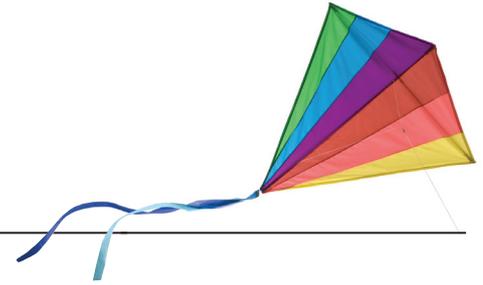




Alignment of



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Teaching Strategies GOLD®  
Objectives for Development & Learning:  
Birth *Through* Kindergarten

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WITH

**Alignment of the *Teaching Strategies GOLD*<sup>®</sup> Objectives for Development & Learning: Birth Through Kindergarten**  
**With**  
***Georgia Early Learning and Development Standards***

This document aligns the content in the *Georgia Early Learning and Development Standards* with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD*<sup>®</sup> assessment system.

**References**

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<b>Communication, Language, and Literacy</b>	
<b>0-12 Months</b>	
<b>Receptive Language</b>	
<b>CLL1: The child will listen to conversations for a variety of purposes and demonstrate comprehension.</b>	
CLL1.0a Reacts to environmental sounds and verbal communication.	8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others
CLL1.0b Responds to simple directions.	8. Listens to and understands increasingly complex language 8b. Follows directions 2. Responds to simple verbal requests accompanied by gestures or tone of voice
CLL1.0c Responds to simple words and phrases.	8. Listens to and understands increasingly complex language 8b. Follows directions 2. Responds to simple verbal requests accompanied by gestures or tone of voice  9. Uses language to express thoughts and needs 9b. Speaks clearly 2. Babbles strings of single consonant sounds and combines sounds
<b>CLL2: The child will acquire vocabulary introduced in conversations, activities, stories, and/or books.</b>	
CLL2.0a Responds to the names of familiar people and objects.	8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others
CLL2.0b Responds to talking, singing, and/or reading.	8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others

<b>Expressive Language</b>	
<b>CLL3: The child will use non-verbal communication for a variety of purposes.</b>	
CLL3.0a Communicates needs and wants through nonverbal gestures and facial expressions.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
CLL3.0b Communicates feelings through facial expressions.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
<b>CLL4: The child will use increasingly complex spoken language.</b>	
CLL4.0a Engages in back and forth vocal play with adult.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
CLL4.0b Uses crying and other vocal signals to communicate.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
<b>Early Reading</b>	
<b>CLL5: The child will acquire meaning from a variety of materials read to him/her.</b>	
CLL5.0a Shows interest in shared reading experiences and looking at books.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
<b>CLL6: The child will develop early phonological awareness (awareness of units of sound).</b>	
CLL6.0 Listens to simple nursery rhymes, songs, and chants.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 1 emerging to 2. Joins in rhyming songs and games

<b>CLL8: The child will demonstrate awareness of print concepts.</b>	
CLL8.0a Shows interest in books by reaching for books and explores books through touch.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
CLL8.0b Imitates adults by pointing to pictures.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
<b>Early Writing</b>	
<b>CLL9: The child will use writing for a variety of purposes.</b>	
CLL9.0a Makes some random marks.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 1. Scribbles or marks
CLL9.0b Holds simple writing tools with adult help and supervision.	7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 2. Grasps drawing and writing tools, jabbing at paper

<b>12-24 Months</b>	
<b>Receptive Language</b>	
<b>CLL1: The child will listen to conversations for a variety of purposes and demonstrate comprehension.</b>	
CLL1.1a Responds to language during conversations, songs, stories or other experiences.	8. Listens to and understands increasingly complex language 8a. Comprehends language 4. Identifies familiar people, animals, and objects when prompted
CLL1.1b Listens to and follows simple directions.	8. Listens to and understands increasingly complex language 8b. Follows directions 4. Follows simple requests not accompanied by gestures
CLL1.1c Responds to adult questions with answers.	8. Listens to and understands increasingly complex language 8a. Comprehends language 5 emerging to 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
<b>CLL2: The child will acquire vocabulary introduced in conversations, activities, stories, and/or books.</b>	
CLL2.1a Demonstrates understanding of simple words through his/her actions.	8. Listens to and understands increasingly complex language 8a. Comprehends language 4. Identifies familiar people, animals, and objects when prompted  9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects
CLL2.1b Listens to simple stories.	8. Listens to and understands increasingly complex language 8a. Comprehends language 4. Identifies familiar people, animals, and objects when prompted

<b>Expressive Language</b>	
<b>CLL3: The child will use non-verbal communication for a variety of purposes.</b>	
CLL3.1a Communicates needs and wants through nonverbal gestures and actions.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects
CLL3.1b Uses some non-verbal gestures and actions used by others to express feelings.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
<b>CLL4: The child will use increasingly complex spoken language.</b>	
CLL4.1a Experiments with spontaneous vocal play.	9. Uses language to express thoughts and needs 9b. Speaks clearly 2. Babbles strings of single consonant sounds and combines sounds
CLL4.1b Uses one-to-two word sentences/phrases to communicate.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 2. Uses one- or two-word sentences or phrases
<b>Early Reading</b>	
<b>CLL5: The child will acquire meaning from a variety of materials read to him/her.</b>	
CLL5.1a With prompting and support, makes sounds that relate to pictures in books.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 1 emerging to 2. Contributes particular language from the book at the appropriate time
CLL5.1b Shows preference for familiar stories.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
CLL5.1c With prompting and support, responds to simple questions during story time.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 1 emerging to 2. Contributes particular language from the book at the appropriate time

<b>CLL6: The child will develop early phonological awareness (awareness of units of sound).</b>	
CLL6.1a Listens to and participates in familiar nursery rhymes, songs, and finger plays with a group.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 2. Joins in rhyming songs and games
CLL6.1b Participates in rhyming activities.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 2. Joins in rhyming songs and games
<b>CLL8: The child will demonstrate awareness of print concepts.</b>	
CLL8.1a Asks to have books read to him/her.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
CLL8.1b Touches or identifies pictures when prompted.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 2. Recognizes people, objects, and animals in pictures or photographs
CLL8.1c With assistance, holds book upright and helps turn pages one at a time.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 3 emerging to 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
CLL8.1d With adult guidance, recognizes some familiar logos in the environment.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 1 emerging to 2. Shows understanding that text is meaningful and can be read

<b>Early Writing</b>	
<b>CLL9: The child will use writing for a variety of purposes.</b>	
CLL9.1a Makes random marks and scribbles.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 1. Scribbles or marks
CLL9.1b Uses simple tools to mark on paper.	7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 2. Grasps drawing and writing tools, jabbing at paper

<b>24-36 Months</b>	
<b>Receptive Language</b>	
<b>CLL1: The child will listen to conversations for a variety of purposes and demonstrate comprehension.</b>	
CLL1.2a Listens and responds to brief conversations and group discussions.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
CLL1.2b Listens to and follows one-step directions.	8. Listens to and understands increasingly complex language 8b. Follows directions 4. Follows simple requests not accompanied by gestures
CLL1.2c Responds to questions with appropriate answers.	8. Listens to and understands increasingly complex language 8a. Comprehends language 4. Identifies familiar people, animals, and objects when prompted
<b>CLL2: The child will acquire vocabulary introduced in conversations, activities, stories, and/or books.</b>	
CLL2.2a Demonstrates understanding of words through actions and/or conversations.	8. Listens to and understands increasingly complex language 8a. Comprehends language 4. Identifies familiar people, animals, and objects when prompted
CLL2.2b Listens and understands familiar vocabulary from activities, stories, and books.	8. Listens to and understands increasingly complex language 8a. Comprehends language 4. Identifies familiar people, animals, and objects when prompted
<b>Expressive Language</b>	
<b>CLL3: The child will use non-verbal communication for a variety of purposes.</b>	
CLL3.2a Communicates needs and wants through nonverbal gestures and actions, in addition to verbal communication.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals and objects  9. Uses language to express thoughts and needs 9b. Speaks clearly 4. Uses some words and word-like sounds and is understood by most familiar people

CLL3.2b. Gains awareness of how to communicate feelings using non-verbal gestures and actions.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals and objects
<b>CLL4.: The child will use increasingly complex spoken language.</b>	
CLL4.2a. Strings sounds and/or words together with voice inflections.	9. Uses language to express thoughts and needs 9b. Speaks clearly 4. Uses some words and word-like sounds and is understood by most familiar people
CLL4.2b. Uses three-to-four word phrases and includes describing words.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 4. Uses three- and four-word sentences; may omit some words or use some words incorrectly
CLL4.2c. Describes experiences.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
CLL4.2d. Demonstrates an expanding vocabulary.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 5 emerging to 6. Describes and tells the use of many familiar items

<b>Early Reading</b>	
<b>CLL5: The child will acquire meaning from a variety of materials read to him/her.</b>	
CLL5.2a Uses words to describe or name pictures when reading.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects
CLL5.2b Shows preference for familiar stories and can repeat phrases.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books  18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 2. Contributes particular language from the book at the appropriate time
CLL5.2c Answers simple questions about a story.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures
<b>CLL6: The child will develop early phonological awareness (awareness of units of sound).</b>	
CLL6.2a Listens to and imitates sounds in familiar nursery rhymes, songs, and chants.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 3 emerging to 4. Fills in the missing rhyming word; generates rhyming words spontaneously
CLL6.2b Experiments with rhyming words.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 4. Fills in the missing rhyming word; generates rhyming words spontaneously
<b>CLL7: The child will demonstrate increasing knowledge of the alphabet.</b>	
CLL7.2a Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 2. Recognizes and names a few letters in own name

<b>CLL8: The child will demonstrate awareness of print concepts.</b>	
CLL8.2a Recognizes and self-selects familiar books to mimic independent reading.	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 2. Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
CLL8.2b With prompting and support, discriminates words from pictures.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
CLL8.2c Holds book with two hands and turns the pages.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
CLL8.2d With adult guidance, recognizes some environmental print.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read

Early Writing	
<b>CLL9: The child will use writing for a variety of purposes.</b>	
CLL9.2a Makes more controlled scribbling.	19. Demonstrates emergent writing skills 19a. Writes name 2. Controlled linear scribbles  19. Demonstrates emergent writing skills 19b. Writes to convey meaning 2. Controlled linear scribbles
CLL9.2b Experiments with a variety of writing tools, materials, and surfaces.	7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 4. Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks
CLL9.2c Occasionally, draws and scribbles with a purpose.	19. Demonstrates emergent writing skills 19a. Writes name 2. Controlled linear scribbles  19. Demonstrates emergent writing skills 19b. Writes to convey meaning 2. Controlled linear scribbles

<b>36-48 Months</b>	
<b>Receptive Language</b>	
<b>CLL1: The child will listen to conversations for a variety of purposes and demonstrate comprehension.</b>	
CLL1.3a Listens and responds to conversations and group discussions.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
CLL1.3b Listens to and follows multi-step directions with support.	8. Listens to and understands increasingly complex language 8b. Follows directions 6. Follows directions of two or more steps that relate to familiar objects and experiences
CLL1.3c Responds to more complex questions with appropriate answers.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
<b>CLL2: The child will acquire vocabulary introduced in conversations, activities, stories, and/or books.</b>	
CLL2.3a Demonstrates understanding of vocabulary through everyday conversations.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
CLL2.3b Listens and understands new vocabulary from activities, stories, and books.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
<b>Expressive Language</b>	
<b>CLL3: The child will use non-verbal communication for a variety of purposes.</b>	
CLL3.3a Uses gestures actions to enhance verbal communication of needs and wants.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 5 emerging to 6. Describes and tells the use of many familiar items

CLL3.3b Communicates feelings using non-verbal gestures and actions.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 5 emerging to 6. Describes and tells the use of many familiar items
<b>CLL4: The child will use increasingly complex spoken language.</b>	
CLL4.3a Speaks clearly enough to be understood.	9. Uses language to express thoughts and needs 9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words
CLL4.3b Demonstrates use of expanded sentences and sentence structures.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences
CLL4.3c Describes activities and experiences using details.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
CLL4.3d Uses expanded vocabulary in a variety of situations.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
<b>Early Reading</b>	
<b>CLL5: The child will acquire meaning from a variety of materials read to him/her.</b>	
CLL5.3a Prior to reading, uses pictures to predict story content.	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 2. Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
CLL5.3b With prompting and support, retells a simple story using pictures.	18. Comprehends and responds to books and other texts 18c. Retells stories 4. Retells familiar stories using pictures or props as prompts
CLL5.3c Answers questions about a story.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures

<b>CLL6: The child will develop early phonological awareness (awareness of units of sound).</b>	
CLL6.3a Listens and matches rhythm, volume, and pitch of rhymes, songs and chants.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 4. Fills in the missing rhyming word; generates rhyming words spontaneously  34. Explores musical concepts and expression
CLL6.3b Identifies and produces rhyming words with adult guidance.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 4. Fills in the missing rhyming word; generates rhyming words spontaneously
CLL6.3d Segments sentences into individual words with adult's guidance.	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 1 emerging to 2. Hears and shows awareness of separate words in sentences
CLL6.3e Segments words into syllables with adult guidance.	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 3 emerging to 4. Hears and shows awareness of separate syllables in words
<b>CLL7: The child will demonstrate increasing knowledge of the alphabet.</b>	
CLL7.3a With prompting and support, can identify some letters of the alphabet.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name
<b>CLL8: The child will demonstrate awareness of print concepts.</b>	
CLL8.3a Shares self-selected familiar books and engages in pretend reading with others.	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 2. Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues

CLL8.3b Discriminates words from pictures independently.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read
CLL8.3c Independently holds a book right side up and turns pages from right to left.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
CLL8.3d Recognizes environmental print.	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 2. Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
CLL8.3e With adult guidance, points to the title of familiar books or stories and where to begin reading.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
<b>Early Writing</b>	
<b>CLL9: The child will use writing for a variety of purposes.</b>	
CLL9.3a Creates letter-like symbols. May use invented spelling to label drawings.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3. Mock letters or letter-like forms
CLL9.3b Uses writing tools with adult guidance.	7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 4. Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks
CLL9.3c Shows emerging awareness that writing can be used for a variety of purposes.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 2. Controlled linear scribbles

