

# 48-60 months

## Physical Development and Motor Skills PDM

### Strand HEALTH & WELL-BEING

**Standard** The child will practice healthy and safe habits. PDM1

- a Stays awake and alert except during voluntary nap time. PDM1.4A
- b Actively participates in a variety of both structured and unstructured indoor and outdoor activities for sustained periods of time that increase strength, endurance and flexibility. PDM1.4B
- c Consistently follows basic safety rules and anticipates consequences of not following safety rules. PDM1.4C
- d Communicates the importance of safety rules. PDM1.4D
- e Identifies the importance of and participates in activities related to health and self-care needs. PDM1.4E
- f Can name people who keep them safe and healthy. PDM1.4F

**Standard** The child will participate in activities related to nutrition. PDM2

- a Helps prepare nutritious snacks and meals. PDM2.4A
- b Sorts foods into food groups and communicates the benefits of healthy foods. PDM2.4B

---

### Strand USE OF SENSES

**Standard** The child will demonstrate an awareness of the body in space and child's relationship to objects in space. PDM3

- a Acts and moves with purpose and independently recognizes differences in direction, distance and location. PDM3.4A
- b Demonstrates spatial awareness through play activities. PDM3.4B

**Standard** The child will use senses (sight, touch, hearing, smell and taste) to explore the environment and process information. PDM4

- a Discriminates between and identifies a variety of sights, smells, sounds, textures and tastes. PDM4.4A
- b Takes things apart and invents new structures using the parts. PDM4.4B

---

**Strand MOTOR SKILLS**

**Standard** The child will demonstrate gross motor skills. **PDM5**

- a Coordinates movements to perform more complex tasks. **PDM5.4A**
- b Demonstrates coordination and balance in a variety of activities. **PDM5.4B**

**Standard** The child will demonstrate fine motor skills. **PDM6**

- a Performs fine motor tasks that require small-muscle strength and control. **PDM6.4A**
  - b Uses hand-eye coordination to manipulate small objects with ease. **PDM6.4B**
  - c Able to perform more complex fine motor tasks with accuracy 50% of the time. **PDM6.4C**
- 

**Social and Emotional Development** **SED****Strand DEVELOPING A SENSE OF SELF**

**Standard** The child will develop self-awareness. **SED1**

- a Identifies self as a unique member of a specific group or demographic that fits into a larger world picture. **SED1.4A**
- b Identifies personal characteristics, preferences, thoughts and feelings. **SED1.4B**
- c Shows confidence in a range of abilities and the capacity to take on and accomplish new tasks. **SED1.4C**
- d Shows independence in his/her own choices. **SED1.4D**

**Standard** The child will engage in self-expression. **SED2**

- a Effectively uses words, sentences and actions to communicate needs, ideas, opinions and preferences. **SED2.4A**
  - b With adult guidance, uses verbal and nonverbal expressions to describe and explain a full range of emotions. **SED2.4B**
  - c Uses pretend-play to show emotions of self and others. **SED2.4C**
  - d With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each. **SED2.4D**
- 

**Strand SELF-REGULATION**

**Standard** The child will begin to demonstrate self-control. **SED3**

- a Independently follows rules and routines. **SED3.4A**
- b Regulates own emotions and behaviors, and seeks out adult support when needed. **SED3.4B**
- c Regulates a wide range of impulses. **SED3.4C**
- d Manages transitions and adapts to changes in schedules and routines independently. **SED3.4D**

---

**Strand DEVELOPING A SENSE OF SELF WITH OTHERS**

**Standard** The child will develop relationships and social skills with adults. **SED4**

- a Transitions well into new, unfamiliar settings. **SED4.4A**
- b Uses a familiar adult's suggestions to decide how to respond to a specific situation. **SED4.4B**
- c Shows affection to familiar adults by using more complex words and actions. **SED4.4C**
- d Seeks out adults as a resource for help and assistance. **SED4.4D**

