

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:
ELCTC Ontario Guidelines



ONTARIO

References

Ontario Ministry of Education (January 2007) *Author: Best Start Expert Panel on Early Learning* Retrieved from <http://www.edu.gov.on.ca/childcare/oelf/continuum/continuum.pdf>

ELCTC Ontario Guidelines		Vine Assessments by LifeCubby
Infant (birth to 24 months)		
Social		
1.1 Social Interest		Vine Progress Indicator
1	preferring human faces to inanimate objects or animals	SED 5-1 Bonds with Adults
2	smiling at an adult	SED 5-1 Bonds with Adults
3	returning the gaze of an adult	SED 5-1 Bonds with Adults
4	seeking adults for play, stretching arms to be picked up	SED 5-1 Bonds with Adults
5	examining objects with others as a means of forming relationships	SED 5-2 Learns from Adults
6	observing peers	SED 6-2 Bonds with Peers
1.2 Imitation		
1	imitating adult behavior	SED 5-2 Learns from Adults
2	take part in pretend play with simple scenarios like caring for dolls	SED 5-2 Learns from Adults
1.3 Simple Turn Taking		
1	playing simple one-to-one games such as peekaboo	SED 5-2 Learns from Adults
1.4 Maintaining Connection across Space		
1	uses gestures, vocalizations and her emerging expressive language to keep connected to an adult across space	SED 3-1 Expresses Emotions
Emotional		
2.1 Expression of Emotion		Vine Progress Indicator
1	expressing comfort and discomfort	SED 3-1 Expresses Emotions
2	expressing pleasure and displeasure	SED 3-1 Expresses Emotions
3	expressing anger, anxiety, fear, sadness, joy, excitement	SED 3-1 Expresses Emotions
4	showing affection with hugs	SED 5-1 Bonds with Adults
5	showing anxiety at separation from parents	SED 5-1 Bonds with Adults
6	showing clear attachment to parents	SED 5-1 Bonds with Adults
2.2 Self-Regulation		
1	becoming calm when comforted by familiar adults	SED 3-2 Manages Feelings & Demonstrates Self-Control
2	comforting self with thumb	SED 3-2 Manages Feelings & Demonstrates Self-Control
3	recovering from distress and over-stimulation in a secure relationship	SED 3-2 Manages Feelings & Demonstrates Self-Control
2.3 Sense of Self		

1	sucking fingers, observing own hands	SED 4-1 Develops Awareness of Self
2	showing preference for being held by familiar people	SED 5-1 Bonds with Adults
3	beginning to distinguish known people from strangers	SED 5-1 Bonds with Adults
4	showing pleasure in mastery	SED 4-2 Becomes Confident
5	playing confidently in the presence of caregiver and frequently checking in with her (social referencing)	SED 4-2 Becomes Confident
6	increasing awareness of opportunities to make things happen yet limited understanding of consequences of own actions	SED 4-1 Develops Awareness of Self
2.4 Empathy		
1	noticing and responding to distress of others	SED 6-1 Builds Empathy
2	offering comfort by touching	SED 6-1 Builds Empathy
2.5 Agency		
1	beginning to sense that her behavior can have an effect on others	SED 6-1 Builds Empathy
Communication, language and literacy		
3.1 Non-verbal Communication Skills		Vine Progress Indicator
<i>Referencing</i>		
1	checking in with caregiver using eye contact	LC 7-6 Learns Conversation Structure
<i>Joint Attention</i>		
1	looking at what an adult is looking at	ATL 1-1 Is Attentive
2	pointing to direct the adult's attention	ATL 1-5 Shows Initiative
3	sharing attention with an adult, looking at the same thing as the adult	ATL Is Attentive
4	looking at photos and books with adults	LKS 8-1 Develops Early Literacy
<i>Gestures</i>		
1	shaking head to mean "no"	LC 7-2 Develops Expressive Communication
2	using gestures in the presence of objects that show the purpose or function of an object	LC 7-2 Develops Expressive Communication
3	showing intentional communication, e.g., waving	LC 7-2 Develops Expressive Communication

4	using gestures when objects are not present that show purpose or function of the object	LC 7-2 Develops Expressive Communication
<i>Intentional Communication</i>		
1	using gestures with the intention of meeting goals	ATL 1-3 Is Persistent
<i>Simple turn taking</i>		
1	taking turns in simple games like peekaboo	LC 7-6 Learns Conversation Structure
2	taking pleasure in back-and-forth vocal play	LC 7-6 Learns Conversation Structure
3.2 Receptive Language Skills		
1	responding to human voices and distinguishing familiar voices from other sounds	LC 7-1 Develops Receptive Communication
2	by six months, distinguishing sounds of home language	LC 7-1 Develops Receptive Communication
3	responding to a verbal request	LC 7-1 Develops Receptive Communication
4	recognizing named objects and body parts	LC 7-1 Develops Receptive Communication
5	pointing to objects named	LC 7-1 Develops Receptive Communication
3.3 Expressive Language Skills		
<i>Signaling</i>		
1	crying to signal distress	LC 7-2 Develops Expressive Communication
2	looking at others and opening body (i.e., arms and chest lifted) to others	LC 7-2 Develops Expressive Communication
3	raising arms to invite interaction	LC 7-2 Develops Expressive Communication
<i>Vocalizing and Babbling</i>		
1	vocalizing to initiate social contact	LC 7-2 Develops Expressive Communication
2	babbling using a wide variety of sounds	LC 7-2 Develops Expressive Communication
<i>One Word</i>		
1	using one word to communicate	LC 7-2 Develops Expressive Communication
<i>Words with Gestures</i>		
1	speaking with words and gestures	LC 7-2 Develops Expressive Communication
2	beginning to speak with more words than gestures	LC 7-2 Develops Expressive Communication
<i>Vocabulary</i>		
1	beginning to repeat overheard words	LC 7-2 Develops Expressive Communication
2	beginning to use "me," "you" and "I"	LC 7-2 Develops Expressive Communication
Cognitive		
4.1 Attention Regulation		Vine Progress Indicator
1	shifting attention with increasing ability	ATL 1-1 Is Attentive

2	attending, disengaging and returning attention	ATL 1-1 Is Attentive
4.2 Problem Solving		
1	setting goals and acting to achieve them	CS 14-1 Solves Problems
2	solving problems with actions by trial and error	CS 14-1 Solves Problems
3	engaging others as agents in solving problems	CS 14-1 Solves Problems
4	beginning to use objects as tools for solving problems; e.g., pulling a string to retrieve a toy	CS 14-1 Solves Problems
4.3 Cause-and-Effect Exploration		
1	repeating actions that produce outcomes	CS 14-2 Makes Predictions
2	distinguishing actions from outcomes	CS 14-2 Makes Predictions
3	using actions that show the properties and functions of things	CS 14-2 Makes Predictions
4.4 Spatial Exploration		
1	tracking moving objects with eyes	ATL 1-4 Is Curious
2	looking for dropped toys	ATL 1-4 Is Curious
3	elaborating search with watching and seeking after a number of changes	ATL 1-4 Is Curious
4	identifying objects from different points of view (perspective)	CM 12-1 Learns Shapes & Sizes
5	using body to explore space by crawling in, by and through various objects	CM 13-1 Explores Objects
6	exploring objects in space by dropping toys into containers and dumping them out	CM 13-1 Explores Objects
4.5 Spatial Problem-solving		
1	persisting in search for hidden toy	ATL 1-2 Develops Memory
2	searching for toy that rolled under furniture by crawling around to the other side	ATL 1-2 Develops Memory
3	solving spatial problems involving barriers by moving over, around or through barriers	ATL 1-3 Is Persistent
4	stacking blocks	CM 12-1 Learns Shapes & Sizes
4.6 Object Permanence		
1	searching for playthings that move out of sight	ATL 1-2 Develops Memory
2	finding hidden objects	ATL 1-2 Develops Memory

