



# Standards Alignment

## Arizona Early Learning Guidelines and Standards Alignment with FunShine Express® Curriculum Ages 0 - 36 Months

Arizona Early Learning Guidelines and Standards	FunShine Early Learning and Development Continuum
<b>SED Social and Emotional Development</b>	<b>4: Social Studies, 5: Social-Emotional Development</b>
<b>SED1 Trust and Emotional Security</b>	<b>SE2 Trust and Relationships</b>
SED1.C Responds to unfamiliar adults cautiously.	<b>SE2.1(2)</b> Seeks ways to find comfort in new situations; shows emotional connection and attachment to others; goes to familiar adult; seeks comfort item (blanket, soft toy)
SED1.D Seeks to find comfort in new situations.	<b>SE2.1(0)</b> Responds differently to familiar and unfamiliar adults; engages in behaviors that build relationships with familiar adults; shows emotional connection and attachment to familiar adults <b>SE2.1(1)</b> Seeks familiar adults for cues about how to respond to environment for comfort and support; shows attachment to trusted adults <b>SE2.1(2)</b> Seeks ways to find comfort in new situations; shows emotional connection and attachment to others; goes to familiar adult; seeks comfort item (blanket, soft toy)
SED1.E Shows emotional connection and attachment to others.	<b>SE2.1(0)</b> Responds differently to familiar and unfamiliar adults; engages in behaviors that build relationships with familiar adults; shows emotional connection and attachment to familiar adults <b>SE2.1(1)</b> Seeks familiar adults for cues about how to respond to environment for comfort and support; shows attachment to trusted adults <b>SE2.1(2)</b> Seeks ways to find comfort in new situations; shows emotional connection and attachment to others; goes to familiar adult; seeks comfort item (blanket, soft toy)
SED1.A Engages in behaviors that build relationships with familiar adults.	<b>SE2.1(0)</b> Responds differently to familiar and unfamiliar adults; engages in behaviors that build relationships with familiar adults; shows emotional connection and attachment to familiar adults <b>SE2.1(1)</b> Seeks familiar adults for cues about how to respond to environment for comfort and support; shows attachment to trusted adults <b>SE2.1(2)</b> Seeks ways to find comfort in new situations;

shows emotional connection and attachment to others; goes to familiar adult; seeks comfort item (blanket, soft toy)

SED1.B Shows preference for familiar 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

**SE2.1(1)** Seeks familiar adults for cues about how to respond to environment for comfort and support; shows attachment to trusted 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 item (blanket, soft toy)

## SED2 Self-Awareness

SED2.A Expresses feelings and emotions through facial expressions, sounds or gestures.

## SE1 Self-Awareness and Self-Concept

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

**SE3.2(1)** Expresses a range of emotions related to a problem or conflict, using body language, facial expressions, and possibly words to communicate feelings

**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

SED2.B Develops awareness of self as separate from others.

**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

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

**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

SED2.C Shows confidence in increasing abilities.

**SE1.3(0)** Shows pleasure at things they have done

**SE1.3(1)** Shows others things they have done; attempts to do some things independently but asks for help often

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

## SED3 Self-Regulation

## SE4 Self-Regulation

SED3.A Begins to manage own behavior and show self-regulation.

**SE4.1(0)** Accepts comforting from a familiar adult, eventually discovering ways to self-soothe (stuffed animal, thumb-sucking)  
**SE4.1(1)** Shows increasing regulation in accepting and following daily routines and activities with 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

SED3.B Shows ability to cope with stress.

**SE4.1(0)** Accepts comforting from a familiar adult, eventually discovering ways to self-soothe (stuffed animal, thumb-sucking)  
**SE4.1(1)** Shows increasing regulation in accepting and following daily routines and activities with 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

SED3.C Shows increasing independence.

**SE1.3(0)** Shows pleasure at things they have done  
**SE1.3(1)** Shows others things they have done; attempts to do some things independently but asks for help often  
**SE1.3(2)** Shows confidence in increasing abilities through actions and language; attempts to accomplish activities independently

SED3.D Understands simple routines, rules or limitations.

**SE4.1(0)** Accepts comforting from a familiar adult, eventually discovering ways to self-soothe (stuffed animal, thumb-sucking)  
**SE4.1(1)** Shows increasing regulation in accepting and following daily routines and activities with 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

**SED4 Relationships with Other Children**

SED4.A Shows interest in and awareness of other children.

**SE2 Trust and Relationships**

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

SED4.B Responds to and interacts with other children.

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

SED4.C Begins to recognize and respond to other children's feelings and emotions.

**SE2.2(0)** Responds to and shows awareness of other children  
**SE2.2(1)** Shows interest in other children; responds to 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

SED4.D Begins to show concern for others. Learns social skills and eventually uses words for expressing feelings, needs and wants.

