

The Vine Assessment System™

by LifeCubby

*A Fully Integrated Platform for Observation,
Daily Reporting, Communications and Assessment*

For Early Childhood Professionals and the Families that they Serve

Alignment Document for:
**Connecticut Early Learning and
Development Standards**



References



Connecticut State Department of Education. (2014). *Connecticut early learning and development standards*. Hartford, CT: Author. Retrieved from <http://www.ct.gov/oec/lib/oec/earlycare/elds/ctelds.pdf>

Connecticut Early Learning and Development Standards		Vine Assessments by LifeCubby
Cognition		Vine Indicators
Strand A: Early learning experiences will support children to develop effective approaches to learning.		
Curiosity and Initiative		
0-6 mos.	C.6.1 Use senses to explore immediate environment	CS 13-1 Explores Objects
6-12 mos.	C.12.1 Seek familiar people and/or objects that are not there	ATL 1-2 Develops Memory
12-18 mos.	C.18.1 Use senses to actively investigate and explore the effects of new actions on objects	CS 13-1 Explores Objects
18-24 mos.	C.24.1 Explore objects, activities and environments	CS 13-1 Explores Objects
24-36 mos.	C.36.1 Ask questions and seek answers from a variety of sources	ATL 1-4 Is Curious
3 to 4 yrs.	C.48.1 Explore and investigate a variety of experiences and topics using different materials	CS 15-1 Explores the Natural Environment
4 to 5 yrs.	C.60.1 Investigate ways to make something happen	CS 14-2 Makes Predictions
Engagement with Environment, People and Objects		
0-6 mos.	C.6.2 Orient to source of sound or movement and vocalize in response to sights and sounds in the immediate environment	ATL 1-4 Is Curious
6-12 mos.	C.12.2 Show interest in a wider variety of sights and sounds with greater purpose, often in shared experiences with adults	ATL 1-4 Is Curious
12-18 mos.	C.18.2 Focus attention on interesting sights or sounds, often in shared experiences with adults	ATL 1-1 Is Attentive
18-24 mos.	C.24.2 Engage in interactions and self-selected activities for increasing lengths of time	ATL 1-1 Is Attentive
24-36 mos.	C.36.2 Maintain interest in self-selected activities and may seek to engage others or ask questions	ATL 1-1 Is Attentive
3 to 4 yrs.	C.48.2 Maintain interest in exploring specific topics over time	ATL 1-1 Is Attentive
4 to 5 yrs.	C.60.2 Express interest in learning about a specific topic over time	ATL 1-1 Is Attentive
	C.60.3 Engage in preferred and some non-preferred activities for longer periods of	ATL 1-1 Is Attentive

	time. Remain with some high interest activities 15 minutes or longer	
Eagerness to Learn		
0-6 mos.	C.6.3 Laugh, babble, increase movement, and engage in repetition of a learning activity	ATL 1-5 Shows Initiative
6-12 mos.	C.12.3 Seek out new materials and experiences	ATL 1-5 Shows Initiative
12-18 mos.	C.18.3 Explore new ways to use objects and observe results	ATL 1-5 Shows Initiative
18-24 mos.	C.24.3 Demonstrate a desire to accomplish a new skill. May look to others for approval and congratulations	ATL 1-5 Shows Initiative
24-36 mos.	C.36.3 Demonstrate enthusiasm for new learning (may be within familiar contexts)	ATL 1-5 Shows Initiative
3 to 4 yrs.	C.48.3 Seek out new challenges and novel experiences	ATL 1-5 Shows Initiative
4 to 5 yrs.	C.60.4 Show pride in accomplishment when reaching mastery of a skill and share experiences with others	SED 4-2 Becomes Confident
Cooperation with Peers in Learning Experiences		
3 to 4 yrs.	C.48.4 Engage in and complete learning activities with peers	SED 6-3 Cooperates with Peers
	C.48.5 Help and cooperate in group	SED 6-3 Cooperates with Peers
4 to 5 yrs.	C.60.5 Plan and complete learning activity with a peer	SED 6-3 Cooperates with Peers
	C.60.6 Model or teach peers how to use materials or complete a task	SED 6-3 Cooperates with Peers
Strand B: Early learning experiences will support children to use logic and reasoning.		
Cause and Effect		
0-6 mos.	C.6.4 Show interest in the results of their actions and “accidental” discoveries	CS 14-1 Solves Problems
6-12 mos.	C.12.4 Recognize effect of actions on object – cause and effect (e.g., shake a rattle and it makes a sound)	CS 14-1 Solves Problems
12-18 mos.	C.18.4 Learn by observing or listening to others and repeating their actions or verbalizations	SED 5-2 Learns from Adults
18-24 mos.	C.24.4 Repeat actions over and over and notice results	CS 14-2 Makes Predictions
24-36 mos.	C.36.4 Vary actions to observe different results (e.g., hit lever harder to see if result changes)	CS 14-1 Solves Problems

3 to 4 yrs.	C.48.6 Manipulate materials and communicate about the impact of own actions	CS 14-1 Solves Problems
4 to 5 yrs.	C.60.7 Try multiple uses of same materials and observe differing results	CS 14-1 Solves Problems
Attributes, Sorting and Patterns		
0-6 mos.	C.6.5 Recognize familiar people or objects in the immediate environment (e.g., notice differences between various people and objects)	ATL 1-2 Develops Memory
6-12 mos.	C.12.5 Respond to new or novel objects with interest, recognizing differences	ATL 1-4 Is Curious
12-18 mos.	C.18.5 Match objects that are the same (simple categorizing)	CS 13-2 Classifies or Sorts Objects
18-24 mos.	C.24.5 Sort objects by type (e.g., cars and blocks) and put some objects in order (e.g., lines up three objects from smallest to biggest)	CS 13-2 Classifies or Sorts Objects
24-36 mos.	C.36.5 Identify differences between objects across multiple characteristics (e.g., texture, color, shape, size)	CS 13-2 Classifies or Sorts Objects
3 to 4 yrs.	C.48.7 Identify similarities and differences in objects, people, events, sounds based on one attribute (e.g., same or different colors, loud or soft sound)	CS 13-2 Classifies or Sorts Objects
	C.48.8 Recognize patterns in routines, objects and/or sounds and replicate sequence using objects or language	CM 11-2 Understands Patterns
4 to 5 yrs.	C.60.8 Compare relative attributes of objects, people, events, sounds (e.g., louder, more, less)	CS 13-2 Classifies or Sorts Objects
	C.60.9 Use familiar patterns to solve problems and reason (e.g., if we go to the library every other day and we went yesterday, today we will...)	CM 11-2 Understands Patterns
	C.60.10 Begin to question accuracy of information and sources as evidenced by sharing conflicting information from another source (e.g., when the teacher shares information with class, says, "But my dad says...")	CS 14-4 Draws Conclusions and Sorts Results
Problem Solving		
0-6 mos.	C.6.6 Sometimes will show they can solve problems by reaching for desired toys or blanket	CS 14-1 Solves Problems

6-12 mos.	C.12.6 Use a variety of actions to obtain desired objects	CS 14-1 Solves Problems
	C.12.7 Solve simple manipulative challenges through observation and imitation (e.g., putting something “into a bucket”)	CS 14-1 Solves Problems
12-18 mos.	C.18.6 Purposefully experiment with the effects of new actions upon objects	CS 14-1 Solves Problems
	C.18.7 Utilize shapes and sorting boxes. May use trial and error to fit objects together	CM 12-1 Learns Shapes & Sizes
18-24 mos.	C.24.6 Try a successful strategy in a new situation (e.g., tugging or prying on something that is stuck)	CS 14-1 Solves Problems
	C.24.7 Take things apart and try to put them back together	CS 14-1 Solves Problems
24-36 mos.	C.36.6 Use objects in new and unexpected ways to solve problems through trial and error	CS 14-1 Solves Problems
	C.36.7 Use spatial relationships to solve problems (e.g., fit pieces into puzzle)	CM 12-2 Develops Spatial Awareness
3 to 4 yrs.	C.48.9 Think of and try an alternative strategy when a first attempt at solving a problem is unsuccessful	CS 14-1 Solves Problems
4 to 5 yrs.	C.60.11 Try multiple strategies to solve a problem and draw on multiple resources (e.g., look at what a peer is doing for ideas)	CS 14-1 Solves Problems
Symbolic Representation		
12-18 mos.	C.18.8 Use dolls and stuffed animals as if they were real (e.g., rocks doll, pets stuffed dog)	ATL 1-6 Thinks with Creativity & Flexibility
	C.18.9 Engage in pretend play with realistic objects (e.g., uses a play phone to pretend to make a phone call)	CCA 21-4 Participates in Dramatic Play
18-24 mos.	C.24.8 Play with dolls or stuffed animals and realistic props together (e.g., use a play spoon to feed a doll)	ATL 1-6 Thinks with Creativity & Flexibility
	C.24.9 Act out familiar functions in play (e.g., sweeping floor, pouring milk)	ATL 1-6 Thinks with Creativity & Flexibility
24-36 mos.	C.36.8 Use a similar object to represent another object in play (e.g., pretend a pencil is a spoon)	ATL 1-6 Thinks with Creativity & Flexibility
	C.36.9 Act out relational roles in play (e.g., mom or dad with baby)	CCA 21-4 Participates in Dramatic Play
3 to 4 yrs.	C.48.10 Use or make a prop to represent an object (e.g., build a telephone)	CCA 21-4 Participates in Dramatic Play

	C.48.11 Act out actions or scenarios involving familiar roles (e.g., teacher, doctor, firefighter)	CCA 21-4 Participates in Dramatic Play
	C.48.12 Represent people, places or things through simple drawings, movements and three-dimensional construction	LKS 9-1 Develops Emergent Writing CCA 21-4 Participates in Dramatic Play
4 to 5 yrs.	C.60.12 Use dissimilar objects to represent other objects in play or perform an action with an imaginary object (e.g., use stirring action without anything in hand)	CCA 21-4 Participates in Dramatic Play
	C.60.13 Engage in extended pretend play scenarios and display recognition of the difference between pretend or fantasy situations and reality	CCA 21-4 Participates in Dramatic Play
	C.60.14 Represent people, places or things through drawings, movements and/or three-dimensional constructions that are increasingly abstract (e.g., may draw a map that includes an "X" that marks the location of the treasure)	LKS 9-1 Develops Emergent Writing CCA 21-4 Participates in Dramatic Play
Strand C: Early learning experiences will support children to strengthen executive function.		
Choosing and Planning		
6-12 mos.	C.12.8 Indicate preferences nonverbally	ATL 1-5 Shows Initiative
12-18 mos.	C.18.10 Indicate preferences by pointing and using one or two words	ATL 1-5 Shows Initiative
18-24 mos.	C.24.10 Indicate preferences using simple language	ATL 1-5 Shows Initiative
24-36 mos.	C.36.10 Make choices based on preferences	ATL 1-5 Shows Initiative
3 to 4 yrs.	C.48.13 With adult assistance, choose activities and plan what to do	CS 14-3 Makes Plans
4 to 5 yrs.	C.60.15 Make a plan, follow through and review plan based on what they actually did. Indicate reasons for choice, set goals and follow plan	CS 14-3 Makes Plans
Task Persistence		
0-6 mos.	C.6.7 Repeat actions to obtain similar results	ATL 1-3 Is Persistent
6-12 mos.	C.12.9 Practice an activity many times until successful	ATL 1-3 Is Persistent
12-18 mos.	C.18.11 Complete simple activities	ATL 1-3 Is Persistent
18-24 mos.	C.24.11 Complete simple activities despite frustration	ATL 1-3 Is Persistent <u>2</u>

