

## GELDS/Kindergarten Correlations

<b>PHYSICAL DEVELOPMENT AND MOTOR SKILLS (PDM)</b>		
<b><i>GELDS Indicator</i></b>		<b><i>Kindergarten Correlation</i></b>
<b>Standard PD1: The child will practice healthy and safe habits.</b>		
<b>PDM1.4a</b>	Stays awake and alert during the day except during voluntary nap time.	<b>No correlation</b>
<b>PDM1.4b</b>	Actively participates in a variety of both structured and unstructured indoor and outdoor activities for a sustained period of time that increase strength, endurance, and flexibility.	<b>PEK.3a</b> Participates regularly in a wide variety of activities that involve locomotor, non-locomotor and manipulative skills both inside and outside of physical education. <b>PEK.4.1a</b> Participates in fitness and conditioning activities. <b>PEK.6a</b> Participates in physical activities that provide personal enjoyment.
<b>PDM1.4c</b>	Consistently follows basic safety rules and anticipates consequences of not following safety rules.	<b>PEK5.1</b> Uses body, space, equipment safely.
<b>PDM1.4d</b>	Communicates the importance of safety rules.	<b>HEK.1a</b> Names healthy behaviors. <b>HEK.2a</b> Explain how family influences personal health practices. <b>HEK.7b</b> Demonstrates healthy behaviors that prevent injuries.
<b>PDM1.4e</b>	Identifies the importance of and participates in activities related to health and self-care needs.	<b>PEK4.1b</b> Identifies physiological indicators that accompany moderate to vigorous physical activities. <b>HEK.1a</b> Names healthy behaviors <b>HEK.1b</b> Identifies that physical health is one dimension of health and wellness. <b>HEK.2a</b> Explain how family influences personal health practices. <b>HEK.2b</b> Identify what the school can do to support personal health practices. <b>HEK.2c</b> States how the media influences behaviors. <b>HEK.7a</b> Shows healthy behaviors that improve personal health and wellness.
<b>PDM1.4f</b>	Can name people who keep them safe and healthy.	<b>HEK.3a</b> Discusses the role of trusted adults and health professionals as sources of health information. <b>HEK.3b</b> Identifies school and community health helpers. <b>HEK.5a</b> Discusses when and what assistance is needed for health-related situations.
<b>Standard PDM2: The child will participate in activities related to nutrition.</b>		
<b>PDM2.4a</b>	Helps prepare nutritious snacks and meals.	<b>HEK.7a</b> Shows healthy behaviors that improve personal health and wellness.
<b>PDM2.4b</b>	Sorts foods into food groups and communicates the benefits of healthy foods.	<b>HEK.1a</b> Names healthy behaviors. <b>HEK.2c</b> States how the media influences behaviors.

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<b>Standard PDM3: The child will demonstrate an awareness of the body in space and child's relationship to objects in space.</b>		
<b>PDM3.4a</b>	Acts and moves with purpose and independently recognizes differences in direction, distance, and location.	<b>PEK.1a</b> Demonstrates basic movement in general and personal space. <b>PEK.2a</b> Identifies general and personal space. <b>PEK.2e</b> Students apply basic movement concepts of space.
<b>PDM3.4b</b>	Demonstrates spatial awareness through play activities.	<b>PEK.1a</b> Demonstrates basic movement in general and personal space. <b>PEK.2a</b> Identifies general and personal space. <b>PEK.2e</b> Students apply basic movement concepts of space.
<b>Standard PDM4: The child will use senses (sight, touch, hearing, smell, and taste) to explore the environment and process information.</b>		
<b>PDM4.4a</b>	Discriminates between a variety of sights, smells, sounds, textures, and tastes.	<b>SKP1.b</b> Uses senses to classify common materials, such as buttons or swatches of cloth, according to their physical attributes (color, shape, size, weight, texture, buoyancy, flexibility, etc.)
<b>PDM4.4b</b>	Takes things apart and invents new structures using the parts.	<b>No correlation</b>
<b>Standard PDM5: The child will demonstrate gross motor skills.</b>		
<b>PDM5.4a</b>	Coordinates movements to perform more complex tasks.	<b>PEK.1b</b> Demonstrates basic locomotor skills. <b>PEK.1c</b> Demonstrates basic non-locomotor skills. <b>PEK.2b</b> Identifies basic locomotor skills. <b>PEK.2c</b> Identifies basic non-locomotor skills.
<b>PDM5.4b</b>	Demonstrates coordination and balance in a variety of activities.	<b>PEK.1b</b> Demonstrates basic locomotor skills. <b>PEK.2b</b> Identifies basic locomotor skills.
<b>Standard PDM6: The child will demonstrate fine motor skills.</b>		
<b>PDM6.4a</b>	Performs fine-motor tasks that require small-muscle strength and control.	<b>PEK.1d</b> Demonstrates basic manipulative skills.
<b>PDM6.4b</b>	Uses hand-eye coordination to manipulate small objects with ease.	<b>PEK.1d</b> Demonstrates basic manipulative skills.
<b>PDM6.4c</b>	Able to perform more complex fine motor tasks with accuracy 50% of the time.	<b>PEK.1d</b> Demonstrates basic manipulative skills.

