

# 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**



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

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

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| 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     |
| <b>3.2 Receptive Language Skills</b>  |   |  |
| 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  |
| <b>3.3 Expressive Language Skills</b> |   |  |
| <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 |
| <b>Cognitive</b>                      |   |  |
| <b>4.1 Attention Regulation</b>       |   | Vine Progress Indicator                  |
| 1                                     | shifting attention with increasing ability  | ATL 1-1 Is Attentive                     |

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

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

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

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

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



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

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

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| 3                                       | responding to longer sentences and commands                                | LC 7-1 Develops Receptive Communication  |
| <b>3.2 Expressive Language</b>          |  |  |
| <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     |
| <b>Cognition</b>                        |  |  |
| <b>4.1 Self-regulation</b>              |  | <b>Vine Progress Indicator</b>           |
| <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                     |
| <b>4.2 Problem Solving</b>              |  |  |
| 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                  |
| <b>4.3 Cause-and-Effect Exploration</b> |  |  |
| 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                 |

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| <b>4.4 Spatial Exploration</b>  |   |   |
| 1   | exploring containment by putting objects in containers and by dumping them              | <b>CM 12-2 Develops Spatial Awareness</b>         |
| 2   | putting things together and taking them apart   | <b>CM 12-2 Develops Spatial Awareness</b>         |
| <b>4.5 Spatial Problem Solving</b>                                      |   |   |
| 1   | pushing obstacles out of the way  | <b>CS 13-1 Explores Objects</b>                   |
| 2   | using tools to overcome barriers  | <b>CS 14-1 Solves Problems</b>                    |
| <b>4.6 Temporal</b>   |   |   |
| 1   | using terms related to time: “tomorrow” and “yesterday”                                 | <b>LC 7-5 Expands Grammar and Pronunciation</b>   |
| 2   | understanding of “now” versus “later” emerges   | <b>LC 7-5 Expands Grammar and Pronunciation</b>   |
| <b>4.7 Symbolic Thought, Representation and Root Skills of Literacy</b> |   |   |
| <i>Pretend Play</i>   |   |   |
| 1   | using objects to stand for other things   | <b>CCA 21-4 Participates in Dramatic Play</b>     |
| 2   | acting out simple themes in pretend play: cooking, caring for babies                    | <b>CCA 21-4 Participates in Dramatic Play</b>     |
| <i>Representation</i>   |   |   |
| 1   | identifying objects in photos   | <b>LKS 8-1 Develops Early Literacy</b>            |
| 2   | pointing to objects in books on request   | <b>LKS 8-1 Develops Early Literacy</b>            |
| 3   | identifying objects in books  | <b>LKS 8-1 Develops Early Literacy</b>            |
| <b>4.8 Memory</b>   |   |   |
| 1   | increasing memory capacity  | <b>ATL 1-2 Develops Memory</b>                    |
| 2   | following routines  | <b>ATL 2-1 Understands Routines</b>               |
| 3   | establishing rituals  | <b>ATL 2-1 Understands Routines</b>               |
| <b>4.9 Sorting</b>  |   |   |
| 1   | sorting and labeling objects by characteristics, such as hard and soft or big and small | <b>CS 13-2 Classifies or Sorts Objects</b>        |
| 2   | matching items by function (e.g., spoon with bowl)                                      | <b>CS 13-2 Classifies or Sorts Objects</b>        |
| <b>Physical</b>   |   |   |
| <b>5.1 Gross Motor</b>  |   | <b>Vine Progress Indicator</b>                    |
| <i>Balance</i>  |   |   |
| 1   | standing on one foot  | <b>PMP 17-1 Develops Perception &amp; Balance</b> |
| 2   | taking a few steps on raised surface  | <b>PMP 17-1 Develops Perception &amp; Balance</b> |
| <i>Jumping</i>  |   |   |
| 1   | jumping up and down on the spot   | <b>PMP 17-1 Develops Perception &amp; Balance</b> |
| 2   | jumping down from short heights   | <b>PMP 17-1 Develops Perception &amp; Balance</b> |
| <i>Walking and Running</i>  |   |   |

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

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| <b>Preschool Kindergarten (2.5 to 6 years)</b> |                                 |                                      |
| <b>Social</b>                                  |                                 |                                      |
| <b>1.1 Making Friends</b>                      |                                 | <b>Vine Progress Indicator</b>       |
| 1  | seeking out others to play with | <b>SED 6-3 Cooperates with Peers</b> |