**Standard** The child will develop relationships and social skills with peers. **SED5**

- a Develops and maintains friendships with other children. **SED5.4A**
- b Plays cooperatively with a few peers for a sustained period of time. **SED5.4B**
- c Attempts to resolve peer conflicts using appropriate strategies. **SED5.4C**
- d Shows emerging empathy and understanding of peers by attempting to comfort and help. **SED5.4D**
- e Shows respect for peers' personal space and belongings. **SED5.4E**

---

**Approaches to Play and Learning** **APL****Strand INITIATIVE AND EXPLORATION**

**Standard** The child will demonstrate initiative and self-direction. **APL1**

- a Takes initiative to learn new concepts and try new experiences. Initiates and completes new tasks by himself/herself. **APL1.4A**
- b Selects and carries out activities without adult prompting. **APL1.4B**
- c Sets goals and develops and follows through on plans. **APL1.4C**

**Standard** The child will demonstrate interest and curiosity. **APL2**

- a Demonstrates eagerness to learn about and discuss new topics, ideas and tasks. **APL2.4A**
- b Asks questions and seeks new information. With assistance, looks for new information and wants to know more. **APL2.4B**
- c Increasingly seeks out and explores unfamiliar objects in the environment. **APL2.4C**

---

**Strand ATTENTIVENESS AND PERSISTENCE**

**Standard** The child will sustain attention to a specific activity and demonstrate persistence. **APL3**

- a** Engages in independent activities and continues tasks over a period of time. **APL3.4A**
- b** Practices to improve skills that have been accomplished. **APL3.4B**
- c** Works cooperatively with others to successfully achieve a goal or accomplish a task. **APL3.4C**
- d** Persists in trying to complete a task after previous attempts have failed. **APL3.4D**

---

**Strand PLAY**

**Standard** The child will engage in a progression of imaginative play. **APL4**

- a** Engages in elaborate and sustained imagined play, and can distinguish between real life and fantasy. **APL4.4A**

**Standard** The child will demonstrate a cooperative and flexible approach to play and learning. **APL5**

- a** Willingly joins in sustained cooperative play and learning with others to complete a task. **APL5.4A**
  - b** Demonstrates flexibility in taking on various roles in a group setting. **APL5.4B**
  - c** Demonstrates inventiveness, imagination and creativity to solve a problem. **APL5.4C**
  - d** Considers a variety of possible solutions and exhibits flexibility if an alternate approach is suggested by a peer or adult. **APL5.4D**
  - e** Recovers quickly from setbacks and differences in opinion in a group setting. **APL5.4E**
-

**Strand RECEPTIVE LANGUAGE**

**Standard** The child will listen to conversations and demonstrate comprehension. CLL1

- a Listens and responds on topic to conversations and group discussions for an extended period. CLL1.4A
- b Listens to and follows multi-step directions. CLL1.4B
- c Extends/expands thoughts or ideas expressed. CLL1.4C

**Standard** The child will acquire vocabulary introduced in conversations, activities, stories and/or books. CLL2

- a Demonstrates understanding of more complex vocabulary through everyday conversations. CLL2.4A
- b Connects new vocabulary from activities, stories and books with prior experiences and conversations. CLL2.4B

---

**Strand EXPRESSIVE LANGUAGE**

**Standard** The child will use nonverbal communication for a variety of purposes. CLL3

- a Uses more complex gestures and actions to enhance verbal communication of needs and wants. CLL3.4A
- b Communicates feelings using appropriate nonverbal gestures, body language and actions. CLL3.4B

**Standard** The child will use increasingly complex spoken language. CLL4

- a Uses spoken language that can be understood with ease. CLL4.4A
- b Demonstrates use of expanded sentences and sentence structures to ask questions and/or respond verbally. CLL4.4B
- c Describes activities, experiences and stories with more detail. CLL4.4C
- d Uses new and expanded vocabulary in a variety of situations. CLL4.4D

