Science

SC2.1(2) Explores different ways to move objects by applying force; explores light and sound; observes how properties of matter can change (water and dirt; melting ice).

SI.OT.1b Uses basic words for speed of motion (e.g., fast and slow)

SC2.1(2) Explores different ways to move objects by applying force; explores light and sound; observes how properties of matter can change (water and dirt; melting ice).

SI.OT.1c Begins to describe, compare, sort and classify objects based on observable physical characteristics (e.g., color, sound, weight)

M3.1(2) Uses words to describe differences in quantity and length; compares sizes of objects; explores ways to measure using non-standard units of measure.

SI.OT.1d Begins to use words to describe basic physical properties and states of matter of objects (e.g., wet/dry, hard/soft, warm/cold, firm/squishy)

SC2.1(2) Explores different ways to move objects by applying force; explores light and sound; observes how properties of matter can change (water and dirt; melting ice).

Earth and Space Science

SI.OT.1a Begins to explore and investigate the properties of water

SC4 Earth Science and Environment

SC2.1(2) Explores different ways to move objects by applying force; explores light and sound; observes how properties of matter can change (water and dirt; melting ice).

SI.OT.1b Begins to explore and investigate the properties of sand, soil and mud

SC2.1(2) Explores different ways to move objects by applying force; explores light and sound; observes how properties of matter can change (water and dirt; melting ice).

SI.OT.1c Describes the objects in the sky (e.g., clouds, sun, moon and stars)

SC4.1(2) Identifies and describes objects in the day and night sky with adult prompting; discusses current seasonal and weather conditions.

SI.OT.1d Describes daytime and nighttime through drawing, naming or pretend play

SC4.1(2) Identifies and describes objects in the day and night sky with adult prompting; discusses current seasonal and weather conditions.

SI.OT.1e Observes and discusses weather

SC4.1(2) Identifies and describes objects in the day and night sky with adult prompting; discusses current seasonal and weather conditions.

Environment

SC4 Earth Science and Environment

SI.OT.1a Begins to describe familiar people and objects in the environment

SC3.1(2) Observes, cares for, and tells some characteristics/traits of living things in the natural world with adult guidance; observes/identifies natural materials; notices similarities and differences between babies and adults; begins to notice differences between living and non-living things.

SI.OT.1b Begins to participate in activities to protect the environment

SC3.1(2) Observes, cares for, and tells some characteristics/traits of living things in the natural world with adult guidance; observes/identifies natural materials; notices similarities and differences between babies and adults; begins to notice differences between living and non-living things.

Engineering and Technology

SC1 Observation and Inquiry

SI.OT.1a Uses props to represent simple tools through play

SC1.2(2) Uses simple tools to observe things in the environment (sifter, water jug, magnifying glass).

SI.OT.1b Uses simple machines in play (e.g., riding toys, push mower or tricycle)

SC1.2(2) Uses simple tools to observe things in the environment (sifter, water jug, magnifying glass).

SI.OT.1c Begins to explore materials and construct simple objects and structures and begins to explore motion and stability (e.g., block building, ramps, pathways, sand, playdough and knocking over a block tower)

SC1.1(2) Uses senses to explore; shares what is seen, heard, and touched; makes simple predictions based on previous experiences; observes the effects of their actions on others.

SS Social Studies

4: Social Studies

Birth to 8 Months

Culture

SS3 Culture, Family, and Community

SS.I.1 Experiences own family practices (traditions, celebrations, songs, food or language)

SS3.1(0) Listens and responds to songs and music from various cultures, especially those from own culture

Individual Development and Identity

SS3 Culture, Family, and Community

SS.I.1 Begins to explore characteristics of self (eyes, nose and hair)

SE1.1(0) Develops awareness of self as separate from others; reacts when hearing own name; begins to realize their own hands and feet belong to them; shows interest

in mirror image

Individuals and Groups

SS.I.1 Begins to recognize family members

SS3 Culture, Family, and Community

SS3.2(0) Hears and responds to own name; prefers company of parents or main caregivers