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

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

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



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

| <b>3.1 Using Verbal and Non-Verbal Communication</b>   |   | <b>Vine Progress Indicator</b>                  |
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| 1  | using gestures and signs to communicate   | <b>LC 7-2 Develops Expressive Communication</b> |
| 2  | expressing their ideas and describing their experiences with increasingly complex sentences | <b>LC 7-2 Develops Expressive Communication</b> |
| 3  | using facial expression and tone matched to the content of their communication              | <b>LC 7-2 Develops Expressive Communication</b> |
| 4  | attending to and responding appropriately to the non-verbal communications of others        | <b>LC 7-6 Learns Conversation Structure</b>     |
| 5  | increasingly engaging in more complex interactions  | <b>LC 7-6 Learns Conversation Structure</b>     |
| 6  | sharing songs and stories in home language  | <b>LC 7-3 Develops Phonemic Awareness</b>       |
| <b>3.2 Using English and the Child's Home Language</b> |   |   |
| 1  | entering into play using both their home language and French or English                     | <b>LC 7-2 Develops Expressive Communication</b> |
| 2  | greeting others in their home language and French or English                                | <b>LC 7-2 Develops Expressive Communication</b> |
| 3  | teaching each other names of objects, actions and events in their home language             | <b>LC 7-2 Develops Expressive Communication</b> |
| 4  | talking about important people in their lives   | <b>LC 7-2 Develops Expressive Communication</b> |
| <b>3.3 Vocabulary</b>                                  |   |   |
| 1  | using new words in play   | <b>LC 7-4 Expands Vocabulary</b>                |
| 2  | asking questions to extend their understanding of words                                     | <b>LC 7-4 Expands Vocabulary</b>                |
| 3  | linking new experiences with words they know  | <b>LC 7-4 Expands Vocabulary</b>                |
| 4  | defining words by function (i.e., a ball is something you bounce)                           | <b>LC 7-4 Expands Vocabulary</b>                |
| <b>3.4 Conversing with Peers and Adults</b>            |   |   |
| 1  | using increasingly more complex sentences   | <b>LC 7-6 Learns Conversation Structure</b>     |
| 2  | engaging in increasingly longer interactions  | <b>LC 7-6 Learns Conversation Structure</b>     |
| 3  | speaking in front of groups   | <b>LC 7-5 Expands Grammar and Pronunciation</b> |
| 4  | understanding many culturally accepted ways of adjusting                                    | <b>LC 7-5 Expands Grammar and Pronunciation</b> |

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|  | language to fit the age, sex and social status of speakers and listeners                  |   |
| <b>3.5 Using Descriptive Language to Explain, Explore and Extend</b> |   |   |
| 1  | using sentences to describe objects and events  | <b>LC 7-4 Expands Vocabulary</b>                |
| 2  | expanding descriptive language to sentences of five to seven words                        | <b>LC 7-4 Expands Vocabulary</b>                |
| 3  | using new vocabulary and grammatical constructions in their descriptive language          | <b>LC 7-5 Expands Grammar and Pronunciation</b> |
| 4  | spontaneously using the language of mathematics, inquiry and reasoning as they play       | <b>LC 7-4 Expands Vocabulary</b>                |
| <b>3.6 Listening to Others</b>                                       |   |   |
| 1  | listening to each other with attention without distraction or interruption                | <b>LC 7-6 Learns Conversation Structure</b>     |
| 2  | engaging in give and take when interacting with others (communicative turn-taking)        | <b>LC 7-6 Learns Conversation Structure</b>     |
| 3  | understanding and following oral directions   | <b>LC 7-1 Develops Receptive Communication</b>  |
| <b>3.7 Enjoying Literacy</b>   |   |   |
| 1  | choosing to spend time with books   | <b>LKS 8-1 Develops Early Literacy</b>          |
| 2  | discussing and making connections between books and stories in their play                 | <b>LKS 8-1 Develops Early Literacy</b>          |
| 3  | requesting specific stories, poems, songs   | <b>LKS 8-1 Develops Early Literacy</b>          |
| 4  | showing pleasure and enjoyment during activities with language, music and print materials | <b>LKS 8-1 Develops Early Literacy</b>          |
| <b>3.8 Using and Understanding the Power of Literacy</b>             |   |   |
| 1  | beginning to express self in print  | <b>LKS 8-3 Develops Emergent Reading</b>        |
| 2  | connecting information and events in text to life and life to text                        | <b>LKS 8-1 Develops Early Literacy</b>          |
| 3  | dictating stories   | <b>LKS 8-3 Develops Emergent Reading</b>        |
| 4  | creating stories orally and using a variety of media                                      | <b>LKS 8-3 Develops Emergent Reading</b>        |
| 5  | referring to print in the physical environment for meaning, rules and directions          | <b>LKS 8-3 Develops Emergent Reading</b>        |

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| 6  | understanding the functions of literature  | LKS 8-1 Develops Early Literacy       |
| <b>3.9 Retelling Stories</b>   |  |                                       |
| 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     |
| <b>3.10 Phonological Awareness</b>   |  |                                       |
| 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    |
| <b>3.11 Letter Recognition</b>   |  |                                       |
| 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 |
| <b>3.12 Understanding of Orientation and Familiar Conventions of Print</b> |  |                                       |
| 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       |

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| 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                    |
| <b>3.13 Matching Spoken Words with Written Ones</b>                                  |   |  |
| 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                    |
| <b>3.14 Beginning to Write Letters of the Alphabet and Some High-Frequency Words</b> |   |  |
| 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                    |
| <b>Cognition</b>   |   |  |
| <b>4.1 Self-regulation</b>   |   | <b>Vine Progress Indicator</b>                       |
| 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 |
| <b>4.2 Problem Solving</b>   |   |  |
| 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          |