4.7 Symbolic Thought, Representation and Root Skills of Literacy		
1	creating internal image of an absent object or past event	ATL 1-2 Develops Memory
2	using gestures and materials to stand for ideas	ATL 1-6 Thinks with Creativity & Flexibility
3	pointing to photos, pictures in books	LKS 8-1 Develops Early literacy
<i>Imitation</i>		
1	imitating adult actions	SED 5-2 Learns from Adults
4.8 Memory		
1	recognizing previously seen faces and objects	ATL 1-2 Develops Memory
2	increasing capacity of recognition memory	ATL 1-2 Develops Memory
4.9 Sorting		
1	grouping like objects together	CS 13-2 Classifies or Sorts Objects
Physical		
5.1 Gross Motor		Vine Progress Indicator
<i>Reaching and Holding</i>		
1	reaching towards objects	PMP 17-1 Develops Perception & Balance
2	reaching and holding with palmar grasp	PMP 18-2 Develops Fine Hand-Eye Coordination
<i>Releasing Objects</i>		
1	dropping and throwing objects	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
<i>Holding Head Up</i>		
1	lifting head while held on a shoulder	PMP 17-1 Develops Perception & Balance
<i>Lifting Upper Body</i>		
1	lifting upper body while lying on the floor	PMP 17-1 Develops Perception & Balance
<i>Rolling</i>		
1	rolling from side to back	PMP 17-2 Develops Lower Body Strength
2	rolling from back to side	PMP 17-2 Develops Lower Body Strength
<i>Sitting</i>		
1	sitting without support	PMP 17-2 Develops Lower Body Strength
<i>Crawling</i>		
1	crawling on hands and knees	PMP 17-2 Develops Lower Body Strength
<i>Pulling Self to Stand Up</i>		
1	using furniture to pull self to standing position	PMP 17-2 Develops Lower Body Strength
<i>Cruising</i>		
1	walking while holding on to furniture	PMP 17-2 Develops Lower Body Strength
<i>Walking</i>		
1	walking unassisted with wide gait	PMP 17-2 Develops Lower Body Strength
<i>Strength</i>		

1	increasing strength in gross motor skills	PMP 17-2 Develops Lower Body Strength
<i>Coordination</i>		
1	transferring object from hand to hand with increasing coordination	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
2	putting objects inside other objects	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
5.2 Fine Motor		
<i>Palmar Grasp</i>		
1	holding objects with whole palm	PMP 18-2 Develops Fine Hand-Eye Coordination
<i>Coordination</i>		
1	holding and transferring object from hand to hand	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
2	manipulating small objects with improved coordination	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
<i>Pincer Grasp</i>		
1	using forefinger and thumb to lift and hold small objects	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
<i>Holding and Using Tools</i>		
1	making marks with first crayon	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
2	scribbling	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
5.3 The Senses		
Visual		
<i>Face Perception</i>		
1	showing a preference for simple face-like patterns by looking longer	ATL 1-1 Is Attentive
2	responding to emotional expressions with facial expressions and gestures	SED 6-1 Builds Empathy
3	turning and looking at familiar faces	ATL 1-4 Is Curious
<i>Pattern Perception</i>		
1	showing a preference for patterns with large elements	ATL 1-4 Is Curious
2	showing a preference for increasingly complex patterns	ATL 1-4 Is Curious
3	visually exploring borders	ATL 1-4 Is Curious
4	visually exploring entire object	ATL 1-4 Is Curious
<i>Visual Exploration</i>		
1	tracking moving objects with eyes	ATL 1-4 Is Curious
2	looking and searching visually	ATL 1-4 Is Curious
<i>Visual Discrimination</i>		
1	scanning objects and identifying them by sight	ATL 1-4 Is Curious

2	showing a preference for increasingly complex patterns	ATL 1-4 Is Curious
Auditory		
<i>Auditory Exploration</i>		
1	making sounds by shaking and banging objects	LC 7-3 Develops Phonemic Awareness
<i>Auditory Discrimination</i>		
1	turning to source of a sound	LC 7-1 Develops Receptive Communication
2	responding to familiar sounds with gestures and actions	LC 7-1 Develops Receptive Communication
3	responding by turning towards a sound when more than one sound is present	LC 7-1 Develops Receptive Communication
Touch		
<i>Tactical Exploration</i>		
1	touching, rubbing, squeezing materials	CS 13-1 Explores Objects
<i>Tactical Discrimination</i>		
1	showing preferences for some tactile properties	CS 13-1 Explores Objects
Olfactory (smell)		
<i>Olfactory Exploration</i>		
1	calming by familiar scents associated with security	SED 3-2 Manages Feelings & Demonstrates Self-Control
<i>Olfactory Discrimination</i>		
1	turning away from unpleasant smells and reacting with facial expressions	SED 3-1 Expresses Emotion
Taste		
<i>Taste Exploration</i>		
1	trying new foods	ATL Is Curious
<i>Taste Discrimination</i>		
1	showing preferences for certain foods by sucking longer, eating more or turning head away	SED 3-1 Expresses Emotion
5.4 Sensory Motor Integration		
1	coordinating senses with motor skills in exploration and problem solving, e.g., looking at a bubble, reaching for it, then crawling after it	ATL 1-5 Shows Initiative

Toddler (14 months to 3 years)		
Social		
1.1 Social Interest		Vine Progress Indicator
1	observing and imitating peers	SED 6-2 Bonds with Peers

2	beginning to play “follow the peer” games	SED 6-2 Bonds with Peers
3	observing and playing briefly with peers – may turn into struggle for possession	SED 6-3 Cooperates with Peers
4	offering toys	SED 6-3 Cooperates with Peers
5	engaging in short group activities	SED 6-3 Cooperates with Peers
1.2 Perspective Taking		
1	in simple situations beginning to take the point of view of others	SED 6-2 Bonds with Peers
1.3 Parallel Play		
1	playing in proximity of peers with similar playthings without an exchange of ideas or things	SED 6-2 Bonds with Peers
1.4 Maintaining Connection across Space		
1	uses gestures, vocalizations and her emerging expressive language to keep connected to an adult across space	SED 5-1 Bonds with Adults
Emotional		
2.1 Expression of Feelings		Vine Progress Indicator
1	expressing aggressive feelings and behavior	SED 3-1 Expresses Emotion
2	beginning to show self-conscious emotions (shame, embarrassment, guilt, pride)	SED 3-1 Expresses Emotion
3	expressing feelings in language and pretend play	SED 3-1 Expresses Emotion
2.2 Self-regulation		
<i>Emotion Regulation</i>		
1	beginning to use language to assist in emotion regulation	SED 3-2 Manages Feelings & Demonstrates Self-Control
2	beginning to recover from emotion in the presence of familiar adults	SED 3-2 Manages Feelings & Demonstrates Self-Control
3	being overwhelmed and recovering	SED 3-2 Manages Feelings & Demonstrates Self-Control
4	elevating positive emotions	SED 3-2 Manages Feelings & Demonstrates Self-Control
5	seeking out adults as secure base	SED 5-1 Bonds with Adults
<i>Behavior Regulation</i>		
1	responding to cues to stop actions	SED 3-2 Manages Feelings & Demonstrates Self-Control
2	showing emerging impulse control with peers	SED 3-2 Manages Feelings & Demonstrates Self-Control
3	waiting for peers’ increases	SED 3-2 Manages Feelings & Demonstrates Self-Control

