

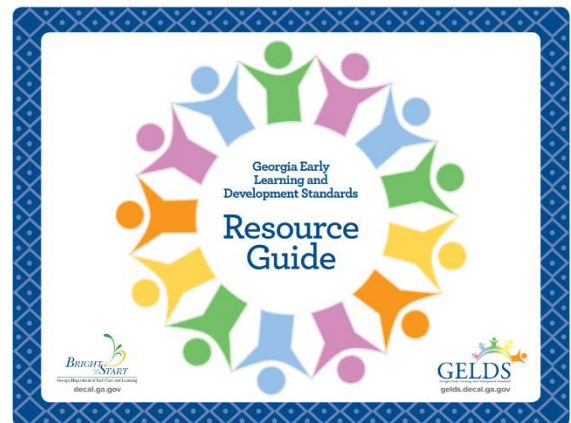
The Vine Assessment System™

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 |
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| 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. | <p>PMP 19-2 Develops Self-Care Skills <u>1-3 mos:</u> Lets caregivers know when there is a need, such as crying when awake or needing to be changed <u>4-7 mos:</u> Uses different cries for different needs, such as when tired or when needing to be changed</p> |
| PDM1.0b Initiates active play and engages in some physical activity. | <p>PMP 17-1 Develops Perception & Balance <u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes <u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands <u>8-12 mos:</u> Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object</p> |
| PDM1.0c Responds to verbal or physical signal of danger. | <p>PMP 20-2 Learns Safety Rules <u>1-7 mos:</u> Is learning in a safe environment where caregivers are modeling safe behaviors <u>8-12 mos:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; is learning classroom rules</p> |
| PDM1.0d Reacts to simple directions to support safety. | <p>PMP 20-2 Learns Safety Rules <u>1-7 mos:</u> Is learning in a safe environment where caregivers are modeling safe behaviors <u>8-12 mos:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; is learning classroom rules</p> |
| PDM1.0e Shows beginning awareness of personal health and self-care needs. | <p>PMP 19-2 Develops Self-Care Skills <u>1-3 mos:</u> Lets caregivers know when there is a need, such as crying when awake or needing to be changed <u>4-7 mos:</u> Uses different cries for different needs, such as when tired or when needing to be changed <u>8-12 mos:</u> Helps with daily routines, such as washing hands and getting dressed</p> |
| 12-24 mos. | |
| PDM1.1a Sleeps well and wakes rested. | <p>PMP 19-4 Develops Naptime Independence <u>1-Year Old:</u> Can put self to sleep at naptime</p> |
| PDM1.1b Actively participates in physical activity for three to five minutes at a time | <p>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times <u>1-Year Old:</u> Is able to play for longer periods of time; is graduating off of morning nap</p> |
| PDM1.1c Identifies and tries to avoid dangers with assistance. | <p>PMP 20-2 Learns Safety Rules <u>1-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands classroom rules</p> |
| PDM1.1d Communicates beginning understanding of dangerous situations. | <p>PMP 20-2 Learns Safety Rules <u>1-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands classroom rules</p> |
| PDM1.1e Makes adult aware of health and self-care needs and seeks assistance. | <p>LC 7-2 Develops Expressive Communication <u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down"</p> |

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| | <p>PMP 19-2 Develops Self-Care Skills <u>1-Year Old:</u> Shows increasing independence, such as dressing with help</p> |
| 24-36 mos. | |
| PDM1.2a Sleeps well, waking rested and ready for daily activities. | <p>PMP 19-4 Develops Naptime Independence <u>2-Year Old:</u> Puts self to sleep at naptime</p> |
| PDM1.2b Actively participates in games, outdoor play and other forms of physical activity for sustained periods of time. | <p>PMP 17-5 Develops Large Motor Coordination Skills <u>2-Year Old:</u> Walks up and down stairs with help; participates in physical activities indoors and outdoors</p> |
| | <p>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times <u>2-Year Old:</u> No longer needs a morning nap</p> |
| PDM1.2c Pays attention to simple safety instructions and avoids dangers with assistance. | <p>PMP 20-2 Learns Safety Rules <u>2-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands safety rules; follows teacher's instructions with assistance</p> |
| PDM1.2d Verbalizes simple safety rules. | <p>PMP 20-2 Learns Safety Rules <u>2-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands safety rules; follows teacher's instructions with assistance</p> |
| PDM1.2e Attends to personal health routines and self-care needs with some assistance from an adult. | <p>PMP 19-2 Develops Self-Care Skills <u>2-Year Old:</u> Shows increasing independence with self-care, such as helping wash hands or brush teeth</p> |
| 36-48 mos. | |
| PDM1.3a Stays awake except during nap time. | <p>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times <u>3-Year Old:</u> Is able to play for longer periods of time without needing to rest</p> |
| | <p>PMP 19-4 Develops Naptime Independence <u>3-Year Old:</u> Puts self to sleep at naptime</p> |
| PDM1.3b Actively participates in a variety of both structured and unstructured indoor and outdoor activities for sustained periods of time. | <p>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times <u>3-Year Old:</u> Is able to play for longer periods of time without needing to rest</p> |
| PDM1.3c Independently shows awareness of dangerous situations and responds with some knowledge of safety instructions. | <p>PMP 20-2 Learns Safety Rules <u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted</p> |
| PDM1.3d Communicates to peers and adults when dangerous situations are observed. | <p>PMP 20-2 Learns Safety Rules <u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted</p> |
| PDM1.3e Attends to personal health routines and self-care needs independently | <p>PMP 19-2 Develops Self-Care Skills <u>3-Year Old:</u> Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat</p> |
| 48-60 mos. | |
| PDM1.4a Stays awake and alert except during voluntary nap time. | <p>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</p> |

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| | <p><u>Pre-K:</u> Can play for up to an hour of gross motor activity; is graduating off afternoon nap; understands the importance of exercise</p> |
| | <p>PMP 19-4 Develops Naptime Independence <u>Pre-K:</u> Puts self to sleep at naptime; may not nap every afternoon; likely not napping by age 5 (note current level)</p> |
| 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. | <p>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times <u>Pre-K:</u> Can play for up to an hour of gross motor activity; is graduating off afternoon nap; understands the importance of exercise</p> |
| PDM1.4c Consistently follows basic safety rules and anticipates consequences of not following safety rules. | <p>PMP 20-2 Learns Safety Rules <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions</p> |
| PDM1.4d Communicates the importance of safety rules. | <p>PMP 20-2 Learns Safety Rules <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions</p> |
| PDM1.4e Identifies the importance of and participates in activities related to health and self-care needs | <p>PMP 19-2 Develops Self-Care Skills <u>Pre-K:</u> Knows to wash hands with soap before eating, after toileting, and after wiping nose; independently brushes teeth; shows preference for certain clothing and prefers to dress and undress self; able to zip, button, and snap; may be able to tie shoes</p> |
| PDM1.4f Can name people who keep them safe and healthy. | <p>SS 16-4 Learns about Community Roles and Jobs <u>3-Year Old:</u> Learns about family roles and relationships <u>Pre-K:</u> Learns about community helpers; studies different types of careers and jobs; understands the need for various roles in a society; learns about important contributions of historical figures</p> |
| | <p>PMP 19-2 Develops Self-Care Skills <u>Pre-K:</u> Knows to wash hands with soap before eating, after toileting, and after wiping nose; independently brushes teeth; shows preference for certain clothing and prefers to dress and undress self; able to zip, button, and snap; may be able to tie shoes</p> |
| Standard: PDM2 – The child will participate in activities related to nutrition. | |
| 0-12 mos. | |
| PDM2.0a Explores food with fingers. | <p>PMP 19-1 Develops Meal Time Independence <u>4-7 mos:</u> Starts to eat solid food <u>8-12 mos:</u> Shows interest in new foods; begins to finger-feed self; holds own bottle or cup; responds well when physical needs are met</p> |
| | <p>PMP 20-1 Learns about Nutrition <u>1-3 mos:</u> Is receiving a nutritious, age-appropriate diet of breastmilk and/or formula on an appropriate schedule <u>4-7 mos:</u> Diet includes some cereals and healthy baby food on an appropriate schedule <u>8-12 mos:</u> Diet includes healthy, nutritionally balanced solid food on an appropriate schedule</p> |

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| PDM2.0b Shows preference for food choices. | PMP 20-1 Learns about Nutrition 1-3 mos: Is receiving a nutritious, age-appropriate diet of breastmilk and/or formula on an appropriate schedule 4-7 mos: Diet includes some cereals and healthy baby food on an appropriate schedule 8-12 mos: Diet includes healthy, nutritionally balanced solid food on an appropriate schedule |
| 12-24 mos. | |
| PDM2.1a Distinguishes between food and non-food items. | PMP 20-1 Learns about Nutrition 1-Year Old: Is on a consistent schedule of three healthy meals per day, and may include a light, nutritious snack |
| PDM2.1b Shows interest in and tries new foods | PMP 20-1 Learns about Nutrition 1-Year Old: Is on a consistent schedule of three healthy meals per day, and may include a light, nutritious snack |
| 24-36 mos. | |
| PDM2.2a Prepares nutritious snacks with adult assistance. | PMP 19-1 Develops Meal Time Independence 2-Year Old: Uses spoon or fork for feeding; drinks from cup without lid |
| | PMP 20-1 Learns about Nutrition 2-Year Old: Is on a consistent schedule of three healthy meals-per-day, and may include a light, nutritious snack |
| PDM2.2b Eats a variety of nutritious foods and recognizes healthy foods. | PMP 20-1 Learns about Nutrition 2-Year Old: Is on a consistent schedule of three healthy meals-per-day, and may include a light, nutritious snack |
| 36-48 mos. | |
| PDM2.3a Helps prepare nutritious snacks. | PMP 20-1 Learns about Nutrition 3-Year Old: Is learning the role of food and nutrition in daily routines; tries different kinds of nutritious foods |
| PDM2.3b Distinguishes healthy food choices from less-healthy food choices. | PMP 20-1 Learns about Nutrition 3-Year Old: Is learning the role of food and nutrition in daily routines; tries different kinds of nutritious foods |
| 48-60 mos. | |
| PDM2.4a Helps prepare nutritious snacks and meals. | PMP 20-1 Learns about Nutrition Pre-K: Understands the difference between healthy and unhealthy food; eats a variety of nutritious foods; is willing to try foods with various tastes, colors, and textures |
| PDM2.4b Sorts foods into food groups and communicates the benefits of healthy foods. | PMP 20-1 Learns about Nutrition Pre-K: Understands the difference between healthy and unhealthy food; eats a variety of nutritious foods; is willing to try foods with various tastes, colors, and textures |
| 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 1-3 mos: From stomach position is able to lift head; follows moving objects with eyes 4-7 mos: Reaches for objects; sits with and then without support of hands |

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| | <u>8-12 mos:</u> Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object |
| PDM3.0b Exhibits body awareness and starts to move intentionally. | PMP 17-1 Develops Perception & Balance <u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes <u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands <u>8-12 mos:</u> Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object |
| 12-24 mos. | |
| PDM3.1a Acts and moves with intention and purpose with some adult assistance. | PMP 17-1 Develops Perception & Balance <u>1-Year Old:</u> Increasingly gains balance, going from sitting to standing to running and even jumping |
| PDM3.1b Uses trial and error to discover how the body fits and moves through space. | CM 12-2 Develops Spatial Awareness <u>8-12 mos:</u> Explores ways objects and people move and fit in space <u>1-Year Old:</u> Is learning how shapes fit together, such as working with shape sorters or knob puzzles |
| | PMP 17-1 Develops Perception & Balance <u>1-Year Old:</u> Increasingly gains balance, going from sitting to standing to running and even jumping |
| 24-36 mos. | |
| PDM3.2a Acts and moves with intention and purpose. | PMP 17-1 Develops Perception & Balance <u>2-Year Old:</u> Adjusts sitting or standing position based on situation; maintains good posture and balance; avoids obstacles when in motion |
| PDM3.2b Demonstrates awareness of his/her own body in space. | CM 12-2 Develops Spatial Awareness <u>2-Year Old:</u> Is learning how shapes fit together, such as working with shape sorters or knob puzzles |
| | PMP 17-1 Develops Perception & Balance <u>2-Year Old:</u> Adjusts sitting or standing position based on situation; maintains good posture and balance; avoids obstacles when in motion |
| 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 <u>2-Year Old:</u> Adjusts sitting or standing position based on situation; maintains good posture and balance; avoids obstacles when in motion <u>3-Year Old:</u> Stands on 1 foot for about 3 seconds; jumps with two feet |
| | PMP 17-5 Develops Large Motor Coordination Skills <u>3-Year Old:</u> Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors |
| PDM3.3b Demonstrates awareness of his/her own body in relation to others. | CM 12-2 Develops Spatial Awareness <u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind |
| | PMP 17-1 Develops Perception & Balance <u>2-Year Old:</u> Adjusts sitting or standing position based on situation; maintains good posture and balance; avoids obstacles when in motion |

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| | <u>3-Year Old:</u> Stands on 1 foot for about 3 seconds; jumps with two feet |
| 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 <u>Pre-K:</u> Stands on 1 foot for about 6 seconds; does a front roll (somersault); walks backwards without losing balance; walks heel-to-toe, on tiptoe, and on a straight line; can walk on a balance board; hops on one foot |
| PDM3.4b Demonstrates spatial awareness through play activities. | CM 12-2 Develops Spatial Awareness <u>Pre-K:</u> Uses location words (in, on, under, etc.); uses standard or nonstandard units of measurement to determine length, height, capacity etc. of object(s); compares length, height, capacity of a container, such as how many scoops are needed to fill a bucket |
| | PMP 17-1 Develops Perception & Balance <u>Pre-K:</u> Stands on 1 foot for about 6 seconds; does a front roll (somersault); walks backwards without losing balance; walks heel-to-toe, on tiptoe, and on a straight line; can walk on a balance board; hops on one foot |
| 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 <u>1-3 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping <u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button |
| PDM4.0b Manipulates objects to see what will happen. | CS 13-1 Explores Objects <u>1-3 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping <u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button |
| 12-24 mos. | |
| PDM4.1a Engages in some sensory experiences. | CS 13-1 Explores Objects <u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound |
| | CS 15-1 Explores the Natural Environment <u>1-Year Old:</u> Explores objects of the natural environment through the senses; shows interest in natural objects or processes |
| PDM4.1b Tries a new action with a familiar object. | CS 13-1 Explores Objects <u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound |

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| 24-36 mos. | |
| PDM4.2a Participates in a variety of sensory experiences and differentiates between the senses. | CS 13-1 Explores Objects <u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living |
| PDM4.2b Tests objects to determine their purpose. | CS 13-1 Explores Objects <u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living |
| 36-48 mos. | |
| PDM4.3a Uses senses purposefully to learn about objects. | CS 13-1 Explores Objects <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration |
| PDM4.3b Takes things apart and attempts to put them back together. | CS 13-1 Explores Objects <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration |
| 48-60 mos. | |
| PDM4.4a Discriminates between and identifies a variety of sights, smells, sounds, textures and tastes. | CS 13-1 Explores Objects <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses |
| PDM4.4b Takes things apart and invents new structures using the parts. | CS 13-1 Explores Objects <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses |
| 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 <u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes <u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands <u>8-12 mos:</u> Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object |
| PDM5.0b Develops emerging coordination and balance, often with support. | PMP 17-1 Develops Perception & Balance <u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes <u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands <u>8-12 mos:</u> Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object |
| 12-24 mos. | |
| PDM5.1a Gains control and coordination of body movements. | PMP 17-1 Develops Perception & Balance <u>1-Year Old:</u> Increasingly gains balance, going from sitting to standing to running and even jumping |
| PDM5.1b Develops emerging coordination and balance. | PMP 17-1 Develops Perception & Balance <u>1-Year Old:</u> Increasingly gains balance, going from sitting to standing to running and even jumping |