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| 8                         | creating rules based on similarities of two situations, for transferring knowledge           | <b>CS 14-1 Solves Problems</b>                  |
| 9                         | generalizing solutions of problems from one situation to another                             | <b>CS 14-1 Solves Problems</b>                  |
| <b>4.3 Representation</b> |  |   |
| 1                         | pretending to be someone else  | <b>CCA 21-4 Participates in Dramatic Play</b>   |
| 2                         | dramatic playing with a plot and imaginative features  | <b>CCA 21-4 Participates in Dramatic Play</b>   |
| 3                         | drawing and constructing 2D and 3D models  | <b>CCA 21-1 Explores Art Media</b>              |
| 4                         | beginning to use art media and tools to express their ideas, feelings and experiences        | <b>CCA 21-1 Explores Art Media</b>              |
| 5                         | using a variety of materials to build with and express their ideas                           | <b>CCA 21-1 Explores Art Media</b>              |
| 6                         | generating alternative ideas   | <b>CCA 21-1 Explores Art Media</b>              |
| 7                         | recognizing their own work and the work of others  | <b>CCA 21-1 Explores Art Media</b>              |
| 8                         | beginning to use art media and tools to express ideas, feelings and experiences              | <b>CCA 21-1 Explores Art Media</b>              |
| 9                         | talking about the story or meaning of artwork  | <b>CCA 21-1 Explores Art Media</b>              |
| 10                        | connecting artwork to their past experiences or to emotions, feelings and thoughts           | <b>CCA 21-1 Explores Art Media</b>              |
| 11                        | taking a role in socio-dramatic play; co-operating and negotiating roles with others         | <b>CCA 21-4 Participates in Dramatic Play</b>   |
| 12                        | sustaining and extending their socio-dramatic play with language, additional ideas and props | <b>CCA 21-4 Participates in Dramatic Play</b>   |
| <b>4.4 Questioning</b>    |  |   |
| 1                         | telling others of problems   | <b>LC 7-2 Develops Expressive Communication</b> |
| 2                         | asking "why" to determine causes   | <b>LC 7-6 Learns Conversation Structure</b>     |
| 3                         | asking questions that can be answered through observation                                    | <b>CS 14-2 Makes Predictions</b>                |
| 4                         | asking questions to solve problems   | <b>CS 14-1 Solves Problems</b>                  |
| 5                         | asking questions to clarify their understanding  | <b>CS 13-1 Explores Objects</b>                 |
| <b>4.5 Observing</b>      |  |   |
| 1                         | visually attending to things in their environment  | <b>CS 13-1 Explores Objects</b>                 |

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| 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                     |
| <b>4.6 Collecting and Organizing Information</b> |  |  |
| 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          |
| <b>4.7 Reflecting and Reaching Conclusions</b>   |  |  |
| 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  |
| <b>4.8 Communicating Findings</b>                |  |  |
| 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  |
| <b>4.9 Reasoning Logically</b>                   |  |  |
| <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 |

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| 5  | generalizing knowledge across situations  | <b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> |
| <i>Sequential Change</i>                           |   |   |
| 1  | making logical connections  | <b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> |
| 2  | identifying what precedes change  | <b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> |
| <i>Exploring Transformations and Hypothesizing</i> |   |   |
| 1  | mixing and transforming materials   | <b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> |
| 2  | predicting the outcomes of transformations  | <b>CS 14-2 Makes Predictions</b>                        |
| <b>4.10 Classifying</b>                            |   |   |
| 1  | sorting objects, pictures and things into groups  | <b>CS 13-2 Classifies or Sorts Objects</b>              |
| 2  | comparing, matching and sorting according to common properties                          | <b>CS 13-2 Classifies or Sorts Objects</b>              |
| 3  | comparing objects   | <b>CS 13-2 Classifies or Sorts Objects</b>              |
| 4  | moving from random classification to classifying by one and then two or more properties | <b>CS 13-2 Classifies or Sorts Objects</b>              |
| <b>4.11 Seriating</b>                              |   |   |
| 1  | describing relationships such as smaller than, bigger than, different than              | <b>CS 13-2 Classifies or Sorts Objects</b>              |
| 2  | placing objects, pictures and things in order along a continuum                         | <b>CS 13-2 Classifies or Sorts Objects</b>              |
| <b>4.12 Counting</b>                               |   |   |
| 1  | counting in meaningful ways in play and daily living                                    | <b>CM 10-1 Begins Counting</b>                          |
| <b>4.13 Determining Quantity</b>                   |   |   |
| 1  | counting to determine quantity  | <b>CM 10-2 Builds and Observes Sets</b>                 |
| 2  | matching numbers to sets of objects   | <b>CM 10-2 Builds and Observes Sets</b>                 |
| <b>4.14 Comparing Quantities</b>                   |   |   |
| 1  | making more-or-less comparisons when using materials                                    | <b>CM 10-2 Builds and Observes Sets</b>                 |
| 2  | moving objects to align them when comparing quantities                                  | <b>CM 10-2 Builds and Observes Sets</b>                 |
| 3  | counting to compare quantities  | <b>CM 10-2 Builds and Observes Sets</b>                 |
| 4  | counting using one-to-one correspondence  | <b>CM 10-1 Begins Counting</b>                          |
| 5  | using a graph to compare numbers  | <b>CM 10-2 Builds and Observes Sets</b>                 |
| <b>4.15 Representing Numbers</b>                   |   |   |
| 1  | representing numbers in different ways (tallies, numbers, graphs)                       | <b>CM 10-4 Reads and Writes Numbers</b>                 |



