



Alignment of



The Creative Curriculum[®] *for* Preschool



WITH

Alignment of *The Creative Curriculum*[®] for Preschool
With
North Carolina Foundations for Early Learning and Development

This document aligns the content in the *North Carolina Foundations for Early Learning and Development* with the goals and ideals of *The Creative Curriculum*[®] for Preschool. *The Creative Curriculum*[®] for Preschool is a comprehensive, research-based curriculum designed to help educators at all levels of experience plan and implement a developmentally appropriate, content-rich program for children with diverse backgrounds and skill levels.

References

North Carolina Foundations Task Force. (2013). *North Carolina foundations for early learning and development*. Raleigh, NC: Author. Retrieved from http://ncchildcare.nc.gov/pdf_forms/NC_foundations.pdf

Teaching Strategies, LLC. (2010). *The Creative Curriculum*[®] for preschool. Washington, DC: Author.

North Carolina Foundations for Early Learning and Development	How <i>The Creative Curriculum</i>® for Preschool meets North Carolina Foundations for Early Learning and Development
Approaches to Play and Learning	
Younger Preschoolers	
Curiosity, Information-Seeking, and Eagerness	
APL-1: Children show curiosity and express interest in the world around them.	
APL-1j. Discover things that interest and amaze them and seek to share them with others.	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
APL-1k. Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal).	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
APL-1l. Show interest in a growing range of topics, ideas, and tasks.	Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas
APL-2: Children actively seek to understand the world around them.	
APL-2i. Ask questions about the people and things around them.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
APL-2j. Use all available senses, tools, and a variety of strategies to explore the environment (drop objects in water to see if they sink or float).	Uses scientific inquiry skills Uses tools and other technology to perform tasks
APL-2k. Purposely try different ways of doing things to see what and how they work (adjust blocks used as a ramp to make a ball roll faster and farther).	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen

Play and Imagination	
APL-3: Children engage in increasingly complex play.	
APL-3m. Engage in dramatic play themes that include interacting with other children, but often are not coordinated.	Establishes and sustains positive relationships Interacts with peers Uses successful strategies for entering groups Uses symbols and images to represent something not present Thinks symbolically Recognizes people, objects, and animals in pictures or photographs
APL-3n. Talk to peers and share materials during play.	Uses symbols and images to represent something not present Thinks symbolically Recognizes people, objects, and animals in pictures or photographs
APL-3o. Engage in make-believe play with imaginary objects.	Uses symbols and images to represent something not present Engages in sociodramatic play Acts out familiar or imaginary scenarios; may use props to stand for something else
APL-3p. Use language to begin and carry on play with others.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
APL-3q. Express knowledge of their everyday lives and culture through play (uses chopsticks to eat, pretends to fix hair the way his/her family styles hair).	Uses symbols and images to represent something not present Engages in sociodramatic play Acts out familiar or imaginary scenarios; may use props to stand for something else

APL-4: Children demonstrate creativity, imagination, and inventiveness.	
APL-4h. Offer new ideas about how to do or make things.	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Uses creativity and imagination during play and routine tasks
APL-4i. Add new actions, props, or dress-up items to pretend play.	Uses symbols and images to represent something not present Engages in sociodramatic play Acts out familiar or imaginary scenarios; may use props to stand for something else
APL-4j. Use materials (e.g., art materials, instruments, construction, writing implements) or actions to represent experiences or ideas in novel ways.	Uses symbols and images to represent something not present Thinks symbolically Draws or constructs, and then identifies what it is
APL-4k. Experiment with language, musical sounds, and movement.	Explores musical concepts and expression
Risk-Taking, Problem-Solving, and Flexibility	
APL-5: Children are willing to try new and challenging experiences.	
APL-5k. Express a belief that they can do things that are hard.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks
APL-5l. Choose to participate in an increasing variety of familiar and new experiences.	Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas

APL-5m. Accept new challenges when offered.	Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas
APL-5n. Try things they are not sure they can do, while avoiding dangerous risks.	Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks
APL-6: Children use a variety of strategies to solve problems.	
APL-6k. Seek and make use of ideas and help from adults and peers to solve problems (“How can I make this paint get off my pants?”).	Demonstrates positive approaches to learning Solves problems Observes and imitates how other people solve problems; asks for a solution and uses it
APL-6l. Purposefully use a variety of strategies to solve different types of problems.	Demonstrates positive approaches to learning Solves problems Solves problems without having to try every possibility
APL-6m. Talk to themselves to work through the steps to solve a problem.	Demonstrates positive approaches to learning Solves problems Solves problems without having to try every possibility
Attentiveness, Effort, and Persistence	
APL-7: Children demonstrate initiative.	
APL-7h. Show increasing independence and purpose when making choices (“I want to go to blocks.”).	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
APL-7i. Express goals or plans and follow through on them (“I’m going to draw my house.”).	Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks

APL-8: Children maintain attentiveness and focus.	
APL-8h. Focus on age-appropriate activities for a short period of time, even with interruptions (continue working on a puzzle even though another child sitting nearby is laughing and talking).	Demonstrates positive approaches to learning Attends and engages Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
APL-8i. Remain engaged in more complex activities that they have chosen.	Demonstrates positive approaches to learning Attends and engages Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
APL-8j. Maintain focus and return to an activity after a break.	Demonstrates positive approaches to learning Attends and engages Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
APL-9: Children persist at challenging activities.	
APL-9e. Seek help from others to complete a challenging activity (ask a teacher for help putting a puzzle away on a high shelf; ask a friend for help in naming an unfamiliar animal in a picture).	Demonstrates positive approaches to learning Solves problems Observes and imitates how other people solve problems; asks for a solution and uses it
APL-9f. When something does not work, try different ways to complete the task (when a block tower falls, try putting the blocks together in a different way to build the tower again).	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Changes plans if a better idea is thought of or proposed
APL-9g. Keep working to complete tasks, including those that are somewhat difficult.	Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks

Older Preschoolers	
Curiosity, Information-Seeking, and Eagerness	
APL-1: Children show curiosity and express interest in the world around them.	
APL-1m. Discover things that interest and amaze them and seek to share them with others.	Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas
APL-1n. Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal).	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
APL-1o. Show interest in a growing range of topics, ideas, and tasks.	Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas
APL-1p. Demonstrate interest in mastering new skills (e.g., writing name, riding a bike, dance moves, building skills).	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
APL-2: Children actively seek to understand the world around them.	
APL-2l. Ask questions to find out more about the things that interest them, including questions about future events.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
APL-2m. Choose among different ways to explore the environment based on past experience (use a magnifying glass that the class used before to explore something new).	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation
APL-2n. Use what they know from past experience to understand what is happening now (get an umbrella to go outside because it is raining).	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation

Play and Imagination	
APL-3: Children engage in increasingly complex play.	
APL-3r. Develop and sustain more complex pretend play themes in cooperation with peers.	Uses symbols and images to represent something not present Engages in sociodramatic play Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
APL-3s. Use more complex and varied language to share ideas and influence others during play.	Uses symbols and images to represent something not present Engages in sociodramatic play Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
APL-3t. Choose to use new knowledge and skills during play (add features to dramatic play scene related to class project, write list, build structure like displayed picture).	Uses symbols and images to represent something not present Engages in sociodramatic play Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
APL-3u. Demonstrate their cultural values and “rules” through play (tells another child, “That’s not what mommies do.”).	Uses symbols and images to represent something not present Engages in sociodramatic play Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
APL-4: Children demonstrate creativity, imagination, and inventiveness.	
APL-4l. Plan play scenarios (dramatic play, construction), and use or create a variety of props or tools to enact them.	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Uses creativity and imagination during play and routine tasks Uses symbols and images to represent something not present Engages in sociodramatic play Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes

<p>APL-4m. Expand the variety of roles taken during dramatic play and add more actions, language, or props to enact roles.</p>	<p>Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Uses creativity and imagination during play and routine tasks</p> <p>Uses symbols and images to represent something not present Engages in sociodramatic play Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes</p>
<p>APL-4n. Use materials or actions in increasingly varied and resourceful ways to represent experiences or ideas.</p>	<p>Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Uses creativity and imagination during play and routine tasks</p> <p>Uses symbols and images to represent something not present Engages in sociodramatic play Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes</p>
<p>APL-4o. Make up stories, songs, or dances for fun during play.</p>	<p>Uses symbols and images to represent something not present Engages in sociodramatic play Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes</p> <p>Explores musical concepts and expression</p>
<p>Risk-Taking, Problem-Solving, and Flexibility</p>	
<p>APL-5: Children are willing to try new and challenging experiences.</p>	
<p>APL-5o. Express a belief that they can do things that are hard.</p>	<p>Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being</p>
<p>APL-5p. Approach new experiences independently.</p>	<p>Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being</p>