## GELDS/Kindergarten Correlations

<b>SOCIAL AND EMOTIONAL DEVELOPMENT (SED)</b>		
<b><i>GELDS Indicator</i></b>		<b><i>Kindergarten Correlation</i></b>
<b>Standard SED1: The child will develop self-awareness.</b>		
<b>SED1.4a</b>	Identifies self as a unique member of a specific group or demographic that fits into a larger world picture.	<b>No correlation</b>
<b>SED1.4b</b>	Identifies personal characteristics, preferences, thoughts, and feelings.	<b>No correlation</b>
<b>SED1.4c</b>	Shows confidence in a range of abilities and the capacity to accomplish tasks and take on new tasks.	<b>No correlation</b>
<b>SED1.4d</b>	Shows independence in his/her own choices.	<b>No correlation</b>
<b>Standard SED2: The child will engage in self-expression.</b>		
<b>SED2.4a</b>	Effectively uses words, sentences, and actions to communicate needs, ideas, opinions, and preferences.	<b>PEK.6b</b> Expresses feelings associated with success from physical activities.
<b>SED2.4b</b>	With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions.	<b>HEK.4a</b> Discusses ways to express feelings in a healthy way.
<b>SED2.4c</b>	Uses pretend play to present emotions of self and others.	<b>HEK.4a</b> Discusses ways to express feelings in a healthy way.
<b>SED2.4d</b>	With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each.	<b>HEK.4a</b> Discusses ways to express feelings in a healthy way.
<b>Standard SED3: The child will demonstrate self-control.</b>		
<b>SED3.4a</b>	Independently follows rules and routines.	<b>PEK5.1a</b> Follows classroom rules and shows self-control. <b>SSKCG1.a</b> Explains how rules are made and why. <b>SSKCG1.b</b> Explains why rules should be followed.
<b>SED3.4b</b>	Regulates own emotions and behaviors and seeks out adult support when needed.	<b>HEK.4a</b> Discusses ways to express feelings in a healthy way.
<b>SED3.4c</b>	Regulates a range of impulses.	<b>No correlation</b>
<b>SED3.4d</b>	Manages transitions and adapts to changes in schedules and routines independently.	<b>No correlation</b>
<b>Standard SED4: The child will develop relationships with adults.</b>		
<b>SED4.4a</b>	Transitions well into new, unfamiliar settings.	<b>No correlation</b>
<b>SED4.4b</b>	Uses a familiar adult's suggestions to decide how to respond to a specific situation.	<b>No correlation</b>
<b>SED4.4c</b>	Shows affection to familiar adults by using more complex words and actions.	<b>No correlation</b>
<b>SED4.4d</b>	Seeks out adults as a resource for help and assistance.	<b>ELAGSEKSL2</b> Asks and answers questions in order to seek help, get information, or clarify something that is not understood.

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<b>Standard SED5: The child will develop relationships with peers.</b>		
<b>SED5.4a</b>	Develops and maintains friendships with other children.	<b><i>No correlation</i></b>
<b>SED5.4b</b>	Plays cooperatively with a few peers for a sustained period of time.	<b>PEK5.1d</b> Works with a partner or small group regardless of personal differences.
<b>SED5.4c</b>	Attempts to resolve conflicts using appropriate strategies.	<b>PEK5.1d</b> Works with a partner or small group regardless of personal differences.
<b>SED5.4d</b>	Shows emerging empathy and understanding of peers by attempting to comfort and help.	<b><i>No correlation</i></b>
<b>SED5.4e</b>	Shows respect for peers' personal space and belongings.	<b><i>No correlation</i></b>