---

**Strand EARLY READING**

- Standard** The child will acquire meaning from a variety of materials read to him/her. **CLL5**
- a Prior to reading, uses prior knowledge, story title and pictures to make predictions about story content. **CLL5.4A**
  - b Retells familiar stories. **CLL5.4B**
  - c Discusses books or stories read aloud and can identify characters and setting in a story. **CLL5.4C**
  - d Makes real-world connections between stories and real-life experiences. **CLL5.4D**
  - e Develops an alternate ending for a story. **CLL5.4E**
- Standard** The child will develop early phonological awareness (awareness of the units of sound). **CLL6**
- a Listens and differentiates between sounds that are the same and different. **CLL6.4A**
  - b Identifies and produces rhyming words. **CLL6.4B**
  - c Isolates the initial (beginning) sounds in words with adult guidance. **CLL6.4C**
  - d Segments sentences into individual words. **CLL6.4D**
  - e Segments words into syllables. **CLL6.4E**
  - f Manipulates and blends sounds (phonemes) with adult guidance. **CLL6.4F**
- Standard** The child will demonstrate increasing knowledge of the alphabet. **CLL7**
- a With prompting and support, recognizes and names some upper/lowercase letters of the alphabet. **CLL7.4A**
- Standard** The child will demonstrate awareness of print concepts. **CLL8**
- a Demonstrates interest in different kinds of literature, such as fiction and nonfiction books and poetry, on a range of topics. **CLL8.4A**
  - b Understands that letters form words. Understands that words are separated by spaces in print. **CLL8.4B**
  - c With prompting and support, tracks words from left to right, top to bottom and page to page. **CLL8.4C**
  - d Recognizes and reads environmental print. **CLL8.4D**
  - e Identifies the front, back, top and bottom of a book. Points to the title of familiar books or stories and where to begin reading a story. **CLL8.4E**

---

**Strand EARLY WRITING**

- Standard** The child will use writing for a variety of purposes. **CLL9**
- a Draws pictures and copies letters and/or numbers to communicate. **CLL9.4A**
  - b Uses writing tools. **CLL9.4B**
  - c Uses writing for a variety of purposes. **CLL9.4C**
  - d Writes some letters of the alphabet. **CLL9.4D**
- 

**Cognitive Development  
and General Knowledge:  
Math****CD-MA****Strand NUMBER AND QUANTITY**

- Standard** The child will organize, represent and build knowledge of number and quantity. **CD-MA1**
- a Recites numbers up to 20 in sequence. **CD-MA1.4A**
  - b Recognizes numerals and uses counting as part of play and as a means for determining quantity. **CD-MA1.4B**
  - c Matches numerals to sets of objects with the same number, 0–10. **CD-MA1.4C**
  - d Describes sets as having more, less, same as/equal. **CD-MA1.4D**
  - e Quickly recognizes and names how many items are in a set of up to four items. **CD-MA1.4E**
  - f Tells numbers that come before and after a given number up to 10. **CD-MA1.4F**
- Standard** The child will manipulate, compare, describe relationships and solve problems using number and quantity. **CD-MA2**
- a Matches two equal sets using one-to-one correspondence and understands they are the same. **CD-MA2.4A**
  - b Counts at least 10 objects using one-to-one correspondence. **CD-MA2.4B**
  - c Practices combining, separating and naming quantities. **CD-MA2.4C**
  - d Describes data from classroom graphs using numerical math language. **CD-MA2.4D**
  - e With adult guidance and when counting, understands and can respond with the last number counted to represent quantity (cardinality). **CD-MA2.4E**

---

**Strand MEASUREMENT AND COMPARISON**

- Standard** The child will explore and communicate about distance, weight, length, height and time. **CD-MA3**
- a** Uses mathematical terms to describe experiences involving measurement. **CD-MA3.4A**
  - b** Compares objects using two or more attributes, such as length, weight and size. **CD-MA3.4B**
  - c** Uses a variety of techniques and standard and non-standard tools to measure and compare length, volume (capacity) and weight. **CD-MA3.4C**
  - d** Associates and describes the passage of time with actual events. **CD-MA3.4D**
- Standard** The child will sort, seriate, classify and create patterns. **CD-MA4**
- a** Independently orders objects using one characteristic and describes the criteria used. **CD-MA4.4A**
  - b** Sorts and classifies objects using one or more attributes or relationships. **CD-MA4.4B**
  - c** Creates and extends simple, repeating patterns. **CD-MA4.4C**