APL-5q. Ask to participate in new experiences that they have observed or heard about.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas
APL-5r. Independently seek new challenges.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being
APL-6: Children use a variety of strategies to solve problems.	
APL-6n. Seek and make use of ideas and help from adults and peers to solve problems (“How can I make this paint get off my pants?”).	Demonstrates positive approaches to learning Solves problems Solves problems without having to try every possibility
APL-6o. Describe the steps they will use to solve a problem.	Demonstrates positive approaches to learning Solves problems Solves problems without having to try every possibility
APL-6p. Evaluate different strategies for solving a problem and select the strategy they feel will work without having to try it.	Demonstrates positive approaches to learning Solves problems Solves problems without having to try every possibility
APL-6q. Explain how they solved a problem to another person.	Demonstrates positive approaches to learning Solves problems Solves problems without having to try every possibility

Attentiveness, Effort, and Persistence	
APL-7: Children demonstrate initiative.	
<p>APL-7j. Show increasing independence and purpose when making choices (“I’m going to the block area to make a track for my race car.”).</p>	<p>Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being</p> <p>Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks</p> <p>Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Changes plans if a better idea is thought of or proposed</p>
<p>APL-7k. Independently identify and seek things they need to complete activities or tasks (gather supplies and make a birthday card with a message).</p>	<p>Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being</p> <p>Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks</p> <p>Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Changes plans if a better idea is thought of or proposed</p>
<p>APL-7l. Set simple goals that extend over time, make plans and follow through (“Let’s make a rocket ship. We need blocks.”).</p>	<p>Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks</p> <p>Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Changes plans if a better idea is thought of or proposed</p>

APL-8: Children maintain attentiveness and focus.	
APL-8k. Sometimes able to ignore irrelevant information when focusing on a task (sort multicolored wooden beads by shape).	Demonstrates positive approaches to learning Attends and engages Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
APL-8l. Consistently remain engaged in self-directed activities.	Demonstrates positive approaches to learning Attends and engages Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
APL-9: Children persist at challenging activities.	
APL-9h. Seek help from others to complete a challenging activity (ask a teacher for help putting a puzzle away on a high shelf; ask a friend for help in naming an unfamiliar animal in a picture).	Demonstrates positive approaches to learning Solves problems Observes and imitates how other people solve problems; asks for a solution and uses it
APL-9i. When something does not work, try different ways to complete the task (when a block tower falls, try putting the blocks together in a different way to build the tower again).	Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Changes plans if a better idea is thought of or proposed
APL-9j. Plan and follow through on longer-term tasks (planting a seed and caring for the plant).	Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks
APL-9k. Keep trying until a challenging activity is complete despite distractions or interruptions (multi-piece puzzle started before lunch and completed later).	Demonstrates positive approaches to learning Attends and engages Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks

Emotional and Social Development	
Younger Preschoolers	
Developing a Sense of Self	
ESD-1: Children demonstrate a positive sense of self-identity and self-awareness.	
ESD-1k. Describe self (characteristics that can be seen, things they can do, things they like, possessions).	Demonstrates knowledge about self
ESD-1l. Express a sense of belonging to a group (say “There’s Kirby from my class,” move to stand with own group upon request, “I am a girl.”).	Demonstrates knowledge about self
ESD-1m. Use own first and last name.	Demonstrates knowledge about self
ESD-1n. Choose activities they like and name their favorite activities.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
ESD-2: Children express positive feelings about themselves and confidence in what they can do.	
ESD-2k. Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
ESD-2l. Express the belief that they can do many things.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
ESD-2m. Try new activities and attempt new challenges.	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
Developing a Sense of Self With Others	
ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.	
ESD-3m. Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem-solving, and approval).	Participates cooperatively and constructively in group situations Solves social problems Seeks adult help to resolve social problems

ESD-3n. Show affection for adults they are close to.	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
ESD-3o. Given time, form positive relationships with new teachers or caregivers.	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults
ESD-3p. Show ease and comfort in their interactions with familiar adults.	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults
ESD-4: Children form relationships and interact positively with other children.	
ESD-4k. Demonstrate social skills when interacting with other children (turn-taking, conflict resolution, sharing).	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Takes turns
ESD-4l. Form and maintain friendships with a few other children.	Establishes and sustains positive relationships Interacts with peers Uses successful strategies for entering groups
ESD-4m. Identify another child as a friend.	Establishes and sustains positive relationships Makes friends Plays with one or two preferred playmates
ESD-4n. Approach other children easily, expecting positive interactions.	Establishes and sustains positive relationships Interacts with peers Uses successful strategies for entering groups
ESD-4o. Show ease and comfort in their interactions with familiar children.	Establishes and sustains positive relationships Interacts with peers Initiates, joins in, and sustains positive interactions with a small group of two to three children

ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.	
ESD-5k. Follow social rules, transitions, and routines that have been explained to them, with reminders and practice.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
ESD-5l. Often make requests clearly and effectively.	Uses language to express thoughts and needs Speaks clearly Is understood by most people; may mispronounce new, long, or unusual words
ESD-5m. Show awareness that their actions affect others (move carefully around classmate's block structure).	Participates cooperatively and constructively in group situations Solves social problems Seeks adult help to resolve social problems
ESD-5n. Wait for a short time to get what they want (a turn with a toy, a snack).	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Takes turns
ESD-5o. Work to resolve conflicts effectively, with guidance and support.	Participates cooperatively and constructively in group situations Solves social problems Seeks adult help to resolve social problems
ESD-5p. Notice and accept similarities and differences among all people, including people with disabilities and those from different cultures.	Shows basic understanding of people and how they live
Learning About Feelings	
ESD-6: Children identify, manage, and express their feelings.	
ESD-6l. Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects
ESD-6m. Use a variety of words or signs to express and manage feelings more clearly.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects
ESD-6n. Describe reasons for their feelings ("I'm sad because Grandma's leaving." "That makes me mad when you do that!").	Establishes and sustains positive relationships Responds to emotional cues Demonstrates concern about the feelings of others

ESD-7: Children recognize and respond to the needs and feelings of others.	
ESD-7j. Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back).	Establishes and sustains positive relationships Responds to emotional cues Demonstrates concern about the feelings of others
ESD-7k. Communicate concern for others (share a toy with someone who doesn't have one, ask, "Are you OK?").	Establishes and sustains positive relationships Responds to emotional cues Demonstrates concern about the feelings of others
ESD-7l. Offer help to meet the needs of others (pick up item someone dropped, help another child who is having trouble building a block tower).	Establishes and sustains positive relationships Responds to emotional cues Demonstrates concern about the feelings of others
ESD-7m. Show awareness that other people have different feelings ("I like raisins but he doesn't." "I'm scared on that ride but she isn't.").	Establishes and sustains positive relationships Responds to emotional cues Identifies basic emotional reactions of others and their causes accurately

Older Preschoolers	
Developing a Sense of Self	
ESD-1: Children demonstrate a positive sense of self-identity and self-awareness.	
ESD-1o. Describe themselves in concrete ways, with greater detail and accuracy (“My eyes are brown.” “I am tall.”).	Demonstrates knowledge about self
ESD-1p. Express awareness that they are members of different groups (e.g., family, preschool class, ethnic group).	Shows basic understanding of people and how they live
ESD-1q. Choose to spend more time on preferred activities, and express awareness of skills they are developing.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
ESD-2: Children express positive feelings about themselves and confidence in what they can do.	
ESD-2n. Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done.	Demonstrates knowledge about self
ESD-2o. Express the belief that they can do many things.	Demonstrates knowledge about self
ESD-2p. Stick with tasks even when they are challenging.	Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks
ESD-2q. Express opinions about their abilities in different areas (“I’m a good friend.” “I can run fast.” “I know all my letters!”).	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
Developing a Sense of Self With Others	
ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.	
ESD-3q. Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem-solving, and approval).	Participates cooperatively and constructively in group situations Solves social problems Seeks adult help to resolve social problems
ESD-3r. Form positive relationships with new teachers or caregivers over time.	Establishes and sustains positive relationships Forms relationships with adults Engages with trusted adults as resources and to share mutual interests

<p>ESD-3s. Use language effectively to continue conversations with familiar adults and to influence their behavior (ask for help, ask an adult to do something).</p>	<p>Uses appropriate conversational and other communication skills Engages in conversations Engages in conversations of at least three exchanges</p> <p>Uses appropriate conversational and other communication skills Uses social rules of language Uses acceptable language and social rules while communicating with others; may need reminders</p>
<p>ESD-4: Children form relationships and interact positively with other children.</p>	
<p>ESD-4p. Demonstrate social skills when interacting with other children (turn-taking, conflict resolution, sharing).</p>	<p>Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors</p>
<p>ESD-4q. Form and maintain friendships with other children of diverse cultural backgrounds and abilities.</p>	<p>Shows basic understanding of people and how they live</p>
<p>ESD-4r. Seek and give support with children they identify as friends.</p>	<p>Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors</p>
<p>ESD-4s. Use language effectively to have conversations with other children and influence another child's behavior (negotiate sharing a toy, plan how to build a block tower together).</p>	<p>Participates cooperatively and constructively in group situations Solves social problems Suggests solutions to social problems</p>
<p>ESD-4t. Play and interact cooperatively with other children (work on project together, exchange ideas).</p>	<p>Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors</p>

ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.	
ESD-5q. Follow social rules, transitions, and routines that have been explained to them.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
ESD-5r. Make requests clearly and effectively most of the time.	Uses language to express thoughts and needs Speaks clearly Is understood by most people; may mispronounce new, long, or unusual words
ESD-5s. Balance their own needs with those of others in the group.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors
ESD-5t. Anticipate consequences and plan ways to solve problems effectively, with guidance and support.	Participates cooperatively and constructively in group situations Solves social problems Suggests solutions to social problems
ESD-5u. Use a variety of strategies to solve problems and conflicts with increasing independence.	Demonstrates positive approaches to learning Solves problems Solves problems without having to try every possibility
ESD-5v. Express respect and caring for all people, including people with disabilities and those from different cultures.	Shows basic understanding of people and how they live
Learning About Feelings	
ESD-6: Children identify, manage, and express their feelings.	
ESD-6o. Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
ESD-6p. Independently manage and express feelings effectively most of the time.	Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification
ESD-6q. Use a larger vocabulary for talking about different feelings (“I’m frustrated with that puzzle!” “I’m excited about our trip.”).	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items

ESD-6r. Give reasons for their feelings that may include thoughts and beliefs as well as outside events (“I’m happy because I wanted to win and I did.”).	Establishes and sustains positive relationships Responds to emotional cues Identifies basic emotional reactions of others and their causes accurately
ESD-6s. Use problem-solving strategies when feeling angry or frustrated.	Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification
ESD-7: Children recognize and respond to the needs and feelings of others.	
ESD-7n. Communicate understanding and empathy for others’ feelings.	Establishes and sustains positive relationships Responds to emotional cues Identifies basic emotional reactions of others and their causes accurately
ESD-7o. Show awareness that their behavior can affect the feelings of others (say, “I didn’t mean to scare you when I yelled.”).	Establishes and sustains positive relationships Responds to emotional cues Identifies basic emotional reactions of others and their causes accurately
ESD-7p. Choose to act in ways that show respect for others’ feelings and points of view most of the time with guidance and support (compliment each other during play, work out conflicts, show respect for opinions expressed by others).	Establishes and sustains positive relationships Responds to emotional cues Identifies basic emotional reactions of others and their causes accurately

Health and Physical Development	
Younger Preschoolers	
Physical Health and Growth	
HPD-1: Children develop healthy eating habits.	
HPD-1p. Try new foods.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
HPD-1q. Feed themselves with utensils independently.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
HPD-1r. Communicate that some foods are good for them (fresh fruits, vegetables, milk) and some are not healthy (potato chips, soda).	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
HPD-2: Children engage in active physical play indoors and outdoors.	
HPD-2k. Develop strength and stamina by spending moderate periods of time playing vigorously.	Demonstrates traveling skills Moves purposefully from place to place with control
HPD-2l. Choose a variety of structured and unstructured physical activities indoors and outdoors.	Demonstrates traveling skills Moves purposefully from place to place with control
HPD-2m. Participate in simple games and other structured motor activities that enhance physical fitness (songs with movement, throwing and catching).	Demonstrates traveling skills Moves purposefully from place to place with control
HPD-2n. Transition from active to quiet activities with limited guidance and support.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders

HPD-3: Children develop healthy sleeping habits.	
HPD-3i. Recognize and communicate signs of being tired.	<p>Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs</p> <p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items</p>
HPD-3j. With increasing independence, start and participate in sleep routines.	<p>Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs</p>
Motor Development	
HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment.	
HPD-4l. Demonstrate strength and balance by managing uneven surfaces such as hills, ramps, and steps.	<p>Demonstrates traveling skills Moves purposefully from place to place with control</p>
HPD-4m. Refine movements and show generally good coordination (e.g., throwing and catching).	<p>Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with flexible body movements</p>
HPD-4n. Use a variety of toys and equipment that enhance gross motor development (balls, slides, pedaling toys, assistive technology).	<p>Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with flexible body movements</p>
HPD-4o. Move their bodies in space with good coordination (running, hopping in place, galloping).	<p>Demonstrates traveling skills Moves purposefully from place to place with control</p> <p>Demonstrates balancing skills Sustains balance during simple movement experiences</p>
HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.	
HPD-5j. Draw simple shapes and figures (square for block, circles).	<p>Demonstrates fine-motor strength and coordination Uses writing and drawing tools Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks</p>

HPD-5k. Engage in activities that require hand-eye coordination (build with manipulatives, mold Play- Doh, work puzzles with smaller pieces).	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
HPD-5l. Use tools that require strength, control, and dexterity of small muscles (forks, crayons, markers, safety scissors, adapted tools).	Demonstrates fine-motor strength and coordination Uses writing and drawing tools Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
Self-Care	
HPD-6: Children develop awareness of their needs and the ability to communicate their needs.	
HPD-6g. Use words or sign language to ask for the things they need (food when hungry, drink when thirsty, go outdoors when they need to be physically active).	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
HPD-6h. Use different strategies to calm themselves when needed (self-talk, deep breathing, cozy corner).	Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person
HPD-7: Children develop independence in caring for themselves and their environment.	
HPD-7j. Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
HPD-7k. Dress and undress themselves with occasional assistance.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs

HPD-7l. Follow basic hygiene practices with reminders (brush teeth, wash hands, use toilet, cough into elbow).	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
HPD-7m. Serve food for themselves.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
HPD-7n. Help with routine care of the indoor and outdoor learning environment (recycle, care for garden).	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
HPD-7o. Name people who help children stay healthy.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
Safety Awareness	
HPD-8: Children develop awareness of basic safety rules and begin to follow them.	
HPD-8i. Know what their bodies can do, and play within their abilities to avoid injury to self or others.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
HPD-8j. Usually recognize and avoid objects and situations that might cause harm.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
HPD-8k. Usually follow basic safety rules.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
HPD-8l. Call a trusted adult when someone gets injured or is in an unsafe situation.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs Establishes and sustains positive relationships Responds to emotional cues Demonstrates concern about the feelings of others

Older Preschoolers	
Physical Health and Growth	
HPD-1: Children develop healthy eating habits.	
HPD-1s. Try new foods.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being
HPD-1t. Feed themselves with utensils independently.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
HPD-1u. Given a selection of familiar foods, identify which foods are nutritious and which are not.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being
HPD-1v. Talk about variety and amount of foods needed to be healthy (can identify what is missing from their meal).	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being
HPD-1w. Name foods and beverages that help to build healthy bodies.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being
HPD-2: Children engage in active physical play indoors and outdoors.	
HPD-2o. Develop strength and stamina by spending extended periods of time playing vigorously.	Demonstrates traveling skills Coordinates complex movements in play and games Demonstrates balancing skills Sustains balance during complex movement experiences
HPD-2p. Communicate ways exercise keeps us healthy and makes us feel good.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items

HPD-2q. Participate in structured and unstructured motor activities that build strength, speed, flexibility, and coordination (red light, green light; chase; free play).	Demonstrates traveling skills Coordinates complex movements in play and games Demonstrates balancing skills Sustains balance during complex movement experiences
HPD-2r. Transition independently from active to quiet activities most of the time.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
HPD-3: Children develop healthy sleeping habits.	
HPD-3k. Communicate ways sleep keeps us healthy and makes us feel good.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being
HPD-3l. Independently start and participate in sleep routines most of the time.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being
Motor Development	
HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment.	
HPD-4p. Coordinate movement of upper and lower body.	Demonstrates balancing skills Sustains balance during simple movement experiences
HPD-4q. Perform complex movements smoothly (skipping, balancing on beams, hopping from one place to another).	Demonstrates traveling skills Coordinates complex movements in play and games
HPD-4r. Move quickly through the environment and be able to stop (run fast, pedal fast).	Demonstrates traveling skills Coordinates complex movements in play and games
HPD-4s. Show awareness of own body in relation to other people and objects while moving through space.	Demonstrates knowledge about self

HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.	
<p>HPD-5m. Draw and write smaller figures with more detail (faces with features, letters, or letter-like forms).</p>	<p>Demonstrates fine-motor strength and coordination Uses fingers and hands Uses small, precise finger and hand movements</p> <p>Demonstrates fine-motor strength and coordination Uses writing and drawing tools Uses three-point finger grip and efficient hand placement when writing and drawing</p> <p>Demonstrates emergent writing skills Writes to convey meaning Letter strings</p>
<p>HPD-5n. Engage in complex hand-eye coordination activities with a moderate degree of precision and control (fasten clothing, cut shapes, put together small pieces).</p>	<p>Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements</p>
<p>HPD-5o. Use tools that require strength and dexterity of small muscles with a moderate degree of control (spray bottle, hole puncher).</p>	<p>Demonstrates fine-motor strength and coordination Uses writing and drawing tools Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end</p>