<b>APPROACHES TO PLAY AND LEARNING (APL)</b>		
<b><i>GELDS Indicator</i></b>		<b><i>Kindergarten Correlation</i></b>
<b>Standard APL1: The child will demonstrate initiative and self-direction.</b>		
<b>APL1.4a</b>	Takes initiative to learn new concepts and tries new experiences. Initiates and completes new tasks by himself/herself.	<b><i>No correlation</i></b>
<b>APL1.4b</b>	Selects and carries out activities without adult prompting.	<b><i>No correlation</i></b>
<b>APL1.4c</b>	Sets goals and develops and follows through on plans.	<b><i>No correlation</i></b>
<b>Standard APL2: The child will demonstrate interest and curiosity.</b>		
<b>APL2.4a</b>	Demonstrates eagerness to learn about and discuss new topics, ideas and tasks.	<b><i>No correlation</i></b>
<b>APL2.4b</b>	Asks questions and seeks new information. With assistance, looks for new information and wants to know more.	<b><i>No correlation</i></b>
<b>APL2.4c</b>	Increasingly seeks out and explores unfamiliar objects in the environment.	<b><i>No correlation</i></b>
<b>Standard APL3: The child will sustain attention to a specific activity and demonstrate persistence.</b>		
<b>APL3.4a</b>	Engages in independent activities and continues tasks over a period of time.	<b><i>No correlation</i></b>
<b>APL3.4b</b>	Practices to improve skills that have been accomplished.	<b><i>No correlation</i></b>

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<b>Standard APL3: The child will sustain attention to a specific activity and demonstrate persistence.</b>		
<b>APL3.4c</b>	Works cooperatively with others to successfully achieve a goal or accomplish a task.	<b><i>No correlation</i></b>
<b>APL3.4d</b>	Persists in trying to complete a task after previous attempts have failed.	<b><i>No correlation</i></b>
<b>Standard APL4: The child will engage in a progression of individualized and imaginative play.</b>		
<b>APL4.4a</b>	Engages in elaborate and sustained imagined play and can distinguish between real life and fantasy.	<b><i>No correlation</i></b>
<b>Standard APL5: The child will demonstrate a cooperative and flexible approach to play.</b>		
<b>APL5.4a</b>	Willingly joins in sustained cooperative play and learning with others to complete a task.	<b><i>No correlation</i></b>
<b>APL5.4b</b>	Demonstrates flexibility in taking on various roles in a group setting.	<b><i>No correlation</i></b>
<b>APL5.4c</b>	Demonstrates inventiveness, imagination, and creativity to solve a problem.	<b><i>No correlation</i></b>
<b>APL5.4d</b>	Considers a variety of possible solutions and exhibits flexibility if an alternate approach is suggested by a peer or an adult.	<b><i>No correlation</i></b>
<b>APL5.4e</b>	Recovers quickly from setbacks and differences in opinion in a group setting.	<b><i>No correlation</i></b>

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<b>COMMUNICATION, LANGUAGE AND LITERACY (CLL)</b>		
<b><i>GELDS Indicator</i></b>		<b><i>Kindergarten Correlation</i></b>
<b>Standard CLL1: The child will listen to conversations and demonstrate comprehension.</b>		
<b>CLL1.4a</b>	Listens and responds on topic to conversations and group discussions for an extended period.	<p><b>ELAGSEKSL1</b> Participates in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p><b>ELAGSEKSL1.a</b> Follows agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p><b>ELAGSEKSL1.b</b> Continues a conversation through multiple exchanges.</p> <p><b>ELAGSEKRL10</b> Actively engage in group reading activities with purpose and understanding.</p>
<b>CLL1.4b</b>	Listens to and follows multi-step directions.	<b>PEK5.1a</b> Follows classroom rules and shows self-control.
<b>CLL1.4c</b>	Extends/expands thoughts or ideas expressed.	<p><b>ELAGSEKSL4</b> Describes familiar people, places, things, and events, and with prompting and support, provides additional details.</p> <p><b>ELAGSEKSL2</b> Confirms understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
<b>Standard CLL2: The child will acquire vocabulary introduced in conversations, activities, stories, and/or books.</b>		
<b>CLL2.4a</b>	Demonstrates understanding of more complex vocabulary through everyday conversations.	<p><b>ELAGSEKRL4</b> Asks and answers questions about unknown words in a text.</p> <p><b>ELAGSEKL6</b> Uses words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p><b>ELAGSEKL4</b> Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p><b>ELAGSEKL4.a</b> Identifies new meanings for familiar words and apply them accurately (e.g., knowing duck as a bird and learning the verb to duck).</p> <p><b>ELAGSEKRI4</b> With prompting and support, ask and answer questions about unknown words in a text</p>

