

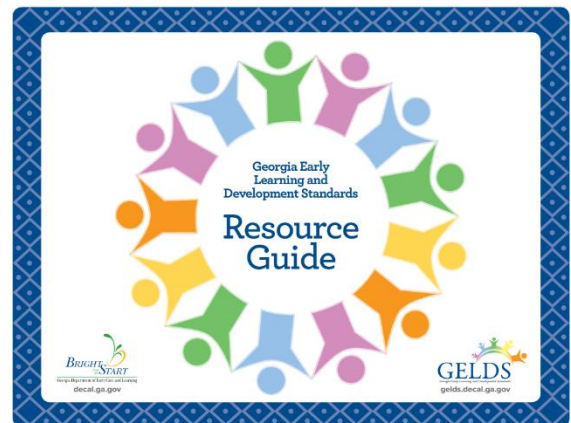
The Vine Assessment System™

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:
Georgia Early Learning and Development Standards



References

Georgia Department of Early Care and Learning. (2013). *Georgia early learning and development standards*. Atlanta, GA: Author. Retrieved from http://www.gelds.decals.ga.gov/Documents/GELDS_Resource_Guide.pdf

Physical Development and Motor Skills	Vine Indicators
Strand: Health and Well-Being	
Standard: PDM1 – The child will practice healthy and safe habits.	
0-12 mos.	
PDM1.0a Sleeps well and shows alertness during waking periods.	PMP 19-2 Develops Self-Care Skills
PDM1.0b Initiates active play and engages in some physical activity.	PMP 17-1 Develops Perception & Balance
PDM1.0c Responds to verbal or physical signal of danger.	PMP 20-2 Learns Safety Rules
PDM1.0d Reacts to simple directions to support safety.	PMP 20-2 Learns Safety Rules
PDM1.0e Shows beginning awareness of personal health and self-care needs.	PMP 19-2 Develops Self-Care Skills
12-24 mos.	
PDM1.1a Sleeps well and wakes rested.	PMP 19-4 Develops Naptime Independence
PDM1.1b Actively participates in physical activity for three to five minutes at a time	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
PDM1.1c Identifies and tries to avoid dangers with assistance.	PMP 20-2 Learns Safety Rules
PDM1.1d Communicates beginning understanding of dangerous situations.	PMP 20-2 Learns Safety Rules
PDM1.1e Makes adult aware of health and self-care needs and seeks assistance.	LC 7-2 Develops Expressive Communication PMP 19-2 Develops Self-Care Skills
24-36 mos.	
PDM1.2a Sleeps well, waking rested and ready for daily activities.	PMP 19-4 Develops Naptime Independence
PDM1.2b Actively participates in games, outdoor play and other forms of physical activity for sustained periods of time.	PMP 17-5 Develops Large Motor Coordination Skills PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
PDM1.2c Pays attention to simple safety instructions and avoids dangers with assistance.	PMP 20-2 Learns Safety Rules
PDM1.2d Verbalizes simple safety rules.	PMP 20-2 Learns Safety Rules
PDM1.2e Attends to personal health routines and self-care needs with some assistance from an adult.	PMP 19-2 Develops Self-Care Skills
36-48 mos.	
PDM1.3a Stays awake except during nap time.	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times PMP 19-4 Develops Naptime Independence
PDM1.3b Actively participates in a variety of both structured and unstructured indoor and outdoor activities for sustained periods of time.	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times

PDM1.3c Independently shows awareness of dangerous situations and responds with some knowledge of safety instructions.	PMP 20-2 Learns Safety Rules
PDM1.3d Communicates to peers and adults when dangerous situations are observed.	PMP 20-2 Learns Safety Rules
PDM1.3e Attends to personal health routines and self-care needs independently	PMP 19-2 Develops Self-Care Skills
48-60 mos.	
PDM1.4a Stays awake and alert except during voluntary nap time.	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times PMP 19-4 Develops Naptime Independence
PDM1.4b Actively participates in a variety of both structured and unstructured indoor and outdoor activities for sustained periods of time that increase strength, endurance and flexibility.	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
PDM1.4c Consistently follows basic safety rules and anticipates consequences of not following safety rules.	PMP 20-2 Learns Safety Rules
PDM1.4d Communicates the importance of safety rules.	PMP 20-2 Learns Safety Rules
PDM1.4e Identifies the importance of and participates in activities related to health and self-care needs	PMP 19-2 Develops Self-Care Skills
PDM1.4f Can name people who keep them safe and healthy.	SS 16-4 Learns about Community Roles and Jobs PMP 19-2 Develops Self-Care Skills
Standard: PDM2 – The child will participate in activities related to nutrition.	
0-12 mos.	
PDM2.0a Explores food with fingers.	PMP 19-1 Develops Meal Time Independence PMP 20-1 Learns about Nutrition
PDM2.0b Shows preference for food choices.	PMP 20-1 Learns about Nutrition
12-24 mos.	
PDM2.1a Distinguishes between food and non-food items.	PMP 20-1 Learns about Nutrition
PDM2.1b Shows interest in and tries new foods	PMP 20-1 Learns about Nutrition
24-36 mos.	
PDM2.2a Prepares nutritious snacks with adult assistance.	PMP 19-1 Develops Meal Time Independence PMP 20-1 Learns about Nutrition
PDM2.2b Eats a variety of nutritious foods and recognizes healthy foods.	PMP 20-1 Learns about Nutrition
36-48 mos.	
PDM2.3a Helps prepare nutritious snacks.	PMP 20-1 Learns about Nutrition

PDM2.3b Distinguishes healthy food choices from less-healthy food choices.	PMP 20-1 Learns about Nutrition
48-60 mos.	
PDM2.4a Helps prepare nutritious snacks and meals.	PMP 20-1 Learns about Nutrition
PDM2.4b Sorts foods into food groups and communicates the benefits of healthy foods.	PMP 20-1 Learns about Nutrition
Strand: Use of Senses	
Standard: PDM3 – The child will demonstrate an awareness of the body in space and child’s relationship to objects in space.	
0-12 mos.	
PDM3.0a Moves body through space.	PMP 17-1 Develops Perception & Balance
PDM3.0b Exhibits body awareness and starts to move intentionally.	PMP 17-1 Develops Perception & Balance
12-24 mos.	
PDM3.1a Acts and moves with intention and purpose with some adult assistance.	PMP 17-1 Develops Perception & Balance
PDM3.1b Uses trial and error to discover how the body fits and moves through space.	CM 12-2 Develops Spatial Awareness PMP 17-1 Develops Perception & Balance
24-36 mos.	
PDM3.2a Acts and moves with intention and purpose.	PMP 17-1 Develops Perception & Balance
PDM3.2b Demonstrates awareness of his/her own body in space.	CM 12-2 Develops Spatial Awareness PMP 17-1 Develops Perception & Balance
36-48 mos.	
PDM3.3a Acts and moves with purpose and recognizes differences in direction, distance and location with some adult assistance.	PMP 17-1 Develops Perception & Balance PMP 17-5 Develops Large Motor Coordination Skills
PDM3.3b Demonstrates awareness of his/her own body in relation to others.	CM 12-2 Develops Spatial Awareness PMP 17-1 Develops Perception & Balance
48-60 mos.	
PDM3.4a Acts and moves with purpose and independently recognizes differences in direction, distance and location.	PMP 17-1 Develops Perception & Balance
PDM3.4b Demonstrates spatial awareness through play activities.	CM 12-2 Develops Spatial Awareness PMP 17-1 Develops Perception & Balance
Standard: PDM4 – The child will use senses (sight, touch, hearing, smell and taste) to explore the environment and process information.	
0-12 mos.	

PDM4.0a Responds to what he/she sees, hears, touches, tastes and smells.	CS 13-1 Explores Objects
PDM4.0b Manipulates objects to see what will happen.	CS 13-1 Explores Objects
12-24 mos.	
PDM4.1a Engages in some sensory experiences.	CS 13-1 Explores Objects CS 15-1 Explores the Natural Environment
PDM4.1b Tries a new action with a familiar object.	CS 13-1 Explores Objects
24-36 mos.	
PDM4.2a Participates in a variety of sensory experiences and differentiates between the senses.	CS 13-1 Explores Objects
PDM4.2b Tests objects to determine their purpose.	CS 13-1 Explores Objects
36-48 mos.	
PDM4.3a Uses senses purposefully to learn about objects.	CS 13-1 Explores Objects
PDM4.3b Takes things apart and attempts to put them back together.	CS 13-1 Explores Objects
48-60 mos.	
PDM4.4a Discriminates between and identifies a variety of sights, smells, sounds, textures and tastes.	CS 13-1 Explores Objects
PDM4.4b Takes things apart and invents new structures using the parts.	CS 13-1 Explores Objects
Strand: Motor Skills	
Standard: PDM5 – The child will demonstrate gross motor skills.	
0-12 mos.	
PDM5.0a Develops control of head and back, progressing to arms and legs.	PMP 17-1 Develops Perception & Balance
PDM5.0b Develops emerging coordination and balance, often with support.	PMP 17-1 Develops Perception & Balance
12-24 mos.	
PDM5.1a Gains control and coordination of body movements.	PMP 17-1 Develops Perception & Balance
PDM5.1b Develops emerging coordination and balance.	PMP 17-1 Develops Perception & Balance
24-36 mos.	
PDM5.2a Develops gross motor control for a range of physical activities.	PMP 17-5 Develops Large Motor Coordination Skills
PDM5.2b Develops coordination and balance.	PMP 17-1 Develops Perception & Balance
36-48 mos.	