---

**Strand GEOMETRY AND SPATIAL THINKING**

- Standard** The child will explore, recognize and describe spatial relationships between objects. **CD-MA5**
- a** Uses appropriate directional language to indicate where things are in their environment: positions, distances, order. **CD-MA5.4A**
  - b** Uses deliberate manipulation and describes process for fitting objects together. **CD-MA5.4B**
- Standard** The child will explore, recognize and describe shapes and shape concepts. **CD-MA6**
- a** Recognizes and names common two-dimensional and three-dimensional shapes, their parts and attributes. **CD-MA6.4A**
  - b** Combines simple shapes to form new shapes. **CD-MA6.4B**

---

**Strand MATHEMATICAL REASONING**

**Standard** The child will use mathematical problem solving, reasoning, estimation and communication. **CD-MA7**

- a** Estimates using mathematical terms and understands how to check the estimate. **CD-MA7.4A**
  - b** Uses simple strategies to solve mathematical problems and communicates how he/she solved it. **CD-MA7.4B**
  - c** Uses reasoning skills to determine the solution to a mathematical problem and communicates why. **CD-MA7.4C**
- 

**Cognitive Development  
and General Knowledge:  
Social Studies** **CD-SS**

**Strand FAMILY**

**Standard** The child will demonstrate an understanding of his/her family and an emerging awareness of his/her own culture and ethnicity. **CD-SS1**

- a** Describes his/her family structure and family roles. **CD-SS1.4A**
- b** Describes similarities and differences between self and others. **CD-SS1.4B**

---

**Strand PEOPLE AND COMMUNITY**

**Standard** The child will demonstrate an understanding of his/her community and an emerging awareness of others' cultures and ethnicity. **CD-SS2**

- a** Identifies and follows rules of the classroom community and displays competence in engaging in appropriate social behavior. **CD-SS2.4A**
- b** Explains diverse customs and cultural celebrations within the home, classroom and community. **CD-SS2.4B**
- c** Recognizes similarities and differences between own culture and that of others. **CD-SS2.4C**

**Standard** The child will demonstrate an awareness of the geography in his/her community. **CD-SS3**

- a** Creates simple representations of home, school and community. **CD-SS3.4A**
- b** Identifies and describes aspects of his/her community. **CD-SS3.4B**

**Standard** The child will demonstrate an awareness of economics in his/her community. **CD-SS4**

- a** Completes jobs to contribute to his/her community and communicates why it is important. **CD-SS4.4A**
- b** Describes the roles and responsibilities of a variety of occupations. **CD-SS4.4B**
- c** Describes how people interact economically and the exchange of goods and services. **CD-SS4.4C**
- d** Explores the uses of technology and understands its role in the environment. **CD-SS4.4D**

---

**Strand HISTORY AND EVENTS**

**Standard** The child will understand the passage of time and how events are related. **CD-SS5**

- a** Recognizes and describes sequence of events with accuracy. **CD-SS5.4A**
  - b** Differentiates between past, present and future. **CD-SS5.4B**
-

**Cognitive Development  
and General Knowledge:  
Science** CD-SC

**Strand SCIENTIFIC SKILLS AND METHODS**

**Standard** The child will demonstrate scientific inquiry skills. CD-SC1

- a Uses senses to observe, classify and learn about objects and environment. CD-SC1.4A
  - b Uses simple tools correctly to experiment, observe and increase understanding. CD-SC1.4B
  - c Records observations through dictating to an adult and drawing pictures or using other forms of writing. CD-SC1.4C
  - d Experiments, compares and formulates hypotheses related to scientific properties. CD-SC1.4D
- 

**Strand EARTH AND SPACE**

**Standard** The child will demonstrate knowledge related to the dynamic properties of earth and sky. CD-SC2

- a Describes properties of water, including changes to the states of water. CD-SC2.4A
  - b Explores and begins to describe properties of rocks, sand, soil and mud. CD-SC2.4B
  - c Makes simple observations of the characteristics, movement and seasonal changes of sun, moon, stars and clouds. Compares the daytime/nighttime cycle. CD-SC2.4C
  - d Uses appropriate vocabulary to discuss climate and changes in weather. CD-SC2.4D
- 