## GELDS/Kindergarten Correlations

<b>CLL2.4b</b>	Connects new vocabulary from activities, stories, and/or books with prior experiences and conversations.	<b>ELAGSEKL5.b</b> Demonstrates understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). <b>ELAGSEKL5.c</b> Identifies real-life connections between words and their use (e.g., note places at school that are colorful). <b>ELAGSEKL5.d</b> Distinguishes shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
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<b><i>GELDS Indicator</i></b>		<b><i>Kindergarten Correlation</i></b>
<b>Standard CLL3: The child will use non-verbal communication for a variety of purposes.</b>		
<b>CLL3.4a</b>	Uses more complex gestures and actions to enhance verbal communication of needs and wants.	<b><i>No correlation</i></b>
<b>CLL3.4b</b>	Communicates feelings using appropriate non-verbal gestures, body language, and actions.	<b><i>No correlation</i></b>
<b>Standard CLL4: The child will use increasingly complex spoken language.</b>		
<b>CLL4.4a</b>	Uses spoken language that can be understood with ease.	<b>ELAGSEKSL6</b> Speaks audible and expresses thoughts, feelings, and ideas clearly.
<b>CLL4.4b</b>	Demonstrates use of expanded sentences and sentence structures to ask questions and/or respond verbally.	<b>ELAGSEKSL2</b> Asks and answers questions in order to seek help, get information, or clarify something that is not understood.
<b>CLL4.4c</b>	Describes activities, experiences, and stories with more detail.	<b>ELAGSEKSL4</b> Describes familiar people, places, things, and events, and with prompting and support, provides additional details.
<b>CLL4.4d</b>	Uses new and expanded vocabulary in a variety of situations.	<b>ELAGSEKRL4</b> Asks and answers questions about unknown words in a text. <b>ELAGSEKL6</b> Uses words and phrases acquired through conversations, reading and being read to, and responding to texts. <b>ELAGSEKL4</b> Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. <b>ELAGSEKRI4</b> With prompting and support, ask and answer questions about unknown words in a text
<b>Standard CLL5: The child will acquire meaning from a variety of materials read to him/her.</b>		
<b>CLL5.4a</b>	Prior to reading, uses prior knowledge, story title, and pictures to make predictions about story content.	<b><i>No correlation</i></b>
<b>CLL5.4b</b>	Retells familiar stories.	<b>ELAGSEKRL2</b> With prompting and support, retells familiar stories, including key details.
<b>CLL5.4c</b>	Discusses books or stories read aloud and can identify characters and setting in a story.	<b>ELAGSEKRL1</b> With prompting and support, ask and answer questions about key details in a text. <b>ELAGSEKRL3</b> With prompting and support, identify characters, settings, and major events in a story.
<b>CLL5.4d</b>	Makes real-world connections between stories and real-life experiences.	<b>ELAGSEKRI3:</b> With prompting and support, describes the connection between two individuals, events, ideas, or pieces of information in a text.
<b>CLL5.4e</b>	Develops an alternate ending for a story.	<b><i>No correlation</i></b>

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<b>Standard CLL6: The child will develop early phonological awareness (awareness of units of sound).</b>		
<b>CLL6.4a</b>	Listens and differentiates between sounds that are the same and different.	<p><b>ELAGSEKRF3a</b> Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of most frequent sounds for each consonant.</p> <p><b>ELAGSEKRF3b</b> Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p><b>ELAGSEKRF3d</b> Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>
<b>CLL6.4b</b>	Identifies and produces rhyming words.	<b>ELAGSEKRF2.a</b> Recognizes and produces rhyming words.
<b>CLL6.4c</b>	Isolates the initial (beginning) sounds in words with adult guidance.	<p><b>ELAGSEKRF2.d</b> Isolates and pronounces the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p>
<b>CLL6.4d</b>	Segments sentences into individual words.	<p><b>ELAGSEKRF3</b> Knows and applies grade-level phonics and word analysis skills in decoding words.</p> <p><b>ELAGSEKRF3.c</b> Reads common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).</p>
<b>CLL6.4e</b>	Segments words into syllables.	<b>ELAGSEKRF2.b</b> Counts, pronounces, blends, and segments syllables in spoken words.
<b>CLL6.4f</b>	Manipulates and blends sounds (phonemes) with adult guidance.	<b>ELAGSEKRF2.e</b> Adds or substitutes individual sounds (phonemes) in simple, one-syllable words to make new words.
<b>Standard CLL7: The child will demonstrate increasing knowledge of the alphabet.</b>		
<b>CLL7.4a</b>	With prompting and support, recognizes and names some upper and lower case letters of the alphabet.	<b>ELAGSEKRF1.d</b> Recognizes and names all upper- and lowercase letters of the alphabet.
<b>Standard CLL8: The child will demonstrate awareness of print concepts.</b>		
<b>CLL8.4a</b>	Demonstrates interest in different kinds of literature, such as fiction books, non-fiction books, and poetry, on a range of topics.	<b>ELAGSEKRL5:</b> Recognizes common types of texts (e.g., storybooks, poems).
<b>CLL8.4b</b>	Understands that letters form words. Understands that words are separated by spaces in print.	<b>ELAGSEKRF1.c</b> Understands that words are separated by spaces in print.
<b>CLL8.4c</b>	With prompting and support, tracks words from left to right, top to bottom, and page to page.	<b>ELAGSEKRF1.a</b> Follows words from left to right, top to bottom, and page-by-page.
<b>CLL8.4d</b>	Recognizes and reads environmental print.	<b>ELAGSEKRF1</b> Demonstrate understanding of the organization and basic features of print.