Attention Regulation		
1	attending may be interrupted by actions of others	ATL 1-1 Is Attentive
2	attending distracted by several objects to focus on	ATL 1-1 Is Attentive
3	focusing attention, making choices and avoiding distractions	ATL 1-1 Is Attentive
2.3 Empathy		
1	showing awareness of own feelings and the feelings of others	SED 6-1 Builds Empathy
2	showing concern for others demonstrated with caring behavior	SED 6-1 Builds Empathy
3	beginning to recognize the rights of others	SED 6-1 Builds Empathy
2.4 Sense of Self		
1	saying "no" in response to adult requests	LC 7-2 Develops Expressive Communication
2	seeing self as "doer" who is powerful	SED 4-2 Becomes Confident
3	saying "good" and "bad" (shows emerging self-evaluation)	SED 4-1 Develops Self Awareness
4	using name of self and others	SED 4-1 Develops Self Awareness
5	recognizing self in mirror	SED 4-1 Develops Self Awareness
6	pointing to parts of own body and the corresponding parts of others	SED 4-1 Develops Self Awareness
2.5 Autonomy		
1	initiating activities	ATL 1-5 Shows Initiative
2	setting own goals and persisting in achieving them	ATL 1-3 Is Persistent
3	rejecting the intrusion of redirection, saying "no" and "I do"	LC 7-2 Develops Expressive Communication
4	seeking to control others, saying "mine"	LC 7-2 Develops Expressive Communication
5	making choices and avoiding distractions increases	ATL 1-1 Is Attentive
6	distinguishing own intended actions from unintended ones	SED 4-1 Develops Self Awareness
Identity Formation 2.6		
1	initiating activities	ATL 1-5 Shows Initiative
Communication, language and literacy		
3.1 Receptive Language		Vine Progress Indicator
1	listening to stories	LKS 8-1 Develops Early Literacy
2	responding to names of body parts, commands and personal pronouns	LC 7-4 Expands Vocabulary
3	responding to longer sentences and commands	LC 7-1 Develops Receptive Communication

3.2 Expressive Language		
<i>Words</i>		
1	combining words	LC 7-2 Develops Expressive Communication
2	using common verbs and adjectives	LC 7-2 Develops Expressive Communication
3	being overwhelmed and recovering	LC 7-2 Develops Expressive Communication
<i>Sentences</i>		
1	using simple sentences	LC 7-2 Develops Expressive Communication
2	using compound sentences	LC 7-2 Develops Expressive Communication
3	engaging in pretend play that includes language	LC 7-2 Develops Expressive Communication
<i>Vocabulary</i>		
1	increasing vocabulary	LC 7-4 Expands Vocabulary
2	identifying functions of household items	LC 7-4 Expands Vocabulary
<i>Questions</i>		
1	asking simple “what” and “where” questions	LC 7-4 Expands Vocabulary
<i>Conversation</i>		
1	observing and attempting to join conversations	LC 7-6 Learns Conversation Structure
Cognition		
4.1 Self-regulation		Vine Progress Indicator
<i>Attention Regulation</i>		
1	maintaining attention for increasing periods of time	ATL 1-1 Is Attentive
2	ignoring distracting variables	ATL 1-1 Is Attentive
4.2 Problem Solving		
1	setting goals and acting to achieve them	ATL 1-3 Is Persistent
2	solving problems in actions by trial and error	CS 14-1 Solves Problems
3	seeking out adults to help meet goals	SED 5-1 Bonds with Adults
4	using objects as tools to solve problems	CS 13-1 Explores Objects
5	figuring out who is missing from a group by looking at those in attendance	ATL 1-2 Develops Memory
4.3 Cause-and-Effect Exploration		
1	responding with joy to the predictable outcomes of exploration	SED 3-1 Expresses Emotion
2	exploring the functions of objects; opening and shutting doors	CS 13-1 Explores Objects
4.4 Spatial Exploration		

1	exploring containment by putting objects in containers and by dumping them	CM 12-2 Develops Spatial Awareness
2	putting things together and taking them apart	CM 12-2 Develops Spatial Awareness
4.5 Spatial Problem Solving		
1	pushing obstacles out of the way	CS 13-1 Explores Objects
2	using tools to overcome barriers	CS 14-1 Solves Problems
4.6 Temporal		
1	using terms related to time: "tomorrow" and "yesterday"	LC 7-5 Expands Grammar and Pronunciation
2	understanding of "now" versus "later" emerges	LC 7-5 Expands Grammar and Pronunciation
4.7 Symbolic Thought, Representation and Root Skills of Literacy		
<i>Pretend Play</i>		
1	using objects to stand for other things	CCA 21-4 Participates in Dramatic Play
2	acting out simple themes in pretend play: cooking, caring for babies	CCA 21-4 Participates in Dramatic Play
<i>Representation</i>		
1	identifying objects in photos	LKS 8-1 Develops Early Literacy
2	pointing to objects in books on request	LKS 8-1 Develops Early Literacy
3	identifying objects in books	LKS 8-1 Develops Early Literacy
4.8 Memory		
1	increasing memory capacity	ATL 1-2 Develops Memory
2	following routines	ATL 2-1 Understands Routines
3	establishing rituals	ATL 2-1 Understands Routines
4.9 Sorting		
1	sorting and labeling objects by characteristics, such as hard and soft or big and small	CS 13-2 Classifies or Sorts Objects
2	matching items by function (e.g., spoon with bowl)	CS 13-2 Classifies or Sorts Objects
Physical		
5.1 Gross Motor		Vine Progress Indicator
<i>Balance</i>		
1	standing on one foot	PMP 17-1 Develops Perception & Balance
2	taking a few steps on raised surface	PMP 17-1 Develops Perception & Balance
<i>Jumping</i>		
1	jumping up and down on the spot	PMP 17-1 Develops Perception & Balance
2	jumping down from short heights	PMP 17-1 Develops Perception & Balance
<i>Walking and Running</i>		
1	balancing and coordination increase	PMP 17-1 Develops Perception & Balance
2	stopping while running improves	PMP 17-2 Develops Lower Body Strength

<i>Climbing</i>		
1	climbing stairs one foot at a time	PMP 17-4 Develops Gross Hand-Eye Coordination
2	climbing on climbing equipment and furniture	PMP 17-4 Develops Gross Hand-Eye Coordination
<i>Riding Toys</i>		
1	moving riding toys forward by pushing with feet	PMP 17-5 Develops Large Motor Coordination Skills
5.2 Fine Motor		
<i>Tool Use</i>		
1	using toddler-safe scissors	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
<i>Making a Mark</i>		
1	using palmar grasp to hold crayons and brushes and make scribbles	LKS 9-1 Develops Emergent Writing
2	scribbling expands to include lines and shapes	LKS 9-1 Develops Emergent Writing
<i>Pincer Grasp</i>		
1	turning pages of book	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
2	adapting holding from palmar or pincer grasp	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
5.3 Senses		
<i>Sensory Exploration</i>		
1	using all senses in the exploration of properties and functions of objects and materials	CS 13-1 Explores Objects
<i>Sensory Discrimination</i>		
1	using all senses to identify and differentiate properties and materials	CS 13-1 Explores Objects
<i>Sensory Motor Integration</i>		
1	coordinating senses with motor skills in increasingly complex ways	CS 13-1 Explores Objects
2	using eye-hand coordination to string large beads on a pipe cleaner, do simple puzzles, pour, dump and fill	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills

Preschool Kindergarten (2.5 to 6 years)		
Social		
1.1 Making Friends		Vine Progress Indicator
1	seeking out others to play with	SED 6-3 Cooperates with Peers
2	offering play materials and roles to others	SED 6-3 Cooperates with Peers
3	playing with others co-operatively	SED 6-3 Cooperates with Peers

