Alignment of *FunShine Express* and *FunShine Online* Curriculums to the

U.S. Department of Health and Human Services Administration for Children and Families

Office of Head Start's

Head Start Early Learning Outcomes Framework: Ages Birth to Five (2015)[1]

Prepared and Validated by

Dr. Lauren E. Burrow

Stephen F. Austin University

Based on new research around early development and school readiness, the U.S. Department of Health and Human Services Administration for Children and Families' Office of Head Start replaced the *Head Start Child Development and Early Learning Framework for 3–5 Year Olds* (2010) with the newly revised *Head Start Early Learning Outcomes Framework: Ages Birth to Five* (2015). Designed to represent the continuum of learning for infants, toddlers, and preschoolers, this new Framework is grounded in a comprehensive body of research regarding what young children should know and be able to do during these formative years.

The Framework is a guide to foster implementation of effective teaching and program practices in Head Start, including centers, family child care, and home visiting programs. It includes domains of learning most central to school success and presents a common set of expectations in these key learning areas.

For these reasons, the Framework does not include every area of child development and learning. For example, the Framework does not include a creative arts domain, but art experiences are an important part of early childhood curriculum. They can be used to promote learning and development across the domains in the Framework. They foster curiosity and fine motor skills, develop vocabulary about colors and shapes, promote counting and object relations, and build self-regulation skills. Art is a joyful activity for children that allows discovery and exploration, active and engaged learning, and individual expression. Aligning curriculum activities, such as art, with the Framework ensures that children have broad learning experiences that have greater impact on important child outcomes.

The following Alignment Chart demonstrates how and where FunShine Express' Buttercups and Fireflies Curriculum Goals align with the new Head Start Framework. As explained, the Head Start Framework does not include all areas of child development and learning, so there are additional Goals that FunShine expects that are not listed on this Alignment Chart.

Head Start Early Learning Outcomes Framework: Ages Birth to Five (2015)	Select FunShine Express *Buttercups* Curriculum Goals and Objectives	Activity *Examples* from FunShine Online	Select FunShine Express *Fireflies* Curriculum Goals and Objectives	Activity *Examples* from FunShine Online
DOMAIN: APPROACHES TO LEARNING				
SUB-DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION				
Goal IT-ATL 1. Child manages feelings and emotions with support of familiar adults.	**SOCIAL/EMOTIONAL DEVELOPMENT : Self-Awareness, Self-Regulation** SE11 Expresses feelings and emotions through facial expressions, sounds or gestures SE14 Begins to manage own behavior and show self-regulation	*Bunny Feelings Early Learning Material*		

Goal IT-ATL 2. Child manages actions and behavior with support of familiar adults.	**SOCIAL/EMOTIONAL DEVELOPMENT : Self-Regulation** SE14 Begins to manage own behavior and show self-regulation	*All About Me: I Use Gentle Hands*		
SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)				
Goal IT-ATL 3. Child maintains focus and sustains attention with support.	**APPROACHES TO LEARNING: Persistence, COGNITIVE DEVELOPMENT: Exploration** AL2 Stays attentive and engaged for increasing periods of time C1 Pays attention to people, objects, and sounds	*Animal Sort*		
Goal IT-ATL 4. Child develops the ability to show persistence in actions and behavior.	**APPROACHES TO LEARNING: Persistence** AL2 Stays attentive and engaged for increasing periods of time AL3 Finishes self-selected tasks, such as completing a puzzle or listening to a storybook	*Butterfly Puzzles*		
Goal IT-ATL 5. Child demonstrates the ability to be flexible	**SOCIAL/EMOTIONAL DEVELOPMENT : Self-Regulation**	*A Quiet Nest*		

in actions and behavior.	SE17 Understands simple routines, rules, or limitations			
SUB-DOMAIN: INITIATIVE AND CURIOSITY				
Goal IT-ATL 6. Child demonstrates emerging initiative in interactions, experiences, and explorations.	**APPROACHES TO LEARNING: Curiosity** AL1 Exhibits interest, curiosity, and eagerness in exploring the world	*Around the Neighborhood*		
Goal IT-ATL 7. Child shows interest in and curiosity about objects, materials, or events.	**APPROACHES TO LEARNING: Problem Solving** AL4 Experiments with different uses for objects	*Beach Balls*		
SUB-DOMAIN: CREATIVITY				
Goal IT-ATL 8. Child uses creativity to increase understanding and learning.	**COGNITIVE DEVELOPMENT: Dramatic Play** C14 Uses imitation or pretend play to express creativity and imagination	*Sailing the Seas*		
Goal IT-ATL 9. Child shows imagination in play and interactions with others.	**SOCIAL/EMOTIONAL DEVELOPMENT: Relationships** SE10 Uses imitation or pretend play to learn new roles and relationships	*Little Moms and Dads*		
SUB-DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION				
Goal P-ATL 1. Child manages emotions with			**SOCIAL/EMOTIONAL DEVELOPMENT: Emotional Development**	*Wins and Losses*

