

**Head Start Early Learning Outcomes Framework - Infant/Toddler
Alignment with FunShine Express® Curriculum
Ages 0 - 36 Months**

Head Start Early Learning Outcomes Framework - Infant/Toddler	FunShine Early Learning and Development Continuum
Approaches to Learning	5: Social-Emotional Development, 6: Approaches to Learning
Birth to 9 Months	
Emotional and Behavioral Self-Regulation	SE2 Trust and Relationships, SE3 Feelings and Emotions, SE4 Self-Regulation
IT-ATL 1.a Engages with familiar adults for calming and comfort, to focus attention, and to share joy	SE2.1(0) Responds differently to familiar and unfamiliar adults; engages in behaviors that build relationships with familiar adults; shows emotional connection and attachment to familiar adults
IT-ATL 2.a Responds to attentive caregiving by quieting or calming down, such as when being fed or being comforted during moments of physical distress.	SE4.1(0) Accepts comforting from a familiar adult, eventually discovering ways to self-soothe (stuffed animal, thumb-sucking)
Cognitive Self-Regulation (Executive Functioning)	AL2 Creative Thinking, Problem-Solving, Reasoning, AL3 Attention, Engagement, and Persistence
IT-ATL 3.a Develops some ability to filter out distracting sensory stimuli in order to focus on and attend to important people or objects in the environment with support.	AL3.1(0) Pays attention to people, objects, and sounds; tries to reproduce a desired outcome; cries to receive attention
IT-ATL 4.a Shows increasing ability to continue interactions with familiar adults or toys for more than just a brief time.	AL3.1(0) Pays attention to people, objects, and sounds; tries to reproduce a desired outcome; cries to receive attention
IT-ATL 5.a Shows repetitive patterns in actions or behaviors but sometimes tries more than one approach to solving a problem or engaging someone in interaction.	AL2.1(0) Attends to objects, eventually experimenting with different ways to interact with them; responds to playful interactions with smiles and giggles
Initiative and Curiosity	AL1 Curiosity, Initiative, and Risk-Taking, AL2 Creative Thinking, Problem-Solving, Reasoning, AL3 Attention, Engagement, and Persistence, SE1 Self-Awareness and Self-Concept
IT-ATL 6.a Initiates interactions with familiar adults through expressions, actions, or behaviors.	AL1.1(0) Uses senses to explore immediate environment
IT-ATL 7.a Shows excitement when engaged in learning, such as smiling at an adult, laughing after batting at a mobile, or knocking over a toy.	AL2.1(0) Attends to objects, eventually experimenting with different ways to interact with them; responds to playful interactions with smiles and giggles

Creativity

AL1 Curiosity, Initiative, and Risk-Taking, AL2 Creative Thinking, Problem-Solving, Reasoning

IT-ATL 8.a Uses a variety of ways to interact with other people. Modifies expressions, actions, or behaviors based on responses of others.

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

10 to 18 Months

Emotional and Behavioral Self-Regulation

SE2 Trust and Relationships, SE3 Feelings and Emotions, SE4 Self-Regulation

IT-ATL 1.b Seeks to be close, makes contact, or looks to familiar adults for help with strong emotions.

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

IT-ATL 2.b Looks to familiar adults for assistance and guidance with actions and behavior. May try to calm self by sucking on fingers or thumb when overly excited or distressed.

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

Cognitive Self-Regulation (Executive Functioning)

AL2 Creative Thinking, Problem-Solving, Reasoning, AL3 Attention, Engagement, and Persistence

IT-ATL 3.b Shows increasing ability to attend to people, objects and activities in order to extend or complete an activity, or to join others in a common focus.

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

IT-ATL 4.b Shows willingness to repeat attempts to communicate or to repeat actions to solve a problem even when encountering difficulties.

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

IT-ATL 5.b Shows ability to shift focus in order to attend to something else, participate in a new activity or try a new approach to solving a problem.

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

Initiative and Curiosity

AL1 Curiosity, Initiative, and Risk-Taking, AL2 Creative Thinking, Problem-Solving, Reasoning, AL3 Attention, Engagement, and Persistence, SE1 Self-Awareness and Self-Concept

IT-ATL 6.b Points to desired people, objects or places, and initiates actions, such as looking for a favorite toy or bringing a book to an adult to read. Actively resists actions or items not wanted.

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

IT-ATL 7.b Approaches new events, experiences with others, or materials with interest and curiosity, such as intently listening to a new song or examining new toys or

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

materials.

Creativity

AL1 Curiosity, Initiative, and Risk-Taking, AL2 Creative Thinking, Problem-Solving, Reasoning

IT-ATL 8.b Finds new things to do with familiar, everyday objects, such as using a cooking pot for a hat or a spoon as a drumstick.

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

IT-ATL 9.b Uses sounds, gestures, signs, or words playfully through songs, finger plays, or games.

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

19 to 35 Months

Emotional and Behavioral Self-Regulation

SE2 Trust and Relationships, SE3 Feelings and Emotions, SE4 Self-Regulation

IT-ATL 1.c Uses various strategies to help manage strong emotions, such as removing oneself from the situation, covering eyes or ears, or seeking support from a familiar adult.

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

IT-ATL 1.d S Looks to others for help in coping with strong feelings and emotions.

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

IT-ATL 1.e Uses strategies, such as seeking contact with a familiar adult or removing oneself from a situation to handle strong feelings and emotions.

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

IT-ATL 2.d Participates in and follows everyday routines with the support of familiar adults.

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

IT-ATL 2.e Communicates verbally or non-verbally about basic needs. Manages short delays in getting physical needs met with the support of familiar adults.

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

IT-ATL 2.f Learns and follows some basic rules for managing actions and behavior in familiar settings, such as holding an adult's hand when crossing the street.

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

IT-ATL 2.c Begins to manage and adjust actions and behavior with the guidance of familiar adults using words or signs such as "Stop" or "No" during conflict with a peer instead of hitting. Lets the adult know when they are hungry or tired.

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

Cognitive Self-Regulation (Executive Functioning)

AL2 Creative Thinking, Problem-Solving, Reasoning, AL3 Attention, Engagement, and Persistence

IT-ATL 3.c Participates in activities and experiences with people, objects, or materials that require attention and common focus.

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

IT-ATL 3.d Maintains engagement in interactions with familiar adults and children.

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

IT-ATL 3.e S Chooses to join in activities or pays attention to tasks and activities that are self-initiated.

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

IT-ATL 4.c Shows increasing ability to stay engaged when working towards a goal or solving a problem. Often tries different strategies until successful.

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

IT-ATL 4.d Persists in learning new skills or solving problems.