24-36 mos.	C.36.11 Complete self-selected short-term activities many times to gain mastery	ATL 1-3 Is Persistent
3 to 4 yrs.	C.48.14 Continue working through moderately difficult activities, despite some frustration	ATL 1-3 Is Persistent
4 to 5 yrs.	C.60.16 Complete longer term and more complex tasks with a focus on the goal, despite frustration	ATL 1-3 Is Persistent
Cognitive Flexibility		
12-18 mos.	C.18.12 Use objects in new and unexpected ways	ATL 1-6 Thinks with Creativity & Flexibility
18-24 mos.	C.24.12 Purposefully try multiple ways of using the same objects	ATL 1-6 Thinks with Creativity & Flexibility
24-36 mos.	C.36.12 Realize when something is not working and with adult assistance can try another approach	ATL 1-6 Thinks with Creativity & Flexibility
3 to 4 yrs.	C.48.15 With adult assistance, stop and consider alternatives when encountering a problem	ATL 1-6 Thinks with Creativity & Flexibility
4 to 5 yrs.	C.60.17 Generate or seek out multiple solutions to a problem	ATL 1-6 Thinks with Creativity & Flexibility
Working Memory		
18-24 mos.	C.24.13 Hold in mind a simple task long enough to complete it (e.g., wiping a table, walking across the room to throw something in the garbage)	ATL 1-2 Develops Memory
24-36 mos.	C.36.13 Remember where recently used objects were placed	ATL 1-2 Develops Memory
3 to 4 yrs.	C.48.16 Engage in games that involve remembering (e.g., memory)	ATL 1-2 Develops Memory
4 to 5 yrs.	LR.60.18 Hold in mind the topic of group discussion and contribute personal experience (e.g., when talking about something that is broken says, "My mom used a screwdriver to fix our shelf.")	ATL 1-2 Develops Memory
Regulation of Attention and Impulses		
18-24 mos.	C.24.14 Engage in interactions and self-selected activities for increasing length of time	ATL 1-1 Is Attentive
24-36 mos.	C.36.14 Maintain focus on high-interest activities in the face of routine distractions	ATL 1-1 Is Attentive
	C.36.15 With adult support, resist impulses in structured settings for brief, but increasing periods of time	SED 3-2 Manages Feelings & Demonstrates Self-Control

3 to 4 yrs.	C.48.17 Maintain focus on high-interest activities in the face of minor social or sensory distractions	ATL 1-1 Is Attentive
	C.48.18 With adult reminders can briefly inhibit initial response (e.g., stop imitating inappropriate behaviors of peers, wait turn to respond to question or prompt in group setting)	SED 3-2 Manages Feelings & Demonstrates Self-Control
4 to 5 yrs.	C.60.19 Engage in preferred and some non-preferred activities for longer periods of time. Remain with some high-interest activities 15 minutes or longer	ATL 1-1 Is Attentive
	C.60.20 Typically resists impulses and can wait longer to respond in more structured settings (e.g., at a restaurant, in circle time in preschool)	SED 3-2 Manages Feelings & Demonstrates Self-Control

Social and Emotional Development		
Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.		
Trusting Relationships		
0-6 mos.	SE.6.1 Attend and respond to familiar adults and are able to be soothed when distressed	SED 5-1 Bonds with Adults
6-12 mos.	SE.12.1 Prefer primary caregiver(s) to others and usually accept guidance from trusted adults	SED 5-1 Bonds with Adults
12-18 mos.	SE.18.1 Look to trusted caregivers for cues about how to respond to their environment for comfort and support	SED 5-1 Bonds with Adults
18-24 mos.	SE.24.1 Use familiar adults as secure base through behaviors such as glancing back at caregiver while playing	SED 5-1 Bonds with Adults
24-36 mos.	SE.36.1 Approach caregivers for support and comfort, particularly during stressful or frustrating situations	SED 5-1 Bonds with Adults
3 to 4 yrs.	SE.48.1 Engage in interactions with less familiar adults	SED 5-1 Bonds with Adults
4 to 5 yrs.	SE.60.1 Seek help and approval from a wider array of adults in trusted roles	SED 5-1 Bonds with Adults
Managing Separation		
0-6 mos.	SE.6.2 Show recognition of familiar faces and awareness if someone is a stranger	SED 5-1 Bonds with Adults

6-12 mos.	SE.12.2 Display preference for trusted adults which may include exhibiting fear and protesting at separation	SED 5-1 Bonds with Adults
12-18 mos.	SE.18.2 Display attachment to trusted adults and feelings of security which may include a fear of strangers and new and unfamiliar places	SED 5-1 Bonds with Adults
18-24 mos.	SE.24.2 Manage routine separations from caregivers with little distress and calm quickly after a separation	SED 5-1 Bonds with Adults
24-36 mos.	SE.36.2 Manage most separations without distress and adjust to new settings with support from a trusted adult	SED 5-1 Bonds with Adults
3 to 4 yrs.	SE.48.2 Manage most separations without distress and adjust to new settings in the presence of trusted adult	SED 5-1 Bonds with Adults
4 to 5 yrs.	SE.60.2 Through expanding relationships with adults (e.g., teacher, play group leader, friends' caregivers), exhibit comfort in exploring more new settings, although they may need to periodically check-in with a familiar adult	SED 5-1 Bonds with Adults
Strand B: Early learning experiences will support children to develop self-regulation.		
Regulation of Emotions and Behavior		
0-6 mos.	SE.6.3 In addition to being comforted by familiar adult, can also get comfort from sucking thumb, fist, or pacifier	SED 3-2 Manages Feelings & Demonstrates Self-Control
6-12 mos.	SE.12.3 Have ways to comfort self, which may involve items such as a stuffed animal or a special blanket that help them feel safe and secure	SED 3-2 Manages Feelings & Demonstrates Self-Control
12-18 mos.	SE.18.3 Show increasing regulation through daily routines, activities and familiar adults	SED 3-2 Manages Feelings & Demonstrates Self-Control
18-24 mos.	SE.24.3 With adult assistance, find comfort in rituals and routines. May use special comfort object to self-soothe (especially at nap time)	SED 3-2 Manages Feelings & Demonstrates Self-Control
24-36 mos.	SE.36.3 With adult support, use self-soothing techniques to calm	SED 3-2 Manages Feelings & Demonstrates Self-Control
3 to 4 yrs.	SE.48.3 Use strategies to self-soothe with limited adult support	SED 3-2 Manages Feelings & Demonstrates Self-Control
4 to 5 yrs.	SE.60.3 Use strategies to self-soothe across situations with minimal prompting and share strategies with peers or family	SED 3-2 Manages Feelings & Demonstrates Self-Control

	SE 60.4 Demonstrate increased ability to consider the social standards of the environment when responding to their emotional state	SED 3-2 Manages Feelings & Demonstrates Self-Control
Regulation of Impulses and Behavior		
0-6 mos.	SE.6.4 Respond to having needs met (e.g., is comforted by being picked up or fed)	SED 3-2 Manages Feelings & Demonstrates Self-Control
6-12 mos.	SE.12.4 Respond to adult interactions, including tone of voice, expression and gestures (e.g., shaking head and frowning)	SED 3-2 Manages Feelings & Demonstrates Self-Control
	SE.12.5 Show anticipation and respond to familiar routines in their lives	ATL 2-1 Understands Routines
12-18 mos.	SE.18.4 Respond to adult guidance to accept an alternative to initial desire or impulse (e.g., a truck from the shelf vs. one another child has, food choices)	SED 3-2 Manages Feelings & Demonstrates Self-Control
	SE.18.5 Within the context of a responsive adult relationship, will begin to tolerate a brief wait for needs to be met	SED 3-2 Manages Feelings & Demonstrates Self-Control
	SE.18.6 Show anticipation of next step in daily routine (e.g., reaches or signs for bib when placed in high chair)	ATL 2-1 Understands Routines
18-24 mos.	SE. 24.4 Accept some redirection from adults	ATL 2-2 Shows Responsibility
	SE.24.5 Is aware of typical routine and shows some understanding of rules, but may need adult support	ATL 2-1 Understands Routines
24-36 mos.	SE.36.4 Begin to control behavior by responding to choice and limits provided by an adult	ATL 2-2 Shows Responsibility
	SE.36.5 Make transitions and follow basic routines and rules with adult supervision	ATL 2-1 Understands Routines
3 to 4 yrs.	SE.48.4 With adult guidance and support, wait for short period of time to get something wanted (e.g., waiting for turn with a toy or waiting for next step in daily routine)	SED 3-2 Manages Feelings & Demonstrates Self-Control
	SE.48.5 Make transitions and follow basic schedule, routines and rules with occasional reminders	ATL 2-1 Understands Routines
4 to 5 yrs.	SE.60.5 Tolerate small levels of frustration and disappointment, displaying appropriate behavior with adult prompting and support	SED 3-2 Manages Feelings & Demonstrates Self-Control
	SE.60.6 Initiate previously taught strategies to help delay gratification (e.g., sets up turn-taking with a peer, finds a book to read while waiting for a special activity)	SED 3-2 Manages Feelings & Demonstrates Self-Control

	SE.60.7 Recall and follow daily routines with little support, including adapting to changes in rules and routines	ATL 2-1 Understands Routines
Strand C: Early learning experiences will support children to develop, express, recognize and respond to emotions.		
Emotional Expression		
0-6 mos.	SE.6.5 Display varied responses (e.g., will smile or kick when a caregiver interacts with them. May stiffen when something displeases them, or may turn away from something they dislike)	SED 3-1 Expresses Emotion
6-12 mos.	SE.12.6 Express basic emotions (e.g., sadness, frustration, anger) through facial expressions, movements, crying, smiling, laughing	SED 3-1 Expresses Emotion
12-18 mos.	SE.18.7 Express emotions through physical means such as hugging, throwing. May be cooperative or uncooperative and look to adult for reaction	SED 3-1 Expresses Emotion
18-24 mos.	SE.24.6 Express more complex emotions (e.g., excitement, embarrassment, pride, sadness) and begin to communicate feelings (although this remains an emerging skill which is only partially effective)	SED 3-1 Expresses Emotion
24-36 mos.	SE.36.6 Begin to communicate about feelings, including the cause and reaction to these feelings (e.g., "I miss my mommy. I sad," "He mad you took his toy." "I sad so Papa hug me.")	SED 3-1 Expresses Emotion
3 to 4 yrs.	SE.48.6 Express emotions experienced in typical daily routines (e.g., frustration at waiting, excitement about a favored activity, pride) through language and gesturing rather than physical ways	SED 3-1 Expresses Emotion
4 to 5 yrs.	SE.60.8 Describe emotions and feelings to trusted adults and peers	SED 3-1 Expresses Emotion
Recognition and Response to Emotions in Others		
0-6 mos.	SE.6.6 React to different emotions of familiar adults (e.g., smile and coo at smiling faces, turn away from sad faces)	SED 6-1 Builds Empathy
6-12 mos.	SE.12.7 Notice and react to feelings of others. (e.g., may frown when another baby is crying or be upset if hears yelling)	SED 6-1 Builds Empathy
12-18 mos.	SE.18.8 Recognize basic feelings in self and others	SED 6-1 Builds Empathy