<b>48-60 Months</b>	
<b>Receptive Language</b>	
<b>CLL1: The child will listen to conversations and demonstrate comprehension.</b>	
CLL1.4a Listens and responds on topic to conversations and group discussions for an extended period.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
CLL1.4b Listens to and follows multi-step directions.	8. Listens to and understands increasingly complex language 8b. Follows directions 8. Follows detailed, instructional, multistep directions
CLL1.4c Extends/expands thoughts or ideas expressed.	8. Listens to and understands increasingly complex language 8a. Comprehends language 7 emerging to 8. Responds appropriately to complex statements, questions, vocabulary, and stories
<b>CLL2: The child will acquire vocabulary introduced in conversations, activities, stories and/or books.</b>	
CLL2.4a Demonstrates understanding of more complex vocabulary through everyday conversations.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar or technical words in everyday conversations
CLL2.4b Connects new vocabulary from activities, stories and books with prior experiences and conversations.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
<b>Expressive Language</b>	
<b>CLL3" The child will use nonverbal communication for a variety of purposes.</b>	
CLL3.4a Uses more complex gestures and actions to enhance verbal communication of needs and wants.	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 6. Uses acceptable language and social rules while communicating with others; may need reminders

CLL3.4b Communicates feelings using appropriate non-verbal gestures, body language and actions.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 7 emerging to 8. Incorporates new, less familiar or technical words in everyday conversations
<b>CLL4: The child will use increasingly complex spoken language.</b>	
CLL4.4a Uses spoken language that can be understood with ease.	9. Uses language to express thoughts and needs 9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words
CLL4.4b Demonstrates use of expanded sentences and sentence structures to ask questions and/or respond verbally.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules
CLL4.4c Describes activities, experiences, and stories with more detail.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
CLL4.4d Uses new and expanded vocabulary in a variety of situations.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar or technical words in everyday conversations
<b>Early Reading</b>	
<b>CLL5: The child will acquire meaning from a variety of materials read to him/her.</b>	
CLL5.4a Prior to reading, uses prior knowledge, story title and pictures to make predictions about story content.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
CLL5.4b Retells familiar stories.	18. Comprehends and responds to books and other texts 18c. Retells stories 6. Retells a familiar story in proper sequence, including major events and characters

<p>CLL5.4c Discusses books or stories read aloud and can identify characters and setting in a story.</p>	<p>18. Comprehends and responds to books and other texts                      18a. Interacts during read-alouds and book conversations                      6. Identifies story-related problems, events, and resolutions during conversations with an adult</p>
<p>CLL5.4d Makes real-world connections between stories and real-life experiences.</p>	<p>12. Remembers and connects experiences                      12b. Makes connections                      6. Draws on everyday experiences and applies this knowledge to a similar situation</p>
<p>CLL5.4e Develops an alternate ending for a story.</p>	<p>9. Uses language to express thoughts and needs                      9a. Uses an expanding expressive vocabulary                      7 emerging to 8. Incorporates new, less familiar or technical words in everyday conversations                       18. Comprehends and responds to books and other texts                      18a. Interacts during read-alouds and book conversations                      6. Identifies story-related problems, events, and resolutions during conversations with an adult</p>
<p><b>CLL6: The child will develop early phonological awareness (awareness of the units of sound).</b></p>	
<p>CLL6.4a Listens and differentiates between sounds that are the same and different.</p>	<p>16. Demonstrates knowledge of the alphabet                      16b. Uses letter–sound knowledge                      4. Produces the correct sounds for 10-20 letters</p>
<p>CLL6.4b Identifies and produces rhyming words.</p>	<p>15. Demonstrates phonological awareness                      15a. Notices and discriminates rhyme                      4. Fills in the missing rhyming word; generates rhyming words spontaneously</p>
<p>CLL6.4c Isolates the initial (beginning) sounds in words with adult guidance.</p>	<p>15. Demonstrates phonological awareness                      15b. Notices and discriminates alliteration                      7 emerging to 8. Isolates and identifies the beginning sound of a word</p>
<p>CLL6.4d Segments sentences into individual words.</p>	<p>15. Demonstrates phonological awareness                      15c. Notices and discriminates smaller and smaller units of sound                      2. Hears and shows awareness of separate words in sentences</p>

CLL6.4e Segments words into syllables.	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 4. Hears and shows awareness of separate syllables in words
CLL6.4f Manipulates and blends sounds (phonemes) with adult guidance.	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 8. Verbally separates and blends individual phonemes in words
<b>CLL7: The child will demonstrate increasing knowledge of the alphabet.</b>	
CLL7.4a With prompting and support, recognizes and names some upper/lowercase letters of the alphabet.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 6. Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order
<b>CLL8: The child will demonstrate awareness of print concepts.</b>	
CLL8.4a Demonstrates interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 8. Uses various types of books for their intended purposes
CLL8.4b Understands that letters form words. Understands that words are separated by spaces in print.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
CLL8.4c With prompting and support, tracks words from left to right, top to bottom and page to page.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 7 emerging to 8. Matches a written word with a spoken word, but it may not be the actual written word; tracks print from the end of a line of text to the beginning of the next line
CLL8.4d Recognizes and reads environmental print.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
CLL8.4e Identifies the front, back, top and bottom of a book. Points to the title of familiar books or stories and where to begin reading a story.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 4. Indicates where to start reading and the direction to follow

<b>Early Writing</b>	
<b>CLL9: The child will use writing for a variety of purposes.</b>	
CLL9.4a Draws pictures and copies letters and/or numbers to communicate.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is
CLL9.4b Uses writing tools.	7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
CLL9.4c Uses writing for a variety of purposes.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5 emerging to 6. Late invented spelling
CLL9.4d Writes some letters of the alphabet.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings

<b>Physical Development and Motor Skills</b>	
<b>0-12 Months</b>	
<b>Health and Well-Being</b>	
<b>PDM1: The child will practice healthy and safe habits.</b>	
PDM1.0a Sleeps well and shows alertness during waking periods.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
PDM1.0b Initiates active play and engages in some physical activity.	4. Demonstrates traveling skills 2. Moves to explore immediate environment  6. Demonstrates gross-motor manipulative skills 2. Reaches, grasps, and releases objects
PDM1.0c Responds to verbal or physical signals of danger.	1. Regulates own emotions and behaviors 1a. Manages feelings 2. Uses adult support to calm self  2. Establishes and sustains positive relationships 2b. Responds to emotional cues 2. Reacts to others' emotional expressions
PDM1.0d Reacts to simple directions to support safety.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 2. Responds to changes in an adult's tone of voice and expression
PDM1.0e Shows beginning awareness of personal health and self-care needs.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
<b>PDM2: The child will participate in activities related to nutrition.</b>	
PDM2.0a Explores food with fingers.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully
PDM2.0b Shows preference for food choices.	29. Demonstrates knowledge about self

<b>Use of Senses</b>	
<b>PDM3: The child will demonstrate an awareness of the body in space and child's relationship to objects in space.</b>	
PDM3.0a Moves body through space.	4. Demonstrates traveling skills 2. Moves to explore immediate environment
PDM3.0b Exhibits body awareness and starts to move intentionally.	4. Demonstrates traveling skills 2. Moves to explore immediate environment
<b>PDM4: The child will use senses (sight, touch, hearing, smell, and taste) to explore the environment and process information.</b>	
PDM4.0a Responds to what he/she sees, hears, touches, tastes, and smells.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 1 emerging to 2. Uses senses to explore the immediate environment
PDM4.0b Manipulates objects to see what will happen.	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results
<b>Motor Skills</b>	
<b>PDM5: The child will demonstrate gross motor skills.</b>	
PDM5.0a Develops control of head and back, progressing to arms and legs.	5. Demonstrates balancing skills 1 emerging to 2. Balances while exploring immediate environment
PDM5.0b Demonstrates beginning coordination and balance, often with support.	5. Demonstrates balancing skills 2. Balances while exploring immediate environment
<b>PDM6: The child will demonstrate fine motor skills.</b>	
PDM6.0a Develops grasp reflex.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully
PDM6.0b Coordinates motions using eyes and hands.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 1 emerging to 2. Reaches for, touches, and holds objects purposefully

<b>12-24 Months</b>	
<b>Health and Well-Being</b>	
<b>PDM1: The child will practice healthy and safe habits.</b>	
PDM1.1a Sleeps well, waking rested and ready for daily activities.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 5 emerging to 6. Demonstrates confidence in meeting own needs
PDM1.1b Actively participates in physical activity for three to five minutes at a time.	11. Demonstrates positive approaches to learning 11a. Attends and engages 3 emerging to 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
PDM1.1c Identifies and tries to avoid dangers with assistance.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults
PDM1.1d Communicates beginning understanding of dangerous situations.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 2. Responds to changes in an adult's tone of voice and expression
PDM1.1e Makes adult aware of health and self-care needs and seeks assistance.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
<b>PDM2: The child will participate in activities related to nutrition.</b>	
PDM2.1a Distinguishes between food and non-food items.	13. Uses classification skills 3 emerging to 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
PDM2.1b Shows interest in and tries new foods.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment  11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 2. Imitates others in using objects in new and/or unanticipated ways

<b>Use of Senses</b>	
<b>PDM3: The child will demonstrate an awareness of the body in space and child’s relationship to objects in space.</b>	
PDM3.1a Acts and moves with intention and purpose with some assistance.	4. Demonstrates traveling skills 4. Experiments with different ways of moving
PDM3.1b Uses trial and error to discover how the body fits and moves through space.	4. Demonstrates traveling skills 4. Experiments with different ways of moving
<b>PDM4: The child will use senses (sight, touch, hearing, smell, and taste) to explore the environment and process information.</b>	
PDM4.1a Engages in some sensory experiences.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 3 emerging to 4. Uses fingers and whole-arm movements to manipulate and explore objects
PDM4.1b Tries a new action with a familiar object.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 3 emerging to 4. Explores and investigates ways to make something happen

<b>Motor Skills</b>	
<b>PDM5: The child will demonstrate gross motor skills.</b>	
PDM5.1a Gains control and coordination of body movements.	<p>4. Demonstrates traveling skills                      4. Experiments with different ways of moving</p> <p>6. Demonstrates gross-motor manipulative skills                      4. Manipulates balls or similar objects with stiff body movements</p>
PDM5.1b Develops emerging coordination and balance.	<p>5. Demonstrates balancing skills                      3 emerging to 4. Experiments with different ways of balancing</p> <p>6. Demonstrates gross-motor manipulative skills                      4. Manipulates balls or similar objects with stiff body movements</p>
<b>PDM6: The child will demonstrate fine motor skills.</b>	
PDM6.1a Gains control of hands and fingers.	<p>7. Demonstrates fine-motor strength and coordination                      7a. Uses fingers and hands                      4. Uses fingers and whole-arm movements to manipulate and explore objects</p>
PDM6.1b Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination.	<p>7. Demonstrates fine-motor strength and coordination                      7a. Uses fingers and hands                      5 emerging to 6. Uses refined wrist and finger movements</p>

<b>24-36 Months</b>	
<b>Health and Well-Being</b>	
<b>PDM1: The child will practice healthy and safe habits.</b>	
PDM1.2a Sleeps well, waking rested and ready for daily activities.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 5 emerging to 6. Demonstrates confidence in meeting own needs
PDM1.2b Actively participates in games, outdoor play and other forms of physical activity for sustained periods of time.	6. Demonstrates gross-motor manipulative skills 4. Manipulates balls or similar objects with stiff body movements  7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
PDM1.2c Pays attention to simple safety instructions and avoids dangers with assistance.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults
PDM1.2d Verbalizes simple safety rules.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 7 emerging to 8. Takes responsibility for own well-being
PDM1.2e Attends to personal health routines and self-care needs with some assistance from an adult.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
<b>PDM2: The child will participate in activities related to nutrition.</b>	
PDM2.2a Prepares nutritious snacks with adult assistance.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
PDM2.2b Eats a variety of nutritious foods and recognizes healthy foods.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 7 emerging to 8. Takes responsibility for own well-being

<b>Use of Senses</b>	
<b>PDM3: The child will demonstrate an awareness of the body in space and child's relationship to objects in space.</b>	
PDM3.2a Acts and moves with intention and purpose.	4. Demonstrates traveling skills 5 emerging to 6. Moves purposefully from place to place with control
PDM3.2b Demonstrates awareness of his/her own body in space.	4. Demonstrates traveling skills 5 emerging to 6. Moves purposefully from place to place with control
<b>PDM4: The child will use senses (sight, touch, hearing, smell, and taste) to explore the environment and process information.</b>	
PDM4.2a Participates in a variety of sensory experiences and differentiate between the senses.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
PDM4.2b Tests objects to determine their purpose.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
<b>Motor Skills</b>	
<b>PDM5: The child will demonstrate gross motor skills.</b>	
PDM5.2a Develops motor control for a range of physical activities.	4. Demonstrates traveling skills 5 emerging to 6. Moves purposefully from place to place with control
PDM5.2b Develops coordination and balance.	5. Demonstrates balancing skills 4. Experiments with different ways of balancing  6. Demonstrates gross-motor manipulative skills 5 emerging to 6. Manipulates balls or similar objects with flexible body movements
<b>PDM6: The child will demonstrate fine motor skills.</b>	
PDM6.2a Coordinates the use of hands and fingers.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
PDM6.2b Performs simple fine motor skills.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements

<b>36-48 Months</b>	
<b>Health and Well-Being</b>	
<b>PDM1: The child will practice healthy and safe habits.</b>	
PDM1.3a Stays awake except during nap time.	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately <ul style="list-style-type: none"> <li>6. Demonstrates confidence in meeting own needs</li> </ul> </li> <li>11. Demonstrates positive approaches to learning</li> <li>11a. Attends and engages <ul style="list-style-type: none"> <li>4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</li> </ul> </li> </ul>
PDM1.3b Actively participates in a variety of both structured and unstructured indoor and outdoor activities for sustained periods of time.	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately <ul style="list-style-type: none"> <li>6. Demonstrates confidence in meeting own needs</li> </ul> </li> <li>11. Demonstrates positive approaches to learning</li> <li>11a. Attends and engages <ul style="list-style-type: none"> <li>4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</li> </ul> </li> </ul>
PDM1.3c Independently shows awareness of dangerous situations and responds with some knowledge of safety instructions.	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1b. Follows limits and expectations <ul style="list-style-type: none"> <li>4. Accepts redirection from adults</li> </ul> </li> </ul>
PDM1.3d Communicates to peers and adults when dangerous situations are observed.	<ul style="list-style-type: none"> <li>9. Uses language to express thoughts and needs</li> <li>9a. Uses an expanding expressive vocabulary <ul style="list-style-type: none"> <li>6. Describes and tells the use of many familiar items</li> </ul> </li> </ul>
PDM1.3e Attends to personal health needs and self-care needs independently.	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately <ul style="list-style-type: none"> <li>6. Demonstrates confidence in meeting own needs</li> </ul> </li> </ul>