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<b>Standard CLL8: The child will demonstrate awareness of print concepts.</b>		
<b>CLL8.4e</b>	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.	<b>ELAGSEKRL5</b> Identifies the front cover, back cover, and title page of a book. <b>ELAGSEKRL6:</b> With prompting and support, names the author and illustrator of a story and define the role of each in telling the story.
<b>Standard CLL9: The child will use writing for a variety of purposes.</b>		
<b>CLL9.4a</b>	Draws pictures and copies letters and/or numbers to communicate.	<b>ELAGSEKSL5</b> Adds drawings or other visual displays to descriptions as desired to provide additional detail.
<b>CLL9.4b</b>	Uses writing tools.	<b>No correlation</b>
<b>CLL9.4c</b>	Uses writing for a variety of purposes.	<b>ELAGSEKW1</b> Uses a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are “writing” about and state an opinion or preference about the topic or book (e.g., My favorite book is...). <b>ELAGSEKW2</b> Uses a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. <b>ELAGSEKW3</b> Uses a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
<b>CLL9.4d</b>	Writes some letters of the alphabet.	<b>ELAGSEKL1.a</b> Prints many upper- and lowercase letters.

<b>COGNITIVE DEVELOPMENT: MATHEMATICS (CD-MA)</b>		
<b><i>GELDS Indicator</i></b>		<b><i>Kindergarten Correlation</i></b>
<b>Standard CD-MA1: The child will organize, represent, and build knowledge of quantity and number.</b>		
<b>CD-MA1.4a</b>	Recites numbers up to 20 in sequence.	<b>MGSEK.CC.1</b> Count to 100 by ones and by tens.
<b>CD-MA1.4b</b>	Recognizes numerals and uses counting as part of play and as a means for determining quantity.	<b>MGSEK.CC.5</b> Counts to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration: given a number from 1-20, count out that many objects.
<b>CD-MA1.4c</b>	Matches numerals to sets of objects with the same number, 0-10.	<b>MGSEK.CC.3</b> Writes numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
<b>CD-MA1.4d</b>	Describes sets as having more, less, same as/equal.	<b>MGSEK.CC.6</b> Identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.