Spaces, Places and Environments

SS.I.1 Responds to people and objects

SS2 Geography and Symbolic Representation

AL2.1(0) Attends to objects, eventually experimenting with different ways to interact with them; responds to playful interactions with smiles and giggles

Time, Continuity and Change

SS.I.1 Begins to respond to schedules

SS1 History and Events

AL4.1(0) Recognizes familiar people, places, and things; after repeated experiences, remembers that unseen objects are still there

Governance, Civic Ideals and Practices

SS.I.1 Responds to people and objects

SS4 Government, Economics, and Technology

AL2.1(0) Attends to objects, eventually experimenting with different ways to interact with them; responds to playful interactions with smiles and giggles

SS.I.2 Uses senses to solve problems

AL1.1(0) Uses senses to explore immediate environment

SS.I.3 Recognizes familiar people and objects

AL4.1(0) Recognizes familiar people, places, and things; after repeated experiences, remembers that unseen objects are still there

Economics and Resources

SS.I.1 Begins to actively seek out responses

SS4 Government, Economics, and Technology

AL3.1(0) Pays attention to people, objects, and sounds; tries to reproduce a desired outcome; cries to receive attention

Technology and Our World

SS.I.1 Responds to people and objects

SS4 Government, Economics, and Technology

AL2.1(0) Attends to objects, eventually experimenting with different ways to interact with them; responds to playful interactions with smiles and giggles

8 to 18 Months

Culture

SS.YT.1 Begins to participate in own family practices (traditions, celebrations, songs, food or language)

SS3 Culture, Family, and Community

SS3.2(1) Consistently hears and responds to own name and names of close family members (Mama, Daddy,

etc.); begins to notice family, age, and physical traits

Individual Development and Identity

SS.YT.1 Begins to recognize characteristics of self (eyes, nose and hair)

SS3 Culture, Family, and Community

SS3.2(1) Consistently hears and responds to own name and names of close family members (Mama, Daddy, etc.); begins to notice family, age, and physical traits

SS.YT.2 Begins to recognize ability to impact surroundings

SS3.2(1) Consistently hears and responds to own name and names of close family members (Mama, Daddy, etc.); begins to notice family, age, and physical traits

Individuals and Groups

SS.YT.1 Identifies family members

SS3 Culture, Family, and Community

SS3.2(1) Consistently hears and responds to own name and names of close family members (Mama, Daddy, etc.); begins to notice family, age, and physical traits

Spaces, Places and Environments

SS.YT.1 Responds in varied ways to people and objects

SS2 Geography and Symbolic Representation

SS4.1(1) Responds when an adult redirects behavior or gives simple instructions

Time, Continuity and Change

SS.YT.1 Responds to schedules

SS1 History and Events

SS1.1(1) Responds and reacts to changes in routine or schedule

Governance, Civic Ideals and Practices

SS.YT.1 Responds to simple requests

SS4 Government, Economics, and Technology

SS4.1(1) Responds when an adult redirects behavior or gives simple instructions

SS.YT.2 Begins to recognize cause and effect of actions

AL2.2(1) Demonstrates a recognition of cause/effect relationships (pushes toy car and watches it roll away)

SS.YT.3 Responds in varied ways to people and objects

SS4.1(1) Responds when an adult redirects behavior or gives simple instructions

Economics and Resources

SS.YT.1 Begins to communicate wants and needs

SS4 Government, Economics, and Technology

L2.1(1) Uses consistent sounds, gestures, signs, or words for a variety of purposes to express needs and wants which are understood by familiar adults.