PDM5.3a Coordinates movements to perform a task.	PMP 17-5 Develops Large Motor Coordination Skills
PDM5.3b Demonstrates coordination and balance.	PMP 17-1 Develops Perception & Balance PMP 17-5 Develops Large Motor Coordination Skills
48-60 mos.	
PDM5.4a Coordinates movements to perform more complex tasks.	PMP 17-5 Develops Large Motor Coordination Skills
PDM5.4b Demonstrates coordination and balance in a variety of activities.	PMP 17-1 Develops Perception & Balance
Standard: PDM6 – The child will demonstrate fine motor skills.	
0-12 mos.	
Develops grasp reflex.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Coordinates motions using hands and eyes	PMP 18-2 Develops Fine Hand-Eye Coordination
12-24 mos.	
PDM6.1a Gains control of hands and fingers.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
PDM6.1b Demonstrates hand-eye coordination and participates in a variety of activities to enhance coordination.	PMP 18-2 Develops Fine Hand-Eye Coordination
24-36 mos.	
PDM6.2a Coordinates the use of hands and fingers.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills PMP 18-2 Develops Fine Hand-Eye Coordination
PDM6.2b Performs simple fine motor skills.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills PMP 18-2 Develops Fine Hand-Eye Coordination
36-48 mos.	
PDM6.3a Refines grasp to manipulate tools and objects.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
PDM6.3b Uses hand-eye coordination to manipulate smaller objects with increasing control.	PMP 18-2 Develops Fine Hand-Eye Coordination
48-60 mos.	
PDM6.4a Performs fine motor tasks that require small-muscle strength and control.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
PDM6.4b Uses hand-eye coordination to manipulate small objects with ease.	PMP 18-2 Develops Fine Hand-Eye Coordination
PDM6.4c Able to perform more complex fine motor tasks with accuracy 50% of the time.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills PMP 18-2 Develops Fine Hand-Eye Coordination

Social and Emotional Development	Vine Indicators
Strand: Developing a Sense of Self	
Standard: SED1 – The child will develop self-awareness.	
0-12 mos.	
SED1.0a Responds to image of self.	SED 4-1 Develops Awareness of Self
SED1.0b Responds to his/her name.	SED 4-1 Develops Awareness of Self
SED1.0c Shows awareness of his/her own abilities/preferences.	SED 4-1 Develops Awareness of Self
12-24 mos.	
SED1.1a Identifies image of self.	SED 4-1 Develops Awareness of Self
SED1.1b Says his/her name.	SED 4-1 Develops Awareness of Self
SED1.1c Shows knowledge of his/her own abilities/preferences.	SED 4-2 Becomes Confident
24-36 mos.	
SED1.2a Uses gestures and actions to reference self when interacting with others.	SED 4-1 Develops Awareness of Self
SED1.2b Uses pronouns such as I, me and mine.	SED 4-1 Develops Awareness of Self
SED1.2c Shows sense of satisfaction in his/her own abilities/preferences	SED 4-2 Becomes Confident
SED1.2d Shows emerging independence by occasionally resisting adult control.	SED 4-2 Becomes Confident
36-48 mos.	
SED1.3a Recognizes self as a unique individual.	SED 4-1 Develops Awareness of Self
SED1.3b Demonstrates knowledge of personal information.	SED 4-1 Develops Awareness of Self
SED1.3c Shows sense of satisfaction in his/her own abilities, preferences and accomplishments.	SED 4-2 Becomes Confident
SED1.3d Shows emerging sense of independence in his/her own choices	SED 4-2 Becomes Confident
48-60 mos.	
SED1.4a Identifies self as a unique member of a specific group or demographic that fits into a larger world picture.	SED 4-1 Develops Awareness of Self
SED1.4b Identifies personal characteristics, preferences, thoughts and feelings.	SED 4-1 Develops Awareness of Self
SED1.4c Shows confidence in a range of abilities and the capacity to take on and accomplish new tasks.	SED 4-2 Becomes Confident
SED1.4d Shows independence in his/her own choices.	SED 4-2 Becomes Confident
Standard: SED2 – The child will engage in self-expression.	

0-12 mos.	
SED2.0a Makes sounds, facial expressions or body movements to express needs and feelings of comfort or discomfort.	SED 3-1 Expresses Emotion
SED2.0b Uses sounds, facial expressions or body movements to express simple emotions of contentment or discontent.	SED 3-1 Expresses Emotion
12-24 mos.	
SED2.1a Uses sounds, facial expressions or gestures to express needs and preferences.	SED 3-1 Expresses Emotion
SED2.1b Displays a range of basic emotions such as happiness, sadness and fear.	SED 3-1 Expresses Emotion
24-36 mos.	
SED2.2a Uses verbal expressions and gestures to communicate needs, opinions, ideas and preferences.	SED 3-1 Expresses Emotion
SED2.2b Uses verbal and nonverbal expressions to demonstrate basic emotions such as anger, happiness and sadness.	SED 3-1 Expresses Emotion
36-48 mos.	
SED2.3a Uses a combination of words, phrases and actions to communicate needs, ideas, opinions and preferences.	SED 3-1 Expresses Emotion
SED2.3b With adult guidance, uses verbal and nonverbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy and enthusiasm.	SED 3-1 Expresses Emotion
48-60 mos.	
SED2.4a Effectively uses words, sentences and actions to communicate needs, ideas, opinions and preferences.	SED 3-1 Expresses Emotion
SED2.4b With adult guidance, uses verbal and nonverbal expressions to describe and explain a full range of emotions.	SED 3-1 Expresses Emotion
SED2.4c Uses pretend-play to show emotions of self and others	CCA 21-4 Participates in Dramatic Play
SED2.4d With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each.	SED 3-1 Expresses Emotion
Strand: Self-Regulation	
Standard: SED3 – The child will begin to demonstrate self-control.	
0-12 mos.	

SED3.0a Depends on simple routines provided by adults	SED 3-2 Manages Feelings & Demonstrates Self-Control
SED3.0b Self-soothes when held, rocked or talked to by an adult.	SED 3-2 Manages Feelings & Demonstrates Self-Control
SED3.0c Responds to negative and positive reactions.	SED 3-2 Manages Feelings & Demonstrates Self-Control
SED3.0d Develops an awareness of transitions and schedules/ routines with adult prompts.	ATL 2-1 Understands Routines
12-24 mos.	
SED3.1a Follows simple routines in a group setting with adult support, such as eating, napping or playing.	ATL 2-1 Understands Routines
SED3.1b Self-soothes with minimal adult support.	SED 3-2 Manages Feelings & Demonstrates Self-Control
SED3.1c Demonstrates the beginnings of impulse control with adult guidance.	SED 3-2 Manages Feelings & Demonstrates Self-Control
SED3.1d Accepts transitions and changes to schedules/routines with adult support.	ATL 1-6 Thinks with Creativity & Flexibility ATL 2-1 Understands Routines
24-36 mos.	
SED3.2a Displays understanding of engaging in routines, rules and appropriate social behavior.	ATL 2-1 Understands Routines ATL 2-2 Shows Responsibility
SED3.2b Self-soothes independently.	SED 3-2 Manages Feelings & Demonstrates Self-Control
SED3.2c Regulates some impulses with adult guidance.	SED 3-2 Manages Feelings & Demonstrates Self-Control
SED3.2d Responds to transitions and changes to schedules/routines.	ATL 2-1 Understands Routines
36-48 mos.	
SED3.3a Remembers and follows simple group rules and displays appropriate social behavior	ATL 2-2 Shows Responsibility
SED3.3b Regulates own emotions and behaviors with adult support when needed.	SED 3-2 Manages Feelings & Demonstrates Self-Control
SED3.3c Regulates impulses with adult guidance.	SED 3-2 Manages Feelings & Demonstrates Self-Control
SED3.3d Manages transitions and adapts to changes in schedules and routines with adult support.	ATL 2-1 Understands Routines
48-60 mos.	
SED3.4a Independently follows rules and routines.	ATL 2-2 Shows Responsibility
SED3.4b Regulates own emotions and behaviors, and seeks out adult support when needed.	SED 3-2 Manages Feelings & Demonstrates Self-Control

SED3.4c Regulates a wide range of impulses.	SED 3-2 Manages Feelings & Demonstrates Self-Control
SED3.4d Manages transitions and adapts to changes in schedules and routines independently.	ATL 2-1 Understands Routines
Strand: Developing a Sense of Self with Others	
Standard: SED4 – The child will develop relationships and social skills with adults.	
0-12 mos.	
SED4.0a Responds differently to familiar and unfamiliar adults.	SED 5-1 Bonds with Adults
SED4.0b Develops trust and attachment toward significant adults.	SED 5-1 Bonds with Adults
SED4.0c Imitates examples of affection with familiar adults.	SED 5-2 Learns from Adults
12-24 mos.	
SED4.1a Engages in interactions with familiar adults and responds to unfamiliar adults cautiously.	SED 5-1 Bonds with Adults
SED4.1b Shows feelings of security with familiar adults.	SED 5-1 Bonds with Adults
SED4.1c Shows beginning signs of affection with familiar adults.	SED 5-1 Bonds with Adults
24-36 mos.	
SED4.2a Stays connected with familiar adults using gestures, glances and verbal interaction.	SED 5-1 Bonds with Adults
SED4.2b Looks to familiar adults for reassurance when trying new tasks.	SED 5-1 Bonds with Adults
SED4.2c Shows nonverbal affection to familiar adults	SED 5-1 Bonds with Adults
SED4.2d Occasionally seeks out adult for help.	SED 5-1 Bonds with Adults
36-48 mos.	
SED4.3a Shows signs of security and trust when separated from familiar adults.	SED 5-1 Bonds with Adults
SED4.3b Uses a familiar adult's facial expression to decide how to respond.	SED 5-1 Bonds with Adults
SED4.3c Shows affection to familiar adults by using words and actions.	SED 5-1 Bonds with Adults
SED4.3d Seeks out adult for help	SED 5-1 Bonds with Adults
48-60 mos.	
SED4.4a Transitions well into new, unfamiliar settings.	SED 5-1 Bonds with Adults

SED4.4b Uses a familiar adult's suggestions to decide how to respond to a specific situation.	SED 5-2 Learns from Adults
SED4.4c Shows affection to familiar adults by using more complex words and actions.	SED 5-1 Bonds with Adults
SED4.4d Seeks out adults as a resource for help and assistance.	SED 5-2 Learns from Adults
Standard: SED5 – The child will develop relationships and social skills with peers.	
0-12 mos.	
SED5.0a Demonstrates interest/ excitement when other children enter the room.	SED 6-2 Bonds with Peers
SED5.0b Engages in solitary play around other children.	SED 6-2 Bonds with Peers
SED5.0c Shows awareness of possible conflicts by crying, turning away or showing distress.	SED 6-2 Bonds with Peers
SED5.0d Observes peers who are experiencing a need or discomfort.	SED 6-1 Builds Empathy
12-24 mos.	
SED5.1a Begins to relate to and show enjoyment in interactions with other children.	SED 6-2 Bonds with Peers
SED5.1b Engages in mostly solitary play with some parallel play.	SED 6-2 Bonds with Peers
SED5.1c Engages in conflicts with peers regarding possession of items.	SED 6-2 Bonds with Peers
SED5.1d Shows awareness of feelings displayed by peers.	SED 6-1 Builds Empathy
24-36 mos.	
SED5.2a At times, shows a preference to play with a familiar child.	SED 6-2 Bonds with Peers
SED5.2b Plays alongside other children for short periods. Observes and imitates other children.	SED 6-2 Bonds with Peers
SED5.2c Occasionally, resolves peer conflicts with adult support.	SED 6-3 Cooperates with Peers
SED5.2d Recognizes and names the feelings of peers with adult support.	SED 6-2 Bonds with Peers
SED5.2e Shows awareness of peers' personal space and belongings.	SED 6-3 Cooperates with Peers
36-48 mos.	
SED5.3a Initiates play with one or two other children.	SED 6-2 Bonds with Peers
SED5.3b Engages in mutual/cooperative play.	SED 6-2 Bonds with Peers

