

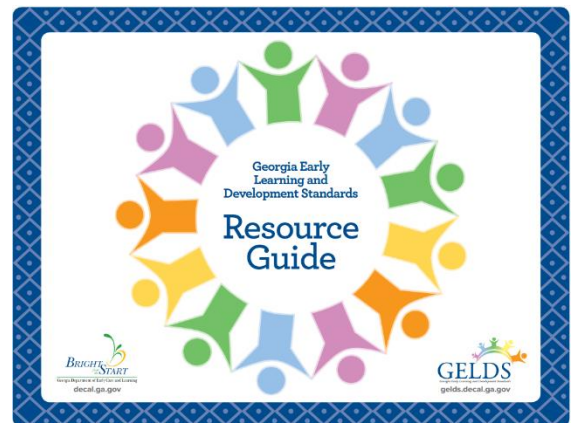
The Vine Assessment System™

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/Search.aspx>

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 <u>Pre-K:</u> Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics
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	SED 3-1 Expresses Emotion

a larger range of emotions, such as frustration, jealousy and enthusiasm.	
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
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 solutions prior to attempting to solve a problem.	CS 14-1 Solves Problems

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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