	SE.18.9 Begin to respond to others' feelings and show interest in them. Show awareness of when an adult is pleased or upset with behavior	SED 6-1 Builds Empathy
18-24 mos.	SE.24.7 Recognize and respond to basic feelings in others (e.g., gives item to peer who is upset)	SED 6-1 Builds Empathy
24-36 mos.	SE.36.7 Label a variety of emotions in pictures and others' expressions	SED 6-1 Builds Empathy
	SE 36.8 Show awareness of appropriate responses to the emotional state of others (e.g., may occasionally comfort someone who is upset or may nurture a doll during dramatic play)	SED 6-1 Builds Empathy
3 to 4 yrs.	SE.48.7 Recognize, label and respond to a wide variety of emotions in others	SED 6-1 Builds Empathy
	SE.48.8 Make connections between emotional reaction of others and own emotional experiences	SED 6-1 Builds Empathy
4 to 5 yrs.	SE.60.9 Recognize and show acknowledgement of the feelings, needs and rights of others through behavior (e.g., say "thank you," share with others, notice issues of fairness)	SED 6-1 Builds Empathy
	SE.60.10 Begin to understand that different people may have different emotional reactions	SED 6-1 Builds Empathy
Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence.		
Sense of Self		
0-6 mos.	SE.6.7 React when hearing their own name through movement or expressions	SED 4-1 Develops Awareness of Self
	SE.6.8 Begin to realize their hands and feet belong to them and explore them as well as face, eyes and mouth	SED 4-1 Develops Awareness of Self
6-12 mos.	SE.12.8 Consistently respond to their name	SED 4-1 Develops Awareness of Self
	SE.12.9 Show awareness of body parts of self and others	SED 4-1 Develops Awareness of Self
12-18 mos.	SE.18.10 Demonstrates self-awareness through [sic] response to name and use of "me" and "mine"	SED 4-1 Develops Awareness of Self
	SE.18.11 Recognize self in mirror	SED 4-1 Develops Awareness of Self
18-24 mos.	SE.24.8 Identify own family members by relationship and/or name	SED 4-1 Develops Awareness of Self

24-36 mos.	SE.36.9 Identify self, family members, teacher and some peers by name	SED 4-1 Develops Awareness of Self
3 to 4 yrs.	SE.48.9 Refer to themselves by first and last name and identify some characteristics (e.g., gender, hair color, etc.) and skills	SED 4-1 Develops Awareness of Self
4 to 5 yrs.	SE.60.11 Identify themselves as an individual and a part of a group by sharing individual characteristics and roles within the group (e.g., name family members and roles, name team members or classmates)	SED 4-1 Develops Awareness of Self
Personal Preferences		
0-6 mos.	SE 6.9 Express preferences for familiar people and some objects. (e.g., stop crying more quickly with a familiar person; move their legs, arms and smile at a familiar person)	SED 5-1 Bonds with Adults
6-12 mos.	SE.12.10 Develop preferences for food, objects, textures. May reject non-preferred items (e.g., pushing them away)	ATL 1-5 Shows Initiative
12-18 mos.	SE.18.12 Begin to communicate own likes and dislikes	ATL 1-5 Shows Initiative
18-24 mos.	SE.24.9 Use words and/or gestures to express interests (e.g., points and says, "Look, airplane.")	ATL 1-5 Shows Initiative
24-36 mos.	SE.36.10 May want to keep what belongs to them close by and often will not want to share	SED 4-2 Becomes Confident
3 to 4 yrs.	SE.48.10 Recognize and describe themselves in terms of basic preferences	SED 4-1 Develops Awareness of Self
4 to 5 yrs.	SE.60.12 Describe self by referring to preferences, thoughts and feelings	SED 4-1 Develops Awareness of Self
Self-Concept and Competency		
6-12 mos.	SE.12.11 Demonstrate anticipation of results from own actions (e.g., drops toy so adult will pick it up, repeats action that makes loud noise)	CS 13-1 Explores Objects
	SE.12.12 Respond to own actions with pleasure (e.g., coos, laughs)	CS 14-1 Solves Problems
12-18 mos.	SE.18.13 Show confidence when supported to complete familiar tasks and will attempt new tasks with adult support	SED 4-2 Becomes Confident
	SE.18.14 React positively (e.g., smiles, claps) to accomplishments	SED 4-2 Becomes Confident
18-24 mos.	SE.24.10 Complete simple familiar tasks with confidence (e.g., puts on article of	SED 4-2 Becomes Confident

	clothing). Engage in new experiences with support from a familiar adult	
24-36 mos.	SE.36.11 Regularly engage in familiar tasks. Begin to show independence by frequently attempting to do things on their own even when tasks are difficult for them	SED 4-2 Becomes Confident
	SE. 36.12 Express feeling of pleasure over accomplishment and share this with others (e.g., "Look what I made.")	SED 4-2 Becomes Confident
3 to 4 yrs.	SE.48.11 Demonstrate confidence in a range of activities, routines and tasks and take initiative in attempting unfamiliar tasks	SED 4-2 Becomes Confident
4 to 5 yrs.	SE.60.13 Demonstrate increased confidence and a willingness to take risks when attempting new tasks and making decisions regarding activities and materials	SED 4-2 Becomes Confident
	SE.60.14 Show pride in accomplishments and abilities	SED 4-2 Becomes Confident
Strand E: Early learning experiences will support children to develop social relationships.		
Adult Relationships		
0-6 mos.	SE.6.10 Respond differently to different people. Respond to familiar people by smiling, cooing and moving their body	SED 5-1 Bonds with Adults
	SE.6.11 Show interest in interacting with others. May gain an adult's attention and wait for a response	SED 5-1 Bonds with Adults
6-12 mos.	SE.12.13 Engage in social interactions not connected to getting physical needs met (e.g., peek-a-boo, performing, copying others and babbling)	SED 5-1 Bonds with Adults
	SE.12.14 Notice the activity of adults and other children and attend closely	SED 5-1 Bonds with Adults
12-18 mos.	SE.18.15 Show affection or shared attention (e.g., pointing out something of interest) to an increasing number of familiar people	SED 5-1 Bonds with Adults
18-24 mos.	SE.24.11 Enjoy games and other social exchanges with familiar adults. May seek out repeated patterns of interaction	SED 5-1 Bonds with Adults
24-36 mos.	SE.36.13 Enjoy sharing new experiences with familiar adults	SED 5-1 Bonds with Adults
3 to 4 yrs.	SE.48.12 Communicate with familiar adults and accept or request guidance	SED 5-1 Bonds with Adults
4 to 5 yrs.	SE.60.15 Typically use socially appropriate behavior with adults, such as helping, responding to limits, etc.	SED 5-1 Bonds with Adults ATL 2-2 Shows Responsibility

Play/Friendship		
0-6 mos.	SE.6.12 Notice other children and may touch, smile or coo to them	SED 6-2 Bonds with Peers
6-12 mos.	SE.12.15 Watch actions of other children but does not join the play. May stay in proximity, make eye contact and babble	SED 6-2 Bonds with Peers
12-18 mos.	SE.18.16 Show interest in children who are playing nearby and may interact with them briefly	SED 6-2 Bonds with Peer
18-24 mos.	SE.24.12 Show interest in what other children are doing and play alongside them with similar materials	SED 6-2 Bonds with Peers
24-36 mos.	SE.36.14 Seek out other children and will interact with other children using common materials	SED 6-2 Bonds with Peers
	SE.36.15 Show preference for certain peers over time although these preferences may shift	SED 6-2 Bonds with Peers
3 to 4 yrs.	SE.48.13 Interact with one or more children (including small groups) beginning to work together to build or complete a project	SED 6-2 Bonds with Peers
	SE.48.14 Interact with a variety of children in the program	SED 6-2 Bonds with Peers
4 to 5 yrs.	SE.60.16 Cooperate with peers through sharing and taking turns	SED 6-2 Bonds with Peers
	SE.60.17 Show increasing investment in the responses and friendship of peers and modify behavior to enhance peer relationships	SED 6-2 Bonds with Peers
	SE.60.18 Seek help from peers and offer assistance when it is appropriate	SED 6-2 Bonds with Peers
Conflict Resolution		
3 to 4 yrs.	SE.48.15 Seek and accept adult help to solve conflicts with peers	SED 6-3 Cooperates with Peers
4 to 5 yrs.	SE.60.19 Engage in developing solutions and work to resolve conflict with peers	SED 6-3 Cooperates with Peers

Physical Development and Health		
Strand A: Early learning experiences will support children to develop gross motor skills.		
Mobility		
0-6 mos.	PH.6.1 Show head control when in any position and during transitional movement	PMP 17-1 Develops Perception & Balance
	PH.6.2 Roll over, usually from both directions	PMP 17-1 Develops Perception & Balance

	PH.6.3 Reach, grasp and bat for objects overhead and eventually reach and play with feet when on back	PMP 17-1 Develops Perception & Balance
	PH.6.4 Push up and support weight on forearms when on stomach	PMP 17-1 Develops Perception & Balance
	PH.6.5 Sit with support	PMP 17-1 Develops Perception & Balance
6-12 mos.	PH.12.1 Get into sitting position on own and play while in this position	PMP 17-1 Develops Perception & Balance
	PH.12.2 Move when on the floor by rolling, creeping, crawling with purpose	PMP 17-2 Develops Lower Body Strength
	PH.12.3 Pull to stand, cruise along furniture and stand alone. May take a few steps independently or with help	PMP 17-2 Develops Lower Body Strength
12-18 mos.	PH.18.1 Use walking as main means of mobility and pull toy when walking	PMP 17-1 Develops Perception & Balance
	PH.18.2 Stand from a squat position using arms to push off floor	PMP 17-2 Develops Lower Body Strength
	PH.18.3 Creep up and down stairs	PMP 17-5 Develops Large Motor Coordination Skills
18-24 mos.	PH.24.1 Walk with legs closer together and able to change directions smoothly and carry objects	PMP 17-2 Develops Lower Body Strength
	PH.24.2 Begin to run	PMP 17-2 Develops Lower Body Strength
	PH.24.3 Walk up and down steps holding onto rail, often leading with the same foot and negotiating one step at a time	PMP 17-5 Develops Large Motor Coordination Skills
24-36 mos.	PH.36.1 Walk and run on various surfaces and level changes with balance and control of speed	PMP 17-2 Develops Lower Body Strength
	PH.36.2 Walk up and down stairs alternating feet on steps with railing held	PMP 17-5 Develops Large Motor Coordination Skills
3 to 4 yrs.	PH.48.1 Walk up and down stairs alternating feet while carrying an object	PMP 17-5 Develops Large Motor Coordination Skills
4 to 5 yrs.	PH.60.1 Alternate direction while running and stop easily without losing balance	PMP 17-5 Develops Large Motor Coordination Skills
Large Muscle Movement and Coordination		
12-18 mos.	PH.18.4 Throw ball in forward direction	PMP 17-4 Develops Gross Hand-Eye Coordination
18-24 mos.	PH.24.4 Use more complicated series of movements such as climbing onto and down from furniture without help, propelling self on ride-on toys	PMP 17-5 Develops Large Motor Coordination Skills
	PH.24.5 Catch a large ball tossed from a short distance against their body using both arms	PMP 17-4 Develops Gross Hand-Eye Coordination
24-36 mos.	PH.36.3 Catch and throw a playground ball with an adult short distance away	PMP 17-4 Develops Gross Hand-Eye Coordination