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| 24-36 mos. | |
| PDM5.2a Develops gross motor control for a range of physical activities. | PMP 17-5 Develops Large Motor Coordination Skills <u>2-Year Old:</u> Walks up and down stairs with help; participates in physical activities indoors and outdoors |
| PDM5.2b Develops coordination and balance. | PMP 17-1 Develops Perception & Balance <u>2-Year Old:</u> Adjusts sitting or standing position based on situation; maintains good posture and balance; avoids obstacles when in motion |
| 36-48 mos. | |
| PDM5.3a Coordinates movements to perform a task. | PMP 17-5 Develops Large Motor Coordination Skills <u>3-Year Old:</u> Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors |
| PDM5.3b Demonstrates coordination and balance. | PMP 17-1 Develops Perception & Balance <u>3-Year Old:</u> Stands on 1 foot for about 3 seconds; jumps with two feet |
| | PMP 17-5 Develops Large Motor Coordination Skills <u>3-Year Old:</u> Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors |
| 48-60 mos. | |
| PDM5.4a Coordinates movements to perform more complex tasks. | PMP 17-5 Develops Large Motor Coordination Skills <u>Pre-K:</u> Walks up and down stairs with alternating feet; can pedal a tricycle, climb a ladder, and or swing without assistance; can kick, throw, bounce or catch a ball; skips or claps |
| PDM5.4b Demonstrates coordination and balance in a variety of activities. | PMP 17-1 Develops Perception & Balance <u>Pre-K:</u> Stands on 1 foot for about 6 seconds; does a front roll (somersault); walks backwards without losing balance; walks heel-to-toe, on tiptoe, and on a straight line; can walk on a balance board; hops on one foot |
| 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 <u>1-3 mos:</u> Opens and shuts hands <u>4-7 mos:</u> Turns objects in hands; uses hands or feet to make contact with objects or people <u>8-12 mos:</u> Uses hands for more complex tasks, such as rotating objects, releasing objects, and feeling textures |
| Coordinates motions using hands and eyes | PMP 18-2 Develops Fine Hand-Eye Coordination <u>1-3 mos:</u> Grasps objects <u>4-7 mos:</u> Grasps and releases objects from grasp <u>8-12 mos:</u> Uses pincer grasp (thumb and forefinger) to pick up food or objects |
| 12-24 mos. | |
| PDM6.1a Gains control of hands and fingers. | PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>1-Year Old:</u> Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker |

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| PDM6.1b Demonstrates hand-eye coordination and participates in a variety of activities to enhance coordination. | PMP 18-2 Develops Fine Hand-Eye Coordination <u>1-Year Old:</u> Demonstrates increasing fine motor ability, such as putting pegs into holes |
| 24-36 mos. | |
| PDM6.2a Coordinates the use of hands and fingers. | PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>2-Year Old:</u> Uses hands for complex tasks such as building a block tower or removing a lid; works with clay; uses thumbs and fingers to manipulate objects |
| | PMP 18-2 Develops Fine Hand-Eye Coordination <u>2-Year Old:</u> Demonstrates hand-eye coordination when doing knob puzzles or turning pages |
| PDM6.2b Performs simple fine motor skills. | PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>2-Year Old:</u> Uses hands for complex tasks such as building a block tower or removing a lid; works with clay; uses thumbs and fingers to manipulate objects |
| | PMP 18-2 Develops Fine Hand-Eye Coordination <u>2-Year Old:</u> Demonstrates hand-eye coordination when doing knob puzzles or turning pages |
| 36-48 mos. | |
| PDM6.3a Refines grasp to manipulate tools and objects. | PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay |
| PDM6.3b Uses hand-eye coordination to manipulate smaller objects with increasing control. | PMP 18-2 Develops Fine Hand-Eye Coordination <u>3-Year Old:</u> Demonstrates increasing ability to complete fine motor activities, such as putting jumbo puzzles together or stringing beads |
| 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 <u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness |
| PDM6.4b Uses hand-eye coordination to manipulate small objects with ease. | PMP 18-2 Develops Fine Hand-Eye Coordination <u>Pre-K:</u> Works with fine motor manipulatives, such as jigsaw puzzles or beads; ties knots and loops; uses a keyboard |
| 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 <u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness |
| | PMP 18-2 Develops Fine Hand-Eye Coordination <u>Pre-K:</u> Works with fine motor manipulatives, such as jigsaw puzzles or beads; ties knots and loops; uses a keyboard |

| Social and Emotional Development | Vine Indicators |
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| 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 <u>1-3 mos:</u> Shows interest in self, such as watching own hands or playing with feet <u>4-7 mos:</u> Learns about self by exploring hands, feet, body, and movement <u>8-12 mos:</u> Enjoys watching self in mirror |
| SED1.0b Responds to his/her name. | SED 4-1 Develops Awareness of Self <u>1-3 mos:</u> Shows interest in self, such as watching own hands or playing with feet <u>4-7 mos:</u> Learns about self by exploring hands, feet, body, and movement <u>8-12 mos:</u> Enjoys watching self in mirror |
| SED1.0c Shows awareness of his/her own abilities/preferences. | SED 4-1 Develops Awareness of Self <u>1-3 mos:</u> Shows interest in self, such as watching own hands or playing with feet <u>4-7 mos:</u> Learns about self by exploring hands, feet, body, and movement <u>8-12 mos:</u> Enjoys watching self in mirror |
| 12-24 mos. | |
| SED1.1a Identifies image of self. | SED 4-1 Develops Awareness of Self <u>1-Year Old:</u> Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others |
| SED1.1b Says his/her name. | SED 4-1 Develops Awareness of Self <u>1-Year Old:</u> Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others |
| SED1.1c Shows knowledge of his/her own abilities/preferences. | SED 4-2 Becomes Confident <u>1-Year Old:</u> Shows confidence in own abilities; is proud to demonstrate abilities |
| 24-36 mos. | |
| SED1.2a Uses gestures and actions to reference self when interacting with others. | SED 4-1 Develops Awareness of Self <u>2-Year Old:</u> Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family |
| SED1.2b Uses pronouns such as I, me and mine. | SED 4-1 Develops Awareness of Self <u>2-Year Old:</u> Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family |
| SED1.2c Shows sense of satisfaction in his/her own abilities/preferences | SED 4-2 Becomes Confident <u>2-Year Old:</u> Shows confidence in increasing abilities; enjoys showing others what he/she can do |
| SED1.2d Shows emerging independence by occasionally resisting adult control. | SED 4-2 Becomes Confident <u>2-Year Old:</u> Shows confidence in increasing abilities; enjoys showing others what he/she can do |
| 36-48 mos. | |

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| SED1.3a Recognizes self as a unique individual. | SED 4-1 Develops Awareness of Self <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family |
| SED1.3b Demonstrates knowledge of personal information. | SED 4-1 Develops Awareness of Self <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family |
| SED1.3c Shows sense of satisfaction in his/her own abilities, preferences and accomplishments. | SED 4-2 Becomes Confident <u>3-Year Old:</u> Is pleased to complete daily routines and learn new skills |
| SED1.3d Shows emerging sense of independence in his/her own choices | SED 4-2 Becomes Confident <u>3-Year Old:</u> Is pleased to complete daily routines and learn new skills |
| 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 <u>Pre-K:</u> Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class) |
| SED1.4b Identifies personal characteristics, preferences, thoughts and feelings. | SED 4-1 Develops Awareness of Self <u>Pre-K:</u> Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class) |
| 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 <u>Pre-K:</u> Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics |
| 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 <u>1-3 mos:</u> Begins to show emotions with face and body; may begin to smile <u>4-7 mos:</u> Becomes more assertive in conveying likes and dislikes <u>8-12 mos:</u> Expresses a variety of emotions through facial expressions, sounds, and gestures |
| SED2.0b Uses sounds, facial expressions or body movements to express simple emotions of contentment or discontent. | SED 3-1 Expresses Emotion <u>1-3 mos:</u> Begins to show emotions with face and body; may begin to smile <u>4-7 mos:</u> Becomes more assertive in conveying likes and dislikes <u>8-12 mos:</u> Expresses a variety of emotions through facial expressions, sounds, and gestures |
| 12-24 mos. | |

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| SED2.1a Uses sounds, facial expressions or gestures to express needs and preferences. | SED 3-1 Expresses Emotion <u>8-12 mos:</u> Expresses a variety of emotions through facial expressions, sounds, and gestures <u>1-Year Old:</u> Expresses a range of emotions, including surprise, joy or pride; notices the effects of emotions on others |
| SED2.1b Displays a range of basic emotions such as happiness, sadness and fear. | SED 3-1 Expresses Emotion <u>1-Year Old:</u> Expresses a range of emotions, including surprise, joy or pride; notices the effects of emotions on others |
| 24-36 mos. | |
| SED2.2a Uses verbal expressions and gestures to communicate needs, opinions, ideas and preferences. | SED 3-1 Expresses Emotion <u>2-Year Old:</u> Expresses a variety of emotions; modifies expression according to reactions of familiar adults |
| SED2.2b Uses verbal and nonverbal expressions to demonstrate basic emotions such as anger, happiness and sadness. | SED 3-1 Expresses Emotion <u>2-Year Old:</u> Expresses a variety of emotions; modifies expression according to reactions of familiar adults |
| 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 <u>3-Year Old:</u> Displays a range of emotions; can say how he/she is feeling (e.g., glad, sad, or mad); explores emotions through play, art, music, dance |
| 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 <u>3-Year Old:</u> Displays a range of emotions; can say how he/she is feeling (e.g., glad, sad, or mad); explores emotions through play, art, music, dance |
| 48-60 mos. | |
| SED2.4a Effectively uses words, sentences and actions to communicate needs, ideas, opinions and preferences. | SED 3-1 Expresses Emotion <u>Pre-K:</u> Expresses a range of emotions; says how he/she is feeling and why; identifies emotions in photos (e.g., happy, sad, or confused) |
| SED2.4b With adult guidance, uses verbal and nonverbal expressions to describe and explain a full range of emotions. | SED 3-1 Expresses Emotion <u>Pre-K:</u> Expresses a range of emotions; says how he/she is feeling and why; identifies emotions in photos (e.g., happy, sad, or confused) |
| SED2.4c Uses pretend-play to show emotions of self and others | CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers |
| SED2.4d With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each. | SED 3-1 Expresses Emotion <u>Pre-K:</u> Expresses a range of emotions; says how he/she is feeling and why; identifies emotions in photos (e.g., happy, sad, or confused) |
| 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 <u>1-3 mos:</u> Calms when held, gently rocked or talked to by familiar adults; brings objects to mouth to calm self <u>4-7 mos:</u> Can briefly calm self; brings hands to mouth; is able to be calmed by familiar adults |

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| | <u>8-12 mos:</u> Regulates feelings through behaviors, such as sucking thumb or carrying a favorite blanket or toy; looks to familiar adults for help with strong emotions |
| SED3.0b Self-soothes when held, rocked or talked to by an adult. | SED 3-2 Manages Feelings & Demonstrates Self-Control <u>1-3 mos:</u> Calms when held, gently rocked or talked to by familiar adults; brings objects to mouth to calm self <u>4-7 mos:</u> Can briefly calm self; brings hands to mouth; is able to be calmed by familiar adults <u>8-12 mos:</u> Regulates feelings through behaviors, such as sucking thumb or carrying a favorite blanket or toy; looks to familiar adults for help with strong emotions |
| SED3.0c Responds to negative and positive reactions. | SED 3-2 Manages Feelings & Demonstrates Self-Control <u>1-3 mos:</u> Calms when held, gently rocked or talked to by familiar adults; brings objects to mouth to calm self <u>4-7 mos:</u> Can briefly calm self; brings hands to mouth; is able to be calmed by familiar adults <u>8-12 mos:</u> Regulates feelings through behaviors, such as sucking thumb or carrying a favorite blanket or toy; looks to familiar adults for help with strong emotions |
| SED3.0d Develops an awareness of transitions and schedules/ routines with adult prompts. | ATL 2-1 Understands Routines <u>1-3 mos:</u> Is sleeping and eating on a developmentally-appropriate schedule (<i>for questions, consult pediatric guides</i>) <u>4-7 mos:</u> Demonstrates awareness of daily routines with behavior; may open mouth for feeding or lift arms to be picked up <u>8-12 mos:</u> Remembers daily routines; knows how to use familiar objects |
| 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 <u>1-Year Old:</u> Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat) |
| SED3.1b Self-soothes with minimal adult support. | SED 3-2 Manages Feelings & Demonstrates Self-Control <u>1-Year Old:</u> Begins to cope with strong emotions with help from familiar adults |
| SED3.1c Demonstrates the beginnings of impulse control with adult guidance. | SED 3-2 Manages Feelings & Demonstrates Self-Control <u>1-Year Old:</u> Begins to cope with strong emotions with help from familiar adults |
| SED3.1d Accepts transitions and changes to schedules/routines with adult support. | ATL 1-6 Thinks with Creativity & Flexibility <u>1-Year Old:</u> Able to shift focus; participates in new activities; demonstrates imagination in using materials to create something new |
| | ATL 2-1 Understands Routines <u>1-Year Old:</u> Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat) |
| 24-36 mos. | |
| SED3.2a Displays understanding of engaging in routines, rules and appropriate social behavior. | ATL 2-1 Understands Routines <u>2-Year Old:</u> Able to follow daily routines; easily makes common transitions that are part of a daily schedule |
| | ATL 2-2 Shows Responsibility <u>2-Year Old:</u> Follows adult directives; follows basic rules with the help of caregivers; helps pick up toys at cleanup time; is able to be redirected |

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| SED3.2b Self-soothes independently. | SED 3-2 Manages Feelings & Demonstrates Self-Control <u>2-Year Old:</u> Able to use routines, favorite objects, or familiar adults to help in coping with strong feelings and emotions |
| SED3.2c Regulates some impulses with adult guidance. | SED 3-2 Manages Feelings & Demonstrates Self-Control <u>2-Year Old:</u> Able to use routines, favorite objects, or familiar adults to help in coping with strong feelings and emotions |
| SED3.2d Responds to transitions and changes to schedules/routines. | ATL 2-1 Understands Routines <u>2-Year Old:</u> Able to follow daily routines; easily makes common transitions that are part of a daily schedule |
| 36-48 mos. | |
| SED3.3a Remembers and follows simple group rules and displays appropriate social behavior | ATL 2-2 Shows Responsibility <u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege |
| SED3.3b Regulates own emotions and behaviors with adult support when needed. | SED 3-2 Manages Feelings & Demonstrates Self-Control <u>3-Year Old:</u> Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games |
| SED3.3c Regulates impulses with adult guidance. | SED 3-2 Manages Feelings & Demonstrates Self-Control <u>3-Year Old:</u> Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games |
| SED3.3d Manages transitions and adapts to changes in schedules and routines with adult support. | ATL 2-1 Understands Routines <u>3-Year Old:</u> Follows daily routines, such as sitting for circle time; adjusts to changes in routines or usual activities when informed ahead of time |
| 48-60 mos. | |
| SED3.4a Independently follows rules and routines. | ATL 2-2 Shows Responsibility <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege |
| SED3.4b Regulates own emotions and behaviors, and seeks out adult support when needed. | SED 3-2 Manages Feelings & Demonstrates Self-Control <u>Pre-K:</u> Has methods for coping with intense feelings (getting a comfort item; using words; counting to 5); seeks adult assistance in intense situations; is learning to control impulses and emotions; is able to wait turn |
| SED3.4c Regulates a wide range of impulses. | SED 3-2 Manages Feelings & Demonstrates Self-Control <u>Pre-K:</u> Has methods for coping with intense feelings (getting a comfort item; using words; counting to 5); seeks adult assistance in intense situations; is learning to control impulses and emotions; is able to wait turn |
| SED3.4d Manages transitions and adapts to changes in schedules and routines independently. | ATL 2-1 Understands Routines <u>Pre-K:</u> Anticipates daily routines, such as meal time, clean-up time, etc.; transitions smoothly when instructed it is time to do something else |
| Strand: Developing a Sense of Self with Others | |

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| Standard: SED4 – The child will develop relationships and social skills with adults. | |
| 0-12 mos. | |
| SED4.0a Responds differently to familiar and unfamiliar adults. | <p>SED 5-1 Bonds with Adults <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger <u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults</p> |
| SED4.0b Develops trust and attachment toward significant adults. | <p>SED 5-1 Bonds with Adults <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger <u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults</p> |
| SED4.0c Imitates examples of affection with familiar adults. | <p>SED 5-2 Learns from Adults <u>1-3 mos:</u> Imitates some facial expressions <u>4-7 mos:</u> Participates in reciprocal imitation games; copies adult sounds, movements, or facial expressions <u>8-12 mos:</u> Mirrors caregiver's non-verbal communication, such as looking where the caregiver is looking or pointing where the caregiver is pointing</p> |
| 12-24 mos. | |
| SED4.1a Engages in interactions with familiar adults and responds to unfamiliar adults cautiously. | <p>SED 5-1 Bonds with Adults <u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task</p> |
| SED4.1b Shows feelings of security with familiar adults. | <p>SED 5-1 Bonds with Adults <u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task</p> |
| SED4.1c Shows beginning signs of affection with familiar adults. | <p>SED 5-1 Bonds with Adults <u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task</p> |
| 24-36 mos. | |
| SED4.2a Stays connected with familiar adults using gestures, glances and verbal interaction. | <p>SED 5-1 Bonds with Adults <u>2-Year Old:</u> Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy</p> |
| SED4.2b Looks to familiar adults for reassurance when trying new tasks. | <p>SED 5-1 Bonds with Adults <u>2-Year Old:</u> Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar</p> |