4	inviting others to play	SED 6-3 Cooperates with Peers
5	exchanging ideas, materials and points of view with others	SED 6-3 Cooperates with Peers
6	sustaining play with others	SED 6-3 Cooperates with Peers
1.2 Conflict Resolution and Social Problem-Solving Skills		
1	beginning to express what they want and are thinking and feeling	SED 3-1 Expresses Emotions
2	regulating emotions in order to solve conflicts	SED 3-2 Manages Feelings & Demonstrates Self-Control
3	beginning to attend and listen to peers	SED 6-2 Bonds with Peers
4	beginning to identify solutions to conflict	SED 3-2 Manages Feelings & Demonstrates Self-Control
5	beginning to identify consequences	ATL 2-2 Shows Responsibility
6	making decisions and choices and accepting the consequences	ATL 2-2 Shows Responsibility
1.3 Peer Group Entry Skills		
1	observing before entering play	SED 6-3 Cooperates with Peers
2	offering objects or ideas that are relevant to play	SED 6-3 Cooperates with Peers
3	entering play by assuming available roles	SED 6-3 Cooperates with Peers
1.4 Helping Skills		
1	offering assistance	SED 6-1 Builds Empathy
2	identifying the emotions of others	SED 6-1 Builds Empathy
3	regulating their own behavior in the face of the needs of others	SED 6-1 Builds Empathy
4	offering comfort	SED 6-1 Builds Empathy
5	being generous	SED 6-1 Builds Empathy
1.5 Interacting Positively and Respectfully		
1	beginning to show respect for other children's belongings and work	SED 6-1 Builds Empathy
2	playing with others who have differing abilities and characteristics	SED 6-1 Builds Empathy
3	beginning to become aware of stereotypes found in books, etc.	SED 6-1 Builds Empathy
4	beginning to develop ideas of, and to practice, co-operation, fairness and justice	SED 6-1 Builds Empathy
5	learning music and art forms from a variety of cultures, racial and ethnic groups	SS 16-1 Explores Cultures

6	using artifacts from a variety of cultures, racial and ethnic groups in socio-dramatic play	SS 16-1 Explores Cultures
1.6 Co-operating		
1	exchanging ideas and materials during play	SED 6-3 Cooperates with Peers
2	taking part in setting and following rules and inviting others to join them in play	SED 6-3 Cooperates with Peers
3	listening, thinking and responding appropriately as others speak during group time	SED 6-3 Cooperates with Peers
4	engaging in group decision making with voting and accepting that the majority vote will be followed by the entire group	SED 6-3 Cooperates with Peers
1.7 Empathy		
1	sharing emotions, communicating and expressing feelings with adults and peers	SED 3-1 Expresses Emotions
2	sharing experiences, relating and respecting each other	SED 6-1 Builds Empathy
3	beginning to see the world from another's perspective	SED 6-1 Builds Empathy
4	beginning to identify with others	SED 6-1 Builds Empathy
5	putting themselves in the other person's shoes	SED 6-1 Builds Empathy
6	seeing an injustice and taking action to change it	SED 6-1 Builds Empathy
1.8 Taking Another Person's Point of View		
1	describing their ideas and emotions	SED 3-1 Expresses Emotions
2	recognizing that other people have ideas and emotions	SED 6-1 Builds Empathy
3	understanding the ideas and emotions of others	SED 6-1 Builds Empathy
4	beginning to accept that the ideas and emotions of others may be different from their own	SED 6-1 Builds Empathy
5	adapting behavior to take other people's points of view into consideration	SED 6-1 Builds Empathy
6	beginning to respond appropriately to the feelings of others	SED 6-1 Builds Empathy
7	beginning to take another's point of view	SED 6-1 Builds Empathy

8	engaging in the exchange of ideas and points of view with others	SED 6-1 Builds Empathy
1.9 Interacting with Adults		
1	approaching adults as sources of security and support	SED 5-1 Bonds with Adults
2	engaging adults in activities in positive ways	SED 5-2 Learns from Adults
3	seeing adults as resources in exploration and problem solving	SED 5-1 Bonds with Adults
Emotional		
2.1 Self-concept		Vine Progress Indicator
1	talking about their personal characteristics	SED 4-1 Develops Awareness of Self
2	identifying what they can do and what they have yet to learn	SED 4-2 Becomes Confident
3	developing responsibility for themselves during dressing and eating routines and in daily living	PMP 19-2 Develops Self-Care Skills
4	seeing self as competent and capable of self-direction	SED 4-2 Becomes Confident
2.2 Identity Formation		
1	increasing identity formation	SED 4-1 Develops Awareness of Self
2	noticing their own abilities	SED 4-1 Develops Awareness of Self
3	recognizing shared abilities	SED 4-1 Develops Awareness of Self
4	expressing joy in their characteristics and identity	SED 4-2 Becomes Confident
5	expressing curiosity and sensitivity to physical characteristics	SED 6-1 Builds Empathy
6	understanding culture in concrete daily living within own family through language, family stories, values, and celebrations	SS 16-1 Explores Cultures
7	beginning to make connections between family and larger cultural group	SS 16-4 Learns about Community Roles and Jobs
8	asserting own choices in the face of stereotype	SED 6-1 Builds Empathy
2.3 Self-esteem		
1	judging themselves as worthy individuals	SED 4-2 Becomes Confident
2	seeing themselves as a valued member of the group	SED 4-2 Becomes Confident
3	setting goals for themselves and working towards them	SED 4-2 Becomes Confident
4	acting responsibly towards others	SED 4-2 Becomes Confident

2.4 Recognizing and Expressing Emotions		
1	identifying their emotions	SED 3-1 Expresses Emotion
2	increasing or decreasing emotional energy in keeping with the situation	SED 3-2 Manages Feelings & Demonstrates Self-Control
3	expressing negative emotions in ways that do not harm others	SED 3-2 Manages Feelings & Demonstrates Self-Control
2.5 Regulating Attention, Emotions and Behavior		
1	increasingly expressing emotions appropriately	SED 3-2 Manages Feelings & Demonstrates Self-Control
2	focusing attention	ATL 1-1 Is Attentive
3	avoiding distracting stimulation	ATL 1-1 Is Attentive
4	returning attention after checking in or after a distraction	ATL 1-1 Is Attentive
5	stopping and starting their own actions	SED 3-2 Manages Feelings & Demonstrates Self-Control
6	delaying gratification	SED 3-2 Manages Feelings & Demonstrates Self-Control
7	persisting when frustrated	SED 3-2 Manages Feelings & Demonstrates Self-Control
8	using language to communicate needs and regulate emotions	SED 3-2 Manages Feelings & Demonstrates Self-Control
9	gaining control of their behavior	SED 3-2 Manages Feelings & Demonstrates Self-Control
10	increasingly coping with challenges and disappointments	SED 3-2 Manages Feelings & Demonstrates Self-Control
11	using effective strategies for self-calming	SED 3-2 Manages Feelings & Demonstrates Self-Control
2.6 Positive Attitudes towards Learning (e.g., persistence, engagement, curiosity and a sense of mastery)		
1	persevering when faced with challenging or new tasks	ATL Is Persistent
2	coping with defeats and errors	ATL Is Persistent
3	asking for and accepting help when needed	ATL Is Persistent
4	accepting challenges and taking risks when learning	ATL Is Persistent
5	expressing satisfaction and joy when accomplishing tasks	ATL Is Persistent
Communication, language and literacy		
3.1 Using Verbal and Non-Verbal Communication		Vine Progress Indicator
1	using gestures and signs to communicate	LC 7-2 Develops Expressive Communication