Alignment Prepared and Validated by Dr. Lauren E. Burrow (Independent Researcher), 2015

increasing independence.			SE15 manages feelings appropriately	
Goal P-ATL 2. Child follows classroom rules and routines with increasing independence.			**PHYSICAL DEVELOPMENT/ HEALTH: Self-Care, SOCIAL STUDIES: Family and Community** PD15 follows basic safety and health rules SS6 follows simple rules and routines	*Discuss/Do: Routines at School*
Goal P-ATL 3. Child appropriately handles and takes care of classroom materials.			**SOCIAL/EMOTIONAL DEVELOPMENT: Self-Concept** SE6 cleans up own work/play space independently SE9 Begins to participate as a member of a group: takes turns and shares, sustains interaction by helping, cooperating, expressing interest	*Social/Emotional: Out of This World Helpers Chart*
Goal P-ATL 4. Child manages actions, words, and behavior with increasing independence.			**LANGUAGE/LITERACY: Conversation, SOCIAL/EMOTIONAL DEVELOPMENT: Self-Concept, Relationships** L9 uses verbal and nonverbal conversational rules (takes turns, eye contact, loud and soft voice as appropriate, etc.) SE3 demonstrates increasing self-direction, independence, and control SE9 begins to participate as a member of a group: takes turns and shares,	*Social/Emotional: Positive Reinforcement*

			sustains interaction by helping, cooperating, expressing interest	
Goal P-ATL 5. Child demonstrates an increasing ability to control impulses.			**LANGUAGE/LITERACY: Conversation, SOCIAL/EMOTIONAL DEVELOPMENT: Self-Concept, Relationships** L9 uses verbal and nonverbal conversational rules (takes turns, eye contact, loud and soft voice as appropriate, etc.) SE3 demonstrates increasing self-direction, independence, and control SE9 begins to participate as a member of a group: takes turns and shares, sustains interaction by helping, cooperating, expressing interest	*Literacy: Lion Voice, Lamb Voice*
Goal P-ATL 6. Child maintains focus and sustains attention with minimal adult support.			**APPROACHES TO LEARNING: Persistence** AL8 usually completes reasonable tasks or stays engaged	*Math: May Math Game*
Goal P-ATL 7. Child persists in tasks.			**APPROACHES TO LEARNING: Persistence** AL7 works at a task despite distractions or interruptions AL8 usually completes reasonable tasks or stays engaged	*Physical Development: Cutting Paths*
Goal P-ATL 8. Child holds information in mind			**LANGUAGE/LITERACY: Listening, APPROACHES TO LEARNING: Reflection**	*Language: Name that Tune*

and manipulates it to perform tasks.			L1 follows 2 and 3 step directions of increasing complexity L4 listens and responds to rhymes and rhythms AL9 observes or contemplates and applies that knowledge to a new situation	
Goal P-ATL 9. Child demonstrates flexibility in thinking and behavior.			**MATH: Reasoning, APPROACHES TO LEARNING: Imagination** M23 uses simple strategies to solve mathematical problems M24 experiments with puzzles and blocks to create solutions, build structures, or move through a process to reach a goal AL3 uses new strategies to solve problems	*Creative Arts: Freestyle Art - Picture Puzzle*
SUB-DOMAIN: INITIATIVE AND CURIOSITY				
Goal P-ATL 10. Child demonstrates initiative and independence.			**SOCIAL/EMOTIONAL DEVELOPMENT: Self-Concept, CREATIVE ART EXPRESSION: Art, APPROACHES TO LEARNING: Reflection, Risk-Taking** SE3 demonstrates increasing self-direction, independence, and control A1 uses a variety of art materials for exploration	*Physical Development: Pour It*

			AL11 makes a plan before beginning a task and follows through AL12 welcomes new experiences, situations, play events, materials, friends	
Goal P-ATL 11. Child shows interest in and curiosity about the world around them.			**LANGUAGE/LITERACY: Conversation, SCIENCE: Questioning** L7 initiates asking questions and responds in conversation with others S4 asks why, where, when, how, what, and seeks answers through exploration	*Discuss/Do: Nature*
SUB-DOMAIN: CREATIVITY				
Goal P-ATL 12. Child expresses creativity in thinking and communication.			**LANGUAGE/LITERACY: Conversation, APPROACHES TO LEARNING: Imagination** L8 shares opinions, experiences, and ideas with others with words AL3 uses new strategies to solve problems	*Character: Igor the Imaginative Iguana*
Goal P-ATL 13. Child uses imagination in play and interactions with others.			**APPROACHES TO LEARNING: Imagination** AL1 shows creativity, flexibility, and inventiveness in play experiences AL2 takes on various roles in make-believe play	*Dramatic Play: At the Clinic*

DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT				
SUB-DOMAIN: RELATIONSHIPS WITH ADULTS				
Goal IT-SE 1. Child develops expectations of consistent, positive interactions through secure relationships with familiar adults	**SOCIAL/EMOTIONAL DEVELOPMENT: Trust** SE1 Engages in behaviors that build relationships with familiar adults	*Let's Talk*		
Goal IT-SE 2. Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults	**SOCIAL/EMOTIONAL DEVELOPMENT: Trust** SE2 Responds differently to familiar and unfamiliar adults	*Love Poster*		
Goal IT-SE 3. Child learns to use adults as a resource to meet needs.	**SOCIAL/EMOTIONAL DEVELOPMENT: Relationships** SE9 Learns social skills, and eventually words, for expressing feelings, needs and wants	*Weather Feelings*		
SUB-DOMAIN: RELATIONSHIPS WITH OTHER CHILDREN				
Goal IT-SE 4. Child shows interest in, interacts with, and develops personal relationships with other children.	**SOCIAL/EMOTIONAL DEVELOPMENT: Relationships** SE5 Shows interest in and awareness of other children	*All Our Friends*		

	SE6 Responds to and interacts with other children			
Goal IT-SE 5. Child imitates and engages in play with other children	**SOCIAL/EMOTIONAL DEVELOPMENT: Relationships** SE10 Uses imitation or pretend play to learn new roles and relationships	*Tea Time*		
SUB-DOMAIN: EMOTIONAL FUNCTIONING				
Goal IT-SE 6. Child learns to express a range of emotions	**SOCIAL/EMOTIONAL DEVELOPMENT: Relationships, Self-Awareness** SE9 Learns social skills, and eventually words, for expressing feelings, needs and wants SE11 Expresses feelings and emotions through facial expressions, sounds or gestures	*Feeling Hearts*		
Goal IT-SE 7. Child recognizes and interprets emotions of others with the support of familiar adults	**SOCIAL/EMOTIONAL DEVELOPMENT: Relationships** SE7 Begins to recognize and respond to other children's feelings and emotions	*Finding Feelings*		
Goal IT-SE 8. Child expresses care and concern towards others.	**SOCIAL/EMOTIONAL DEVELOPMENT: Trust, Relationships** SE4 Shows emotional connection and attachment to others	*Puppet Pals*		

Alignment Prepared and Validated by Dr. Lauren E. Burrow (Independent Researcher), 2015

	SE8 Begins to show concern for others			
Goal IT-SE 9. Child manages emotions with the support of familiar adults	**SOCIAL/EMOTIONAL DEVELOPMENT: Relationships, Self-Regulation** SE9 Learns social skills, and eventually words, for expressing feelings, needs and wants SE14 Begins to manage own behavior and show self-regulation	*All About Me: I Say Good-Bye*		
SUB-DOMAIN: SENSE OF IDENTITY AND BELONGING				
Goal IT-SE 10. Child shows awareness about self and how to connect with others	**SOCIAL/EMOTIONAL DEVELOPMENT: Trust, Self-Awareness** SE4 Shows emotional connection and attachment to others SE12 Develops awareness of self as separate from others	*All About Me: I Hug*		
Goal IT-SE 11. Child understands some characteristics of self and others	**SOCIAL/EMOTIONAL DEVELOPMENT: Self-Awareness** SE12 Develops awareness of self as separate from others	*Eyes, Ears, Nose, and Toes*		
Goal IT-SE 12. Child shows confidence in own abilities through relationships with others.	**SOCIAL/EMOTIONAL DEVELOPMENT: Self-Awareness** SE13 Shows confidence in increasing abilities	*I Can*		

Goal IT-SE 13. Child develops a sense of belonging through relationships with others	**SOCIAL/EMOTIONAL DEVELOPMENT: Trust** SE1 Engages in behaviors that build relationships with familiar adults	*Snowman Friends*		
SUB-DOMAIN: RELATIONSHIPS WITH ADULTS				
Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults.			**SOCIAL/EMOTIONAL DEVELOPMENT: Relationships** SE8 interacts comfortably with familiar adults	*Discuss/Do: Family Fun Month*
Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.			**SOCIAL/EMOTIONAL DEVELOPMENT: Relationships** SE9 begins to participate as a member of a group: takes turns and shares, sustains interaction by helping, cooperating, expressing interest	*Movers and Shakers: Buddy Games*
SUB-DOMAIN: RELATIONSHIPS WITH OTHER CHILDREN				
Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children.			**SOCIAL/EMOTIONAL DEVELOPMENT: Relationships** SE10 interacts with one or more children; develops special friendships	*Movers and Shakers: Paddle Races*
Goal P-SE 4. Child engages in cooperative play with other children.			**SOCIAL/EMOTIONAL DEVELOPMENT: Relationships**	*Movers and Shakers: Passing the Shamrock*

Alignment Prepared and Validated by Dr. Lauren E. Burrow (Independent Researcher), 2015