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| | adults in new or difficult situations, such as moving an object that is too heavy |
| SED4.2c Shows nonverbal affection to familiar adults | SED 5-1 Bonds with Adults <u>2-Year Old:</u> Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy |
| SED4.2d Occasionally seeks out adult for help. | SED 5-1 Bonds with Adults <u>2-Year Old:</u> Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy |
| 36-48 mos. | |
| SED4.3a Shows signs of security and trust when separated from familiar adults. | SED 5-1 Bonds with Adults <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems |
| SED4.3b Uses a familiar adult's facial expression to decide how to respond. | SED 5-1 Bonds with Adults <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems |
| SED4.3c Shows affection to familiar adults by using words and actions. | SED 5-1 Bonds with Adults <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems |
| SED4.3d Seeks out adult for help | SED 5-1 Bonds with Adults <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems |
| 48-60 mos. | |
| SED4.4a Transitions well into new, unfamiliar settings. | SED 5-1 Bonds with Adults <u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults |
| SED4.4b Uses a familiar adult's suggestions to decide how to respond to a specific situation. | SED 5-2 Learns from Adults <u>Pre-K:</u> Mirrors adult behavior in daily routines; seeks help or information when needed from adults |
| SED4.4c Shows affection to familiar adults by using more complex words and actions. | SED 5-1 Bonds with Adults <u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults |
| SED4.4d Seeks out adults as a resource for help and assistance. | SED 5-2 Learns from Adults <u>Pre-K:</u> Mirrors adult behavior in daily routines; seeks help or information when needed 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 <u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children <u>8-12 mos:</u> Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play) |

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| SED5.0b Engages in solitary play around other children. | SED 6-2 Bonds with Peers 4-7 mos: Enjoys social play; may reach, touch, or make sounds toward other children 8-12 mos: Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play) |
| SED5.0c Shows awareness of possible conflicts by crying, turning away or showing distress. | SED 6-2 Bonds with Peers 4-7 mos: Enjoys social play; may reach, touch, or make sounds toward other children 8-12 mos: Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play) |
| SED5.0d Observes peers who are experiencing a need or discomfort. | SED 6-1 Builds Empathy 1-3 mos: May cry when someone seems upset or when another child cries 4-7 mos: Shows interest in the emotions of others; may copy others (e.g., crying when another child cries) 8-12 mos: Responds to the emotions of others; may share emotional reactions (e.g., smiling when an adult smiles) |
| 12-24 mos. | |
| SED5.1a Begins to relate to and show enjoyment in interactions with other children. | SED 6-2 Bonds with Peers 1-Year Old: Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play) |
| SED5.1b Engages in mostly solitary play with some parallel play. | SED 6-2 Bonds with Peers 1-Year Old: Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play) |
| SED5.1c Engages in conflicts with peers regarding possession of items. | SED 6-2 Bonds with Peers 1-Year Old: Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play) |
| SED5.1d Shows awareness of feelings displayed by peers. | SED 6-1 Builds Empathy 1-Year Old: Observes emotions of others; may respond to another's preferences, such as offering different objects until one is accepted |
| 24-36 mos. | |
| SED5.2a At times, shows a preference to play with a familiar child. | SED 6-2 Bonds with Peers 2-Year Old: Enjoys being with other children; joins group play with other children; knows some names of peers |
| SED5.2b Plays alongside other children for short periods. Observes and imitates other children. | SED 6-2 Bonds with Peers 2-Year Old: Enjoys being with other children; joins group play with other children; knows some names of peers |
| SED5.2c Occasionally, resolves peer conflicts with adult support. | SED 6-3 Cooperates with Peers 2-Year Old: Begins to cooperate with others (e.g. shares toys, works toward a common goal, such as building a block tower); is learning to take turns; is learning to use words with peers |
| SED5.2d Recognizes and names the feelings of peers with adult support. | SED 6-2 Bonds with Peers 2-Year Old: Enjoys being with other children; joins group play with other children; knows some names of peers |

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| SED5.2e Shows awareness of peers' personal space and belongings. | SED 6-3 Cooperates with Peers <u>2-Year Old:</u> Begins to cooperate with others (e.g. shares toys, works toward a common goal, such as building a block tower); is learning to take turns; is learning to use words with peers |
| 36-48 mos. | |
| SED5.3a Initiates play with one or two other children. | SED 6-2 Bonds with Peers <u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend |
| SED5.3b Engages in mutual/cooperative play. | SED 6-2 Bonds with Peers <u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend |
| SED5.3c Seeks adult support to resolve some peer conflicts. | SED 6-3 Cooperates with Peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns |
| SED5.3d Recognizes and names the feelings of peers. | SED 6-2 Bonds with Peers <u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend |
| SED5.3e Shows emerging respect for peers' personal space and belongings. | SED 6-3 Cooperates with Peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns |
| 48-60 mos. | |
| SED5.4a Develops and maintains friendships with other children. | SED 6-2 Bonds with Peers <u>Pre-K:</u> Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play |
| SED5.4b Plays cooperatively with a few peers for a sustained period of time. | SED 6-2 Bonds with Peers <u>Pre-K:</u> Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play |
| SED5.4c Attempts to resolve peer conflicts using appropriate strategies. | SED 6-3 Cooperates with Peers <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language |
| SED5.4d Shows emerging empathy and understanding of peers by attempting to comfort and help. | SED 6-1 Builds Empathy <u>Pre-K:</u> Shares in the joy of others; expresses sadness when another adult or child is sad |
| SED5.4e Shows respect for peers' personal space and belongings | SED 6-3 Cooperates with Peers <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language |

| Approaches to Play and Learning | Vine Indicators |
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| 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 <u>1-3 mos:</u> Turns head toward the sound of a familiar voice <u>4-7 mos:</u> Explores with hands; finds objects that are partially hidden <u>8-12 mos:</u> Shows interest in new toys; explores surroundings |
| APL1.0b Occasionally demonstrates desire to complete simple tasks by self. | ATL 1-5 Shows Initiative <u>4-7 mos:</u> Accepts, reaches for, grasps, or handles familiar toys <u>8-12 mos:</u> Initiates activities, such as getting a toy independently from a low shelf or basket |
| APL1.0c Selects an item of interest by pointing and/or reaching for object. | ATL 1-5 Shows Initiative <u>4-7 mos:</u> Accepts, reaches for, grasps, or handles familiar toys <u>8-12 mos:</u> Initiates activities, such as getting a toy independently from a low shelf or basket |
| 12-24 mos. | |
| APL1.1a Uses available senses to learn and explore his/her environment. | ATL 1-4 Is Curious <u>1-Year Old:</u> Shows interest in learning about new objects or experiences |
| APL1.1b Demonstrates desire to complete more complex tasks by self. | ATL 1-5 Shows Initiative <u>1-Year Old:</u> Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read) |
| APL1.1c Selects book or toy from several options. | ATL 1-5 Shows Initiative <u>1-Year Old:</u> Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read) |
| 24-36 mos. | |
| APL1.2a Tries inventive or new ways of using materials or completing tasks. | ATL 1-4 Is Curious <u>2-Year Old:</u> Shows interest in new objects or activities; tries different ways of using objects or materials <u>2-Year Old:</u> Accepts changes in routines or usual activities when informed ahead of time by adults; shows creativity, flexibility, and inventiveness in play experiences |
| APL1.2b Verbally expresses desire to complete tasks by self. | ATL 1-5 Shows Initiative <u>2-Year Old:</u> Initiates play with others |
| APL1.2c Independently selects materials and utilizes those materials. | ATL 1-5 Shows Initiative <u>2-Year Old:</u> Initiates play with others |
| 36-48 mos. | |
| APL1.3a Initiates new tasks by himself/herself. | ATL 1-5 Shows Initiative <u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting |
| APL1.3b Makes choices and completes some independent activities. | CS 14-3 Makes Plans <u>3-Year Old:</u> Has own ideas for play time and makes plans to carry out ideas; makes choices during free time |
| APL1.3c Makes plans and follows through on intentions. | CS 14-3 Makes Plans <u>3-Year Old:</u> Has own ideas for play time and makes plans to carry out ideas; makes choices during free time |

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| 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 <u>Pre-K:</u> Makes and conveys choices to friends and teachers |
| APL1.4b Selects and carries out activities without adult prompting. | ATL 1-5 Shows Initiative <u>Pre-K:</u> Makes and conveys choices to friends and teachers |
| APL1.4c Sets goals and develops and follows through on plans. | CS 14-3 Makes Plans <u>Pre-K:</u> Has own ideas on what to do during free choice time or free play, and carries out steps to follow the plan |
| 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 <u>1-3 mos:</u> Turns head toward the sound of a familiar voice <u>4-7 mos:</u> Explores with hands; finds objects that are partially hidden <u>8-12 mos:</u> Shows interest in new toys; explores surroundings |
| APL2.0b Shows curiosity/interest in his/her surroundings. | ATL 1-4 Is Curious <u>1-3 mos:</u> Turns head toward the sound of a familiar voice <u>4-7 mos:</u> Explores with hands; finds objects that are partially hidden <u>8-12 mos:</u> Shows interest in new toys; explores surroundings |
| 12-24 mos. | |
| APL2.1a Shows interest in what others are doing. | ATL 1-4 Is Curious <u>1-Year Old:</u> Shows interest in learning about new objects or experiences |
| APL2.1b Begins to show curiosity/interest in new objects, experiences and people. | ATL 1-4 Is Curious <u>1-Year Old:</u> Shows interest in learning about new objects or experiences |
| 24-36 mos. | |
| APL2.2a Seeks information from others. | ATL 1-4 Is Curious <u>2-Year Old:</u> Shows interest in new objects or activities; tries different ways of using objects or materials |
| APL2.2b Asks questions about familiar objects, people and experiences | ATL 1-4 Is Curious <u>2-Year Old:</u> Shows interest in new objects or activities; tries different ways of using objects or materials |
| APL2.2c Explores and manipulates familiar objects in the environment. | ATL 1-4 Is Curious <u>2-Year Old:</u> Shows interest in new objects or activities; tries different ways of using objects or materials |
| 36-48 mos. | |
| APL2.3a Demonstrates an increased willingness to participate in both familiar and new experiences. | ATL 1-4 Is Curious <u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities |
| APL2.3b Asks questions about unfamiliar objects, people and experiences. | ATL 1-4 Is Curious <u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities |

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| APL2.3c Explores and manipulates both familiar and unfamiliar objects in the environment. | ATL 1-4 Is Curious <u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities |
| 48-60 mos. | |
| APL2.4a Demonstrates eagerness to learn about and discuss new topics, ideas and tasks. | ATL 1-4 Is Curious <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn |
| APL2.4b Asks questions and seeks new information. With assistance, looks for new information and wants to know more. | ATL 1-4 Is Curious <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn |
| APL2.4c Increasingly seeks out and explores unfamiliar objects in the environment. | ATL 1-4 Is Curious <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn |
| 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 <u>1-3 mos:</u> Watches faces <u>4-7 mos:</u> Pays attention to people, objects, and sounds <u>8-12 mos:</u> Pays attention to a task or activity for a few minutes |
| APL3.0b Explores a person or object for a minimum of one to three minutes. | ATL 1-1 Is Attentive <u>1-3 mos:</u> Watches faces <u>4-7 mos:</u> Pays attention to people, objects, and sounds <u>8-12 mos:</u> Pays attention to a task or activity for a few minutes |
| APL3.0c Continues to express distress when needs are not met. | ATL 1-3 Is Persistent <u>1-3 mos:</u> Will cry to indicate a need and will continue crying until that need is met <u>4-7 mos:</u> Will vocalize or use baby sign to indicate a need and will continue until that need is met; will hold on to preferred items <u>8-12 mos:</u> Repeats actions to achieve a goal |
| APL3.0d Repeats actions to make something happen again. | ATL 1-3 Is Persistent <u>1-3 mos:</u> Will cry to indicate a need and will continue crying until that need is met <u>4-7 mos:</u> Will vocalize or use baby sign to indicate a need and will continue until that need is met; will hold on to preferred items <u>8-12 mos:</u> Repeats actions to achieve a goal |
| 12-24 mos. | |
| APL3.1a Engages and persists with an activity, toy or object. | ATL 1-1 Is Attentive <u>1-Year Old:</u> Pays attention to a task or activity for a few minutes; repeats actions to complete a goal |
| APL3.1b Demonstrates focus on a specific task or activity. | ATL 1-1 Is Attentive <u>1-Year Old:</u> Pays attention to a task or activity for a few minutes; repeats actions to complete a goal |
| APL3.1c Tries a variety of approaches to getting what he/she wants. | ATL 1-3 Is Persistent <u>1-Year Old:</u> Works to complete a task |
| APL3.1d Repeats interesting actions over and over to gain skills and confidence. | ATL 1-3 Is Persistent <u>1-Year Old:</u> Works to complete a task |

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| 24-36 mos. | |
| APL3.2a Engages in teacher-directed activity for short periods of time | ATL 1-1 Is Attentive <u>2-Year Old:</u> Maintains focus and attention on a simple task or activity for a short period of time; focuses on an activity for 5 or more minutes |
| APL3.2b Demonstrates focus on a teacher-directed activity for a short period of time. | ATL 1-1 Is Attentive <u>2-Year Old:</u> Maintains focus and attention on a simple task or activity for a short period of time; focuses on an activity for 5 or more minutes |
| APL3.2c Shows persistence in activities of interest despite interruptions. | ATL 1-3 Is Persistent <u>2-Year Old:</u> Finishes self-selected tasks, such as completing a puzzle or listening to a storybook |
| APL3.2d Repeats successful actions and experiences. | ATL 1-3 Is Persistent <u>2-Year Old:</u> Finishes self-selected tasks, such as completing a puzzle or listening to a storybook |
| 36-48 mos. | |
| APL3.3a Engages in an activity for sustained periods of time to achieve a goal. | ATL 1-1 Is Attentive <u>3-Year Old:</u> Pays attention during story time; focuses on an activity for 10 or more minutes |
| APL3.3b Wants to complete activities and do them well. | ATL 1-1 Is Attentive <u>3-Year Old:</u> Pays attention during story time; focuses on an activity for 10 or more minutes |
| APL3.3c Begins to work cooperatively with others to achieve a goal or accomplish a task. | ATL 1-3 Is Persistent <u>3-Year Old:</u> Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support |
| | SED 6-3 Cooperates with Peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns |
| APL3.3d Keeps working on activity even after setbacks. | ATL 1-3 Is Persistent <u>3-Year Old:</u> Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support |
| 48-60 mos. | |
| APL3.4a Engages in independent activities and continues tasks over a period of time. | ATL 1-1 Is Attentive <u>Pre-K:</u> Pays attention during story time and other teacher-led activities such as circle time; focuses on an activity for 15 or more minutes |
| APL3.4b Practices to improve skills that have been accomplished. | ATL 1-3 Is Persistent <u>Pre-K:</u> Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult |
| APL3.4c Works cooperatively with others to successfully achieve a goal or accomplish a task. | ATL 1-3 Is Persistent <u>Pre-K:</u> Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult |
| | SED 6-3 Cooperates with Peers <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language |

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| APL3.4d Persists in trying to complete a task after previous attempts have failed. | ATL 1-3 Is Persistent <u>Pre-K:</u> Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult |
| 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 <u>8-12 mos:</u> Able to participate in new activities; uses classroom toys in creative ways, such as using a wooden block as a car or a bucket as a hat |
| 12-24 mos. | |
| APL4.1a Uses objects for a real or imagined purpose. | ATL 1-6 Thinks with Creativity & Flexibility <u>1-Year Old:</u> Able to shift focus; participates in new activities; demonstrates imagination in using materials to create something new |
| | CCA 21-4 Participates in Dramatic Play <u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination |
| 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 <u>2-Year Old:</u> Accepts changes in routines or usual activities when informed ahead of time by adults; shows creativity, flexibility, and inventiveness in play experiences |
| | CCA 21-4 Participates in Dramatic Play <u>2-Year Old:</u> Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others |
| 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 <u>3-Year Old:</u> Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation |
| | CCA 21-4 Participates in Dramatic Play <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-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 <u>Pre-K:</u> Able to transition thinking and behavior, such as during group play in response to a friend's suggestion or idea; generates creative ideas, suggestions |
| | CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers |
| Standard: APL5 – The child will demonstrate a cooperative and flexible approach to play and learning. | |