SED5.3c Seeks adult support to resolve some peer conflicts.	SED 6-3 Cooperates with Peers
SED5.3d Recognizes and names the feelings of peers.	SED 6-2 Bonds with Peers
SED5.3e Shows emerging respect for peers' personal space and belongings.	SED 6-3 Cooperates with Peers
48-60 mos.	
SED5.4a Develops and maintains friendships with other children.	SED 6-2 Bonds with Peers
SED5.4b Plays cooperatively with a few peers for a sustained period of time.	SED 6-2 Bonds with Peers
SED5.4c Attempts to resolve peer conflicts using appropriate strategies.	SED 6-3 Cooperates with Peers
SED5.4d Shows emerging empathy and understanding of peers by attempting to comfort and help.	SED 6-1 Builds Empathy
SED5.4e Shows respect for peers' personal space and belongings	SED 6-3 Cooperates with Peers

Approaches to Play and Learning	Vine Indicators
Strand: Initiative and Exploration	
Standard: APL1 – The child will demonstrate initiative and self-direction.	
0-12 mos.	
APL1.0a Exhibits interest in people and things in his/her surroundings.	ATL 1-4 Is Curious
APL1.0b Occasionally demonstrates desire to complete simple tasks by self.	ATL 1-5 Shows Initiative
APL1.0c Selects an item of interest by pointing and/or reaching for object.	ATL 1-5 Shows Initiative
12-24 mos.	
APL1.1a Uses available senses to learn and explore his/her environment.	ATL 1-4 Is Curious
APL1.1b Demonstrates desire to complete more complex tasks by self.	ATL 1-5 Shows Initiative
APL1.1c Selects book or toy from several options.	ATL 1-5 Shows Initiative
24-36 mos.	
APL1.2a Tries inventive or new ways of using materials or completing tasks.	ATL 1-4 Is Curious
APL1.2b Verbally expresses desire to complete tasks by self.	ATL 1-5 Shows Initiative
APL1.2c Independently selects materials and utilizes those materials.	ATL 1-5 Shows Initiative
36-48 mos.	

APL1.3a Initiates new tasks by himself/herself.	ATL 1-5 Shows Initiative
APL1.3b Makes choices and completes some independent activities.	CS 14-3 Makes Plans
APL1.3c Makes plans and follows through on intentions.	CS 14-3 Makes Plans
48-60 mos.	
APL1.4a Takes initiative to learn new concepts and try new experiences. Initiates and completes new tasks by himself/herself.	ATL 1-5 Shows Initiative
APL1.4b Selects and carries out activities without adult prompting.	ATL 1-5 Shows Initiative
APL1.4c Sets goals and develops and follows through on plans.	CS 14-3 Makes Plans
Standard: APL2 – The child will demonstrate interest and curiosity.	
0-12 mos.	
APL2.0a Shows eagerness and delight in self, others and surroundings.	ATL 1-4 Is Curious
APL2.0b Shows curiosity/interest in his/her surroundings.	ATL 1-4 Is Curious
12-24 mos.	
APL2.1a Shows interest in what others are doing.	ATL 1-4 Is Curious
APL2.1b Begins to show curiosity/interest in new objects, experiences and people.	ATL 1-4 Is Curious
24-36 mos.	
APL2.2a Seeks information from others.	ATL 1-4 Is Curious
APL2.2b Asks questions about familiar objects, people and experiences	ATL 1-4 Is Curious
APL2.2c Explores and manipulates familiar objects in the environment.	ATL 1-4 Is Curious
36-48 mos.	
APL2.3a Demonstrates an increased willingness to participate in both familiar and new experiences.	ATL 1-4 Is Curious
APL2.3b Asks questions about unfamiliar objects, people and experiences.	ATL 1-4 Is Curious
APL2.3c Explores and manipulates both familiar and unfamiliar objects in the environment.	ATL 1-4 Is Curious
48-60 mos.	
APL2.4a Demonstrates eagerness to learn about and discuss new topics, ideas and tasks.	ATL 1-4 Is Curious

APL2.4b Asks questions and seeks new information. With assistance, looks for new information and wants to know more.	ATL 1-4 Is Curious
APL2.4c Increasingly seeks out and explores unfamiliar objects in the environment.	ATL 1-4 Is Curious
Strand: Attentiveness and Persistence	
Standard: APL3 – The child will sustain attention to a specific activity and demonstrate persistence.	
0-12 mos.	
APL3.0a Examines a toy, rattle or face for a brief period of time.	ATL 1-1 Is Attentive
APL3.0b Explores a person or object for a minimum of one to three minutes.	ATL 1-1 Is Attentive
APL3.0c Continues to express distress when needs are not met.	ATL 1-3 Is Persistent
APL3.0d Repeats actions to make something happen again.	ATL 1-3 Is Persistent
12-24 mos.	
APL3.1a Engages and persists with an activity, toy or object.	ATL 1-1 Is Attentive
APL3.1b Demonstrates focus on a specific task or activity.	ATL 1-1 Is Attentive
APL3.1c Tries a variety of approaches to getting what he/she wants.	ATL 1-3 Is Persistent
APL3.1d Repeats interesting actions over and over to gain skills and confidence.	ATL 1-3 Is Persistent
24-36 mos.	
APL3.2a Engages in teacher-directed activity for short periods of time	ATL 1-1 Is Attentive
APL3.2b Demonstrates focus on a teacher-directed activity for a short period of time.	ATL 1-1 Is Attentive
APL3.2c Shows persistence in activities of interest despite interruptions.	ATL 1-3 Is Persistent
APL3.2d Repeats successful actions and experiences.	ATL 1-3 Is Persistent
36-48 mos.	
APL3.3a Engages in an activity for sustained periods of time to achieve a goal.	ATL 1-1 Is Attentive
APL3.3b Wants to complete activities and do them well.	ATL 1-1 Is Attentive
APL3.3c Begins to work cooperatively with others to achieve a goal or accomplish a task.	ATL 1-3 Is Persistent SED 6-3 Cooperates with Peers

APL3.3d Keeps working on activity even after setbacks.	ATL 1-3 Is Persistent
48-60 mos.	
APL3.4a Engages in independent activities and continues tasks over a period of time.	ATL 1-1 Is Attentive
APL3.4b Practices to improve skills that have been accomplished.	ATL 1-3 Is Persistent
APL3.4c Works cooperatively with others to successfully achieve a goal or accomplish a task.	ATL 1-3 Is Persistent SED 6-3 Cooperates with Peers
APL3.4d Persists in trying to complete a task after previous attempts have failed.	ATL 1-3 Is Persistent
Strand: Play	
Standard: APL4 – The child will engage in a progression of imaginative play.	
0-12 mos.	
APL4.0a Manipulates objects and imitates actions observed.	ATL 1-6 Thinks with Creativity & Flexibility
12-24 mos.	
APL4.1a Uses objects for a real or imagined purpose.	ATL 1-6 Thinks with Creativity & Flexibility CCA 21-4 Participates in Dramatic Play
24-36 mos.	
APL4.2a Substitutes one object for another in pretend play or pretends with objects that may or may not be present.	ATL 1-6 Thinks with Creativity & Flexibility CCA 21-4 Participates in Dramatic Play
36-48 mos.	
APL4.3a Uses imagination to create a variety of ideas, role-plays and fantasy situations.	ATL 1-6 Thinks with Creativity & Flexibility CCA 21-4 Participates in Dramatic Play
48-60 mos.	
APL4.4a Engages in elaborate and sustained imagined play, and can distinguish between real life and fantasy.	ATL 1-6 Thinks with Creativity & Flexibility CCA 21-4 Participates in Dramatic Play
Standard: APL5 – The child will demonstrate a cooperative and flexible approach to play and learning.	
0-12 mos.	
APL5.0a Engages in solitary play around other children.	SED 6-2 Bonds with Peers
12-24 mos.	
APL5.1a Plays independently with some interaction with other children.	SED 6-2 Bonds with Peers
24-36 mos.	
APL5.2a Participates in play and learning activities with a small group of children for short periods of time.	SED 6-2 Bonds with Peers

APL5.2b Helps and shares in a social setting with adult guidance.	SED 6-2 Bonds with Peers
APL5.2c Shows creativity, inventiveness and flexibility in his/her approach to play with adult guidance.	ATL 1-6 Thinks with Creativity & Flexibility
36-48 mos.	
APL5.3a Occasionally joins in cooperative play and learning in a group setting.	SED 6-2 Bonds with Peers
APL5.3b Plans, initiates and completes cooperative activities with adult guidance.	SED 6-2 Bonds with Peers
APL5.3c Finds a creative, inventive way of doing a familiar task or solving a problem with adult guidance.	ATL 1-6 Thinks with Creativity & Flexibility
APL5.3d Demonstrates emerging flexibility in his/her approach to play and learning.	ATL 1-6 Thinks with Creativity & Flexibility
48-60 mos.	
APL5.4a Willingly joins in sustained cooperative play and learning with others to complete a task.	SED 6-3 Cooperates with Peers
APL5.4b Demonstrates flexibility in taking on various roles in a group setting.	ATL 1-6 Thinks with Creativity & Flexibility
APL5.4c Demonstrates inventiveness, imagination and creativity to solve a problem.	ATL 1-6 Thinks with Creativity & Flexibility CS 14-1 Solves Problems
APL5.4d Considers a variety of possible solutions and exhibits flexibility if an alternate approach is suggested by a peer or adult.	ATL 1-6 Thinks with Creativity & Flexibility CS 14-1 Solves Problems
APL5.4e Recovers quickly from setbacks and differences in opinion in a group setting.	ATL 1-6 Thinks with Creativity & Flexibility

Communication, Language and Literacy	Vine Indicators
Strand: Receptive Language	
Standard: CLL1 – The child will listen to conversations and demonstrate comprehension.	
0-12 mos.	
CLL1.0a Reacts to environmental sounds and verbal communication.	LC 7-1 Develops Receptive Communication
CLL1.0b Responds to simple directions.	LC 7-1 Develops Receptive Communication
CLL1.0c Responds to repeated words and phrases.	LC 7-1 Develops Receptive Communication
12-24 mos.	

CLL1.1a Responds to language during conversations, songs, stories or other experiences.	LC 7-1 Develops Receptive Communication
CLL1.1b Listens to and follows simple directions.	LC 7-1 Develops Receptive Communication
CLL1.1c Responds to adult questions with answers.	LC 7-1 Develops Receptive Communication LC 7-6 Learns Conversation Structure
24-36 mos.	
CLL1.2a Listens and responds to brief conversations and group discussions.	LC 7-1 Develops Receptive Communication
CLL1.2b Listens to and follows one-step directions.	LC 7-1 Develops Receptive Communication
CLL1.2c Responds to questions with appropriate answers.	LC 7-1 Develops Receptive Communication LC 7-6 Learns Conversation Structure
36-48 mos.	
CLL1.3a Listens and responds to conversations and group discussions.	LC 7-1 Develops Receptive Communication
CLL1.3b Listens to and follows multi-step directions with support.	LC 7-1 Develops Receptive Communication
CLL1.3c Responds to more complex questions with appropriate answers.	LC 7-1 Develops Receptive Communication LC 7-6 Learns Conversation Structure
48-60 mos.	
CLL1.4a Listens and responds on topic to conversations and group discussions for an extended period.	LC 7-1 Develops Receptive Communication
CLL1.4b Listens to and follows multi-step directions.	LC 7-1 Develops Receptive Communication
CLL1.4c Extends/expands thoughts or ideas expressed.	LC 7-1 Develops Receptive Communication LC 7-2 Develops Expressive Communication LC 7-6 Learns Conversation Structure
Standard: CLL2 – The child will acquire vocabulary introduced in conversations, activities, stories and/or books.	
0-12 mos.	
CLL2.0a Responds to the names of familiar people and objects.	LC 7-1 Develops Receptive Communication LC 7-4 Expands Vocabulary
CLL2.0b Responds to talking, singing or reading.	LC 7-1 Develops Receptive Communication LC 7-4 Expands Vocabulary
12-24 mos.	
CLL2.1a Demonstrates understanding of simple words through his/her actions.	LC 7-1 Develops Receptive Communication LC 7-4 Expands Vocabulary
CLL2.1b Listens to simple stories.	LKS 8-1 Develops Early Literacy 1-Year Old: Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings
24-36 mos.	