Technology and Our World

SS4 Government, Economics, and Technology

SS.YT.1 Responds in varied ways to people and objects

SS4.1(1) Responds when an adult redirects behavior or gives simple instructions

18 to 24 Months

Culture

SS3 Culture, Family, and Community

SS.MT.1 Participates in own family practices (traditions, celebrations, songs, food or language)

SS1.2(2) Participates in holiday, cultural, and birthday celebrations for friends, family, or community

Individual Development and Identity

SS3 Culture, Family, and Community

SS.MT.1 Recognizes characteristics of self (eyes, nose and hair)

SS3.2(2) Shows understanding of own characteristics (name, age, gender, physical traits) and family roles

SS.MT.2 Recognizes ability to impact surroundings

SS4.1(2) With adult support, carries out some classroom responsibilities and follows simple rules; helps with simple classroom jobs

Individuals and Groups

SS3 Culture, Family, and Community

SS.MT.1 Begins to recognize self as separate from others

SS3.2(2) Shows understanding of own characteristics (name, age, gender, physical traits) and family roles

SS.MT.2 Begins to respond to the needs of others (e.g., peers and family members)

SE3.1(2) Recognizes other children's feelings and emotions; communicates concern and tries to comfort others verbally and physically

SS.MT.3 Begins to participate in routines (e.g., family, classroom, school and community)

SS1.1(2) Understands and follows daily routines; can tell what comes next

Spaces, Places and Environments

SS2 Geography and Symbolic Representation

SS.MT.1 Begins to recognize own personal space

SS2.1(2) Recognizes some familiar places such as child care facility, home, grocery store; locates toys that have been put away in familiar places

Time, Continuity and Change

SS1 History and Events

SS.MT.1 Recognizes and responds to schedules (e.g., time to eat when hungry)

SS1.1(2) Understands and follows daily routines; can tell what comes next

Governance, Civic Ideals and Practices

SS4 Government, Economics, and Technology

SS.MT.1 Begins to follow simple requests

SS4.1(2) With adult support, carries out some classroom responsibilities and follows simple rules; helps with simple classroom jobs

SS.MT.2 Responds to problems in the environment

SS4.1(2) With adult support, carries out some classroom responsibilities and follows simple rules; helps with simple classroom jobs

SS.MT.3 Shows more complex responses to people and objects

SS4.2(2) Recognizes that money/payment is needed to purchase materials; recognizes that people have basic needs; understands businesses in the community provide goods/services

Economics and Resources

SS4 Government, Economics, and Technology

SS.MT.1 Communicates wants and needs to others

L2.1(2) Participates in simple two-way verbal or nonverbal (signs) conversations to express and talk about needs, wants, experiences, and ideas.

Technology and Our World

SS4 Government, Economics, and Technology

SS.MT.1 Begins to recognize there are tools and machines (e.g., spoon for eating, cups and containers used in play, or wagon or cart used in the play area)

SS4.3(2) Uses everyday technology with adult guidance (remote controls, telephones, light switches, listening centers, etc.)

24 to 36 Months

Culture

SS3 Culture, Family, and Community

SS.OT.1 Identifies family practices (traditions, celebrations, songs, food or language)

SS1.2(2) Participates in holiday, cultural, and birthday celebrations for friends, family, or community

Individual Development and Identity

SS3 Culture, Family, and Community

SS.OT.1 Begins to recognize characteristics of self as an individual

SS3.2(2) Shows understanding of own characteristics (name, age, gender, physical traits) and family roles

SS.OT.2 Begins to recognize the ways self is similar to and different from peers and others

SS3.2(2) Shows understanding of own characteristics (name, age, gender, physical traits) and family roles

Individuals and Groups

SS3 Culture, Family, and Community

SS.OT.1 Recognizes self as separate from others

SS3.2(2) Shows understanding of own characteristics (name, age, gender, physical traits) and family roles

SS.OT.2 Responds to the needs of others (e.g., peers and family members)

SE3.1(2) Recognizes other children's feelings and emotions; communicates concern and tries to comfort others verbally and physically

SS.OT.3 Begins to follow routines (e.g., family, classroom, school and community)