Self-Care	
HPD-6: Children develop awareness of their needs and the ability to communicate their needs.	
HPD-6i. Use language to ask adults or peers specifically for the kind of help needed in a particular situation.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
HPD-6j. Consistently use strategies to calm themselves when needed.	Regulates own emotions and behaviors Manages feelings Controls strong emotions in an appropriate manner most of the time
HPD-7: Children develop independence in caring for themselves and their environment.	
HPD-7p. Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being
HPD-7q. Dress and undress themselves independently.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being
HPD-7r. Gain independence in hygiene practices (throw tissues away and wash hands, flush toilet).	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being
HPD-7s. Eat with a fork.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
HPD-7t. Perform tasks to maintain the indoor and outdoor learning environment independently.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being
HPD-7u. Describe the value of good health practices (wash hands to get rid of germs, drink milk to build strong bones).	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being

Safety Awareness	
HPD-8: Children develop awareness of basic safety rules and begin to follow them.	
HPD-8m. Avoid potentially dangerous behaviors.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being
HPD-8n. Consistently recognize and avoid people, objects, substances, activities, and environments that might cause harm.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being
HPD-8o. Independently follow basic safety rules.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
HPD-8p. Identify people who can help them in the community (police, firefighter, nurse).	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being

Language Development and Communication	
Younger Preschoolers	
Learning to Communicate	
LDC-1: Children understand communications from others.	
LDC-1k. Show understanding of increasingly complex sentences.	<p>Listens to and understands increasingly complex language</p> <p>Comprehends language</p> <p>Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
LDC-1l. With prompting and support, respond to requests for information or action.	<p>Listens to and understands increasingly complex language</p> <p>Comprehends language</p> <p>Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
LDC-1m. Follow simple multistep directions with visual cues if needed.	<p>Listens to and understands increasingly complex language</p> <p>Follows directions</p> <p>Follows directions of two or more steps that relate to familiar objects and experiences</p>
LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.	
LDC-2i. Demonstrate an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, augmentative communication).	<p>Listens to and understands increasingly complex language</p> <p>Comprehends language</p> <p>Shows an interest in the speech of others</p>
LDC-2j. Initiate and carry on conversations, and ask questions about things that interest them.	<p>Uses appropriate conversational and other communication skills</p> <p>Engages in conversations</p> <p>Engages in conversations of at least three exchanges</p>
LDC-2k. With prompting and support, make comments and ask questions related to the topic of discussion.	<p>Uses appropriate conversational and other communication skills</p> <p>Engages in conversations</p> <p>Engages in conversations of at least three exchanges</p>
LDC-3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.	
LDC-3d. Answer longer questions using more detail.	<p>Uses language to express thoughts and needs</p> <p>Uses an expanding expressive vocabulary</p> <p>Describes and tells the use of many familiar items</p>

LDC-3e. Use sentences or questions to ask for things (people, actions, objects, pets) or gain information.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
LDC-4: Children speak audibly and express thoughts, feelings, and ideas clearly.	
LDC-4h. Communicate messages with expression, tone, and inflection appropriate to the situation.	Uses appropriate conversational and other communication skills Uses social rules of language Uses appropriate eye contact, pauses, and simple verbal prompts when communicating
LDC-4i. Speak clearly enough to be understood by familiar adults and children.	Uses language to express thoughts and needs Speaks clearly Uses some words and word-like sounds and is understood by most familiar people
LDC-5: Children describe familiar people, places, things, and events.	
LDC-5d. Talk to themselves and others about what they are “working on,” what they are doing, routines, and events of the day.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
LDC-5e. Describe experiences and create or retell short narratives.	Uses language to express thoughts and needs Tells about another time or place Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end
LDC-6: Children use most grammatical constructions of their home language well.	
LDC-6g. Communicate in longer sentences and use more conventional grammar in their home language (plurals, tenses, prepositions).	Uses language to express thoughts and needs Uses conventional grammar Uses complete, four- to six-word sentences
LDC-6h. Make grammatical errors that follow language rules (say, “mouses” instead of “mice”).	Uses language to express thoughts and needs Uses conventional grammar Uses three- to four-word sentences; may omit some words or use some words incorrectly

LDC-7: Children respond to and use a growing vocabulary.	
LDC-7k. Repeat familiar songs, chants, or rhymes.	<p>Demonstrates phonological awareness Notices and discriminates rhyme Joins in rhyming songs and games</p> <p>Demonstrates phonological awareness Notices and discriminates alliteration Sings songs and recites rhymes and refrains with repeating initial sounds</p>
LDC-7l. Use more than one word for the same object and use words for parts of objects (e.g., dog, beagle, Rover; arm, leg).	<p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects</p>
LDC-7m. Make up names for things using words they know (e.g., dog doctor for veterinarian).	<p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items</p>
LDC-7n. Use many kinds of cues in the environment to figure out what words mean.	<p>Listens to and understands increasingly complex language Comprehends language Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
Foundations for Reading	
LDC-8: Children develop interest in books and motivation to read.	
LDC-8j. Engage in reading behaviors independently (choose books, turn pages but not always in order, tell the story).	<p>Comprehends and responds to books and other texts Uses emergent reading skills Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult</p>
LDC-8k. Show an interest in books, other print, and reading-related activities.	<p>Demonstrates knowledge of print and its uses Uses and appreciates books Shows interest in books</p>
LDC-8l. Listen to and discuss storybooks, simple information books, and poetry.	<p>Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Contributes particular language from the book at the appropriate time</p>

LDC-9: Children comprehend and use information presented in books and other print media.	
LDC-9i. Imitate the special language in storybooks and story dialogue with some accuracy and detail.	Comprehends and responds to books and other texts Uses emergent reading skills Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation
LDC-9j. With prompting and support, use books and other media that communicate information to learn about the world by looking at pictures, asking questions, and talking about the information.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Asks and answers questions about the text; refers to pictures
LDC-9k. Use their knowledge of the world (what things are, how things work) to make sense of stories and information texts.	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Asks and answers questions about the text; refers to pictures
LDC-9l. Relate personal experiences to events described in familiar books, with prompting and support.	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Asks and answers questions about the text; refers to pictures
LDC-9m. Ask questions about a story or the information in a book.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Asks and answers questions about the text; refers to pictures
LDC-9n. With prompting and support, discuss storybooks by responding to questions about what is happening and predicting what will happen next.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Asks and answers questions about the text; refers to pictures

LDC-10: Children develop book knowledge and print awareness.	
LDC-10h. Hold a book upright while turning pages one by one front to back, but not always in order.	Demonstrates knowledge of print and its uses Uses and appreciates books Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
LDC-10i. With prompting and support, recognize print occurs in different forms and is used for a variety of functions (sign naming block structure, “message” on card for family member).	Demonstrates knowledge of print and its uses Uses print concepts Shows understanding that text is meaningful and can be read
LDC-10j. Demonstrate an understanding that print can tell people what to do (such as print and symbols to organize classroom activities—where to store things, when they will have a turn).	Demonstrates knowledge of print and its uses Uses print concepts Shows understanding that text is meaningful and can be read
LDC-11: Children develop phonological awareness.	
LDC-11f. Participate in experiences with songs, poems, and books that have rhyme and wordplay, and learn words well enough to complete refrains and fill in missing words and sounds.	Demonstrates phonological awareness Notices and discriminates rhyme Fills in the missing rhyming word; generates rhyming words spontaneously Demonstrates phonological awareness Notices and discriminates alliteration Sings songs and recites rhymes and refrains with repeating initial sounds
LDC-11g. Repeat rhythmic patterns in poems and songs using words, clapping, marching, and/or using instruments.	Demonstrates phonological awareness Notices and discriminates rhyme Fills in the missing rhyming word; generates rhyming words spontaneously
LDC-11h. Play with the sounds of language and begin to identify rhymes (make up silly-sounding words, repeat rhyming words).	Demonstrates phonological awareness Notices and discriminates rhyme Fills in the missing rhyming word; generates rhyming words spontaneously Demonstrates phonological awareness Notices and discriminates alliteration Shows awareness that some words begin the same way

LDC-12: Children begin to develop knowledge of the alphabet and the alphabetic principle.	
LDC-12b. Demonstrate an interest in learning the alphabet.	Demonstrates knowledge of the alphabet Identifies and names letters Recognizes as many as 10 letters, especially those in own name
LDC-12c. Recognize letters of the alphabet as a special category of print, different from pictures, shapes, and numerals.	Demonstrates knowledge of the alphabet Identifies and names letters Recognizes as many as 10 letters, especially those in own name Demonstrates knowledge of print and its uses Uses and appreciates books Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
LDC-12d. Recognize and name some letters of the alphabet, especially those in their own name.	Demonstrates knowledge of the alphabet Identifies and names letters Recognizes as many as 10 letters, especially those in own name
Foundations for Writing	
LDC-13: Children use writing and other symbols to record information and communicate for a variety of purposes.	
LDC-13c. Represent thoughts and ideas through marks, scribbles, drawings, and paintings (draw a picture of something they did during the day, indicate what they want for lunch with a mark under the picture of the food they want).	Uses symbols and images to represent something not present Thinks symbolically Draws or constructs, and then identifies what it is Demonstrates emergent writing skills Writes to convey meaning Scribbles or marks
LDC-13d. With prompting and support, communicate their thoughts for an adult to write.	Uses language to express thoughts and needs Tells about another time or place Tells stories about other times and places that have a logical order and that include major details