AL2.3(2) Tries several strategies to solve a problem (tries forcing a puzzle piece in place, then turns it until it fits)
AL3.1(2) Remains attentive and engaged, finishes self-selected tasks (completes a simple puzzle, listens to a storybook)

IT-ATL 4.e Continues efforts to finish a challenging activity or task with support of an adult.

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

IT-ATL 5.c Modifies actions or behavior in social situations, daily routines, and problem solving, such as playing quietly when asked or adjusting to changes in schedule.

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

IT-ATL 5.d Adjusts to changes in routines or usual activities when informed ahead of time by adults.

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

IT-ATL 5.e Makes common, everyday transitions that are part of a daily schedule.

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

IT-ATL 5.f S Shows flexibility in problem solving by trying more than one approach.

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

Initiative and Curiosity

AL1 Curiosity, Initiative, and Risk-Taking, AL2 Creative Thinking, Problem-Solving, Reasoning, AL3 Attention, Engagement, and Persistence, SE1 Self-Awareness and Self-Concept

IT-ATL 6.c Prepares for or starts some activities without being directed by others, such as getting ready for the next activity or bringing a ball to a new child at the playground.

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

IT-ATL 6.d S Engages others in interactions or shared activities.

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

IT-ATL 6.e Demonstrates initiative by making choices or expressing preferences.

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

IT-ATL 6.f Attempts challenging tasks with or without adult help

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

IT-ATL 6.g Shows eagerness to try new things.

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

IT-ATL 7.c Participates in new experiences, asks questions, and experiments with new things or materials, such as collecting leaves and pinecones in the fall.

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

IT-ATL 7.d Asks questions about what things are, how they are used, or what is happening.

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

IT-ATL 7.e Experiments with different ways of using new objects or materials.

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

IT-ATL 7.f Shows awareness of and interest in changes in the environment, such as changes in room arrangement, weather, or usual activities.

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

Creativity

AL1 Curiosity, Initiative, and Risk-Taking, AL2 Creative Thinking, Problem-Solving, Reasoning

IT-ATL 8.c Combines objects or materials in new and unexpected ways. Shows delight in creating something new.

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

IT-ATL 8.d S Pays attention to new or unusual things.

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

IT-ATL 8.e Shows willingness to participate in new activities or experiences.

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

IT-ATL 8.f Uses language in creative ways, sometimes making up words or rhymes.

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

IT-ATL 9.c Uses imagination to explore possible uses of objects and materials. Engages in pretend or make-believe play with other children.

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

IT-ATL 9.d Uses pretend and imaginary objects or people in play or interaction with others.

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

IT-ATL 9.e Uses materials such as paper, paint, crayons, or blocks to make novel things.

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

Social and Emotional Development

4: Social Studies, 5: Social-Emotional Development

Birth to 9 Months

Relationships with Adults

SE2 Trust and Relationships

IT-SE 1.a Interacts in predictable ways with familiar adults. Responds positively to familiar adults' efforts to help with stressful moments.

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

IT-SE 2.a Shows recognition of familiar adults by turning head toward familiar voice, smiling, reaching, or quieting when held. May avoid or withdraw from unfamiliar adults

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

IT-SE 3.a Communicates needs to familiar adults by using a variety of behaviors, such as, crying, looking, smiling, pointing, dropping, reaching, or banging objects.

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

Relationships with Other Children

SE2 Trust and Relationships

IT-SE 4.a Looks at attentively, touches or explores another child's face. Shows recognition of familiar children through actions or behaviors, such as smiling, reaching, touching, or making sounds directed to the child.

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

IT-SE 5.a Responds to another child's actions or sounds during play with a toy by watching attentively, touching the other child, or reaching for or taking the toy.

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

Emotional Functioning

SE3 Feelings and Emotions, SE4 Self-Regulation

IT-SE 7.a Attends with interest when others show they are happy, sad, or fearful by their facial expressions, voices, or actions.

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

IT-SE 8.a May cry when another child cries.

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

IT-SE 9.a Quiets or stops crying when held and gently rocked or talked to by a familiar adult.

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

IT-SE 6.a Expresses feelings of comfort, discomfort, enjoyment, fear, surprise, anger, or unhappiness by crying, smiling, laughing or through facial expressions, body movements or gestures, often to elicit a response from a familiar adult.

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

Sense of Identity and Belonging

SS3 Culture, Family, and Community

IT-SE 10.a Learns about self by exploring hands, feet, body, and movement.

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

IT-SE 11.a Listens and responds by quieting, smiling or cooing when name is said to child or when it is used in conversation with a familiar adult.

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

IT-SE 12.a Participates in back-and-forth social interactions through facial expressions, sounds, gestures, and responding to the actions of others.

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

IT-SE 13.a Shows awareness of familiar routines by behaviors, such as opening mouth for feeding or lifting arms to be picked up.

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

10 to 18 Months

Relationships with Adults

SE2 Trust and Relationships

IT-SE 1.b Looks to familiar adults for emotional support and encouragement. Reacts or may become distressed when separated from familiar adults.

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

IT-SE 2.b Moves or stays close to familiar adults for emotional security when unfamiliar adult approaches. May look at familiar adults to gauge comfort level with unfamiliar adult.

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

IT-SE 3.b Looks to or seeks help from a familiar adults, such as taking the adult's hand and leading them to something the child wants or needs.

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

Relationships with Other Children

SE2 Trust and Relationships

IT-SE 4.b Participates in simple back-and-forth interactions with another child. Interacts with a few children on a regular basis, knows some of their names, likes or dislikes.

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

IT-SE 5.b Participates in simple imitation games, such as making similar sounds or running after another child. Plays next to other children with similar toys or materials.

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

Emotional Functioning

SE3 Feelings and Emotions, SE4 Self-Regulation

IT-SE 7.b Responds to others' emotional expressions, often by sharing an emotional reaction, such as smiling when an adult smiles or showing excitement when other children are excited.

SE3.1(1) Begins to show concern for others (comforts/hugs others)

IT-SE 8.b Looks sad or concerned when another child is crying or upset. May seek adult's help or offer something, such as a blanket, food, or a soft toy.

SE3.1(1) Begins to show concern for others (comforts/hugs others)

IT-SE 9.b Looks to or seeks comfort when distressed and accepts reassurance from a familiar adult, or engages in self-comforting behaviors, such as sucking on fingers or thumb to calm self when upset or in new situations.

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

IT-SE 6.b Expresses a variety of emotions and modifies their expression according to the reactions of familiar adults, based on the child's cultural background.

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

Sense of Identity and Belonging

SS3 Culture, Family, and Community

IT-SE 10.b Experiments with use of hands and body, discovering new capacities and how movement and gestures can be used to relate to others.

