



Standards Alignment

Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines Alignment with FunShine Express® Curriculum Ages 0 - 36 Months

Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines	FunShine Early Learning and Development Continuum
PD Physical Health and Motor Development	7: Physical Development and Health
Birth to 8 Months	
A. Health and Well-Being	PD1 Physical Health, Growth, PD4 Safety Awareness and Self-Care
PD.A. I.1 Gaze at object, person, or toy.	AL2.1(0) Attends to objects, eventually experimenting with different ways to interact with them; responds to playful interactions with smiles and giggles
PD.A. I.2 Turn towards sounds and noises.	AL2.1(0) Attends to objects, eventually experimenting with different ways to interact with them; responds to playful interactions with smiles and giggles
PD.A. I.3 Cry when hungry and quiet down when picked up for breastfeeding or when they see caregiver with bottle.	PD4.2(0) Responds well when physical needs are met (diaper changes, feedings, nose care)
PD.A. I.4 Begin to calm during bath time.	PD4.2(0) Responds well when physical needs are met (diaper changes, feedings, nose care)
PD.A. I.5 Babble or coo with caregivers during diaper-changing time.	PD4.2(0) Responds well when physical needs are met (diaper changes, feedings, nose care)
B. Gross Motor Skills	PD2 Gross Motor Development
PD.B. I.1 Turn head from side to side and shake or wiggle arms and legs.	PD1.1(0) Engages with caregivers in play that helps develop arm, leg, and core strength (tummy time, reaching, grasping, pushing)
PD.B. I.2 Lift head and shoulders.	PD2.3(0) Begins to control body (pushes up, sits upright, maintains upright posture/balance when sitting or standing, twists to roll over, reaches across body)
PD.B. I.3 Roll or try to move towards a toy.	PD2.3(0) Begins to control body (pushes up, sits upright, maintains upright posture/balance when sitting or standing, twists to roll over, reaches across body)

PD.B. I.4 Scoot forward or backwards.

PD2.1(0) Begins to control body to gain mobility (scoots, crawls, pulls up to stand)

PD.B. I.5 Begin to sit with support.

PD2.3(0) Begins to control body (pushes up, sits upright, maintains upright posture/balance when sitting or standing, twists to roll over, reaches across body)

PD.B. I.6 Bat at or kick at toys or things hanging over them.

PD2.2(0) Begins to coordinate body movements (picks up rolled ball, uses hands and feet to make contact with objects, claps)

C. Fine Motor Skills

PD3 Fine Motor Development

PD.C. I.1 Look at and follow faces and objects with their eyes.

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

PD.C. I.2 Bat or kick at objects or toys.

PD3.2(0) Uses different actions on objects (kicks, pats, swipes, shakes)

PD.C. I.3 Begin to grab at things with a purpose but may not hold things well yet.

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.C. I.4 Point to something they find interesting.

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.C. I.5 Look at objects while bringing them to their mouth.

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

8 to 18 Months

A. Health and Well-Being

PD1 Physical Health, Growth, PD4 Safety Awareness and Self-Care

PD.A. OI.1 Feed themselves with some assistance.

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

PD.A. OI.2 Ask, point, or sign for "more" when eating.

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.

PD.A. OI.3 Play during bath time.

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

PD.A. OI.4 Listen to safety warnings and accept redirection.

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

PD.A. OI.5 Show interest in dressing themselves.

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

B. Gross Motor Skills

PD2 Gross Motor Development

PD.B. OI.1 Sit up and maintain balance while playing with a toy.

PD2.3(1) Controls body (pulls self to stand, stands unassisted, participates in simple balancing and stretching activities, claps, pushes/pulls toys)

PD.B. OI.2 Crawl on hands and knees.

PD2.1(1) Gains mobility and ability to move from place to place (takes first steps, walks unassisted, begins to climb steps, begins to walk backward)

PD.B. OI.3 Use furniture to pull self up, cruise, and lower self from standing to sitting.

PD2.3(1) Controls body (pulls self to stand, stands unassisted, participates in simple balancing and stretching activities, claps, pushes/pulls toys)

PD.B. OI.4 Walk on their own and with increasing speed.

PD2.1(1) Gains mobility and ability to move from place to place (takes first steps, walks unassisted, begins to climb steps, begins to walk backward)

C. Fine Motor Skills

PD3 Fine Motor Development

PD.C. OI.1 Bang toys together to make sounds or move toys from one hand to the other.

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

PD.C. OI.2 Scoop or rake with their hand to pick up objects, food, etc.