CLL2.2a Demonstrates understanding of words through actions and/or conversations.	LC 7-1 Develops Receptive Communication LC 7-4 Expands Vocabulary
CLL2.2b Listens and understands familiar vocabulary from activities, stories and books.	LC 7-4 Expands Vocabulary LKS 8-1 Develops Early Literacy
36-48 mos.	
CLL2.3a Demonstrates understanding of vocabulary through everyday conversations.	LC 7-4 Expands Vocabulary
CLL2.3b Listens and understands new vocabulary from activities, stories and books.	LC 7-4 Expands Vocabulary
48-60 mos.	
CLL2.4a Demonstrates understanding of more complex vocabulary through everyday conversations.	LC 7-4 Expands Vocabulary
CLL2.4b Connects new vocabulary from activities, stories and books with prior experiences and conversations.	LC 7-4 Expands Vocabulary LKS 8-1 Develops Early Literacy
Strand: Expressive Language	
Standard: CLL3 – The child will use nonverbal communication for a variety of purposes.	
0-12 mos.	
CLL3.0a Communicates needs and wants through nonverbal gestures and facial expressions.	LC 7-2 Develops Expressive Communication
CLL3.0b Communicates feelings through facial expressions.	LC 7-2 Develops Expressive Communication
12-24 mos.	
CLL3.1a Communicates needs and wants through nonverbal gestures and actions.	LC 7-2 Develops Expressive Communication
CLL3.1b Uses some nonverbal gestures and actions used by others to express feelings.	LC 7-2 Develops Expressive Communication
24-36 mos.	
CLL3.2a Communicates needs and wants through nonverbal gestures and actions, in addition to verbal communication.	LC 7-2 Develops Expressive Communication
CLL3.2b Gains awareness of how to communicate feelings using nonverbal gestures and actions.	LC 7-2 Develops Expressive Communication
36-48 mos.	

CLL3.3a Uses gestures and actions to enhance verbal communication of needs and wants.	LC 7-2 Develops Expressive Communication
CLL3.3b Communicates feelings using nonverbal gestures and actions.	LC 7-2 Develops Expressive Communication
48-60 mos.	
CLL3.4a Uses more complex gestures and actions to enhance verbal communication of needs and wants.	LC 7-2 Develops Expressive Communication
CLL3.4b Communicates feelings using appropriate nonverbal gestures, body language and actions.	LC 7-2 Develops Expressive Communication
Standard: CLL4 – The child will use increasingly complex spoken language.	
0-12 mos.	
CLL4.0a Engages in back-and-forth vocal play with adult.	LC 7-2 Develops Expressive Communication
CLL4.0b Uses crying and other vocal signals to communicate.	LC 7-2 Develops Expressive Communication
12-24 mos.	
CLL4.1a Experiments with spontaneous vocal play.	LC 7-2 Develops Expressive Communication
CLL4.1b Uses one- to two-word phrases to communicate.	LC 7-2 Develops Expressive Communication
24-36 mos.	
CLL4.2a Strings sounds and/or words together with voice inflections.	LC 7-5 Expands Grammar and Pronunciation
CLL4.2b Uses three- to four-word phrases and includes describing words.	LC 7-2 Develops Expressive Communication
CLL4.2c Describes experiences.	LC 7-2 Develops Expressive Communication
CLL4.2d Demonstrates an expanding vocabulary.	LC 7-4 Expands Vocabulary
36-48 mos.	
CLL4.3a Speaks clearly enough to be understood.	LC 7-5 Expands Grammar and Pronunciation
CLL4.3b Demonstrates use of expanded sentences and sentence structures.	LC 7-2 Develops Expressive Communication LC 7-5 Expands Grammar and Pronunciation
CLL4.3c Describes activities and experiences using details.	LC 7-2 Develops Expressive Communication
CLL4.3d Uses expanded vocabulary in a variety of situations.	LC 7-4 Expands Vocabulary
48-60 mos.	
CLL4.4a Uses spoken language that can be understood with ease.	LC 7-5 Expands Grammar and Pronunciation

CLL4.4b Demonstrates use of expanded sentences and sentence structures to ask questions and/or respond verbally.	LC 7-2 Develops Expressive Communication
CLL4.4c Describes activities, experiences and stories with more detail.	LC 7-2 Develops Expressive Communication
CLL4.4d Uses new and expanded vocabulary in a variety of situations.	LC 7-4 Expands Vocabulary
Strand: Early Reading	
Standard: CLL5 – The child will acquire meaning from a variety of materials read to him/her.	
0-12 mos.	
CLL5.0a Shows interest in shared reading experiences and looking at books.	LKS 8-1 Develops Early Literacy
12-24 mos.	
CLL5.1a With prompting and support, makes sounds that relate to pictures in books.	LKS 8-1 Develops Early Literacy
CLL5.1b Shows preference for familiar stories.	LKS 8-1 Develops Early Literacy
CLL5.1c With prompting and support, responds to simple questions about a story.	LKS 8-1 Develops Early Literacy
24-36 mos.	
CLL5.2a Uses words to describe or name pictures when reading.	LKS 8-1 Develops Early Literacy
CLL5.2b Shows preference for familiar stories and can repeat phrases.	LKS 8-1 Develops Early Literacy
CLL5.2c Answers simple questions about a story.	LKS 8-1 Develops Early Literacy
36-48 mos.	
CLL5.3a Prior to reading, uses pictures to predict story content.	LKS 8-1 Develops Early Literacy
CLL5.3b With prompting and support, retells a simple story using pictures.	LKS 8-1 Develops Early Literacy
CLL5.3c Answers questions about a story	LKS 8-1 Develops Early Literacy
48-60 mos.	
CLL5.4a Prior to reading, uses prior knowledge, story title and pictures to make predictions about story content.	LKS 8-1 Develops Early Literacy
CLL5.4b Retells familiar stories.	ATL 1-2 Develops Memory LKS 8-1 Develops Early Literacy
CLL5.4c Discusses books or stories read aloud and can identify characters and setting in a story.	LKS 8-1 Develops Early Literacy
CLL5.4d Makes real-world connections between stories and real-life experiences.	LKS 8-1 Develops Early Literacy

CLL5.4e Develops an alternate ending for a story.	LKS 8-1 Develops Early Literacy
Standard: CLL6 – The child will develop early phonological awareness (awareness of the units of sound).	
0-12 mos.	
CLL6.0a Listens to simple nursery rhymes, songs and chants.	LC 7-1 Develops Receptive Communication
12-24 mos.	
CLL6.1a Listens to and participates in familiar nursery rhymes, songs and chants.	LC 7-1 Develops Receptive Communication
CLL6.1b Participates in rhyming activities.	LC 7-3 Develops Phonemic Awareness
24-36 mos.	
CLL6.2a Listens to and imitates sounds in familiar nursery rhymes, songs and chants.	LC 7-3 Develops Phonemic Awareness
CLL6.2b Experiments with rhyming words.	LC 7-3 Develops Phonemic Awareness
36-48 mos.	
CLL6.3a Listens and matches rhythm, volume and pitch of rhymes, songs and chants.	LC 7-3 Develops Phonemic Awareness
CLL6.3b Identifies and produces rhyming words with adult guidance.	LC 7-3 Develops Phonemic Awareness
CLL6.3d Segments sentences into individual words with adult guidance.	LC 7-3 Develops Phonemic Awareness
CLL6.3e Segments words into syllables with adult guidance.	LC 7-3 Develops Phonemic Awareness
48-60 mos.	
CLL6.4a Listens and differentiates between sounds that are the same and different.	LC 7-3 Develops Phonemic Awareness
CLL6.4b Identifies and produces rhyming words.	LC 7-3 Develops Phonemic Awareness
CLL6.4c Isolates the initial (beginning) sounds in words with adult guidance.	LC 7-3 Develops Phonemic Awareness
CLL6.4d Segments sentences into individual words.	LC 7-3 Develops Phonemic Awareness
CLL6.4e Segments words into syllables.	LC 7-3 Develops Phonemic Awareness
CLL6.4f Manipulates and blends sounds (phonemes) with adult guidance.	LC 7-3 Develops Phonemic Awareness
Standard: CLL7 – The child will demonstrate increasing knowledge of the alphabet.	
24-36 mos.	
CLL7.2a Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named.	LKS 8-2 Develops Alphabetic Knowledge
36-48 mos.	

CLL7.3a With prompting and support, can identify some alphabet letter names.	LKS 8-2 Develops Alphabetic Knowledge
48-60 mos.	
CLL7.4a With prompting and support, recognizes and names some upper/lowercase letters of the alphabet.	LKS 8-2 Develops Alphabetic Knowledge
Standard: CLL8 – The child will demonstrate awareness of print concepts.	
0-12 mos.	
CLL8.0a Shows interest in books by reaching for books and explores books through touch.	LKS 8-1 Develops Early Literacy
CLL8.0b Imitates adults by pointing to pictures.	LKS 8-1 Develops Early Literacy
12-24 mos.	
CLL8.1a Asks to have books read to him/her.	LKS 8-1 Develops Early Literacy
CLL8.1b Touches or identifies pictures when prompted.	LC 7-4 Expands Vocabulary LKS 8-1 Develops Early Literacy
CLL8.1c With assistance, holds book upright and helps turn pages one at a time.	LKS 8-1 Develops Early Literacy
CLL8.1d With adult guidance, recognizes some familiar logos in the environment.	LKS 8-1 Develops Early Literacy LKS 8-3 Develops Emergent Reading
24-36 mos.	
CLL8.2a Recognizes and self-selects familiar books to mimic independent reading.	LKS 8-1 Develops Early Literacy
CLL8.2b With prompting and support, discriminates words from pictures.	LKS 8-1 Develops Early Literacy
CLL8.2c Holds book with two hands and turns the pages.	LKS 8-1 Develops Early Literacy
CLL8.2d With adult guidance, recognizes some environmental print.	LKS 8-3 Develops Emergent Reading
36-48 mos.	
CLL8.3a Shares self-selected familiar books and engages in pretend reading with others.	LKS 8-1 Develops Early Literacy
CLL8.3b Discriminates words from pictures independently.	LKS 8-1 Develops Early Literacy
CLL8.3c Independently holds a book right side up and turns pages from right to left.	LKS 8-1 Develops Early Literacy LKS 8-3 Develops Emergent Reading
CLL8.3d Recognizes environmental print.	LKS 8-3 Develops Emergent Reading
CLL8.3e With adult guidance, points to the title of familiar books or stories and where to begin reading a story	LKS 8-1 Develops Early Literacy
48-60 mos.	