<b>PDM2: The child will participate in activities related to nutrition.</b>	
PDM2.3a. Helps prepare nutritious snacks.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 5 emerging to 6. Demonstrates confidence in meeting own needs
PDM2.3b. Distinguishes healthy food choices from less healthy food choices.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 7 emerging to 8. Takes responsibility for own well-being  13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
<b>Use of Senses</b>	
<b>PDM3: The child will demonstrate an awareness of the body in space and child's relationship to objects in space.</b>	
PDM3.3a Acts and moves with purpose and recognizes differences in direction, distance, and location with some assistance.	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
PDM3.3b Demonstrates awareness of his/her own body in relation to others.	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
<b>PDM4: The child will use senses (sight, touch, hearing, smell, and taste) to explore the environment and process information.</b>	
PDM4.3a Uses senses purposefully to learn about objects.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
PDM4.3b Takes things apart and attempts to put them back together.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen

<b>Motor Skills</b>	
<b>PDM5: The child will demonstrate gross motor skills.</b>	
PDM5.3a Coordinates movements to perform a task.	6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements
PDM5.3b Demonstrates coordination and balance.	5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences  6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements
<b>PDM6: The child will demonstrate fine motor skills.</b>	
PDM6.3a Refines grasp to manipulate tools and objects.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
PDM6.3b Uses hand-eye coordination to manipulate smaller objects with increasing control.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements

<b>48-60 Months</b>	
<b>Health &amp; Well-Being</b>	
<b>PDM1: The child will practice healthy and safe habits.</b>	
PDM1.4a Stays awake and alert except during voluntary naptime.	<ul style="list-style-type: none"> <li>11. Demonstrates positive approaches to learning</li> <li>11a. Attends and engages               <ul style="list-style-type: none"> <li>6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</li> </ul> </li> </ul>
PDM1.4b Actively participates in a variety of both structured and unstructured indoor and outdoor activities for sustained periods of time that increase strength, endurance and flexibility.	<ul style="list-style-type: none"> <li>11. Demonstrates positive approaches to learning</li> <li>11a. Attends and engages               <ul style="list-style-type: none"> <li>6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</li> </ul> </li> </ul>
PDM1.4c Consistently follows basic safety rules and anticipates consequences of not following safety rules.	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1b. Follows limits and expectations               <ul style="list-style-type: none"> <li>6. Manages classroom rules, routines, and transitions with occasional reminders</li> </ul> </li> <li>8. Listens to and understands increasingly complex language</li> <li>8b. Follows directions               <ul style="list-style-type: none"> <li>5 emerging to 6. Follows directions of two or more steps that relate to familiar objects and experiences</li> </ul> </li> </ul>
PDM1.4d Communicates the importance of safety rules.	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1b. Follows limits and expectations               <ul style="list-style-type: none"> <li>6. Manages classroom rules, routines, and transitions with occasional reminders</li> </ul> </li> <li>9. Uses language to express thoughts and needs</li> <li>9a. Uses an expanding expressive vocabulary               <ul style="list-style-type: none"> <li>6. Describes and tells the use of many familiar items</li> </ul> </li> </ul>
PDM1.4e Identifies the importance of and participates in activities related to health and self-care needs.	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately               <ul style="list-style-type: none"> <li>6. Demonstrates confidence in meeting own needs</li> </ul> </li> </ul>
PDM1.4f Can name people who keep them safe and healthy.	<ul style="list-style-type: none"> <li>9. Uses language to express thoughts and needs</li> <li>9a. Uses an expanding expressive vocabulary               <ul style="list-style-type: none"> <li>6. Describes and tells the use of many familiar items</li> </ul> </li> </ul>

<b>PDM2: The child will participate in activities related to nutrition.</b>	
PDM2.4a Helps prepare nutritious snacks and meals.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
PDM2.4b Sorts foods into food groups and communicates the benefits of healthy foods.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being  13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
<b>Use of Senses</b>	
<b>PDM3: The child will demonstrate an awareness of the body in space and child’s relationship to objects in space.</b>	
PDM3.4a Acts and moves with purpose and independently recognizes differences in direction, distance and location.	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance
PDM3.4b Demonstrates spatial awareness through play activities.	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance
<b>PDM4: The child will use senses (sight, touch, hearing, smell and taste) to explore the environment and process information.</b>	
PDM4.4a Discriminates between and identifies a variety of sights, smells, sounds, textures and tastes.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
PDM4.4b Takes things apart and invents new structures using the parts.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen

<b>Motor Skills</b>	
<b>PDM5: The child will demonstrate gross motor skills.</b>	
PDM5.4a Coordinates movements to perform more complex tasks.	6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements
PDM5.4b Demonstrates coordination and balance in a variety of activities.	5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences  6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements
<b>PDM6: The child will demonstrate fine motor skills.</b>	
PDM6.4a Performs fine-motor tasks that require small-muscle strength and control.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
PDM6.4b Uses hand-eye coordination to manipulate small objects with ease.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 8. Uses small, precise finger and hand movements
PDM6.4c Able to perform more complex fine-motor tasks with accuracy 50% of the time.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 8. Uses small, precise finger and hand movements

<b>Social and Emotional Development</b>	
<b>0-12 Months</b>	
<b>Developing a Sense of Self</b>	
<b>SED1: The child will develop self-awareness.</b>	
SED1.0a Responds to image of self.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
SED1.0b Responds to his/her name.	8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others
SED1.0c Aware of his/her own abilities/preferences.	29. Demonstrates knowledge about self
<b>SED2: The child will engage in self-expression.</b>	
SED2.0a Makes sounds, facial expressions or body movements to express needs and feelings of comfort or discomfort.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
SED2.0b Uses sounds, facial expressions, or body movements to express simple emotions of contentment or discontentment.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
<b>Self-Regulation</b>	
<b>SED3: The child will demonstrate self-control.</b>	
SED3.0a Depends on simple routines adult(s) provide.	1. Regulates own emotions and behaviors 1a. Manages feelings 2. Uses adult support to calm self
SED3.0b Self-soothes when an adult holds, rocks, or talks to him/her.	1. Regulates own emotions and behaviors 1a. Manages feelings 2. Uses adult support to calm self
SED3.0c Responds to negative and positive reactions.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 2. Responds to changes in an adult's tone of voice and expression
SED3.0d Develops an awareness of transitions and schedule/routines with adult prompts.	23. Demonstrates knowledge of patterns 2. Shows interest in simple patterns in everyday life

<b>Developing a Sense of Self with Others.</b>	
<b>SED4: The child will develop relationships with adults.</b>	
SED4.0a Responds differently to familiar and unfamiliar adults.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
SED4.0b Develops trust and attachment toward significant adults.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
SED4.0c Imitates examples of affection with familiar adults.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
<b>SED5: The child will develop relationships with peers.</b>	
SED5.0a Demonstrates interest/excitement when other children enter the room.	2. Establishes and sustains positive relationships 2c. Interacts with peers 1 emerging to 2. Plays near other children; uses similar materials or actions
SED5.0b Engages in solitary play around other children.	2. Establishes and sustains positive relationships 2c. Interacts with peers 1 emerging to 2. Plays near other children; uses similar materials or actions
SED5.0c Shows awareness of possible conflicts by crying, turning away, or showing distress.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 2. Reacts to others' emotional expressions
SED5.0d Observes peers who are experiencing a need or discomfort.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 2. Reacts to others' emotional expressions

<b>12-24 Months</b>	
<b>Developing a Sense of Self</b>	
<b>SED1: The child will develop self-awareness.</b>	
SED1.1a Identifies image of self.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
SED1.1b Says his/her name.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate  9. Uses language to express thoughts and needs 9c. Uses conventional grammar 2. Uses one- or two-word sentences or phrases
SED1.1c Shows knowledge of his/her own abilities/preferences.	29. Demonstrates knowledge about self
<b>SED2: The child will engage in self-expression.</b>	
SED2.1a Uses sounds, facial expressions, and/or gestures to express needs and preferences.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 3 emerging to 4. Seeks to do things for self  9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
SED2.1b Displays a range of emotions such as happiness, sadness, and fear.	1. Regulates own emotions and behaviors 1a. Manages feelings 2. Uses adult support to calm self

<b>Self-Regulation</b>	
<b>SED3: The child will demonstrate self-control.</b>	
SED3.1a Follows simple routines in a group setting with adult support, such as eating, napping, or playing.	23. Demonstrates knowledge of patterns 2. Shows interest in simple patterns in everyday life
SED3.1b Self-soothes with minimal adult support.	1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person
SED3.1c Demonstrates the beginnings of impulse control with adult guidance.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults
SED3.1d Accepts transitions, changes to schedules/routines with adult support.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults
<b>Developing a Sense of Self with Others.</b>	
<b>SED4: The child will develop relationships with adults.</b>	
SED4.1a Engages in interactions with familiar adults and responds to unfamiliar adults cautiously.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world
SED4.1b Shows feelings of security with familiar adults.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world
SED4.1c Shows beginning signs of affection with familiar adults.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world

<b>SED5: The child will develop relationships with peers.</b>	
SED5.1a Begins to relate to and show enjoyment in interactions with other children.	2. Establishes and sustains positive relationships 2c. Interacts with peers 3 emerging to 4. Uses successful strategies for entering groups
SED5.1b Engages in mostly solitary play with some parallel play.	2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions
SED5.1c Engage in conflicts with peers regarding possession of items.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 2. Expresses feelings during a conflict
SED5.1d Shows awareness of feelings displayed by peers.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 2. Reacts to others' emotional expressions

<b>24-36 Months</b>	
<b>Developing a Sense of Self</b>	
<b>SED1: The child will develop self-awareness.</b>	
SED1.2a Uses gestures and actions to reference self when interacting with others.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects
SED1.2b Uses pronouns such as I, me, and mine.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects
SED1.2c Shows sense of satisfaction in his/her own abilities and preferences.	29. Demonstrates knowledge about self
SED1.2d Shows emerging independence by occasionally resisting adult control.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults
<b>SED2: The child will engage in self-expression.</b>	
SED2.2a Uses verbal expressions and gestures to communicate needs, opinions, ideas, and preferences.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
SED2.2b Uses verbal and non-verbal expressions to demonstrate basic emotions such as anger, happiness, and sadness.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 2. Expresses feelings during a conflict  9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects

<b>Self-Regulation Standard</b>	
<b>SED3: The child will demonstrate self-control.</b>	
SED3.2a Displays understanding of engaging in routines, rules, and appropriate social behavior.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults
SED3.2b Self-soothes independently.	1. Regulates own emotions and behaviors 1a. Manages feelings 3 emerging to 4. Comforts self by seeking out special object or person
SED3.2c Regulates some impulses with adult guidance.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults
SED3.2d Responds to transitions and changes to schedules/routines.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 5 emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders
<b>Developing a Sense of Self with Others.</b>	
<b>SED4: The child will develop relationships with adults.</b>	
SED4.2a Stays connected with familiar adults using gestures, glances, and verbal interaction.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world
SED4.2b Looks to familiar adults for reassurance when trying new tasks.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world
SED4.2c Shows affection to familiar adults nonverbally.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects

<p>SED4.2d Occasionally seeks out adult for help.</p>	<p>2. Establishes and sustains positive relationships                  2a. Forms relationships with adults                      4. Uses trusted adult as a secure base from which to explore the world</p> <p>11. Demonstrates positive approaches to learning                  11c. Solves problems                      4. Observes and imitates how other people solve problems; asks for a solution and uses it</p>
<p><b>SED5: The child will develop relationships with peers.</b></p>	
<p>SED5.2a At times, shows a preference to play with a familiar child.</p>	<p>2. Establishes and sustains positive relationships                  2d. Makes friends                      2. Seeks a preferred playmate; shows pleasure when seeing a friend</p>
<p>SED5.2b Plays alongside other children for short periods. Observes and imitates other children.</p>	<p>2. Establishes and sustains positive relationships                  2c. Interacts with peers                      2. Plays near other children; uses similar materials or actions</p>
<p>SED5.2c Occasionally, resolves peer conflicts with adult support.</p>	<p>3. Participates cooperatively and constructively in group situations                  3b. Solves social problems                      4. Seeks adult help to resolve social problems</p>
<p>SED5.2d Recognizes and names the feelings of others with adult support.</p>	<p>2. Establishes and sustains positive relationships                  2b. Responds to emotional cues                      5 emerging to 6. Identifies basic emotional reactions of others and their causes accurately</p>
<p>SED5.2e Shows awareness of peers’ personal space and belongings.</p>	<p>3. Participates cooperatively and constructively in group situations                  3a. Balances needs and rights of self and others                      2. Responds appropriately to others’ expressions of wants</p>

<b>36-48 Months</b>	
<b>Developing a Sense of Self</b>	
<b>SED1: The child will develop self-awareness.</b>	
SED1.3a Recognizes self as a unique individual.	29. Demonstrates knowledge about self
SED1.3b Demonstrates knowledge of personal information.	29. Demonstrates knowledge about self
SED1.3c Shows sense of satisfaction in his/her own abilities, preferences, and accomplishments.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs  29. Demonstrates knowledge about self
SED1.3d Shows emerging sense of independence in his/her own choices.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
<b>SED2: The child will engage in self-expression.</b>	
SED2.3a Uses a combination of words, phrases, and actions to communicate needs, ideas, opinions, and preferences.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
SED2.3b With adult guidance, uses verbal and non-verbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy, and enthusiasm.	1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification

<b>Self-Regulation</b>	
<b>SED3: The child will demonstrate self-control.</b>	
SED3.3a Remembers and follows simple group rules and displays appropriate social behavior.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
SED3.3b Regulates own emotions and behaviors with adult support when needed.	1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification
SED3.3c Regulates impulses with adult guidance.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults
SED3.3d Manages transitions and adapts to changes in schedules and routines with adult support.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
<b>Developing a Sense of Self with Others.</b>	
<b>SED4: The child will develop relationships with adults.</b>	
SED4.3a Shows signs of security and trust when separated from familiar adults.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults
SED4.3b Uses a familiar adult's facial expression to decide how to respond.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world
SED4.3c Shows affection to familiar adults by using words and actions.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults

<p>SED4.3d Seeks out adult for help.</p>	<p>2. Establishes and sustains positive relationships                  2a. Forms relationships with adults                      6. Manages separations without distress and engages with trusted adults</p> <p>11. Demonstrates positive approaches to learning                  11c. Solves problems                      4. Observes and imitates how other people solve problems; asks for a solution and uses it</p>
<p><b>SED5: The child will develop relationships with peers.</b></p>	
<p>SED5.3a Initiates play with one or two other children.</p>	<p>2. Establishes and sustains positive relationships                  2c. Interacts with peers                      6. Initiates, joins in, and sustains positive interactions with a small group of two to three children</p>
<p>SED5.3b Engages in mutual/cooperative play.</p>	<p>2. Establishes and sustains positive relationships                  2c. Interacts with peers                      6. Initiates, joins in, and sustains positive interactions with a small group of two to three children</p>
<p>SED5.3c Seeks adult support to resolve some peer conflicts.</p>	<p>3. Participates cooperatively and constructively in group situations                  3b. Solves social problems                      4. Seeks adult help to resolve social problems</p>
<p>SED5.3d Recognizes and names the feelings of peers.</p>	<p>2. Establishes and sustains positive relationships                  2b. Responds to emotional cues                      5 emerging to 6. Identifies basic emotional reactions of others and their causes accurately</p>
<p>SED5.3e Shows emerging respect for peers’ personal space and belongings.</p>	<p>3. Participates cooperatively and constructively in group situations                  3a. Balances needs and rights of self and others                      6. Initiates the sharing of materials in the classroom and outdoors</p>

<b>48-60 Months</b>	
<b>Developing a Sense of Self</b>	
<b>SED1: The child will develop self-awareness.</b>	
SED1.4a Identifies self as a unique member of a specific group or demographic that fits into a larger world picture.	29. Demonstrates knowledge about self
SED1.4b Identifies personal characteristics, preferences, thoughts and feelings.	29. Demonstrates knowledge about self
SED1.4c Shows confidence in a range of abilities and the capacity to take on and accomplish new tasks.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
SED1.4d Shows independence in his/her own choices.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
<b>SED2: The child will engage in self-expression.</b>	
SED2.4a Effectively uses words, sentences and actions to communicate needs, ideas, opinions and preferences.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 7 emerging to 8. Takes responsibility for own well-being  9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
SED2.4b With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
SED2.4c Uses pretend-play to show emotions of self and others.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 7 emerging to 8. Plans and negotiates complex role play; joins in detailed conversation about roles and actions; play may extend over several days
SED2.4d With adult guidance, distinguishes between positive and negative emotions, and the conditions that evoke each.	1. Regulates own emotions and behaviors 1a. Manages feelings 8. Controls strong emotions in an appropriate manner most of the time

<b>Self-Regulation</b>	
<b>SED3: The child will begin to demonstrate self-control.</b>	
SED3.4a Independently follows rules and routines.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
SED3.4b Regulates own emotions and behaviors, and seeks out adult support when needed.	1. Regulates own emotions and behaviors 1a. Manages feelings 8. Controls strong emotions in an appropriate manner most of the time
SED3.4c Regulates a wide range of impulses.	1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification
SED3.4d Manages transitions and adapts to changes in schedules and routines independently.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies rules in new but similar situations
<b>Developing a Sense of Self With Others</b>	
<b>SED4: The child will develop relationships and social skills with adults.</b>	
SED4.4a Transitions well into new, unfamiliar settings.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies rules in new but similar situations
SED4.4b Uses a familiar adult's suggestions to decide how to respond to a specific situation.	11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it
SED4.4c Shows affection to familiar adults by using more complex words and actions.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 8. Engages with trusted adults as resources and to share mutual interests
SED4.4d Seeks out adults as a resource for help and assistance.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 8. Engages with trusted adults as resources and to share mutual interests

<p><b>SED5: The child will develop relationships and social skills with peers.</b></p>	
<p>SED5.4a Develops and maintains friendships with other children.</p>	<p>2. Establishes and sustains positive relationships 2d. Makes friends 8. Maintains friendships for several months or more</p>
<p>SED5.4b Plays cooperatively with a few peers for a sustained period of time.</p>	<p>2. Establishes and sustains positive relationships 2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children</p>
<p>SED5.4c Attempts to resolve peer conflicts using appropriate strategies.</p>	<p>3. Participates cooperatively and constructively in group situations 3b. Solves social problems 8. Resolves social problems through negotiation and compromise</p>
<p>SED5.4d Shows emerging empathy and understanding of peers by attempting to comfort and help.</p>	<p>2. Establishes and sustains positive relationships 2b. Responds to emotional cues 8. Recognizes that others' feelings about a situation might be different from his or her own</p>
<p>SED5.4e Shows respect for peers' personal space and belongings.</p>	<p>3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 8. Cooperates and shares ideas and materials in socially acceptable ways</p>

<b>Approaches to Play and Learning</b>	
<b>0-12 Months</b>	
<b>Initiative and Exploration</b>	
<b>APL1: The child will demonstrate initiative and self-direction.</b>	
APL1.0a Exhibits interest in people and things in his/her surroundings.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
APL1.0b Occasionally demonstrates desire to complete simple tasks by self.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
APL1.0c Selects an item of interest by pointing and/or reaching for object.	6. Demonstrates gross-motor manipulative skills 2. Reaches, grasps, and releases objects
<b>APL2: The child will demonstrate interest and curiosity.</b>	
APL2.0a Shows eagerness and delight in self, others, and surroundings.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
APL2.0b Show curiosity/interest in his/her surroundings.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment

<b>Attentiveness and Persistence</b>	
<b>APL3: The child will demonstrate self-control.</b>	
APL3.0a Examines a toy, rattle or face for a brief period of time.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
APL3.0b Explores a person or object for a minimum of one to three minutes.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
APL3.0c Continues to express distress when needs are not met.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
APL3.0d Repeats actions to make something happen again.	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results
<b>Play</b>	
<b>APL4: The child will engage in a progression of individualized and imaginative play.</b>	
APL4.0a Manipulates objects and imitates actions he/she observes.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 2. Imitates actions of others during play; uses real objects as props
<b>APL5: The child will demonstrate a cooperative and flexible approach to play.</b>	
APL5.0a Engages in solitary play around other children.	2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions

<b>12-24 Months</b>	
<b>Initiative and Exploration</b>	
<b>APL1: The child will demonstrate initiative and self-direction.</b>	
APL1.1a Uses available senses to learn and explore their environment.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
APL1.1b Demonstrates desire to complete more complex tasks by self.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
APL1.1c Selects book or toy from several options.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
<b>APL2: The child will demonstrate interest and curiosity.</b>	
APL2.1a Shows interest in what others are doing.	2. Establishes and sustains positive relationships 2c. Interacts with peers 1 emerging to 2. Plays near other children; uses similar materials or actions  11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
APL2.1b Begins to show curiosity/interest in new objects, experiences, and people.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 3 emerging to 4. Uses creativity and imagination during play and routine tasks

<b>Attentiveness and Persistence</b>	
<b>APL3: The child will demonstrate self-control.</b>	
APL3.1a Engages and persists with an activity, toy, or object.	11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful
APL3.1b Demonstrates focus on a specific task or activity.	11. Demonstrates positive approaches to learning 11a. Attends and engages 3 emerging to 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
APL3.1c Tries a variety of approaches to getting what he/she wants.	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results
APL3.1d Repeats interesting actions over and over to gain skills and confidence.	11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful
<b>Play</b>	
<b>APL4: The child will engage in a progression of individualized and imaginative play.</b>	
APL4.1b Uses objects for a real or imagined purpose.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 2. Imitates others in using objects in new and/or unanticipated ways  14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 2. Imitates actions of others during play; uses real objects as props
<b>APL5: The child will demonstrate a cooperative and flexible approach to play.</b>	
APL5.1a Plays independently with some interaction with other children.	2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions

<b>24-36 Months</b>	
<b>Initiative and Exploration</b>	
<b>APL1: The child will demonstrate initiative and self-direction.</b>	
APL1.2a Tries inventive or new ways of using materials or completing tasks.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
APL1.2b Verbally expresses desire to complete tasks by self.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
APL1.2c Independently selects materials and utilizes those materials.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
<b>APL2: The child will demonstrate interest and curiosity.</b>	
APL2.2a Seeks information from others.	11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it
APL2.2b Ask questions about familiar objects, people, and experiences.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 5 emerging to 6. Shows eagerness to learn about a variety of topics and ideas
APL2.2c Explores and manipulates familiar objects in the environment.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen

<b>Attentiveness and Persistence</b>	
<b>APL3: The child will demonstrate self-control.</b>	
APL3.2a Engages in teacher-directed activity for short periods of time.	11. Demonstrates positive approaches to learning 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
APL3.2b. Demonstrates focus on a teacher-directed activity for a short period of time.	11. Demonstrates positive approaches to learning 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
APL3.2c. Shows persistence in activities of interest despite interruptions.	11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful
APL3.2d. Repeats successful actions and experiences.	11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful

<b>Play</b>	
<b>APL4: The child will engage in a progression of individualized and imaginative play.</b>	
APL4.2c Substitutes one object for another in pretend play or pretends with objects that may or may not be present.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else
<b>APL5: The child will demonstrate a cooperative and flexible approach to play.</b>	
APL5.2a Participates in play and learning activities with a small group of children for short periods of time.	2. Establishes and sustains positive relationships 2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children
APL5.2b Helps and shares in a social setting with adult guidance.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 2. Responds appropriately to others' expressions of wants
APL5.2c. Shows creativity, inventiveness, and flexibility in his/her approach to play with adult guidance.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks

<b>36-48 Months</b>	
<b>Initiative and Exploration</b>	
<b>APL1: The child will demonstrate initiative and self-direction.</b>	
APL1.3a Initiates new tasks by him/herself.	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
APL1.3b Makes choices and completes some independent activities.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
APL1.3c Makes plans and follows through on intentions.	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
<b>APL2: The child will demonstrate interest and curiosity.</b>	
APL2.3a Demonstrates an increased willingness to participate in both familiar and new experiences.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
APL2.3b Ask questions about unfamiliar objects, people, and experiences.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
APL2.3c Explores and manipulates both familiar and unfamiliar objects in the environment.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 5 emerging to 6. Shows eagerness to learn about a variety of topics and ideas

Attentiveness and Persistence	
APL3: The child will demonstrate self-control.	
APL3.3a Engages in a structured activity for short periods of time to achieve a goal.	11. Demonstrates positive approaches to learning 11b. Persists 7 emerging to 8. Plans and pursues own goal until it is reached
APL3.3b Wants to complete activities and do them well.	11. Demonstrates positive approaches to learning 11b. Persists 7 emerging to 8. Plans and pursues own goal until it is reached
APL3.3c Begins to work cooperatively with others to achieve a goal or accomplish a task.	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups
APL3.3d Keeps working on an activity even after setbacks.	11. Demonstrates positive approaches to learning 11b. Persists 7 emerging to 8. Plans and pursues own goal until it is reached

<b>Play</b>	
<b>APL4: The child will engage in a progression of individualized and imaginative play.</b>	
APL4.3d Uses imagination to create a variety of ideas, role plays, and fantasy situations.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
<b>APL5: The child will demonstrate a cooperative and flexible approach to play.</b>	
APL5.3a Occasionally joins in cooperative play and learning in a group setting.	2. Establishes and sustains positive relationships 2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children
APL5.3b Plans, initiates, and completes cooperative activities with adult guidance.	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
APL5.3c Finds a creative, inventive way of doing a familiar task or solving a problem with adult assistance.	11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility
APL5.3d Demonstrates emerging flexibility in his/her approach to play and learning.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 6. Changes plans if a better idea is thought of or proposed

<b>48-60 Months</b>	
<b>Initiative and Exploration</b>	
<b>APL1: The child will demonstrate initiative and self-direction.</b>	
APL1.4a Takes initiative to learn new concepts and try new experiences. Initiates and completes new tasks by himself/herself.	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
APL1.4b Selects and carries out activities without adult prompting.	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
APL1.4c Sets goals and develops and follows through on plans.	11. Demonstrates positive approaches to learning 11b. Persists 8. Plans and pursues own goal until it is reached
<b>APL2: The child will demonstrate interest and curiosity.</b>	
APL2.4a Demonstrates eagerness to learn about and discuss new topics, ideas and tasks.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
APL2.4b Asks questions and seeks new information. With assistance, looks for new information and wants to know more.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 7 emerging to 8. Uses a variety of resources to find answers to questions
APL2.4c Increasingly seeks out and explores unfamiliar objects in the environment.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas

<b>Attentiveness and Persistence</b>	
<b>APL3: The child will sustain attention to a specific activity and demonstrate persistence.</b>	
APL3.4a Engages in independent activities and continues tasks over a period of time.	11. Demonstrates positive approaches to learning 11a. Attends and engages 8. Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions
APL3.4b Practices to improve skills that have been accomplished.	11. Demonstrates positive approaches to learning 11b. Persists 8. Plans and pursues own goal until it is reached
APL3.4c Works cooperatively with others to successfully achieve a goal or accomplish a task.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 8. Cooperates and shares ideas and materials in socially acceptable ways
APL3.4d Persists in trying to complete a task after previous attempts have failed.	11. Demonstrates positive approaches to learning 11b. Persists 8. Plans and pursues own goal until it is reached