			SE9 begins to participate as a member of a group: takes turns and shares, sustains interaction by helping, cooperating, expressing interest	
Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.			**SOCIAL/EMOTIONAL DEVELOPMENT: Relationships** SE12 plays cooperatively with others; resolves some conflicts, uses constructive language	*Literacy: Three Billy Goats Gruff*
SUB-DOMAIN: EMOTIONAL FUNCTIONING				
Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.			**SOCIAL/EMOTIONAL DEVELOPMENT : Emotional Development** SE14 recognizes and describes own emotions SE16 explores emotions through play, art, music, dance	*Character: Eduardo the Expressive Eagle*
Goal P-SE 7. Child expresses care and concern toward others.			**SOCIAL/EMOTIONAL DEVELOPMENT : Emotional Development** SE17 shows empathy and caring to others, respond to others emotions	*Discuss/Do: Caring for Friends and Family*
Goal P-SE 8. Child manages emotions with increasing independence.			**SOCIAL/EMOTIONAL DEVELOPMENT : Emotional Development** SE15 manages feelings appropriately	*Literacy: Problem Solving Through Stories*
SUB-DOMAIN: SENSE OF				

IDENTITY AND BELONGING				
Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.			**SOCIAL/EMOTIONAL DEVELOPMENT : Self-Concept** SE1 recognizes similarities and differences between self and others: gender, cultural identity, self and family characteristics	*I Am Special!*
Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self.			**SOCIAL/EMOTIONAL DEVELOPMENT : Self-Concept** SE2 develops positive self-image: awareness of self as having certain abilities, preferences, characteristics	*I Can Learning Center Materials*
Goal P-SE 11. Child has sense of belonging to family, community, and other groups.			**SOCIAL STUDIES: Family and Community** SS5 understands family roles, relationships, rules, jobs	*Language: Then and Now*
DOMAIN: LANGUAGE AND COMMUNICATION				
SUB-DOMAIN: ATTENDING AND UNDERSTANDING				
Goal IT-LC 1. Child attends to, understands, and responds to communication and language from others.	**LANGUAGE DEVELOPMENT: Listening** L1 Listens and responds with interest to verbal and nonverbal communication of others	*Who Sings to Me?*		
Goal IT-LC 2. Child learns from communication	**LANGUAGE DEVELOPMENT: Listening,**	*Forest Friends Early Learning Material*		

and language experiences with others.	**SOCIAL/EMOTIONAL DEVELOPMENT: Relationships** L1 Listens and responds with interest to verbal and nonverbal communication of others SE9 Learns social skills, and eventually words, for expressing feelings, needs and wants SE10 Uses imitation or pretend play to learn new roles and relationships			
SUB-DOMAIN: COMMUNICATING AND SPEAKING				
Goal IT-LC 3. Child communicates needs and wants non-verbally and by using language.	**LANGUAGE DEVELOPMENT: Communicating** L3 Uses sounds, gestures, or actions to express needs and wants L4 Imitates sounds, gestures, or words L5 Uses consistent sounds, gestures, or words for a variety of purposes	*Sign for Hungry*		
Goal IT-LC 4. Child uses non-verbal communication and language to engage others in interaction.	**LANGUAGE DEVELOPMENT: Communicating** L3 Uses sounds, gestures, or actions to express needs and wants	*Sign for Play*		

Alignment Prepared and Validated by Dr. Lauren E. Burrow (Independent Researcher), 2015

	L5 Uses consistent sounds, gestures, or words for a variety of purposes			
Goal IT-LC 5. Child uses increasingly complex language in conversation with others.	**LANGUAGE DEVELOPMENT: Communicating** L6 Participates in simple two-way conversations	*I Can Help*		
Goal IT-LC 6. Child initiates non-verbal communication and language to learn and gain information.	**LANGUAGE DEVELOPMENT: Communicating** L3 Uses sounds, gestures, or actions to express needs and wants	*What's in the Mailbag?*		
SUB-DOMAIN: VOCABULARY				
Goal IT-LC 7. Child understands an increasing number of words used in communication with others.	**LANGUAGE DEVELOPMENT: Listening** L2 Begins to understand gestures, words, questions, or routines	*Candle Vocabulary Card*		
Goal IT-LC 8. Child uses an increasing number of words in communication and conversation with others.	**LANGUAGE DEVELOPMENT: Communicating** L3 Uses sounds, gestures, or actions to express needs and wants	*Food Vocabulary Card*		
SUB-DOMAIN: EMERGENT LITERACY				
Goal IT-LC 9. Child attends to, repeats, and uses some rhymes, phrases, or	**LANGUAGE DEVELOPMENT: Emergent Literacy**	*Act Out Little Miss Muffet*		

refrains from stories or songs.	L7 Shows interest in songs, rhymes, and stories			
Goal IT-LC 10. Child handles books and relates them to their stories or information.	**LANGUAGE DEVELOPMENT: Emergent Literacy** L9 Demonstrates interest and involvement with books and other print materials	*Exploring Books*		
Goal IT-LC 11. Child recognizes pictures and some symbols, signs, or words.	**LANGUAGE DEVELOPMENT: Emergent Literacy** L10 Begins to recognize and understand that pictures or symbols can be "read" by others and have meaning	*Helper Chart*		
Goal IT-LC 12. Child comprehends meaning from pictures and stories.	**LANGUAGE DEVELOPMENT: Emergent Literacy** L10 Begins to recognize and understand that pictures or symbols can be "read" by others and have meaning	*Reading Round-Up*		
Goal IT-LC 13. Child makes marks and uses them to represent objects or actions.	**LANGUAGE DEVELOPMENT: Emergent Literacy** L11 Understands that people use writing to communicate L12 Makes marks with writing tools	*Little Letter Carriers*		
SUB-DOMAIN: ATTENDING AND UNDERSTANDING				
Goal P-LC 1. Child attends to communication			**LANGUAGE/LITERACY: Listening, Conversation, Emergent Reading**	*Cowboy Poet*