CLL8.4a Demonstrates interest in different kinds of literature, such as fiction and nonfiction books and poetry, on a range of topics.	LKS 8-1 Develops Early Literacy
CLL8.4b Understands that letters form words. Understands that words are separated by spaces in print.	LKS 8-3 Develops Emergent Reading
CLL8.4c With prompting and support, tracks words from left to right, top to bottom and page to page.	LKS 8-3 Develops Emergent Reading
CLL8.4d Recognizes and reads environmental print.	LKS 8-3 Develops Emergent Reading
CLL8.4e Identifies the front, back, top and bottom of a book. Points to the title of familiar books or stories and where to begin reading a story.	LKS 8-1 Develops Early Literacy
Strand: Early Writing	
Standard: CLL9 – The child will use writing for a variety of purposes.	
0-12 mos.	
CLL9.0a Makes some random marks.	LKS 9-1 Develops Emergent Writing
CLL9.0b Holds simple writing tools with adult help and supervision.	LKS 9-1 Develops Emergent Writing
12-24 mos.	
CLL9.1a Makes random marks and scribbles.	LKS 9-1 Develops Emergent Writing
CLL9.1b Uses simple tools to mark on paper.	LKS 9-1 Develops Emergent Writing
24-36 mos.	
CLL9.2a Makes more controlled scribbling.	LKS 9-1 Develops Emergent Writing
CLL9.2b Experiments with a variety of writing tools, materials and surfaces.	LKS 9-1 Develops Emergent Writing
CLL9.2c Occasionally draws and scribbles with a purpose.	LKS 9-1 Develops Emergent Writing
36-48 mos.	
CLL9.3a Creates letter-like symbols. May use invented spelling to label drawings.	LKS 9-1 Develops Emergent Writing
CLL9.3b Uses writing tools with adult guidance.	LKS 9-1 Develops Emergent Writing
CLL9.3c Shows emerging awareness that writing can be used for a variety of purposes.	LKS 9-1 Develops Emergent Writing
48-60 mos.	
CLL9.4a Draws pictures and copies letters and/or numbers to communicate.	LKS 9-1 Develops Emergent Writing
CLL9.4b Uses writing tools.	LKS 9-1 Develops Emergent Writing

CLL9.4c Uses writing for a variety of purposes.	LKS 9-1 Develops Emergent Writing
CLL9.4d Writes some letters of the alphabet.	LKS 9-1 Develops Emergent Writing

Cognitive Development and General Knowledge	Vine Indicators
Math	
Strand: Number and Quantity	
Standard: CD-MA1 – The child will organize, represent and build knowledge of number and quantity.	
0-12 mos.	
CD-MA1.0a Observes simple songs or finger-plays that involve numbers and quantity.	CM 10-1 Begins Counting
CD-MA1.0b Observes printed numerals on pictures, books or objects.	CM 10-1 Begins Counting
CD-MA1.0c Uses words and/or gestures to request “more” in reference to food or play.	CM 11-1 Learns Measurement and Quantities
12-24 mos.	
CD-MA1.1a Imitates rote counting using numbers.	CM 10-1 Begins Counting
CD-MA1.1b Participates in simple songs that involve number and quantity.	CM 10-1 Begins Counting
CD-MA1.1c Attaches meaning to names for numbers with adult support.	CM 11-1 Learns Measurement and Quantities
CD-MA1.1d Shows awareness of early concepts related to amount.	CM 11-1 Learns Measurement and Quantities
24-36 mos.	
CD-MA1.2a Recites numbers up to five in sequence.	CM 10-1 Begins Counting
CD-MA1.2b Recognizes some numerals in the everyday environment.	CM 10-4 Reads and Writes Numbers
CD-MA1.2c Begins to understand that numbers of objects can be symbolized by printed numerals.	CM 11-1 Learns Measurement and Quantities
CD-MA1.2d Uses simple vocabulary to describe concepts related to amount.	CM 11-1 Learns Measurement and Quantities
36-48 mos.	
CD-MA1.3a Recites numbers up to 10 in sequence.	CM 10-1 Begins Counting
CD-MA1.3b Recognizes numerals and quantities in the everyday environment.	CM 10-4 Reads and Writes Numbers CM 11-1 Learns Measurement and Quantities

CD-MA1.3c Matches numerals to sets of objects with the same number, 0–5.	CM 10-4 Reads and Writes Numbers
CD-MA1.3d Identifies quantity and comparisons of quantity.	CM 11-1 Learns Measurement and Quantities
CD-MA1.3e Quickly recognizes and names how many items are in a set of up to three items.	CM 10-2 Builds and Observes Sets
48-60 mos.	
CD-MA1.4a Recites numbers up to 20 in sequence.	CM 10-1 Begins Counting
CD-MA1.4b Recognizes numerals and uses counting as part of play and as a means for determining quantity.	CM 10-1 Begins Counting CM 10-4 Reads and Writes Numbers
CD-MA1.4c Matches numerals to sets of objects with the same number, 0–10.	CM 10-2 Builds and Observes Sets CM 10-4 Reads and Writes Numbers
CD-MA1.4d Describes sets as having more, less, same as/equal.	CM 10-2 Builds and Observes Sets
CD-MA1.4e Quickly recognizes and names how many items are in a set of up to four items.	CM 10-2 Builds and Observes Sets
CD-MA1.4f Tells numbers that come before and after a given number up to 10.	CM 10-1 Begins Counting
Standard: CD-MA2 – The child will manipulate, compare, describe relationships and solve problems using number and quantity.	
0-12 mos.	
CD-MA2.0a Participates in simple counting of objects when led by an adult.	CM 10-1 Begins Counting
12-24 mos.	
CD-MA2.1a Counts groups of one and two objects with adult guidance.	CM 10-1 Begins Counting
CD-MA2.1b Applies number and counting to daily routine with adult guidance.	CM 10-1 Begins Counting
24-36 mos.	
CD-MA2.2a Matches two equal sets using one-to-one correspondence with adult guidance.	CM 10-2 Builds and Observes Sets
CD-MA2.2b Counts one, two and sometimes three objects using one-to-one correspondence with adult guidance.	CM 10-2 Builds and Observes Sets
CD-MA2.2c Applies number and counting to daily routine.	CM 10-1 Begins Counting
CD-MA2.2d Participates in creating simple, real and pictorial graphs.	CM 10-4 Reads and Writes Numbers
36-48 mos.	

CD-MA2.3a Matches two equal sets using one-to-one correspondence independently.	CM 10-2 Builds and Observes Sets
CD-MA2.3b Counts up to five objects using one-to-one correspondence with adult guidance.	CM 10-1 Begins Counting
CD-MA2.3c Recognizes that objects or sets can be combined or separated.	CM 10-3 Learns Addition, Subtraction and Division
CD-MA2.3d Participates in creating and using real and pictorial graphs or other simple representations of data.	CM 10-4 Reads and Writes Numbers CS 14-4 Draws Conclusions and Sorts Results
48-60 mos.	
CD-MA2.4a Matches two equal sets using one-to-one correspondence and understands they are the same.	CM 10-2 Builds and Observes Sets
CD-MA2.4b Counts at least 10 objects using one-to-one correspondence.	CM 10-1 Begins Counting
CD-MA2.4c Practices combining, separating and naming quantities.	CM 11-1 Learns Measurement and Quantities
CD-MA2.4d Describes data from classroom graphs using numerical math language.	CM 11-1 Learns Measurement and Quantities
CD-MA2.4e With adult guidance and when counting, understands and can respond with the last number counted to represent quantity (cardinality).	CM 10-1 Begins Counting CM 10-3 Learns Addition, Subtraction and Division
Strand: Measurement and Comparison	
Standard: CD-MA3 – The child will explore and communicate about distance, weight, length, height and time.	
0-12 mos.	
CD-MA3.0a Plays with toys and objects with different sizes and shapes.	CM 11-1 Learns Measurement and Quantities
CD-MA3.0b Shows awareness of consistent daily routines.	ATL 2-1 Understands Routines
12-24 mos.	
CD-MA3.1a Uses size words appropriately.	CM 11-1 Learns Measurement and Quantities
CD-MA3.1b Explores and identifies objects that are big or small, heavy or light, and tall or short, with assistance.	CM 11-1 Learns Measurement and Quantities
CD-MA3.1c Explores measuring tools.	CM 11-1 Learns Measurement and Quantities
CD-MA3.1d Begins to predict daily routines.	ATL 2-1 Understands Routines
24-36 mos.	
CD-MA3.2a Develops vocabulary for length, weight and height.	CM 11-1 Learns Measurement and Quantities
CD-MA3.2b Makes simple comparisons between two objects.	CS 13-2 Classifies or Sorts Objects

CD-MA3.2c Uses measurement tools in play activities.	CM 11-1 Learns Measurement and Quantities
CD-MA3.2d Identifies daily routines and changes in routine.	ATL 2-1 Understands Routines
36-48 mos.	
CD-MA3.3a Labels objects using size words.	CM 11-1 Learns Measurement and Quantities
CD-MA3.3b Compares two or more objects using a single attribute, such as length, weight and size. Matches items of similar sizes.	CS 13-2 Classifies or Sorts Objects
CD-MA3.3c Uses a variety of standard and non-standard tools to measure object attributes with assistance.	CM 11-1 Learns Measurement and Quantities
CD-MA3.3d Predicts upcoming events from prior knowledge.	CS 14-2 Makes Predictions
48-60 mos.	
CD-MA3.4a Uses mathematical terms to describe experiences involving measurement.	CM 11-1 Learns Measurement and Quantities
CD-MA3.4b Compares objects using two or more attributes, such as length, weight and size.	CS 13-2 Classifies or Sorts Objects
CD-MA3.4c Uses a variety of techniques and standard and non-standard tools to measure and compare length, volume (capacity) and weight.	CM 11-1 Learns Measurement and Quantities
CD-MA3.4d Associates and describes the passage of time with actual events.	SS 16-2 Understands Time
Standard: CD-MA4 – The child will sort, seriate, classify and create patterns.	
0-12 mos.	
CD-MA4.0a Explores objects with different characteristics.	CS 13-1 Explores Objects
CD-MA4.0b Begins to imitate simple sounds and movements.	SED 5-2 Learns from Adults
12-24 mos.	
CD-MA4.1a Orders several objects on the basis of one characteristic through trial-and-error.	CS 13-2 Classifies or Sorts Objects
CD-MA4.1b Differentiates between two objects with different characteristics with adult guidance.	CS 13-2 Classifies or Sorts Objects
CD-MA4.1c Copies patterns using sounds or physical movements with adult prompting and guidance.	CM 11-2 Understands Patterns