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

PD.C. OI.3 Use thumb and index finger to pick up, squeeze, or poke small items.

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)

PD.C. OI.4 Grab, drop, or throw toys.

PD2.2(1) Coordinates body movements in place (begins kicking stationary ball, begins throwing overhand, catches rolled ball, etc.)

18 to 36 Months

A. Health and Well-Being

PD1 Physical Health, Growth, PD4 Safety Awareness and Self-Care

PD.A. T.1 Participate in healthy care activities like washing hands and brushing teeth.

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

PD.A. T.2 Use body language, sign, or say "wet!" to indicate wet or soiled pants.

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

PD.A. T.3 Make personal food choices among several healthy options ("Want apple.").

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.A. T.4 Eat with a spoon and fork and drink from a cup with some assistance.

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.A. T.5 Dress themselves with help.

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

PD.A. T.6 Begin to respond to verbal safety warnings ("Danger. Hot.").

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

B. Gross Motor Skills

PD2 Gross Motor Development

PD.B. T.1 Walk easily or run from place to place.

PD2.1(2) Moves body to travel (walks well, begins to run, dances, moves up/down stairs)

PD.B. T.2 Jump into puddles, piles of leaves, or sandboxes.

PD2.2(2) Coordinates body movements in place to interact with objects and surroundings (kicks stationary balls, throws overhand at target, attempts to catch balls, begins dribbling balls with hands, jumps on 2 feet in place)

PD.B. T.3 Climb on chairs, stools, and playground equipment.

PD2.3(2) Refines flexibility, balance, and bilateral control (performs stretching activities with adult help, twists at waist, bends over to pick up items with balance, begins to balance on one foot, climbs slide, begins to use pedals on ride-on toys)

PD.B. T.4 Enjoy playing on slides and swings.

PD2.3(2) Refines flexibility, balance, and bilateral control (performs stretching activities with adult help, twists at waist, bends over to pick up items with balance, begins to balance on one foot, climbs slide, begins to use pedals on ride-on toys)

PD.B. T.5 Kick or throw a large ball toward another child or adult.

PD2.2(2) Coordinates body movements in place to interact with objects and surroundings (kicks stationary balls, throws overhand at target, attempts to catch balls, begins dribbling balls with hands, jumps on 2 feet in place)

PD.B. T.6 Climb stairs one step at a time.

PD2.3(2) Refines flexibility, balance, and bilateral control (performs stretching activities with adult help, twists at waist, bends over to pick up items with balance, begins to balance on one foot, climbs slide, begins to use pedals on ride-on toys)

C. Fine Motor Skills

PD3 Fine Motor Development

PD.C. T.1 Build a small tower with toy blocks.

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

PD.C. T.2 Fit objects together by pressing and turning (peg in small hole, ring onto pole, nesting, etc.).

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)

PD.C. T.3 Dig in sand with spoon or shovel.

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)

PD.C. T.4 Tear paper.

PD3.3(2) Gains control of small muscles while learning to use art media (uses scissors to snip; paints with large paintbrushes, uses large crayons)



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PD.C. T.5 Put on easy clothing (button and unbutton large buttons, unzip large zippers).

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

PD.C. T.6 Play with and complete simple puzzles.

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)

SE Social and Emotional Development

4: Social Studies, 5: Social-Emotional Development

Birth to 8 Months

A. Trust and Emotional Security

SE2 Trust and Relationships, SE3 Feelings and Emotions

SE.A. I.3 Respond with smiles and cooing when picked up by a familiar caregiver.

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

SE.A. I.4 Follow movement of caregiver around the room with their eyes.

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

SE.A. I.5 Prefer sight, smell, and sound of primary caregiver.

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

SE.A. I.6 Show social interaction with a smile and mutual eye gaze.

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

SE.A. I.7 Stop crying and calm down when comforted by a familiar caregiver.

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

SE.A. I.1 Show interest in familiar faces by staring at them.

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

SE.A. I.2 Imitate familiar adults' body language and sounds.

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

B. Self-Awareness

SE1 Self-Awareness and Self-Concept

SE.B. I.1 Cry when hungry, uncomfortable, tired, or unhappy.

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

SE.B. I.2 Turn head, frown, and/or arch back when over-stimulated.

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

SE.B. I.3 Begin to express several clearly different emotions, such as happiness, excitement, and anger.

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

SE.B. I.4 Turn and look at caregiver when their name is called.

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

SE.B. I.5 Look at and/or smile at themselves in the mirror.