Alignment Prepared and Validated by Dr. Lauren E. Burrow (Independent Researcher), 2015

and language from others.			L2 gains meaning by listening to stories, directions, conversations	
Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others.			**LANGUAGE/LITERACY: Listening, Conversation, Vocabulary** L1 follows 2 and 3 step directions of increasing complexity L7 initiates asking questions and responds in conversation with others L13 connects phrases and sentences to build ideas L14 speaks in sentences using grammar that is age-appropriate L16 understands text read aloud: recalling part or most of a story or representing it with play or media, asking and answering questions about stories read aloud, predicting next event in story	*Movers and Shakers: Following Directions*
SUB-DOMAIN: COMMUNICATING AND SPEAKING				
Goal P-LC 3. Child varies the amount of information provided to meet the demands of the situation.			**LANGUAGE/LITERACY: Emergent Writing** L22 shows awareness of the uses and functions of symbols and print to convey meaning and recognizes that different text forms are used for different purposes	*Literacy: Travel Brochures*

Goal P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.			**LANGUAGE/LITERACY: Conversation** L9 uses verbal and nonverbal conversational rules (takes turns, eye contact, loud and soft voice as appropriate, etc.)	*Language: Robotic Voices*
Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.			**LANGUAGE/LITERACY: Conversation** L8 shares opinions, experiences, and ideas with others with words	*Literacy: That Bugs Me*
SUB-DOMAIN: VOCABULARY				
Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.			**LANGUAGE/LITERACY: Vocabulary** L12 converses with a rapidly expanding vocabulary	*Language: Complete My Sentence*
Goal P-LC 7. Child shows understanding of word categories and relationships among words.			**LANGUAGE/LITERACY: Vocabulary** L11 demonstrates growing understanding of words and meanings	*Language: Think About It*
SUB-DOMAIN: PHONOLOGICAL AWARENESS				
Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.			**LANGUAGE/LITERACY: Emergent Reading** L17 exhibits age-appropriate phonological awareness: combines syllables to make a word, combines words to make compound words, recognizes words that rhyme, associates sounds with letters and words, recognizes alliteration and words that rhyme	*Language: Pet Syllables*

SUB-DOMAIN: PRINT AND ALPHABET KNOWLEDGE				
Goal P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).			**LANGUAGE/LITERACY: Emergent Reading, Emergent Writing** L17 exhibits age-appropriate phonological awareness: combines syllables to make a word, combines words to make compound words, recognizes words that rhyme, associates sounds with letters and words, recognizes alliteration and words that rhyme L19 understands left to right, top to bottom process of reading L22 shows awareness of the uses and functions of symbols and print to convey meaning and recognizes that different text forms are used for different purposes L23 shows awareness that a word is made up of letters	*Literacy: Grocery List*
Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.			**LANGUAGE/LITERACY: Emergent Reading** L17 exhibits age-appropriate phonological awareness: combines syllables to make a word, combines words to make compound words, recognizes words that rhyme, associates sounds with letters and words,	*Movers and Shakers: Alphabet Spot*

			recognizes alliteration and words that rhyme L18 demonstrates alphabetic knowledge: can recite the alphabet, names or recognizes some letters and sounds – especially own name, recognizes and names most letters	
SUB-DOMAIN: COMPREHENSION AND TEXT STRUCTURE				
Goal P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling.			**LANGUAGE/LITERACY: Emergent Reading** L16 understands text read aloud: recalling part or most of a story or representing it with play or media, asking and answering questions about stories read aloud, predicting next event in story L20 understands structure: beginning, middle, end of a story	*Literacy: Story Mapping*
Goal P-LIT 5. Child asks and answers questions about a book that was read aloud.			**LANGUAGE/LITERACY: Emergent Reading** L16 understands text read aloud: recalling part or most of a story or representing it with play or media, asking and answering questions about stories read aloud, predicting next event in story	*Literacy: Story Recall*
SUB-DOMAIN: WRITING				