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| 2  | recognizing numbers in print, children write numbers  | <b>CM 10-4 Reads and Writes Numbers</b>          |
| 3  | reading numbers written in words  | <b>CM 10-4 Reads and Writes Numbers</b>          |
| <b>4.16 Describing and Determining Ordinal Number and Position</b>             |   |  |
| 1  | pointing to and describing relative position: before, after, between, front, back, next, last, first to sixth | <b>CM 10-1 Begins Counting</b>                   |
| 2  | identifying position of events in a sequence  | <b>CM 10-1 Begins Counting</b>                   |
| <b>4.17 Understanding Two-Dimensional and Three-Dimensional Shapes</b>         |   |  |
| 1  | recognizing and naming shapes   | <b>CM 12-1 Learns Shapes &amp; Sizes</b>         |
| 2  | counting sides and corners  | <b>CM 12-1 Learns Shapes &amp; Sizes</b>         |
| 3  | identifying common attributes of shapes   | <b>CM 12-1 Learns Shapes &amp; Sizes</b>         |
| 4  | matching shapes and names   | <b>CM 12-1 Learns Shapes &amp; Sizes</b>         |
| 5  | recognizing and naming cubes, rectangular prisms, cylinders, spheres  | <b>CM 12-1 Learns Shapes &amp; Sizes</b>         |
| <b>4.18 Identifying Patterns</b>   |   |  |
| 1  | recognizing patterns in their environment   | <b>CM 11-2 Understands Patterns</b>              |
| 2  | creating patterns with blocks and art materials   | <b>CM 11-2 Understands Patterns</b>              |
| 3  | describing patterns such as plaid, checked, striped   | <b>CM 11-2 Understands Patterns</b>              |
| 4  | representing patterns with movements and with symbols   | <b>CM 11-2 Understands Patterns</b>              |
| 5  | identifying, creating, copying and extending a variety of patterns (e.g., sound, color, shape, number, etc.)  | <b>CM 11-2 Understands Patterns</b>              |
| 6  | identifying, creating, copying and extending patterns   | <b>CM 11-2 Understands Patterns</b>              |
| <b>4.19 Measuring Length, Weight and Capacity, Temperature, Time and Money</b> |   |  |
| 1  | measuring to determine relationships such as comparisons of length, weight and capacity                       | <b>CM 11-1 Learns Measurement and Quantities</b> |
| 2  | using vocabulary of measurement such as heavier or lighter and taller or shorter                              | <b>CM 11-1 Learns Measurement and Quantities</b> |
| 3  | using non-standard measuring tools, such as their feet, hands, a  | <b>CM 11-1 Learns Measurement and Quantities</b> |

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|  | piece of string when they play, build or create  |  |
| 4  | beginning to use the vocabulary of standard units of measure   | <b>CM 11-1 Learns Measurement and Quantities</b>         |
| 5  | recognizing relationships between attributes (i.e., weight and size; size and capacity)                | <b>CM 11-1 Learns Measurement and Quantities</b>         |
| <b>4.20 Completing Simple Number Operations</b><br>(comparing sets; simple addition and subtraction) |  |  |
| 1  | establishing one-to-one correspondence   | <b>CM 10-1 Begins Counting</b>                           |
| 2  | identifying more than, less than, or same as, when working with concrete objects or events             | <b>CM 10-2 Builds and Observes Sets</b>                  |
| 3  | adding and subtracting one from a set  | <b>CM 10-3 Learns Addition, Subtraction and Division</b> |
| 4  | performing simple operations of adding to and taking away when working with concrete objects or events | <b>CM 10-3 Learns Addition, Subtraction and Division</b> |
| 5  | using bar graphs to compare amounts  | <b>CM 11-1 Learns Measurement and Quantities</b>         |
| 6  | separating a set into two equal groups   | <b>CM 11-1 Learns Measurement and Quantities</b>         |
| 7  | sharing objects equally among more than two groups   | <b>CM 11-1 Learns Measurement and Quantities</b>         |
| <b>4.21 Using Number Symbols and Operations</b>  |  |  |
| 1  | using counters to represent objects  | <b>CM 10-1 Begins Counting</b>                           |
| 2  | identifying and using the + and – symbols  | <b>CM 10-3 Learns Addition, Subtraction and Division</b> |
| <b>4.22 Using Spatial Relations, Directions, Maps</b>  |  |  |
| 1  | using spatial terms in context (i.e., forward, backward, inside, next, behind, in front, etc.)         | <b>CM 12-2 Develops Spatial Awareness</b>                |
| 2  | following and identifying directions   | <b>CM 12-2 Develops Spatial Awareness</b>                |
| 3  | using simple maps to find a location   | <b>SS 16-3 Explores Geography</b>                        |
| 4  | making a map   | <b>SS 16-3 Explores Geography</b>                        |
| <b>Physical</b>  |  |  |
| <b>5.1 Increasing Levels of Activity, Endurance, and Variation in Types of Activity and Skills</b>   |  | <b>Vine Progress Indicator</b>                           |
| 1  | freely exploring large outdoor equipment   | <b>PMP 17-5 Develops Large Motor Coordination Skills</b> |
| 2  | running, climbing, jumping, hopping, balancing, etc.   | <b>PMP 17-2 Develops Lower Body Strength</b>             |