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

SE.B. I.6 Explore own hands and feet.

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

SE.B. I.7 Push away bottle, breast, or food, or turn head away when full.

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

C. Self-Regulation

SE4 Self-Regulation

SE.C. I.1 Turn their head, frown, and/or arch back when over-stimulated.

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

SE.C. I.2 Seek and respond to comfort from familiar caregivers when frightened or upset.

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

SE.C. I.3 Calm when held or gently rocked.

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

SE.C. I.4 Start sleep/wake cycles.

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

SE.C. I.5 Show some routine behaviors, such as babbling themselves to sleep and thumb-sucking.

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

D. Relationships with Others

SE2 Trust and Relationships

SE.D. I.1 Show interest in others by watching them and tracking their behaviors.

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

SE.D. I.2 Cry, laugh, or smile with other infants.

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

8 to 18 Months

A. Trust and Emotional Security

SE2 Trust and Relationships, SE3 Feelings and Emotions

SE.A. OI.1 Try to get help from familiar adults with sounds and body language (says "mama" or cries).

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

SE.A. OI.2 Clap and smile back and forth with familiar adult.

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

SE.A. OI.3 Cry or show fear when separated from their primary caregiver.

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

SE.A. OI.4 Show affection, such as hugs and kisses, leaning in, or reaching out.

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

SE.A. OI.5 Look for familiar adults to comfort them when hungry or tired.

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

B. Self-Awareness

SE1 Self-Awareness and Self-Concept

SE.B. OI.1 Express a variety of emotions, like happiness, sadness, surprise, and discomfort.

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

SE.B. OI.2 Begin pointing to and naming body parts on themselves and others.	SE1.1(1) Becomes more aware of own body and others; consistently responds to name; recognizes self in mirror; uses pronouns "me" and "mine"
SE.B. OI.3 Enjoy making faces at themselves in mirror.	SE1.1(1) Becomes more aware of own body and others; consistently responds to name; recognizes self in mirror; uses pronouns "me" and "mine"
SE.B. OI.4 Make choices by shaking head "no" and/ or nodding head "yes".	SE1.2(1) Develops and expresses preferences for food, objects, textures and may push away non-preferred items
SE.B. OI.5 Enjoy pointing to or naming pictures of family members.	L2.2(1) Learns and uses new words each day to label people and objects, sing songs, make requests.
SE.B. OI.6 Choose culturally familiar foods over other foods.	SE1.2(1) Develops and expresses preferences for food, objects, textures and may push away non-preferred items
SE.B. OI.7 Enjoy praise and clapping to celebrate their accomplishments.	SE1.3(1) Shows others things they have done; attempts to do some things independently but asks for help often
C. Self-Regulation	SE4 Self-Regulation
SE.C. OI.1 Use a comfort object for security, such as blanket or toy, when feeling stressed or upset.	SE4.1(1) Shows increasing regulation in accepting and following daily routines and activities with familiar adults
SE.C. OI.2 Look toward familiar caregivers for help when becoming upset.	SE2.1(1) Seeks familiar adults for cues about how to respond to environment for comfort and support; shows attachment to trusted adults
SE.C. OI.3 Crawl to familiar caregivers who are holding another child.	SE2.1(1) Seeks familiar adults for cues about how to respond to environment for comfort and support; shows attachment to trusted adults
SE.C. OI.4 Express own needs by gesturing or moving toward bottles, toys, or other objects they want.	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.
SE.C. OI.5 Use emotional expressions (pouting, whining, and crying) to obtain things they want.	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

SE.C. OI.6 Anticipate and participate in transitions, such as getting a blanket for naptime. **SE4.1(1)** Shows increasing regulation in accepting and following daily routines and activities with familiar adults

SE.C. OI.7 Try different ways to calm themselves when they are upset, such as singing themselves to sleep. **SE4.1(1)** Shows increasing regulation in accepting and following daily routines and activities with familiar adults

SE.C. OI.8 Understand what "no" means. **SE4.1(1)** Shows increasing regulation in accepting and following daily routines and activities with familiar adults

D. Relationships with Others

SE2 Trust and Relationships

SE.D. OI.1 Look back and forth between toy and adult while playing. **SE2.1(1)** Seeks familiar adults for cues about how to respond to environment for comfort and support; shows attachment to trusted adults

SE.D. OI.2 Reach out to touch another child's face, hair, or other body part. **SE2.2(1)** Shows interest in other children; responds to other children