2	expressing their ideas and describing their experiences with increasingly complex sentences	LC 7-2 Develops Expressive Communication
3	using facial expression and tone matched to the content of their communication	LC 7-2 Develops Expressive Communication
4	attending to and responding appropriately to the non-verbal communications of others	LC 7-6 Learns Conversation Structure
5	increasingly engaging in more complex interactions	LC 7-6 Learns Conversation Structure
6	sharing songs and stories in home language	LC 7-3 Develops Phonemic Awareness
3.2 Using English and the Child's Home Language		
1	entering into play using both their home language and French or English	LC 7-2 Develops Expressive Communication
2	greeting others in their home language and French or English	LC 7-2 Develops Expressive Communication
3	teaching each other names of objects, actions and events in their home language	LC 7-2 Develops Expressive Communication
4	talking about important people in their lives	LC 7-2 Develops Expressive Communication
3.3 Vocabulary		
1	using new words in play	LC 7-4 Expands Vocabulary
2	asking questions to extend their understanding of words	LC 7-4 Expands Vocabulary
3	linking new experiences with words they know	LC 7-4 Expands Vocabulary
4	defining words by function (i.e., a ball is something you bounce)	LC 7-4 Expands Vocabulary
3.4 Conversing with Peers and Adults		
1	using increasingly more complex sentences	LC 7-6 Learns Conversation Structure
2	engaging in increasingly longer interactions	LC 7-6 Learns Conversation Structure
3	speaking in front of groups	LC 7-5 Expands Grammar and Pronunciation
4	understanding many culturally accepted ways of adjusting language to fit the age, sex and social status of speakers and listeners	LC 7-5 Expands Grammar and Pronunciation
3.5 Using Descriptive Language to Explain, Explore and Extend		

1	using sentences to describe objects and events	LC 7-4 Expands Vocabulary
2	expanding descriptive language to sentences of five to seven words	LC 7-4 Expands Vocabulary
3	using new vocabulary and grammatical constructions in their descriptive language	LC 7-5 Expands Grammar and Pronunciation
4	spontaneously using the language of mathematics, inquiry and reasoning as they play	LC 7-4 Expands Vocabulary
3.6 Listening to Others		
1	listening to each other with attention without distraction or interruption	LC 7-6 Learns Conversation Structure
2	engaging in give and take when interacting with others (communicative turn-taking)	LC 7-6 Learns Conversation Structure
3	understanding and following oral directions	LC 7-1 Develops Receptive Communication
3.7 Enjoying Literacy		
1	choosing to spend time with books	LKS 8-1 Develops Early Literacy
2	discussing and making connections between books and stories in their play	LKS 8-1 Develops Early Literacy
3	requesting specific stories, poems, songs	LKS 8-1 Develops Early Literacy
4	showing pleasure and enjoyment during activities with language, music and print materials	LKS 8-1 Develops Early Literacy
3.8 Using and Understanding the Power of Literacy		
1	beginning to express self in print	LKS 8-3 Develops Emergent Reading
2	connecting information and events in text to life and life to text	LKS 8-1 Develops Early Literacy
3	dictating stories	LKS 8-3 Develops Emergent Reading
4	creating stories orally and using a variety of media	LKS 8-3 Develops Emergent Reading
5	referring to print in the physical environment for meaning, rules and directions	LKS 8-3 Develops Emergent Reading
6	understanding the functions of literature	LKS 8-1 Develops Early Literacy
3.9 Retelling Stories		
1	retelling stories in pretend play and art activities	ATL 1-2 Develops Memory

2	making connections from stories in their daily living	LKS 8-1 Develops Early Literacy
3	dictating ideas and stories	LKS 8-3 Develops Emergent Reading
3.10 Phonological Awareness		
1	identifying sounds in their environment, such as animal sounds, traffic noises, music and human speech	LC 7-3 Develops Phonemic Awareness
2	creating sounds by singing and making music	LC 7-3 Develops Phonemic Awareness
3	taking part in sound games	LC 7-3 Develops Phonemic Awareness
4	filling in rhyming words in familiar poems, songs and books	LC 7-3 Develops Phonemic Awareness
5	identifying specific letter sounds and syllables	LC 7-3 Develops Phonemic Awareness
6	isolating sound combinations	LC 7-3 Develops Phonemic Awareness
7	reciting nursery rhymes, poems or sing-songs	LC 7-3 Develops Phonemic Awareness
8	making up chants and rhymes	LC 7-3 Develops Phonemic Awareness
3.11 Letter Recognition		
1	identifying the letter that begins their names and its sound	LKS 8-2 Develops Alphabetic Knowledge
2	picking out other words that begin with the same letter or sound as their names	LKS 8-2 Develops Alphabetic Knowledge
3	beginning to identify a few consonant letter-sound correspondences in words in familiar rhymes	LKS 8-2 Develops Alphabetic Knowledge
3.12 Understanding of Orientation and Familiar Conventions of Print		
1	pretending to read	LKS 8-1 Develops Early Literacy
2	using paper and pencil to scribble	LKS 9-1 Develops Emergent Writing
3	pretending to write and writing letters and words	LKS 9-1 Develops Emergent Writing
4	holding books the right way up	LKS 8-1 Develops Early Literacy
5	turning pages from the front to the back	LKS 8-1 Develops Early Literacy
6	using left to right directionality	LKS 8-1 Develops Early Literacy
7	gradually moving from scribbling to drawing to writing	LKS 9-1 Develops Emergent Writing
8	writing their own books	LKS 9-1 Develops Emergent Writing

3.13 Matching Spoken Words with Written Ones		
1	associating the spoken work with the written word by pointing or talking about connections	LKS 8-1 Develops Early Literacy
2	recognizing familiar signs (i.e., stop signs, logos etc.)	LKS 8-3 Develops Emergent Reading
3.14 Beginning to Write Letters of the Alphabet and Some High-Frequency Words		
1	recognizing and writing their own name	LKS 9-1 Develops Emergent Writing
2	writing most letters and some words when dictated	LKS 9-1 Develops Emergent Writing
3	independently writing many uppercase and lowercase letters	LKS 9-1 Develops Emergent Writing
4	using invented spelling	LKS 9-1 Develops Emergent Writing
5	writing high-frequency words	LKS 9-1 Develops Emergent Writing
Cognition		
4.1 Self-regulation		Vine Progress Indicator
1	using language to regulate own behavior and attention	SED 3-2 Manages Feelings & Demonstrates Self-Control
2	using emerging ability to take another's point of view to regulate own behavior and attention	SED 3-2 Manages Feelings & Demonstrates Self-Control
3	monitoring own behavior	SED 3-2 Manages Feelings & Demonstrates Self-Control
4.2 Problem Solving		
1	identifying problems	CS 14-1 Solves Problems
2	beginning to plan ahead	CS 14-3 Makes Plans
3	collecting and organize information	CS 14-3 Makes Plans
4	brainstorming solutions and outcomes	CS 14-3 Makes Plans
5	connecting consequences to actions	ATL 2-2 Shows Responsibility
6	taking action to solve problems	CS 14-1 Solves Problems
7	evaluating the outcomes of their problem solving	CS 14-4 Draws Conclusions and Sorts Results
8	creating rules based on similarities of two situations, for transferring knowledge	CS 14-1 Solves Problems
9	generalizing solutions of problems from one situation to another	CS 14-1 Solves Problems
4.3 Representation		
1	pretending to be someone else	CCA 21-4 Participates in Dramatic Play