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

IT-SE 11.b Responds by looking or coming when called by name. Pays attention when others notice what the child is able to do.

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

IT-SE 12.b Expresses desires and preferences. Seeks to draw adult's attention to objects of interest or new physical skills and attends to adult's responses.

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

IT-SE 13.b Anticipates familiar routines or activities, such as getting shoes when it is time to go outside or watching for a parent when it is time to go home.

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

19 to 35 Months

Relationships with Adults

SE2 Trust and Relationships

IT-SE 1.c Engages in positive interactions in a wide variety of situations with familiar adults. Looks to or seeks familiar adults for comfort when distressed or tired.

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

IT-SE 1.d Shows emotional connection and attachment to familiar adults.

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

IT-SE 1.e Turns to familiar adults for protection, comfort, and getting needs met.

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

IT-SE 2.c Often watches from a distance or waits for reassurance from familiar adult before approaching someone new. May engage in positive interactions when meeting new people, such as sharing a book with a visitor.

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

IT-SE 2.d Engages in and may initiate behaviors that build relationships with familiar adults.

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

IT-SE 2.e S Uses familiar adults for reassurance when engaging with new adults.

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

IT-SE 3.c Asks familiar adult for help or assistance when encountering difficult tasks or situations.

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

IT-SE 3.d Seeks assistance from familiar adults in new or difficult situations, such as reaching for a toy on a high shelf.

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

IT-SE 3.e Shows preference for familiar adults when in distress.

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

Relationships with Other Children

SE2 Trust and Relationships

IT-SE 4.c Seeks out other children for social interaction including initiating contact and responding to others. Develops friendships and engages in more elaborate play with friends.

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

IT-SE 4.d S Shows increasing interest in interacting with other children.

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

	children over others; uses imitation or pretend play to learn new roles and relationships
IT-SE 4.e Shows preference for particular playmates, such as greeting friends by name.	SE2.2(2) Begins to interact with other children; side-by-side play progressing to interactive play using same materials; begins to show preference for some children over others; uses imitation or pretend play to learn new roles and relationships
IT-SE 5.c Joins in play with other children by sometimes taking turns or doing joint activities with a common goal, such as building block structures with others or pretending to eat together.	SE2.2(2) Begins to interact with other children; side-by-side play progressing to interactive play using same materials; begins to show preference for some children over others; uses imitation or pretend play to learn new roles and relationships
IT-SE 5.d Uses multiple strategies, such as imitating or responding, in order to enter play with other children.	SE2.2(2) Begins to interact with other children; side-by-side play progressing to interactive play using same materials; begins to show preference for some children over others; uses imitation or pretend play to learn new roles and relationships
IT-SE 5.e Engages in extended play with other children with a common focus.	SE2.2(2) Begins to interact with other children; side-by-side play progressing to interactive play using same materials; begins to show preference for some children over others; uses imitation or pretend play to learn new roles and relationships
IT-SE 5.f Engages in simple cooperative play with other children.	SE2.2(2) Begins to interact with other children; side-by-side play progressing to interactive play using same materials; begins to show preference for some children over others; uses imitation or pretend play to learn new roles and relationships
Emotional Functioning	SE3 Feelings and Emotions, SE4 Self-Regulation
IT-SE 6.d Expresses a variety of emotions through facial expressions, sounds, gestures, or words.	SE3.2(2) Learns social skills, and eventually words, for expressing feelings, needs, and wants; manages outbursts with adult help; begins to label feelings and emotions
IT-SE 6.e Uses words to describe some feelings or emotions that reflect an awareness of other people's emotions	SE3.1(2) Recognizes other children's feelings and emotions; communicates concern and tries to comfort others verbally and physically
IT-SE 7.c Shows understanding of some emotional expressions of others by labeling the emotions, asking questions about them, or responding in appropriate non-verbal ways.	SE3.1(2) Recognizes other children's feelings and emotions; communicates concern and tries to comfort others verbally and physically

IT-SE 7.d Recognizes feelings and emotions of others.

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

IT-SE 7.e Responds to feelings and emotions of others with support from familiar adults.

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

IT-SE 7.f Describes feelings of characters in a book with support from an adult.

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

IT-SE 8.c Expresses empathy toward other children or adults who have been hurt or are crying by showing concerned attention. May try to comfort them with words or actions.

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

IT-SE 8.d Shows care and concern for others, including comforting others in distress.

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

IT-SE 8.e Responds to needs of others and tries to help others with simple tasks.

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

IT-SE 9.c Shows developing ability to cope with stress or strong emotions by using strategies, such as getting a familiar toy or blanket or seeking contact with a familiar adult.

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

IT-SE 9.d S Uses different ways to calm or comfort self when upset

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

IT-SE 9.e Responds positively to emotional support from adults and other children.

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

IT-SE 6.c Expresses a range of emotions, including surprise, guilt, embarrassment, or pride, based on

SE3.2(2) Learns social skills, and eventually words, for expressing feelings, needs, and wants; manages outbursts

increasing awareness of their effects on others.

with adult help; begins to label feelings and emotions

Sense of Identity and Belonging

SS3 Culture, Family, and Community

IT-SE 10.c Shows awareness of own thoughts, feelings, and preferences as well as those of others. Uses different words or signs to refer to self and others.

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

IT-SE 10.d Shows awareness of self, including own body, abilities, thoughts, and feelings.

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

IT-SE 10.e Shows awareness of others as having thoughts and feelings separate from own.

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

IT-SE 11.c Identifies obvious physical similarities and differences between self and others. Compares characteristics of self and others.

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

IT-SE 11.d Recognizes own name

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

IT-SE 11.e Identifies some physical characteristics of self, such as hair color, age gender, or size.

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

IT-SE 11.f Recognizes some similarities and differences between self and others.

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

IT-SE 12.c Contributes own ideas, skills, and abilities to activities and experiences with adults and other children. May call attention to new skills and abilities or seek to do things by self, such as putting on own jacket or pouring juice out of a small pitcher.

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

IT-SE 12.d Shows confidence in increasing abilities.

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

IT-SE 12.e Shows others what they can do.

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

IT-SE 13.c Refers to personal or family experiences and events that have happened in the recent past, such as

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

when or when there was a family celebration.

IT-SE 13.d Identifies self as a member of a family.

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

IT-SE 13.e Points to or names self and other familiar people, such as in photos or pictures.

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

IT-SE 13.f Talks about family members, familiar people, or friends who may not be present.

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

Language and Communication

1: Language/Literacy

Birth to 9 Months

Attending and Understanding

L1 Receptive Language (Listening)

IT-LC 1.a Attends to verbal and non-verbal communication by turning toward or looking at a person. Participates in reciprocal interactions by exchanging facial expressions and language sounds with familiar adults.