SE.D. OI.3 Grab for an object another child is holding. **SE2.2(1)** Shows interest in other children; responds to other children

SE.D. OI.4 Play side-by-side with others using the same or similar toys. **SE2.2(1)** Shows interest in other children; responds to other children

18 to 36 Months

A. Trust and Emotional Security

SE2 Trust and Relationships, SE3 Feelings and Emotions

SE.A. T.1 Express affection for familiar caregivers, such as telling a caregiver "love you" or greeting a caregiver excitedly. **SE2.1(1)** Seeks familiar adults for cues about how to respond to environment for comfort and support; shows attachment to trusted adults

SE.A. T.2 Check back with caregiver often when playing or exploring. **SE2.1(2)** Seeks ways to find comfort in new situations; shows emotional connection and attachment to others; goes to familiar adult; seeks comfort items (blanket, soft toy)

SE.A. T.3 Reach for familiar caregivers when unfamiliar adults approach. **SE2.1(2)** Seeks ways to find comfort in new situations; shows emotional connection and attachment to others; goes to familiar adult; seeks comfort items (blanket, soft toy)

toy)

SE.A. T.4 Look for familiar caregivers after falling down or getting hurt. **SE2.1(2)** Seeks ways to find comfort in new situations; shows emotional connection and attachment to others; goes to familiar adult; seeks comfort items (blanket, soft toy)

SE.A. T.5 Take a familiar toy or blanket along on a trip or a visit to a new place. **SE2.1(2)** Seeks ways to find comfort in new situations; shows emotional connection and attachment to others; goes to familiar adult; seeks comfort items (blanket, soft toy)

B. Self-Awareness

SE1 Self-Awareness and Self-Concept

SE.B. T.1 Recognize and name their own 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

SE.B. T.2 In front of the mirror, point to and name many body parts. **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

SE.B. T.3 Begin to describe themselves in words ("I run fast!", "I strong", "I got brown hair"). **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

SE.B. T.4 Show pride in own accomplishments by smiling, clapping, cheering for themselves, or saying, "I did it!". **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

SE.B. T.5 Say first and last name when asked. **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

SE.B. T.6 Use words and actions to assert themselves ("No!", "Mine!", while pushing another child away). **SE1.3(2)** Shows confidence in increasing abilities through actions and language; attempts to accomplish activities independently

SE.B. T.7 Choose areas to play in or activities they prefer. **SE1.2(2)** Chooses favorite foods, objects, and activities

SE.B. T.8 Place their own items in their own cubby or area. **SE1.3(2)** Shows confidence in increasing abilities through actions and language; attempts to accomplish

activities independently

SE.B. T.9 Begin to show comfort in a greater variety of familiar settings important to family, such as church, local library, or neighborhood park.

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

SE.B. T.10 Name things related to family's culture ("menorah", "Christmas tree", "sari").

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

C. Self-Regulation

SE4 Self-Regulation

SE.C. T.1 Recover from emotional outbursts (tantrums, biting, or hitting) in a few minutes with adult support.

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

SE.C. T.2 Use words to obtain things they want.

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

SE.C. T.3 Begin to use various emotion words, such as "I'm mad."

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

SE.C. T.4 Listen to and begin to follow rules.

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

SE.C. T.5 Change to new or different activities with adult support.

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

SE.C. T.6 Show beginnings of self-control, such as walking around rain puddles.

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

SE.C. T.7 Say "no" or shake head when they don't want to do something or don't like something.

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

D. Relationships with Others

SE2 Trust and Relationships

SE.D. T.1 Play with toys with other children or include other children in pretend play.

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

SE.D. T.2 Show interest or concern for another child who is hurt or has fallen.

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

SE.D. T.3 Know the names of familiar playmates and show favorite playmates by holding hands, sharing toys, and getting excited when friends arrive.

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

SE.D. T.4 Watch and copy another child's behavior or activity.

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

SE.D. T.5 Take turns during play with other toddlers, with lots of adult assistance.

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

**LD Language and Communication Development
Birth to 8 Months**

1: Language/Literacy, 9: Dual Language Learners

A. Listening and Understanding

DL1 Receptive Language (Listening and Understanding), L1 Receptive Language (Listening)

LD.A. I.1 Turn towards sounds or voice of caregiver.

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.

LD.A. I.2 Smile when spoken to.

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.

LD.A. I.3 Watch a person's face and body language when they are talking.

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.

LD.A. I.4 Respond to body language and directions given by the caregiver (hold their arms out when caregiver reaches for child and says "Let me pick you up.")