<b>Play</b>	
<b>APL4: The child will engage in a progression of imaginative play.</b>	
APL4.4a Engages in elaborate and sustained imagined play, and can distinguish between real life and fantasy.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 7 emerging to 8. Plans and negotiates complex role play; joins in detailed conversation about roles and actions; play may extend over several days
<b>APL5: The child will demonstrate a cooperative and flexible approach to play and learning.</b>	
APL5.4a Willingly joins in sustained cooperative play and learning with others to complete a task.	2. Establishes and sustains positive relationships 2c. Interacts with peers 7 emerging to 8. Interacts cooperatively in groups of four or five children
APL5.4b Demonstrates flexibility in taking on various roles in a group setting.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 8. Cooperates and shares ideas and materials in socially acceptable ways
APL5.4c Demonstrates inventiveness, imagination and creativity to solve a problem.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 6. Changes plans if a better idea is thought of or proposed
APL5.4d Considers a variety of possible solutions and exhibits flexibility if an alternate approach is suggested by a peer or adult.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 6. Changes plans if a better idea is thought of or proposed
APL5.4e. Recovers quickly from setbacks and differences in opinion in a group setting.	2. Establishes and sustains positive relationships 2c. Interacts with peers 7 emerging to 8. Interacts cooperatively in groups of four or five children  3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 8. Cooperates and shares ideas and materials in socially acceptable ways

<b>Cognitive Development and General Knowledge</b>	
<b>0-12 Months</b>	
<b>CD-MA. Mathematics</b>	
<b>Number and Quantity</b>	
<b>CD-MA1: The child will organize, represent, and build knowledge of quantity and number.</b>	
CD-MA1.0a Observes simple songs or finger-plays that involve numbers and quantity.	<p>8. Listens to and understands increasingly complex language</p> <p>8a. Comprehends language</p> <p>    2. Shows an interest in the speech of others</p> <p>11. Demonstrates positive approaches to learning</p> <p>11a. Attends and engages</p> <p>    2. Pays attention to sights and sounds</p> <p>11. Demonstrates positive approaches to learning</p> <p>11d. Shows curiosity and motivation</p> <p>    2. Uses senses to explore the immediate environment</p>
CD-MA1.0b Is exposed to printed numerals on pictures, books, objects, etc.	<p>11. Demonstrates positive approaches to learning</p> <p>11a. Attends and engages</p> <p>    2. Pays attention to sights and sounds</p> <p>11. Demonstrates positive approaches to learning</p> <p>11d. Shows curiosity and motivation</p> <p>    2. Uses senses to explore the immediate environment</p>
CD-MA1.0c Uses words and/or gestures to request “more” in reference to food or play.	<p>20. Uses number concepts and operations</p> <p>20b. Quantifies</p> <p>    1 emerging to 2. Demonstrates understanding of the concepts of one, two, and more</p>

<b>CD-MA2: The child will manipulate, compare, and describe relationships using quantity and number.</b>	
CD-MA2.0a Participates in simple counting of objects when led by an adult.	<p>11. Demonstrates positive approaches to learning</p> <p>11a. Attends and engages</p> <p>2. Pays attention to sights and sounds</p> <p>11. Demonstrates positive approaches to learning</p> <p>11d. Shows curiosity and motivation</p> <p>2. Uses senses to explore the immediate environment</p>
<b>Measurement and Comparison</b>	
<b>CD-MA3: The child will explore and communicate about distance, weight, length, height, and time.</b>	
CD-MA3.0a Plays with toys and objects with different sizes and shapes.	<p>11. Demonstrates positive approaches to learning</p> <p>11a. Attends and engages</p> <p>2. Pays attention to sights and sounds</p>
CD-MA3.0b Shows awareness of consistent daily routines.	<p>23. Demonstrates knowledge of patterns</p> <p>2. Shows interest in simple patterns in everyday life</p>
<b>CD-MA4: The child will sort, order, classify, and create patterns.</b>	
CD-MA4.0a Explores objects with different characteristics.	<p>11. Demonstrates positive approaches to learning</p> <p>11d. Shows curiosity and motivation</p> <p>2. Uses senses to explore the immediate environment</p>
CD-MA4.0b Begins to imitate simple sounds and movements.	<p>8. Listens to and understands increasingly complex language</p> <p>8b. Follows directions</p> <p>2. Responds to simple verbal requests accompanied by gestures or tone of voice</p> <p>9. Uses language to express thoughts and needs</p> <p>9b. Speaks clearly</p> <p>2. Babbles strings of single consonant sounds and combines sounds</p>

<b>Geometry and Spatial Thinking Standard</b>	
<b>CD-MA5: The child will explore, recognize, and describe spatial relationships between objects.</b>	
CD-MA5.0a Explores relationships between objects through play.	<p>11. Demonstrates positive approaches to learning                      11a. Attends and engages                          2. Pays attention to sights and sounds</p> <p>11. Demonstrates positive approaches to learning                      11d. Shows curiosity and motivation                          2. Uses senses to explore the immediate environment</p>
CD-MA5.0b Explores simple objects to make them fit.	<p>11. Demonstrates positive approaches to learning                      11a. Attends and engages                          2. Pays attention to sights and sounds</p> <p>11. Demonstrates positive approaches to learning                      11d. Shows curiosity and motivation                          2. Uses senses to explore the immediate environment</p>
<b>CD-MA6: The child will explore, recognize, and describe shapes and shape concepts.</b>	
CD-MA6.0a Explores objects with different shapes.	<p>11. Demonstrates positive approaches to learning                      11a. Attends and engages                          2. Pays attention to sights and sounds</p> <p>11. Demonstrates positive approaches to learning                      11d. Shows curiosity and motivation                          2. Uses senses to explore the immediate environment</p> <p>21. Explores and describes spatial relationships and shapes                      21b. Understands shapes                          1 emerging to 2. Matches two identical shapes</p>

<b>CD-SC. Science</b>	
<b>Scientific Skills and Methods</b>	
<b>CD-SC1: The child will demonstrate scientific inquiry skills.</b>	
CD-SC1.0a Observes and explores objects using all senses.	24. Uses scientific inquiry skills
CD-SC1.0b Attempts to use objects as tools.	<p>11. Demonstrates positive approaches to learning 11b. Persists     2. Repeats actions to obtain similar results</p> <p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation     2. Uses senses to explore the immediate environment</p> <p>11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking     1 emerging to 2. Imitates others in using objects in new and/or unanticipated ways</p>
CD-SC1.0c Responds to what he/she sees, hears, tastes, and smells.	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language     2. Shows an interest in the speech of others</p> <p>11. Demonstrates positive approaches to learning 11a. Attends and engages     2. Pays attention to sights and sounds</p>
<b>Earth and Space</b>	
<b>CD-SC2: The child will demonstrate knowledge related to the dynamic properties of earth and sky.</b>	
CD-SC2.0a Touches water with adult support and supervision.	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation     2. Uses senses to explore the immediate environment</p>
CD-SC2.0b Touches sand and mud with adult support and supervision.	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation     1 emerging to 2. Uses senses to explore the immediate environment</p>

CD-SC2.0c Observes the sun, clouds, and transition from day to night with adult support.	27. Demonstrates knowledge of Earth's environment
CD-SC2.0d Observes different types of weather.	27. Demonstrates knowledge of Earth's environment
<b>Living Creatures</b>	
<b>CD-SC3: The child will demonstrate knowledge related to living things and their environment.</b>	
CD-SC3.0a Shows curiosity about people, plants, and animals.	25. Demonstrates knowledge of the characteristics of living things
CD-SC3.0b Discovers body parts.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
<b>Physical Science</b>	
<b>CD-SC4: The child will demonstrate knowledge related to physical science.</b>	
CD-SC4.0a Demonstrates ability to move objects.	26. Demonstrates knowledge of the physical properties of objects and materials
CD-SC4.0b Touches objects to gain knowledge about them.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment  24. Uses scientific inquiry skills
<b>Interaction with the Environment</b>	
<b>CD-SC5: The child will demonstrate an awareness of and the need to protect his/her environment.</b>	
CD-SC5.0a Identifies familiar people and objects in his/her environment.	12. Remembers and connects experiences 12a. Recognizes and recalls 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen

<b>CD-SS. Social Studies</b>	
<b>Family</b>	
<b>CD-SS1: The child will demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity.</b>	
CD-SS1.0a Using sounds, facial expressions or body movements when recognizing family members.	<ul style="list-style-type: none"> <li>9. Uses language to express thoughts and needs</li> <li>9a. Uses an expanding expressive vocabulary               <ul style="list-style-type: none"> <li>2. Vocalizes and gestures to communicate</li> </ul> </li> <li>12. Remembers and connects experiences</li> <li>12a. Recognizes and recalls               <ul style="list-style-type: none"> <li>2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</li> </ul> </li> </ul>
<b>People and Community</b>	
<b>CD-SS2: The child will demonstrate an understanding of his/her community and an emerging awareness of other's culture and ethnicity.</b>	
CD-SS2.0a Begins to understand acceptable and unacceptable behavior.	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1b. Follows limits and expectations               <ul style="list-style-type: none"> <li>2. Responds to changes in an adult's tone of voice and expression</li> </ul> </li> </ul>
<b>CD-SS3: The will demonstrate an awareness of geography in his/her community.</b>	
CD-SS3.0a Recognizes personal objects.	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1a. Manages feelings               <ul style="list-style-type: none"> <li>4. Comforts self by seeking out special object or person</li> </ul> </li> </ul>
CD-SS3.0b Shows familiarity with aspects of classroom and home environment.	<ul style="list-style-type: none"> <li>11. Demonstrates positive approaches to learning</li> <li>11d. Shows curiosity and motivation               <ul style="list-style-type: none"> <li>2. Uses senses to explore the immediate environment</li> </ul> </li> </ul>

<b>CD-SS4: The child will demonstrate an awareness of economics in his/her community.</b>	
CD-SS4.0a Assists with simple tasks.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
CD-SS4.0b. Observes key community occupations.	30. Shows basic understanding of people and how they live
CD-SS4.0c. Understands concept of “more.”	20. Uses number concepts and operations 20b. Quantifies 1 emerging to 2. Demonstrates understanding of the concepts of one, two, and more
<b>History and Events</b>	
<b>CD-SS5: The child will understand the passage of time and how events are related.</b>	
CD-SS5.0a Responds to changes in routine or schedule.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 2. Responds to changes in an adult’s tone of voice and expression

<b>CD-CR. Creative Development</b>	
<b>Creative Movement and Dance</b>	
<b>CD-CR1: The child will participate in dance to express creativity.</b>	
CD-CR1.0a Responds to music.	34. Explores musical concepts and expression
<b>Visual Arts</b>	
<b>CD-CR2: The child will create, observe, and analyze visual art forms to develop artistic expression.</b>	
CD-CR2.0a Explores simple art materials.	33. Explores the visual arts
CD-CR2.0b Attends to bright or contrasting colors.	33. Explores the visual arts
CD-CR2.0c Shows preference for particular visual stimuli.	33. Explores the visual arts
<b>Music</b>	
<b>CD-CR3: The child will use his/her voice, instruments, and objects to musically express creativity.</b>	
CD-CR3.0a Experiments with vocalization and sounds.	34. Explores musical concepts and expression
<b>Drama</b>	
<b>CD-CR4: The child will use drama to express creativity.</b>	
CD-CR4.0a Shows interest in rhymes, finger-plays and stories with props.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 1 emerging to 2. Joins in rhyming songs and games
CD-CR4.0b Participates in finger play.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs  11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
CD-CR4.0c Responds to volume in tones and inflection.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 2. Responds to changes in an adult's tone of voice and expression

<b>CD-CP. Cognitive Processes</b>	
<b>Thinking Skills</b>	
<b>CD-CP1: The child will demonstrate awareness of cause and effect.</b>	
CD-CP1.0a Acts on an object to make a pleasing sight, sound or motion.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
<b>CD-CP2: The child will use prior knowledge to build new knowledge.</b>	
CD-CP2.0a Experiments with objects.	24. Uses scientific inquiry skills
CD-CP2.0b Imitates sounds and movements.	8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others  9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
<b>Problem Solving</b>	
<b>CD-CP3: The child will demonstrate problem solving skills.</b>	
CD-CP3.0a Interacts with a toy or object to understand it.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment

<b>12-24 Months</b>	
<b>CD-MA. Mathematics</b>	
<b>Number and Quantity</b>	
<b>CD-MA1: The child will organize, represent, and build knowledge of quantity and number.</b>	
CD-MA1.1a Imitates rote counting using numbers.	20. Uses number concepts and operations 20a. Counts 2. Verbally counts (not always in the correct order)
CD-MA1.1b Participates in simple songs that involve numbers and quantity.	20. Uses number concepts and operations 20a. Counts 2. Verbally counts (not always in the correct order)  34. Explores musical concepts and expression
CD-MA1.1c Attaches meaning to names for numbers, with adult support.	20. Uses number concepts and operations 20b. Quantifies 2. Demonstrates understanding of the concepts of one, two, and more
CD-MA1.1d Shows awareness of early concepts related to amount.	22. Compares and measures 2. Makes simple comparisons between two objects
<b>CD-MA2: The child will manipulate, compare, and describe relationships using quantity and number.</b>	
CD-MA2.1a Counts groups of one and two objects with adult guidance.	20. Uses number concepts and operations 20a. Counts 1 emerging to 2. Verbally counts (not always in the correct order)
CD-MA2.1b Applies number and counting to daily routine with adult guidance.	20. Uses number concepts and operations 20a. Counts 2. Verbally counts (not always in the correct order)

<b>Measurement and Comparison</b>	
<b>CD-MA3: The child will explore and communicate about distance, weight, length, height, and time.</b>	
CD-MA3.1a Uses size words appropriately.	22. Compares and measures 2. Makes simple comparisons between two objects
CD-MA3.1b Explores and identifies objects that are big or small, heavy or light, and tall or short, with assistance.	22. Compares and measures 2. Makes simple comparisons between two objects
CD-MA3.1c Explores measuring tools.	28. Uses tools and other technology to perform tasks
CD-MA3.1d Begins to predict daily routines.	23. Demonstrates knowledge of patterns 1 emerging to 2. Shows interest in simple patterns in everyday life
<b>CD-MA4: The child will sort, order, classify, and create patterns.</b>	
CD-MA4.1a Orders several objects on the basis of one characteristic through trial and error.	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results  22. Compares and measures 2. Makes simple comparisons between two objects
CD-MA4.1b Differentiates between two objects with different characteristics with adult guidance.	22. Compares and measures 2. Makes simple comparisons between two objects
CD-MA4.1c Copies patterns using sounds or physical movements, with adult prompting and guidance.	23. Demonstrates knowledge of patterns 2. Shows interest in simple patterns in everyday life