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

IT-LC 2.a Pays attention when familiar adults talk or sign about objects, people, or events during face-to-face interactions by changing focus, making eye contact, or looking at people or objects.

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

Communicating and Speaking

L2 Expressive Language (Speaking)

IT-LC 3.a Learns how to use different means of communication to signal distress or discomfort, solicit help, and to communicate interests and needs to others.

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

IT-LC 4.a Uses facial expressions, including smiling, or uses gestures or sounds, such as cooing or babbling, to engage familiar adults in social interaction.

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

IT-LC 5.a Explores sounds common in many languages, such as "ma-ma" or "ba-ba."

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

IT-LC 6.a Takes turns in non-verbal conversations by using facial expressions, sounds, gestures or signs to initiate or respond to communication.

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

Vocabulary

L2 Expressive Language (Speaking)

IT-LC 7.a Looks at familiar people, animals or objects when they are named such as mama, puppy, or ball.

L1.1(0) Listens and responds with interest to sounds and verbal communication of others; watches and responds to

body language, gestures, and other forms of nonverbal communication.

IT-LC 8.a May use signs or verbalizations for familiar people or objects.

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

Emergent Literacy

L3 Foundational Reading, L4 Writing

IT-LC 9.a Listens and attends to culturally and linguistically familiar words or signs in rhymes or songs.

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

IT-LC 10.a Explores a book by touching it, patting it, or putting it in mouth.

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

IT-LC 11.a Looks at pictures of familiar people, animals, or objects while an adult points at and/or names the person, animal, or object.

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

10 to 18 Months

Attending and Understanding

L1 Receptive Language (Listening)

IT-LC 1.b Shows understanding of the meaning of familiar caregivers' verbal and non-verbal communication and responds with facial expressions, gestures, words or actions, such as looking at people or objects being referred to.

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

IT-LC 2.b Participates in joint attention with an adult by looking back and forth between the adult and object. Points or gestures when an adult is pointing, naming, or signing about a familiar or new object and learns names and uses of objects.

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

Communicating and Speaking

L2 Expressive Language (Speaking)

IT-LC 3.b Uses a variety of ways to communicate interests, needs and wants, such as saying or making a sign for "More" when eating.

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

IT-LC 4.b Repeats actions or single words to initiate or maintain social interactions with other children or adults, such as clapping hands or calling a name to get someone's attention.

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

IT-LC 5.b Initiates and participates in conversations by

L2.1(1) Uses consistent sounds, gestures, signs, or words

babbling and using gestures, such as showing or giving, or by using words or signs. Communicates mainly about objects, actions, and events happening in the here and now.

for a variety of purposes to express needs and wants which are understood by familiar adults.

IT-LC 6.b Asks simple questions using gestures, such as pointing, signs or words with variations in pitch and intonation.

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

Vocabulary

L2 Expressive Language (Speaking)

IT-LC 7.b Looks or points at a person or object that has been named, follows simple directions, and responds appropriately to the meaning of words or signs.

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

IT-LC 8.b Imitates new words or signs and uses some words or signs for naming or making simple one-word requests, such as saying or signing "milk" when asking for a drink.

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

Emergent Literacy

L3 Foundational Reading, L4 Writing

IT-LC 9.b Says a few words of culturally and linguistically familiar rhymes and repetitive refrains in stories or songs.

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

IT-LC 10.b Holds books, turns pages, looks at the pictures and uses sounds, signs, or words to identify actions or objects in a book.

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

IT-LC 11.b Points at pictures in a book, making sounds or saying words and interacting with an adult reading a book.

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

IT-LC 11.b Makes marks on a paper with a large crayon or marker to explore writing materials.

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

19 to 35 Months

Attending and Understanding

L1 Receptive Language (Listening)

IT-LC 1.c Shows recognition of words, phrases, and simple sentences. Participates in conversations in ways that show understanding by following comments or suggestions with actions or behavior.

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

IT-LC 1.d S Shows understanding of some words and phrases used in conversation, such as by responding to simple questions.

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

IT-LC 1.e Shows comprehension of simple sentences, such as by listening to and following one- or two-step directions.

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

IT-LC 2.c Participates in increasingly complex and lengthy periods of joint attention with adults. Shows interest, understanding, or enjoyment when participating in language activities, such as demonstrating understanding of objects' functions and uses, or when joining in games, songs, rhymes, or stories.

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

IT-LC 2.d Acts on descriptions provided by others about people, objects, or events

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

IT-LC 2.e Demonstrates interest and understanding when participating in language activities or games.

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

Communicating and Speaking

L2 Expressive Language (Speaking)

IT-LC 3.c Combines words or signs from one or more languages into phrases and sentences to communicate needs, wants, or ideas, such as "More milk," "I want juice," "Mas leche," or "Quiero juice." Children who are dual language learners may combine their two languages or switch between them.

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

IT-LC 3.d Uses combinations of words and simple sentences or signs in a variety of situations.

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

IT-LC 3.e Uses simple sentences, such as 3-4 word sentences, to communicate needs and wants.

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

IT-LC 4.c Uses words, signs, phrases, or simple sentences to initiate, continue, or extend conversations with others about feelings, experiences, or thoughts.

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

IT-LC 4.d Initiates and responds in conversations with others.

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

IT-LC 4.e Participates in simple conversations with others that are maintained by back-and-forth exchanges of ideas or information.

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

IT-LC 4.f Engages in simple conversations by expressing own feelings, thoughts, and ideas to others.

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

IT-LC 5.c Participates in conversations with others using spoken or sign language that includes simple sentences, questions, and responses. Sometimes describes experiences that have happened in the past or are about to happen. Children who are DLLs develop the ability to participate in conversations with increasing complexity in each of their languages.

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

IT-LC 5.d S Uses sentences of three or more words in conversation with others.

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

IT-LC 5.e Asks and answers simple questions in conversations with others.

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

IT-LC 5.f Refers to past or future events in conversation with others

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

IT-LC 6.c Seeks information and meaning of words by asking questions in words or signs, such as "What's that?" or "Who's that?" or "Why?"