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.

LD.A. I.5 Respond to different tones of voice, such as becoming excited or calm when spoken to.

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.

LD.A. I.6 Use hand motions and body movements (reaching, clapping, turning) in response to familiar 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.

B. Communication and Speaking

DL2 Expressive Language (Speaking Second Language), L2 Expressive Language (Speaking)

LD.B. I.1 Make a variety of sounds to express needs and interests (laughing, cooing, sucking noises to indicate excitement, hunger, tired cry versus hurt cry, babbling).

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

LD.B. I.2 Begin to imitate sounds like "da" when caregiver says "da".

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

LD.B. I.3 Begin to move mouth while looking at caregiver talking.

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

LD.B. I.4 Make sounds or signs to get caregiver's attention.

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

C. Emergent Literacy

L3 Foundational Reading, L4 Writing

LD.C. I.1 Focus attention, move body, or make sounds during familiar songs, fingerplays, or rhymes.

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

LD.C. I.2 Touch, look at, or make sounds when looking at picture books with adult.

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

LD.C. I.3 Look at others writing or drawing on paper.

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

8 to 18 Months

A. Listening and Understanding

DL1 Receptive Language (Listening and Understanding), L1 Receptive Language (Listening)

LD.A. OI.1 Quiet down or get excited when they hear familiar voices.

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.

LD.A. OI.2 Look at person who calls their name or is speaking.

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.

LD.A. OI.3 Recognize names of familiar objects (cup, banana, juice, etc.).

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.

LD.A. OI.4 Watch and listen while others speak and then speak or make sounds themselves.

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.

LD.A. OI.5 Follow simple requests ("Get your ball.").

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.

LD.A. OI.6 Respond with body language or words to simple 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.

B. Communication and Speaking

DL2 Expressive Language (Speaking Second Language), L2 Expressive Language (Speaking)

LD.B. OI.1 Respond to caregiver's talk by babbling or producing words in reply ("ba-ba-ba" repeated over and over for dialogue).

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.

LD.B. OI.2 Say first words by 8-12 months.

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.

LD.B. OI.3 Try to name familiar people and objects like "mama" and "dada".

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

LD.B. OI.4 Use single words combined with hand motions and body movements to communicate (wave while saying "bye- bye").

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

LD.B. OI.5 Point or use hand motion to communicate wants or needs.

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.

LD.B. OI.6 Begin to repeat words in simple songs and rhymes.

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

LD.B. OI.7 Use approximately 50-100 words in home language or in English by 18 months.

L2.2(1) Learns and uses new words each day to label people and objects, sing songs, make requests.
DL2.1(B) Uses gestures, facial expressions, and single-word utterances to communicate needs and wants in home language, moving to second language; responds to rhymes and songs by repeating simple words or phrases

C. Emergent Literacy

L3 Foundational Reading, L4 Writing

LD.C. OI.1 Imitate body language and/or make sounds during familiar songs, fingerplays, or rhymes.

L3.3(1) Enjoys songs and rhymes and plays with sounds (imitates nonsense syllables, makes animal sounds, etc.).

LD.C. OI.2 Enjoy being read to and exploring books (in home language and in English).

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.

DL1.1(B) Responds to gestures and simple directions in home and second language; begins to understand simple words in home and second language; listens with interest to picture books read aloud

LD.C. OI.3 Point to or name familiar characters, pictures, or photographs in books.

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.

LD.C. OI.4 Participate in activities or songs that require listening (listens to songs/ rhymes in English and home language).

L3.3(1) Enjoys songs and rhymes and plays with sounds (imitates nonsense syllables, makes animal sounds, etc.).

LD.C. OI.5 Turn pages of sturdy books, look at the pictures, and make sounds or words.

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.

LD.C. OI.6 Reach for and hold various writing tools, such as crayons or chalk.

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

LD.C. OI.7 Make marks or scribbles on paper.

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

18 to 36 Months

A. Listening and Understanding

DL1 Receptive Language (Listening and Understanding), L1 Receptive Language (Listening)

LD.A. T.1 Imitate caregiver's different vocal sounds and body language.

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

LD.A. T.2 Laugh after caregiver says something funny.

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

LD.A. T.3 Quiet and listen when caregivers say they have something to say.

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

LD.A. T.4 Let others know when they want a turn to talk (says "me" or "my turn").

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

LD.A. T.5 Follow two-step 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

LD.A. T.6 Show understanding by pointing to or touching a picture in a book or talking about some part of a book.