<b>Geometry and Spatial Thinking</b>	
<b>CD-MA5: The child will explore, recognize, and describe spatial relationships between objects.</b>	
CD-MA5.1a When modeled by an adult, attempts to move objects in different directions, such as up, down, around or under.	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 1 emerging to 2. Follows simple directions related to position (in, on, under, up, down)
CD-MA5.1b With prompting and guidance, begins to slide, rotate, and flip objects to make them fit.	11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful  11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it  21. Explores and describes spatial relationships and shapes 21b. Understands shapes 2. Matches two identical shapes
<b>CD-MA6: The child will explore, recognize, and describe shapes and shape concepts.</b>	
CD-MA6.1a Recognizes basic shapes and matches two identical shapes.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 2. Matches two identical shapes

<b>CD-SC. Science</b>	
<b>Scientific Skills and Methods Standard</b>	
<b>CD-SC1: The child will demonstrate scientific inquiry skills.</b>	
CD-SC1.1a Observes and explores the nature of sensory materials.	24. Uses scientific inquiry skills
CD-SC1.1b Uses simple tools to explore.	28. Uses tools and other technology to perform tasks
CD-SC1.1c Uses sounds and simple words to describe things in the environment.	9. Uses language to express thoughts and needs 9b. Speaks clearly 4. Uses some words and word-like sounds and is understood by most familiar people  27. Demonstrates knowledge of Earth's environment
<b>Earth and Space</b>	
<b>CD-SC2: The child will demonstrate knowledge related to the dynamic properties of earth and sky.</b>	
CD-SC2.1a Engages in structured play using water.	11. Demonstrates positive approaches to learning 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments  11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
CD-SC2.1b Engages in structured play using sand, soil, and mud.	11. Demonstrates positive approaches to learning 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
CD-SC2.1c Identifies the objects in the sky and uses basic vocabulary to describe day and night.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects  27. Demonstrates knowledge of Earth's environment

CD-SC2.1d. Uses emerging vocabulary to describe basic weather.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects  27. Demonstrates knowledge of Earth’s environment
<b>Living Creatures</b>	
<b>CD-SC3: The child will demonstrate knowledge related to living things and their environment.</b>	
CD-SC3.1a. Interacts with plants and animals.	25. Demonstrates knowledge of the characteristics of living things
CD-SC3.1b. Explores characteristics of living things.	25. Demonstrates knowledge of the characteristics of living things
CD-SC3.1c. Names basic body parts.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects  29. Demonstrates knowledge about self
<b>Physical Science</b>	
<b>CD-SC4: The child will demonstrate knowledge related to physical science.</b>	
CD-SC4.1a. Demonstrates ability to push and pull objects.	26. Demonstrates knowledge of the physical properties of objects and materials
CD-SC4.1b. Observes objects that move at different speeds.	26. Demonstrates knowledge of the physical properties of objects and materials
CD-SC4.1c. Shows interest and curiosity about objects in his/her immediate environment. Explores solids and liquids.	11. Demonstrates positive approaches to learning 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments  11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
CD-SC4.1d. Plays with and explores different toys and objects.	24. Uses scientific inquiry skills

<b>Interaction with the Environment</b>	
<b>CD-SC5: The child will demonstrate an awareness of and the need to protect his/her environment.</b>	
CD-SC5.1a. Identifies familiar people and living things in his/her environment.	12. Remembers and connects experiences 12a. Recognizes and recalls 3 emerging to 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view

<b>CD-SS. Social Studies</b>	
<b>Family</b>	
<b>CD-SS1: The child will demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity.</b>	
CD-SS1.1a Uses simple words to show recognition of immediate family members.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects
CD-SS1.1b Begins to gesture and ask simple questions regarding differences and/or similarities between self and others.	30. Shows basic understanding of people and how they live
<b>People and Community</b>	
<b>CD-SS2: The child will demonstrate an understanding of his/her community and an emerging awareness of others' culture and ethnicity.</b>	
CD-SS2.1a Demonstrates understanding of simple rules.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults
CD-SS2.1b Observes cultural celebrations.	30. Shows basic understanding of people and how they live
<b>CD-SS3: The will demonstrate an awareness of geography in his/her community.</b>	
CD-SS3.1a Recognizes people and objects have an appropriate location.	12. Remembers and connects experiences 12b. Makes connections 2. Looks for familiar persons when they are named; relates objects to events  29. Demonstrates knowledge about self
CD-SS3.1b Recognizes aspects of his/her classroom and home environment.	12. Remembers and connects experiences 12b. Makes connections 2. Looks for familiar persons when they are named; relates objects to events  29. Demonstrates knowledge about self

<b>CD-SS4: The child will demonstrate an awareness of economics in his/her community.</b>	
CD-SS4.1a Completes a task with assistance.	11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it
CD-SS4.1b Recognizes that familiar people perform different occupations.	30. Shows basic understanding of people and how they live
CD-SS4.1c Understands concept of trading with peers to exchange goods/toys.	30. Shows basic understanding of people and how they live
<b>History and Events</b>	
<b>CD-SS5: The child will understand the passage of time and how events are related.</b>	
CD-SS5.1a Adapt to changes in routine and/or schedule and anticipates events.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults  12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support

<b>CD-CR. Creative Development</b>	
<b>Creative Movement and Dance</b>	
<b>CD-CR1: The child participate in dance to express creativity.</b>	
CD-CR1.1a Moves body to music.	34. Explores musical concepts and expression 35. Explores dance and movement concepts
<b>Visual Arts</b>	
<b>CD-CR2: The child will create, observe, and analyze visual art forms to develop artistic expression.</b>	
CD-CR2.1a Expresses self creatively with simple art materials.	33. Explores the visual arts
CD-CR2.1b Looks at pictures, photographs and mirror images.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 2. Recognizes people, objects, and animals in pictures or photographs
CD-CR2.1c Communicates what s/he likes about a picture.	33. Explores the visual arts
<b>Music</b>	
<b>CD-CR3: The child will use his/her voice, instruments, and objects to musically express creativity.</b>	
CD-CR3.1a Experiments with vocalization, sounds, and musical instruments.	34. Explores musical concepts and expression
<b>Drama</b>	
<b>CD-CR4: The child will use drama to express creativity.</b>	
CD-CR4.1a Listens to rhymes, finger-plays, and stories with props.	36. Explores drama through actions and language
CD-CR4.1b When prompted pretends to take on the characteristics of a character or animal as part of a group.	36. Explores drama through actions and language
CD-CR4.1c Experiments with voice inflection.	36. Explores drama through actions and language
CD-CR4.1d Role plays real behaviors during play.	36. Explores drama through actions and language

<b>CD-CP. Cognitive Processes</b>	
<b>Thinking Skills</b>	
<b>CD-CP1: The child will demonstrate awareness of cause and effect.</b>	
CD-CP1.1a Repeats actions many times to cause desired effect.	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results
CD-CP1.1b Asks simple questions.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 4. Uses three- to four-word sentences; may omit some words or use some words incorrectly
<b>CD-CP2: The child will use prior knowledge to build new knowledge.</b>	
CD-CP2.1a Uses objects as intended.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 2. Imitates actions of others during play; uses real objects as props
CD-CP2.1b Imitates simple actions, gestures, sounds, and words.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 1 emerging to 2. Engages in simple back-and-forth exchanges with others
CD-CP2.1c Realizes that people or objects still exist even when out of view.	12. Remembers and connects experiences 12a. Recognizes and recalls 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
<b>Problem Solving</b>	
<b>CD-CP3: The child will demonstrate problem solving skills.</b>	
CD-CP3.1a Interacts with a toy or object to solve a problem.	11. Demonstrates positive approaches to learning 11c. Solves problems 2. Reacts to a problem; seeks to achieve a specific goal
CD-CP3.1b Solves a simple problem successfully with adult assistance.	11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it

<b>24-36 Months</b>	
<b>CD-MA. Mathematics</b>	
<b>Number and Quantity</b>	
<b>CD-MA1: The child will organize, represent, and build knowledge of quantity and number.</b>	
CD-MA1.2a Recites numbers up to 5 in sequence.	20. Uses number concepts and operations 20a. Counts 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object
CD-MA1.2b Recognizes numerals in the everyday environment.	20. Uses number concepts and operations 20c. Connects numerals with their quantities 2. Recognizes and names a few numerals
CD-MA1.2c Begins to understand that numbers of objects can be symbolized by printed numerals.	20. Uses number concepts and operations 20c. Connects numerals with their quantities 2. Recognizes and names a few numerals
CD-MA1.2d Uses simple vocabulary to describe concepts related to amount.	20. Uses number concepts and operations 20b. Quantifies 2. Demonstrates understanding of the concepts of one, two, and more
<b>CD-MA2: The child will manipulate, compare, and describe relationships using quantity and number.</b>	
CD-MA2.2a Matches two equal sets using one-to-one correspondence with adult guidance.	20. Uses number concepts and operations 20b. Quantifies 3 emerging to 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
CD-MA2.2b Counts one, two, and sometimes three objects using one-to-one correspondence with adult guidance.	20. Uses number concepts and operations 20a. Counts 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object

CD-MA2.2c Applies number and counting to daily routine.	20. Uses number concepts and operations 20a. Counts 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object
CD-MA2.2d Participates in creating simple, real and pictorial graphs.	13. Uses classification skills 3 emerging to 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
<b>Measurement and Comparison</b>	
<b>CD-MA3: The child will explore and communicate about distance, weight, length, height, and time.</b>	
CD-MA3.2a Develops vocabulary for length, weight, and height.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects  22. Compares and measures 2. Makes simple comparisons between two objects
CD-MA3.2b Makes simple comparisons between two objects.	22. Compares and measures 2. Makes simple comparisons between two objects
CD-MA3.2c Uses measurement tools in play activities.	22. Compares and measures 2. Makes simple comparisons between two objects
CD-MA3.2d Identifies daily routines and changes in routine.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 5 emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders
<b>CD-MA4: The child will sort, order, classify, and create patterns.</b>	
CD-MA4.2a Orders a few objects by characteristic with assistance.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers

<p>CD-MA4.2b Matches objects with similar attributes and characteristics.</p>	<p>22. Compares and measures                      4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</p> <p>22. Compares and measures                      6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</p>
<p>CD-MA4.2c Recognizes simple patterns in the environment.</p>	<p>23. Demonstrates knowledge of patterns                      3 emerging to 4. Copies simple repeating patterns</p>
<p><b>Geometry and Spatial Thinking</b></p>	
<p><b>CD-MA5: The child will explore, recognize, and describe spatial relationships between objects.</b></p>	
<p>CD-MA5.2a Practices using directionality and appropriate vocabulary.</p>	<p>21. Explores and describes spatial relationships and shapes                      21a. Understands spatial relationships                      2. Follows simple directions related to position (in, on, under, up, down)</p>
<p>CD-MA5.2b With some adult guidance, demonstrates increasing ability to slide, rotate, and flip objects to make them fit.</p>	<p>11. Demonstrates positive approaches to learning                      11d. Shows curiosity and motivation                      4. Explores and investigates ways to make something happen</p>
<p><b>CD-MA6: The child will explore, recognize, and describe shapes and shape concepts.</b></p>	
<p>CD-MA6.2a Recognizes and names two-dimensional shapes with adult guidance.</p>	<p>21. Explores and describes spatial relationships and shapes                      21b. Understands shapes                      4. Identifies a few basic shapes (circle, square, triangle)</p>
<p><b>Mathematical Reasoning</b></p>	
<p><b>CD-MA7: The child will use mathematical problem solving, reasoning, estimation, and communication.</b></p>	
<p>CD-MA7.2a When given two objects, makes a guess about a characteristic.</p>	<p>13. Uses classification skills                      4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p> <p>22. Compares and measures                      2. Makes simple comparisons between two objects</p>

<b>CD-SC. Science</b>	
<b>Scientific Skills and Methods</b>	
<b>CD-SC1: The child will demonstrate scientific inquiry skills.</b>	
CD-SC1.2a Uses senses to observe and experience objects and environment with adult guidance.	24. Uses scientific inquiry skills
CD-SC1.2b Uses simple tools as props through play.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else  28. Uses tools and other technology to perform tasks
CD-SC1.2c Observes and discusses objects and events in the environment.	24. Uses scientific inquiry skills
<b>Earth and Space</b>	
<b>CD-SC2: The child will demonstrate knowledge related to the dynamic properties of earth and sky.</b>	
CD-SC2.2a Explores and investigates the properties of water.	27. Demonstrates knowledge of Earth's environment
CD-SC2.2b Asks questions about the properties of sand, soil, and mud.	27. Demonstrates knowledge of Earth's environment
CD-SC2.2c Describes the objects in the sky during day time and night time by drawing and/or naming.	27. Demonstrates knowledge of Earth's environment
CD-SC2.2d Observes and discusses weather.	27. Demonstrates knowledge of Earth's environment
<b>Living Creatures</b>	
<b>CD-SC3: The child will demonstrate knowledge related to living things and their environment.</b>	
CD-SC3.2a Investigates plants and animals, and how they grow and change.	25. Demonstrates knowledge of the characteristics of living things
CD-SC3.2b Explores a variety of living and non-living objects.	25. Demonstrates knowledge of the characteristics of living things
CD-SC3.2c Identifies more complex body parts.	25. Demonstrates knowledge of the characteristics of living things

<b>Physical Science</b>	
<b>CD-SC4: The child will demonstrate knowledge related to physical science.</b>	
CD-SC4.2a Explores motions to play with toys with adult support.	26. Demonstrates knowledge of the physical properties of objects and materials
CD-SC4.2b Uses basic words for speed of motion.	26. Demonstrates knowledge of the physical properties of objects and materials
CD-SC4.2c Begins to use words to describe physical properties and states of matter of objects.	26. Demonstrates knowledge of the physical properties of objects and materials
CD-SC4.2d Uses complex motions to play with toys that are simple machines.	26. Demonstrates knowledge of the physical properties of objects and materials
<b>Interaction with the Environment</b>	
<b>CD-SC5: The child will demonstrate an awareness of and the need to protect his/her environment.</b>	
CD-SC5.2a With assistance he/she participates in activities to protect the environment.	27. Demonstrates knowledge of Earth's environment