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| 0-12 mos. | |
| APL5.0a Engages in solitary play around other children. | SED 6-2 Bonds with Peers <u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children <u>8-12 mos:</u> Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play) |
| 12-24 mos. | |
| APL5.1a Plays independently with some interaction with other children. | SED 6-2 Bonds with Peers <u>1-Year Old:</u> Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play) |
| 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 <u>2-Year Old:</u> Enjoys being with other children; joins group play with other children; knows some names of peers |
| APL5.2b Helps and shares in a social setting with adult guidance. | SED 6-2 Bonds with Peers <u>2-Year Old:</u> Enjoys being with other children; joins group play with other children; knows some names of peers |
| APL5.2c Shows creativity, inventiveness and flexibility in his/her approach to play with adult guidance. | ATL 1-6 Thinks with Creativity & Flexibility <u>2-Year Old:</u> Accepts changes in routines or usual activities when informed ahead of time by adults; shows creativity, flexibility, and inventiveness in play experiences |
| 36-48 mos. | |
| APL5.3a Occasionally joins in cooperative play and learning in a group setting. | SED 6-2 Bonds with Peers <u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend |
| APL5.3b Plans, initiates and completes cooperative activities with adult guidance. | SED 6-2 Bonds with Peers <u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend |
| 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 <u>3-Year Old:</u> Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation |
| APL5.3d Demonstrates emerging flexibility in his/her approach to play and learning. | ATL 1-6 Thinks with Creativity & Flexibility <u>3-Year Old:</u> Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation |
| 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 <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language |
| APL5.4b Demonstrates flexibility in taking on various roles in a group setting. | ATL 1-6 Thinks with Creativity & Flexibility <u>Pre-K:</u> Able to transition thinking and behavior, such as during group play in response to a friend's suggestion or idea; generates creative ideas, suggestions |
| | ATL 1-6 Thinks with Creativity & Flexibility |

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| APL5.4c Demonstrates inventiveness, imagination and creativity to solve a problem. | <u>Pre-K:</u> Able to transition thinking and behavior, such as during group play in response to a friend's suggestion or idea; generates creative ideas, suggestions |
| | CS 14-1 Solves Problems <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve 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 <u>Pre-K:</u> Able to transition thinking and behavior, such as during group play in response to a friend's suggestion or idea; generates creative ideas, suggestions |
| | CS 14-1 Solves Problems <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems |
| APL5.4e Recovers quickly from setbacks and differences in opinion in a group setting. | ATL 1-6 Thinks with Creativity & Flexibility <u>Pre-K:</u> Able to transition thinking and behavior, such as during group play in response to a friend's suggestion or idea; generates creative ideas, suggestions |

| Communication, Language and Literacy | Vine Indicators |
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| 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 <u>1-3 mos:</u> Turns head in the direction of a familiar voice <u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others <u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines |
| CLL1.0b Responds to simple directions. | LC 7-1 Develops Receptive Communication <u>1-3 mos:</u> Turns head in the direction of a familiar voice <u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others <u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines |
| CLL1.0c Responds to repeated words and phrases. | LC 7-1 Develops Receptive Communication <u>1-3 mos:</u> Turns head in the direction of a familiar voice <u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others <u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines |
| 12-24 mos. | |
| CLL1.1a Responds to language during conversations, songs, stories or other experiences. | LC 7-1 Develops Receptive Communication <u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book” |
| CLL1.1b Listens to and follows simple directions. | LC 7-1 Develops Receptive Communication |

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| | <u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book” |
| CLL1.1c Responds to adult questions with answers. | LC 7-1 Develops Receptive Communication <u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book” |
| | LC 7-6 Learns Conversation Structure <u>1-Year Old:</u> May participate in back-and-forths; may make eye contact |
| 24-36 mos. | |
| CLL1.2a Listens and responds to brief conversations and group discussions. | LC 7-1 Develops Receptive Communication <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions |
| CLL1.2b Listens to and follows one-step directions. | LC 7-1 Develops Receptive Communication <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions |
| CLL1.2c Responds to questions with appropriate answers. | LC 7-1 Develops Receptive Communication <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions |
| | LC 7-6 Learns Conversation Structure <u>2-Year Old:</u> Asks questions frequently; engages in back-and-forths; learns to take turns in conversations; makes eye contact |
| 36-48 mos. | |
| CLL1.3a Listens and responds to conversations and group discussions. | LC 7-1 Develops Receptive Communication <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues |
| CLL1.3b Listens to and follows multi-step directions with support. | LC 7-1 Develops Receptive Communication <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues |
| CLL1.3c Responds to more complex questions with appropriate answers. | LC 7-1 Develops Receptive Communication <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues |
| | LC 7-6 Learns Conversation Structure <u>3-Year Old:</u> Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact |
| 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 <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations |
| CLL1.4b Listens to and follows multi-step directions. | LC 7-1 Develops Receptive Communication <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations |
| CLL1.4c Extends/expands thoughts or ideas expressed. | LC 7-1 Develops Receptive Communication <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations |
| | LC 7-2 Develops Expressive Communication <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple |

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| | clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas |
| | LC 7-6 Learns Conversation Structure Pre-K: Participates in multi-turn conversations with friends and adults; mirrors tone, volume and tense; uses verbal and nonverbal conversational rules (e.g., takes turns, eye contact, loud and soft voice as appropriate, etc.); connects phrases and sentences to build ideas |
| 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 <u>1-3 mos:</u> Turns head in the direction of a familiar voice <u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others <u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines |
| | LC 7-4 Expands Vocabulary <u>8-12 mos:</u> Points to body parts when prompted; uses or signs an increasing number of words |
| CLL2.0b Responds to talking, singing or reading. | LC 7-1 Develops Receptive Communication <u>1-3 mos:</u> Turns head in the direction of a familiar voice <u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others <u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines |
| | LC 7-4 Expands Vocabulary <u>8-12 mos:</u> Points to body parts when prompted; uses or signs an increasing number of words |
| 12-24 mos. | |
| CLL2.1a Demonstrates understanding of simple words through his/her actions. | LC 7-1 Develops Receptive Communication <u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book” |
| | LC 7-4 Expands Vocabulary <u>1-Year Old:</u> Locates body parts or colors when prompted; begins to use the names of objects, body parts and familiar people; begins to ask questions, such as "what's that?" |
| CLL2.1b Listens to simple stories. | LKS 8-1 Develops Early Literacy <u>1-Year Old:</u> 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 <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions |
| | LC 7-4 Expands Vocabulary <u>2-Year Old:</u> Begins to recognize and possibly name classmates, familiar objects, body parts, colors, and animals; shows rapid growth in number of words or signs used in conversation with others |
| | LC 7-4 Expands Vocabulary |

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| CLL2.2b Listens and understands familiar vocabulary from activities, stories and books. | <u>2-Year Old:</u> Begins to recognize and possibly name classmates, familiar objects, body parts, colors, and animals; shows rapid growth in number of words or signs used in conversation with others LKS 8-1 Develops Early Literacy <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures |
| 36-48 mos. | |
| CLL2.3a Demonstrates understanding of vocabulary through everyday conversations. | LC 7-4 Expands Vocabulary <u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words |
| CLL2.3b Listens and understands new vocabulary from activities, stories and books. | LC 7-4 Expands Vocabulary <u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words |
| 48-60 mos. | |
| CLL2.4a Demonstrates understanding of more complex vocabulary through everyday conversations. | LC 7-4 Expands Vocabulary <u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little) |
| CLL2.4b Connects new vocabulary from activities, stories and books with prior experiences and conversations. | LC 7-4 Expands Vocabulary <u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little) LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story |
| 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 <u>1-3 mos:</u> Alerts caregivers when there is a need, such as crying when awake or needing to be changed; begins to babble, coo or gurgle; may imitate some sounds <u>4-7 mos:</u> Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure <u>8-12 mos:</u> Progresses from babbling with inflection to first words; uses exclamations like "uh-oh"; may sign certain words; |

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| | may shake head for “no”; uses sounds, gestures, or actions to express needs and wants |
| CLL3.0b Communicates feelings through facial expressions. | LC 7-2 Develops Expressive Communication <u>1-3 mos:</u> Alerts caregivers when there is a need, such as crying when awake or needing to be changed; begins to babble, coo or gurgle; may imitate some sounds <u>4-7 mos:</u> Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure <u>8-12 mos:</u> Progresses from babbling with inflection to first words; uses exclamations like "uh-oh"; may sign certain words; may shake head for “no”; uses sounds, gestures, or actions to express needs and wants |
| 12-24 mos. | |
| CLL3.1a Communicates needs and wants through nonverbal gestures and actions. | LC 7-2 Develops Expressive Communication <u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down" |
| CLL3.1b Uses some nonverbal gestures and actions used by others to express feelings. | LC 7-2 Develops Expressive Communication <u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down" |
| 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 <u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more |
| CLL3.2b Gains awareness of how to communicate feelings using nonverbal gestures and actions. | LC 7-2 Develops Expressive Communication <u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more |
| 36-48 mos. | |
| CLL3.3a Uses gestures and actions to enhance verbal communication of needs and wants. | LC 7-2 Develops Expressive Communication <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic |
| CLL3.3b Communicates feelings using nonverbal gestures and actions. | LC 7-2 Develops Expressive Communication <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic |
| 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 <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas |
| CLL3.4b Communicates feelings using appropriate nonverbal gestures, body language and actions. | LC 7-2 Develops Expressive Communication <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas |

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| 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 <u>1-3 mos:</u> Alerts caregivers when there is a need, such as crying when awake or needing to be changed; begins to babble, coo or gurgle; may imitate some sounds <u>4-7 mos:</u> Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure <u>8-12 mos:</u> Progresses from babbling with inflection to first words; uses exclamations like "uh-oh"; may sign certain words; may shake head for "no"; uses sounds, gestures, or actions to express needs and wants |
| CLL4.0b Uses crying and other vocal signals to communicate. | LC 7-2 Develops Expressive Communication <u>1-3 mos:</u> Alerts caregivers when there is a need, such as crying when awake or needing to be changed; begins to babble, coo or gurgle; may imitate some sounds <u>4-7 mos:</u> Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure <u>8-12 mos:</u> Progresses from babbling with inflection to first words; uses exclamations like "uh-oh"; may sign certain words; may shake head for "no"; uses sounds, gestures, or actions to express needs and wants |
| 12-24 mos. | |
| CLL4.1a Experiments with spontaneous vocal play. | LC 7-2 Develops Expressive Communication <u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down" |
| CLL4.1b Uses one- to two-word phrases to communicate. | LC 7-2 Develops Expressive Communication <u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down" |
| 24-36 mos. | |
| CLL4.2a Strings sounds and/or words together with voice inflections. | LC 7-5 Expands Grammar and Pronunciation <u>1-Year Old:</u> Begins to use inflection properly, usually to convey likes or dislikes (e.g., No! Yes! Give me! Mine! Please!) |
| CLL4.2b Uses three- to four-word phrases and includes describing words. | LC 7-2 Develops Expressive Communication <u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more |
| CLL4.2c Describes experiences. | LC 7-2 Develops Expressive Communication <u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more |
| CLL4.2d Demonstrates an expanding vocabulary. | LC 7-4 Expands Vocabulary <u>2-Year Old:</u> Begins to recognize and possibly name classmates, familiar objects, body parts, colors, and animals; shows rapid growth in number of words or signs used in conversation with others |
| 36-48 mos. | |

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| CLL4.3a Speaks clearly enough to be understood. | LC 7-5 Expands Grammar and Pronunciation <u>3-Year Old:</u> Can rhyme words (i.e., cat, sat); uses verbs in correct tense (e.g., she <u>walks</u> vs. she <u>walked</u>); may overcorrect grammar (e.g. “goed,” “mouses,” etc.) <u>Pre-K:</u> Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate |
| CLL4.3b Demonstrates use of expanded sentences and sentence structures. | LC 7-2 Develops Expressive Communication <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic |
| | LC 7-5 Expands Grammar and Pronunciation <u>3-Year Old:</u> Can rhyme words (i.e., cat, sat); uses verbs in correct tense (e.g., she <u>walks</u> vs. she <u>walked</u>); may overcorrect grammar (e.g. “goed,” “mouses,” etc.) |
| CLL4.3c Describes activities and experiences using details. | LC 7-2 Develops Expressive Communication <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic |
| CLL4.3d Uses expanded vocabulary in a variety of situations. | LC 7-4 Expands Vocabulary <u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words |
| 48-60 mos. | |
| CLL4.4a Uses spoken language that can be understood with ease. | LC 7-5 Expands Grammar and Pronunciation <u>Pre-K:</u> Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate |
| CLL4.4b Demonstrates use of expanded sentences and sentence structures to ask questions and/or respond verbally. | LC 7-2 Develops Expressive Communication <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas |
| CLL4.4c Describes activities, experiences and stories with more detail. | LC 7-2 Develops Expressive Communication <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas |
| CLL4.4d Uses new and expanded vocabulary in a variety of situations. | LC 7-4 Expands Vocabulary <u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little) |
| Strand: Early Reading | |
| Standard: CLL5 – The child will acquire meaning from a variety of materials read to him/her. | |
| 0-12 mos. | |

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| CLL5.0a Shows interest in shared reading experiences and looking at books. | LKS 8-1 Develops Early Literacy <u>1-3 mos:</u> Experiences stories by being read to by caregivers <u>4-7 mos:</u> Explores books with caregivers; enjoys being read to by others <u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories |
| 12-24 mos. | |
| CLL5.1a With prompting and support, makes sounds that relate to pictures in books. | LKS 8-1 Develops Early Literacy <u>1-Year Old:</u> Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings |
| CLL5.1b Shows preference for familiar stories. | LKS 8-1 Develops Early Literacy <u>1-Year Old:</u> Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings |
| CLL5.1c With prompting and support, responds to simple questions about a story. | LKS 8-1 Develops Early Literacy <u>1-Year Old:</u> 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. | |
| CLL5.2a Uses words to describe or name pictures when reading. | LKS 8-1 Develops Early Literacy <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures |
| CLL5.2b Shows preference for familiar stories and can repeat phrases. | LKS 8-1 Develops Early Literacy <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures |
| CLL5.2c Answers simple questions about a story. | LKS 8-1 Develops Early Literacy <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures |
| 36-48 mos. | |
| CLL5.3a Prior to reading, uses pictures to predict story content. | LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book |
| CLL5.3b With prompting and support, retells a simple story using pictures. | LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book |
| CLL5.3c Answers questions about a story | LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book |
| 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 <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title |

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| | and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story |
| CLL5.4b Retells familiar stories. | ATL 1-2 Develops Memory <u>Pre-K:</u> Recalls part or all of a story, including characters and main events |
| | LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story |
| CLL5.4c Discusses books or stories read aloud and can identify characters and setting in a story. | LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story |
| CLL5.4d Makes real-world connections between stories and real-life experiences. | LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story |
| CLL5.4e Develops an alternate ending for a story. | LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story |
| 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 <u>1-3 mos:</u> Turns head in the direction of a familiar voice <u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others <u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines |
| 12-24 mos. | |
| CLL6.1a Listens to and participates in familiar nursery rhymes, songs and chants. | LC 7-1 Develops Receptive Communication <u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book” |
| CLL6.1b Participates in rhyming activities. | LC 7-3 Develops Phonemic Awareness <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted |
| 24-36 mos. | |

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| CLL6.2a Listens to and imitates sounds in familiar nursery rhymes, songs and chants. | LC 7-3 Develops Phonemic Awareness <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted |
| CLL6.2b Experiments with rhyming words. | LC 7-3 Develops Phonemic Awareness <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted |
| 36-48 mos. | |
| CLL6.3a Listens and matches rhythm, volume and pitch of rhymes, songs and chants. | LC 7-3 Develops Phonemic Awareness <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted |
| CLL6.3b Identifies and produces rhyming words with adult guidance. | LC 7-3 Develops Phonemic Awareness <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted |
| CLL6.3d Segments sentences into individual words with adult guidance. | LC 7-3 Develops Phonemic Awareness <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted |
| CLL6.3e Segments words into syllables with adult guidance. | LC 7-3 Develops Phonemic Awareness <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted |
| 48-60 mos. | |
| CLL6.4a Listens and differentiates between sounds that are the same and different. | LC 7-3 Develops Phonemic Awareness <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound) |
| CLL6.4b Identifies and produces rhyming words. | LC 7-3 Develops Phonemic Awareness <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound) |
| CLL6.4c Isolates the initial (beginning) sounds in words with adult guidance. | LC 7-3 Develops Phonemic Awareness <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound) |
| CLL6.4d Segments sentences into individual words. | LC 7-3 Develops Phonemic Awareness <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound) |
| CLL6.4e Segments words into syllables. | LC 7-3 Develops Phonemic Awareness <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound) |
| CLL6.4f Manipulates and blends sounds (phonemes) with adult guidance. | LC 7-3 Develops Phonemic Awareness <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound) |
| 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 <u>8-12 mos:</u> Hears the ABC song as sung by caregivers or audio device; may make humming sounds to participate |