**Strand Living Things**

**Standard** The child will demonstrate knowledge of living things and their environments. CD-SC3

- a Observes, explores and describes a variety of plants and animals. Describes their basic needs and life cycles. CD-SC3.4A
- b Discriminates between living and non-living things. CD-SC3.4B
- c Identifies and describes the functions of many body parts. CD-SC3.4C

---

**Strand PHYSICAL SCIENCE**

**Standard** The child will demonstrate knowledge related to physical science. **CD-SC4**

- a** Explores and describes position and movement of objects and toys. **CD-SC4.4A**
- b** Investigates and describes different types or speeds of motion. **CD-SC4.4B**
- c** Describes materials by their physical properties and states of matter. **CD-SC4.4C**
- d** Uses classroom objects to function as simple machines to enhance child-directed play. **CD-SC4.4D**

---

**Strand INTERACTION WITH ENVIRONMENT**

**Standard** The child will demonstrate an awareness of and the need to protect his/her environment. **CD-SC5**

- a** Understands that people have an impact on the environment and participates in efforts to protect the environment. **CD-SC5.4A**

---

**Cognitive Development and General Knowledge: Creative Development** **CD-CR****Strand CREATIVE MOVEMENT AND DANCE**

**Standard** The child will participate in dance to express creativity. **CD-CR1**

- a** Uses dance to express thoughts, feelings and energy. Uses dance as an outlet for creativity. **CD-CR1.4A**

---

**Strand VISUAL ARTS**

**Standard** The child will create and explore visual art forms to develop artistic expression. **CD-CR2**

- a** Uses materials to create original work for self-expression and to express individual creativity. **CD-CR2.4A**
- b** Observes and discusses visual art forms and compares their similarities and differences. **CD-CR2.4B**
- c** Shows appreciation for different types of art and the creative work of others. **CD-CR2.4C**

---

**Strand MUSIC**

**Standard** The child will use his/her voice, instruments and objects to express creativity. **CD-CR3**

- a** Uses familiar rhymes, songs or chants and musical instruments to express creativity. **CD-CR3.4A**

---

**Strand DRAMA**

**Standard** The child will use dramatic play to express creativity. **CD-CR4**

- a Participates in dramatic play presentations. **CD-CR4.4A**
- b Uses dialogue, actions, objects and imagination to tell a creative story. **CD-CR4.4B**
- c Represents a character by using voice inflections and facial expressions. **CD-CR4.4C**
- d Participates in dramatic play to express thoughts, feelings and creativity. **CD-CR4.4D**

---

**Strand THINKING SKILLS**

**Standard** The child will demonstrate awareness of cause and effect. **CD-CP1**

- a Recognizes cause-and-effect relationships. **CD-CP1.4A**
- b Explains why simple events occur using reasoning skills. **CD-CP1.4B**
- c Draws conclusions based on facts and evidence. **CD-CP1.4C**

**Standard** The child will use prior knowledge to build new knowledge. **CD-CP2**

- a Explains how to use objects in new situations. **CD-CP2.4A**
- b Uses observation and imitation to transfer knowledge to new experiences. **CD-CP2.4B**
- c Uses information gained about familiar objects and people and can apply to a new situation. **CD-CP2.4C**
- d Makes, checks and verifies predictions. **CD-CP2.4D**
- e Explains how an activity is built on or uses past knowledge. **CD-CP2.4E**

---

**Strand PROBLEM SOLVING**

**Standard** The child will demonstrate problem-solving skills. **CD-CP3**

- a Makes statements and appropriately answers questions about how objects/materials can be used to solve problems. **CD-CP3.4A**
- b Uses both familiar and new strategies to solve a problem. **CD-CP3.4B**
- c With adult guidance and questioning, determines and evaluates solutions prior to attempting to solve a problem. **CD-CP3.4C**