**SE3.1(0)** Responds to other children's feelings and emotions; becomes upset when another child cries  
**SE3.1(1)** Begins to show concern for others (comforts/hugs others)  
**SE3.1(2)** Recognizes other children's feelings and emotions; communicates concern and tries to comfort others verbally and physically

SED4.E Uses imitation or pretend play to learn new roles and relationships.

**SE3.1(0)** Responds to other children's feelings and emotions; becomes upset when another child cries  
**SE3.1(1)** Begins to show concern for others (comforts/hugs others)  
**SE3.1(2)** Recognizes other children's feelings and emotions; communicates concern and tries to comfort others verbally and physically

SED4.E Uses imitation or pretend play to learn new roles and relationships.

**SE2.2(0)** Responds to and shows awareness of other children  
**SE2.2(1)** Shows interest in other children; responds to 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

## ATL1 Persistence

ATL1.A Begins noticing people, events, and things.

ATL1.B Pay attention briefly and try to reproduce interesting and pleasurable effects and events.

ATL1.C Watches what others do, begin to pretend, and use materials in new and different ways.

ATL1.D Developing confidence; trying new things and taking risks.

ATL1.E Develops likes and dislikes; with a growing sense of playfulness, they begin to see things as "funny" and enjoy surprising others.

## AL3 Attention, Engagement, and Persistence

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

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

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

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

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

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

**AL1.1(0)** Uses senses to explore immediate environment

**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

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

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

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

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

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

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

**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

## ATL2 Initiative and Curiosity

## AL1 Curiosity, Initiative, and Risk-Taking

ATL2.A Shows awareness of and interest in the environment.

**AL1.1(0)** Uses senses to explore immediate environment  
**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  
**AL1.1(2)** Asks questions, seeks adult approval, and tries new activities with adult prompting

ATL2.B Engage in and actively explores self, objects, and surroundings.

**AL1.1(0)** Uses senses to explore immediate environment  
**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  
**AL1.1(2)** Asks questions, seeks adult approval, and tries new activities with adult prompting

ATL2.C Demonstrate ability to initiate activities.

**AL1.1(0)** Uses senses to explore immediate environment  
**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  
**AL1.1(2)** Asks questions, seeks adult approval, and tries new activities with adult prompting

ATL2.D Shows eagerness and curiosity as a learner.

**AL1.1(0)** Uses senses to explore immediate environment  
**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  
**AL1.1(2)** Asks questions, seeks adult approval, and tries new activities with adult prompting

**ATL3 Creativity and Inventiveness**

**AL2 Creative Thinking, Problem-Solving, Reasoning**

ATL3.A Notice and show interest in and excitement with familiar objects, people and events.

**AL4.1(0)** Recognizes familiar people, places, and things; after repeated experiences, remembers that unseen objects are still there  
**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  
**AL4.1(2)** Recalls information in new situations; remembers where a toy was put away; knows where things are kept in their environment

ATL3.B Approach and explore new experiences in familiar settings.

**AL1.1(0)** Uses senses to explore immediate environment  
**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

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

ATL3.C Delight in finding new properties and uses for familiar objects and experiences.

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

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

**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

ATL3.D Pretend and use imagination during play.

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

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

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

## ATL4 Reasoning and Problem Solving

## AL2 Creative Thinking, Problem-Solving, Reasoning

ATL4.A Use sounds, gestures and movements to impact the environment and interactions.

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

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

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

ATL4.B Explore object characteristics in many different ways.

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

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

**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

ATL4.C Behave in consistent way to elicit desired response.

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

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

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

attention

ATL4.D Realize that people exist even when out of view.

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

**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

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

ATL4.E Use objects as intended.

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

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

**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

**LDC Language Development and Communication**

**1: Language/Literacy**

**LDC1 Listening and Understanding**

**L1 Receptive Language (Listening)**

LDC1.A Shows interest in listening to sounds.

**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.

**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.

**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

LDC1.B Listens with interest to language of others.

**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.

**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.

**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

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LDC1.C Responds to verbal communication of others.

**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.

**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.

**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

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LDC1.D Responds to nonverbal communication of others.

**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.

**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.

**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

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LDC1.E Begins to understand gestures, words, questions or routines.

**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.

**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.

**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

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## LDC2 Communicating and Speaking

LDC2.A Uses sounds, gestures or actions to express needs and wants.

## L2 Expressive Language (Speaking)

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

**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.

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

LDC2.B Uses consistent sounds, gestures or words to communicate.

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

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

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

LDC2.C Imitates sounds, gestures or words.

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

**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.

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

LDC2.D Uses sounds, signs or words for a variety of purposes.