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

IT-LC 6.d S Asks questions in a variety of ways.	<p>L2.3(2) Begins to communicate in short phrases or sentences, combining two-three words.</p> <p>AL2.2(2) Asks questions to seek information; explores cause/effect relationships by repeating actions and observing reactions</p>
IT-LC 6.e Repeats or re-phrases questions until a response is received.	<p>L2.3(2) Begins to communicate in short phrases or sentences, combining two-three words.</p> <p>AL2.2(2) Asks questions to seek information; explores cause/effect relationships by repeating actions and observing reactions</p>
Vocabulary	L2 Expressive Language (Speaking)
IT-LC 7.c Comprehends an increasing number of words or signs used in simple sentences during conversation and interaction with familiar adults and children.	<p>L2.2(2) Uses new words each day for objects, actions, and to describe feelings, etc.; begins to understand some opposite concepts.</p>
IT-LC 7.d Shows understanding of the meaning of common words used in daily activities.	<p>L2.2(2) Uses new words each day for objects, actions, and to describe feelings, etc.; begins to understand some opposite concepts.</p>
IT-LC 7.e Attends to new words used in conversation with others.	<p>L2.2(2) Uses new words each day for objects, actions, and to describe feelings, etc.; begins to understand some opposite concepts.</p>
IT-LC 7.f S Understands most positional words, such as on, under, up, or down.	<p>M2.2(2) Begins to understand and respond to positional words in directions; may include positional words in speaking.</p>
IT-LC 8.c Uses an increasing number of words in communication and conversation with others and adds new vocabulary words regularly. Children who are DLLs may have a combined vocabulary in both languages that is similar in number to other children's vocabulary in one language.	<p>L2.2(2) Uses new words each day for objects, actions, and to describe feelings, etc.; begins to understand some opposite concepts.</p>
IT-LC 8.d Shows rapid growth in number of words or signs used in conversation with others.	<p>L2.2(2) Uses new words each day for objects, actions, and to describe feelings, etc.; begins to understand some opposite concepts.</p>
IT-LC 8.e Demonstrates a vocabulary of at least 300 words in home language.	<p>L2.2(2) Uses new words each day for objects, actions, and to describe feelings, etc.; begins to understand some opposite concepts.</p>

IT-LC 8.f Asks questions about the meaning of new words

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

Emergent Literacy

L3 Foundational Reading, L4 Writing

IT-LC 9.c Says or repeats culturally and linguistically familiar rhymes, phrases, or refrains from songs or stories.

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

IT-LC 9.d Repeats simple familiar rhymes or sings favorite songs

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

IT-LC 9.e S Retells familiar stories using props.

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

IT-LC 10.c Pretends to read books by turning pages and talking about or using signs to describe what is happening in the book.

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

IT-LC 10.d Asks to have several favorite books read over and over.

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

IT-LC 10.e Holds book, turns pages, and pretends to read.

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

IT-LC 11.c Talks about books, acts out events from stories, and uses some vocabulary encountered during book reading.

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

IT-LC 11.d Uses pictures as a guide to talk about a story that has been read.

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

IT-LC 11.e Asks or answers questions about what is happening in a book or story.	L3.2(2) With adult support and picture cues, shows understanding of short texts read aloud by answering simple questions, reciting repeated phrases, and identifying characters.
IT-LC 11.f Identifies the feelings of characters in a book or story.	L3.2(2) With adult support and picture cues, shows understanding of short texts read aloud by answering simple questions, reciting repeated phrases, and identifying characters.
IT-LC 11.c Makes scribbles on paper to represent an object or action even though an adult might not recognize what it is.	L4.1(2) Imitates adult writing, experimenting with different kinds of writing tools to make scribbles; understands people use writing to communicate.
IT-LC 11.d Draws pictures using scribbles and talks with others about what they have made.	L4.1(2) Imitates adult writing, experimenting with different kinds of writing tools to make scribbles; understands people use writing to communicate.
IT-LC 11.e Draws straight lines or curved lines.	L4.1(2) Imitates adult writing, experimenting with different kinds of writing tools to make scribbles; understands people use writing to communicate.
IT-LC 11.f Makes letter-like marks or scribbles on paper.	L4.1(2) Imitates adult writing, experimenting with different kinds of writing tools to make scribbles; understands people use writing to communicate.
Cognition	2: Math, 3: Science, 4: Social Studies, 5: Social-Emotional Development, 6: Approaches to Learning, 8: Creative Arts
Birth to 9 Months	
Exploration and Discovery	SC1 Observation and Inquiry, SC2 Physical Science
IT-C 1.a Uses the senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping.	SC1.1(0) Explores objects and world through all five senses (touches and brings objects to mouth, focuses attention on people or objects).
IT-C 2.a Repeats an action to make things happen or to get an adult to repeat an action, such as dropping a toy from the high chair repeatedly and waiting for an adult to pick it up.	AL3.1(0) Pays attention to people, objects, and sounds; tries to reproduce a desired outcome; cries to receive attention
Memory	AL4 Memory and Reflection
IT-C 3.a Recognizes familiar people by their faces or voices. Learns to distinguish between familiar and unfamiliar people.	AL4.1(0) Recognizes familiar people, places, and things; after repeated experiences, remembers that unseen objects are still there

IT-C 4.a Shows awareness that people and objects still exist when they are out of sight or sound range. May turn head or crawl towards a parent or other familiar adult who leaves the room.

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

IT-C 5.a Shows excitement with a toy or other object that was played with days earlier. Anticipates familiar actions or routines, such as getting picked up or being fed.

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

Reasoning and Problem-Solving

AL4 Memory and Reflection, SE1 Self-Awareness and Self-Concept, SS1 History and Events

IT-C 6.a Engages in simple repeated actions to reach a goal, such as trying to get whole hand and then fingers or thumb in mouth.

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

IT-C 7.a Uses own actions or movements to solve simple problems, such as rolling to the side to reach an object or kicking to make something move.

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

Emergent Mathematical Thinking

M1 Number Sense, Quantity, and Operations, M2 Geometry and Spatial Sense, M4 Patterns, Sorting/Classifying, Reasoning

IT-C 8.a Attends to quantity in play with objects, such as reaching or looking for more than one object.

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

IT-C 9.a Explores or examines objects and watches objects when they move.

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

IT-C 10.a Explores or examines differences between familiar or unfamiliar people or between different types of objects, such as by mouthing or shaking a toy.

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

Imitation and Symbolic Representation and Play

CA4 Dramatic Play and Imagination, SE1 Self-Awareness and Self-Concept

IT-C 11.a Engages in reciprocal imitation games, such as patting on a table or handing an object back and forth.

CA4.1(0) Moves to act on environment with intent and control; vocalizes to get attention
SE2.2(0) Responds to and shows awareness of other children

10 to 18 Months

Exploration and Discovery

SC1 Observation and Inquiry, SC2 Physical Science

IT-C 1.b Acts intentionally to achieve a goal or when manipulating an object, such as trying to get an adult to do something or trying different ways to reach a toy under a table.

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

IT-C 2.b Engages in purposeful actions to cause things to happen, such as making splashes in a puddle or rolling a ball to knock over a tower.

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

Memory

AL4 Memory and Reflection

IT-C 3.b Remembers actions of familiar adults, the usual location of familiar objects, and parts of familiar routines. Notices and responds to new people, objects, or materials in the environment.