	PH.36.4 Jump with two feet	PMP 17-5 Develops Large Motor Coordination Skills
	PH.36.5 Kick a ball in forward direction	PMP 17-5 Develops Large Motor Coordination Skills
3 to 4 yrs.	PH.48.2 Combine several gross motor skills in an organized way, such as moving through an obstacle course or participating in a creative movement activity following directives	PMP 17-5 Develops Large Motor Coordination Skills
	PH.48.3 Hop on one foot	PMP 17-2 Develops Lower Body Strength
	PH.48.4 Kick ball at target a short distance away with accuracy and speed	PMP 17-5 Develops Large Motor Coordination Skills
	PH.48.5 Throw small ball overhand at target a short distance away with accuracy	PMP 17-4 Develops Gross Hand-Eye Coordination
4 to 5 yrs.	PH.60.2 Coordinate more complex movements with increasing control, balance, and accuracy (e.g., climbing on playground equipment, pumping a swing, bending, twisting, playing hopscotch, riding tricycle)	PMP 17-1 Develops Perception & Balance
		PMP 17-5 Develops Large Motor Coordination Skills
Strand B: Early learning experiences will support children to develop fine motor skills.		
Visual Motor Integration		
0-6 mos.	PH.6.6 Locate an object using vision or sound, reach and grasp the object	PMP 17-1 Develops Perception & Balance
	PH.6.7 Follow an object with eyes across body, crossing the middle	PMP 17-1 Develops Perception & Balance
6-12 mos.	PH.12.4 Reach into containers or reach to activate a simple cause and effect toy	PMP 17-4 Develops Gross Hand-Eye Coordination
	PH.12.5 Combine and separate toys (e.g., replace and remove large rings from post in any order)	PMP 17-4 Develops Gross Hand-Eye Coordination
12-18 mos.	PH.18.5 Engage in play that requires using vision and hands such as building a tower or structure, with several blocks balanced on top of each other or placing a large peg in a pegboard base	PMP 17-4 Develops Gross Hand-Eye Coordination
18-24 mos.	PH.24.6 Orient pieces to match opening and complete a simple inset form board/puzzle or shape sorter	CM 12-2 Develops Spatial Awareness
24-36 mos.	PH.36.6 Use common tools that require eye-hand coordination with precision and for their intended purpose (e.g., hammer peg, twist handle to open latch, put body parts on Mr. Potato)	PMP 18-2 Develops Fine Hand-Eye Coordination
3 to 4 yrs.	PH.48.6 Use smaller objects with precision (e.g., put small pegs in light board, use large needle to sew, use scissors to cut on curved line, etc.)	PMP 18-2 Develops Fine Hand-Eye Coordination

4 to 5 yrs.	PH.60.3 Use coordinated movements to manipulate materials, including cutting and drawing with control and using appropriate hand position to manipulate objects (e.g., thumb up position while using scissors)	PMP 18-2 Develops Fine Hand-Eye Coordination
Small Muscle Movement and Coordination		
0-6 mos.	PH.6.8 Use voluntary and purposeful movements to bring hands to mouth	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
	PH.6.9 Bring hands together while lying on back	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
6-12 mos.	PH.12.6 Move objects from one hand to another and combine items at center of body (e.g., banging two blocks together)	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
	PH.12.7 Use index finger to poke and point and grasp small objects between thumb and fingertips	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
12-18 mos.	PH.18.6 Use both hands at the same time for different purposes (e.g., may stabilize tower with one hand and add an additional block with other hand)	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
18-24 mos.	PH.24.7 Use a writing tool to scribble purposefully and imitate vertical and horizontal stroke. May use a fistful grasp	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
24-36 mos.	PH.36.7 Use writing tools or paint objects with some control and purpose	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
3 to 4 yrs.	PH.48.7 Use writing/drawing tools with increased precision to draw simple shapes, pictures and/or letter. May have immature pencil grasp with 3-5 fingers on pencil shaft	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
4 to 5 yrs.	PH.60.4 Have sufficient control of writing implements to copy simple forms or geometric shapes and write some letters (e.g., may write own name since these are most familiar)	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
	PH.60.5 Use a mature pencil grasp with 3 fingers on writing implement	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Strand C: Early learning experiences will support children to acquire adaptive skills.		
Feeding Routines/Nutrition		
0-6 mos.	PH.6.10 Participate in feeding routines with consistent caregivers by holding onto bottle, and/or leaning forward in anticipation of food offered via bottle, breast or spoon	PMP 20-1 Learns about Nutrition

6-12 mos.	PH.12.8 Participate in feeding routines by holding cups or bottles, using fingers for self-feeding and/or using eating utensils	PMP 20-1 Learns about Nutrition
12-18 mos.	PH.18.7 Demonstrate increased proficiency using eating utensils and cups. May begin to serve self some food, but spills are common	PMP 19-1 Develops Meal Time Independence
18-24 mos.	PH.24.8 Begin to serve self food (dishing out helpings and pouring liquids) with adult assistance	PMP 19-1 Develops Meal Time Independence
24-36 mos.	PH.36.8 Feed self with minimal spilling	PMP 19-1 Develops Meal Time Independence
3 to 4 yrs.	PH.48.8 Pour liquid from a small pitcher	PMP 19-1 Develops Meal Time Independence
4 to 5 yrs.	PH.60.6 Use butter knife to spread and cut. Open most containers to remove food	PMP 19-1 Develops Meal Time Independence
Safety and Responsibility		
12-18 mos.	PH.18.8 Typically respond to adult requests to stop unsafe behavior	PMP 20-2 Learns Safety Rules
18-24 mos.	PH. 24.9 Show awareness of items that are unsafe and point them out to familiar adults (e.g., point out open gate above stairs, show them a knife that is left on counter)	PMP 20-2 Learns Safety Rules
24-36 mos.	PH.36.9 Tell several basic safety rules at home and in familiar settings (e.g., school, library and playground). Bring other children's rule-breaking to the attention of adults	PMP 20-2 Learns Safety Rules
3 to 4 yrs.	PH.48.9 Understand basic safety rules at home and in familiar settings (e.g., school, library and playground). Generally follow rules and bring other children's rule-breaking to the attention of adults	PMP 20-2 Learns Safety Rules
4 to 5 yrs.	PH.60.7 Understand the reason for most basic safety rules at home, in familiar settings and in the community	PMP 20-2 Learns Safety Rules
Dressing and Hygiene		
6-12 mos.	PH.12.9 Participate in dressing, undressing and bathing by holding arms out, taking off socks, etc.	PMP 19-2 Develops Self-Care Skills
12-18 mos.	PH.18.9 Show interest in doing things for self including dressing. Put arm in sleeve, step out of pants, attempt to put on socks or shoes	PMP 19-2 Develops Self-Care Skills
18-24 mos.	PH.24.10 Engage in dressing and hygiene routines with increasing intention: pull pants up and down, take off jacket, dry own hands	PMP 19-2 Develops Self-Care Skills

24-36 mos.	PH.36.10 Attempt to complete basic self-care routines (e.g., dressing, undressing, toileting and washing) although may still need caregiver assistance	PMP 19-2 Develops Self-Care Skills
3 to 4 yrs.	PH.48.10 Manage most aspects of dressing, toileting, hand washing and tooth brushing independently with minimal caregiver reminders to guide and support	PMP 19-2 Develops Self-Care Skills
4 to 5 yrs.	PH.60.8 Typically manage own dressing, toileting and basic hygiene	PMP 19-2 Develops Self-Care Skills
Strand D: Early learning experiences will support children to maintain physical health status and well-being.		
Physical Health Status		
0-6 mos.	Children's physical health status impacts learning and development in all areas.	<i>See PMP 17-1 through PMP 20-2</i>
6-12 mos.	Children who possess good overall health (including oral, visual and auditory) with any appropriate supports (such as glasses, hearing aids, or alternative communication systems) have a solid foundation to help them grow and learn. Maintaining good overall health status involves regular screenings, a lack of illness or preventable diseases, age appropriate amounts of sleep and rest and healthy growth patterns (e.g., height and weight).	<i>See PMP 17-1 through PMP 20-2</i>
12-18 mos.		<i>See PMP 17-1 through PMP 20-2</i>
18-24 mos.		<i>See PMP 17-1 through PMP 20-2</i>
24-36 mos.		<i>See PMP 17-1 through PMP 20-2</i>
3 to 4 yrs.		<i>See PMP 17-1 through PMP 20-2</i>
4 to 5 yrs.		<i>See PMP 17-1 through PMP 20-2</i>
Physical Activity		
0-6 mos.	PH.6.11 Interact with caregivers in daily physical activities that involve varying positions and promote development of movement skills	PMP 17-2 Develops Lower Body Strength
6-12 mos.	PH.12.10 Interact with caregivers in daily physical activities that involve exploration and movement	PMP 17-2 Develops Lower Body Strength
12-18 mos.	PH.18.10 Interact with caregivers in a variety of physical activity experiences	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
18-24 mos.	PH.24.11 Engage in physical activity in both indoor and outdoor environments that require use of large muscles	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
24-36 mos.	PH.36.11 Demonstrate increasing strength and endurance sufficient to actively engage in a total of 60 minutes of physical activity spread over the course of a day	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times

3 to 4 yrs.	PH.48.11 Demonstrate increasing strength and endurance sufficient to actively engage in 60 minutes of moderate to vigorous physical activity spread over the course of a day	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
4 to 5 yrs.	PH.60.9 Demonstrate increasing strength and endurance sufficient to actively engage in 60 minutes of moderate to vigorous physical activity spread over the course of a day	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
Healthy Behaviors		
0-6 mos.	Children participate in self-care routines, hygiene and nutrition with assistance and prompting from caregivers. These skills are addressed in the following strands: • Dressing and Hygiene • Feeding Routines/Nutrition	PMP 19-2 Develops Self-Care Skills
6-12 mos.	Children participate in self-care routines, hygiene and nutrition with assistance and prompting from caregivers. These skills are addressed in the following strands: • Dressing and Hygiene • Feeding Routines/Nutrition	PMP 19-2 Develops Self-Care Skills
12-18 mos.	Children participate in self-care routines, hygiene and nutrition with assistance and prompting from caregivers. These skills are addressed in the following strands: • Dressing and Hygiene • Feeding Routines/Nutrition	PMP 19-2 Develops Self-Care Skills
18-24 mos.	Children participate in self-care routines, hygiene and nutrition with assistance and prompting from caregivers. These skills are addressed in the following strands: • Dressing and Hygiene • Feeding Routines/Nutrition	PMP 19-2 Develops Self-Care Skills
24-36 mos.	PH.36.12 Discuss healthy practices including hygiene, nutrition and sleep	PMP 19-2 Develops Self-Care Skills PMP 20-1 Learns about Nutrition
3 to 4 yrs.	PH.48.12 Name examples of healthy practice including hygiene, nutrition and sleep	PMP 19-2 Develops Self-Care Skills PMP 20-1 Learns about Nutrition
4 to 5 yrs.	PH.60.10 Identify healthy practices including hygiene, nutrition and sleep	PMP 19-2 Develops Self-Care Skills PMP 20-1 Learns about Nutrition