<b>CD-SS. Social Studies</b>	
<b>Family</b>	
<b>CD-SS1: The child will demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity.</b>	
CD-SS1.2a Uses words to identify his/her family members. Knows own first and last name.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects
CD-SS1.2b Uses simple phrases to demonstrate an emerging awareness of differences and/or similarities between self and others.	30. Shows basic understanding of people and how they live
<b>People and Community</b>	
<b>CD-SS2: The child will demonstrate an understanding of his/her community and an emerging awareness of others' culture and ethnicity.</b>	
CD-SS2.2a Recognizes and follows simple rules of the classroom community.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 5 emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders
CD-SS2.2b Identifies traditions and cultural celebrations of his/her own family.	29. Demonstrates knowledge about self
<b>CD-SS3: The will demonstrate an awareness of geography in his/her community.</b>	
CD-SS3.2a Places people and objects in the appropriate place with assistance.	12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support
CD-SS3.2b Recognizes aspects of his/her community.	30. Shows basic understanding of people and how they live

<b>CD-SS4: The child will demonstrate an awareness of economics in his/her community.</b>	
CD-SS4.2a Completes jobs to contribute to his/her community with adult guidance.	30. Shows basic understanding of people and how they live
CD-SS4.2b Recognizes occupations.	30. Shows basic understanding of people and how they live
CD-SS4.2c. Recognize relationship between supply and demand.	30. Shows basic understanding of people and how they live
<b>History and Events</b>	
<b>CD-SS5: The child will understand the passage of time and how events are related.</b>	
CD-SS5.2a Recognizes sequence of events.	12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support

<b>CD-CR. Creative Development</b>	
<b>Creative Movement and Dance</b>	
<b>CD-CR1: The child will participate in dance to express creativity.</b>	
CD-CR1.2a Dances to and becomes engaged in music and movement.	34. Explores musical concepts and expression 35. Explores dance and movement concepts
<b>Visual Arts</b>	
<b>CD-CR2: The child will create, observe, and analyze visual art forms to develop artistic expression.</b>	
CD-CR2.2a Experiments with a variety of materials to express individual creativity.	33. Explores the visual arts
CD-CR2.2b Describes what he/she sees when looking at pictures, photos, art work.	33. Explores the visual arts
CD-CR2.2c Communicates preferences for one piece of art over another and tells why.	33. Explores the visual arts
<b>Music</b>	
<b>CD-CR3: The child will use his/her voice, instruments, and objects to musically express creativity.</b>	
CD-CR3.2a Experiments with vocalization, sounds, and musical instruments.	34. Explores musical concepts and expression
<b>Drama</b>	
<b>CD-CR4: The child will use drama to express creativity.</b>	
CD-CR4.2a Listens and shows interest when an adult tells a story with props.	36. Explores drama through actions and language
CD-CR4.2b Spontaneously pretends to take on the characteristics of a person, character, or animal.	36. Explores drama through actions and language
CD-CR4.2c. Imitates and repeats voice inflections to entertain others.	36. Explores drama through actions and language
CD-CR4.2d. Explore new situations through dramatic play.	36. Explores drama through actions and language

<b>CD-CP. Cognitive Processes</b>	
<b>Thinking Skills</b>	
<b>CD-CP1: The child will demonstrate awareness of cause and effect.</b>	
CD-CP1.2a Explores the effects that simple actions may have on objects.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
CD-CP1.2b Asks simple questions to try to understand.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 5 emerging to 6. Shows eagerness to learn about a variety of topics and ideas
<b>CD-CP2: The child will use prior knowledge to build new knowledge.</b>	
CD-CP2.2a Makes connections between objects and ideas.	12. Remembers and connects experiences 12b. Makes connections 1 emerging to 2. Looks for familiar persons when they are named; relates objects to events
CD-CP2.2b Demonstrates imitation skills, including imitation of peers.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 2. Imitates actions of others during play; uses real objects as props
CD-CP2.2c Understands that familiar objects and people do not change when child is separated from them.	12. Remembers and connects experiences 12a. Recognizes and recalls 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view
CD-CP2.2d With adult prompting, uses clues to make predictions.	24. Uses scientific inquiry skills
CD-CP2.2e Discusses why things occur.	24. Uses scientific inquiry skills

<b>Problem Solving</b>	
<b>CD-CP3: The child will demonstrate problem solving skills.</b>	
CD-CP3.2a Experiments with familiar objects to solve problems.	11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it  11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
CD-CP3.2b Tries several methods to solve a problem before asking for assistance.	11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it  11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen

<b>36-48 Months</b>	
<b>CD-MA. Mathematics</b>	
<b>Number and Quantity Standard</b>	
<b>CD-MA1: The child will organize, represent, and build knowledge of quantity and number.</b>	
CD-MA1.3a Recites numbers up to 10 in sequence.	20. Uses number concepts and operations 20a. Counts 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object
CD-MA1.3b Recognizes numerals and quantities in the everyday environment.	20. Uses number concepts and operations 20c. Connects numerals with their quantities 4. Identifies numerals to 5 by name and connects each to counted objects
CD-MA1.3c Matches numerals to sets of objects with the same number, 0-5.	20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
CD-MA1.3d Identifies quantity and comparisons of quantity.	20. Uses number concepts and operations 20b. Quantifies 5 emerging to 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
CD-MA1.3e Quickly recognizes and names how many items are in a set up to three items.	20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
<b>CD-MA2: The child will manipulate, compare, and describe relationships using quantity and number.</b>	
CD-MA2.3a Matches two equal sets using one-to-one correspondence independently.	20. Uses number concepts and operations 20b. Quantifies 5 emerging to 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many

<p>CD-MA2.3b Counts up to five objects using one-to-one correspondence with adult guidance.</p>	<p>20. Uses number concepts and operations                  20a. Counts                  4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p>
<p>CD-MA2.3c Recognizes that objects or sets can be combined or separated.</p>	<p>20. Uses number concepts and operations                  20b. Quantifies                  4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p>
<p>CD-MA2.3d Participates in creating and using real and pictorial graphs or other simple representations of data.</p>	<p>14. Uses symbols and images to represent something not present                  14a. Thinks symbolically                  4. Draws or constructs, and then identifies what it is</p>
<p><b>Measurement and Comparison</b></p>	
<p><b>CD-MA3: The child will explore and communicate about distance, weight, length, height, and time.</b></p>	
<p>CD-MA3.3a Labels objects using size words.</p>	<p>22. Compares and measures                  4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</p> <p>22. Compares and measures                  6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</p>
<p>CD-MA3.3b Compares two or more objects using a single attribute, such as length, weight, and size and matches items of similar sizes.</p>	<p>22. Compares and measures                  4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</p> <p>22. Compares and measures                  6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</p>
<p>CD-MA3.3c Uses a variety of standard and non-standard tools to measure object attributes with assistance.</p>	<p>22. Compares and measures                  6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</p>

CD-MA3.3d. Predicts upcoming events from prior knowledge.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
<b>CD-MA4: The child will sort, order, classify, and create patterns.</b>	
CD-MA4.3a Independently orders objects using one characteristic.	13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
CD-MA4.3b Sorts objects by one attribute such as color, shape or size.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
CD-MA4.3c Identifies and duplicates simple, repeating patterns.	23. Demonstrates knowledge of patterns 4. Copies simple repeating patterns
<b>Geometry and Spatial Thinking</b>	
<b>CD-MA5: The child will explore, recognize, and describe spatial relationships between objects.</b>	
CD-MA5.3a Follows simple directions which demonstrates an understanding of directionality, order and position of objects.	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 4. Follows simple directions related to proximity (beside, between, next to)
CD-MA5.3b Begins using more deliberate manipulation to fit objects together.	11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful
<b>CD-MA6: The child will explore, recognize, and describe shapes and shape concepts.</b>	
CD-MA6.3a Recognizes basic, two-dimensional shapes in the environment independently.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation

<b>Mathematical Reasoning</b>	
<b>CD-MA7: The child will use mathematical problem solving, reasoning, estimation, and communication.</b>	
CD-MA7.3a Practices estimating using mathematical terms and numbers with adult assistance.	20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
CD-MA7.3b Shows interest in solving mathematical problems.	11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it
CD-MA7.3c Uses emerging reasoning skills to determine a solution to a mathematical problem.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen

<b>CD-SC. Science</b>	
<b>Scientific Skills and Methods Standard</b>	
<b>CD-SC1: The child will demonstrate scientific inquiry skills.</b>	
CD-SC1.3a Uses senses to observe and experience objects and environment.	24. Uses scientific inquiry skills
CD-SC1.3b Uses simple tools to experiment and observe.	28. Uses tools and other technology to perform tasks
CD-SC1.3c Records observations through drawings or dictations with adult guidance.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is
CD-SC1.3d Participates in simple experiments and discusses scientific properties.	24. Uses scientific inquiry skills
<b>Earth and Space</b>	
<b>CD-SC2: The child will demonstrate knowledge related to dynamic properties of the earth and sky.</b>	
CD-SC2.3a Investigates and asks questions about the properties of water using adult and child-directed activities.	26. Demonstrates knowledge of the physical properties of objects and materials
CD-SC2.3b Investigates properties of rocks, soil, sand, and mud using adult and child-directed activities.	27. Demonstrates knowledge of Earth's environment
CD-SC2.3c Asks questions/shows curiosity about objects in the sky and describes appropriate day time and night time activities.	27. Demonstrates knowledge of Earth's environment
CD-SC2.3d Observes and discusses changes in weather from day to day.	27. Demonstrates knowledge of Earth's environment

<b>Living Creatures</b>	
<b>CD-SC3: The child will demonstrate knowledge related to living things and their environments.</b>	
CD-SC3.3a Observes and explores a variety of animals and plants and their environments and life cycles.	25. Demonstrates knowledge of the characteristics of living things
CD-SC3.3b Identifies the physical properties of some living and non-living things.	25. Demonstrates knowledge of the characteristics of living things
CD-SC3.3c Identifies and describes the functions of a few body parts.	25. Demonstrates knowledge of the characteristics of living things
<b>Physical Science</b>	
<b>CD-SC4: The child will demonstrate knowledge related to physical science.</b>	
CD-SC4.3a Independently investigates objects and toys that require positioning and movement.	24. Uses scientific inquiry skills
CD-SC4.3b Investigates different types or speeds of motion.	26. Demonstrates knowledge of the physical properties of objects and materials
CD-SC4.3c Explores and identifies physical properties and states of matter of common classroom objects.	26. Demonstrates knowledge of the physical properties of objects and materials
CD-SC4.3d Uses classroom objects that function as simple machines.	28. Uses tools and other technology to perform tasks
<b>Interaction with the Environment</b>	
<b>CD-SC5: The child will demonstrate and awareness of and the need to protect his/her environment.</b>	
CD-SC5.3a Participates in efforts to protect the environment.	27. Demonstrates knowledge of Earth's environment

<b>CD-SS. Social Studies</b>	
<b>Family</b>	
<b>CD-SS1: The child will demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity.</b>	
CD-SS1.3a Identifies self in relationship to his/her family unit.	29. Demonstrates knowledge about self
CD-SS1.3b Identifies similarities and differences between self and others.	30. Shows basic understanding of people and how they live
<b>People and Community</b>	
<b>CD-SS2: The child will demonstrate an understanding of his/her community and an emerging awareness of others' culture and ethnicity.</b>	
CD-SS2.3a Remembers rules of the classroom community and displays appropriate social behavior.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
CD-SS2.3b Explains traditions and cultural celebrations of his/her own family.	29. Demonstrates knowledge about self
CD-SS2.3c Asks simple questions about others' cultures.	30. Shows basic understanding of people and how they live
<b>CD-SS3: The will demonstrate an awareness of geography in his/her community.</b>	
CD-SS3.3a Identifies locations of people and objects.	32. Demonstrates simple geographic knowledge
CD-SS3.3b Identifies and describes some aspects of his/her community.	32. Demonstrates simple geographic knowledge

<b>CD-SS4: The child will demonstrate an awareness of economics in his/her community.</b>	
CD-SS4.3a Completes jobs to contribute to his/her community.	30. Shows basic understanding of people and how they live
CD-SS4.3b Recognizes a variety of occupations and work associated with them.	30. Shows basic understanding of people and how they live
CD-SS4.3c Recognizes that people work to earn a living.	30. Shows basic understanding of people and how they live
CD-SS4.3d Explores the uses of technology.	28. Uses tools and other technology to perform tasks
<b>History and Events</b>	
<b>CD-SS5: The child will understand the passage of time and how events are related.</b>	
CD-SS5.3a Recognizes and describes sequence of events.	31. Explores change related to familiar people or places

<b>CD-CR. Creative Development</b>	
<b>Creative Movement and Dance</b>	
<b>CD-CR1: The child will participate in dance to express creativity.</b>	
CD-CR1.3a Repeats choreographed movements and begins to express creativity in movements.	35. Explores dance and movement concepts
<b>Visual Arts</b>	
<b>CD-CR2: The child will create, observe, and analyze visual art forms to develop artistic expression.</b>	
CD-CR2.3a Uses a variety of tools and art media to express individual creativity.	33. Explores the visual arts
CD-CR2.3b Observes and discusses visual art work.	33. Explores the visual arts
CD-CR2.3c Shares ideas about personal creative work.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is  33. Explores the visual arts
<b>Music</b>	
<b>CD-CR3: The child will use his/her voice, instruments, and objects to musically express creativity.</b>	
CD-CR3.3a Participates in classroom activities with musical instruments and singing to express creativity.	34. Explores musical concepts and expression
<b>Drama</b>	
<b>CD-CR4: The child will use drama to express creativity.</b>	
CD-CR4.3a Participates in dramatic play presentations with adult guidance.	36. Explores drama through actions and language
CD-CR4.3b Re-creates a familiar story using action and objects (props) individually or cooperatively.	36. Explores drama through actions and language
CD-CR4.3c Creates various voice inflections and facial expressions in play.	36. Explores drama through actions and language
CD-CR4.3d Identifies real and make-believe situations through dramatic play.	36. Explores drama through actions and language

