

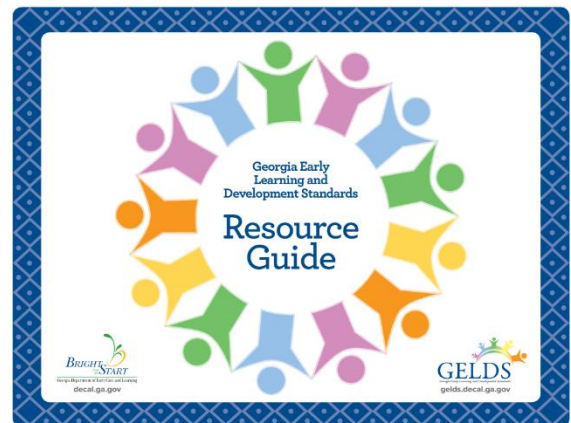
The Vine Assessment System™

by LifeCubby

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

For Early Childhood Professionals and the Families that they Serve

Alignment Document for:
Georgia Early Learning and Development Standards



References

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

Physical Development and Motor Skills	Vine Indicators
Strand: Health and Well-Being	
Standard: PDM1 – The child will practice healthy and safe habits.	
0-12 mos.	
PDM1.0a Sleeps well and shows alertness during waking periods.	PMP 19-2 Develops Self-Care Skills <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
PDM1.0b Initiates active play and engages in some physical activity.	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
PDM1.0c Responds to verbal or physical signal of danger.	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
PDM1.0d Reacts to simple directions to support safety.	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
PDM1.0e Shows beginning awareness of personal health and self-care needs.	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
12-24 mos.	
PDM1.1a Sleeps well and wakes rested.	PMP 19-4 Develops Naptime Independence <u>1-Year Old:</u> Can put self to sleep at naptime
PDM1.1b Actively participates in physical activity for three to five minutes at a time	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times <u>1-Year Old:</u> Is able to play for longer periods of time; is graduating off of morning nap
PDM1.1c Identifies and tries to avoid dangers with assistance.	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
PDM1.1d Communicates beginning understanding of dangerous situations.	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
PDM1.1e Makes adult aware of health and self-care needs and seeks assistance.	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>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>

	<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>

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

	<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

	<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

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

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

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
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.	

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.	

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

	<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

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	

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>

	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)

SED5.0b 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)
SED5.0c Shows awareness of possible conflicts by crying, turning away or showing distress.	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)
SED5.0d Observes peers who are experiencing a need or discomfort.	SED 6-1 Builds Empathy <u>1-3 mos:</u> May cry when someone seems upset or when another child cries <u>4-7 mos:</u> Shows interest in the emotions of others; may copy others (e.g., crying when another child cries) <u>8-12 mos:</u> 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 <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)
SED5.1b Engages in mostly solitary play with some parallel play.	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)
SED5.1c Engages in conflicts with peers regarding possession of items.	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)
SED5.1d Shows awareness of feelings displayed by peers.	SED 6-1 Builds Empathy <u>1-Year Old:</u> 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 <u>2-Year Old:</u> 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 <u>2-Year Old:</u> 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 <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
SED5.2d Recognizes and names the feelings of peers with adult support.	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

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
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

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

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

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

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.	

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

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
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

	<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

	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

<p>CLL2.2b Listens and understands familiar vocabulary from activities, stories and books.</p>	<p><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</p> <p>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</p>
<p>36-48 mos.</p>	
<p>CLL2.3a Demonstrates understanding of vocabulary through everyday conversations.</p>	<p>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</p>
<p>CLL2.3b Listens and understands new vocabulary from activities, stories and books.</p>	<p>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</p>
<p>48-60 mos.</p>	
<p>CLL2.4a Demonstrates understanding of more complex vocabulary through everyday conversations.</p>	<p>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)</p>
<p>CLL2.4b Connects new vocabulary from activities, stories and books with prior experiences and conversations.</p>	<p>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)</p> <p>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</p>
<p>Strand: Expressive Language</p>	
<p>Standard: CLL3 – The child will use nonverbal communication for a variety of purposes.</p>	
<p>0-12 mos.</p>	
<p>CLL3.0a Communicates needs and wants through nonverbal gestures and facial expressions.</p>	<p>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;</p>

	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

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.	

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.	

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

	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.	

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

	<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.	

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

	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

	<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

Cognitive Development and General Knowledge	Vine Indicators
Math	
Strand: Number and Quantity	
Standard: CD-MA1 – The child will organize, represent and build knowledge of number and quantity.	
0-12 mos.	

CD-MA1.0a Observes simple songs or finger-plays that involve numbers and quantity.	CM 10-1 Begins Counting <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

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>

	<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

<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>

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)

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

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

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.	

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	

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);

	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

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

	<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.	

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

	<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

	<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>

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.	

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

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

	<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>

	<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

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

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.	<p>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</p> <p>CCA 21-3 Explores Movement and Dance <u>8-12 mos:</u> May move when music is playing</p>
12-24 mos.	
CD-CR1.1a Moves body to music.	<p>CCA 21-3 Explores Movement and Dance <u>1-Year Old:</u> May move when music is playing and “bounce” to the music</p>
24-36 mos.	
CD-CR1.2a Dances to and becomes engaged in music and movement.	<p>CCA 21-3 Explores Movement and Dance <u>2-Year Old:</u> Moves when music is playing; begins to move in time to music</p>
36-48 mos.	
CD-CR1.3a Repeats choreographed movements and begins to express creativity in movements.	<p>CCA 21-3 Explores Movement and Dance <u>3-Year Old:</u> Participates in dance or creative movement activities</p>
48-60 mos.	
CD-CR1.4a Uses dance to express thoughts, feelings and energy. Uses dance as an outlet for creativity.	<p>CCA 21-3 Explores Movement and Dance <u>Pre-K:</u> Begins to show individual expression in creative movement activities</p>
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.	<p>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</p>
CD-CR2.0b Attends to bright or contrasting colors.	<p>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</p>

	<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

	<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.	

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

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

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

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

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

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:

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

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