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| 3                              | using open-ended materials to move about, build and construct | <b>PMP 18-2 Develops Fine Hand-Eye Coordination</b>                        |
| 4                              | practicing bouncing, catching, kicking balls                  | <b>PMP 17-5 Develops Large Motor Coordination Skills</b>                   |
| 5                              | gaining the ability to control their movements                | <b>PMP 17-1 Develops Perception &amp; Balance</b>                          |
| 6                              | increasing the distance they are able to walk                 | <b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b> |
| 7                              | increasing skill in group games                               | <b>PMP 17-5 Develops Large Motor Coordination Skills</b>                   |
| <b>5.2 Gross Motor Skills</b>  |   |  |
| 1                              | increasing in coordination, speed, and endurance              | <b>PMP 17-5 Develops Large Motor Coordination Skills</b>                   |
| <i>Walking</i>                 |   |  |
| 1                              | beginning to walk with opposite leg-arm swing                 | <b>PMP 17-5 Develops Large Motor Coordination Skills</b>                   |
| 2                              | walking up stairs alternating feet                            | <b>PMP 17-5 Develops Large Motor Coordination Skills</b>                   |
| 3                              | walking down stairs alternating feet                          | <b>PMP 17-5 Develops Large Motor Coordination Skills</b>                   |
| <i>Jumping</i>                 |   |  |
| 1                              | jumping increases in co-ordination                            | <b>PMP 17-2 Develops Lower Body Strength</b>                               |
| <i>Hopping</i>                 |   |  |
| 1                              | hopping on one foot increases                                 | <b>PMP 17-1 Develops Perception &amp; Balance</b>                          |
| <i>Galloping</i>               |   |  |
| 1                              | galloping and one-foot skipping emerge                        | <b>PMP 17-5 Develops Large Motor Coordination Skills</b>                   |
| <i>Throwing</i>                |   |  |
| 1                              | throwing with rigid movements                                 | <b>PMP 17-4 Develops Gross Hand-Eye Coordination</b>                       |
| 2                              | throwing with increased co-ordination                         | <b>PMP 17-4 Develops Gross Hand-Eye Coordination</b>                       |
| <i>Riding</i>                  |   |  |
| 1                              | pedaling and steering riding toys                             | <b>PMP 17-5 Develops Large Motor Coordination Skills</b>                   |
| 2                              | riding a tricycle smoothly                                    | <b>PMP 17-5 Develops Large Motor Coordination Skills</b>                   |
| <i>Movement and Expression</i> |   |  |
| 1                              | increasing control over own movements skills                  | <b>PMP 17-1 Develops Perception &amp; Balance</b>                          |
| 2                              | becoming expressive using movement                            | <b>CCA 21-3 Explores Movement and Dance</b>                                |
| 3                              | expressing moods in movement                                  | <b>CCA 21-3 Explores Movement and Dance</b>                                |
| 4                              | moving to music   | <b>CCA 21-3 Explores Movement and Dance</b>                                |
| 5                              | matching movements to the rhyme and mood of the music         | <b>CCA 21-3 Explores Movement and Dance</b>                                |
| 6                              | making patterns while moving to music                         | <b>CCA 21-3 Explores Movement and Dance</b>                                |