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

LD.A. T.7 Begin to talk or converse with other toddlers during play (listening and paying attention to each other).

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

B. Communication and Speaking

DL2 Expressive Language (Speaking Second Language), L2 Expressive Language (Speaking)

LD.B. T.1 Combine words into simple sentences ("Mommy bye-bye" or "milk all gone").

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

LD.B. T.2 Use new words in everyday experiences ("books in box").

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

LD.B. T.3 Ask caregivers to help name unfamiliar objects.

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

LD.B. T.4 Use three- to four-word sentences with a noun and a verb.

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

LD.B. T.5 Use approximately 400 words in home language or in English by 30 months.

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

DL2.1(M) Begins to combine words from home and second languages to communicate needs and wants, and to participate in two-way conversations; responds to texts read aloud, songs, and rhymes, repeating simple words and phrases and answering simple questions as a sign of comprehension with adult support

LD.B. T.6 Use approximately 1000 words in home language or in English by 36 months.

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

DL2.1(M) Begins to combine words from home and second languages to communicate needs and wants, and to participate in two-way conversations; responds to texts read aloud, songs, and rhymes, repeating simple words and phrases and answering simple questions as a sign of comprehension with adult support

C. Emergent Literacy

L3 Foundational Reading, L4 Writing

LD.C. T.1 Sing along with familiar songs, fingerplays, or rhymes.

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

LD.C. T.2 Enjoy singing familiar songs or saying rhymes with and without adult assistance.

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

LD.C. T.3 Begin to produce real or nonsense words that sound alike.

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

LD.C. T.4 Enjoy being read to and exploring books and reading materials on their own (in English and in home language).

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.

DL1.1(B) Responds to gestures and simple directions in home and second language; begins to understand simple words in home and second language; listens with interest to picture books read aloud

LD.C. T.5 Ask to be read to and has favorite 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.

LD.C. T.6 Pretend to read familiar 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.

LD.C. T.7 Name and describe familiar characters, pictures, or photographs in books with adult assistance. **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.

LD.C. T.8 Recall characters or events in familiar books. **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.

LD.C. T.9 Recognize some print or symbols in their surroundings (stop sign, local store sign). **L3.4(2)** Begins to recognize and understand that pictures or symbols can be "read" by others and have meaning.

LD.C. T.10 Make circular scribbles, line marks, or letter-like forms when asked to write. **L4.1(2)** Imitates adult writing, experimenting with different kinds of writing tools to make scribbles; understands people use writing to communicate.

LD.C. T.11 Try different ways to grip or use writing and drawing tools, such as crayons or paintbrushes. **L4.1(2)** Imitates adult writing, experimenting with different kinds of writing tools to make scribbles; understands people use writing to communicate.

LD.C. T.12 Identify some letters (the first letter in their name) with assistance. **L3.4(2)** Begins to recognize and understand that pictures or symbols can be "read" by others and have meaning.

CD Cognitive Development **2: Math, 3: Science, 4: Social Studies, 6: Approaches to Learning, 8: Creative Arts**

Birth to 8 Months
A. Exploration and Discovery **AL1 Curiosity, Initiative, and Risk-Taking, SC1 Observation and Inquiry, SC2 Physical Science, SC3 Life Science, SC4 Earth Science and Environment**

CD.A. I.1 Focus on caregivers' face and follow face or voice. **AL1.1(0)** Uses senses to explore immediate environment

CD.A. I.2 Turn head when a new person enters the room. **AL2.1(0)** Attends to objects, eventually experimenting with different ways to interact with them; responds to playful interactions with smiles and giggles

CD.A. I.3 Reach out to touch objects.

SC1.2(0) Uses body as a tool to gather information; reaches for objects; grasps objects; brings objects to mouth

CD.A. I.4 Put objects in their mouth to touch and taste.

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

CD.A. I.5 Reach out and grab new toys, and turn them over and over to explore or bang them.

SC1.2(0) Uses body as a tool to gather information; reaches for objects; grasps objects; brings objects to mouth

CD.A. I.6 Hit or kick toys to make them move over and over.

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.).

B. Problem Solving

AL2 Creative Thinking, Problem-Solving, Reasoning, M1 Number Sense, Quantity, and Operations, M2 Geometry and Spatial Sense, M3 Measurement and Data, M4 Patterns, Sorting/Classifying, Reasoning

CD.B. I.1 Make sounds, cry, or fuss to get caregiver's attention.

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

CD.B. I.2 Roll over to get a toy just out of reach.