LDC-13e. Engage in writing behaviors that imitate real-life situations (e.g., make marks to take food order during pretend restaurant play).	Uses symbols and images to represent something not present Engages in sociodramatic play Acts out familiar or imaginary scenarios; may use props to stand for something else
LDC-14: Children use knowledge of letters in their attempts to write.	
LC-14a. Begin to use letters and approximations of letters to write their name.	Demonstrates emergent writing skills Writes name Mock letters or letter-like forms
LC-14b. Show they know that written words are made up of particular letters (point to the first letter of their own name, find the first letter of their own name in a list of letters).	Demonstrates knowledge of print and its uses Uses print concepts Shows understanding that text is meaningful and can be read
LDC-15: Children use writing skills and conventions.	
LC-15f. Use a variety of writing tools and materials with purpose and control (pencils, chalk, markers, crayons, paintbrushes, finger paint, computers).	Demonstrates fine-motor strength and coordination Uses writing and drawing tools Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks
LC-15g. Make marks they call “writing” that look different from drawings (vertical series of marks for a “grocery list,” horizontal line of marks for a “story”).	Demonstrates emergent writing skills Writes to convey meaning Mock letters or letter-like forms
LC-15h. Play with writing letters and make letter-like forms.	Demonstrates emergent writing skills Writes to convey meaning Mock letters or letter-like forms

Older Preschoolers	
Learning to Communicate	
LDC-1: Children understand communications from others.	
LDC-1n. Show understanding of increasingly complex sentences.	<p>Listens to and understands increasingly complex language</p> <p>Comprehends language</p> <p>Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
LDC-1o. Respond to requests for information or action.	<p>Listens to and understands increasingly complex language</p> <p>Comprehends language</p> <p>Responds appropriately to specific vocabulary and simple statements, questions, and stories</p> <p>Listens to and understands increasingly complex language</p> <p>Follows directions</p> <p>Follows directions of two or more steps that relate to familiar objects and experiences</p>
LDC-1p. Follow more detailed multistep directions.	<p>Listens to and understands increasingly complex language</p> <p>Follows directions</p> <p>Follows directions of two or more steps that relate to familiar objects and experiences</p>
LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.	
LDC-2l. Express an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, and augmentative communication).	Shows basic understanding of people and how they live
LDC-2m. Initiate and carry on conversations that involve multiple back and forth communications or turns between the persons involved in the conversation.	<p>Uses appropriate conversational and other communication skills</p> <p>Engages in conversations</p> <p>Engages in conversations of at least three exchanges</p>

LDC-2n. Initiate and participate in conversations related to interests of their own or the persons they are communicating with.	Uses appropriate conversational and other communication skills Engages in conversations Engages in conversations of at least three exchanges
LDC-2o. Participate in a group discussion, making comments and asking questions related to the topic.	Uses appropriate conversational and other communication skills Uses social rules of language Uses appropriate eye contact, pauses, and simple verbal prompts when communicating
LDC-2p. Appreciate and use humor.	Listens to and understands increasingly complex language Comprehends language Responds appropriately to complex statements, questions, vocabulary, and stories Uses appropriate conversational and other communication skills Engages in conversations Engages in conversations of at least three exchanges
LDC-3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.	
LDC-3f. Answer more complex questions with more explanation (“I didn’t like camping out because it rained.” “Emily is my friend because she’s nice to me.”).	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
LDC-3g. Ask specific questions to learn more about their world, understand tasks, and solve problems.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
LDC-4: Children speak audibly and express thoughts, feelings, and ideas clearly.	
LDC-4j. Use language and nonverbal cues to communicate thoughts, beliefs, feelings, and intentions.	Listens to and understands increasingly complex language Comprehends language Responds appropriately to complex statements, questions, vocabulary, and stories Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items

LDC-4k. Adapt their communication to meet social expectations (speak quietly in library, speak politely to older relative).	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation
LDC-4l. Speak clearly enough to be understood by most people.	Uses language to express thoughts and needs Speaks clearly Is understood by most people; may mispronounce new, long, or unusual words
LDC-5: Children describe familiar people, places, things, and events.	
LDC-5f. Describe experiences and create and/or retell longer narratives.	Uses language to express thoughts and needs Tells about another time or place Tells stories about other times and places that have a logical order and that include major details
LDC-6: Children use most grammatical constructions of their home language well.	
LDC-6i. Speak in full sentences that are grammatically correct most of the time.	Uses language to express thoughts and needs Uses conventional grammar Uses complete, four- to six-word sentences
LDC-7: Children respond to and use a growing vocabulary.	
LDC-7o. Repeat familiar songs, chants, or rhymes.	Demonstrates phonological awareness Notices and discriminates rhyme Joins in rhyming songs and games Demonstrates phonological awareness Notices and discriminates alliteration Sings songs and recites rhymes and refrains with repeating initial sounds
LDC-7p. Use a growing vocabulary that includes many different kinds of words to express ideas clearly.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items

LDC-7q. Infer the meaning of different kinds of new words from the context in which they are used (for example, hear “sandals” and “boots” used to describe two pairs of shoes, and infer that the unfamiliar shoes must be sandals because they know that the other pair of shoes are boots).	<p>Listens to and understands increasingly complex language</p> <p>Comprehends language</p> <p>Responds appropriately to complex statements, questions, vocabulary, and stories</p>
Foundations for Reading	
LDC-8: Children develop interest in books and motivation to read.	
LDC-8m. Engage in reading behaviors independently with increased focus for longer periods of time.	<p>Comprehends and responds to books and other texts</p> <p>Uses emergent reading skills</p> <p>Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation</p>
LDC-8n. Use and share books and print in their play.	<p>Uses symbols and images to represent something not present</p> <p>Engages in sociodramatic play</p> <p>Acts out familiar or imaginary scenarios; may use props to stand for something else</p> <p>Demonstrates knowledge of print and its uses</p> <p>Uses and appreciates books</p> <p>Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p>
LDC-8o. Listen to and discuss increasingly complex storybooks, information books, and poetry.	<p>Comprehends and responds to books and other texts</p> <p>Interacts during read-alouds and book conversations</p> <p>Identifies story-related problems, events, and resolutions during conversations with an adult</p>
LDC-9: Children comprehend and use information presented in books and other print media.	
LDC-9o. Imitate the special language in storybooks and story dialogue with accuracy and detail.	<p>Comprehends and responds to books and other texts</p> <p>Uses emergent reading skills</p> <p>Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation</p>
LDC-9p. Use informational texts and other media to learn about the world, and infer from illustrations, ask questions and talk about the information.	<p>Comprehends and responds to books and other texts</p> <p>Interacts during read-alouds and book conversations</p> <p>Identifies story-related problems, events, and resolutions during conversations with an adult</p>

LDC-9q. Use knowledge of the world to make sense of more challenging texts.	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation
LDC-9r. Relate personal experiences to an increasing variety of events described in familiar and new books.	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation
LDC-9s. Ask more focused and detailed questions about a story or the information in a book.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Identifies story-related problems, events, and resolutions during conversations with an adult
LDC-9t. Discuss storybooks by responding to questions about what is happening and predicting what will happen next.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Identifies story-related problems, events, and resolutions during conversations with an adult
LDC-10: Children develop book knowledge and print awareness.	
LDC-10k. Hold a book upright while turning pages one by one from front to back.	Demonstrates knowledge of print and its uses Uses and appreciates books Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
LDC-10l. Recognize print in different forms for a variety of functions (writing message to friend, pointing to print and saying, “Those words tell the story.”).	Demonstrates knowledge of print and its uses Uses print concepts Shows understanding that text is meaningful and can be read
LDC-10m. Recognize print and symbols used to organize classroom activities and show understanding of their meaning (put toys in box with correct symbol and name; check sign-up sheet for popular activity; check schedule to learn next activity).	Demonstrates knowledge of print and its uses Uses print concepts Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation

LDC-10n. With prompting and support, run their finger under or over print as they pretend to read text.	Demonstrates knowledge of print and its uses Uses print concepts Matches a written word with a spoken word, but it may not be the actual written word; tracks print from the end of a line of text to the beginning of the next line
LDC-10o. Demonstrate understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print).	Demonstrates knowledge of print and its uses Uses print concepts Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
LDC-10p. Identify their name and the names of some friends when they see them in print.	Demonstrates knowledge of print and its uses Uses and appreciates books Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
LDC-11: Children develop phonological awareness.	
LDC-11i. Enjoy rhymes and wordplay, and sometimes add their own variations.	Demonstrates phonological awareness Notices and discriminates rhyme Fills in the missing rhyming word; generates rhyming words spontaneously
LDC-11j. Repeat a variety of rhythmic patterns in poems and songs using words, clapping, marching, and/or instruments to repeat the rhythm or beat syllables.	Demonstrates phonological awareness Notices and discriminates rhyme Fills in the missing rhyming word; generates rhyming words spontaneously Demonstrates knowledge of patterns Copies simple repeating patterns Explores musical concepts and expression

LDC-11k. Play with the sounds of language, identify a variety of rhymes, create some rhymes, and recognize the first sounds in some words.	<p>Demonstrates phonological awareness Notices and discriminates rhyme Fills in the missing rhyming word; generates rhyming words spontaneously</p> <p>Demonstrates phonological awareness Notices and discriminates alliteration Matches beginning sounds of some words</p>
LDC-11l. Associate sounds with specific words, such as awareness that different words begin with the same sound.	<p>Demonstrates phonological awareness Notices and discriminates alliteration Shows awareness that some words begin the same way</p>
LDC-12: Children begin to develop knowledge of the alphabet and the alphabetic principle.	
LDC-12e. Demonstrate an interest in learning the alphabet.	<p>Demonstrates knowledge of the alphabet Identifies and names letters Recognizes as many as 10 letters, especially those in own name</p>
LDC-12f. Show they know that letters function to represent sounds in spoken words.	<p>Demonstrates knowledge of the alphabet Uses letter-sound knowledge Shows understanding that a sequence of letters represents a sequence of spoken sounds</p>
LDC-12g. Recognize and name several letters of the alphabet, especially those in their own name and in the names of others who are important to them.	<p>Demonstrates knowledge of the alphabet Identifies and names letters Recognizes as many as 10 letters, especially those in own name</p>
LDC-12h. Make some sound-to-letter matches, using letter name knowledge (notice the letter B with picture of ball and say, “Ball”; say, “ A-a-apple.”).	<p>Demonstrates knowledge of the alphabet Uses letter-sound knowledge Produces the correct sounds for 10–20 letters</p>
LDC-12i. Associate sounds with the letters at the beginning of some words, such as awareness that two words begin with the same letter and the same sound.	<p>Demonstrates phonological awareness Notices and discriminates alliteration Matches beginning sounds of some words</p>

Foundations for Writing	
LDC-13: Children use writing and other symbols to record information and communicate for a variety of purposes.	
LDC-13f. Represent thoughts and ideas in drawings and by writing letters or letter-like forms.	Demonstrates emergent writing skills Writes to convey meaning Mock letters or letter-like forms
LDC-13g. Communicate their thoughts for an adult to write.	Uses language to express thoughts and needs Tells about another time or place Tells stories about other times and places that have a logical order and that include major details
LDC-13h. Independently engage in writing behaviors for various purposes (e.g., write symbols or letters for names, use materials at writing center, write lists with symbols/letters in pretend play, write messages that include letters or symbols).	Demonstrates emergent writing skills Writes to convey meaning Letter strings
LDC-14: Children use knowledge of letters in their attempts to write.	
LC-14c. Use known letters and approximations of letters to write their own name and some familiar words.	Demonstrates emergent writing skills Writes name Letter strings
LC-14d. Try to connect the sounds in a spoken word with letters in the written word (write “M” and say, “This is Mommy.”).	Demonstrates knowledge of the alphabet Uses letter–sound knowledge Shows understanding that a sequence of letters represents a sequence of spoken sounds

LDC-15: Children use writing skills and conventions.	
LC-15i. Use a variety of writing tools and materials with increasing precision.	Demonstrates fine-motor strength and coordination Uses writing and drawing tools Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
LC-15j. Imitate adult writing conventions that they have observed (write groups of letter-like forms separated by spaces, try to write on a line, press Enter key on computer after typing a series of “words”).	Demonstrates knowledge of print and its uses Uses print concepts Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
LC-15k. Use some conventional letters in their writing.	Demonstrates emergent writing skills Writes to convey meaning Letter strings

Cognitive Development	
Younger Preschoolers	
Construction of Knowledge: Thinking and Reasoning	
CD-1: Children use their senses to construct knowledge about the world around them.	
CD-1h. Explore objects, tools, and materials systematically to learn about their properties (weigh an object, observe something from the top of the object to the bottom).	Uses scientific inquiry skills
CD-1i. Express knowledge gathered through their senses using play, art, language, and other forms of representation.	Uses scientific inquiry skills
CD-1j. Group familiar objects that go together (shoe and sock, brush and paint, hammer and nail).	Uses classification skills Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
CD-2: Children recall information and use it for new situations and problems.	
CD-2o. Recognize whether a picture or object is the same as or different from something they have seen before.	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation
CD-2p. Apply what they know about everyday experiences to new situations (look for the seatbelt on the bus).	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation
CD-2q. Describe or act out a memory of a situation or action, with adult support.	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation
CD-2r. Make predictions about what will happen using what they know.	Uses scientific inquiry skills
CD-2s. Introduce ideas or actions in play based on previous knowledge or experience.	Uses symbols and images to represent something not present Engages in sociodramatic play Acts out familiar or imaginary scenarios; may use props to stand for something else

CD-2t. Ask questions about why things happen and try to understand cause and effect.	Uses scientific inquiry skills
CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.	
CD-3f. Use language to identify pretend or fantasy situations (say, “Let’s pretend we’re going on a trip.” “That’s a pretend story.”).	Uses symbols and images to represent something not present Engages in sociodramatic play Acts out familiar or imaginary scenarios; may use props to stand for something else
CD-3g. Use words like “think” and “know” to talk about thoughts and beliefs.	Remembers and connects experiences Recognizes and recalls Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view
CD-3h. Recognize that beliefs and desires can determine what people do (e.g., a person will look for a missing object based on where they think it is rather than where it actually is).	Remembers and connects experiences Recognizes and recalls Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view
Creative Expression	
CD-4: Children demonstrate appreciation for different forms of artistic expression.	
CD-4g. Express pleasure in different forms of art (call something “pretty,” express preferences, choose to look at book of photographs or listen to music again).	Explores the visual arts
CD-4h. Participate in, describe and ask questions about art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting).	Explores the visual arts Explores musical concepts and expression Explores dance and movement concepts Explores drama through actions and language

CD-5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama, and dance.	
CD-5m. Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play.	<p>Explores the visual arts</p> <p>Explores musical concepts and expression</p> <p>Explores dance and movement concepts</p> <p>Explores drama through actions and language</p>
CD-5n. Show creativity and imagination when using materials and assuming roles during pretend play.	<p>Uses symbols and images to represent something not present</p> <p>Engages in sociodramatic play</p> <p>Acts out familiar or imaginary scenarios; may use props to stand for something else</p>
CD-5o. Explore the properties of art materials and use them with purpose to draw, paint, sculpt, and create in other ways.	Explores the visual arts
CD-5p. Show awareness of different musical instruments, rhythms, and tonal patterns as they make music or participate in music activities.	Explores musical concepts and expression
CD-5q. Show awareness of various patterns of beat, rhythm, and movement through music and dance activities.	Explores musical concepts and expression
Social Connections	
CD-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.	
CD-6h. Talk about close family members, name their relationships to each other, and describe family routines (“Marika is my sister.” “My grandma takes care of me at night.”).	Demonstrates knowledge about self
CD-6i. Adopt roles of family and community members during play, given support and realistic props.	Demonstrates knowledge about self
CD-6j. Recognize and identify the roles of some community helpers (police, fire fighters, garbage collectors).	Shows basic understanding of people and how they live

CD-7: Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).	
CD-7d. Identify self as a part of a specific family, preschool class, or other familiar group (e.g., point to picture and say, “That’s my family,” or “I’m in Ms. Emily’s class.”).	Demonstrates knowledge about self Shows basic understanding of people and how they live
CD-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others.	
CD-8d. Show acceptance of people who are different from themselves as well as people who are similar.	Shows basic understanding of people and how they live
CD-8e. Given support and guidance, explore different cultural practices during play and planned activities.	Shows basic understanding of people and how they live
CD-9: Children explore concepts connected with their daily experiences in their community.	
CD-9b. Describe characteristics of the places where they live and play (say, “My house is big and there are trees in my yard.” “The playground has swings and a sandbox.”).	Remembers and connects experiences Recognizes and recalls Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view Demonstrates simple geographic knowledge
CD-9c. Notice changes that happen over time (seasons, self or others growing bigger).	Demonstrates knowledge of Earth’s environment Explores change related to familiar people or places
CD-9d. Notice and talk about weather conditions.	Demonstrates knowledge of Earth’s environment
CD-9e. With prompting and support, participate as a member of a democratic classroom community (vote for name of class pet, wait turn to paint when easels are full).	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Takes turns