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| 7                                    | working together in shared dance and movement activities   | <b>CCA 21-3 Explores Movement and Dance</b>                        |
| <b>5.3 Fine Motor Skills</b>         |  |  |
| <i>Dressing</i>                      |  |  |
| 1                                    | mastering simple items of clothing   | <b>PMP 19-2 Develops Self-Care Skills</b>                          |
| 2                                    | dressing without assistance  | <b>PMP 19-2 Develops Self-Care Skills</b>                          |
| <i>Eating</i>                        |  |  |
| 1                                    | eating using forks and knives  | <b>PMP 19-1 Develops Meal Time Independence</b>                    |
| <i>Tool Use</i>                      |  |  |
| 1                                    | stringing large beads  | <b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> |
| 2                                    | cutting paper with scissors  | <b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> |
| 3                                    | cutting a straight line  | <b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> |
| <i>Drawing</i>                       |  |  |
| 1                                    | copying straight lines   | <b>LKS 9-1 Develops Emergent Writing</b>                           |
| 2                                    | copying triangles and crosses  | <b>LKS 9-1 Develops Emergent Writing</b>                           |
| <b>5.4 Auditory Skills and Music</b> |  |  |
| 1                                    | identifying the sources of musical sounds  | <b>CCA 21-2 Explores Music</b>                                     |
| 2                                    | showing enjoyment when listening to music  | <b>CCA 21-2 Explores Music</b>                                     |
| 3                                    | making choices and demonstrating preferences in music  | <b>CCA 21-2 Explores Music</b>                                     |
| 4                                    | using musical instruments to move from exploration to producing patterns to reproducing patterns | <b>CCA 21-2 Explores Music</b>                                     |

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| <b>School-age Children (5-8 years)</b> |   |   |
| <b>Social</b>                          |   |   |
| <b>1.1 Friendship</b>                  |   | <b>Vine Indicators</b>                        |
| 1                                      | participating in peer groups  | <b>SED 6-2 Bonds with Peers</b>               |
| 2                                      | having a best friend  | <b>SED 6-2 Bonds with Peers</b>               |
| 3                                      | basing friendships on mutual trust                                    | <b>SED 6-2 Bonds with Peers</b>               |
| 4                                      | participating in complex socio-dramatic play                          | <b>CCA 21-4 Participates in Dramatic Play</b> |
| 5                                      | often playing with children of the same sex with gender-specific toys | <b>SED 6-2 Bonds with Peers</b>               |
| 6                                      | playing group games   | <b>SED 6-2 Bonds with Peers</b>               |
| 7                                      | interacting with more pro-social skills                               | <b>SED 6-2 Bonds with Peers</b>               |

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| 8  | declining aggression  | <b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> |
| 9  | emerging social hierarchies   | <b>SED 6-2 Bonds with Peers</b>                                 |
| 10   | interest in pleasing adults   | <b>SED 5-1 Bonds with Adults</b>                                |
| <b>1.2 Conflict Resolution and Social Problem-Solving Skills</b> |   |   |
| 1  | identifying solutions to conflict   | <b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>         |
| 2  | making logical connections between actions and consequences                             | <b>ATL 2-2 Shows Responsibility</b>                             |
| 3  | constructing a sense of right and wrong   | <b>ATL 2-2 Shows Responsibility</b>                             |
| 4  | problem solving in the face of difficulty   | <b>ATL 1-3 Is Persistent</b>                                    |
| 5  | following rules   | <b>ATL 2-2 Shows Responsibility</b>                             |
| <b>1.3 Co-operation</b>  |   |   |
| 1  | co-operating and sharing frequently   | <b>SED 6-3 Cooperates with Peers</b>                            |
| <b>1.4 Helping Skills</b>  |   |   |
| 1  | increasing helping behaviors  | <b>ATL 2-2 Shows Responsibility</b>                             |
| <b>1.5 Empathy</b>   |   |   |
| 1  | demonstrating empathy for the rights of others  | <b>SED 6-1 Builds Empathy</b>                                   |
| 2  | showing concern for the future welfare of others  | <b>SED 6-1 Builds Empathy</b>                                   |
| 3  | constructing a sense of right and wrong   | <b>SED 6-1 Builds Empathy</b>                                   |
| <b>1.6 Taking Another's Point of View</b>                        |   |   |
| 1  | understanding the point of view of others and using this to regulate their own behavior | <b>SED 6-1 Builds Empathy</b>                                   |
| 2  | understanding that others think, believe or feel differently from self                  | <b>SED 6-1 Builds Empathy</b>                                   |
| 3  | viewing self from another person's point of view  | <b>SED 6-1 Builds Empathy</b>                                   |
| 4  | viewing a relationship from the perspective of a third party                            | <b>SED 6-1 Builds Empathy</b>                                   |
| <b>Emotional</b>   |   |   |
| <b>2.1 Self-Concept</b>  |   |   |
| 1  | talking about personal characteristics  | <b>SED 4-1 Develops Awareness of Self</b>                       |
| 2  | taking responsibility for dressing, eating and hygiene routines                         | <b>PMP 19-2 Develops Self-Care Skills</b>                       |
| 3  | using personality traits and social comparison to define oneself                        | <b>SED 4-1 Develops Awareness of Self</b>                       |