			LANGUAGE/LITERACY: Emergent Writing	Creative Arts: Freestyle Art - My Mail
Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.			L21 shows interest in written expression: scribbling, drawing a person L22 shows awareness of the uses and functions of symbols and print to convey meaning and recognizes that different text forms are used for different purposes L24 begins to copy or write own name L25 demonstrates age-appropriate writing: tracing, copying letters and numbers, copying shapes and symbols	
DOMAIN: COGNITION				
SUB-DOMAIN: EXPLORATION AND DISCOVERY				
Goal IT-C 1. Child actively explores people and objects to understand self, others, and objects.	**COGNITIVE DEVELOPMENT: Exploration** C1 Pays attention to people, objects, and sounds C2 Uses senses to explore people, objects, and the environment	*Bathroom Scale*		
Goal IT-C 2. Child uses understanding of causal relationships to act	**COGNITIVE DEVELOPMENT: Exploration**	*Air Power*		

on social and physical environments.	C4 Makes things happen and watches for results or repeats actions			
SUB-DOMAIN: MEMORY				
Goal IT-C 3. Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.	**COGNITIVE DEVELOPMENT: Exploration, SOCIAL/EMOTIONAL DEVELOPMENT: Trust** C6 Recognizes familiar people, places, and things SE2 Responds differently to familiar and unfamiliar adults	*Three Bears*		
Goal IT-C 4. Child recognizes the stability of people and objects in the environment.	**SOCIAL/EMOTIONAL DEVELOPMENT: Trust** SE2 Responds differently to familiar and unfamiliar adults SE3 Seeks ways to find comfort in new situations	*Always Come Back*		
Goal IT-C 5. Child uses memories as a foundation for more complex actions and thoughts.	**COGNITIVE DEVELOPMENT: Memory** C7 Recalls and uses information in new situations	*What's Missing Gifts and Stocking*		
SUB-DOMAIN: REASONING AND PROBLEM-SOLVING				
Goal IT-C 6. Child learns to use a variety of strategies in solving problems.	**APPROACHES TO LEARNING: Problem Solving** AL5 Uses a variety of strategies to solve problems	*Fix-it Shop*		

Alignment Prepared and Validated by Dr. Lauren E. Burrow (Independent Researcher), 2015

Goal IT-C 7. Child uses reasoning and planning ahead to solve problems.	**APPROACHES TO LEARNING: Problem Solving** AL5 Uses a variety of strategies to solve problems	*Gingerbread Puzzles*		
SUB-DOMAIN: EMERGENT MATHEMATICAL THINKING				
Goal IT-C 8. Child develops sense of number and quantity.	**COGNITIVE DEVELOPMENT: Emergent Math** C9 Shows interest in and awareness of numbers and counting during daily routines and activities.	*Five Little Stockings*		
Goal IT-C 9. Child uses spatial awareness to understand objects and their movement in space.	**COGNITIVE DEVELOPMENT: Emergent Math** C10 Begins to notice differences in size and quantity (more, all gone, big, little, etc.) C11 Explores ways objects and people move and fit in space	*Through the Rabbit Hole*		
Goal IT-C 10. Child uses matching and sorting of objects or people to understand similar and different characteristics.	**COGNITIVE DEVELOPMENT: Exploration, Memory** C2 Uses senses to explore people, objects, and the environment C3 Becomes increasingly aware of colors, shapes, patterns, or pictures	*Color and Shape Match*		

	C6 Recognizes familiar people, places, and things			
SUB-DOMAIN: IMITATION AND SYMBOLIC REPRESENTATIO N AND PLAY				
Goal IT-C 11. Child observes and imitates sounds, words, gestures, actions, and behaviors.	**LANGUAGE DEVELOPMENT: Communicating, COGNITIVE DEVELOPMENT: Dramatic Play** L4 Imitates sounds, gestures, or words C12 Observes and imitates sounds, gestures, or behavior	*Meadow Stop and Go*		
Goal IT-C 12. Child uses objects or symbols to represent something else.	**COGNITIVE DEVELOPMENT: Dramatic Play** C13 Uses objects in new ways or in pretend play	*Let's Drive*		
Goal IT-C 13. Child uses pretend play to increase understanding of culture, environment, and experiences.	**SOCIAL/EMOTIONAL DEVELOPMENT: Relationships, COGNITIVE DEVELOPMENT: Dramatic Play** SE10 Uses imitation or pretend play to learn new roles and relationships C13 Uses objects in new ways or in pretend play C14 Uses imitation or pretend play to express creativity and imagination	*Doll Families*		

Alignment Prepared and Validated by Dr. Lauren E. Burrow (Independent Researcher), 2015

DOMAIN: MATHEMATICS DEVELOPMENT				
SUB-DOMAIN: COUNTING AND CARDINALITY				
Goal P-MATH 1. Child knows number names and the count sequence.			**MATH: Numbers** M1 grows in rote counting and sequencing of numbers M2 recognizes both numerals and number names	*Art: Springtime Counting Book*
Goal P-MATH 2. Child recognizes the number of objects in a small set.			**MATH: Numbers** M4 counts and builds sets	*Math: How Many Transportation*
Goal P-MATH 3. Child understands the relationship between numbers and quantities.			**MATH: Numbers** M5 compares quantities in sets and uses appropriate vocabulary: equal, more, less	*Math: More and Less*
Goal P-MATH 4. Child compares numbers.			**MATH: Numbers** M5 compares quantities in sets and uses appropriate vocabulary: equal, more, less	*Height Comparison*
Goal P-MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numbers.			**MATH: Numbers, LANGUAGE/LITERACY: Emergent Writing** M3 understands and uses 1-1 correspondence L25 demonstrates age-appropriate writing: tracing, copying letters and numbers, copying shapes and symbols	*Math: Apple Tree Math*