SS1.1(2) Understands and follows daily routines; can tell what comes next

Spaces, Places and Environments

SS.OT.1 Begins to identify own personal space

SS2 Geography and Symbolic Representation

SS2.1(2) Recognizes some familiar places such as child care facility, home, grocery store; locates toys that have been put away in familiar places

SS.OT.2 Explores own environment

SS2.1(2) Recognizes some familiar places such as child care facility, home, grocery store; locates toys that have been put away in familiar places

SS.OT.3 Recognizes basic physical characteristics (e.g., landmarks or land features)

SS2.1(2) Recognizes some familiar places such as child care facility, home, grocery store; locates toys that have been put away in familiar places

SS.OT.4 Uses words to describe objects in a familiar space

SS2.1(2) Recognizes some familiar places such as child care facility, home, grocery store; locates toys that have been put away in familiar places

Time, Continuity and Change

SS.OT.1 Begins to sequence events

SS1 History and Events

SS1.1(2) Understands and follows daily routines; can tell what comes next

SS.OT.2 Begins to recognize time events and routines

SS1.1(2) Understands and follows daily routines; can tell what comes next

Governance, Civic Ideals and Practices

SS.OT.1 Begins to recognize expectations in varying settings

SS4 Government, Economics, and Technology

SS4.1(2) With adult support, carries out some classroom responsibilities and follows simple rules; helps with simple classroom jobs

SS.OT.2 Demonstrates emerging problem-solving and decision-making skills

AL2.3(2) Tries several strategies to solve a problem (tries forcing a puzzle piece in place, then turns it until it fits)

SS.OT.3 Begins to recognize common symbols in the environment

SS2.1(2) Recognizes some familiar places such as child care facility, home, grocery store; locates toys that have been put away in familiar places

Economics and Resources

SS.OT.1 Initiates more complex interactions to get wants and needs met

SS4 Government, Economics, and Technology

L2.1(2) Participates in simple two-way verbal or nonverbal (signs) conversations to express and talk about

needs, wants, experiences, and ideas.

SS.OT.2 Shows awareness of occupations

SS3.3(2) Talks about or role-plays what family members do during the day

Technology and Our World

SS4 Government, Economics, and Technology

SS.OT.1 Explores technology tools and interactive media (e.g., writing utensils, electronic toys, DVD and music players)

SS4.3(2) Uses everyday technology with adult guidance (remote controls, telephones, light switches, listening centers, etc.)

CE Creative Expression Through the Arts

8: Creative Arts

Birth to 8 Months

Sensory Art Experience

CA1 Visual Arts

CE.I.1 Begins to experience the sensory qualities of a wide variety of open-ended, diverse and process-oriented sensory materials

CA1.1(0) Shows curiosity, exploring a wide variety of art media through sensory experiences

Music

CA2 Music

CE.I.1 Responds to music in a variety of ways

CA2.1(0) Responds to and shows interest in musical sounds by turning head or moving body; explores vocal sounds through imitation

Creative Movement

CA3 Movement and Dance

CE.I.1 Uses movement to show increasing body awareness in response to own environment

CA4.1(0) Moves to act on environment with intent and control; vocalizes to get attention

Imaginative and Creative Play

CA4 Dramatic Play and Imagination

CE.I.1 Imitates familiar experiences in own life

CA4.1(0) Moves to act on environment with intent and control; vocalizes to get attention

Appreciation of the Arts

CA1 Visual Arts

CE.I.1 Responds spontaneously to different forms of art in the environment

CA1.2(0) Responds to or shows interest in visual stimuli (bright colors, toys, mobiles, stuffed animals, etc.)