2	dramatic playing with a plot and imaginative features	CCA 21-4 Participates in Dramatic Play
3	drawing and constructing 2D and 3D models	CCA 21-1 Explores Art Media
4	beginning to use art media and tools to express their ideas, feelings and experiences	CCA 21-1 Explores Art Media
5	using a variety of materials to build with and express their ideas	CCA 21-1 Explores Art Media
6	generating alternative ideas	CCA 21-1 Explores Art Media
7	recognizing their own work and the work of others	CCA 21-1 Explores Art Media
8	beginning to use art media and tools to express ideas, feelings and experiences	CCA 21-1 Explores Art Media
9	talking about the story or meaning of artwork	CCA 21-1 Explores Art Media
10	connecting artwork to their past experiences or to emotions, feelings and thoughts	CCA 21-1 Explores Art Media
11	taking a role in socio-dramatic play; co-operating and negotiating roles with others	CCA 21-4 Participates in Dramatic Play
12	sustaining and extending their socio-dramatic play with language, additional ideas and props	CCA 21-4 Participates in Dramatic Play
4.4 Questioning		
1	telling others of problems	LC 7-2 Develops Expressive Communication
2	asking "why" to determine causes	LC 7-6 Learns Conversation Structure
3	asking questions that can be answered through observation	CS 14-2 Makes Predictions
4	asking questions to solve problems	CS 14-1 Solves Problems
5	asking questions to clarify their understanding	CS 13-1 Explores Objects
4.5 Observing		
1	visually attending to things in their environment	CS 13-1 Explores Objects
2	using all senses to gather information while observing	CS 13-1 Explores Objects
3	focusing their observation on details	CS 13-1 Explores Objects
4	increasing the time they spend observing	CS 13-1 Explores Objects
5	naming and describing the things that they have observed	CS 13-2 Classifies or Sorts Objects

6	using specialized sources and books as a means of extending their observations	CS 13-1 Explores Objects
4.6 Collecting and Organizing Information		
1	using objects to construct graphs	CS 13-2 Classifies or Sorts Objects
2	creating pictorial graphs	CS 13-2 Classifies or Sorts Objects
3	posing questions about graphs	CS 13-2 Classifies or Sorts Objects
4	placing marks on graphs indicating their choice	CS 13-2 Classifies or Sorts Objects
5	describing and comparing data on graphs and in surveys	CS 13-2 Classifies or Sorts Objects
6	using graphs to reach conclusions	CS 13-2 Classifies or Sorts Objects
4.7 Reflecting and Reaching Conclusions		
1	describing similarities and cause and effect in recurring events	CS 14-4 Draws Conclusions and Sorts Results
2	identifying patterns of events	CS 14-4 Draws Conclusions and Sorts Results
3	describing connections between different objects, events and experiences	CS 14-4 Draws Conclusions and Sorts Results
4	making generalizations about different objects, events and experiences	CS 14-4 Draws Conclusions and Sorts Results
4.8 Communicating Findings		
1	presenting their ideas to others through drawings, telling, music and movement	CS 14-4 Draws Conclusions and Sorts Results
2	using mathematical processing and language to communicate findings	CS 14-4 Draws Conclusions and Sorts Results
4.9 Reasoning Logically		
<i>Causality</i>		
1	identifying actions and outcomes	CS 14-2 Makes Predictions
2	identifying evidence for point of view	ATL 1-6 Thinks with Creativity & Flexibility
3	exploring causes	ATL 1-4 Is Curious
4	transferring rules from one situation to another	ATL 1-6 Thinks with Creativity & Flexibility
5	generalizing knowledge across situations	ATL 1-6 Thinks with Creativity & Flexibility
<i>Sequential Change</i>		
1	making logical connections	ATL 1-6 Thinks with Creativity & Flexibility
2	identifying what precedes change	ATL 1-6 Thinks with Creativity & Flexibility
<i>Exploring Transformations and Hypothesizing</i>		
1	mixing and transforming materials	ATL 1-6 Thinks with Creativity & Flexibility

2	predicting the outcomes of transformations	CS 14-2 Makes Predictions
4.10 Classifying		
1	sorting objects, pictures and things into groups	CS 13-2 Classifies or Sorts Objects
2	comparing, matching and sorting according to common properties	CS 13-2 Classifies or Sorts Objects
3	comparing objects	CS 13-2 Classifies or Sorts Objects
4	moving from random classification to classifying by one and then two or more properties	CS 13-2 Classifies or Sorts Objects
4.11 Seriating		
1	describing relationships such as smaller than, bigger than, different than	CS 13-2 Classifies or Sorts Objects
2	placing objects, pictures and things in order along a continuum	CS 13-2 Classifies or Sorts Objects
4.12 Counting		
1	counting in meaningful ways in play and daily living	CM 10-1 Begins Counting
4.13 Determining Quantity		
1	counting to determine quantity	CM 10-2 Builds and Observes Sets
2	matching numbers to sets of objects	CM 10-2 Builds and Observes Sets
4.14 Comparing Quantities		
1	making more-or-less comparisons when using materials	CM 10-2 Builds and Observes Sets
2	moving objects to align them when comparing quantities	CM 10-2 Builds and Observes Sets
3	counting to compare quantities	CM 10-2 Builds and Observes Sets
4	counting using one-to-one correspondence	CM 10-1 Begins Counting
5	using a graph to compare numbers	CM 10-2 Builds and Observes Sets
4.15 Representing Numbers		
1	representing numbers in different ways (tallies, numbers, graphs)	CM 10-4 Reads and Writes Numbers
2	recognizing numbers in print, children write numbers	CM 10-4 Reads and Writes Numbers
3	reading numbers written in words	CM 10-4 Reads and Writes Numbers
4.16 Describing and Determining Ordinal Number and Position		
1	pointing to and describing relative position: before, after, between, front, back, next, last, first to sixth	CM 10-1 Begins Counting

2	identifying position of events in a sequence	CM 10-1 Begins Counting
4.17 Understanding Two-Dimensional and Three-Dimensional Shapes		
1	recognizing and naming shapes	CM 12-1 Learns Shapes & Sizes
2	counting sides and corners	CM 12-1 Learns Shapes & Sizes
3	identifying common attributes of shapes	CM 12-1 Learns Shapes & Sizes
4	matching shapes and names	CM 12-1 Learns Shapes & Sizes
5	recognizing and naming cubes, rectangular prisms, cylinders, spheres	CM 12-1 Learns Shapes & Sizes
4.18 Identifying Patterns		
1	recognizing patterns in their environment	CM 11-2 Understands Patterns
2	creating patterns with blocks and art materials	CM 11-2 Understands Patterns
3	describing patterns such as plaid, checked, striped	CM 11-2 Understands Patterns
4	representing patterns with movements and with symbols	CM 11-2 Understands Patterns
5	identifying, creating, copying and extending a variety of patterns (e.g., sound, color, shape, number, etc.)	CM 11-2 Understands Patterns
6	identifying, creating, copying and extending patterns	CM 11-2 Understands Patterns
4.19 Measuring Length, Weight and Capacity, Temperature, Time and Money		
1	measuring to determine relationships such as comparisons of length, weight and capacity	CM 11-1 Learns Measurement and Quantities
2	using vocabulary of measurement such as heavier or lighter and taller or shorter	CM 11-1 Learns Measurement and Quantities
3	using non-standard measuring tools, such as their feet, hands, a piece of string when they play, build or create	CM 11-1 Learns Measurement and Quantities
4	beginning to use the vocabulary of standard units of measure	CM 11-1 Learns Measurement and Quantities
5	recognizing relationships between attributes (i.e., weight and size; size and capacity)	CM 11-1 Learns Measurement and Quantities
4.20 Completing Simple Number Operations (comparing sets; simple addition and subtraction)		