24-36 mos.	
CD-MA4.2a Orders a few objects by characteristic with adult guidance.	CS 13-2 Classifies or Sorts Objects
CD-MA4.2b Matches objects with similar attributes or characteristics.	CS 13-2 Classifies or Sorts Objects
CD-MA4.2c Recognizes simple patterns in the environment.	CM 11-2 Understands Patterns
36-48 mos.	
CD-MA4.3a Independently orders objects using one characteristic.	CS 13-2 Classifies or Sorts Objects
CD-MA4.3b Sorts objects by one attribute, such as color, shape or size.	CS 13-2 Classifies or Sorts Objects
CD-MA4.3c Identifies and duplicates simple, repeating patterns.	CM 11-2 Understands Patterns
48-60 mos.	
CD-MA4.4a Independently orders objects using one characteristic and describes the criteria used.	CS 13-2 Classifies or Sorts Objects
CD-MA4.4b Sorts and classifies objects using one or more attributes or relationships.	CS 13-2 Classifies or Sorts Objects
CD-MA4.4c Creates and extends simple, repeating patterns.	CM 11-2 Understands Patterns
Strand: Geometry and Spatial Thinking	
Standard: CD-MA5 – The child will explore, recognize and describe spatial relationships between objects.	
0-12 mos.	
CD-MA5.0a Explores relationships between objects through play.	CM 12-2 Develops Spatial Awareness
CD-MA5.0b Explores simple objects to make them fit.	CM 12-2 Develops Spatial Awareness
12-24 mos.	
CD-MA5.1a When modeled by an adult, attempts to move objects in different directions, such as up, down, around or under.	CM 12-2 Develops Spatial Awareness
CD-MA5.1b With prompting and guidance, begins to slide, rotate and flip objects to make them fit.	CM 12-2 Develops Spatial Awareness
24-36 mos.	
CD-MA5.2a Practices using directionality and appropriate vocabulary.	CM 12-2 Develops Spatial Awareness
CD-MA5.2b With some adult guidance, demonstrates increasing ability to slide, rotate and flip objects to make them fit.	CM 12-2 Develops Spatial Awareness

36-48 mos.	
CD-MA5.3a Follows simple directions which demonstrates an understanding of directionality, order and position of objects.	CM 12-2 Develops Spatial Awareness
CD-MA5.3b Begins using more deliberate manipulation to fit objects together.	CM 12-2 Develops Spatial Awareness
48-60 mos.	
CD-MA5.4a Uses appropriate directional language to indicate where things are in their environment: positions, distances, order.	CM 12-2 Develops Spatial Awareness
CD-MA5.4b Uses deliberate manipulation and describes process for fitting objects together.	CM 12-2 Develops Spatial Awareness
Standard: CD-MA6 – The child will explore, recognize and describe shapes and shape concepts.	
0-12 mos.	
CD-MA6.0a Explores objects with different shapes.	CM 12-1 Learns Shapes & Sizes
12-24 mos.	
CD-MA6.1a Recognizes basic shapes and matches two identical shapes.	CM 12-1 Learns Shapes & Sizes
24-36 mos.	
CD-MA6.2a Recognizes and names two-dimensional shapes with adult guidance.	CM 12-1 Learns Shapes & Sizes
36-48 mos.	
CD-MA6.3a Recognizes basic, two-dimensional shapes in the environment independently.	CM 12-1 Learns Shapes & Sizes
48-60 mos.	
CD-MA6.4a Recognizes and names common two-dimensional and three-dimensional shapes, their parts and attributes.	CM 12-1 Learns Shapes & Sizes
CD-MA6.4b Combines simple shapes to form new shapes.	CM 12-1 Learns Shapes & Sizes
Strand: Mathematical Reasoning	
Standard: CD-MA7 – The child will use mathematical problem solving, reasoning, estimation and communication.	
24-36 mos.	
CD-MA7.2a When given two objects, makes a guess about a characteristic.	CS 13-2 Classifies or Sorts Objects
36-48 mos.	

CD-MA7.3a Practices estimating using mathematical terms and numbers with adult guidance.	CM 11-1 Learns Measurement and Quantities
CD-MA7.3b Shows interest in solving mathematical problems.	CM 10-3 Learns Addition, Subtraction and Division
CD-MA7.3c Uses emerging reasoning skills to determine a solution to a mathematical problem.	CM 10-3 Learns Addition, Subtraction and Division
48-60 mos.	
CD-MA7.4a Estimates using mathematical terms and understands how to check the estimate.	CM 11-1 Learns Measurement and Quantities
CD-MA7.4b Uses simple strategies to solve mathematical problems and communicates how he/she solved it.	CM 10-3 Learns Addition, Subtraction and Division
CD-MA7.4c Uses reasoning skills to determine the solution to a mathematical problem and communicates why	CM 10-3 Learns Addition, Subtraction and Division
Social Studies	
Strand: Family	
Standard: CD-SS1 – The child will demonstrate an understanding of his/her family and an emerging awareness of his/her own culture and ethnicity.	
0-12 mos.	
CD-SS1.0a Uses sounds, facial expressions or body movements when recognizing family members.	SED 5-1 Bonds with Adults
12-24 mos.	
CD-SS1.1a Uses simple words to show recognition of immediate family members.	SED 5-1 Bonds with Adults
CD-SS1.1b Begins to gesture and ask simple questions regarding differences and/or similarities between self and others.	SED 4-1 Develops Awareness of Self
24-36 mos.	
CD-SS1.2a Uses words to identify his/her family members. Knows own first and last name.	SED 4-1 Develops Awareness of Self
CD-SS1.2b Uses simple phrases to demonstrate an emerging awareness of differences and/or similarities between self and others.	SED 4-1 Develops Awareness of Self
36-48 mos.	
CD-SS1.3a Identifies self in relationship to his/her family unit.	SED 4-1 Develops Awareness of Self SS 16-4 Learns about Community Roles and Jobs

CD-SS1.3b Identifies similarities and differences between self and others.	SED 4-1 Develops Awareness of Self
48-60 mos.	
CD-SS1.4a Describes his/her family structure and family roles.	SS 16-4 Learns about Community Roles and Jobs
CD-SS1.4b Describes similarities and differences between self and others.	SED 4-1 Develops Awareness of Self
Strand: People and Community	
Standard: CD-SS2 – The child will demonstrate an understanding of his/her community and an emerging awareness of others’ cultures and ethnicity.	
0-12 mos.	
CD-SS2.0a Begins to understand acceptable and unacceptable behavior.	ATL 2-2 Shows Responsibility
12-24 mos.	
CD-SS2.1a Demonstrates understanding of simple rules.	ATL 2-2 Shows Responsibility
CD-SS2.1b Observes cultural celebrations.	
24-36 mos.	
CD-SS2.2a Recognizes and follows simple rules of the classroom community.	ATL 2-2 Shows Responsibility
CD-SS2.2b Identifies traditions and cultural celebrations of his/her own family.	SED 4-1 Develops Awareness of Self SS 16-1 Explores Cultures
36-48 mos.	
CD-SS2.3a Remembers rules of the classroom community and displays appropriate social behavior.	ATL 2-2 Shows Responsibility
CD-SS2.3b Explains traditions and cultural celebrations of his/her own family.	SED 4-1 Develops Awareness of Self
CD-SS2.3c Asks simple questions about others’ cultures.	SS 16-1 Explores Cultures
48-60 mos.	
CD-SS2.4a Identifies and follows rules of the classroom community and displays competence in engaging in appropriate social behavior.	ATL 2-2 Shows Responsibility
CD-SS2.4b Explains diverse customs and cultural celebrations within the home, classroom and community.	SS 16-1 Explores Cultures
CD-SS2.4c Recognizes similarities and differences between own culture and that of others.	SS 16-1 Explores Cultures
Standard: CD-SS3 – The child will demonstrate an awareness of the geography in his/her community.	

0-12 mos.	
CD-SS3.0a Recognizes personal objects.	ATL 1-2 Develops Memory
CD-SS3.0b Shows familiarity with aspects of classroom and home environment.	ATL 1-2 Develops Memory
12-24 mos.	
CD-SS3.1a Recognizes people and objects have an appropriate location.	ATL 1-2 Develops Memory CS 13-2 Classifies or Sorts Objects
CD-SS3.1b Recognizes aspects of his/her classroom and home environment.	ATL 1-2 Develops Memory
24-36 mos.	
CD-SS3.2a Places people and objects in the appropriate place with assistance.	CS 13-2 Classifies or Sorts Objects
CD-SS3.2b Recognizes aspects of his/her community.	ATL 1-2 Develops Memory
36-48 mos.	
CD-SS3.3a Identifies locations of people and objects.	ATL 1-2 Develops Memory
CD-SS3.3b Identifies and describes some aspects of his/her community.	SS 16-3 Explores Geography
48-60 mos.	
CD-SS3.4a Creates simple representations of home, school and community.	SS 16-3 Explores Geography
CD-SS3.4b Identifies and describes aspects of his/her community.	SS 16-3 Explores Geography
Standard: CD-SS4 – The child will demonstrate an awareness of economics in his/her community.	
0-12 mos.	
CD-SS4.0a Assists with simple tasks.	ATL 1-5 Shows Initiative
CD-SS4.0b Observes key community occupations.	SED 5-2 Learns from Adults
CD-SS4.0c Understands concept of “more.”	CM 11-1 Learns Measurement and Quantities
12-24 mos.	
CD-SS4.1a Completes a task with assistance.	ATL 1-3 Is Persistent
CD-SS4.1b Recognizes that familiar people perform different occupations.	SED 5-1 Bonds with Adults
CD-SS4.1c Understands concept of trading with peers to exchange goods/toys.	SED 6-3 Cooperates with Peers
24-36 mos.	
CD-SS4.2a Completes jobs to contribute to his/her community with adult guidance.	ATL 2-2 Shows Responsibility
CD-SS4.2b Recognizes occupations.	SS 16-4 Learns about Community Roles and Jobs
CD-SS4.2c Recognizes relationship between supply and demand.	SS 16-5 Learns about Government and Economics