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| 4   | being increasingly responsible and independent                                   | ATL 2-2 Shows Responsibility                         |
| <b>2.2 Identity Formation</b>   |  |  |
| 1   | becoming aware of stereotypes  | SED 6-1 Builds Empathy                               |
| 2   | increasing flexible expectations of the behavior of others                       | SED 6-1 Builds Empathy                               |
| <b>2.3 Self-Esteem</b>  |  |  |
| 1   | showing pride in work and achievements   | SED 4-2 Becomes Confident                            |
| <b>2.4 Recognizing and Expressing Emotions</b>  |  |  |
| 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                            |
| <b>2.5 Regulating Emotions and Behavior</b>   |  |  |
| 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 |
| <b>2.6 Positive Attitudes towards Learning, such as Persistence, Engagement, Curiosity and a Sense of Mastery</b> |  |  |
| 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                                   |
| <b>Communication, language and literacy</b>   |  |  |
| <b>3.1 Verbal and Non-Verbal Communication</b>  |  |  |
| 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             |
| <b>3.2 Vocabulary</b>   |  |  |
| 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                            |

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| <b>3.3 Conversing with Peers and Adults</b>   |   |   |
| 1   | adapting messages to the needs of the listeners                                       | <b>LC 7-5 Expands Grammar and Pronunciation</b> |
| 2   | increasing the length of recalled stories   | <b>ATL 1-2 Develops Memory</b>                  |
| <b>3.4 Phonological Awareness and Phonics</b> |   |   |
| 1   | identifying initial, middle and final sounds in words                                 | <b>LC 7-3 Phonemic Awareness</b>                |
| 2   | recognizing common patterns and words   | <b>LC 7-3 Phonemic Awareness</b>                |
| <b>3.5 Knowledge of Print</b>                 |   |   |
| 1   | decoding and word identification to make meaning                                      | <b>LKS 8-1 Develops Early Literacy</b>          |
| 2   | beginning to understand punctuation   | <b>LKS 8-3 Develops Emergent Reading</b>        |
| 3   | constructing a sense of right and wrong   | <b>LKS 8-1 Develops Early Literacy</b>          |
| <b>3.6 Reading</b>                            |   |   |
| 1   | enjoying being read to  | <b>LKS 8-1 Develops Early Literacy</b>          |
| 2   | making letter-sound correspondences   | <b>LKS 8-2 Develops Alphabetic Knowledge</b>    |
| 3   | sounding out multi-syllable words   | <b>LC 7-3 Phonemic Awareness</b>                |
| 4   | reading simple stories  | <b>LKS 8-3 Develops Emergent Reading</b>        |
| 5   | retelling stories that have been read   | <b>ATL 1-2 Develops Memory</b>                  |
| 6   | using a variety of strategies to read   | <b>LKS 8-3 Develops Emergent Reading</b>        |
| 7   | recognizing global words that are understood by most readers (e.g., the, home, pizza) | <b>LKS 8-3 Develops Emergent Reading</b>        |
| 8   | reading for pleasure  | <b>LKS 8-3 Develops Emergent Reading</b>        |
| 9   | reading for different purposes  | <b>LKS 8-3 Develops Emergent Reading</b>        |
| 10  | reading to find information   | <b>LKS 8-3 Develops Emergent Reading</b>        |
| 11  | reading with fluency and meaning  | <b>LKS 8-3 Develops Emergent Reading</b>        |
| 12  | thinking critically about the content of reading                                      | <b>LKS 8-3 Develops Emergent Reading</b>        |
| <b>3.7 Writing</b>                            |   |   |
| 1   | writing with increasing complexity  | <b>LKS 9-1 Develops Emergent Writing</b>        |
| 2   | writing about a personally meaningful topic   | <b>LKS 9-1 Develops Emergent Writing</b>        |
| 3   | writing messages to others  | <b>LKS 9-1 Develops Emergent Writing</b>        |
| 4   | taking dictation  | <b>LKS 9-1 Develops Emergent Writing</b>        |