Early Language, Communication, and Literacy		
Strand A: Early learning experiences will support children to understand language (receptive language).		
Word Comprehension		
0-6 mos.	L.6.1 Respond to facial expressions or voices by changing own facial expression, crying or altering movements	LC 7-1 Develops Receptive Communication
6-12 mos.	L.12.1 Understand that words, gestures and/or signs represent objects, people or experiences	LC 7-1 Develops Receptive Communication
12-18 mos.	L.18.1 Understand that words, gestures or signs stand for people, objects, or experiences that are not present	LC 7-1 Develops Receptive Communication
18-24 mos.	L.24.1 Demonstrate in a variety of ways understanding of most of what is communicated through gestures, signs or oral language	LC 7-1 Develops Receptive Communication
	L.24.2 Point to familiar objects, people and body parts	LC 7-4 Expands Vocabulary
24-36 mos.	L.36.1 Demonstrate an understanding of an increased vocabulary, influenced by experiences and relationships	LC 7-4 Expands Vocabulary
3 to 4 yrs.	L.48.1 Understand words or signs for objects, actions and visible attributes found frequently in both real and symbolic contexts	LC 7-4 Expands Vocabulary
4 to 5 yrs.	L.60.1 Understand an increasing variety and specificity of words for objects, actions and attributes encountered in both real and symbolic contexts	LC 7-4 Expands Vocabulary
	L.60.2 Determine the meanings of unknown words/concepts using the context of conversations, pictures or concrete objects	LC 7-4 Expands Vocabulary
Language Comprehension		
0-6 mos.	L.6.2 Orient to the direction of sound or visual cues	LC 7-1 Develops Receptive Communication
	L.6.3 React when hearing own name or to positive facial expression	LC 7-1 Develops Receptive Communication
6-12 mos.	L.12.2 Can carry out simple requests (e.g., "wave bye-bye")	LC 7-1 Develops Receptive Communication
12-18 mos.	L.18.2 Remember language heard repeatedly in stories, poems and interactive language experiences	LC 7-1 Develops Receptive Communication
		ATL 1-2 Develops Memory
18-24 mos.	L.24.3 Respond to questions and follow simple directions	LC 7-1 Develops Receptive Communication

24-36 mos.	L.36.2 Follow two-step directions	LC 7-1 Develops Receptive Communication
3 to 4 yrs.	L.48.2 Understand increasingly complex sentences that include 2 – 3 concepts (e.g., “Put the blue paper under the box.”)	LC 7-1 Develops Receptive Communication
4 to 5 yrs.	L.60.3 Understand increasingly complex sentences that include 3-4 concepts (e.g., “Plants are living things that will not survive without soil, sunlight and water.”)	LC 7-1 Develops Receptive Communication
Strand B: Early learning experiences will support children to use language (expressive language).		
Vocabulary		
0-6 mos.	L.6.4 Use a variety of facial expressions and sounds (e.g., cooing, babbling and varied cries) to communicate	LC 7-2 Develops Expressive Communication
6-12 mos.	L.12.3 Begin to use word approximations (e.g., “ma-ma” or “da-da”) or conventional gestures (e.g., waving, signing “more”)	LC 7-2 Develops Expressive Communication
12-18 mos.	L.18.3 Begin to use words or conventional gestures to communicate	LC 7-2 Develops Expressive Communication
	L.18.4 Has a 20+ word vocabulary	LC 7-4 Expands Vocabulary
18-24 mos.	L.24.4 Name familiar objects and actions; use commands (e.g., “no”), possessives (e.g., “mine”) or reactions (e.g., “ow”)	LC 7-4 Expands Vocabulary
	L.24.5 Use new words frequently to talk about familiar things or activities	LC 7-2 Develops Expressive Communication
24-36 mos.	L.36.3 Use nouns and verbs to label experiences, actions or events	LC 7-5 Expands Grammar and Pronunciation
	L.36.4 Use some personal pronouns when referring to others (e.g., you, he, she)	LC 7-5 Expands Grammar and Pronunciation
	L.36.5 May occasionally use more sophisticated words than they typically use in conversational speech but that have been learned through books and personal experiences (e.g., large, fast, angry, car, run)	LC 7-4 Expands Vocabulary
3 to 4 yrs.	L.48.3 Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts	LC 7-2 Develops Expressive Communication
	L.48.4 Use simple pronouns (e.g., I, me, you, mine, he, she)	LC 7-5 Expands Grammar and Pronunciation
	L.48.5 Begin to use some words that are not a part of everyday conversational speech but that are learned through books and	LC 7-4 Expands Vocabulary

	personal experiences (e.g., gigantic, rapidly, frustrated, transportation, race or jog)	
4 to 5 yrs.	L.60.4 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts	LC 7-2 Develops Expressive Communication
	L.60.5 Use more complex words learned through books and personal experiences (e.g., label favorite shirt as chartreuse, or know that a paleontologist studies dinosaurs)	LC 7-4 Expands Vocabulary
Expression of Ideas, Feelings and Needs		
0-6 mos.	L.6.5 "Talk" to self and others using various vocalizations	LC 7-2 Develops Expressive Communication
6-12 mos.	L.12.4 Communicate wants and needs through a combination of crying, babbling and occasional word approximations, and/or gestures	LC 7-2 Develops Expressive Communication
12-18 mos.	L.18.5 Respond to questions with sounds, sometimes including words and oftentimes gestures	LC 7-2 Develops Expressive Communication
18-24 mos.	L.24.6 Use words to request objects, have needs met or gain attention	LC 7-2 Develops Expressive Communication
24-36 mos.	L.36.6 Use inflection in phrases or sentences to ask a question	LC 7-5 Expands Grammar and Pronunciation
	L.36.7 Comment on a variety of experiences, interactions or observations	LC 7-2 Develops Expressive Communication
3 to 4 yrs.	L.48.6 Communicate about current or removed events and/or objects	LC 7-2 Develops Expressive Communication
	L.48.7 Use increasingly longer, complex sentences that combine phrases or concepts to communicate ideas	LC 7-2 Develops Expressive Communication
4 to 5 yrs.	L.60.6 Use more complex words to describe the relationships between objects and ideas (e.g., position words such as "under" or "beside" and comparative words such as "bigger" or "longer")	LC 7-2 Develops Expressive Communication
Language Structure		
12-18 mos.	L.18.6 Increasingly use gestures and sounds in coordination to communicate	LC 7-2 Develops Expressive Communication
18-24 mos.	L.24.7 Combine words and speak in short, two-word phrases such as "Me up!"	LC 7-2 Develops Expressive Communication
24-36 mos.	L.36.8 Use basic grammar rules including pronouns, plurals, possessives and regular past tense	LC 7-5 Expands Grammar and Pronunciation

	Note: Variations in applying grammar rules may be due to dual language learning and/or alternative grammar usage in home or community	
	L.36.9 Use speech that is mostly intelligible to familiar adults	LC 7-5 Expands Grammar and Pronunciation
3 to 4 yrs.	L.48.8 Use basic grammar rules including irregular past tense and questions Note: Variations in applying grammar rules may be due to dual language learning and/or alternative grammar usage in home or community	LC 7-5 Expands Grammar and Pronunciation
	L.48.9 Use speech that is mostly intelligible to familiar and unfamiliar adults	LC 7-5 Expands Grammar and Pronunciation
4 to 5 yrs.	L.60.7 Use basic grammar rules including subject-verb agreement, tenses, regular and irregular past tense, irregular plurals Note: Variations in applying grammar rules may be due to dual language learning and/or alternative grammar usage in home or community	LC 7-5 Expands Grammar and Pronunciation
	L.60.8 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts	LC 7-4 Expands Vocabulary
Strand C: Early learning experiences will support children to use language for social interaction.		
Conventions of Conversation		
0-6 mos.	L.6.6 Show interest in back and forth pretend games	SED 5-2 Learns from Adults
6-12 mos.	L.12.5 Begin to understand that a conversation is about taking turns	LC 7-6 Learns Conversation Structure
12-18 mos.	L.18.7 Pay attention to a speaker by pausing physical activity, shifting gaze or looking toward speaker	LC 7-6 Learns Conversation Structure
	L.18.8 Repeat or try another mode of communicating desire if initial attempts are unsuccessful	ATL 1-3 Is Persistent LC 7-2 Develops Expressive Communication
18-24 mos.	L.24.8 Take turns in conversations by initiating and sustaining a simple conversation over two turns	LC 7-6 Learns Conversation Structure
24-36 mos.	L.36.10 Have conversations with adults and peers that include four or more exchanges	LC 7-6 Learns Conversation Structure
3 to 4 yrs.	L.48.10 Maintain a topic of conversation over the course of several turns	LC 7-6 Learns Conversation Structure

4 to 5 yrs.	L.60.9 Initiate, maintain and end conversations by repeating what other person says and/or by asking questions	LC 7-6 Learns Conversation Structure
Language and Interaction		
0-6 mos.	L.6.7 Coo, gurgle, smile in response to stimulation and to initiate social contact	LC 7-1 Develops Receptive Communication
	L.6.8 Express pleasure as adults imitate the faces and sounds they make	SED 5-2 Learns from Adults
6-12 mos.	L.12.6 Enjoy opportunities to “converse” with adults in a more sustained fashion, including playing simple imitation games	LC 7-6 Learns Conversation Structure
	L.12.7 Intentionally use gestures and/ or vocalizations to regulate the behavior of others and engage in social interaction	LC 7-2 Develops Expressive Communication
12-18 mos.	L.18.9 Use gestures and/or sounds to interact (e.g., waves, shakes head no, reaches to be lifted up)	LC 7-2 Develops Expressive Communication
18-24 mos.	L.24.9 Answer a basic question with a word	LC 7-2 Develops Expressive Communication
	L.24.10 Use language to express wants, needs, likes and dislikes to others	LC 7-2 Develops Expressive Communication
24-36 mos.	L.36.11 Converse with adults and peers about common experiences or events	LC 7-6 Learns Conversation Structure
3 to 4 yrs.	L.48.11 Answer simple who, what, where and why questions	LC 7-6 Learns Conversation Structure
4 to 5 yrs.	L.60.10 Use language to share ideas and gain information	LC 7-2 Develops Expressive Communication
Strand D: Early learning experiences will support children to gain book appreciation and knowledge.		
Interest and Engagement with Books		
0-6 mos.	L.6.9 Respond to music, stories and pictures shared with an adult	LKS 8-1 Develops Early Literacy
6-12 mos.	L.12.8 Engage with adults, showing shared attention to a book	LKS 8-1 Develops Early Literacy
12-18 mos.	L.18.10 Point to preferred pictures in books or texts	LKS 8-1 Develops Early Literacy
18-24 mos.	L.24.11 Point to named pictures; may name or comment on familiar pictures	LKS 8-1 Develops Early Literacy
	L.24.12 Chime-in on nursery rhymes or repeat words or phrases from familiar stories	LKS 8-1 Develops Early Literacy
24-36 mos.	L.36.12 Sustain attention for short periods of time while being told a story or reading a favorite picture book	LKS 8-1 Develops Early Literacy
	L.36.13 Recite familiar phrases of songs, books and rhymes; may chime in with rhyme in familiar text or song	LKS 8-1 Develops Early Literacy