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

IT-C 4.b Searches for hidden or missing people or objects in the place they were last seen or found. May wait and watch at a door or window for the return of a family member.

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

IT-C 5.b Remembers how to use objects or materials from previous experience. Anticipates routines or events by taking action, such as going to the table when it is time to eat.

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

Reasoning and Problem-Solving

AL4 Memory and Reflection, SE1 Self-Awareness and Self-Concept, SS1 History and Events

IT-C 6.b Explores how to make something happen again or how something works by doing actions over and over again, such as repeatedly filling a container and emptying it out.

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

IT-C 7.b Tries different solutions to everyday problems until discovering one that works. May try the same strategy multiple times even if it is not working

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

Emergent Mathematical Thinking

M1 Number Sense, Quantity, and Operations, M2 Geometry and Spatial Sense, M4 Patterns, Sorting/Classifying, Reasoning

IT-C 8.b Uses a few basic words to refer to change in the amount of objects, such as asking for "more" or saying "all gone" when a plate is empty.

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

IT-C 9.b Explores how things fit together, how they fit with other things, and how they move through space, such as a ball thrown under a table.

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

IT-C 10.b Matches objects by similar or related characteristics, such as matching shapes with openings in a shape-sorting box or by putting a toy bottle with a baby doll together.

Imitation and Symbolic Representation and Play

CA4 Dramatic Play and Imagination, SE1 Self-Awareness and Self-Concept

IT-C 11.b Imitates what other people did earlier, such as wiping up a spill or closing a door.

CA4.1(1) Observes and imitates, sounds, gestures, and behaviors of others

IT-C 12.b Uses toy objects in ways similar to the real objects they represent, such as talking on a toy phone.

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

IT-C 13.b Imitates everyday actions of others, such as pretending to feed a doll or stuffed toy.

CA4.1(1) Observes and imitates, sounds, gestures, and behaviors of others

19 to 35 Months

Exploration and Discovery

SC1 Observation and Inquiry, SC2 Physical Science

IT-C 1.c Observes and experiments with how things work, seeks information from others, or experiments with different behaviors to see how people and objects react.

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

IT-C 1.d Learns about characteristics of people and properties and uses of objects through the senses and active exploration.

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

IT-C 1.e Experiments with everyday objects or materials to answer "What?", "Why?" or "How?" questions.

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

IT-C 2.c Identifies the cause of an observed outcome, such as the tower fell over because it was built too high. Predicts outcomes of actions or events, such as turning the faucet will make water come out.

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

IT-C 2.d Makes simple predictions about what will happen next, such as in a story or in everyday routines.

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

IT-C 2.e Anticipates some cause and effects of own actions, such as what happens while running with a cup of water.

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

Memory

AL4 Memory and Reflection

IT-C 5.d Recalls a similar family event when hearing a story read.

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

IT-C 5.e Prepares for next routine or activity based on past experiences, such as gets hat or coat when it is time to go outside.

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

IT-C 5.f Repeats simple rules about expected behavior, such as "We wash our hands before we eat."

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

IT-C 3.c Anticipates and communicates about multiple steps of familiar routines, activities, or events. Expresses surprise or asks about unexpected outcomes or unusual people, actions, or events.

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

IT-C 3.d Comments about similarities or differences between new people, objects, or events, and ones that are more familiar.

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

IT-C 3.e Tells others about what will happen next or about changes in usual routines or schedules.

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

IT-C 4.c Uses a variety of search strategies to find hidden or missing people or objects, including looking in multiple locations for things that have been missing for some time.

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

IT-C 4.d Notices who is missing from a familiar group, such as family at dinner or children in a playgroup.

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

IT-C 4.e Looks in several different places for a toy that was played with a few days before.

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

IT-C 5.c Tells others about memories and past experiences. Remembers how to do a series of actions that were observed at an earlier time.

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

Reasoning and Problem-Solving

AL4 Memory and Reflection, SE1 Self-Awareness and Self-Concept, SS1 History and Events

IT-C 6.c Engages in activities for longer periods of time and tries several times to solve more challenging problems, often using a combination of actions or behaviors.

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

IT-C 6.d Uses a variety of strategies to solve problems, such as trial and error, simple tools, or asking someone to help.

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

IT-C 6.e Tries to solve the same problem in several different ways at different times.

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

IT-C 7.c Uses problem-solving and experimenting to figure out solutions to everyday problems, including in social situations, such as when two children who both want to fit into a small car agree to take turns.

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

IT-C 7.d Tries to fix things that are broken, such as putting a toy back together or using tape to repair a torn paper.

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

IT-C 7.e Plans ways to solve problems based on knowledge and experience, such as getting a stool to reach a book that is on a shelf after trying to reach it on tiptoes.

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

Emergent Mathematical Thinking

M1 Number Sense, Quantity, and Operations, M2 Geometry and Spatial Sense, M4 Patterns, Sorting/Classifying, Reasoning

IT-C 8.c Uses language to refer to quantity, such as using some number words or signs to identify small amounts, or using other words referring to quantity, such as a little, too much or a lot.

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

IT-C 8.d Counts small number of objects (2-3), sometimes counting the same object twice or using numbers out of order

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

IT-C 8.e Identifies "more" or "less" with a small number of items without needing to count them. **M1.1(2)** Grows in rote counting; begins to understand concept of "one" and "two"; identifies more/less in sets.

IT-C 8.f Uses fingers to show how old they are. **M1.1(2)** Grows in rote counting; begins to understand concept of "one" and "two"; identifies more/less in sets.

IT-C 9.c Predicts or anticipates how things move through space, or fit together or inside other things, such as putting smaller objects into a small box and larger objects into a large box. **M2.2(2)** Begins to understand and respond to positional words in directions; may include positional words in speaking.

IT-C 9.d Does puzzles with interlocking pieces, different colors and shapes. **PD3.3(2)** Gains control of small muscles while learning to use art media (uses scissors to snip; paints with large paintbrushes, uses large crayons)

IT-C 9.e Understands some effects of size or weight when picking up or moving objects. **M2.2(2)** Begins to understand and respond to positional words in directions; may include positional words in speaking.

IT-C 10.c Sorts objects into two groups based on a single characteristic, such as grouping toy animals separately from toy cars, or putting red socks and white socks in different piles. **M2.1(2)** Recognizes and matches some familiar shapes, expanding to shapes of different sizes and orientations; names attributes of shapes with adult support.

IT-C 10.d Sorts toys or other objects by color, shape or size. **M4.2(2)** Sorts/matches objects into sets (color, size) with adult support.

IT-C 10.e Orders some objects by size. **M4.2(2)** Sorts/matches objects into sets (color, size) with adult support.