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

CD.B. I.3 Turn objects over to look at and handle them from different positions.

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

CD.B. I.4 Begin to repeat actions to get an effect (drop a toy to hear it land or bang hands on table).

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

C. Memory

AL4 Memory and Reflection

CD.C. I.1 Look intently at new faces or objects.

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

CD.C. I.2 Smile in recognition of familiar caregiver and show excitement when they enter the room.

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

objects are still there

CD.C. I.3 Look in appropriate direction for toys that have been dropped or partially covered by a blanket.

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

D. Imitation and Make Believe

AL1 Curiosity, Initiative, and Risk-Taking, CA4 Dramatic Play and Imagination, SS3 Culture, Family, and Community

CD.D. I.1 Copy caregiver actions, such as sticking out tongue or clapping hands together.

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

CD.D. I.2 Imitate playing with a toy, such as shaking, banging, or pushing buttons to make a toy work.

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

CD.D. I.3 Coo, squeal, or laugh when their caregiver talks and plays games with infant.

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

8 to 18 Months

A. Exploration and Discovery

AL1 Curiosity, Initiative, and Risk-Taking, SC1 Observation and Inquiry, SC2 Physical Science, SC3 Life Science, SC4 Earth Science and Environment

CD.A. OI.1 Look at books.

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

CD.A. OI.2 Look to see where objects went when they are dropped.

AL4.1(1) Shows ability to acquire and process new information; remembers the location of objects that are meaningful to them, eventually developing understanding of object permanence; searches for missing or hidden objects

CD.A. OI.3 Touch and feel others' faces, skin, or hair.

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

CD.A. OI.4 Enjoy playing with objects that make sounds and pay attention to different sounds objects can make, such as drums, noise makers, or bells.

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).

CD.A. OI.5 Ask to continue a game by signing or saying "more".

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

CD.A. OI.6 Push a button on a toy to make objects pop up or to make a sound over and over again. **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).

CD.A. OI.7 Sit on a rocking horse or toy and move it back and forth. **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).

CD.A. OI.8 Look closely at small objects, such as pieces of paper or leaves. **SC1.2(1)** Uses own body and adults as tools to help make observations and gather information.

CD.A. OI.9 Put a shape in a box with different shape openings (shape sorters). **SC1.1(1)** Uses senses to explore and manipulate objects to observe how things work; varies behaviors to observe results.

CD.A.OI.10 Stack blocks or 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).

B. Problem Solving **AL2 Creative Thinking, Problem-Solving, Reasoning, M1 Number Sense, Quantity, and Operations, M2 Geometry and Spatial Sense, M3 Measurement and Data, M4 Patterns, Sorting/Classifying, Reasoning**

CD.B. OI.1 Use objects or utensils to bang on table and make noise. **AL2.1(1)** Uses play objects in different ways than intended; finds humor in unexpected interactions

CD.B. OI.2 Crawl into, around, or over obstacles. **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.

CD.B. OI.3 Attempt to nest three or four cups of different sizes. **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.

CD.B. OI.4 Enjoy taking objects out of containers and putting them back in. **M2.1(1)** Explores shapes and objects and how they fit together.

CD.B. OI.5 Ask, gesture, or sign to be picked up to reach something. **AL2.3(2)** Tries several strategies to solve a problem (tries forcing a puzzle piece in place, then turns it until it fits)

C. Memory

AL4 Memory and Reflection

CD.C. OI.1 Enjoy playing peek-a-boo.

AL4.1(1) Shows ability to acquire and process new information; remembers the location of objects that are meaningful to them, eventually developing understanding of object permanence; searches for missing or hidden objects

CD.C. OI.2 Look for hidden objects or toys.

AL4.1(1) Shows ability to acquire and process new information; remembers the location of objects that are meaningful to them, eventually developing understanding of object permanence; searches for missing or hidden objects

CD.C. OI.3 Ask for a familiar caregiver when not present.

AL4.1(1) Shows ability to acquire and process new information; remembers the location of objects that are meaningful to them, eventually developing understanding of object permanence; searches for missing or hidden objects

CD.C. OI.4 Look for a favorite object in its usual location, and ask for it when not present.

AL4.1(1) Shows ability to acquire and process new information; remembers the location of objects that are meaningful to them, eventually developing understanding of object permanence; searches for missing or hidden objects

CD.C. OI.5 Recognize a favorite book when caregiver calls it by name.