3 to 4 yrs.	L.48.12 Select fiction and nonfiction books to be read and attend with interest	LKS 8-1 Develops Early Literacy
4 to 5 yrs.	L.60.11 Independently choose to “read” books and select a variety of texts including fiction and nonfiction	LKS 8-1 Develops Early Literacy
Understanding of Stories or Information		
18-24 mos.	L.24.13 Answer simple specific questions about familiar stories (e.g., “What does the cat say?”). Ask basic questions about pictures (e.g., “Who is that?”)	LKS 8-1 Develops Early Literacy
24-36 mos.	L.36.14 Enjoy telling and retelling stories and information	LKS 8-1 Develops Early Literacy
3 to 4 yrs.	L.48.13 Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text	ATL 1-2 Develops Memory CCA 21-4 Participates in Dramatic Play
	L.48.14 Ask and answer simple who, what, where and why questions related to story or text	LKS 8-1 Develops Early Literacy
	L.48.15 Make predictions and/or ask questions about the text by examining the title, cover, pictures	CS 14-2 Makes Predictions
4 to 5 yrs.	L.60.12 With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text	ATL 1-2 Develops Memory
	L.60.13 Identify main components of a story or text (the major plot points of a story or the main topic of an informational text)	LKS 8-1 Develops Early Literacy
	L.60.14 Use connections between self and character, experience and emotions to increase comprehension	LKS 8-1 Develops Early Literacy
Strand E: Early learning experiences will support children to gain knowledge of print and its uses.		
Book Concepts		
18-24 mos.	L.24.14 Hold book upright	LKS 8-1 Develops Early Literacy
24-36 mos.	L.36.15 Turn pages of a book	LKS 8-1 Develops Early Literacy
3 to 4 yrs.	L.48.16 Look at pages of a book from left to right (or according to conventions of home language)	LKS 8-1 Develops Early Literacy
	L.48.17 Recognize that print represents spoken words (e.g., first name in print, environmental labels)	LKS 8-3 Develops Emergent Reading

4 to 5 yrs.	L.60.15 Know how print is read (e.g., left to right, top to bottom, front to back or according to convention of home language)	LKS 8-1 Develops Early Literacy
	L.60.16 Know that books have titles, authors, illustrators or photographers	LKS 8-1 Develops Early Literacy
	L.60.17 Recognize words as a unit of print and that letters are grouped to form words	LKS 8-3 Develops Emergent Reading
Print Concepts		
24-36 mos.	L.36.16 Recognize some familiar signs and symbols in the environment (e.g., logos, signs for familiar store)	LKS 8-3 Develops Emergent Reading
3 to 4 yrs.	L.48.18 Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment	LKS 8-3 Develops Emergent Reading
4 to 5 yrs.	L.60.18 Identify some familiar printed words out of context	LKS 8-3 Develops Emergent Reading
	L.60.19 Begin to use awareness of letter sounds along with pictures to read words in text	LKS 8-3 Develops Emergent Reading
Letter Recognition		
3 to 4 yrs.	L.48.19 Recognize some letters especially those in one's own name	LKS 8-2 Develops Alphabetic Knowledge
4 to 5 yrs.	L.60.20 Recognize and name known letters of the alphabet in familiar and unfamiliar words	LKS 8-2 Develops Alphabetic Knowledge
	L.60.21 Make some letter-sound connections	LC 7-3 Develops Phonemic Awareness LKS 8-2 Develops Alphabetic Knowledge
Strand F: Early learning experiences will support children to develop phonological awareness.		
Phonological Awareness		
24-36 mos.	L.36.17 Recognize environmental sounds (e.g., animal or vehicle sounds such as "Baa-baa" or "Beep-beep")	LC 7-1 Develops Receptive Communication
3 to 4 yrs.	L.48.20 Recognize rhyming words in songs, chants or poems	LC 7-3 Develops Phonemic Awareness
	L.48.21 Identify when initial sounds in words are the same	LC 7-3 Develops Phonemic Awareness
	L.48.212 Distinguish individual words in a sentence	LKS 8-3 Develops Emergent Reading
4 to 5 yrs.	L.60.22 Produce rhyming words or words that have same initial sound	LC 7-3 Develops Phonemic Awareness
	L.60.23 Recognize which words in a set of words begin with the same sound	LC 7-3 Develops Phonemic Awareness
	L.60.24 Distinguish syllables in words	LC 7-3 Develops Phonemic Awareness

Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.		
Drawing and Writing		
12-18 mos.	L.18.11 Use writing tools to make scribbles	LKS 9-1 Develops Emergent Writing
18-24 mos.	L.24.15 Use writing tools to make scribbles	LKS 9-1 Develops Emergent Writing
24-36 mos.	L.36.18 Draw simple shapes to represent ideas and write message using controlled linear scribble	LKS 9-1 Develops Emergent Writing
3 to 4 yrs.	L.48.23 Draw or “write” to convey an idea, event or story. “Writing” involves scribbles, letters and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others)	LKS 9-1 Develops Emergent Writing
	L.48.24 Write in a manner that is distinct from drawing. Combine scribbles with letter-like forms	LKS 9-1 Develops Emergent Writing
4 to 5 yrs.	L.60.25 Draw original stories with a beginning, middle and end	LKS 9-1 Develops Emergent Writing
	L.60.26 Use early developmental spelling. May use one letter for the initial or final sound to represent whole word	LKS 9-1 Develops Emergent Writing LKS 8-2 Develops Alphabetic Knowledge

Creative Arts		
Strand A: Early learning experiences will support children to engage in and enjoy the arts.		
Music		
0-6 mos.	CA.6.1 React to music by turning to a sound source, cooing in response, wiggling or moving, soothing themselves, etc.	CCA 21-2 Explores Music
6-12 mos.	CA.12.1 Show interest in singing, moving and dancing, using their body	CCA 21-2 Explores Music
	CA.12.2 Move body (e.g., nod head, bounce, wiggle, rock) in response to qualities of music whether melody, volume, or rhythm is same or different (fast/ slow; low/high; calm/jazzy)	CCA 21-3 Explores Movement and Dance
	CA.12.3 Use musical sounds to aid in communication prior to the advent of language (e.g., babbles in a singsong manner)	CCA 21-2 Explores Music
12-18 mos.	CA.18.1 Use instruments to explore rhythm and melody	CCA 21-2 Explores Music

	CA.18.2 Respond to music by joining in on one or two words in a song or moving physically upon hearing a familiar melody or rhythm (e.g., hand gestures)	CCA 21-2 Explores Music
	CA.18.3 Imitate parts of songs with words and/ or gestures	CCA 21-2 Explores Music
18-24 mos.	CA.24.1 React to changes in music by joining in with more extended segments of familiar music using voice, physical gestures and/or instruments	CCA 21-2 Explores Music
	CA.24.2 Initiate words to songs and song gestures (e.g., naming animals in a song or patting, nodding)	CCA 21-2 Explores Music
	CA.24.3 Repeat words to songs, song gestures and/or sounds (itches)	CCA 21-2 Explores Music
24-36 mos.	CA.36.1 Show response to qualities of different music with variations in physical movement (e.g., children walk, bounce, slide, rock, sway in response to qualities of rhythm)	CCA 21-2 Explores Music
	CA. 36.2 Respond with voice, body and/ or instruments to longer segments/or patterns of music	CCA 21-2 Explores Music
	CA.36.3 Repeat parts of simple songs	CCA 21-2 Explores Music
3 to 4 yrs.	CA.48.1 Adapt to changes in the basic qualities of music and move in more organized ways to same/ different qualities of music	CCA 21-2 Explores Music
	CA.48.2 Imitate or spontaneously sing an entire verse of song	CCA 21-2 Explores Music
	CA.48.3 Initiate new musical activities with voices or instruments (e.g., apply words, initiate their own listening and movement experiences with some adult assistance)	CCA 21-2 Explores Music
	CA.48.4 Spontaneously sing songs and/or participate in songs with gestures	CCA 21-2 Explores Music
4 to 5 yrs.	CA.60.1 Initiate new musical activities with voices/ instruments (e.g., apply new words, add instruments to familiar song)	CCA 21-2 Explores Music
	CA.60.2 Invent own music (through humming, singing, creating rhythms, etc.)	CCA 21-2 Explores Music
	CA.60.3 Play with familiar rhythms and patterns in a novel way e.g., explore, and initiate pitch (high/ low), rhythm (patterns), and dynamics (loud/soft)	CCA 21-2 Explores Music

	CA.60.4 Create music using their voices and/or a variety of instruments and materials	CCA 21-2 Explores Music
Visual Arts		
0-6 mos.	CA.6.2 React to stimulation in the environment. This can include drawing, sculptures or painting. Response may be slight such as a glance or stopping an activity	CCA 21-1 Explores Art Media
6-12 mos.	CA.12.4 Respond and explore through sensory experiences such as water play, texture-books or toys and jumbo crayons	CCA 21-1 Explores Art Media
12-18 mos.	CA.18.4 Experiment with a variety of media, including painting with a paint brush, finger painting, scribbling, gluing and taping, age appropriate art software	CCA 21-1 Explores Art Media
18-24 mos.	CA.24.4 Use a wide variety of art materials and media (e.g., clay, dough, wet sand) for purposeful sensory exploration	CCA 21-1 Explores Art Media
	CA.24.5 Experiment with strokes and lines using brushes, crayons, markers, etc.	CCA 21-1 Explores Art Media
24-36 mos.	CA.36.4 Create art in a variety of media with some control and own purpose	CCA 21-1 Explores Art Media
3 to 4 yrs.	CA.48.5 Use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, knowledge	CCA 21-1 Explores Art Media
4 to 5 yrs.	CA.60.5 Use a variety of tools and materials to represent ideas through the visual arts	CCA 21-1 Explores Art Media
Drama		
18-24 mos.	CA.24.6 Imitate simple aspects of a role using realistic props and sounds	CCA 21-4 Participates in Dramatic Play
24-36 mos.	CA.36.5 Engage in simple pretend play activities	CCA 21-4 Participates in Dramatic Play
3 to 4 yrs.	CA.48.6 Act out simple scenarios, taking on a familiar role for brief periods during dramatic play	CCA 21-4 Participates in Dramatic Play
4 to 5 yrs.	CA.60.6 Assume elaborate roles in dramatic play (e.g., may play multiple roles or may stay in character for extended periods of time)	CCA 21-4 Participates in Dramatic Play
	CA.60.7 Use materials and props in unique ways and are creative in finding and using materials as props desired for dramatic play	CCA 21-4 Participates in Dramatic Play
Dance		
6-12 mos.	CA.12.5 Respond to music with full body movements	CCA 21-3 Explores Movement and Dance

12-18 mos.	CA.18.5 Show increasing body awareness through gross motor movement (e.g., walking, bouncing, swaying, rocking, climbing) and bilateral movement (patting), show directional awareness in movements, and use non-locomotor movements (simple finger plays)	CCA 21-3 Explores Movement and Dance
18-24 mos.	CA.24.7 Demonstrate developing ability to balance, awareness of body (e.g., name body parts, move distinct body parts)	PMP 17-1 Develops Perception & Balance
	CA.24.8 Move creatively while listening to music (e.g., stamp feet, wave arms, sway).	CCA 21-3 Explores Movement and Dance
24-36 mos.	CA.36.6 Demonstrate directional and spatial awareness involving time (fast/slow), space (high, middle, low), or energy (hard/soft) (e.g., moving like a turtle, jumping like a frog, floating like a feather, etc.)	CCA 21-3 Explores Movement and Dance
3 to 4 yrs.	CA.48.7 Demonstrate increasingly complex dance concepts while learning to move their body in place and through space (e.g., jumping from one place to another, combining several movements like hopping, turning, stamping feet)	CCA 21-3 Explores Movement and Dance
4 to 5 yrs.	CA.60.8 Use multiple dance concepts as a way to communicate meaning, ideas and feelings (e.g., use movement to represent leaves falling off trees – sway arms, wiggle fingers, stretch, fall to ground)	CCA 21-3 Explores Movement and Dance
Strand B: Early learning experiences will support children to explore and respond to creative works.		
Appreciation of the Arts		
24-36 mos.	CA.36.7 Describe or ask questions about a work of art	CCA 21-1 Explores Art Media LC 7-2 Develops Expressive Communication
	CA.36.8 Express interest in and show appreciation for the creative work of others (e.g., through body language, facial expression or oral language)	CCA 21-1 Explores Art Media LC 7-2 Develops Expressive Communication
3 to 4 yrs.	CA.48.8 Respond to the materials, techniques, ideas and emotions of artworks (2- and 3-dimensional (e.g. explain a picture or sculpture including several details)	CCA 21-1 Explores Art Media
	CA.48.9 Demonstrate increased appreciation of the work of others and identify preferences	CCA 21-1 Explores Art Media