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| | <p><u>1-Year Old:</u> Attempts to sing the ABC song</p> <p><u>2-Year Old:</u> Partially sings ABCs</p> |
| 36-48 mos. | |
| CLL7.3a With prompting and support, can identify some alphabet letter names. | <p>LKS 8-2 Develops Alphabetic Knowledge</p> <p><u>3-Year Old:</u> Says or sings ABCs</p> |
| 48-60 mos. | |
| CLL7.4a With prompting and support, recognizes and names some upper/lowercase letters of the alphabet. | <p>LKS 8-2 Develops Alphabetic Knowledge</p> <p><u>Pre-K:</u> Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print</p> |
| 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. | <p>LKS 8-1 Develops Early Literacy</p> <p><u>1-3 mos:</u> Experiences stories by being read to by caregivers</p> <p><u>4-7 mos:</u> Explores books with caregivers; enjoys being read to by others</p> <p><u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories</p> |
| CLL8.0b Imitates adults by pointing to pictures. | <p>LKS 8-1 Develops Early Literacy</p> <p><u>1-3 mos:</u> Experiences stories by being read to by caregivers</p> <p><u>4-7 mos:</u> Explores books with caregivers; enjoys being read to by others</p> <p><u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories</p> |
| 12-24 mos. | |
| CLL8.1a Asks to have books read to him/her. | <p>LKS 8-1 Develops Early Literacy</p> <p><u>1-Year Old:</u> Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings</p> |
| CLL8.1b Touches or identifies pictures when prompted. | <p>LC 7-4 Expands Vocabulary</p> <p><u>1-Year Old:</u> Locates body parts or colors when prompted; begins to use the names of objects, body parts and familiar people; begins to ask questions, such as "what's that?"</p> |
| | <p>LKS 8-1 Develops Early Literacy</p> <p><u>1-Year Old:</u> Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings</p> |
| CLL8.1c With assistance, holds book upright and helps turn pages one at a time. | <p>LKS 8-1 Develops Early Literacy</p> <p><u>1-Year Old:</u> Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings</p> |
| CLL8.1d With adult guidance, recognizes some familiar logos in the environment. | <p>LKS 8-1 Develops Early Literacy</p> <p><u>1-Year Old:</u> Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings</p> |
| | <p>LKS 8-3 Develops Emergent Reading</p> <p><u>2-Year Old:</u> Identifies some of the letters in own name; begins to recognize and understand that pictures or symbols can be "read" by others and have meaning</p> |
| 24-36 mos. | |

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| CLL8.2a Recognizes and self-selects familiar books to mimic independent reading. | LKS 8-1 Develops Early Literacy <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures |
| CLL8.2b With prompting and support, discriminates words from pictures. | LKS 8-1 Develops Early Literacy <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures |
| CLL8.2c Holds book with two hands and turns the pages. | LKS 8-1 Develops Early Literacy <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures |
| CLL8.2d With adult guidance, recognizes some environmental print. | LKS 8-3 Develops Emergent Reading <u>2-Year Old:</u> Identifies some of the letters in own name; begins to recognize and understand that pictures or symbols can be “read” by others and have meaning |
| 36-48 mos. | |
| CLL8.3a Shares self-selected familiar books and engages in pretend reading with others. | LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book |
| CLL8.3b Discriminates words from pictures independently. | LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book |
| CLL8.3c Independently holds a book right side up and turns pages from right to left. | LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book |
| | LKS 8-3 Develops Emergent Reading <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading |
| CLL8.3d Recognizes environmental print. | LKS 8-3 Develops Emergent Reading <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes |
| 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 <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book |
| 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 <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title |

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| | and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story |
| CLL8.4b Understands that letters form words. Understands that words are separated by spaces in print. | LKS 8-3 Develops Emergent Reading <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes |
| 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 <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes |
| CLL8.4d Recognizes and reads environmental print. | LKS 8-3 Develops Emergent Reading <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes |
| 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 <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story |
| 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 <u>8-12 mos:</u> Can use a fat paint brush or celery stalk to “paint” |
| CLL9.0b Holds simple writing tools with adult help and supervision. | LKS 9-1 Develops Emergent Writing <u>8-12 mos:</u> Can use a fat paint brush or celery stalk to “paint” |
| 12-24 mos. | |
| CLL9.1a Makes random marks and scribbles. | LKS 9-1 Develops Emergent Writing <u>1-Year Old:</u> Makes marks on paper with large crayon or marker |
| CLL9.1b Uses simple tools to mark on paper. | LKS 9-1 Develops Emergent Writing <u>1-Year Old:</u> Makes marks on paper with large crayon or marker |
| 24-36 mos. | |
| CLL9.2a Makes more controlled scribbling. | LKS 9-1 Develops Emergent Writing <u>2-Year Old:</u> Draws pictures using scribbles; makes or copies lines and curves, including letter-like marks with pencil or crayon; understands that people use writing to communicate |
| CLL9.2b Experiments with a variety of writing tools, materials and surfaces. | LKS 9-1 Develops Emergent Writing <u>2-Year Old:</u> Draws pictures using scribbles; makes or copies lines and curves, including letter-like marks with pencil or crayon; understands that people use writing to communicate |
| CLL9.2c Occasionally draws and scribbles with a purpose. | LKS 9-1 Develops Emergent Writing |

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| | <u>2-Year Old:</u> Draws pictures using scribbles; makes or copies lines and curves, including letter-like marks with pencil or crayon; understands that people use writing to communicate |
| 36-48 mos. | |
| CLL9.3a Creates letter-like symbols. May use invented spelling to label drawings. | LKS 9-1 Develops Emergent Writing <u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written” |
| CLL9.3b Uses writing tools with adult guidance. | LKS 9-1 Develops Emergent Writing <u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written” |
| CLL9.3c Shows emerging awareness that writing can be used for a variety of purposes. | LKS 9-1 Develops Emergent Writing <u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written” |
| 48-60 mos. | |
| CLL9.4a Draws pictures and copies letters and/or numbers to communicate. | LKS 9-1 Develops Emergent Writing <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters |
| CLL9.4b Uses writing tools. | LKS 9-1 Develops Emergent Writing <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters |
| CLL9.4c Uses writing for a variety of purposes. | LKS 9-1 Develops Emergent Writing <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters |
| CLL9.4d Writes some letters of the alphabet. | LKS 9-1 Develops Emergent Writing <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters |

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| 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. | |

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| CD-MA1.0a Observes simple songs or finger-plays that involve numbers and quantity. | CM 10-1 Begins Counting <u>1-3 mos:</u> Experiences counting as caregivers count 1-2-3 in play time <u>4-7 mos:</u> Pays attention as an adult counts <u>8-12 mos:</u> Babbles while an adult counts |
| CD-MA1.0b Observes printed numerals on pictures, books or objects. | CM 10-1 Begins Counting <u>1-3 mos:</u> Experiences counting as caregivers count 1-2-3 in play time <u>4-7 mos:</u> Pays attention as an adult counts <u>8-12 mos:</u> Babbles while an adult counts |
| CD-MA1.0c Uses words and/or gestures to request "more" in reference to food or play. | CM 11-1 Learns Measurement and Quantities <u>4-7 mos:</u> Plays with more than one object at a time <u>8-12 mos:</u> Uses words to identify amounts, such as asking for "more" or saying "all gone" |
| 12-24 mos. | |
| CD-MA1.1a Imitates rote counting using numbers. | CM 10-1 Begins Counting <u>1-Year Old:</u> Can say numbers 1-3 with help; shows interest in and awareness of numbers and counting during daily routines and activities |
| CD-MA1.1b Participates in simple songs that involve number and quantity. | CM 10-1 Begins Counting <u>1-Year Old:</u> Can say numbers 1-3 with help; shows interest in and awareness of numbers and counting during daily routines and activities |
| CD-MA1.1c Attaches meaning to names for numbers with adult support. | CM 11-1 Learns Measurement and Quantities <u>1-Year Old:</u> Begins to say numbers for amounts; begins to use quantity phrases (e.g., "more") |
| CD-MA1.1d Shows awareness of early concepts related to amount. | CM 11-1 Learns Measurement and Quantities <u>1-Year Old:</u> Begins to say numbers for amounts; begins to use quantity phrases (e.g., "more") |
| 24-36 mos. | |
| CD-MA1.2a Recites numbers up to five in sequence. | CM 10-1 Begins Counting <u>2-Year Old:</u> Can count up to 5 |
| CD-MA1.2b Recognizes some numerals in the everyday environment. | CM 10-4 Reads and Writes Numbers <u>3-Year Old:</u> Can trace numbers: recognizes a few numbers in written form |
| CD-MA1.2c Begins to understand that numbers of objects can be symbolized by printed numerals. | CM 11-1 Learns Measurement and Quantities <u>1-Year Old:</u> Begins to say numbers for amounts; begins to use quantity phrases (e.g., "more") <u>2-Year Old:</u> Begins to notice differences in size, quantity, and distance (more, all gone, big, little, near, far, long, short, etc.) |
| CD-MA1.2d Uses simple vocabulary to describe concepts related to amount. | CM 11-1 Learns Measurement and Quantities <u>1-Year Old:</u> Begins to say numbers for amounts; begins to use quantity phrases (e.g., "more") <u>2-Year Old:</u> Begins to notice differences in size, quantity, and distance (more, all gone, big, little, near, far, long, short, etc.) |
| 36-48 mos. | |
| CD-MA1.3a Recites numbers up to 10 in sequence. | CM 10-1 Begins Counting <u>3-Year Old:</u> Counts by rote to 10; counts sets of objects up to 10; may be able to count into the teens; understands and uses 1-1 correspondence |
| | CM 10-4 Reads and Writes Numbers |

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| CD-MA1.3b Recognizes numerals and quantities in the everyday environment. | <p><u>3-Year Old:</u> Can trace numbers: recognizes a few numbers in written form</p> <p>CM 11-1 Learns Measurement and Quantities <u>3-Year Old:</u> Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)</p> |
| CD-MA1.3c Matches numerals to sets of objects with the same number, 0–5. | <p>CM 10-4 Reads and Writes Numbers <u>3-Year Old:</u> Can trace numbers: recognizes a few numbers in written form</p> |
| CD-MA1.3d Identifies quantity and comparisons of quantity. | <p>CM 11-1 Learns Measurement and Quantities <u>3-Year Old:</u> Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)</p> |
| CD-MA1.3e Quickly recognizes and names how many items are in a set of up to three items. | <p>CM 10-2 Builds and Observes Sets <u>3-Year Old:</u> Begins to see groups of 2 or 3 objects and knows the amount without counting (subitizing); counts and builds sets</p> |
| 48-60 mos. | |
| CD-MA1.4a Recites numbers up to 20 in sequence. | <p>CM 10-1 Begins Counting <u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10</p> |
| CD-MA1.4b Recognizes numerals and uses counting as part of play and as a means for determining quantity. | <p>CM 10-1 Begins Counting <u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10</p> |
| | <p>CM 10-4 Reads and Writes Numbers <u>Pre-K:</u> Can write some numbers up to 10; recognizes a few numbers in written form; recognizes both numerals and number names</p> |
| CD-MA1.4c Matches numerals to sets of objects with the same number, 0–10. | <p>CM 10-2 Builds and Observes Sets <u>Pre-K:</u> Can look at groups of objects up to 5 and indicate how many items without having to count them; compares quantities in sets and uses appropriate vocabulary: equal, more, less</p> |
| | <p>CM 10-4 Reads and Writes Numbers <u>Pre-K:</u> Can write some numbers up to 10; recognizes a few numbers in written form; recognizes both numerals and number names</p> |
| CD-MA1.4d Describes sets as having more, less, same as/equal. | <p>CM 10-2 Builds and Observes Sets <u>Pre-K:</u> Can look at groups of objects up to 5 and indicate how many items without having to count them; compares quantities in sets and uses appropriate vocabulary: equal, more, less</p> |
| CD-MA1.4e Quickly recognizes and names how many items are in a set of up to four items. | <p>CM 10-2 Builds and Observes Sets <u>Pre-K:</u> Can look at groups of objects up to 5 and indicate how many items without having to count them; compares quantities in sets and uses appropriate vocabulary: equal, more, less</p> |
| CD-MA1.4f Tells numbers that come before and after a given number up to 10. | <p>CM 10-1 Begins Counting</p> |

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| | <u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10 |
| 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 <u>1-3 mos:</u> Experiences counting as caregivers count 1-2-3 in play time <u>4-7 mos:</u> Pays attention as an adult counts <u>8-12 mos:</u> Babbles while an adult counts |
| 12-24 mos. | |
| CD-MA2.1a Counts groups of one and two objects with adult guidance. | CM 10-1 Begins Counting <u>1-Year Old:</u> Can say numbers 1-3 with help; shows interest in and awareness of numbers and counting during daily routines and activities |
| CD-MA2.1b Applies number and counting to daily routine with adult guidance. | CM 10-1 Begins Counting <u>1-Year Old:</u> Can say numbers 1-3 with help; shows interest in and awareness of numbers and counting during daily routines and activities |
| 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 <u>2-Year Old:</u> Counts sets of objects (2-3); may count the same object twice or use numbers out of order |
| 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 <u>2-Year Old:</u> Counts sets of objects (2-3); may count the same object twice or use numbers out of order |
| CD-MA2.2c Applies number and counting to daily routine. | CM 10-1 Begins Counting <u>2-Year Old:</u> Can count up to 5 |
| CD-MA2.2d Participates in creating simple, real and pictorial graphs. | CM 10-4 Reads and Writes Numbers <u>3-Year Old:</u> Can trace numbers: recognizes a few numbers in written form |
| 36-48 mos. | |
| CD-MA2.3a Matches two equal sets using one-to-one correspondence independently. | CM 10-2 Builds and Observes Sets <u>3-Year Old:</u> Begins to see groups of 2 or 3 objects and knows the amount without counting (subitizing); counts and builds sets |
| CD-MA2.3b Counts up to five objects using one-to-one correspondence with adult guidance. | CM 10-1 Begins Counting <u>3-Year Old:</u> Counts by rote to 10; counts sets of objects up to 10; may be able to count into the teens; understands and uses 1-1 correspondence |
| CD-MA2.3c Recognizes that objects or sets can be combined or separated. | CM 10-3 Learns Addition, Subtraction and Division <u>3-Year Old:</u> When counting objects, understands that the last number counted represents the total <u>Pre-K:</u> Can add “1” to a set of objects and know that it is 1 more; can subtract 1 from a set of objects and know that it is 1 less; can split a set of objects equally to divide by 2 |
| | CM 10-4 Reads and Writes Numbers |

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| <p>CD-MA2.3d Participates in creating and using real and pictorial graphs or other simple representations of data.</p> | <p><u>3-Year Old:</u> Can trace numbers: recognizes a few numbers in written form <u>Pre-K:</u> Can write some numbers up to 10; recognizes a few numbers in written form; recognizes both numerals and number names</p> <p>CS 14-4 Draws Conclusions and Sorts Results <u>3-Year Old:</u> Is able to draw conclusions about experiments (e.g., since the wood block floated, other wood blocks will float) <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help</p> |
| <p>48-60 mos.</p> | |
| <p>CD-MA2.4a Matches two equal sets using one-to-one correspondence and understands they are the same.</p> | <p>CM 10-2 Builds and Observes Sets <u>Pre-K:</u> Can look at groups of objects up to 5 and indicate how many items without having to count them; compares quantities in sets and uses appropriate vocabulary: equal, more, less</p> |
| <p>CD-MA2.4b Counts at least 10 objects using one-to-one correspondence.</p> | <p>CM 10-1 Begins Counting <u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10</p> |
| <p>CD-MA2.4c Practices combining, separating and naming quantities.</p> | <p>CM 11-1 Learns Measurement and Quantities <u>Pre-K:</u> Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map</p> |
| <p>CD-MA2.4d Describes data from classroom graphs using numerical math language.</p> | <p>CM 11-1 Learns Measurement and Quantities <u>Pre-K:</u> Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map</p> |
| <p>CD-MA2.4e With adult guidance and when counting, understands and can respond with the last number counted to represent quantity (cardinality).</p> | <p>CM 10-1 Begins Counting <u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10</p> <p>CM 10-3 Learns Addition, Subtraction and Division <u>3-Year Old:</u> When counting objects, understands that the last number counted represents the total <u>Pre-K:</u> Can add "1" to a set of objects and know that it is 1 more; can subtract 1 from a set of objects and know that it is 1 less; can split a set of objects equally to divide by 2</p> |
| <p>Strand: Measurement and Comparison</p> | |
| <p>Standard: CD-MA3 – The child will explore and communicate about distance, weight, length, height and time.</p> | |
| <p>0-12 mos.</p> | |
| <p>CD-MA3.0a Plays with toys and objects with different sizes and shapes.</p> | <p>CM 11-1 Learns Measurement and Quantities <u>4-7 mos:</u> Plays with more than one object at a time <u>8-12 mos:</u> Uses words to identify amounts, such as asking for "more" or saying "all gone"</p> |