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| 5                          | using spelling that grows from invented to conventional            | <b>LKS 9-1 Develops Emergent Writing</b>                        |
| 6                          | writing in various forms (stories, poems)                          | <b>LKS 9-1 Develops Emergent Writing</b>                        |
| 7                          | writing narratives   | <b>LKS 9-1 Develops Emergent Writing</b>                        |
| 8                          | writing adapted to suit audience or purpose                        | <b>LKS 9-1 Develops Emergent Writing</b>                        |
| <b>Cognition</b>           |  |   |
| <b>4.1 Self-regulation</b> |  |   |
| 1                          | regulating attention becomes more selective, planned and adaptable | <b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> |
| <b>4.2 Problem Solving</b> |  |   |
| 1                          | planning to achieve goals  | <b>ATL 1-3 Is Persistent</b>                                    |
| 2                          | developing strategies internally                                   | <b>ATL 1-3 Is Persistent</b>                                    |
| 3                          | solving problems of more complexity                                | <b>ATL 1-3 Is Persistent</b>                                    |
| <b>4.3 Representation</b>  |  |   |
| 1                          | engaging in complex socio-dramatic play                            | <b>CCA 21-4 Participates in Dramatic Play</b>                   |
| 2                          | drawings are figurative (i.e., realistic representations)          | <b>CCA 21-1 Explores Art Media</b>                              |
| 3                          | creating complex 2D and 3D drawings and constructions              | <b>CCA 21-1 Explores Art Media</b>                              |
| 4                          | drawing becomes more detailed and organized                        | <b>CCA 21-1 Explores Art Media</b>                              |
| 5                          | writing  | <b>LKS 9-1 Develops Emergent Writing</b>                        |
| <b>4.4 Memory</b>          |  |   |
| 1                          | using memory strategies of rehearsal and organization              | <b>ATL 1-2 Develops Memory</b>                                  |
| 2                          | using several memory strategies in one situation                   | <b>ATL 1-2 Develops Memory</b>                                  |
| <b>4.5 Inquiry</b>         |  |   |
| 1                          | observing and forming a question                                   | <b>CS 14-4 Draws Conclusions and Sorts Results</b>              |
| 2                          | collecting information   | <b>CS 14-4 Draws Conclusions and Sorts Results</b>              |
| 3                          | interpreting information   | <b>CS 14-4 Draws Conclusions and Sorts Results</b>              |
| 4                          | discovering relationships  | <b>CS 14-4 Draws Conclusions and Sorts Results</b>              |
| 5                          | comparing results with peers and in books                          | <b>CS 14-4 Draws Conclusions and Sorts Results</b>              |
| 6                          | writing reports, discussing results                                | <b>CS 14-4 Draws Conclusions and Sorts Results</b>              |
| 7                          | evaluating and re-adjusting  | <b>CS 14-4 Draws Conclusions and Sorts Results</b>              |
| <b>4.6 Classifying</b>     |  |   |
| 1                          | creating hierarchies   | <b>CS 14-3 Makes Plans</b>                                      |



|  |   |  |
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| 2  | creating sub-categories and -classes                                  | <b>CS 14-3 Makes Plans</b>                               |
| 3  | understanding relationships between categories in the hierarchy       | <b>CS 14-3 Makes Plans</b>                               |
| <b>4.7 Measuring Length, Weight, Capacity, Temperature, Time and Money</b> |   |  |
| 1  | using conventional units of measurement (metres, litres, hours, etc.) | <b>CM 11-1 Learns Measurement and Quantities</b>         |
| <b>4.8 Completing Number Operations</b>                                    |   |  |
| 1  | adding and subtracting double-digit numbers                           | <b>CM 10-3 Learns Addition, Subtraction and Division</b> |
| 2  | starting to multiply and divide                                       | <b>CM 10-3 Learns Addition, Subtraction and Division</b> |
| <i>Patterning</i>  |   |  |
| 1  | extending patterns  | <b>CM 11-2 Understands Patterns</b>                      |
| 2  | representing and describing patterns                                  | <b>CM 11-2 Understands Patterns</b>                      |
| 3  | growing and shrinking patterns  | <b>CM 11-2 Understands Patterns</b>                      |
| <b>4.9 Spatial Relations, Directions, Map</b>                              |   |  |
| 1  | understanding left and right  | <b>CM 12-2 Develops Spatial Awareness</b>                |
| 2  | giving clear, well-organized directions                               | <b>CM 12-2 Develops Spatial Awareness</b>                |
| 3  | representing depth in drawing   | <b>CCA 21-1 Explores Art Media</b>                       |
| 4  | using maps  | <b>SS 16-3 Explores Geography</b>                        |
| 5  | creating maps   | <b>SS 16-3 Explores Geography</b>                        |
| <b>4.10 Temporal Relations</b>   |   |  |
| 1  | understanding of continuum of time                                    | <b>SS 16-2 Understands Time</b>                          |
| 2  | using conventional units of time (hours, minutes)                     | <b>SS 16-2 Understands Time</b>                          |
| <b>4.11 Games with Rules</b>   |   |  |
| 1  | conforming to the rules of the game                                   | <b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>  |
| 2  | using strategies to improve performance during the game               | <b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>  |
| <b>Physical</b>  |   |  |
| <b>5.1 Gross Motor Skills</b>  |   |  |
| <i>Running</i>   |   |  |
| 1  | increasing control, speed and coordination                            | <b>PMP 17-2 Develops Lower Body Strength</b>             |
| <i>Jumping</i>   |   |  |
| 1  | jumping vertically increases in height                                | <b>PMP 17-2 Develops Lower Body Strength</b>             |

|                 |   |  |
|-----------------|---|--|
| <b>2</b>        | standing broad jump increases in length       | <b>PMP 17-2 Develops Lower Body Strength</b>             |
| <i>Throwing</i> |   |  |
| <b>1</b>        | throwing speed, distance and accuracy improve | <b>PMP 17-4 Develops Gross Hand-Eye Coordination</b>     |
| <i>Catching</i> |   |  |
| <b>1</b>        | catching small balls over greater distances   | <b>PMP 17-4 Develops Gross Hand-Eye Coordination</b>     |
| <i>Kicking</i>  |   |  |
| <b>1</b>        | kicking speed and accuracy improve            | <b>PMP 17-5 Develops Large Motor Coordination Skills</b> |

**DISCLAIMER:**

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