IT-C 10.f Identifies characteristics of people, such as "Mom has black hair like me." **SS3.2(2)** Shows understanding of own characteristics (name, age, gender, physical traits) and family roles

Imitation and Symbolic Representation and Play

CA4 Dramatic Play and Imagination, SE1 Self-Awareness and Self-Concept

IT-C 11.c Imitates more complex actions, words, or signs at a later time in order to communicate, make, or do something. **CA4.1(2)** Uses imitation or pretend play to express creativity and imagination

IT-C 11.d Watches and imitates adult actions involving multiple steps, such as getting spoons and forks to set a table. **CA4.1(2)** Uses imitation or pretend play to express creativity and imagination

IT-C 11.e Imitates someone else's conversation, such as in pretend play or on a toy phone.

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

IT-C 12.c Uses objects as symbols to represent other objects during pretend play, such as using blocks for toy cars or trucks.

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

IT-C 12.d Uses familiar objects to represent something else.

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

IT-C 12.e Improvises with props during pretend play, such as using a towel for a blanket or making a cookie out of play dough.

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

IT-C 12.f Understands that some symbols have meaning, such as a sign or a drawing.

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

IT-C 13.c Acts out routines, stories, or social roles using toys and other materials as props, such as setting toy dishes and cups on a table or pretending to shop for groceries.

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

IT-C 13.d S Seeks to involve others in pretend or make-believe play.

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

IT-C 13.e Looks for props to use when telling or making up a story.

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

IT-C 13.f Uses pretend play to try out solutions to everyday problems, such as ways to respond to stressful situations.

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

Perceptual, Motor, and Physical Development

7: Physical Development and Health

Birth to 9 Months

Perception

PD1 Physical Health, Growth

IT-PMP 1.a Uses perceptual information to organize basic understanding of objects when given opportunities to observe, handle, and use objects, including recognizing differences in texture and how things feel.

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

IT-PMP 2.a Adjusts balance and movement with the changing size and proportion of own body in response to opportunities in the environment.

PD2.2(0) Begins to coordinate body movements (picks up rolled ball, uses hands and feet to make contact with objects, claps); begins to develop proprioception - knowing where one's body is in space (tummy time, reaches for feet)

Gross Motor

PD1 Physical Health, Growth, PD2 Gross Motor Development, PD3 Fine Motor Development

IT-PMP 3.a Explores new body positions and movements, such as rolling over, sitting, crawling, hitting or kicking at objects to achieve goals.

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

IT-PMP 4.a Uses each new posture (raising head, rolling onto back, sitting) to learn new ways to explore the environment. For example, sits up to be able to reach for or hold objects.

PD2.3(0) Begins to control body, developing vestibular sense - balance and spatial orientation understanding (pushes up, sits upright, maintains upright posture/balance when sitting or standing, twists to roll over, reaches across body, enjoys swinging, rocking, swaying to music, etc.)

IT-PMP 5.a Responds to sounds and sights in the environment by orienting head or body to understand the information in the event. For example, a young infant will turn towards an adult and re-position their body to be picked up.

CA1.2(0) Responds to or shows interest in visual stimuli (bright colors, toys, mobiles, stuffed animals, etc.)
CA2.1(0) Responds to and shows interest in musical sounds by turning head or moving body; explores vocal sounds through imitation

Fine Motor

PD2 Gross Motor Development, PD3 Fine Motor Development

IT-PMP 6.a Coordinates hands and eyes when reaching for and holding stable or moving objects.

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

IT-PMP 7.a Uses single actions to explore shape, size, texture, or weight of objects, such as turning an object over or around, or dropping or pushing away an object.

M3.1(0) Explores objects with different shapes and sizes.
PD3.1(0) Uses hands or feet to make contact with mouth, objects, or people, eventually using hands to grasp small objects between thumb and fingertips; transfers objects from one hand to another; claps

IT-PMP 8.a Uses increasingly refined grasps, matching the grasp to the task, such as using an index finger and thumb to pick up pieces of cereal or using the whole hand to bang objects together.

PD3.1(0) Uses hands or feet to make contact with mouth, objects, or people, eventually using hands to grasp small objects between thumb and fingertips; transfers objects from one hand to another; claps

10 to 18 Months

Perception

PD1 Physical Health, Growth

IT-PMP 1.b Uses perceptual information about properties of objects in matching and associating them with each other through play and interaction with an adult, such as using a play bottle to feed a baby doll.

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

IT-PMP 2.b Uses depth perception, scans for obstacles, and makes a plan on how to move based on that information while learning to crawl, walk, or move in another way.

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

Gross Motor

PD1 Physical Health, Growth, PD2 Gross Motor Development, PD3 Fine Motor Development

IT-PMP 3.b Moves from crawling to cruising to walking, learning new muscle coordination for each new skill, and how to manage changing ground surfaces.

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

IT-PMP 4.b Uses body position, balance, and especially movement to explore and examine materials, activities, and spaces.

PD2.3(1) Controls body and continues developing vestibular sense (pulls self to stand, stands unassisted, participates in simple balancing and stretching activities, claps, pushes/pulls toys, swings with assistance, rocks on rocking horse, moves body to music, etc.)

IT-PMP 5.b Shows awareness as an accomplished crawler or walker of new challenges or dangers in the environment, such as steep inclines or drop-offs.

PD4.1(1) Looks for cues from adults to guide behavior in possible harmful situation
PD2.1(1) Gains mobility and ability to move from place to place (takes first steps, walks unassisted, begins to climb steps, begins to walk backward)

Fine Motor

PD2 Gross Motor Development, PD3 Fine Motor Development

IT-PMP 6.b Uses hand-eye coordination for more complex actions, such as releasing objects into a container, or stacking cups, rings or blocks, or picking up pieces of food one by one.

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

IT-PMP 7.b Explores properties of objects and materials by using various hand actions, such as pulling at them, picking them up to examine them, pointing to learn their names, turning knobs on objects, or turning pages in a board book.

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

IT-PMP 8.b Extends reach by using simple tools, such as a pull string, stick, or rake to pull a distant object closer

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

Health, Safety, and Nutrition

IT-PMP 9.b Anticipates and cooperates in daily routines, such as washing hands, blowing nose, or holding a toothbrush with assistance from adults.

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

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

IT-PMP 11.b Shows interest in new foods that are offered.

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

19 to 35 Months

Perception

PD1 Physical Health, Growth

IT-PMP 1.c Observes others making things happen to understand the cause and effect relationship of intention and action, such as seeing an adult prepare to go outside and then going to get their own jacket.

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

IT-PMP 1.d Combines information gained through the senses to understand objects, experiences, and interactions.