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

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

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

LDC2.E Shows reciprocity in using language in simple conversations.

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

**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.

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

## LDC3 Emergent Literacy

## L3 Foundational Reading, L4 Writing

LDC3.A Shows interest in songs, rhymes and stories.

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

**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.

**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.

LDC3.B Shows interest in photos, pictures and drawings.

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

**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.

**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.

LDC3.C Develops interest in and involvement with books and other print materials.

**L3.2(0)** Listens and responds to stories that have been read previously.

**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.

**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.

LDC3.D Begins to recognize and understand symbols.

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

<b>CD Cognitive Development</b>	<b>2: Math, 3: Science, 6: Approaches to Learning, 8: Creative Arts</b>
<b>CD1 Exploration and Discovery</b>	<b>AL1 Curiosity, Initiative, and Risk-Taking, AL2 Creative Thinking, Problem-Solving, Reasoning, M2 Geometry and Spatial Sense, SC1 Observation and Inquiry</b>
CD1.A Pays attention to people and objects.	<p><b>AL1.1(0)</b> Uses senses to explore immediate environment</p> <p><b>AL1.1(1)</b> Exhibits interest, curiosity, and eagerness in exploring the world in sight of an adult; becomes increasingly aware of colors, shapes, patterns, or pictures</p> <p><b>AL1.1(2)</b> Asks questions, seeks adult approval, and tries new activities with adult prompting</p>
CD1.B Uses senses to explore people, objects and the environment.	<p><b>AL1.1(0)</b> Uses senses to explore immediate environment</p> <p><b>AL1.1(1)</b> Exhibits interest, curiosity, and eagerness in exploring the world in sight of an adult; becomes increasingly aware of colors, shapes, patterns, or pictures</p> <p><b>AL1.1(2)</b> Asks questions, seeks adult approval, and tries new activities with adult prompting</p>
CD1.C Attends to colors, shapes, patterns or pictures.	<p><b>AL1.1(0)</b> Uses senses to explore immediate environment</p> <p><b>AL1.1(1)</b> Exhibits interest, curiosity, and eagerness in exploring the world in sight of an adult; becomes increasingly aware of colors, shapes, patterns, or pictures</p> <p><b>AL1.1(2)</b> Asks questions, seeks adult approval, and tries new activities with adult prompting</p>
CD1.D Shows interest and curiosity in new people and objects.	<p><b>AL1.1(0)</b> Uses senses to explore immediate environment</p> <p><b>AL1.1(1)</b> Exhibits interest, curiosity, and eagerness in exploring the world in sight of an adult; becomes increasingly aware of colors, shapes, patterns, or pictures</p> <p><b>AL1.1(2)</b> Asks questions, seeks adult approval, and tries new activities with adult prompting</p>
CD1.E Makes things happen and watches for results or repeats action.	<p><b>AL2.1(0)</b> Attends to objects, eventually experimenting with different ways to interact with them; responds to playful interactions with smiles and giggles</p> <p><b>AL2.2(1)</b> Demonstrates a recognition of cause/effect relationships (pushes toy car and watches it roll away)</p> <p><b>AL2.2(2)</b> Asks questions to seek information; explores cause/effect relationships by repeating actions and observing reactions</p>

## CD2 Memory

## AL4 Memory and Reflection

CD2.A Shows ability to acquire and process new information.

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

**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

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

CD2.B Recognizes familiar people, places and things.

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

**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

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

CD2.C Recalls and uses information in new situations.

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

**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

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

CD2.D Searches for missing or hidden objects.

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

**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

**AL4.1(2)** Recalls information in new situations;

remembers where a toy was put away; knows where things are kept in their environment

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## CD3 Problem Solving

## AL2 Creative Thinking, Problem-Solving, Reasoning

CD3.A Experiments with different uses for objects.

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

**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

CD3.B Shows imagination and creativity in 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)

CD3.C Uses a variety of strategies to solve problems.

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

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

CD3.D Applies knowledge to new situations.

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

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## CD4 Imitation and Symbolic Play

## AL1 Curiosity, Initiative, and Risk-Taking, AL2 Creative Thinking, Problem-Solving, Reasoning, CA4 Dramatic Play and Imagination

CD4.A Observes and imitates sounds, gestures or behaviors.

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

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

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

CD4.B Uses objects in new ways or in pretend play.

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

**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

CD4.C Uses imitation or pretend play to express

**CA4.1(0)** Moves to act on environment with intent and

creativity and imagination.

control; vocalizes to get attention

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

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

**PMD Physical and Motor Development**

**7: Physical Development and Health**

**PMD1 Gross Motor Development**

**PD2 Gross Motor Development**

PMD1.A Moves body, arms and legs with coordination.