Mathematical Thinking and Expression	
CD-10: Children show understanding of numbers and quantities during play and other activities.	
CD-10j. Rote count in order to 10 with increasing accuracy.	Uses number concepts and operations Counts Verbally counts to 10; counts up to five objects accurately, using one number name for each object
CD-10k. Count up to 5 objects arranged in a line using one-to-one correspondence with increasing accuracy, and answer the question “How many?”	Uses number concepts and operations Counts Verbally counts to 10; counts up to five objects accurately, using one number name for each object
CD-10l. Compare visually two groups of objects that are obviously equal or unequal in quantity and communicate that they are the same or different, and which one has more (choose a plate with four cookies rather than a plate with one cookie).	Uses number concepts and operations Quantifies Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
CD-10m. Show they understand that adding objects to a group will make a bigger group, and taking away objects will make a smaller group.	Uses number concepts and operations Quantifies Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many

CD-11: Children compare, sort, group, organize and measure objects and create patterns in their everyday environment.	
CD-11f. Use descriptive language for size, length, or weight (short, tall, long, heavy, big).	Compares and measures Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
CD-11g. Use simple measurement tools with guidance and support to measure objects (a ruler, measuring cup, scale).	Compares and measures Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
CD-11h. Compare the size or weight of two objects and identify which one is longer/ taller/heavier than the other (“That rock is heavier than this one; I can’t lift it.” “A snake is longer than a worm.”).	Compares and measures Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
CD-11i. Identify familiar objects as the same or different.	Compares and measures Makes simple comparisons between two objects
CD-11j. Sort familiar objects into categories with increasing accuracy (tools for woodworking and utensils for cooking; rectangle blocks on one shelf and square blocks on another shelf).	Uses classification skills Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
CD-11k. Recognize simple repeating patterns and attempt to create them during play (repeat a movement pattern during a song, make a line of blocks in alternating colors).	Demonstrates knowledge of patterns Copies simple repeating patterns

CD-12: Children identify and use common shapes and concepts about position during play and other activities.	
CD-12h. Show they understand positions in space by using position words during play and by following directions from an adult (say, “Stand behind the chair.” “Put the ball in the box.”).	Explores and describes spatial relationships and shapes Understands spatial relationships Follows simple directions related to proximity (beside, between, next to)
CD-12i. Use 2- and 3-dimensional shapes to create pictures, designs, or structures.	Explores and describes spatial relationships and shapes Understands shapes Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
CD-12j. Find shapes in the environment and describe them in their own words.	Explores and describes spatial relationships and shapes Understands shapes Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
CD-13: Children use mathematical thinking to solve problems in their everyday environment.	
CD-13b. Seek answers to questions by using mathematical thinking during play and daily activities (determine who is taller by standing next to classmate; find two smaller blocks to replace larger block).	Compares and measures Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
CD-13c. Use observation and counting (not always correctly) to find out how many things are needed during play and other daily activities (figure out how many spoons are needed for snack, find enough dolls so each person has one when playing in the dramatic play area).	Uses number concepts and operations Quantifies Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects
CD-13d. Use drawing and concrete materials to represent mathematical ideas (draw many circles to show “lots of people,” put Popsicle sticks in a pile to show the number of children who want crackers for snack).	Remembers and connects experiences Recognizes and recalls Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view

Scientific Exploration and Knowledge	
CD-14: Children observe and describe characteristics of living things and the physical world.	
CD-14e. Participate in the care of living things, with guidance and support (water plants, help to feed classroom pet).	Demonstrates knowledge of the characteristics of living things Demonstrates knowledge of Earth's environment
CD-14f. Notice and react to the natural world and the outdoor environment.	Demonstrates knowledge of Earth's environment
CD-14g. Notice and describe characteristics of plants and animals, such as appearance, similarities, differences, behavior, and habitat.	Demonstrates knowledge of the characteristics of living things
CD-14h. Notice and describe current weather conditions.	Demonstrates knowledge of Earth's environment
CD-14i. Notice and describe properties of materials and changes in substances (water freezes into ice, pudding thickens, clay hardens).	Demonstrates knowledge of the physical properties of objects and materials
CD-14j. Participate in activities that help to care for the environment, with guidance and support (pick up trash, recycle paper).	Demonstrates knowledge of Earth's environment
CD-15: Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.	
CD-15i. Represent what they learn during scientific exploration through drawing, modeling, building, movement, or other methods.	Uses symbols and images to represent something not present Thinks symbolically Draws or constructs, and then identifies what it is
CD-15j. Observe objects, materials, and phenomena and describe what they notice (temperature, texture, size, weight, color, etc.).	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
CD-15k. Ask questions to find out more about the natural world.	Uses scientific inquiry skills
CD-15l. Use simple tools to investigate objects and materials, with guidance and support (magnifying glass, sifter, ramps for rolling balls and cars).	Uses tools and other technology to perform tasks
CD-15m. Describe and predict changes that take place when mixing and manipulating materials.	Demonstrates knowledge of the physical properties of objects and materials

Older Preschoolers	
Construction of Knowledge: Thinking and Reasoning	
CD-1: Children use their senses to construct knowledge about the world around them.	
CD-1k. Explore objects, tools, and materials systematically to learn about their properties (weigh an object, observe something from the top of the object to the bottom).	Demonstrates knowledge of the physical properties of objects and materials
CD-1l. Express knowledge gathered through their senses using play, art, language, and other forms of representation.	Uses scientific inquiry skills
CD-1m. Distinguish appearance from reality (the person behind a mask is still the same person; recognize that a fantasy story could not be real).	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation
CD-1n. Organize and use information through matching, grouping, and sequencing.	Uses classification skills Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
CD-2: Children recall information and use it for new situations and problems.	
CD-2u. Demonstrate their ability to apply what they know about everyday experiences to new situations.	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation
CD-2v. Describe past events in an organized way, including details or personal reactions.	Remembers and connects experiences Recognizes and recalls Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view

CD-2w. Improve their ability to make predictions and explain why things happen using what they know.	Uses scientific inquiry skills
CD-2x. Introduce more elaborate or detailed ideas or actions into play based on previous knowledge or experience.	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation
CD-2y. Try to reach logical conclusions (including conclusions regarding cause and effect) about familiar situations and materials, based on information gathered with their senses.	Uses scientific inquiry skills
CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.	
CD-3i. Use language to identify pretend or fantasy situations (say, “Let’s pretend we’re going on a trip.” “That’s a pretend story.”).	Uses symbols and images to represent something not present Engages in sociodramatic play Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
CD-3j. Express understanding that others may have different thoughts, beliefs, or feelings than their own (“I like ketchup and you don’t.”).	Shows basic understanding of people and how they live
CD-3k. Use language to describe their thinking processes with adult support.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
Creative Expression	
CD-4: Children demonstrate appreciation for different forms of artistic expression.	
CD-4i. Express pleasure in different forms of art (call something “pretty,” express preferences, choose to look at book of photographs or listen to music again).	Explores musical concepts and expression

<p>CD-4j. Participate in, describe and ask questions about art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting).</p>	<p>Explores the visual arts</p> <p>Explores musical concepts and expression</p> <p>Explores dance and movement concepts</p> <p>Explores drama through actions and language</p>
<p>CD-4k. Use art-specific vocabulary to express ideas and thoughts about artistic creations more clearly (say, “We need a stage for our puppet show.”).</p>	<p>Explores the visual arts</p>
<p>CD-5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama, and dance.</p>	
<p>CD-5r. Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play.</p>	<p>Explores musical concepts and expression</p> <p>Explores dance and movement concepts</p> <p>Explores drama through actions and language</p>
<p>CD-5s. Plan and act out scenes based on books, stories, everyday life, and imagination.</p>	<p>Remembers and connects experiences</p> <p>Makes connections</p> <p>Draws on everyday experiences and applies this knowledge to a similar situation</p>
<p>CD-5t. Plan and complete artistic creations such as drawings, paintings, collages, and sculptures.</p>	<p>Explores the visual arts</p>
<p>CD-5u. Recall and imitate different musical tones, rhythms, rhymes, and songs as they make music or participate in musical activities (clap previous beat to a new song).</p>	<p>Explores musical concepts and expression</p>
<p>CD-5v. Recall and imitate patterns of beat, rhythm, and movement as they create dances or participate in movement and dance activities.</p>	<p>Explores musical concepts and expression</p> <p>Explores dance and movement concepts</p>