1	establishing one-to-one correspondence	CM 10-1 Begins Counting
2	identifying more than, less than, or same as, when working with concrete objects or events	CM 10-2 Builds and Observes Sets
3	adding and subtracting one from a set	CM 10-3 Learns Addition, Subtraction and Division
4	performing simple operations of adding to and taking away when working with concrete objects or events	CM 10-3 Learns Addition, Subtraction and Division
5	using bar graphs to compare amounts	CM 11-1 Learns Measurement and Quantities
6	separating a set into two equal groups	CM 11-1 Learns Measurement and Quantities
7	sharing objects equally among more than two groups	CM 11-1 Learns Measurement and Quantities
4.21 Using Number Symbols and Operations		
1	using counters to represent objects	CM 10-1 Begins Counting
2	identifying and using the + and – symbols	CM 10-3 Learns Addition, Subtraction and Division
4.22 Using Spatial Relations, Directions, Maps		
1	using spatial terms in context (i.e., forward, backward, inside, next, behind, in front, etc.)	CM 12-2 Develops Spatial Awareness
2	following and identifying directions	CM 12-2 Develops Spatial Awareness
3	using simple maps to find a location	SS 16-3 Explores Geography
4	making a map	SS 16-3 Explores Geography
Physical		
5.1 Increasing Levels of Activity, Endurance, and Variation in Types of Activity and Skills		Vine Progress Indicator
1	freely exploring large outdoor equipment	PMP 17-5 Develops Large Motor Coordination Skills
2	running, climbing, jumping, hopping, balancing, etc.	PMP 17-2 Develops Lower Body Strength
3	using open-ended materials to move about, build and construct	PMP 18-2 Develops Fine Hand-Eye Coordination
4	practicing bouncing, catching, kicking balls	PMP 17-5 Develops Large Motor Coordination Skills
5	gaining the ability to control their movements	PMP 17-1 Develops Perception & Balance
6	increasing the distance they are able to walk	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
7	increasing skill in group games	PMP 17-5 Develops Large Motor Coordination Skills

5.2 Gross Motor Skills		
1	increasing in coordination, speed, and endurance	PMP 17-5 Develops Large Motor Coordination Skills
<i>Walking</i>		
1	beginning to walk with opposite leg-arm swing	PMP 17-5 Develops Large Motor Coordination Skills
2	walking up stairs alternating feet	PMP 17-5 Develops Large Motor Coordination Skills
3	walking down stairs alternating feet	PMP 17-5 Develops Large Motor Coordination Skills
<i>Jumping</i>		
1	jumping increases in co-ordination	PMP 17-2 Develops Lower Body Strength
<i>Hopping</i>		
1	hopping on one foot increases	PMP 17-1 Develops Perception & Balance
<i>Galloping</i>		
1	galloping and one-foot skipping emerge	PMP 17-5 Develops Large Motor Coordination Skills
<i>Throwing</i>		
1	throwing with rigid movements	PMP 17-4 Develops Gross Hand-Eye Coordination
2	throwing with increased co-ordination	PMP 17-4 Develops Gross Hand-Eye Coordination
<i>Riding</i>		
1	pedaling and steering riding toys	PMP 17-5 Develops Large Motor Coordination Skills
2	riding a tricycle smoothly	PMP 17-5 Develops Large Motor Coordination Skills
<i>Movement and Expression</i>		
1	increasing control over own movements skills	PMP 17-1 Develops Perception & Balance
2	becoming expressive using movement	CCA 21-3 Explores Movement and Dance
3	expressing moods in movement	CCA 21-3 Explores Movement and Dance
4	moving to music	CCA 21-3 Explores Movement and Dance
5	matching movements to the rhyme and mood of the music	CCA 21-3 Explores Movement and Dance
6	making patterns while moving to music	CCA 21-3 Explores Movement and Dance
7	working together in shared dance and movement activities	CCA 21-3 Explores Movement and Dance
5.3 Fine Motor Skills		
<i>Dressing</i>		
1	mastering simple items of clothing	PMP 19-2 Develops Self-Care Skills
2	dressing without assistance	PMP 19-2 Develops Self-Care Skills
<i>Eating</i>		
1	eating using forks and knives	PMP 19-1 Develops Meal Time Independence
<i>Tool Use</i>		

1	stringing large beads	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
2	cutting paper with scissors	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
3	cutting a straight line	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
<i>Drawing</i>		
1	copying straight lines	LKS 9-1 Develops Emergent Writing
2	copying triangles and crosses	LKS 9-1 Develops Emergent Writing
5.4 Auditory Skills and Music		
1	identifying the sources of musical sounds	CCA 21-2 Explores Music
2	showing enjoyment when listening to music	CCA 21-2 Explores Music
3	making choices and demonstrating preferences in music	CCA 21-2 Explores Music
4	using musical instruments to move from exploration to producing patterns to reproducing patterns	CCA 21-2 Explores Music

School-age Children (5-8 years)		
Social		
1.1 Friendship		Vine Indicators
1	participating in peer groups	SED 6-2 Bonds with Peers
2	having a best friend	SED 6-2 Bonds with Peers
3	basing friendships on mutual trust	SED 6-2 Bonds with Peers
4	participating in complex socio-dramatic play	CCA 21-4 Participates in Dramatic Play
5	often playing with children of the same sex with gender-specific toys	SED 6-2 Bonds with Peers
6	playing group games	SED 6-2 Bonds with Peers
7	interacting with more pro-social skills	SED 6-2 Bonds with Peers
8	declining aggression	SED 3-2 Manages Feelings & Demonstrates Self-Control
9	emerging social hierarchies	SED 6-2 Bonds with Peers
10	interest in pleasing adults	SED 5-1 Bonds with Adults
1.2 Conflict Resolution and Social Problem-Solving Skills		
1	identifying solutions to conflict	ATL 1-6 Thinks with Creativity & Flexibility
2	making logical connections between actions and consequences	ATL 2-2 Shows Responsibility

3	constructing a sense of right and wrong	ATL 2-2 Shows Responsibility
4	problem solving in the face of difficulty	ATL 1-3 Is Persistent
5	following rules	ATL 2-2 Shows Responsibility
1.3 Co-operation		
1	co-operating and sharing frequently	SED 6-3 Cooperates with Peers
1.4 Helping Skills		
1	increasing helping behaviors	ATL 2-2 Shows Responsibility
1.5 Empathy		
1	demonstrating empathy for the rights of others	SED 6-1 Builds Empathy
2	showing concern for the future welfare of others	SED 6-1 Builds Empathy
3	constructing a sense of right and wrong	SED 6-1 Builds Empathy
1.6 Taking Another's Point of View		
1	understanding the point of view of others and using this to regulate their own behavior	SED 6-1 Builds Empathy
2	understanding that others think, believe or feel differently from self	SED 6-1 Builds Empathy
3	viewing self from another person's point of view	SED 6-1 Builds Empathy
4	viewing a relationship from the perspective of a third party	SED 6-1 Builds Empathy
Emotional		
2.1 Self-Concept		
1	talking about personal characteristics	SED 4-1 Develops Awareness of Self
2	taking responsibility for dressing, eating and hygiene routines	PMP 19-2 Develops Self-Care Skills
3	using personality traits and social comparison to define oneself	SED 4-1 Develops Awareness of Self
4	being increasingly responsible and independent	ATL 2-2 Shows Responsibility
2.2 Identity Formation		
1	becoming aware of stereotypes	SED 6-1 Builds Empathy
2	increasing flexible expectations of the behavior of others	SED 6-1 Builds Empathy
2.3 Self-Esteem		
1	showing pride in work and achievements	SED 4-2 Becomes Confident
2.4 Recognizing and Expressing Emotions		