**PD2.2(0)** Begins to coordinate body movements (reaches, rolls, maintains upright posture when sitting and standing)

**PD2.2(1)** Coordinates body movements (pulls self to stand, claps, pushes/pulls toys)

**PD2.2(2)** Coordinates body movements to interact with surroundings (climbs slide, moves up/down stairs, throws overhand, twists at waist, bends over to pick up items, kicks a ball, begins to use pedals on ride-on toys)

PMD1.B Demonstrates large muscle balance, stability, control and coordination.

**PD2.1(0)** Begins to gain mobility, balance, and control of body (scoots, crawls, sits upright, pulls up to stand)

**PD2.1(1)** Gains mobility and ability to move from place to place, demonstrating flexibility and balance (takes first steps, walks unassisted, stands unassisted, participates in simple balancing and stretching activities)

**PD2.1(2)** Moves body to travel, demonstrating increased flexibility and balance (walks well, begins to run, dances, performs simple stretching activities with adult help)

PMD1.C Develops increasing ability to change positions and move body from place to place.

**PD2.1(0)** Begins to gain mobility, balance, and control of body (scoots, crawls, sits upright, pulls up to stand)

**PD2.1(1)** Gains mobility and ability to move from place to place, demonstrating flexibility and balance (takes first steps, walks unassisted, stands unassisted, participates in simple balancing and stretching activities)

**PD2.1(2)** Moves body to travel, demonstrating increased flexibility and balance (walks well, begins to run, dances, performs simple stretching activities with adult help)

PMD1.D Moves body with purpose to achieve a goal.

**PD2.1(0)** Begins to gain mobility, balance, and control of body (scoots, crawls, sits upright, pulls up to stand)

**PD2.1(1)** Gains mobility and ability to move from place to place, demonstrating flexibility and balance (takes first steps, walks unassisted, stands unassisted, participates in simple balancing and stretching activities)

**PD2.1(2)** Moves body to travel, demonstrating increased

flexibility and balance (walks well, begins to run, dances, performs simple stretching activities with adult help)

## PMD2 Fine Motor Development

PMD2.A Uses hands or feet to make contact with objects or people.

## PD3 Fine Motor Development

**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

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

PMD2.B Develops small muscle control and coordination.

**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

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

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

**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)

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

**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)

PMD2.C Coordinates eye and hand movements.

**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)

**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)

PMD2.D Uses different actions on objects.

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

**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)

**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)

PMD2.E Controls small muscles in hands when doing simple tasks.

**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)

**PMD3 Physical Health and Well-Being**

**PD1 Physical Health, Growth**

PMD3.A Shows characteristics of healthy development.

**PD1.1(0)** Engages with caregivers in play that helps develop arm, leg, and core strength (tummy time, reaching, grasping, pushing)  
**PD1.1(1)** Participates in a variety of indoor and outdoor play activities that develop strength in arms and legs; attempts new games with prompting  
**PD1.1(2)** Participates in a variety of moderate to vigorous play activities for short periods of time; tries new games

PMD3.B Responds when physical needs are met.

**PD4.2(0)** Responds well when physical needs are met (diaper changes, feedings, nose care)  
**PD4.2(1)** Accepts and is more involved with physical care routines (toothbrushing, nose wiping, diapering, handwashing, dressing, etc.)  
**PD4.2(2)** Shows self-care development in physical care routines (assisting with toothbrushing, handwashing, dressing, diapering/toileting, nose wiping, etc.)

PMD3.C Expresses physical needs nonverbally or verbally.

**L2.1(0)** Uses and imitates sounds, gestures, or signs to express needs and wants.  
**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.  
**L2.1(2)** Participates in simple two-way verbal or nonverbal (signs) conversations to express and talk about needs, wants, experiences, and ideas.

PMD3.D Participates in physical care routines.

**PD4.2(0)** Responds well when physical needs are met (diaper changes, feedings, nose care)  
**PD4.2(1)** Accepts and is more involved with physical care routines (toothbrushing, nose wiping, diapering, handwashing, dressing, etc.)  
**PD4.2(2)** Shows self-care development in physical care routines (assisting with toothbrushing, handwashing, dressing, diapering/toileting, nose wiping, etc.)

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PMD3.E Begins to develop self-help skills.

**PD4.2(0)** Responds well when physical needs are met (diaper changes, feedings, nose care)

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

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

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PMD3.F Begins to understand safe and unsafe behaviors.

**PD4.1(0)** Listens and watches adults (facial expressions and voice tone) for cues of a harmful situation

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

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

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Source: Arizona's Infant and Toddler Developmental Guidelines, 1st Edition. Arizona Department of Education.