SUB-DOMAIN: OPERATIONS AND ALGEBRAIC THINKING				
Goal P-MATH 6. Child understands addition as adding to and understands subtraction as taking away from.			**MATH: Numbers** M6 understands adding and subtracting from a set	*Daily Basics: Add/Subtract and Unusual D Words*
Goal P-MATH 7. Child understands simple patterns.			**MATH: Patterns** M9 matches or sorts by color, size, shape, texture: classifies by attributes, makes comparisons M10 recognizes patterns: can tell "what comes next?" M11 duplicates simple patterns, then extends and creates patterns	*Color Patterns Change*
SUB-DOMAIN: MEASUREMENT				
Goal P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.			**MATH: Measurement** M14 understands, compares, and analyzes quantities of length, height, weight, time, or amount between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide) M15 explores and observes ways to use tools to measure objects (e.g.,	*Art: Growing Taller*

			erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.)	
SUB-DOMAIN: GEOMETRY AND SPATIAL SENSE				
Goal P-MATH 9. Child identifies, describes, compares, and composes shapes.			**MATH: Patterns, Geometry, LANGUAGE/LITERACY: Emergent Writing** M9 matches or sorts by color, size, shape, texture: classifies by attributes, makes comparisons M17 demonstrates age-appropriate knowledge of geometric shapes M18 understands that shapes remain the same when flipped or rotated L25 demonstrates age-appropriate writing: tracing, copying letters and numbers, copying shapes and symbols	*Daily Basics: Shapes and Letters*
Goal P-MATH 10. Child explores the positions of objects in space.			**MATH: Spatial Relations** M20 understands directions/positional concepts: top/bottom, go/stop, far/ near, up/down, over/under, out/in, above/below, in front/behind, inside/ outside, etc.	*Math: Above, Below, and Beyond*
DOMAIN: SCIENTIFIC REASONING				
SUB-DOMAIN: SCIENTIFIC INQUIRY				

Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).			**SCIENCE: Observation** S1 explores materials and makes observations, predictions based on information gathered from the senses S2 makes observations of life sciences: living vs. nonliving things, nature, environment, weather by physical characteristics	*Clouds in a Jar!*
Goal P-SCI 2. Child engages in scientific talk.			**SCIENCE: Questioning** S4 asks why, where, when, how, what, and seeks answers through exploration	*Discuss/Do: Simple Machines*
Goal P-SCI 3. Child compares and categorizes observable phenomena.			**SCIENCE: Investigation** S8 makes comparisons among objects and groups	*Science: Bottles of Rain*
SUB-DOMAIN: REASONING AND PROBLEM-SOLVING				
Goal P-SCI 4. Child asks a question, gathers information, and makes predictions.			**SCIENCE: Observation, Questioning** S1 explores materials and makes observations, predictions based on information gathered from the senses S3 makes predictions based on past experiences and observations S4 asks why, where, when, how, what, and seeks answers through exploration	*Science: Falling Objects*

Alignment Prepared and Validated by Dr. Lauren E. Burrow (Independent Researcher), 2015

			SCIENCE: Investigation	Science: Seed Mysteries
Goal P-SCI 5. Child plans and conducts investigations and experiments.			S6 uses tools such as scale, magnifier, bug catcher, map, or binoculars for investigation S7 uses "if/then" and "cause/effect" reasoning	
Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results.			SCIENCE: Investigation, LANGUAGE/LITERACY: Conversation S8 makes comparisons among objects and groups L8 shares opinions, experiences, and ideas with others with words	Science: Sink or Float with Nature Items
DOMAIN: PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT				
SUB-DOMAIN: PERCEPTION				
Goal IT-PMP 1. Child uses perceptual information to understand objects, experiences, and interactions.	**SOCIAL/EMOTIONAL DEVELOPMENT: TRUST, COGNITIVE DEVELOPMENT: Exploration, PHYSICAL DEVELOPMENT: Fine Motor,** SE2 Responds differently to familiar and unfamiliar adults C2 Uses senses to explore people, objects, and the environment C4 Makes things happen and watches for results or repeats actions	*A New View*		