8 to 18 Months

Sensory Art Experience

CA1 Visual Arts

CE.YT.1 Chooses from a wide variety of open-ended, diverse and process-oriented sensory materials to engage in the art experience

CA1.1(1) Uses a variety of materials in exploring and creating age-appropriate artwork

Music

CE.YT.1 Begins to discover and engage in creative music experiences

CA2 Music

CA2.1(1) Expresses pleasure or excitement when listening to music; vocalizes some words in repetitive songs

Creative Movement

CE.YT.1 Begins to use movement to express feelings and/or communicate an idea

CA3 Movement and Dance

CA3.1(1) Imitates some movements and sounds in response to cues in songs or fingerplays

CE.YT.2 Spontaneously responds and moves in creative ways while listening to music or sounds, stories and/or verbal cues

CA3.1(1) Imitates some movements and sounds in response to cues in songs or fingerplays

Imaginative and Creative Play

CE.YT.1 Imitates and initiates familiar experiences in own life using a variety of objects in the environment

CA4 Dramatic Play and Imagination

CA4.2(1) Uses dolls and toys as if they were real; engages in pretend play with realistic objects

Appreciation of the Arts

CE.YT.1 Shows curiosity in different forms of artistic expressions (e.g., music, art and dance)

CA1 Visual Arts

CA1.2(1) Shows interest in visual stimuli (wall hangings, photographs, paintings, etc.)

18 to 24 Months

Sensory Art Experience

CE.MT.1 Combines a variety of open-ended, process-oriented and diverse art materials to explore technique with intention

CA1 Visual Arts

CA1.1(2) Chooses and participates in art activities, using different materials to create artwork

Music

CE.MT.1 Discovers and engages in creative music experiences

CA2 Music

CA2.1(2) Shows interest and participates in a wide variety of music and songs; sings some simple songs; explores volume

Creative Movement

CE.MT.1 Uses movement to express feelings and/or communicate an idea

CA3 Movement and Dance

CA3.1(2) Moves and dances alone or with others; performs movements in songs and fingerplays

CE.MT.2 Responds and moves in creative ways while listening to music, stories and/or verbal cues

CA3.1(2) Moves and dances alone or with others; performs movements in songs and fingerplays

Imaginative and Creative Play

CA4 Dramatic Play and Imagination

CE.MT.1 Purposefully begins to engage in and explore imaginative and creative play with a variety of objects in the environment

CA4.2(2) Uses objects in new ways or in pretend play; uses multiple toy props; engages in pretend play to act out daily routines

Appreciation of the Arts

CA1 Visual Arts

CE.MT.1 Begins to respond to own art and to a variety of artistic expressions of others

CA1.2(2) Shows interest in own works of art and the works of others with prompting

CE.MT.2 Begins to show preferences for various art forms

CA1.1(2) Chooses and participates in art activities, using different materials to create artwork

24 to 36 Months

Sensory Art Experience

CA1 Visual Arts

CE.OT.1 Uses imagination and creativity to express self through open-ended, diverse and process-oriented art experiences with intention

CA1.1(2) Chooses and participates in art activities, using different materials to create artwork

Music

CA2 Music

CE.OT.1 Begins to engage in a variety of individual and group musical activities

CA2.1(2) Shows interest and participates in a wide variety of music and songs; sings some simple songs; explores volume

Creative Movement

CA3 Movement and Dance

CE.OT.1 Begins to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge

CA3.1(2) Moves and dances alone or with others; performs movements in songs and fingerplays

Imaginative and Creative Play

CA4 Dramatic Play and Imagination

CE.OT.1 Purposefully explores, engages and persists in ongoing real and or imaginative experiences through creative play

CA4.1(2) Uses imitation or pretend play to express creativity and imagination

Appreciation of the Arts

CA1 Visual Arts

CE.OT.1 Responds to own art and to a variety of artistic expressions of others

CA1.2(2) Shows interest in own works of art and the works of others with prompting

CE.OT.2 Shows preferences for various art forms

CA1.1(2) Chooses and participates in art activities, using different materials to create artwork



Standards Alignment

Source: Florida Office of Early Learning (2017)