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| CD-MA3.0b Shows awareness of consistent daily routines. | ATL 2-1 Understands Routines <u>1-3 mos:</u> Is sleeping and eating on a developmentally-appropriate schedule (<i>for questions, consult pediatric guides</i>) <u>4-7 mos:</u> Demonstrates awareness of daily routines with behavior; may open mouth for feeding or lift arms to be picked up <u>8-12 mos:</u> Remembers daily routines; knows how to use familiar objects |
| 12-24 mos. | |
| CD-MA3.1a Uses size words appropriately. | CM 11-1 Learns Measurement and Quantities <u>1-Year Old:</u> Begins to say numbers for amounts; begins to use quantity phrases (e.g., "more") |
| 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 <u>1-Year Old:</u> Begins to say numbers for amounts; begins to use quantity phrases (e.g., "more") |
| CD-MA3.1c Explores measuring tools. | CM 11-1 Learns Measurement and Quantities <u>1-Year Old:</u> Begins to say numbers for amounts; begins to use quantity phrases (e.g., "more") |
| CD-MA3.1d Begins to predict daily routines. | ATL 2-1 Understands Routines <u>1-Year Old:</u> Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat) |
| 24-36 mos. | |
| CD-MA3.2a Develops vocabulary for length, weight and height. | CM 11-1 Learns Measurement and Quantities <u>2-Year Old:</u> Begins to notice differences in size, quantity, and distance (more, all gone, big, little, near, far, long, short, etc.) |
| CD-MA3.2b Makes simple comparisons between two objects. | CS 13-2 Classifies or Sorts Objects <u>2-Year Old:</u> Recognizes similarities or differences between familiar and unfamiliar people, objects or events |
| CD-MA3.2c Uses measurement tools in play activities. | CM 11-1 Learns Measurement and Quantities <u>2-Year Old:</u> Begins to notice differences in size, quantity, and distance (more, all gone, big, little, near, far, long, short, etc.) |
| CD-MA3.2d Identifies daily routines and changes in routine. | ATL 2-1 Understands Routines <u>2-Year Old:</u> Able to follow daily routines; easily makes common transitions that are part of a daily schedule |
| 36-48 mos. | |
| CD-MA3.3a Labels objects using size words. | CM 11-1 Learns Measurement and Quantities <u>3-Year Old:</u> Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide) |
| 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 <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function |
| 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 <u>3-Year Old:</u> Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide) |

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| CD-MA3.3d Predicts upcoming events from prior knowledge. | CS 14-2 Makes Predictions <u>3-Year Old:</u> Makes simple predictions about what will happen next, such as during activities or when hearing a story |
| 48-60 mos. | |
| CD-MA3.4a Uses mathematical terms to describe experiences involving measurement. | CM 11-1 Learns Measurement and Quantities <u>Pre-K:</u> Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map |
| CD-MA3.4b Compares objects using two or more attributes, such as length, weight and size. | CS 13-2 Classifies or Sorts Objects <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound |
| 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 <u>Pre-K:</u> Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map |
| CD-MA3.4d Associates and describes the passage of time with actual events. | SS 16-2 Understands Time <u>Pre-K:</u> Understands basic concepts of time including past-present-future; may understand basic units of time, including hours-minutes-days; learns about calendars, including week-month-year |
| 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 <u>1-3 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping <u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button |
| CD-MA4.0b Begins to imitate simple sounds and movements. | SED 5-2 Learns from Adults <u>1-3 mos:</u> Imitates some facial expressions <u>4-7 mos:</u> Participates in reciprocal imitation games; copies adult sounds, movements, or facial expressions <u>8-12 mos:</u> Mirrors caregiver's non-verbal communication, such as looking where the caregiver is looking or pointing where the caregiver is pointing |
| 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 <u>1-Year Old:</u> Helps with cleanup; begins to group objects, such as blocks in one pile and stuffed animals in another |
| CD-MA4.1b Differentiates between two objects with different characteristics with adult guidance. | CS 13-2 Classifies or Sorts Objects <u>1-Year Old:</u> Helps with cleanup; begins to group objects, such as blocks in one pile and stuffed animals in another |

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| CD-MA4.1c Copies patterns using sounds or physical movements with adult prompting and guidance. | CM 11-2 Understands Patterns <u>3-Year Old:</u> Can complete simple patterns, such as red-blue-red-blue-red-blue; can tell what comes next |
| 24-36 mos. | |
| CD-MA4.2a Orders a few objects by characteristic with adult guidance. | CS 13-2 Classifies or Sorts Objects <u>2-Year Old:</u> Recognizes similarities or differences between familiar and unfamiliar people, objects or events |
| CD-MA4.2b Matches objects with similar attributes or characteristics. | CS 13-2 Classifies or Sorts Objects <u>2-Year Old:</u> Recognizes similarities or differences between familiar and unfamiliar people, objects or events |
| CD-MA4.2c Recognizes simple patterns in the environment. | CM 11-2 Understands Patterns <u>3-Year Old:</u> Can complete simple patterns, such as red-blue-red-blue-red-blue; can tell what comes next |
| 36-48 mos. | |
| CD-MA4.3a Independently orders objects using one characteristic. | CS 13-2 Classifies or Sorts Objects <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function |
| CD-MA4.3b Sorts objects by one attribute, such as color, shape or size. | CS 13-2 Classifies or Sorts Objects <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function |
| CD-MA4.3c Identifies and duplicates simple, repeating patterns. | CM 11-2 Understands Patterns <u>3-Year Old:</u> Can complete simple patterns, such as red-blue-red-blue-red-blue; can tell what comes next |
| 48-60 mos. | |
| CD-MA4.4a Independently orders objects using one characteristic and describes the criteria used. | CS 13-2 Classifies or Sorts Objects <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound |
| CD-MA4.4b Sorts and classifies objects using one or more attributes or relationships. | CS 13-2 Classifies or Sorts Objects <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound |
| CD-MA4.4c Creates and extends simple, repeating patterns. | CM 11-2 Understands Patterns <u>Pre-K:</u> Can create, duplicate or extend more complex patterns, such as red-blue-green-red-blue-green; can fill in a missing piece of a pattern; seriates a group of like objects (small, medium, large, or light, medium, dark) |
| 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 <u>8-12 mos:</u> Explores ways objects and people move and fit in space |
| CD-MA5.0b Explores simple objects to make them fit. | CM 12-2 Develops Spatial Awareness <u>8-12 mos:</u> Explores ways objects and people move and fit in space |
| 12-24 mos. | |
| CD-MA5.1a When modeled by an adult, attempts to move objects in different | CM 12-2 Develops Spatial Awareness |

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| directions, such as up, down, around or under. | <u>1-Year Old:</u> Is learning how shapes fit together, such as working with shape sorters or knob puzzles |
| CD-MA5.1b With prompting and guidance, begins to slide, rotate and flip objects to make them fit. | CM 12-2 Develops Spatial Awareness <u>1-Year Old:</u> Is learning how shapes fit together, such as working with shape sorters or knob puzzles |
| 24-36 mos. | |
| CD-MA5.2a Practices using directionality and appropriate vocabulary. | CM 12-2 Develops Spatial Awareness <u>2-Year Old:</u> Is learning how shapes fit together, such as working with shape sorters or knob puzzles |
| 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 <u>2-Year Old:</u> Is learning how shapes fit together, such as working with shape sorters or knob puzzles |
| 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 <u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind |
| CD-MA5.3b Begins using more deliberate manipulation to fit objects together. | CM 12-2 Develops Spatial Awareness <u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind |
| 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 <u>Pre-K:</u> Uses location words (in, on, under, etc.); uses standard or nonstandard units of measurement to determine length, height, capacity etc. of object(s); compares length, height, capacity of a container, such as how many scoops are needed to fill a bucket |
| CD-MA5.4b Uses deliberate manipulation and describes process for fitting objects together. | CM 12-2 Develops Spatial Awareness <u>Pre-K:</u> Uses location words (in, on, under, etc.); uses standard or nonstandard units of measurement to determine length, height, capacity etc. of object(s); compares length, height, capacity of a container, such as how many scoops are needed to fill a bucket |
| 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 <u>8-12 mos:</u> Works with shape sorter or size stacker |
| 12-24 mos. | |
| CD-MA6.1a Recognizes basic shapes and matches two identical shapes. | CM 12-1 Learns Shapes & Sizes <u>1-Year Old:</u> Identifies shapes; begins to sort by size |
| 24-36 mos. | |
| CD-MA6.2a Recognizes and names two-dimensional shapes with adult guidance. | CM 12-1 Learns Shapes & Sizes <u>2-Year Old:</u> Sorts objects by shape, size, and/or weight |
| 36-48 mos. | |
| CD-MA6.3a Recognizes basic, two-dimensional shapes in the environment independently. | CM 12-1 Learns Shapes & Sizes <u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated |
| 48-60 mos. | |

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| CD-MA6.4a Recognizes and names common two-dimensional and three-dimensional shapes, their parts and attributes. | CM 12-1 Learns Shapes & Sizes <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry |
| CD-MA6.4b Combines simple shapes to form new shapes. | CM 12-1 Learns Shapes & Sizes <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry |
| 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 <u>2-Year Old:</u> Recognizes similarities or differences between familiar and unfamiliar people, objects or events |
| 36-48 mos. | |
| CD-MA7.3a Practices estimating using mathematical terms and numbers with adult guidance. | CM 11-1 Learns Measurement and Quantities <u>2-Year Old:</u> Begins to notice differences in size, quantity, and distance (more, all gone, big, little, near, far, long, short, etc.) <u>3-Year Old:</u> Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide) |
| CD-MA7.3b Shows interest in solving mathematical problems. | CM 10-3 Learns Addition, Subtraction and Division <u>3-Year Old:</u> When counting objects, understands that the last number counted represents the total |
| CD-MA7.3c Uses emerging reasoning skills to determine a solution to a mathematical problem. | CM 10-3 Learns Addition, Subtraction and Division <u>3-Year Old:</u> When counting objects, understands that the last number counted represents the total |
| 48-60 mos. | |
| CD-MA7.4a Estimates using mathematical terms and understands how to check the estimate. | CM 11-1 Learns Measurement and Quantities <u>Pre-K:</u> Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map |
| 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 <u>Pre-K:</u> Can add “1” to a set of objects and know that it is 1 more; can subtract 1 from a set of objects and know that it is 1 less; can split a set of objects equally to divide by 2 |
| 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 <u>Pre-K:</u> Can add “1” to a set of objects and know that it is 1 more; can subtract 1 from a set of objects and know that it is 1 less; can split a set of objects equally to divide by 2 |
| Social Studies | |
| Strand: Family | |
| Standard: CD-SS1 – The child will demonstrate an understanding of his/her | |

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| 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 <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger <u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults |
| 12-24 mos. | |
| CD-SS1.1a Uses simple words to show recognition of immediate family members. | SED 5-1 Bonds with Adults <u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task |
| 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 <u>1-Year Old:</u> Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others |
| 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 <u>2-Year Old:</u> Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family |
| 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 <u>2-Year Old:</u> Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family |
| 36-48 mos. | |
| CD-SS1.3a Identifies self in relationship to his/her family unit. | SED 4-1 Develops Awareness of Self <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family |
| | SS 16-4 Learns about Community Roles and Jobs <u>3-Year Old:</u> Learns about family roles and relationships |
| CD-SS1.3b Identifies similarities and differences between self and others. | SED 4-1 Develops Awareness of Self <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family |
| 48-60 mos. | |
| CD-SS1.4a Describes his/her family structure and family roles. | SS 16-4 Learns about Community Roles and Jobs <u>Pre-K:</u> Learns about community helpers; studies different types of careers and jobs; understands the need for various roles in a society; learns about important contributions of historical figures |
| CD-SS1.4b Describes similarities and differences between self and others. | SED 4-1 Develops Awareness of Self <u>Pre-K:</u> Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); |

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| | identifies self as part of a group, (e.g., family, community, culture, faith, class) |
| 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 <u>1-Year Old:</u> Accepts adult redirection; begins to respond to directives |
| 12-24 mos. | |
| CD-SS2.1a Demonstrates understanding of simple rules. | ATL 2-2 Shows Responsibility <u>1-Year Old:</u> Accepts adult redirection; begins to respond to directives |
| 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 <u>2-Year Old:</u> Follows adult directives; follows basic rules with the help of caregivers; helps pick up toys at cleanup time; is able to be redirected |
| CD-SS2.2b Identifies traditions and cultural celebrations of his/her own family. | SED 4-1 Develops Awareness of Self <u>2-Year Old:</u> Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family |
| | SS 16-1 Explores Cultures <u>2-Year Old:</u> Participates in experiential opportunities that are culturally diverse |
| 36-48 mos. | |
| CD-SS2.3a Remembers rules of the classroom community and displays appropriate social behavior. | ATL 2-2 Shows Responsibility <u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege |
| CD-SS2.3b Explains traditions and cultural celebrations of his/her own family. | SED 4-1 Develops Awareness of Self <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family |
| CD-SS2.3c Asks simple questions about others’ cultures. | SS 16-1 Explores Cultures <u>3-Year Old:</u> Learns about cultural differences, including clothing, food, art, and work |
| 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 <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege |
| CD-SS2.4b Explains diverse customs and cultural celebrations within the home, classroom and community. | SS 16-1 Explores Cultures <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work |

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| CD-SS2.4c Recognizes similarities and differences between own culture and that of others. | SS 16-1 Explores Cultures <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work |
| 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 <u>1-3 mos:</u> Recognizes familiar objects and people <u>4-7 mos:</u> Begins to develop object permanence (the understanding that people and objects out of sight still exist) <u>8-12 mos:</u> Looks for someone or something that is missing |
| CD-SS3.0b Shows familiarity with aspects of classroom and home environment. | ATL 1-2 Develops Memory <u>1-3 mos:</u> Recognizes familiar objects and people <u>4-7 mos:</u> Begins to develop object permanence (the understanding that people and objects out of sight still exist) <u>8-12 mos:</u> Looks for someone or something that is missing |
| 12-24 mos. | |
| CD-SS3.1a Recognizes people and objects have an appropriate location. | ATL 1-2 Develops Memory <u>1-Year Old:</u> Finds hidden or missing people or objects; looks in multiple locations for missing objects |
| | CS 13-2 Classifies or Sorts Objects <u>1-Year Old:</u> Helps with cleanup; begins to group objects, such as blocks in one pile and stuffed animals in another |
| CD-SS3.1b Recognizes aspects of his/her classroom and home environment. | ATL 1-2 Develops Memory <u>1-Year Old:</u> Finds hidden or missing people or objects; looks in multiple locations for missing objects |
| 24-36 mos. | |
| CD-SS3.2a Places people and objects in the appropriate place with assistance. | CS 13-2 Classifies or Sorts Objects <u>1-Year Old:</u> Helps with cleanup; begins to group objects, such as blocks in one pile and stuffed animals in another |
| CD-SS3.2b Recognizes aspects of his/her community. | ATL 1-2 Develops Memory <u>2-Year Old:</u> Remembers actions and locations of familiar adults, objects and routines; notices and responds to things that are different |
| 36-48 mos. | |
| CD-SS3.3a Identifies locations of people and objects. | ATL 1-2 Develops Memory <u>2-Year Old:</u> Remembers actions and locations of familiar adults, objects and routines; notices and responds to things that are different |
| CD-SS3.3b Identifies and describes some aspects of his/her community. | SS 16-3 Explores Geography <u>3-Year Old:</u> Learns about community places, such as home, school, park, etc. |
| 48-60 mos. | |
| CD-SS3.4a Creates simple representations of home, school and community. | SS 16-3 Explores Geography <u>Pre-K:</u> Learns about how the local community is a part of a broader world, such as state and country; may study maps to learn about far-away cultures |
| CD-SS3.4b Identifies and describes aspects of his/her community. | SS 16-3 Explores Geography |