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

IT-PMP 1.e Adjusts ways of interacting with materials based on sensory and perceptual information, such as pressing harder on clay than on play dough to make something.

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

IT-PMP 1.f Modifies responses in social situations based on perceptual information, especially when meeting new people, such as hiding their face from an unfamiliar person

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

IT-PMP 2.c Coordinates perceptual information and motor actions to participate in play and daily routines, such as singing songs with hand motions or practicing self-care skills.

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

IT-PMP 2.d Adjusts walking or running to the type of surface, such as a rocky, sandy, or slippery surface.

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

IT-PMP 2.e Handles or explores objects or materials in different ways depending on perceptual information about the objects or materials, such as fragile, messy, or sticky properties.

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

Gross Motor

PD1 Physical Health, Growth, PD2 Gross Motor Development, PD3 Fine Motor Development

IT-PMP 3.c Gains control of a variety of postures and movements including stooping, going from sitting to standing, running, and jumping.

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

IT-PMP 3.d Coordinates movements and actions for a purpose.

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

IT-PMP 3.e Walks and runs, adjusting speed or direction depending on the situation.

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

IT-PMP 4.c Uses a variety of increasingly complex movements, body positions, and postures to participate in active and quiet, indoor and outdoor play

PD2.3(2) Refines flexibility, balance, and bilateral control and continues developing vestibular sense (performs stretching activities with adult help, twists at waist, bends over to pick up items with balance, begins to balance on one foot, climbs slide, begins to use pedals on ride-on toys, enjoys swings on playground, spins, attempts inverted yoga poses, dances to music, etc.)

IT-PMP 4.d S Explores environments using motor skills, such as throwing, kicking, jumping, climbing, carrying, and running.

PD2.2(2) Coordinates body movements in place to interact with objects and surroundings (kicks stationary balls, throws overhand at target, attempts to catch balls, begins dribbling balls with hands, jumps on 2 feet in place); continues to develop proprioception (participates in tummy time, continues messy play)

IT-PMP 4.e Experiments with different ways of moving the body, such as dancing around the room.

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

IT-PMP 5.c Shows understanding of what size openings are needed for their body to move through. Learns about body size, such as doll clothes won't fit on a child's body or a child's body won't fit on dollhouse furniture.

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

IT-PMP 5.d Maintains balance and posture while seated and concentrating, such as working with clay, blocks, or markers or looking at a book.

PD2.3(0) Begins to control body, developing vestibular sense - balance and spatial orientation understanding (pushes up, sits upright, maintains upright posture/balance when sitting or standing, twists to roll over, reaches across body, enjoys swinging, rocking, swaying to music, etc.)

IT-PMP 5.e Adjusts position of body to fit through or into small spaces

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

Fine Motor

PD2 Gross Motor Development, PD3 Fine Motor

	Development
IT-PMP 6.c Uses hand-eye coordination when participating in routines, play and activities, such as putting on a mitten, painting at an easel, putting pieces of a puzzle together, or folding paper.	PD3.2(2) Uses hands and eyes together to complete tasks requiring a moderate amount of control (completes three or four piece puzzles, thread beads with large holes, uses shape sorter)
IT-PMP 6.d Uses hand-eye coordination to manipulate objects and materials such as completing puzzles or threading beads with large holes.	PD3.2(0) Uses different actions on objects (kicks, pats, swipes, shakes)
IT-PMP 6.e Uses hand-eye coordination in handling books, such as turning pages, pointing to a picture, or looking for favorite page.	PD3.2(2) Uses hands and eyes together to complete tasks requiring a moderate amount of control (completes three or four piece puzzles, thread beads with large holes, uses shape sorter)
IT-PMP 7.c Plans ways to use hands for various activities, such as stacking, building, connecting, drawing, painting, and doing self-care skills or routines.	PD3.2(0) Uses different actions on objects (kicks, pats, swipes, shakes)
IT-PMP 7.d Uses hands efficiently for a variety of actions or activities, such as building with blocks, wiping up a spill, or feeding self.	PD3.1(2) Uses more refined hand and wrist movements (scribbles, stacks blocks, turns pages)
IT-PMP 7.e Coordinates use of both hands to put things together, such as connecting blocks or linking toys.	PD3.1(2) Uses more refined hand and wrist movements (scribbles, stacks blocks, turns pages)
IT-PMP 8.c Adjusts grasp to use different tools for different purposes, such as a spoon, paintbrush, or marker.	PD3.2(1) Coordinates hand and eye movements and controls small muscles when doing simple tasks (uses tools for feeding, hammers pegs, uses large crayons for scribbling)
IT-PMP 8.d Adjusts grasp with ease to new tools and materials.	PD3.1(2) Uses more refined hand and wrist movements (scribbles, stacks blocks, turns pages)
IT-PMP 8.e Uses pincer grasp with thumb and fingers to manipulate small objects or handle tools, such as stringing small beads	PD3.1(2) Uses more refined hand and wrist movements (scribbles, stacks blocks, turns pages)
IT-PMP 8.f Uses hand tools in a variety of ways, such as a rolling pin with clay or play dough, or a toy shovel with sand.	PD3.1(2) Uses more refined hand and wrist movements (scribbles, stacks blocks, turns pages)
Health, Safety, and Nutrition	PD1 Physical Health, Growth, PD4 Safety Awareness and Self-Care

IT-PMP 9.c Participates in healthy care routines with more independence, such as washing hands, blowing nose, brushing teeth, or drinking from a cup.

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

IT-PMP 9.d Shows increasing independence in self-care routines with guidance from adults

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

IT-PMP 9.e Puts on or takes off some articles of clothing, such as shoes, socks, coat, or hat.

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

IT-PMP 10.c Accepts adult guidance, support, and protection when encountering unsafe situations. Learns some differences between safe and unsafe play behaviors, such as not to stand on chairs or tables, or not to put small objects in mouth.

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

IT-PMP 10.d Cooperates with adults when in unsafe situations, such as taking an adult's hand to cross a street or being cautious around an unfamiliar dog.

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

IT-PMP 10.e Shows some understanding of safe and unsafe behaviors, such as not touching a hot stove.

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

IT-PMP 11.c Shows willingness to try new nutritious foods when offered on multiple occasions. Sometimes makes nutritious choices about which foods to eat when offered several choices, with support from an adult.

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

IT-PMP 11.d Expresses preferences about foods, specifically likes or dislikes, sometimes based on whether the food is nutritious.

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

IT-PMP 11.e Sometimes makes nutritious choices with support from an adult.

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

IT-PMP 11.f Communicates to adults when hungry, thirsty, or has had enough to eat.

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

Source: Head Start Early Learning Outcomes Framework: Ages Birth to Five, Washington, D.C., 2015.