Social Connections	
CD-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.	
CD-6k. Talk about a wide circle of family members and other people important to the family, their relationships to each other, and shared experiences.	Demonstrates knowledge about self
CD-6l. Adopt roles of a wide variety of family and community members during dramatic play, using props, language, and actions to add detail to their play.	Uses symbols and images to represent something not present Engages in sociodramatic play Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
CD-6m. Recognize and identify the roles of a wide variety of community helpers (police, fire fighters, garbage collectors, doctors, dentists).	Shows basic understanding of people and how they live
CD-7: Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).	
CD-7e. Identify and express self as a part of several groups (e.g., family, preschool class, faith community).	Demonstrates knowledge about self Shows basic understanding of people and how they live
CD-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others.	
CD-8f. Show acceptance of people who are different from themselves as well as people who are similar.	Shows basic understanding of people and how they live
CD-8g. Talk about how other children have different family members and family structures than their own (“I live with my Grandma and Shanika lives with her Mom and Dad.” “David’s dad works but my Daddy stays home and takes care of me.”).	Shows basic understanding of people and how they live
CD-8h. Show acceptance of different cultures through exploration of varying customs and traditions, past and present (how people dress, how people speak, food, music, art, etc.).	Shows basic understanding of people and how they live

CD-9: Children explore concepts connected with their daily experiences in their community.	
CD-9f. Describe characteristics of the places where they live and play (say, “My house is big and there are trees in my yard.” “The playground has swings and a sandbox.”).	Demonstrates simple geographic knowledge
CD-9g. Observe and talk about changes in themselves and their families over time.	Explores change related to familiar people or places
CD-9h. Observe and talk about how people adapt to seasons and weather conditions (put out salt in icy weather, wear rain gear).	Demonstrates knowledge of Earth’s environment
CD-9i. Show awareness of the basic needs all families have (food, shelter, clothing) and how needs are met (work, help each other).	Shows basic understanding of people and how they live
CD-9j. Demonstrate positive social behaviors and take personal responsibility as a member of a group (share, take turns, follow rules, take responsibility for classroom jobs).	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors
Mathematical Thinking and Expression	
CD-10: Children show understanding of numbers and quantities during play and other activities.	
CD-10n. Rote count in order to 20 with increasing accuracy.	Uses number concepts and operations Counts Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
CD-10o. Without counting, state the number of objects in a small collection (1-3) (when a friend holds up two fingers, look at her hand and say, “Two fingers” without counting).	Uses number concepts and operations Quantifies Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
CD-10p. Count up to 10 objects arranged in a line using one-to-one correspondence with increasing accuracy, and answer the question “How many?”	Uses number concepts and operations Counts Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting

CD-10q. Given a number 0-5, count out that many objects.	Uses number concepts and operations Quantifies Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
CD-10r. Compare the amount of items in small sets of objects (up to 5 objects) by matching or counting and use language such as “more than” and “less than” to describe the sets of objects.	Uses number concepts and operations Quantifies Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
CD-10s. Show they understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups.	Uses number concepts and operations Quantifies Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
CD-10t. Write numerals or number-like forms during play and daily activities.	Demonstrates emergent writing skills Writes to convey meaning Letter strings
CD-10u. Match numerals 1-5 to sets of objects, with guidance and support.	Uses number concepts and operations Connects numerals with their quantities Identifies numerals to 5 by name and connects each to counted objects
CD-10v. Recognize some numerals and attempt to write them during play and daily activities.	Demonstrates emergent writing skills Writes to convey meaning Letter strings Uses number concepts and operations Connects numerals with their quantities Identifies numerals to 10 by name and connects each to counted objects
CD-10w. Show understanding of first, next, and last during play and daily activities (answer questions about who is first and last to slide down the slide; say, “The engine is first, and the caboose is last” when making a train).	Compares and measures Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers

CD-11: Children compare, sort, group, organize and measure objects and create patterns in their everyday environment.	
CD-11l. Use descriptive language for size, length, or weight (short, tall, long, heavy, big).	Compares and measures Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
CD-11m. Use simple measurement tools with guidance and support to measure objects (a ruler, measuring cup, scale).	Compares and measures Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
CD-11n. Directly compare more than two objects by size, length, or weight (“That rock is heavier than these others; I can’t lift it.” Look at three strings that are different lengths and select the longest string).	Compares and measures Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
CD-11o. Put a few objects in order by length (arrange a group of 3 blocks in order from the shortest to the longest).	Compares and measures Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
CD-11p. Sort a group of objects (0-10) using one attribute (color, size, shape, quantity) with increasing accuracy (sort blocks by shape and place like-shaped blocks on the shelf; sort beads by color).	Uses classification skills Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
CD-11q. Duplicate and extend simple patterns using concrete objects (look at a pattern of beads and tell what bead comes next in the pattern).	Demonstrates knowledge of patterns Extends and creates simple repeating patterns

CD-12: Children identify and use common shapes and concepts about position during play and other activities.	
CD-12k. Consistently use a variety of words for positions in space, and follow directions using these words.	<p>Explores and describes spatial relationships and shapes</p> <p>Understands spatial relationships</p> <p>Uses and responds appropriately to positional words indicating location, direction, and distance</p>
CD-12l. Use 2- and 3-dimensional shapes to represent real-world objects (say, “We are building a castle and we need a round block for the tunnel.” “I glued a circle and a square on my picture to make a house.”).	<p>Uses symbols and images to represent something not present</p> <p>Thinks symbolically</p> <p>Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p> <p>Explores and describes spatial relationships and shapes</p> <p>Understands shapes</p> <p>Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes</p>
CD-12m. Name basic shapes and describe their characteristics using descriptive and geometric attributes (“That’s a triangle; it’s pointy.” “It’s a circle because it’s round.”).	<p>Explores and describes spatial relationships and shapes</p> <p>Understands shapes</p> <p>Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
CD-13: Children use mathematical thinking to solve problems in their everyday environment.	
CD-13e. Seek answers to questions during play and daily activities using an increasing variety of mathematical strategies.	<p>Uses number concepts and operations</p> <p>Quantifies</p> <p>Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects</p>
CD-13f. Use observation and counting with increasing accuracy to answer questions such as “How many do we need?” and “How many more do we need?” during play and other daily activities (count new children to see how many more plates are needed for snack; return extra drinks to cooler at picnic to arrive at the correct number).	<p>Uses number concepts and operations</p> <p>Quantifies</p> <p>Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects</p>
CD-13g. Use drawing and concrete materials to represent an increasing variety of mathematical ideas (draw shapes to represent pattern; stack different-colored blocks to represent classmates’ answers to a survey question).	<p>Uses symbols and images to represent something not present</p> <p>Thinks symbolically</p> <p>Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p>

CD-13h. Begin to explain how a mathematical problem was solved (“I saw that there was always a blue flower after a red flower so I knew to put a blue one next.” “I counted four friends who didn’t have cookies so I got four more.”).	Uses number concepts and operations Quantifies Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
Scientific Exploration and Knowledge	
CD-14: Children observe and describe characteristics of living things and the physical world.	
CD-14k. Collect items from nature (rocks, leaves, insects) and classify them using physical characteristics (color, size, shape, texture).	Uses classification skills Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape Demonstrates knowledge of Earth’s environment
CD-14l. Notice and react to the natural world and the outdoor environment.	Demonstrates knowledge of Earth’s environment
CD-14m. Describe some things plants and animals need to live and grow (sunlight, water, food).	Demonstrates knowledge of the characteristics of living things
CD-14n. Take responsibility for the care of living things (independently feed classroom pet as daily chore, water plant when dry, weed vegetable garden).	Demonstrates knowledge of Earth’s environment
CD-14o. Notice and describe weather conditions, position of the sun and moon at different times, and seasonal changes.	Demonstrates knowledge of Earth’s environment
CD-14p. Notice, describe, and attempt to explain properties of materials and changes in substances (metal railing is hot because the sun shines on it; ice melts when it gets warmer).	Demonstrates knowledge of the physical properties of objects and materials
CD-14q. Participate in activities that help to care for the environment and explain why they are important with guidance and support (gathering cans for recycling, planting trees).	Demonstrates knowledge of Earth’s environment

CD-15: Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.	
CD-15n. Represent what they learn during scientific exploration through drawing, modeling, building, movement, or other methods.	<p>Uses symbols and images to represent something not present Thinks symbolically Draws or constructs, and then identifies what it is</p> <p>Uses scientific inquiry skills</p>
CD-15o. Ask questions and identify ways to find answers (look in a book, use the computer, try something and watch what happens).	<p>Demonstrates positive approaches to learning Shows curiosity and motivation Uses a variety of resources to find answers to questions</p>
CD-15p. Compare objects, materials, and phenomena by observing and describing their physical characteristics.	<p>Demonstrates knowledge of the physical properties of objects and materials</p>
CD-15q. Use an increasing variety of tools to investigate the world around them (measuring tools, balance, prism, droppers).	<p>Uses tools and other technology to perform tasks</p>
CD-15r. Make and check predictions through observations and experimentation, with adult support and guidance.	<p>Uses scientific inquiry skills</p>
CD-15s. Manipulate the environment to produce desired effects and invent solutions to problems (attach a piece of string to the light switch so they can independently turn off the lights).	<p>Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Uses creativity and imagination during play and routine tasks</p> <p>Uses scientific inquiry skills</p>