	PH5 Uses hands or feet to make contact with objects or people			
Goal IT-PMP 2. Child uses perceptual information in directing own actions, experiences, and interactions.	**COGNITIVE DEVELOPMENT: Exploration, PHYSICAL DEVELOPMENT: Gross Motor, APPROACHES TO LEARNING: Problem Solving** C2 Uses senses to explore people, objects, and the environment PH1 Moves body, arms, and legs with coordination PH2 Demonstrates large muscle balance, stability, control, and coordination PH3 Develops increasing ability to change positions and move body from place to place AL4 Experiments with different uses for objects	*Circle Play*		
SUB-DOMAIN: GROSS MOTOR				
Goal IT-PMP 3. Child demonstrates effective and efficient use of large muscles for movement and position.	**PHYSICAL DEVELOPMENT: Gross Motor** PH1 Moves body, arms, and legs with coordination PH2 Demonstrates large muscle balance, stability, control, and coordination	*All About Me: I Run*		
Goal IT-PMP 4. Child demonstrates	**PHYSICAL DEVELOPMENT: Gross Motor**	*Puddle Splashing*		

effective and efficient use of large muscles to explore the environment.	PH3 Develops increasing ability to change positions and move body from place to place			
Goal IT-PMP 5. Child uses sensory information and body awareness to understand how their body relates to the environment.	**PHYSICAL DEVELOPMENT: Gross Motor, Wellness** PH2 Demonstrates large muscle balance, stability, control, and coordination PH4 Moves body with purpose to achieve a goal PH11 Becomes more aware of own body	*Body Bump Ball*		
SUB-DOMAIN: FINE MOTOR				
Goal IT-PMP 6. Child coordinates hand and eye movements to perform actions.	**PHYSICAL DEVELOPMENT: Fine Motor** PH7 Coordinates eye and hand movements	*Tape Snowflakes*		
Goal IT-PMP 7. Child uses hands for exploration, play, and daily routines.	**PHYSICAL DEVELOPMENT: Fine Motor** PH8 Controls small muscles in hands when doing simple tasks	*Handprint Art*		
Goal IT-PMP 8. Child adjusts reach and grasp to use tools.	**PHYSICAL DEVELOPMENT: Fine Motor** PH8 Controls small muscles in hands when doing simple tasks PH9 Uses different actions on objects (kicks, shakes, pats, swipes)	*All About Me: I Squeeze*		

Alignment Prepared and Validated by Dr. Lauren E. Burrow (Independent Researcher), 2015

SUB-DOMAIN: HEALTH, SAFETY, AND NUTRITION			
Goal IT-PMP 9. Child demonstrates healthy behaviors with increasing independence as part of everyday routines.	**PHYSICAL DEVELOPMENT: Wellness** PH10 Shows characteristics of healthy development PH13 Participates in physical care routines	*Diaper Talk Sand and Sea*	
Goal IT-PMP 10. Child uses safe behaviors with support from adults.	**PHYSICAL DEVELOPMENT: Wellness** PH15 Begins to understand safe and unsafe behaviors	*All About Me: I Climb*	
Goal IT-PMP 11. Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices.	**PHYSICAL DEVELOPMENT: Wellness** PH12 Responds when physical needs are met; tries/consumes a variety of nutritious foods	*Caterpillar Snack*	
SUB-DOMAIN: GROSS MOTOR			
Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.			**PHYSICAL DEVELOPMENT/HEALTH : Gross Motor** PD5 demonstrates balance and control of large muscles: walking forward, backward, heel-to-toe, on tiptoe and on a straight line, walking on a balance board, hopping on one foot, jumping with two feet	*Movers and Shakers: Jumping Rope*

Alignment Prepared and Validated by Dr. Lauren E. Burrow (Independent Researcher), 2015

Goal P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.			**PHYSICAL DEVELOPMENT/HEALTH : Gross Motor** PD6 coordinates movement when walking up and down stairs, running smoothly, kicking a ball, throwing a ball, bouncing and catching a ball, skipping, clapping	*Movers and Shakers: Ball Bouncing Buddies*
SUB-DOMAIN: FINE MOTOR				
Goal P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.			**PHYSICAL DEVELOPMENT/HEALTH : Fine Motor** PD1 gains strength and control of small muscles: folding and creasing paper, building with small blocks, manipulating play dough and clay	*Physical Development: Keep it Rolling*
SUB-DOMAIN: HEALTH, SAFETY, AND NUTRITION				
Goal P-PMP 4. Child demonstrates personal hygiene and self-care skills.			**PHYSICAL DEVELOPMENT/HEALTH : Self-Care** PD8 undresses or dresses self independently, other than help with difficult fasteners PD10 washes hands and face without assistance PD11 brushes teeth independently PD12 uses tissue for nose, napkin for hand/face appropriately, independently	*Discuss/Do: Healthy Habits*

			PD13 cares for toileting needs independently	
Goal P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits.			**PHYSICAL DEVELOPMENT/HEALTH : Self-Care** PD9 exhibits increasing knowledge of healthy eating, good nutrition: tries new foods, willing to eat well-balanced diet, interested in various tastes, colors, and textures of food	*Discuss/Do: National Nutrition Month*
Goal P-PMP 6. Child demonstrates knowledge of personal safety practices and routines.			**PHYSICAL DEVELOPMENT/HEALTH : Self-Care** PD15 follows basic safety and health rules	*Physical Development/Health: Fire Safety Review*