1	increasing understanding of sources of pride and gratitude; jealousy and anxiety	SED 3-1 Expresses Emotion
2	beginning to integrate mixed emotions	SED 3-1 Expresses Emotion
2.5 Regulating Emotions and Behavior		
1	using private speech (self-talk) to regulate emotions	SED 3-2 Manages Feelings & Demonstrates Self-Control
2	using empathy and perspective taking to regulate emotions and behavior	SED 3-2 Manages Feelings & Demonstrates Self-Control
3	using a variety of strategies to regulate emotions such as anxiety	SED 3-2 Manages Feelings & Demonstrates Self-Control
2.6 Positive Attitudes towards Learning, such as Persistence, Engagement, Curiosity and a Sense of Mastery		
1	increasing pride in work and interest in learning new things	SED 4-2 Becomes Confident
2	solving problems in the face of difficulty	ATL 1-3 Is Persistent
3	expanding curiosity and interest in learning about the world	ATL 1-4 Is Curious
Communication, language and literacy		
3.1 Verbal and Non-Verbal Communication		
1	using fluent, grammatically correct speech	LC 7-5 Expands Grammar and Pronunciation
2	telling jokes	LC 7-2 Develops Expressive Communication
3	memorizing songs	ATL 1-2 Develops Memory
4	using correct verb tense, word order and sentence structure	LC 7-5 Expands Grammar and Pronunciation
3.2 Vocabulary		
1	learning more words daily	LC 7-4 Expands Vocabulary
2	using synonyms	LC 7-4 Expands Vocabulary
3	using local slang	LC 7-4 Expands Vocabulary
3.3 Conversing with Peers and Adults		
1	adapting messages to the needs of the listeners	LC 7-5 Expands Grammar and Pronunciation
2	increasing the length of recalled stories	ATL 1-2 Develops Memory
3.4 Phonological Awareness and Phonics		
1	identifying initial, middle and final sounds in words	LC 7-3 Phonemic Awareness
2	recognizing common patterns and words	LC 7-3 Phonemic Awareness

3.5 Knowledge of Print		
1	decoding and word identification to make meaning	LKS 8-1 Develops Early Literacy
2	beginning to understand punctuation	LKS 8-3 Develops Emergent Reading
3	constructing a sense of right and wrong	LKS 8-1 Develops Early Literacy
3.6 Reading		
1	enjoying being read to	LKS 8-1 Develops Early Literacy
2	making letter-sound correspondences	LKS 8-2 Develops Alphabetic Knowledge
3	sounding out multi-syllable words	LC 7-3 Phonemic Awareness
4	reading simple stories	LKS 8-3 Develops Emergent Reading
5	retelling stories that have been read	ATL 1-2 Develops Memory
6	using a variety of strategies to read	LKS 8-3 Develops Emergent Reading
7	recognizing global words that are understood by most readers (e.g., the, home, pizza)	LKS 8-3 Develops Emergent Reading
8	reading for pleasure	LKS 8-3 Develops Emergent Reading
9	reading for different purposes	LKS 8-3 Develops Emergent Reading
10	reading to find information	LKS 8-3 Develops Emergent Reading
11	reading with fluency and meaning	LKS 8-3 Develops Emergent Reading
12	thinking critically about the content of reading	LKS 8-3 Develops Emergent Reading
3.7 Writing		
1	writing with increasing complexity	LKS 9-1 Develops Emergent Writing
2	writing about a personally meaningful topic	LKS 9-1 Develops Emergent Writing
3	writing messages to others	LKS 9-1 Develops Emergent Writing
4	taking dictation	LKS 9-1 Develops Emergent Writing
5	using spelling that grows from invented to conventional	LKS 9-1 Develops Emergent Writing
6	writing in various forms (stories, poems)	LKS 9-1 Develops Emergent Writing
7	writing narratives	LKS 9-1 Develops Emergent Writing
8	writing adapted to suit audience or purpose	LKS 9-1 Develops Emergent Writing
Cognition		
4.1 Self-regulation		
1	regulating attention becomes more selective, planned and adaptable	SED 3-2 Manages Feelings & Demonstrates Self-Control

4.2 Problem Solving		
1	planning to achieve goals	ATL 1-3 Is Persistent
2	developing strategies internally	ATL 1-3 Is Persistent
3	solving problems of more complexity	ATL 1-3 Is Persistent
4.3 Representation		
1	engaging in complex socio-dramatic play	CCA 21-4 Participates in Dramatic Play
2	drawings are figurative (i.e., realistic representations)	CCA 21-1 Explores Art Media
3	creating complex 2D and 3D drawings and constructions	CCA 21-1 Explores Art Media
4	drawing becomes more detailed and organized	CCA 21-1 Explores Art Media
5	writing	LKS 9-1 Develops Emergent Writing
4.4 Memory		
1	using memory strategies of rehearsal and organization	ATL 1-2 Develops Memory
2	using several memory strategies in one situation	ATL 1-2 Develops Memory
4.5 Inquiry		
1	observing and forming a question	CS 14-4 Draws Conclusions and Sorts Results
2	collecting information	CS 14-4 Draws Conclusions and Sorts Results
3	interpreting information	CS 14-4 Draws Conclusions and Sorts Results
4	discovering relationships	CS 14-4 Draws Conclusions and Sorts Results
5	comparing results with peers and in books	CS 14-4 Draws Conclusions and Sorts Results
6	writing reports, discussing results	CS 14-4 Draws Conclusions and Sorts Results
7	evaluating and re-adjusting	CS 14-4 Draws Conclusions and Sorts Results
4.6 Classifying		
1	creating hierarchies	CS 14-3 Makes Plans
2	creating sub-categories and -classes	CS 14-3 Makes Plans
3	understanding relationships between categories in the hierarchy	CS 14-3 Makes Plans
4.7 Measuring Length, Weight, Capacity, Temperature, Time and Money		
1	using conventional units of measurement (metres, litres, hours, etc.)	CM 11-1 Learns Measurement and Quantities
4.8 Completing Number Operations		

1	adding and subtracting double-digit numbers	CM 10-3 Learns Addition, Subtraction and Division
2	starting to multiply and divide	CM 10-3 Learns Addition, Subtraction and Division
<i>Patterning</i>		
1	extending patterns	CM 11-2 Understands Patterns
2	representing and describing patterns	CM 11-2 Understands Patterns
3	growing and shrinking patterns	CM 11-2 Understands Patterns
4.9 Spatial Relations, Directions, Map		
1	understanding left and right	CM 12-2 Develops Spatial Awareness
2	giving clear, well-organized directions	CM 12-2 Develops Spatial Awareness
3	representing depth in drawing	CCA 21-1 Explores Art Media
4	using maps	SS 16-3 Explores Geography
5	creating maps	SS 16-3 Explores Geography
4.10 Temporal Relations		
1	understanding of continuum of time	SS 16-2 Understands Time
2	using conventional units of time (hours, minutes)	SS 16-2 Understands Time
4.11 Games with Rules		
1	conforming to the rules of the game	ATL 1-6 Thinks with Creativity & Flexibility
2	using strategies to improve performance during the game	ATL 1-6 Thinks with Creativity & Flexibility
Physical		
5.1 Gross Motor Skills		
<i>Running</i>		
1	increasing control, speed and coordination	PMP 17-2 Develops Lower Body Strength
<i>Jumping</i>		
1	jumping vertically increases in height	PMP 17-2 Develops Lower Body Strength
2	standing broad jump increases in length	PMP 17-2 Develops Lower Body Strength
<i>Throwing</i>		
1	throwing speed, distance and accuracy improve	PMP 17-4 Develops Gross Hand-Eye Coordination
<i>Catching</i>		
1	catching small balls over greater distances	PMP 17-4 Develops Gross Hand-Eye Coordination
<i>Kicking</i>		
1	kicking speed and accuracy improve	PMP 17-5 Develops Large Motor Coordination Skills

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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