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| | <u>Pre-K</u> : Learns about how the local community is a part of a broader world, such as state and country; may study maps to learn about far-away cultures |
| 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 <u>4-7 mos</u> : Accepts, reaches for, grasps, or handles familiar toys <u>8-12 mos</u> : Initiates activities, such as getting a toy independently from a low shelf or basket |
| CD-SS4.0b Observes key community occupations. | SED 5-2 Learns from Adults <u>1-3 mos</u> : Imitates some facial expressions <u>4-7 mos</u> : Participates in reciprocal imitation games; copies adult sounds, movements, or facial expressions <u>8-12 mos</u> : Mirrors caregiver's non-verbal communication, such as looking where the caregiver is looking or pointing where the caregiver is pointing |
| CD-SS4.0c Understands concept of "more." | CM 11-1 Learns Measurement and Quantities <u>4-7 mos</u> : Plays with more than one object at a time <u>8-12 mos</u> : Uses words to identify amounts, such as asking for "more" or saying "all gone" |
| 12-24 mos. | |
| CD-SS4.1a Completes a task with assistance. | ATL 1-3 Is Persistent <u>1-3 mos</u> : Will cry to indicate a need and will continue crying until that need is met <u>4-7 mos</u> : Will vocalize or use baby sign to indicate a need and will continue until that need is met; will hold on to preferred items <u>8-12 mos</u> : Repeats actions to achieve a goal |
| CD-SS4.1b Recognizes that familiar people perform different occupations. | SED 5-1 Bonds with Adults <u>1-3 mos</u> : Enjoys interactions with familiar adults; smiles and laughs <u>4-7 mos</u> : Knows and responds positively to familiar faces; begins to know if someone is a stranger <u>8-12 mos</u> : Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults |
| CD-SS4.1c Understands concept of trading with peers to exchange goods/toys. | SED 6-3 Cooperates with Peers <u>1-Year Old</u> : May begin to play with other children (e.g., passing a toy back and forth) |
| 24-36 mos. | |
| CD-SS4.2a Completes jobs to contribute to his/her community with adult guidance. | ATL 2-2 Shows Responsibility <u>2-Year Old</u> : Follows adult directives; follows basic rules with the help of caregivers; helps pick up toys at cleanup time; is able to be redirected |
| CD-SS4.2b Recognizes occupations. | SS 16-4 Learns about Community Roles and Jobs <u>3-Year Old</u> : Learns about family roles and relationships |
| CD-SS4.2c Recognizes relationship between supply and demand. | SS 16-5 Learns about Government and Economics <u>3-Year Old</u> : Uses pretend money in games and play; pretends societal roles in play |
| 36-48 mos. | |

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| CD-SS4.3a Completes jobs to contribute to his/her community. | ATL 2-2 Shows Responsibility <u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege |
| CD-SS4.3b Recognizes a variety of occupations and work associated with him/her. | SS 16-4 Learns about Community Roles and Jobs <u>3-Year Old:</u> Learns about family roles and relationships <u>Pre-K:</u> Learns about community helpers; studies different types of careers and jobs; understands the need for various roles in a society; learns about important contributions of historical figures |
| CD-SS4.3c Recognizes that people work to earn a living. | SS 16-4 Learns about Community Roles and Jobs <u>3-Year Old:</u> Learns about family roles and relationships <u>Pre-K:</u> Learns about community helpers; studies different types of careers and jobs; understands the need for various roles in a society; learns about important contributions of historical figures |
| CD-SS4.3d Explores the uses of technology. | CS 13-3 Learns Using Technology <u>3-Year Old:</u> Shows interest in technology; may understand how “swiping” and “clicking” work on an ipad or tablet |
| 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 <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege |
| CD-SS4.4b Describes the roles and responsibilities of a variety of occupations. | SS 16-4 Learns about Community Roles and Jobs <u>Pre-K:</u> Learns about community helpers; studies different types of careers and jobs; understands the need for various roles in a society; learns about important contributions of historical figures |
| CD-SS4.4c Describes how people interact economically and the exchange of goods and services. | SS 16-5 Learns about Government and Economics <u>3-Year Old:</u> Uses pretend money in games and play; pretends societal roles in play <u>Pre-K:</u> Demonstrates a growing awareness of community rules and types of governance; learns about how money is used to obtain goods or services; learns about different types of money, including coins, paper bills, checks, credit cards, and digital transactions |
| CD-SS4.4d Explores the uses of technology and understands its role in the environment. | CS 13-3 Learns Using Technology <u>3-Year Old:</u> Shows interest in technology; may understand how “swiping” and “clicking” work on an ipad or tablet <u>Pre-K:</u> May be learning how to play educational games using a computer and keyboard or tablet |
| 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 <u>1-3 mos:</u> Is sleeping and eating on a developmentally-appropriate schedule (<i>for questions, consult pediatric guides</i>) <u>4-7 mos:</u> Demonstrates awareness of daily routines with behavior; may open mouth for feeding or lift arms to be picked up |

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| | <u>8-12 mos:</u> Remembers daily routines; knows how to use familiar objects |
| 12-24 mos. | |
| CD-SS5.1a Adapts to changes in routine and/or schedule and anticipates events. | ATL 1-6 Thinks with Creativity & Flexibility <u>1-Year Old:</u> Able to shift focus; participates in new activities; demonstrates imagination in using materials to create something new |
| | ATL 2-1 Understands Routines <u>1-Year Old:</u> Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat) |
| 24-36 mos. | |
| CD-SS5.2a Recognizes sequence of events. | ATL 2-1 Understands Routines <u>2-Year Old:</u> Able to follow daily routines; easily makes common transitions that are part of a daily schedule |
| | SS 16-2 Understands Time <u>2-Year Old:</u> Understands that the day is separated into different segments, such as snack time, naptime, bed time, morning, and evening |
| 36-48 mos. | |
| CD-SS5.3a Recognizes and describes sequence of events. | SS 16-2 Understands Time <u>3-Year Old:</u> Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school) |
| 48-60 mos. | |
| CD-SS5.4a Recognizes and describes sequence of events with accuracy. | SS 16-2 Understands Time <u>Pre-K:</u> Understands basic concepts of time including past-present-future; may understand basic units of time, including hours-minutes-days; learns about calendars, including week-month-year |
| CD-SS5.4b Differentiates between past, present and future. | SS 16-2 Understands Time <u>Pre-K:</u> Understands basic concepts of time including past-present-future; may understand basic units of time, including hours-minutes-days; learns about calendars, including week-month-year |
| 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 <u>1-3 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping <u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button |
| CD-SC1.0b Attempts to use objects as tools. | CS 13-1 Explores Objects |

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| | <p><u>1-3 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping</p> <p><u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping</p> <p><u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button</p> |
| CD-SC1.0c Responds to what he/she sees, hears, tastes and smells. | <p>CS 13-1 Explores Objects</p> <p><u>1-3 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping</p> <p><u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping</p> <p><u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button</p> |
| 12-24 mos. | |
| CD-SC1.1a Observes and explores the nature of sensory materials. | <p>CS 13-1 Explores Objects</p> <p><u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound</p> |
| | <p>CS 15-1 Explores the Natural Environment</p> <p><u>1-Year Old:</u> Explores objects of the natural environment through the senses; shows interest in natural objects or processes</p> |
| CD-SC1.1b Uses simple tools to explore. | <p>CS 13-1 Explores Objects</p> <p><u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound</p> |
| CD-SC1.1c Uses sounds and simple words to describe things in the environment. | <p>LC 7-2 Develops Expressive Communication</p> <p><u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down"</p> |
| 24-36 mos. | |
| CD-SC1.2a Uses senses to observe and experience objects and environment with adult guidance. | <p>CS 13-1 Explores Objects</p> <p><u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound</p> <p><u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living</p> |
| CD-SC1.2b Uses simple tools as props through play. | <p>CS 13-1 Explores Objects</p> <p><u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound</p> <p><u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living</p> |
| CD-SC1.2c Observes and discusses objects and events in the environment. | <p>CS 15-1 Explores the Natural Environment</p> <p><u>2-Year Old:</u> Uses objects of the natural environment in art, sensory, and play</p> |
| 36-48 mos. | |
| CD-SC1.3a Uses senses to observe and experience objects and environment. | <p>CS 13-1 Explores Objects</p> <p><u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration</p> |

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| CD-SC1.3b Uses simple tools to experiment and observe. | CS 15-1 Explores the Natural Environment <u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things |
| CD-SC1.3c Records observations through drawings or dictations with adult guidance. | CS 14-4 Draws Conclusions and Sorts Results <u>3-Year Old:</u> Is able to draw conclusions about experiments (e.g., since the wood block floated, other wood blocks will float) |
| CD-SC1.3d Participates in simple experiments and discusses scientific properties. | CS 14-4 Draws Conclusions and Sorts Results <u>3-Year Old:</u> Is able to draw conclusions about experiments (e.g., since the wood block floated, other wood blocks will float) |
| 48-60 mos. | |
| CD-SC1.4a Uses senses to observe, classify and learn about objects and environment. | CS 15-1 Explores the Natural Environment <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc. |
| CD-SC1.4b Uses simple tools correctly to experiment, observe and increase understanding. | CS 15-1 Explores the Natural Environment <u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc. |
| 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 <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help |
| CD-SC1.4d Experiments, compares and formulates hypotheses related to scientific properties. | CS 14-4 Draws Conclusions and Sorts Results <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help |
| 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 <u>8-12 mos:</u> Observes objects of the natural environment through the senses by touching, mouthing, watching |
| CD-SC2.0b Touches sand and mud with adult support and supervision. | CS 15-1 Explores the Natural Environment <u>8-12 mos:</u> Observes objects of the natural environment through the senses by touching, mouthing, watching |
| CD-SC2.0c Observes the sun, clouds and transition from day to night with adult support. | CS 15-1 Explores the Natural Environment <u>8-12 mos:</u> Observes objects of the natural environment through the senses by touching, mouthing, watching |
| CD-SC2.0d Observes different types of weather. | CS 15-1 Explores the Natural Environment <u>8-12 mos:</u> Observes objects of the natural environment through the senses by touching, mouthing, watching |
| 12-24 mos. | |

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| CD-SC2.1a Engages in structured play using water. | CS 15-1 Explores the Natural Environment <u>1-Year Old:</u> Explores objects of the natural environment through the senses; shows interest in natural objects or processes |
| CD-SC2.1b Engages in structured play using sand, soil and mud. | CS 15-1 Explores the Natural Environment <u>1-Year Old:</u> Explores objects of the natural environment through the senses; shows interest in natural objects or processes |
| 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 <u>1-Year Old:</u> Explores objects of the natural environment through the senses; shows interest in natural objects or processes |
| CD-SC2.1d Uses emerging vocabulary to describe basic weather. | CS 15-1 Explores the Natural Environment <u>1-Year Old:</u> Explores objects of the natural environment through the senses; shows interest in natural objects or processes |
| 24-36 mos. | |
| CD-SC2.2a Explores and investigates the properties of water. | CS 15-1 Explores the Natural Environment <u>2-Year Old:</u> Uses objects of the natural environment in art, sensory, and play |
| CD-SC2.2b Asks questions about the properties of sand, soil and mud. | CS 15-1 Explores the Natural Environment <u>2-Year Old:</u> Uses objects of the natural environment in art, sensory, and play |
| 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 <u>2-Year Old:</u> Uses objects of the natural environment in art, sensory, and play |
| CD-SC2.2d Observes and discusses weather. | CS 15-1 Explores the Natural Environment <u>2-Year Old:</u> Uses objects of the natural environment in art, sensory, and play |
| 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 <u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things |
| CD-SC2.3b Investigates properties of rocks, sand, soil and mud using adult- and child-directed activities. | CS 15-1 Explores the Natural Environment <u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things |
| 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 <u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things |
| CD-SC2.3d Observes and discusses changes in weather from day to day. | CS 15-1 Explores the Natural Environment <u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things |
| 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 <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things |

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| CD-SC2.4b Explores and begins to describe properties of rocks, sand, soil and mud. | CS 15-1 Explores the Natural Environment <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc. |
| 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 <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things |
| 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 <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things |
| 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 <u>1-3 mos:</u> Turns head toward the sound of a familiar voice <u>4-7 mos:</u> Explores with hands; finds objects that are partially hidden <u>8-12 mos:</u> Shows interest in new toys; explores surroundings |
| CD-SC3.0b Discovers body parts. | SED 4-1 Develops Awareness of Self <u>1-3 mos:</u> Shows interest in self, such as watching own hands or playing with feet <u>4-7 mos:</u> Learns about self by exploring hands, feet, body, and movement <u>8-12 mos:</u> Enjoys watching self in mirror |
| 12-24 mos. | |
| CD-SC3.1a Interacts with plants and animals. | CS 15-1 Explores the Natural Environment <u>1-Year Old:</u> Explores objects of the natural environment through the senses; shows interest in natural objects or processes |
| CD-SC3.1b Explores characteristics of living things. | CS 15-1 Explores the Natural Environment <u>1-Year Old:</u> Explores objects of the natural environment through the senses; shows interest in natural objects or processes |
| CD-SC3.1c Names basic body parts. | SED 4-1 Develops Awareness of Self <u>1-Year Old:</u> Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others |
| 24-36 mos. | |
| CD-SC3.2a Investigates plants and animals, and how they grow and change. | CS 15-1 Explores the Natural Environment <u>1-Year Old:</u> Explores objects of the natural environment through the senses; shows interest in natural objects or processes <u>2-Year Old:</u> Uses objects of the natural environment in art, sensory, and play |
| CD-SC3.2b Explores a variety of living and non-living objects. | CS 15-1 Explores the Natural Environment |

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| | <p><u>1-Year Old:</u> Explores objects of the natural environment through the senses; shows interest in natural objects or processes</p> <p><u>2-Year Old:</u> Uses objects of the natural environment in art, sensory, and play</p> |
| CD-SC3.2c Identifies more complex body parts. | <p>SED 4-1 Develops Awareness of Self</p> <p><u>2-Year Old:</u> Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family</p> |
| 36-48 mos. | |
| CD-SC3.3a Observes and explores a variety of plants and animals, and their environments and life cycles. | <p>CS 15-1 Explores the Natural Environment</p> <p><u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things</p> |
| CD-SC3.3b Identifies the physical properties of some living and non-living things. | <p>CS 15-1 Explores the Natural Environment</p> <p><u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things</p> |
| CD-SC3.3c Identifies and describes the functions of a few body parts. | <p>CS 15-2 Develops an Understanding of and Care for the Natural World</p> <p><u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things.</p> |
| 48-60 mos. | |
| CD-SC3.4a Observes, explores and describes a variety of plants and animals. Describes their basic needs and life cycles. | <p>CS 15-1 Explores the Natural Environment</p> <p><u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.</p> |
| CD-SC3.4b Discriminates between living and non-living things. | <p>CS 15-2 Develops an Understanding of and Care for the Natural World</p> <p><u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things</p> |
| CD-SC3.4c Identifies and describes the functions of many body parts. | <p>CS 15-2 Develops an Understanding of and Care for the Natural World</p> <p><u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things</p> |
| 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. | <p>CS 13-1 Explores Objects</p> <p><u>1-3 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping</p> <p><u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping</p> |

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| | <u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button |
| CD-SC4.0b Touches objects to gain knowledge about them. | CS 13-1 Explores Objects <u>1-3 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping <u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button |
| 12-24 mos. | |
| CD-SC4.1a Demonstrates ability to push and pull objects. | CS 13-1 Explores Objects <u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound |
| CD-SC4.1b Observes objects that move at different speeds. | CS 13-1 Explores Objects <u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound |
| CD-SC4.1c Shows interest and curiosity about objects in his/her immediate environment. Explores solids and liquids. | CS 13-1 Explores Objects <u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound |
| CD-SC4.1d Plays with and explores different toys and objects. | CS 13-1 Explores Objects <u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound |
| 24-36 mos. | |
| CD-SC4.2a Explores motions to play with toys with adult support. | CS 13-1 Explores Objects <u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living |
| CD-SC4.2b Uses basic words for speed of motion. | LC 7-4 Expands Vocabulary <u>2-Year Old:</u> Begins to recognize and possibly name classmates, familiar objects, body parts, colors, and animals; shows rapid growth in number of words or signs used in conversation with others |
| CD-SC4.2c Begins to use words to describe physical properties and states of matter of objects. | CS 13-2 Classifies or Sorts Objects <u>2-Year Old:</u> Recognizes similarities or differences between familiar and unfamiliar people, objects or events |
| CD-SC4.2d Uses complex motions to play with toys that are simple machines. | CS 13-1 Explores Objects <u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living |
| 36-48 mos. | |
| CD-SC4.3a Independently investigates objects and toys that require positioning and movement. | CS 13-1 Explores Objects <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration |
| CD-SC4.3b Investigates different types or speeds of motion. | PMP 17-2 Develops Lower Body Strength <u>3-Year Old:</u> Runs; jumps; hops; balances on 1 foot for up to 3 seconds |