36-48 mos.	
CD-SS4.3a Completes jobs to contribute to his/her community.	ATL 2-2 Shows Responsibility
CD-SS4.3b Recognizes a variety of occupations and work associated with him/her.	SS 16-4 Learns about Community Roles and Jobs
CD-SS4.3c Recognizes that people work to earn a living.	SS 16-4 Learns about Community Roles and Jobs
CD-SS4.3d Explores the uses of technology.	CS 13-3 Learns Using Technology
48-60 mos.	
CD-SS4.4a Completes jobs to contribute to his/her community and communicates why it is important.	ATL 2-2 Shows Responsibility
CD-SS4.4b Describes the roles and responsibilities of a variety of occupations.	SS 16-4 Learns about Community Roles and Jobs
CD-SS4.4c Describes how people interact economically and the exchange of goods and services.	SS 16-5 Learns about Government and Economics
CD-SS4.4d Explores the uses of technology and understands its role in the environment.	CS 13-3 Learns Using Technology
Strand: History and Events	
Standard: CD-SS5 – The child will understand the passage of time and how events are related.	
0-12 mos.	
CD-SS5.0a Responds to changes in routine or schedule.	ATL 2-1 Understands Routines
12-24 mos.	
CD-SS5.1a Adapts to changes in routine and/or schedule and anticipates events.	ATL 1-6 Thinks with Creativity & Flexibility ATL 2-1 Understands Routines
24-36 mos.	
CD-SS5.2a Recognizes sequence of events.	ATL 2-1 Understands Routines SS 16-2 Understands Time
36-48 mos.	
CD-SS5.3a Recognizes and describes sequence of events.	SS 16-2 Understands Time
48-60 mos.	
CD-SS5.4a Recognizes and describes sequence of events with accuracy.	SS 16-2 Understands Time
CD-SS5.4b Differentiates between past, present and future.	SS 16-2 Understands Time
Science	
Strand: Scientific Skills and Methods	

Standard: CD-SC1 – The child will demonstrate scientific inquiry skills.	
0-12 mos.	
CD-SC1.0a Observes and explores objects using all senses.	CS 13-1 Explores Objects
CD-SC1.0b Attempts to use objects as tools.	CS 13-1 Explores Objects
CD-SC1.0c Responds to what he/she sees, hears, tastes and smells.	CS 13-1 Explores Objects
12-24 mos.	
CD-SC1.1a Observes and explores the nature of sensory materials.	CS 13-1 Explores Objects CS 15-1 Explores the Natural Environment
CD-SC1.1b Uses simple tools to explore.	CS 13-1 Explores Objects
CD-SC1.1c Uses sounds and simple words to describe things in the environment.	LC 7-2 Develops Expressive Communication
24-36 mos.	
CD-SC1.2a Uses senses to observe and experience objects and environment with adult guidance.	CS 13-1 Explores Objects
CD-SC1.2b Uses simple tools as props through play.	CS 13-1 Explores Objects
CD-SC1.2c Observes and discusses objects and events in the environment.	CS 15-1 Explores the Natural Environment
36-48 mos.	
CD-SC1.3a Uses senses to observe and experience objects and environment.	CS 13-1 Explores Objects
CD-SC1.3b Uses simple tools to experiment and observe.	CS 15-1 Explores the Natural Environment
CD-SC1.3c Records observations through drawings or dictations with adult guidance.	CS 14-4 Draws Conclusions and Sorts Results
CD-SC1.3d Participates in simple experiments and discusses scientific properties.	CS 14-4 Draws Conclusions and Sorts Results
48-60 mos.	
CD-SC1.4a Uses senses to observe, classify and learn about objects and environment.	CS 15-1 Explores the Natural Environment
CD-SC1.4b Uses simple tools correctly to experiment, observe and increase understanding.	CS 15-1 Explores the Natural Environment
CD-SC1.4c Records observations through dictating to an adult and drawing pictures or using other forms of writing.	CS 14-4 Draws Conclusions and Sorts Results
CD-SC1.4d Experiments, compares and formulates hypotheses related to scientific properties.	CS 14-4 Draws Conclusions and Sorts Results

Strand: Earth and Space	
Standard: CD-SC2 – The child will demonstrate knowledge related to the dynamic properties of earth and sky.	
0-12 mos.	
CD-SC2.0a Touches water with adult support and supervision.	CS 15-1 Explores the Natural Environment
CD-SC2.0b Touches sand and mud with adult support and supervision.	CS 15-1 Explores the Natural Environment
CD-SC2.0c Observes the sun, clouds and transition from day to night with adult support.	CS 15-1 Explores the Natural Environment
CD-SC2.0d Observes different types of weather.	CS 15-1 Explores the Natural Environment
12-24 mos.	
CD-SC2.1a Engages in structured play using water.	CS 15-1 Explores the Natural Environment
CD-SC2.1b Engages in structured play using sand, soil and mud.	CS 15-1 Explores the Natural Environment
CD-SC2.1c Identifies the objects in the sky and uses basic vocabulary to describe day and night.	CS 15-1 Explores the Natural Environment
CD-SC2.1d Uses emerging vocabulary to describe basic weather.	CS 15-1 Explores the Natural Environment
24-36 mos.	
CD-SC2.2a Explores and investigates the properties of water.	CS 15-1 Explores the Natural Environment
CD-SC2.2b Asks questions about the properties of sand, soil and mud.	CS 15-1 Explores the Natural Environment
CD-SC2.2c Describes the objects in the sky during daytime and nighttime by drawing and/or naming.	CS 15-1 Explores the Natural Environment
CD-SC2.2d Observes and discusses weather.	CS 15-1 Explores the Natural Environment
36-48 mos.	
CD-SC2.3a Investigates and asks questions about the properties of water using adult- and child-directed activities.	CS 15-1 Explores the Natural Environment
CD-SC2.3b Investigates properties of rocks, sand, soil and mud using adult- and child-directed activities.	CS 15-1 Explores the Natural Environment
CD-SC2.3c Asks questions/shows curiosity about objects in the sky and describes appropriate daytime and nighttime activities.	CS 15-1 Explores the Natural Environment

CD-SC2.3d Observes and discusses changes in weather from day to day.	CS 15-1 Explores the Natural Environment
48-60 mos.	
CD-SC2.4a Describes properties of water, including changes to the states of water.	CS 15-2 Develops an Understanding of and Care for the Natural World
CD-SC2.4b Explores and begins to describe properties of rocks, sand, soil and mud.	CS 15-1 Explores the Natural Environment
CD-SC2.4c Makes simple observations of the characteristics, movement and seasonal changes of sun, moon, stars and clouds. Compares the daytime/nighttime cycle.	CS 15-2 Develops an Understanding of and Care for the Natural World
CD-SC2.4d Uses appropriate vocabulary to discuss climate and changes in weather.	CS 15-2 Develops an Understanding of and Care for the Natural World
Strand: Living Things	
Standard: CD-SC3 – The child will demonstrate knowledge of living things and their environments.	
0-12 mos.	
CD-SC3.0a Shows curiosity about people, plants and animals.	ATL 1-4 Is Curious
CD-SC3.0b Discovers body parts.	SED 4-1 Develops Awareness of Self
12-24 mos.	
CD-SC3.1a Interacts with plants and animals.	CS 15-1 Explores the Natural Environment
CD-SC3.1b Explores characteristics of living things.	CS 15-1 Explores the Natural Environment
CD-SC3.1c Names basic body parts.	SED 4-1 Develops Awareness of Self
24-36 mos.	
CD-SC3.2a Investigates plants and animals, and how they grow and change.	CS 15-1 Explores the Natural Environment
CD-SC3.2b Explores a variety of living and non-living objects.	CS 15-1 Explores the Natural Environment
CD-SC3.2c Identifies more complex body parts.	SED 4-1 Develops Awareness of Self
36-48 mos.	
CD-SC3.3a Observes and explores a variety of plants and animals, and their environments and life cycles.	CS 15-1 Explores the Natural Environment
CD-SC3.3b Identifies the physical properties of some living and non-living things.	CS 15-1 Explores the Natural Environment
CD-SC3.3c Identifies and describes the functions of a few body parts.	CS 15-2 Develops an Understanding of and Care for the Natural World
48-60 mos.	

CD-SC3.4a Observes, explores and describes a variety of plants and animals. Describes their basic needs and life cycles.	CS 15-1 Explores the Natural Environment
CD-SC3.4b Discriminates between living and non-living things.	CS 15-2 Develops an Understanding of and Care for the Natural World
CD-SC3.4c Identifies and describes the functions of many body parts.	CS 15-2 Develops an Understanding of and Care for the Natural World
Strand: Physical Science	
Standard: CD-SC4 – The child will demonstrate knowledge related to physical science.	
0-12 mos.	
CD-SC4.0a Demonstrates ability to move objects.	CS 13-1 Explores Objects
CD-SC4.0b Touches objects to gain knowledge about them.	CS 13-1 Explores Objects
12-24 mos.	
CD-SC4.1a Demonstrates ability to push and pull objects.	CS 13-1 Explores Objects
CD-SC4.1b Observes objects that move at different speeds.	CS 13-1 Explores Objects
CD-SC4.1c Shows interest and curiosity about objects in his/her immediate environment. Explores solids and liquids.	CS 13-1 Explores Objects
CD-SC4.1d Plays with and explores different toys and objects.	CS 13-1 Explores Objects
24-36 mos.	
CD-SC4.2a Explores motions to play with toys with adult support.	CS 13-1 Explores Objects
CD-SC4.2b Uses basic words for speed of motion.	LC 7-4 Expands Vocabulary
CD-SC4.2c Begins to use words to describe physical properties and states of matter of objects.	CS 13-2 Classifies or Sorts Objects
CD-SC4.2d Uses complex motions to play with toys that are simple machines.	CS 13-1 Explores Objects
36-48 mos.	
CD-SC4.3a Independently investigates objects and toys that require positioning and movement.	CS 13-1 Explores Objects
CD-SC4.3b Investigates different types or speeds of motion.	PMP 17-2 Develops Lower Body Strength
CD-SC4.3c Explores and identifies physical properties and states of matter of common classroom objects.	CS 13-1 Explores Objects

CD-SC4.3d Uses classroom objects that function as simple machines.	CS 13-1 Explores Objects
48-60 mos.	
CD-SC4.4a Explores and describes position and movement of objects and toys.	CM 12-2 Develops Spatial Awareness
CD-SC4.4b Investigates and describes different types or speeds of motion.	PMP 17-5 Develops Large Motor Coordination Skills
CD-SC4.4c Describes materials by their physical properties and states of matter.	CS 13-1 Explores Objects
CD-SC4.4d Uses classroom objects to function as simple machines to enhance child-directed play	CS 13-1 Explores Objects
Strand: Interaction with Environment	
Standard: CD-SC5 – The child will demonstrate an awareness of and the need to protect his/her environment.	
0-12 mos.	
CD-SC5.0a Identifies familiar people and objects in his/her environment.	CS 15-1 Explores the Natural Environment
12-24 mos.	
CD-SC5.1a Identifies familiar people and living things in his/her environment.	CS 15-1 Explores the Natural Environment
24-36 mos.	
CD-SC5.2a With assistance he/she participates in activities to protect the environment.	CS 15-1 Explores the Natural Environment
36-48 mos.	
CD-SC5.3a Participates in efforts to protect the environment.	CS 15-2 Develops an Understanding of and Care for the Natural World
48-60 mos.	
CD-SC5.4a Understands that people have an impact on the environment and participates in efforts to protect the environment.	CS 15-2 Develops an Understanding of and Care for the Natural World
Creative Development	
Strand: Creative Movement and Dance	
Standard: CD-CR1 – The child will participate in dance to express creativity.	
0-12 mos.	
CD-CR1.0a Responds to music.	CCA 21-2 Explores Music CCA 21-3 Explores Movement and Dance
12-24 mos.	
CD-CR1.1a Moves body to music.	CCA 21-3 Explores Movement and Dance
24-36 mos.	