<b>CD-CP. Cognitive Processes</b>	
<b>Thinking Skills</b>	
<b>CD-CP1: The child will demonstrate awareness of cause and effect.</b>	
CD-CP1.3a Intentionally carries out an action with an understanding of the effect it will cause.	24. Uses scientific inquiry skills
CD-CP1.3b Expresses beginning understanding of reasoning skills.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 5 emerging to 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
<b>CD-CP2: The child will use prior knowledge to build new knowledge.</b>	
CD-CP2.3a Uses objects as intended in new activities.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
CD-CP2.3b Uses observation and imitation to acquire knowledge.	24. Uses scientific inquiry skills
CD-CP2.3c Identifies familiar objects and people in new situations.	12. Remembers and connects experiences 12a. Recognizes and recalls 1 emerging to 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen  12. Remembers and connects experiences 12a. Recognizes and recalls 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view
CD-CP2.3d Uses clues and sequence of events to infer and predict what will happen next.	24. Uses scientific inquiry skills
CD-CP2.3e Discusses how new learning related to concrete objects is based on prior knowledge.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation

<b>Problem Solving</b>	
<b>CD-CP3: The child will demonstrate problem solving skills.</b>	
CD-CP3.3a Demonstrates multiple uses for objects to solve problems.	<ul style="list-style-type: none"> <li>11. Demonstrates positive approaches to learning</li> <li>11e. Shows flexibility and inventiveness in thinking                             <ul style="list-style-type: none"> <li>6. Changes plans if a better idea is thought of or proposed</li> </ul> </li> </ul>
CD-CP3.3b Asks questions and tests different possibilities to determine the best solution to a problem.	<ul style="list-style-type: none"> <li>11. Demonstrates positive approaches to learning</li> <li>11c. Solves problems                             <ul style="list-style-type: none"> <li>4. Observes and imitates how other people solve problems; asks for a solution and uses it</li> </ul> </li> <li>11. Demonstrates positive approaches to learning</li> <li>11e. Shows flexibility and inventiveness in thinking                             <ul style="list-style-type: none"> <li>4. Uses creativity and imagination during play and routine tasks</li> </ul> </li> </ul>

<b>48-60 Months</b>	
<b>CD-MA. Math</b>	
<b>Number &amp; Quantity</b>	
<b>CD-MA1: The child will organize, represent and build knowledge of number and quantity.</b>	
CD-MA1.4a Recites numbers up to 20 in sequence.	20. Uses number concepts and operations 20a. Counts 6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
CD-MA1.4b Recognizes numerals and uses counting as part of play and as a means for determining quantity.	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many  20. Uses number concepts and operations 20c. Connects numerals with their quantities 6. Identifies numerals to 10 by name and connects each to counted objects
CD-MA1.4c Matches numerals to sets of objects with the same number, 0–10.	20. Uses number concepts and operations 20c. Connects numerals with their quantities 6. Identifies numerals to 10 by name and connects each to counted objects
CD-MA1.4d Describes sets as having more, less, same as/equal.	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
CD-MA1.4e Quickly recognizes and names how many items are in a set of up to four items.	20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts

CD-MA1.4f Tells numbers that come before and after a given number up to 10.	20. Uses number concepts and operations 20a. Counts 5 emerging to 6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
<b>CD-MA2: The child will manipulate, compare, describe relationships and solve problems using number and quantity.</b>	
CD-MA2.4a Matches two equal sets using one-to-one correspondence and understands they are the same.	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
CD-MA2.4b Counts at least 10 objects using one-to-one correspondence.	20. Uses number concepts and operations 20a. Counts 6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
CD-MA2.4c Practices combining, separating and naming quantities.	20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
CD-MA2.4d Describes data from classroom graphs using numerical math language.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 7 emerging to 8. Represents objects, places, and ideas with increasingly abstract symbols
CD-MA2.4e With adult guidance and when counting, understands and can respond with the last number counted to represent quantity (cardinality).	20. Uses number concepts and operations 20a. Counts 6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting

<b>Measurement &amp; Comparison</b>	
<b>CD-MA3: The child will explore and communicate about distance, weight, length, height and time.</b>	
CD-MA3.4a Uses mathematical terms to describe experiences involving measurement.	22. Compares and measures 7 emerging to 8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth
CD-MA3.4b Compares objects using two or more attributes, such as length, weight and size.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers  22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
CD-MA3.4c Uses a variety of techniques and standard and non-standard tools to measure and compare length, volume (capacity) and weight.	22. Compares and measures 7 emerging to 8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth
CD-MA3.4d Associates and describes the passage of time with actual events.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers

<b>CD-MA4: The child will sort, seriate, classify and create patterns.</b>	
CD-MA4.4a Independently orders objects using one characteristic and describes the criteria used.	22. Compares and measures 7 emerging to 8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth
CD-MA4.4b Sorts and classifies objects using one or more attributes or relationships.	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason  22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
CD-MA4.4c Creates and extends simple, repeating patterns.	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns
<b>Geometry &amp; Spatial Thinking</b>	
<b>CD-MA5: The child will explore, recognize and describe spatial relationships between objects.</b>	
CD-MA5.4a Uses appropriate directional language to indicate where things are in their environment: positions, distances, order.	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance
CD-MA5.4b Uses deliberate manipulation and describes process for fitting objects together.	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance
<b>CD-MA6: The child will explore, recognize and describe shapes and shape concepts.</b>	
CD-MA6.4a Recognizes and names common two-dimensional and three-dimensional shapes, their parts and attributes.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation

CD-MA6.4b Combines simple shapes to form new shapes.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 8. Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes
<b>Mathematical Reasoning</b>	
<b>CD-MA7: The child will use mathematical problem solving, reasoning, estimation and communication.</b>	
CD-MA7.4a Estimates using mathematical terms and understands how to check the estimate.	20. Uses number concepts and operations 20b. Quantifies 7 emerging to 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects
CD-MA7.4b Uses simple strategies to solve mathematical problems and communicates how he/she solved it.	20. Uses number concepts and operations 20b. Quantifies 7 emerging to 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects
CD-MA7.4c Uses reasoning skills to determine the solution to a mathematical problem and communicates why.	20. Uses number concepts and operations 20b. Quantifies 7 emerging to 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects

<b>CD-SC. Science</b>	
<b>Scientific Skills &amp; Methods</b>	
<b>CD-SC1: The child will demonstrate scientific inquiry skills.</b>	
CD-SC1.4a Uses senses to observe, classify and learn about objects and environment.	24. Uses scientific inquiry skills
CD-SC1.4b Uses simple tools correctly to experiment, observe and increase understanding.	28. Uses tools and other technology to perform tasks
CD-SC1.4c Records observations through dictating to an adult and drawing pictures or using other forms of writing.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
CD-SC1.4d Experiments, compares and formulates hypotheses related to scientific properties.	24. Uses scientific inquiry skills
<b>Earth &amp; Space</b>	
<b>CD-SC2: The child will demonstrate knowledge related to the dynamic properties of earth and sky.</b>	
CD-SC2.4a Describes properties of water, including changes to the states of water.	26. Demonstrates knowledge of the physical properties of objects and materials
CD-SC2.4b Explores and begins to describe properties of rocks, soil, sand and mud.	26. Demonstrates knowledge of the physical properties of objects and materials
CD-SC2.4c Makes simple observations of the characteristics, movement, and seasonal changes of sun, moon, stars and clouds. Compares the daytime/nighttime cycle.	27. Demonstrates knowledge of Earth's environment
CD-SC2.4d Uses appropriate vocabulary to discuss climate and changes in weather.	27. Demonstrates knowledge of Earth's environment

<b>Living Creatures</b>	
<b>CD-SC3: The child will demonstrate knowledge related to living things and their environments.</b>	
CD-SC3.4a Observes, explores and describes a variety of plants and animals. Describes their basic needs and life cycles of living things.	25. Demonstrates knowledge of the characteristics of living things
CD-SC3.4b Discriminates between living and non-living things.	25. Demonstrates knowledge of the characteristics of living things
CD-SC3.4c Identifies and describes the functions of many body parts.	25. Demonstrates knowledge of the characteristics of living things
<b>Physical Science</b>	
<b>CD-SC4: The child will demonstrate knowledge related to physical science.</b>	
CD-SC4.4a Explores and describes position and movement of objects and toys.	26. Demonstrates knowledge of the physical properties of objects and materials
CD-SC4.4b Investigates and describes different types or speeds of motion.	26. Demonstrates knowledge of the physical properties of objects and materials
CD-SC4.4c Describes materials by their physical properties and states of matter.	26. Demonstrates knowledge of the physical properties of objects and materials
CD-SC4.4d Uses classroom objects to function as simple machines to enhance child directed play.	28. Uses tools and other technology to perform tasks
<b>Interaction with the Environment</b>	
<b>CD-SC5: The child will demonstrate an awareness of and the need to protect his/her environment.</b>	
CD-SC5.4a Understands that people have an impact on the environment and participates in efforts to protect the environment.	27. Demonstrates knowledge of Earth's environment

<b>CD-SS. Social Studies</b>	
<b>Family</b>	
<b>CD-SS1: The child will demonstrate an understanding of his/her family and an emerging awareness of his/her own culture and ethnicity.</b>	
CD-SS1.4a Describes his/her family structure and family roles.	29. Demonstrates knowledge about self
CD-SS1.4b Describes similarities and differences between self and others.	30. Shows basic understanding of people and how they live
<b>People &amp; Community</b>	
<b>CD-SS2: The child will demonstrate an understanding of his/her community and an emerging awareness of others' cultures and ethnicity.</b>	
CD-SS2.4a Identifies and follows rules of the classroom community and displays competence in engaging in appropriate social behavior.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
CD-SS2.4b Explains diverse customs and cultural celebrations within the home, classroom and community.	30. Shows basic understanding of people and how they live
CD-SS2.4c Recognizes similarities and differences between own culture and that of others.	30. Shows basic understanding of people and how they live
<b>CD-SS3: The child will demonstrate awareness of the geography in his/her community.</b>	
CD-SS3.4a Creates simple representations of home, school and community.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
CD-SS3.4b Identifies and describes aspects of his/her community.	30. Shows basic understanding of people and how they live

<b>CD-SS4: The child will demonstrate an awareness of economics in his/her community.</b>	
CD-SS4.4a Completes jobs to contribute to his/her community and communicates why it is important.	30. Shows basic understanding of people and how they live
CD-SS4.4b Describes the roles and responsibilities of a variety of occupations.	30. Shows basic understanding of people and how they live
CD-SS4.4c Describes how people interact economically, the exchange of goods and services.	30. Shows basic understanding of people and how they live
CD-SS4.4d Explores the uses of technology and understands its role in the environment.	28. Uses tools and other technology to perform tasks
<b>History</b>	
<b>CD-SS5: The child will understand the passage of time and how events are related.</b>	
CD-SS5.4a Recognizes and describes sequence of events with accuracy.	12. Remembers and connects experiences 12a. Recognizes and recalls 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view
CD-SS5.4b Differentiates between past, present and future.	31. Explores change related to familiar people or places

<b>CD-CR. Creative Development</b>	
<b>Creative Movement &amp; Dance</b>	
<b>CD-CR1: The child will participate in dance to express creativity.</b>	
CD-CR1.4a Uses dance to express thoughts, feelings and energy. Uses dance as an outlet for creativity.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas  35. Explores dance and movement concepts
<b>Visual Arts</b>	
<b>CD-CR2. The child will create and explore visual art forms to develop artistic expression.</b>	
CD-CR2.4a Uses materials to create original work for self-expression and to express individual creativity.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas  33. Explores the visual arts
CD-CR2.4b Observes and discusses visual art forms and compares their similarities and differences.	33. Explores the visual arts
CD-CR2.4c Shows appreciation for different types of art and the creative work of others.	33. Explores the visual arts

<b>Music</b>	
<b>CD-CR3: The child will use his/her voice, instruments and objects to express creativity.</b>	
CD-CR3.4a Uses familiar rhymes, songs or chants, and musical instruments to express creativity.	34. Explores musical concepts and expression
<b>Drama</b>	
<b>CD-CR4: The child will use dramatic play to express creativity.</b>	
CD-CR4.4a Participates in dramatic play presentations.	36. Explores drama through actions and language
CD-CR4.4b Uses dialogue, actions, objects and imagination to tell a creative story.	36. Explores drama through actions and language
CD-CR4.4c Represents a character by using voice inflections and facial expressions.	36. Explores drama through actions and language
CD-CR4.4d Participates in dramatic play to express thoughts, feelings and creativity.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas  36. Explores drama through actions and language

<b>CD-CP. Cognitive Processes</b>	
<b>Thinking Skills</b>	
<b>CD-CP1: The child will demonstrate awareness of cause and effect.</b>	
CD-CP1.4a Recognizes cause- and- effect relationships.	24. Uses scientific inquiry skills
CD-CP1.4b Explains why simple events occur using reasoning skills.	24. Uses scientific inquiry skills
CD-CP1.4c Draws conclusions based on facts and evidence.	24. Uses scientific inquiry skills
<b>CD-CP2: The child will use prior knowledge to build new knowledge.</b>	
CD-CP2.4a Explains how to use objects in new situations.	12. Remembers and connects experiences 12b. Makes connections 8. Generates a rule, strategy, or idea from one learning experience and applies it in a new context
CD-CP2.4b Uses observation and imitation to transfer knowledge to new experiences.	12. Remembers and connects experiences 12b. Makes connections 8. Generates a rule, strategy, or idea from one learning experience and applies it in a new context
CD-CP2.4c Uses information gained about familiar objects and people, and can apply to a new situation.	12. Remembers and connects experiences 12b. Makes connections 8. Generates a rule, strategy, or idea from one learning experience and applies it in a new context
CD-CP2.4d Makes, checks and verifies predictions.	24. Uses scientific inquiry skills
CD-CP2.4e Explains how an activity is built on or uses past knowledge.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation

Problem Solving	
CD-CP3: The child will demonstrate problem solving skills.	
CD-CP3.4a Makes statements and appropriately answers questions about how objects/materials can be used to solve problems.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 8. Thinks through possible long-term solutions and takes on more abstract challenges
CD-CP3.4b Uses both familiar and new strategies to solve a problem.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 6. Changes plans if a better idea is thought of or proposed
CD-CP3.4c With adult guidance and questioning determines and evaluates solutions prior to attempting to solve a problem.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 8. Thinks through possible long-term solutions and takes on more abstract challenges