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| CD-SC4.3c Explores and identifies physical properties and states of matter of common classroom objects. | CS 13-1 Explores Objects <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration |
| CD-SC4.3d Uses classroom objects that function as simple machines. | CS 13-1 Explores Objects <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration |
| 48-60 mos. | |
| CD-SC4.4a Explores and describes position and movement of objects and toys. | CM 12-2 Develops Spatial Awareness <u>Pre-K:</u> Uses location words (in, on, under, etc.); uses standard or nonstandard units of measurement to determine length, height, capacity etc. of object(s); compares length, height, capacity of a container, such as how many scoops are needed to fill a bucket |
| CD-SC4.4b Investigates and describes different types or speeds of motion. | PMP 17-5 Develops Large Motor Coordination Skills <u>Pre-K:</u> Walks up and down stairs with alternating feet; can pedal a tricycle, climb a ladder, and or swing without assistance; can kick, throw, bounce or catch a ball; skips or claps |
| CD-SC4.4c Describes materials by their physical properties and states of matter. | CS 13-1 Explores Objects <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses |
| CD-SC4.4d Uses classroom objects to function as simple machines to enhance child-directed play | CS 13-1 Explores Objects <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses |
| 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 <u>8-12 mos:</u> Observes objects of the natural environment through the senses by touching, mouthing, watching |
| 12-24 mos. | |
| CD-SC5.1a Identifies familiar people and living things in his/her environment. | CS 15-1 Explores the Natural Environment <u>1-Year Old:</u> Explores objects of the natural environment through the senses; shows interest in natural objects or processes |
| 24-36 mos. | |
| CD-SC5.2a With assistance he/she participates in activities to protect the environment. | CS 15-1 Explores the Natural Environment <u>2-Year Old:</u> Uses objects of the natural environment in art, sensory, and play |
| 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 <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; shows respect for living things |
| 48-60 mos. | |
| CD-SC5.4a Understands that people have an impact on the environment and | CS 15-2 Develops an Understanding of and Care for the Natural World |

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| participates in efforts to protect the environment. | <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things |
| 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 <u>1-3 mos:</u> Listens and responds to singing and music <u>4-7 mos:</u> Explores musical instruments; bangs toy piano; rattles maracas <u>8-12 mos:</u> Plays with musical toys; may show preference for different sounds |
| | CCA 21-3 Explores Movement and Dance <u>8-12 mos:</u> May move when music is playing |
| 12-24 mos. | |
| CD-CR1.1a Moves body to music. | CCA 21-3 Explores Movement and Dance <u>1-Year Old:</u> May move when music is playing and “bounce” to the music |
| 24-36 mos. | |
| CD-CR1.2a Dances to and becomes engaged in music and movement. | CCA 21-3 Explores Movement and Dance <u>2-Year Old:</u> Moves when music is playing; begins to move in time to music |
| 36-48 mos. | |
| CD-CR1.3a Repeats choreographed movements and begins to express creativity in movements. | CCA 21-3 Explores Movement and Dance <u>3-Year Old:</u> Participates in dance or creative movement activities |
| 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 <u>Pre-K:</u> Begins to show individual expression in creative movement activities |
| 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 <u>1-3 mos:</u> Is learning in a creative environment with opportunity to study colors and shapes <u>4-7 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials <u>8-12 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials |
| CD-CR2.0b Attends to bright or contrasting colors. | CCA 21-1 Explores Art Media <u>1-3 mos:</u> Is learning in a creative environment with opportunity to study colors and shapes <u>4-7 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials |

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| | <u>8-12 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials |
| CD-CR2.0c Shows preference for particular visual stimuli. | CCA 21-1 Explores Art Media <u>1-3 mos:</u> Is learning in a creative environment with opportunity to study colors and shapes <u>4-7 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials <u>8-12 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials |
| 12-24 mos. | |
| CD-CR2.1a Expresses self creatively with simple art materials. | CCA 21-1 Explores Art Media <u>1-Year Old:</u> Uses art materials; makes marks with a crayon; finger paints |
| CD-CR2.1b Looks at pictures, photographs and mirror images. | ATL 1-1 Is Attentive <u>1-Year Old:</u> Pays attention to a task or activity for a few minutes; repeats actions to complete a goal |
| CD-CR2.1c Communicates what he/she likes about a picture. | CCA 21-1 Explores Art Media <u>1-Year Old:</u> Uses art materials; makes marks with a crayon; finger paints LC 7-2 Develops Expressive Communication <u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down" |
| 24-36 mos. | |
| CD-CR2.2a Experiments with a variety of materials to express individual creativity. | CCA 21-1 Explores Art Media <u>2-Year Old:</u> Uses a variety of art materials to create artwork or other inventions |
| CD-CR2.2b Describes what he/she sees when looking at pictures, photos and art work. | LC 7-2 Develops Expressive Communication <u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more CCA 21-1 Explores Art Media <u>2-Year Old:</u> Uses a variety of art materials to create artwork or other inventions |
| CD-CR2.2c Communicates preference for one piece of art over another and tells why. | LC 7-2 Develops Expressive Communication <u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more CCA 21-1 Explores Art Media <u>2-Year Old:</u> Uses a variety of art materials to create artwork or other inventions |
| 36-48 mos. | |
| CD-CR2.3a Uses a variety of tools and art media to express individual creativity. | CCA 21-1 Explores Art Media <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create |
| CD-CR2.3b Observes and discusses visual art forms. | CCA 21-1 Explores Art Media <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create |
| CD-CR2.3c Shares ideas about personal creative work. | CCA 21-1 Explores Art Media |

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| | <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create |
| 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 <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes |
| CD-CR2.4b Observes and discusses visual art forms and compares their similarities and differences. | CCA 21-1 Explores Art Media <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes |
| CD-CR2.4c Shows appreciation for different types of art and the creative work of others. | CCA 21-1 Explores Art Media <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes |
| 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 <u>1-3 mos:</u> Listens and responds to singing and music <u>4-7 mos:</u> Explores musical instruments; bangs toy piano; rattles maracas <u>8-12 mos:</u> Plays with musical toys; may show preference for different sounds |
| 12-24 mos. | |
| CD-CR3.1a Imitates sounds using his/her voice or objects. | CCA 21-2 Explores Music <u>1-Year Old:</u> Shows interest in and participates in a wide variety of music and songs |
| 24-36 mos. | |
| CD-CR3.2a Experiments with vocalization, sounds and musical instruments. | CCA 21-2 Explores Music <u>2-Year Old:</u> Joins in class exploration of musical instruments; may try to join in singing songs; may play with instruments or props during music time |
| 36-48 mos. | |
| CD-CR3.3a Participates in classroom activities with musical instruments and singing to express creativity. | CCA 21-2 Explores Music <u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat |
| 48-60 mos. | |
| CD-CR3.4a Uses familiar rhymes, songs or chants and musical instruments to express creativity. | CCA 21-2 Explores Music <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc. |
| Strand: Drama | |
| Standard: CD-CR4 – The child will use dramatic play to express creativity. | |
| 0-12 mos. | |

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| CD-CR4.0a Shows interest in rhymes, finger plays and stories with props. | LC 7-1 Develops Receptive Communication <u>1-3 mos:</u> Turns head in the direction of a familiar voice <u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others <u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines |
| CD-CR4.0b Participates in finger-plays. | CCA 21-4 Participates in Dramatic Play <u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination |
| CD-CR4.0c Responds to volume in tones and inflection. | LC 7-1 Develops Receptive Communication <u>1-3 mos:</u> Turns head in the direction of a familiar voice <u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others <u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines LC 7-5 Expands Grammar and Pronunciation <u>1-Year Old:</u> Begins to use inflection properly, usually to convey likes or dislikes (e.g., No! Yes! Give me! Mine! Please!) |
| 12-24 mos. | |
| CD-CR4.1a Listens to rhymes, finger-plays and stories with props. | CCA 21-4 Participates in Dramatic Play <u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination |
| 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 <u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination |
| CD-CR4.1c Experiments with voice inflection. | LC 7-5 Expands Grammar and Pronunciation <u>1-Year Old:</u> Begins to use inflection properly, usually to convey likes or dislikes (e.g., No! Yes! Give me! Mine! Please!) |
| CD-CR4.1d Role plays real behaviors during play. | CCA 21-4 Participates in Dramatic Play <u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination |
| 24-36 mos. | |
| CD-CR4.2a Listens and shows interest when an adult tells a story with props. | ATL 1-1 Is Attentive <u>2-Year Old:</u> Maintains focus and attention on a simple task or activity for a short period of time; focuses on an activity for 5 or more minutes |
| CD-CR4.2b Spontaneously pretends to take on the characteristics of a person, character or animal. | SED 5-2 Learns from Adults <u>2-Year Old:</u> Uses role play to imitate behaviors by familiar adults |
| CD-CR4.2c Imitates and repeats voice inflections to entertain others. | SED 5-2 Learns from Adults <u>2-Year Old:</u> Uses role play to imitate behaviors by familiar adults |
| CD-CR4.2d Explores new situations through dramatic play. | CCA 21-4 Participates in Dramatic Play <u>2-Year Old:</u> Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others |
| 36-48 mos. | |
| CD-CR4.3a Participates in dramatic play presentations with adult guidance. | CCA 21-4 Participates in Dramatic Play <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play |

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| CD-CR4.3b Re-creates a familiar story using action and objects (props) individually or cooperatively. | CCA 21-4 Participates in Dramatic Play <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play |
| CD-CR4.3c Creates various voice inflections and facial expressions in play. | CCA 21-4 Participates in Dramatic Play <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play |
| CD-CR4.3d Identifies real and make-believe situations through dramatic play. | CCA 21-4 Participates in Dramatic Play <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play |
| 48-60 mos. | |
| CD-CR4.4a Participates in dramatic play presentations. | CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers |
| CD-CR4.4b Uses dialogue, actions, objects and imagination to tell a creative story. | CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers |
| CD-CR4.4c Represents a character by using voice inflections and facial expressions. | CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers |
| CD-CR4.4d Participates in dramatic play to express thoughts, feelings and creativity. | CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers |
| 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 <u>4-7 mos:</u> Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth <u>8-12 mos:</u> Acts intentionally to achieve a goal (e.g., trying different ways to reach a toy under a table) |
| 12-24 mos. | |
| CD-CP1.1a Repeats actions many times to cause desired effect. | CS 14-1 Solves Problems <u>1-Year Old:</u> Tries several times to solve challenging problems, often using more than one approach |
| CD-CP1.1b Asks simple questions. | ATL 1-4 Is Curious <u>1-Year Old:</u> Shows interest in learning about new objects or experiences |
| 24-36 mos. | |
| CD-CP1.2a Explores the effects that simple actions may have on objects. | CS 14-1 Solves Problems <u>2-Year Old:</u> Able to solve problems by trying more than one approach; continues efforts to complete a challenging task |

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| CD-CP1.2b Asks simple questions to try to understand. | ATL 1-4 Is Curious <u>2-Year Old:</u> Shows interest in new objects or activities; tries different ways of using objects or materials |
| 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 <u>3-Year Old:</u> Makes simple predictions about what will happen next, such as during activities or when hearing a story |
| CD-CP1.3b Expresses beginning understanding of reasoning skills. | CS 14-1 Solves Problems <u>3-Year Old:</u> Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float) |
| 48-60 mos. | |
| CD-CP1.4a Recognizes cause-and-effect relationships. | CS 14-4 Draws Conclusions and Sorts Results <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help |
| CD-CP1.4b Explains why simple events occur using reasoning skills. | CS 14-4 Draws Conclusions and Sorts Results <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help |
| CD-CP1.4c Draws conclusions based on facts and evidence. | CS 14-4 Draws Conclusions and Sorts Results <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help |
| 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 <u>1-3 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping <u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button |
| CD-CP2.0b Imitates sounds and movements. | SED 5-2 Learns from Adults <u>1-3 mos:</u> Imitates some facial expressions <u>4-7 mos:</u> Participates in reciprocal imitation games; copies adult sounds, movements, or facial expressions <u>8-12 mos:</u> Mirrors caregiver's non-verbal communication, such as looking where the caregiver is looking or pointing where the caregiver is pointing |
| 12-24 mos. | |
| CD-CP2.1a Uses objects as intended. | CS 13-1 Explores Objects <u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound |

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| CD-CP2.1b Imitates simple actions, gestures, sounds and words. | SED 5-2 Learns from Adults <u>1-Year Old:</u> Demonstrates interest in adult behavior, such as by saying "hello" and "goodbye" when coming and going |
| CD-CP2.1c Realizes that people or objects still exist even when out of view. | ATL 1-2 Develops Memory <u>1-Year Old:</u> Finds hidden or missing people or objects; looks in multiple locations for missing objects |
| 24-36 mos. | |
| CD-CP2.2a Makes connections between objects and ideas. | CS 13-1 Explores Objects <u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living |
| CD-CP2.2b Demonstrates imitation skills, including imitation of peers. | SED 5-2 Learns from Adults <u>2-Year Old:</u> Uses role play to imitate behaviors by familiar adults |
| CD-CP2.2c Understands that familiar objects and people do not change when child is separated from them. | ATL 1-2 Develops Memory <u>2-Year Old:</u> Remembers actions and locations of familiar adults, objects and routines; notices and responds to things that are different |
| CD-CP2.2d With adult prompting, uses clues to make predictions. | CS 14-2 Makes Predictions <u>2-Year Old:</u> Makes predictions based on experience; explores materials and makes observations |
| CD-CP2.2e Discusses why things occur | CS 14-2 Makes Predictions <u>2-Year Old:</u> Makes predictions based on experience; explores materials and makes observations |
| 36-48 mos. | |
| CD-CP2.3a Uses objects as intended in new activities. | CS 13-2 Classifies or Sorts Objects <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function |
| CD-CP2.3b Uses observation and imitation to acquire knowledge. | SED 5-2 Learns from Adults <u>3-Year Old:</u> Imitates behaviors demonstrated by familiar adults; may say words or phrases often said by familiar adults |
| CD-CP2.3c Identifies familiar objects and people in new situations. | ATL 1-2 Develops Memory <u>3-Year Old:</u> Recalls some elements of a story |
| | SED 5-1 Bonds with Adults <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems |
| CD-CP2.3d Uses clues and sequence of events to infer and predict what will happen next. | CS 14-2 Makes Predictions <u>3-Year Old:</u> Makes simple predictions about what will happen next, such as during activities or when hearing a story |
| CD-CP2.3e Discusses how new learning related to concrete objects is based on prior knowledge. | CS 14-4 Draws Conclusions and Sorts Results <u>3-Year Old:</u> Is able to draw conclusions about experiments (e.g., since the wood block floated, other wood blocks will float) |
| 48-60 mos. | |
| CD-CP2.4a Explains how to use objects in new situations. | ATL 1-6 Thinks with Creativity & Flexibility <u>Pre-K:</u> Able to transition thinking and behavior, such as during group play in response to a friend's suggestion or idea; generates creative ideas, suggestions |
| CD-CP2.4b Uses observation and imitation to transfer knowledge to new experiences. | SED 5-2 Learns from Adults <u>Pre-K:</u> Mirrors adult behavior in daily routines; seeks help or information when needed from adults |

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| 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 <u>Pre-K:</u> Able to transition thinking and behavior, such as during group play in response to a friend's suggestion or idea; generates creative ideas, suggestions |
| CD-CP2.4d Makes, checks and verifies predictions. | CS 14-2 Makes Predictions <u>3-Year Old:</u> Makes simple predictions about what will happen next, such as during activities or when hearing a story <u>Pre-K:</u> Able to make and test predictions (e.g., what color will we get if we mix the yellow dye and the blue dye?) |
| CD-CP2.4e Explains how an activity is built on or uses past knowledge. | CS 14-2 Makes Predictions <u>3-Year Old:</u> Makes simple predictions about what will happen next, such as during activities or when hearing a story <u>Pre-K:</u> Able to make and test predictions (e.g., what color will we get if we mix the yellow dye and the blue dye?) |
| 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 <u>4-7 mos:</u> Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth <u>8-12 mos:</u> Acts intentionally to achieve a goal (e.g., trying different ways to reach a toy under a table) |
| 12-24 mos. | |
| CD-CP3.1a Interacts with a toy or object to solve a problem. | CS 14-1 Solves Problems <u>1-Year Old:</u> Tries several times to solve challenging problems, often using more than one approach |
| CD-CP3.1b Solves a simple problem successfully with adult assistance. | CS 14-1 Solves Problems <u>1-Year Old:</u> Tries several times to solve challenging problems, often using more than one approach |
| 24-36 mos. | |
| CD-CP3.2a Experiments with familiar objects to solve problems. | CS 14-1 Solves Problems <u>2-Year Old:</u> Able to solve problems by trying more than one approach; continues efforts to complete a challenging task |
| CD-CP3.2b Tries several methods to solve a problem before asking for assistance. | CS 14-1 Solves Problems <u>2-Year Old:</u> Able to solve problems by trying more than one approach; continues efforts to complete a challenging task |
| 36-48 mos. | |
| CD-CP3.3a Demonstrates multiple uses for objects to solve problems. | CS 14-1 Solves Problems <u>3-Year Old:</u> Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float) |
| CD-CP3.3b Tests different possibilities to determine the best solution to a problem. | CS 14-1 Solves Problems <u>3-Year Old:</u> Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float) |
| 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 <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems |

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| CD-CP3.4b Uses both familiar and new strategies to solve a problem. | CS 14-1 Solves Problems <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve 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 <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems |

DISCLAIMER:

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