CD-CR1.2a Dances to and becomes engaged in music and movement.	CCA 21-3 Explores Movement and Dance
36-48 mos.	
CD-CR1.3a Repeats choreographed movements and begins to express creativity in movements.	CCA 21-3 Explores Movement and Dance
48-60 mos.	
CD-CR1.4a Uses dance to express thoughts, feelings and energy. Uses dance as an outlet for creativity.	CCA 21-3 Explores Movement and Dance
Strand: Visual Arts	
Standard: CD-CR2 – The child will create and explore visual art forms to develop artistic expression.	
0-12 mos.	
CD-CR2.0a Explores simple art materials.	CCA 21-1 Explores Art Media
CD-CR2.0b Attends to bright or contrasting colors.	CCA 21-1 Explores Art Media
CD-CR2.0c Shows preference for particular visual stimuli.	CCA 21-1 Explores Art Media
12-24 mos.	
CD-CR2.1a Expresses self creatively with simple art materials.	CCA 21-1 Explores Art Media
CD-CR2.1b Looks at pictures, photographs and mirror images.	ATL 1-1 Is Attentive
CD-CR2.1c Communicates what he/she likes about a picture.	CCA 21-1 Explores Art Media LC 7-2 Develops Expressive Communication
24-36 mos.	
CD-CR2.2a Experiments with a variety of materials to express individual creativity.	CCA 21-1 Explores Art Media
CD-CR2.2b Describes what he/she sees when looking at pictures, photos and art work.	LC 7-2 Develops Expressive Communication CCA 21-1 Explores Art Media
CD-CR2.2c Communicates preference for one piece of art over another and tells why.	LC 7-2 Develops Expressive Communication CCA 21-1 Explores Art Media
36-48 mos.	
CD-CR2.3a Uses a variety of tools and art media to express individual creativity.	CCA 21-1 Explores Art Media
CD-CR2.3b Observes and discusses visual art forms.	CCA 21-1 Explores Art Media
CD-CR2.3c Shares ideas about personal creative work.	CCA 21-1 Explores Art Media
48-60 mos.	
CD-CR2.4a Uses materials to create original work for self-expression and to express individual creativity.	CCA 21-1 Explores Art Media

CD-CR2.4b Observes and discusses visual art forms and compares their similarities and differences.	CCA 21-1 Explores Art Media
CD-CR2.4c Shows appreciation for different types of art and the creative work of others.	CCA 21-1 Explores Art Media
Strand: Music	
Standard: CD-CR3 – The child will use his/her voice, instruments and objects to express creativity.	
0-12 mos.	
CD-CR3.0a Experiments with vocalization and sounds.	CCA 21-2 Explores Music
12-24 mos.	
CD-CR3.1a Imitates sounds using his/her voice or objects.	CCA 21-2 Explores Music
24-36 mos.	
CD-CR3.2a Experiments with vocalization, sounds and musical instruments.	CCA 21-2 Explores Music
36-48 mos.	
CD-CR3.3a Participates in classroom activities with musical instruments and singing to express creativity.	CCA 21-2 Explores Music
48-60 mos.	
CD-CR3.4a Uses familiar rhymes, songs or chants and musical instruments to express creativity.	CCA 21-2 Explores Music
Strand: Drama	
Standard: CD-CR4 – The child will use dramatic play to express creativity.	
0-12 mos.	
CD-CR4.0a Shows interest in rhymes, finger plays and stories with props.	LC 7-1 Develops Receptive Communication
CD-CR4.0b Participates in finger-plays.	CCA 21-4 Participates in Dramatic Play
CD-CR4.0c Responds to volume in tones and inflection.	LC 7-1 Develops Receptive Communication LC 7-5 Expands Grammar and Pronunciation
12-24 mos.	
CD-CR4.1a Listens to rhymes, finger-plays and stories with props.	CCA 21-4 Participates in Dramatic Play
CD-CR4.1b When prompted, pretends to take on the characteristics of a character or animal as part of a group.	CCA 21-4 Participates in Dramatic Play
CD-CR4.1c Experiments with voice inflection.	LC 7-5 Expands Grammar and Pronunciation
CD-CR4.1d Role plays real behaviors during play.	CCA 21-4 Participates in Dramatic Play
24-36 mos.	

CD-CR4.2a Listens and shows interest when an adult tells a story with props.	ATL 1-1 Is Attentive
CD-CR4.2b Spontaneously pretends to take on the characteristics of a person, character or animal.	SED 5-2 Learns from Adults
CD-CR4.2c Imitates and repeats voice inflections to entertain others.	SED 5-2 Learns from Adults
CD-CR4.2d Explores new situations through dramatic play.	CCA 21-4 Participates in Dramatic Play
36-48 mos.	
CD-CR4.3a Participates in dramatic play presentations with adult guidance.	CCA 21-4 Participates in Dramatic Play
CD-CR4.3b Re-creates a familiar story using action and objects (props) individually or cooperatively.	CCA 21-4 Participates in Dramatic Play
CD-CR4.3c Creates various voice inflections and facial expressions in play.	CCA 21-4 Participates in Dramatic Play
CD-CR4.3d Identifies real and make-believe situations through dramatic play.	CCA 21-4 Participates in Dramatic Play
48-60 mos.	
CD-CR4.4a Participates in dramatic play presentations.	CCA 21-4 Participates in Dramatic Play
CD-CR4.4b Uses dialogue, actions, objects and imagination to tell a creative story.	CCA 21-4 Participates in Dramatic Play
CD-CR4.4c Represents a character by using voice inflections and facial expressions.	CCA 21-4 Participates in Dramatic Play
CD-CR4.4d Participates in dramatic play to express thoughts, feelings and creativity.	CCA 21-4 Participates in Dramatic Play
Cognitive Processes	
Strand: Thinking Skills	
Standard: CD-CP1 – The child will demonstrate awareness of cause and effect.	
0-12 mos.	
CD-CP1.0a Acts on an object to make a pleasing sight, sound or motion.	CS 14-1 Solves Problems
12-24 mos.	
CD-CP1.1a Repeats actions many times to cause desired effect.	CS 14-1 Solves Problems
CD-CP1.1b Asks simple questions.	ATL 1-4 Is Curious
24-36 mos.	
CD-CP1.2a Explores the effects that simple actions may have on objects.	CS 14-1 Solves Problems
CD-CP1.2b Asks simple questions to try to understand.	ATL 1-4 Is Curious

36-48 mos.	
CD-CP1.3a Intentionally carries out an action with an understanding of the effect it will cause.	CS 14-2 Makes Predictions
CD-CP1.3b Expresses beginning understanding of reasoning skills.	CS 14-1 Solves Problems
48-60 mos.	
CD-CP1.4a Recognizes cause-and-effect relationships.	CS 14-4 Draws Conclusions and Sorts Results
CD-CP1.4b Explains why simple events occur using reasoning skills.	CS 14-4 Draws Conclusions and Sorts Results
CD-CP1.4c Draws conclusions based on facts and evidence.	CS 14-4 Draws Conclusions and Sorts Results
Standard: CD-CP2 – The child will use prior knowledge to build new knowledge.	
0-12 mos.	
CD-CP2.0a Experiments with objects.	CS 13-1 Explores Objects
CD-CP2.0b Imitates sounds and movements.	SED 5-2 Learns from Adults
12-24 mos.	
CD-CP2.1a Uses objects as intended.	CS 13-1 Explores Objects
CD-CP2.1b Imitates simple actions, gestures, sounds and words.	SED 5-2 Learns from Adults
CD-CP2.1c Realizes that people or objects still exist even when out of view.	ATL 1-2 Develops Memory
24-36 mos.	
CD-CP2.2a Makes connections between objects and ideas.	CS 13-1 Explores Objects
CD-CP2.2b Demonstrates imitation skills, including imitation of peers.	SED 5-2 Learns from Adults
CD-CP2.2c Understands that familiar objects and people do not change when child is separated from them.	ATL 1-2 Develops Memory
CD-CP2.2d With adult prompting, uses clues to make predictions.	CS 14-2 Makes Predictions
CD-CP2.2e Discusses why things occur	CS 14-2 Makes Predictions
36-48 mos.	
CD-CP2.3a Uses objects as intended in new activities.	CS 13-2 Classifies or Sorts Objects
CD-CP2.3b Uses observation and imitation to acquire knowledge.	SED 5-2 Learns from Adults
CD-CP2.3c Identifies familiar objects and people in new situations.	ATL 1-2 Develops Memory SED 5-1 Bonds with Adults
CD-CP2.3d Uses clues and sequence of events to infer and predict what will happen next.	CS 14-2 Makes Predictions

CD-CP2.3e Discusses how new learning related to concrete objects is based on prior knowledge.	CS 14-4 Draws Conclusions and Sorts Results
48-60 mos.	
CD-CP2.4a Explains how to use objects in new situations.	ATL 1-6 Thinks with Creativity & Flexibility
CD-CP2.4b Uses observation and imitation to transfer knowledge to new experiences.	SED 5-2 Learns from Adults
CD-CP2.4c Uses information gained about familiar objects and people and can apply to a new situation.	ATL 1-6 Thinks with Creativity & Flexibility
CD-CP2.4d Makes, checks and verifies predictions.	CS 14-2 Makes Predictions
CD-CP2.4e Explains how an activity is built on or uses past knowledge.	CS 14-2 Makes Predictions
Strand: Problem Solving	
Standard: CD-CP3 – The child will demonstrate problem-solving skills.	
0-12 mos.	
CD-CP3.0a Interacts with a toy or object to understand it.	CS 14-1 Solves Problems
12-24 mos.	
CD-CP3.1a Interacts with a toy or object to solve a problem.	CS 14-1 Solves Problems
CD-CP3.1b Solves a simple problem successfully with adult assistance.	CS 14-1 Solves Problems
24-36 mos.	
CD-CP3.2a Experiments with familiar objects to solve problems.	CS 14-1 Solves Problems
CD-CP3.2b Tries several methods to solve a problem before asking for assistance.	CS 14-1 Solves Problems
36-48 mos.	
CD-CP3.3a Demonstrates multiple uses for objects to solve problems.	CS 14-1 Solves Problems
CD-CP3.3b Tests different possibilities to determine the best solution to a problem.	CS 14-1 Solves Problems
48-60 mos.	
CD-CP3.4a Makes statements and appropriately answers questions about how objects/materials can be used to solve problems.	CS 14-1 Solves Problems
CD-CP3.4b Uses both familiar and new strategies to solve a problem.	CS 14-1 Solves Problems
CD-CP3.4c With adult guidance and questioning, determines and evaluates	CS 14-1 Solves Problems

solutions prior to attempting to solve a problem.	
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DISCLAIMER:

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contact@lifecubby.me