4 to 5 yrs.	CA.60.9 Describe the attributes of various arts media (e.g., used a lot of colors and the paint is thick, sculpture is bumpy)	CCA 21-1 Explores Art Media
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Early Mathematical Discovery		
Strand A: Early learning experiences will support children to understand counting and cardinality.		
Number Names		
12-18 mos.	M.18.1 Say or sign a few number names, but may not necessarily recite them in the correct order	CM 10-1 Begins Counting
18-24 mos.	M.24.1 Say or sign a few number names, with beginning evidence of correct sequence (e.g., starts with “one”)	CM 10-1 Begins Counting
24-36 mos.	M.36.1 Say or sign number sequence up to at least five. Use other number names but not necessarily in the correct order	CM 10-1 Begins Counting
3 to 4 yrs.	M.48.1 Say or sign the number sequence up to at least 10	CM 10-1 Begins Counting
4 to 5 yrs.	M.60.1 Say or sign the number sequence up to at least 20	CM 10-1 Begins Counting
Cardinality		
12-18 mos.	M.18.2 Demonstrate one-to-one or one-to-many correspondence (e.g., may fill each compartment in a[n] egg carton with one or several objects)	CM 10-1 Begins Counting
18-24 mos.	M.24.2 Put objects in one-to-one correspondence (e.g., puts one item in each compartment)	CM 10-1 Begins Counting
24-36 mos.	M.36.2 Count two to three objects using one-to-one correspondence	CM 10-1 Begins Counting
3 to 4 yrs.	M.48.2 Count up to at least five objects using one-to-one correspondence, using the number name of the last object counted to represent the total number of objects in a set	CM 10-1 Begins Counting
	M.48.3 Count out a set of objects up to four	CM 10-1 Begins Counting
4 to 5 yrs.	M.60.2 Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set	CM 10-1 Begins Counting
	M.60.3 Count out a set of objects up to five	CM 10-1 Begins Counting
Written Numerals		

3 to 4 yrs.	M.48.4 Recognize written numerals up to at least five	CM 10-4 Reads and Writes Numbers
4 to 5 yrs.	M.60.4 Recognize written numerals up to at least 10	CM 10-4 Reads and Writes Numbers
Recognition of Quantity		
18-24 mos.	M.24.3 Name groups of one to two objects	CM 11-1 Learns Measurement and Quantities
24-36 mos.	M.36.3 Name and match a small collection of up to three objects	CM 10-2 Builds and Observes Sets
3 to 4 yrs.	M.48.5 Recognize and name, without counting, the number of objects in small groups of at least 3 or 4 objects	CM 10-2 Builds and Observes Sets
4 to 5 yrs.	M.60.5 Quickly recognize and name, without counting, the number of objects in collections of up to at least five items	CM 10-2 Builds and Observes Sets
Comparison		
18-24 mos.	M.24.4 Compare collections that are quite different in size	CM 11-1 Learns Measurement and Quantities
24-36 mos.	M.36.4 Compare collections of 1 to 4 similar items verbally or nonverbally	CM 10-2 Builds and Observes Sets
3 to 4 yrs.	M.48.6 Compare sets of 1 to 5 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same	CM 10-2 Builds and Observes Sets
4 to 5 yrs.	M.60.6 Compare sets of up to 10 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same	CM 10-2 Builds and Observes Sets
Strand B: Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).		
Number Operations		
24-36 mos.	M.36.5 Use some vocabulary related to relative quantity (e.g., “more,” “less”)	CM 11-1 Learns Measurement and Quantities
3 to 4 yrs.	M.48.7 Understand that adding to (or taking away) one or more objects from a group will increase or decrease the objects in the group	CM 10-3 Learns Addition, Subtraction and Division
4 to 5 yrs.	M.60.7 Use real-world situations and concrete objects to model and solve addition (e.g., putting together) and subtraction (e.g., taking away) problems up through five	CM 10-3 Learns Addition, Subtraction and Division
	M.60.8 Recognize and describe parts contained in larger numbers by composing	CM 10-3 Learns Addition, Subtraction and Division

	number combinations up to at least five (e.g., recognize how many have been secretly taken away from a group of five objects)	
Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).		
Measurement		
18-24 mos.	M.24.5 Use some vocabulary related to size and quantity (e.g., say something is “big” or request “more”)	CM 11-1 Learns Measurement and Quantities
24-36 mos.	M.36.6 Have an increasing vocabulary related to number, size and quantity (e.g., use words such as “tall,” “long”)	CM 11-1 Learns Measurement and Quantities
3 to 4 yrs.	M.48.8 Recognize measurable attribute of an object such as length, weight or capacity	CM 11-1 Learns Measurement and Quantities
4 to 5 yrs.	M.60.9 Compare the measurable attributes of two or more objects (e.g., length, weight and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount)	CM 11-1 Learns Measurement and Quantities
	M.60.10 Begin to use strategies to determine measurable attributes (e.g., length or capacity of objects). May use comparison, standard or non-standard measurement tools	CM 11-1 Learns Measurement and Quantities
Data		
3 to 4 yrs.	M.48.9 Sort objects into two groups, count, and compare the quantity of the groups formed (e.g., indicate which is more)	CS 13-2 Classifies or Sorts Objects
4 to 5 yrs.	M. 60.11 Represent data using a concrete object or picture graph according to one attribute	CS 13-2 Classifies or Sorts Objects
		CS 14-4 Draws Conclusions and Sorts Results
Sorting and Classify		
12-18 mos.	M.18.3 Match objects that are the same	CS 13-2 Classifies or Sorts Objects
18-24 mos.	M.24.6 Sort objects using inconsistent strategies (e.g., favorite items, colors)	CS 13-2 Classifies or Sorts Objects
24-36 mos.	M.36.7 Sort on the basis of one attribute with adult support	CS 13-2 Classifies or Sorts Objects
3 to 4 yrs.	M.48.10 Sort and classify objects by one attribute into two or more groups (e.g., color, size, shape)	CS 13-2 Classifies or Sorts Objects

4 to 5 yrs.	M.60.12 Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different attribute	CS 13-2 Classifies or Sorts Objects
Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).		
Spatial Relationships		
12-18 mos.	M.18.4 Adjust their reach and grasp based upon distance, size and weight of an object	CM 12-2 Develops Spatial Awareness
18-24 mos.	M.24.7 Show beginning understanding of positional vocabulary (e.g., up/down, in/out, on/off, under)	CM 12-2 Develops Spatial Awareness
24-36 mos.	M.36.8 Find objects or locations based upon landmarks and position words (e.g., "Your blanket is on the couch.")	CM 12-2 Develops Spatial Awareness
3 to 4 yrs.	M.48.11 Use positional vocabulary (e.g., up/down, in/out, on/off, under) to identify and describe the location of an object	CM 12-2 Develops Spatial Awareness
4 to 5 yrs.	M.60.13 Use relational vocabulary of proximity (e.g., beside, next to, between, above, below, over and under) to identify and describe the location of an object	CM 12-2 Develops Spatial Awareness
Identification of Shapes		
18-24 mos.	M.24.8 Match familiar shapes (e.g., circle, square and typical triangle) with same size and orientation	CM 12-1 Learns Shapes & Sizes
24-36 mos.	M.36.9 Match familiar shapes with different size and orientation	CM 12-1 Learns Shapes & Sizes
3 to 4 yrs.	M.48.12 Identify 2-dimensional shapes (starting with familiar shapes such as circle and triangle) in different orientations and sizes	CM 12-1 Learns Shapes & Sizes
4 to 5 yrs.	M.60.14 Identify and describe a variety of 2-dimensional and 3 dimensional shapes with mathematical names (e.g., ball/sphere, box/rectangular prism, can/ cylinder) regardless of orientation and size	CM 12-1 Learns Shapes & Sizes
Composition of Shapes		
3 to 4 yrs.	M.48.13 Combine two or more shapes to create a new shape or to represent an object in the environment	CM 12-1 Learns Shapes & Sizes
4 to 5 yrs.	M.60.15 Complete a shape puzzle or a new figure by putting multiple shapes together with purpose	CM 12-1 Learns Shapes & Sizes

Early Scientific Inquiry		
Strand A: Early learning experiences will support children to apply scientific practices.		
Questioning and Defining Problems		
0-6 mos.	See Curiosity and Initiative learning progression in Cognition	See Curiosity and Initiative learning progression in Cognition
6-12 mos.	See Curiosity and Initiative learning progression in Cognition	See Curiosity and Initiative learning progression in Cognition
12-18 mos.	See Curiosity and Initiative learning progression in Cognition	See Curiosity and Initiative learning progression in Cognition
18-24 mos.	S.24.1 Observe and make comments on things observed through the senses	CS 15-1 Explores the Natural Environment
24-36 mos.	S.36.1 Ask simple questions related to things observed through the senses (“what” and “why”)	CS 15-1 Explores the Natural Environment
3 to 4 yrs.	S.48.1 Ask more detailed questions including the relationship between two things or cause and effect relationships	CS 13-1 Explores Objects
4 to 5 yrs.	S.60.1 Define a problem to be solved, including details and limitations to be considered (e.g., “We need to figure out how to reach that shelf, but we aren’t allowed to stand on the chairs.”)	CS 14-1 Solves Problems
Investigating		
0-6 mos.	See Cause and Affect learning progression in Cognition	See Cause and Affect learning progression in Cognition
6-12 mos.	See Cause and Affect learning progression in Cognition	See Cause and Affect learning progression in Cognition
12-18 mos.	See Cause and Affect learning progression in Cognition	See Cause and Affect learning progression in Cognition
18-24 mos.	See Cause and Affect learning progression in Cognition	See Cause and Affect learning progression in Cognition
24-36 mos.	S.36.2 Manipulate materials and comment on the impact of own actions	CS 14-2 Makes Predictions
3 to 4 yrs.	S.48.2 Intentionally vary actions in order to observe the effect of these actions on materials	CS 14-2 Makes Predictions
4 to 5 yrs.	S.60.2 Engage in collaborative investigations to describe phenomena or to explore cause and affect relationships	CS 14-2 Makes Predictions
	S.60.3 Gather data by drawing, counting or otherwise documenting observations	CS 14-4 Draws Conclusions and Sorts Results
Using Evidence		
0-6 mos.	See Personal Preferences learning progression in Social and	See Personal Preferences learning progression in Social and Emotional Development