AL4.1(1) Shows ability to acquire and process new information; remembers the location of objects that are meaningful to them, eventually developing understanding of object permanence; searches for missing or hidden objects

CD.C. OI.6 Bring familiar people their shoes or other personal objects.

AL4.1(1) Shows ability to acquire and process new information; remembers the location of objects that are meaningful to them, eventually developing understanding of object permanence; searches for missing or hidden objects

D. Imitation and Make Believe

	<p>AL1 Curiosity, Initiative, and Risk-Taking, CA4 Dramatic Play and Imagination, SS3 Culture, Family, and Community</p>
CD.D. OI.3 Pretend to feed doll or stuffed animal with their own bottle or food.	CA4.2(1) Uses dolls and toys as if they were real; engages in pretend play with realistic objects
CD.D. OI.1 Imitate adult actions (waving "bye-bye" or brushing hair).	CA4.1(1) Observes and imitates, sounds, gestures, and behaviors of others
CD.D. OI.2 Play with toys the way they are intended, such as pretending to drink tea from a toy tea cup.	CA4.2(1) Uses dolls and toys as if they were real; engages in pretend play with realistic objects
18 to 36 Months	
A. Exploration and Discovery	<p>AL1 Curiosity, Initiative, and Risk-Taking, SC1 Observation and Inquiry, SC2 Physical Science, SC3 Life Science, SC4 Earth Science and Environment</p>
CD.A. T.1 Notice, point at, or talk about animals or insects.	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.
CD.A. T.2 Pick up rocks, sticks, or other objects when outdoors.	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.
CD.A. T.3 Pour, scoop, and explore sand and water.	SC1.2(2) Uses simple tools to observe things in the environment (sifter, water jug, magnifying glass).
CD.A. T.4 Match colors and shapes and sort toys or objects that are alike.	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.
CD.A. T.5 Show interest in mixing colors of water or paints.	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.

CD.A. T.6 Push/pull riding toys in order to make them move.

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).

B. Problem Solving

AL2 Creative Thinking, Problem-Solving, Reasoning, M1 Number Sense, Quantity, and Operations, M2 Geometry and Spatial Sense, M3 Measurement and Data, M4 Patterns, Sorting/Classifying, Reasoning

CD.B. T.1 Ask for the names of new objects or people ("What's that?" or "Who's that?").

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

CD.B. T.2 Climb on a stool to reach an object.

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

CD.B. T.3 Experiment with new toys to see how they work.

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

CD.B. T.4 Turn puzzle pieces many different ways to complete a puzzle.

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

CD.B. T.5 Count objects while pointing to each one and saying the number (one-to-one correspondence).

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

CD.B. T.6 Offer to trade toys 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

C. Memory

AL4 Memory and Reflection

CD.C. T.1 Go to the correct location for familiar activity (goes to bathroom when caregiver says "It's time for your bath").

AL4.1(2) Recalls information in new situations; remembers where a toy was put away; knows where things are kept in their environment

CD.C. T.2 Know what sounds animals make and can make the sounds.

AL4.1(2) Recalls information in new situations; remembers where a toy was put away; knows where things are kept in their environment

CD.C. T.3 Recognize and name people and animals.

AL4.1(2) Recalls information in new situations; remembers where a toy was put away; knows where things are kept in their environment

CD.C. T.4 Use words and phrases that familiar caregivers use ("Be right back." or "See you later.").

AL4.1(2) Recalls information in new situations; remembers where a toy was put away; knows where things are kept in their environment

CD.C. T.5 Sing familiar songs over and over.

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

CD.C. T.6 Bring favorite book to caregiver to have it read to them.

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.

CD.C. T.7 Know familiar words and complete sentences in their favorite books.

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.

D. Imitation and Make Believe

AL1 Curiosity, Initiative, and Risk-Taking, CA4 Dramatic Play and Imagination, SS3 Culture, Family, and Community

CD.D. T.1 Imitate adult actions, such as pretending to wipe a dirty table or talking on the phone.

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

CD.D. T.2 Pretend to drink from an empty cup by making slurping noises and saying "ah" when finished.

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

CD.D. T.3 Pretend objects are other things, such as a banana for a phone or a block for a car.

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

CD.D. T.4 Pretend that a doll or stuffed animal has feelings, such as making a crying noise to indicate that the doll is sad.

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



Standards Alignment

CD.D. T.5 Play with stuffed animals one day to play "veterinarian" and then to play "farmer" another day.

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

Source: Little Texans Big Futures: Your Early Learning Guide for Infants, Toddlers, and Three-Year Olds. Texas Early Learning Council.