	Emotional Development	
6-12 mos.	See Personal Preferences learning progression in Social and Emotional Development	See Personal Preferences learning progression in Social and Emotional Development
12-18 mos.	See Personal Preferences learning progression in Social and Emotional Development	See Personal Preferences learning progression in Social and Emotional Development
18-24 mos.	See Personal Preferences learning progression in Social and Emotional Development	See Personal Preferences learning progression in Social and Emotional Development
24-36 mos.	S.36.3 Provide personal reasons or evidence for decisions or opinions (e.g., “I made this picture green because my mom likes green.”)	SED 4-1 Develops Awareness of Self
3 to 4 yrs.	S.48.3 Cite examples to support their ideas (e.g., “I think the plant will die because when I forgot to water my plant it died.”)	CS 14-4 Draws Conclusions and Sorts Results
4 to 5 yrs.	S.60.4 Give evidence from observations or investigations	CS 14-4 Draws Conclusions and Sorts Results
	S.60.5 Begin to distinguish evidence from opinion	CS 14-4 Draws Conclusions and Sorts Results
Strand B: Early learning experiences will support children to engage in the process of engineering.		
Design Cycle		
24-36 mos.	S.36.4 Gather information to help determine if something has been designed by humans	CS 15-1 Explores the Natural Environment
3 to 4 yrs.	S.48.4 Identify a problem and, with adult assistance design a solution (e.g., device or process) to address that problem	CS 14-1 Solves Problems
4 to 5 yrs.	S.60.6 Identify a problem and, with adult assistance, design a solution, test and refine design elements	CS 14-1 Solves Problems
Strand C: Early learning experiences will support children to understand patterns, process and relationships of living things.		
Unity and Diversity of Life		
18-24 mos.	S.24.2 Explore characteristics of different plants and animals	CS 15-1 Explores the Natural Environment
24-36 mos.	S.36.5 Observe features of plants and animals and explore function of features	CS 15-1 Explores the Natural Environment
3 to 4 yrs.	S.48.5 Compare and contrast basic features of living things (e.g., body parts and their uses) between and across groups	CS 15-1 Explores the Natural Environment
	S.48.6 Recognize changes in living things over their lifespan by observing similarities and differences between babies and adults	CS 15-2 Develops an Understanding of and Care for the Natural World

4 to 5 yrs.	S.60.7 Group and classify living things based upon features, providing evidence to support groupings	CS 15-2 Develops an Understanding of and Care for the Natural World
	S.60.8 Demonstrate an understanding of how living things grow and change through predictable stages (e.g., birth, growth, reproduction, death)	CS 15-2 Develops an Understanding of and Care for the Natural World
Living Things and Their Interactions with the Environment and Each Other		
18-24 mos.	S.24.3 Observe living things	CS 15-1 Explores the Natural Environment
24-36 mos.	S.36.6 Observe how a variety of living things obtain food as a source of energy for surviving	CS 15-1 Explores the Natural Environment
3 to 4 yrs.	S.48.7 Explore how animals depend upon the environment for food, water and shelter	CS 15-2 Develops an Understanding of and Care for the Natural World
4 to 5 yrs.	S.60.9 Provide examples of how animals depend on plants and other animals for food	CS 15-2 Develops an Understanding of and Care for the Natural World
Strand D: Early learning experiences will support children to understand physical sciences.		
Energy, Force and Motion		
18-24 mos.	S.24.4 Use trial and error to explore the way different objects move	CS 13-1 Explores Objects
24-36 mos.	S.36.7 Observe different ways objects move (e.g., roll, bounce, spin, slide) and what happens when they interact (collide)	CS 13-1 Explores Objects
3 to 4 yrs.	S.48.8 Investigate how objects' speed and direction can be varied	CS 13-1 Explores Objects
4 to 5 yrs.	S.60.10 Make predictions and conduct simple experiments to change direction, speed and distance objects move	CS 14-2 Makes Predictions
	S.60.11 Determine cause and effect of push/pull/collision that make objects, start, stop and change direction	CS 14-4 Draws Conclusions and Sorts Results
Matter and Properties		
18-24 mos.	S.24.5 Observe simple attributes of materials (e.g., hard, soft)	CS 13-2 Classifies or Sorts Objects
24-36 mos.	S.36.8 Observe and describe attributes of materials that are related to their function (e.g., flexibility, transparency, strength)	CS 13-1 Explores Objects
3 to 4 yrs.	S.48.9 Compare and contrast attributes of common materials related to their function (e.g., flexibility, transparency, strength)	CS 13-2 Classifies or Sorts Objects
4 to 5 yrs.	S.60.12 Evaluate the appropriateness of a material for a given purpose based upon its properties	CS 13-2 Classifies or Sorts Objects

	S.60.13 Observe how heating and cooling cause changes to properties of materials (e.g., Ice melts when we bring it inside. Plastic becomes brittle when it is left outside in the cold.)	CS 14-4 Draws Conclusions and Sorts Results
Strand E: Early learning experiences will support children to understand features of earth.		
Earth's Features and the Effects of Weather and Water		
18-24 mos.	S.24.6 Observe natural features of the earth (e.g., land, rain)	CS 15-1 Explores the Natural Environment
24-36 mos.	S.36.9 Describe common features of the earth (e.g., sky, land and water) and what is found there (e.g., birds, fish, stars)	CS 15-1 Explores the Natural Environment
3 to 4 yrs.	S.48.10 Observe, record, and note patterns regarding weather and the effects on the immediate environment (e.g., Rain over a period of days causes flooding. Sunny days cause the flower bed to dry out.)	CS 15-1 Explores the Natural Environment
	S.48.11 Investigate how water interacts with other earth materials (e.g., sand, dirt, pebbles)	CS 15-2 Develops an Understanding of and Care for the Natural World
4 to 5 yrs.	S.60.14 Give examples of ways in which weather variables (hot/cold temperatures, amount and intensity of precipitation, wind speed) affect us and/or cause changes to earth's features (e.g., The stream has greater water flow after snow melts.)	CS 15-2 Develops an Understanding of and Care for the Natural World
Earth and Human Activity		
18-24 mos.	S.24.7 Talk about different foods humans eat	PMP 20-1 Learns about Nutrition
24-36 mos.	S.24.10 Give examples of natural resources that humans use to survive (e.g., food, water)	CS 15-1 Explores the Natural Environment
		PMP 20-1 Learns about Nutrition
3 to 4 yrs.	S.48.12 Investigate how humans use design solutions to adapt natural resources to meet basic needs (e.g., cut trees to build houses, make applesauce out of apples)	CS 15-2 Develops an Understanding of and Care for the Natural World
4 to 5 yrs.	S.60.15 Explore how humans' use of natural resources impacts the environment (e.g., If we catch all the salmon, this can no longer be a food source. Cutting down trees can cause erosion.)	CS 15-2 Develops an Understanding of and Care for the Natural World

Social Studies		
Strand A: Early Learning experiences will support children to understand self, family and a diverse community.		
Individual Development and Identity		
3 to 4 yrs.	SS.48.1 Identify physical characteristics of self (e.g., eyes, hair, skin, etc.)	SED 4-1 Develops Awareness of Self
	SS.48.2 Demonstrate an understanding of self as part of a family (e.g., parents, grandparents, siblings, caregivers)	SED 4-1 Develops Awareness of Self
4 to 5 yrs.	SS.60.1 Demonstrate an understanding that there are similarities and differences among people and families	SED 4-1 Develops Awareness of Self
		SS 16-1 Explores Cultures
Culture		
3 to 4 yrs.	SS.48.3 Identify cultural characteristics of self, family and community (e.g., home language, foods, modes of transportation, shelter, etc.)	SS 16-1 Explores Cultures
4 to 5 yrs.	SS.60.2 Demonstrate understanding that there are similarities and differences among the cultural characteristics of people, families and communities (e.g., languages, foods, art, customs, modes of transportation and shelter)	SS 16-1 Explores Cultures
Strand B: Early Learning experiences will support children to learn about people and the environment.		
Power, Authority and Governance		
3 to 4 yrs.	SS.48.4 Demonstrate an understanding of some reasons for basic rules in the home, cultural community and/or classroom	ATL 2-2 Shows Responsibility
4 to 5 yrs.	SS.60.3 Demonstrate understanding of the reasons for rules and laws in the home, cultural community and/or classroom	ATL 2-2 Shows Responsibility
People, Places and Environments		
3 to 4 yrs.	SS.48.5 Demonstrate awareness that people share the environment with other people, animals and plants and have the responsibility to care for them	CS 15-2 Develops an Understanding of and Care for the Natural World
	SS.48.6 Describe, draw or construct aspects of the geography of the classroom and/or home	SS 16-3 Explores Geography
4 to 5 yrs.	SS.60.4 Demonstrate awareness that people have a responsibility to take care of the environment through active participation in activities such as recycling	CS 15-2 Develops an Understanding of and Care for the Natural World

	SS.60.5 Describe, draw or construct aspects of the classroom, home and/or community (including roads, building, bodies of water, etc.)	SS 16-3 Explores Geography
Civic Ideals and Practices		
3 to 4 yrs.	SS.48.7 Participate in jobs and responsibilities at home, classroom or community	ATL 2-2 Shows Responsibility
4 to 5 yrs.	SS.60.6 Demonstrate an understanding of why certain responsibilities are important and participate in fulfilling responsibilities at home, classroom or community (e.g., cleaning up, caring for pets)	ATL 2-2 Shows Responsibility
Strand C: Early Learning experiences will support children to develop an understanding of economic systems and resources.		
Individuals, Groups and Institutions		
3 to 4 yrs.	SS.48.8 Demonstrate awareness of a variety of jobs in the community and the work associated with them through conversation and/or play	SS 16-4 Learns about Community Roles and Jobs
4 to 5 yrs.	SS.60.7 Demonstrate awareness of the tools and technologies associated with a variety of roles and jobs; expressing interest in different careers	SS 16-4 Learns about Community Roles and Jobs
Production, Distribution and Consumption		
3 to 4 yrs.	SS.48.9 Demonstrate beginning understanding of commerce through exploring the roles of buying and selling in play	SS 16-5 Learns about Government and Economics
4 to 5 yrs.	SS.60.8 Demonstrate understanding of the basic relationship of money for the purchase of food, shelter, goods and services, moving toward an understanding of the difference between wants and needs	SS 16-5 Learns about Government and Economics
Science, Technology and Society		
3 to 4 yrs.	SS.48.10 Understand the use of tools, including technology, for a variety of purposes	CS 13-3 Learns Using Technology SS 16-5 Learns about Government and Economics
4 to 5 yrs.	SS.60.9 Begin to be aware of technology and how it affects life	CS 13-3 Learns Using Technology SS 16-5 Learns about Government and Economics
Strand D: Early Learning experiences will support children to understand change over time.		
Time, Continuity and Change		
3 to 4 yrs.	SS.48.11 Demonstrate a basic understanding of sequence of events and	SS 16-2 Understands Time

	time periods (e.g., using terms such as time of day, yesterday, today and tomorrow)	
	SS.48.12 Demonstrate a beginning understanding of change over time through discussing topics such as their own growth and how they have changed	SS 16-2 Understands Time
4 to 5 yrs.	SS.60.10 Demonstrate a beginning understanding of past, present and future as it relates to one's self, family and community	SS 16-2 Understands Time
	SS.60.11 Demonstrate a beginning understanding of change over time through discussing, representing or playing, about expanding topics such as their own growth and family history	SS 16-2 Understands Time

DISCLAIMER:

This Alignment Document provides information that is current as of the publication date, pursuant to the state information available at that time. If this document is out-of-date, please be aware that we are likely working on an updated version. Should you like to alert us to the need to update this alignment document pursuant to any new rules/regulations or updates, please contact us at:

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