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<b>Standard CD-MA1: The child will organize, represent, and build knowledge of quantity and number.</b>		
<b>CD-MA1.4e</b>	Quickly recognizes and names how many items are in a set up to four items.	<b>MGSEK.CC.5</b> Counts to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration: given a number from 1-20, count out that many objects.
<b>CD-MA1.4f</b>	Tells numbers that come before and after a given number up to 10.	<b>MGSEK.CC.4c</b> Understands that each successive number name refers to a quantity that is one larger. <b>MGSEK.CC.2</b> Counts forward beginning from a given number within the known sequence (instead of having to begin at 1).
<b>Standard CD-MA2: The child will manipulate, compare, and describe relationships using quantity and number.</b>		
<b>CD-MA2.4a</b>	Matches two equal sets using one-to-one correspondence and understands they are the same.	<b>MGSEK.CC.6</b> Identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.
<b>CD-MA2.4b</b>	Counts at least 10 objects using one-to-one correspondence.	<b>MGSEK.CC.4a</b> When counting objects, says the number names in the standard order, pairing each object with one and only one number and each number name with one and only one object.
<b>CD-MA2.4c</b>	Practices combining, separating, and naming quantities.	<b>MGSEK.OA.1</b> Represent addition and subtraction with objects, fingers, mental images, drawings <sup>2</sup> , sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
<b>CD-MA2.4d</b>	Describes data from classroom graphs using numerical math language.	<b>MGSEK.MD.3</b> Classifies objects into given categories; count the numbers of objects in each category and sort the categories by count.
<b>CD-MA2.4e</b>	With adult guidance and when counting, understands and can respond with the last number counted to represent quantity (cardinality).	<b>MGSEK.CC.4b</b> Understands that the last number said tells the number of objects counted. The number of objects is the same regardless of their arrangement of the order in which they were counted.
<b>Standard CD-MA3: The child will explore and communicate about distance, weight, length, height, and time.</b>		
<b>CD-MA3.4a</b>	Uses mathematical terms to describe experiences involving measurement.	<b>MGSEK.MD.1</b> Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
<b>CD-MA3.4b</b>	Compares objects using two or more attributes, such as length, weight, and size.	<b>MGSEK.MD.2</b> Directly compares two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.

## GELDS/Kindergarten Correlations

<b>COGNITIVE DEVELOPMENT: MATHEMATICS (CD-MA)</b>		
<b><i>GELDS Indicator</i></b>		<b><i>Kindergarten Correlation</i></b>
<b>Standard CD-MA3: The child will explore and communicate about distance, weight, length, height, and time.</b>		
<b>CD-MA3.4c</b>	Uses a variety of techniques and standard and nonstandard tools to measure and compare length, volume (capacity) and weight.	<b>MGSEK.MD.1</b> Describes measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. <b>MGSEK.MD.2</b> Directly compares two objects with a measurable attribute in common, to see which object has “more of/” less of” the attribute and describe the difference.
<b>CD-MA3.4d</b>	Associates and describes the passage of time with actual events.	<b>SSKH3</b> Uses words and phrases related to chronology and time to explain how things change.
<b>Standard CD-MA4: The child will sort, order, classify, and create patterns.</b>		
<b>CD-MA4.4a</b>	Independently orders objects using one characteristic and describes the criteria used.	<b>MGSEK.MD.3</b> Classifies objects into given categories; count the numbers of objects in each category and sort the categories by count.
<b>CD-MA4.4b</b>	Sorts and classifies objects using one or more attributes or relationships.	<b>MGSEK.MD.3</b> Classifies objects into given categories; count the numbers of objects in each category and sort the categories by count.
<b>CD-MA4.4c</b>	Creates and extends simple, repeating patterns.	<b>No correlation</b>
<b>Standard CD-MA5: The child will explore, recognize, and describe spatial relationships between objects.</b>		
<b>CD-MA5.4a</b>	Uses appropriate directional language to indicate where things are in their environment: positions, distances, order.	<b>MGSEK.G.1</b> Describes objects in the environment using names of shapes, and describe the relative position of these objects such as above, below, beside, in front of, behind, and next to.
<b>CD-MA5.4b</b>	Uses deliberate manipulation and describes process for fitting objects together.	<b>MGSEK.G.5</b> Models shapes in the world by building shapes from components and drawing shapes. <b>MGSEK.G.6</b> Composes simple shapes to form larger shapes.
<b>Standard CD-MA6: The child will explore, recognize, and describe shapes and shape concepts.</b>		
<b>CD-MA6.4a</b>	Recognizes and names common two-dimensional and three-dimensional shapes, their parts, and attributes.	<b>MGSEK.G.2</b> Correctly name shapes regardless of their orientations or overall size. <b>MGSEK.G.3</b> Identifies shapes as two-dimensional or three-dimensional. <b>MGSEK.G.4</b> Analyzes and compares two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes.
<b>CD-MA6.4b</b>	Combines simple shapes to form new shapes.	<b>MGSEK.G.5</b> Models shapes in the world by building shapes from components and drawing shapes. <b>MGSEK.G.6</b> Composes simple shapes to form larger shapes.

## GELDS/Kindergarten Correlations

<b>COGNITIVE DEVELOPMENT: MATHEMATICS (CD-MA)</b>		
<b><i>GELDS Indicator</i></b>		<b><i>Kindergarten Correlation</i></b>
<b>Standard CD-MA7: The child will use mathematical problem solving, reasoning, estimation, and communication.</b>		
<b>CD-MA7.4a</b>	Estimates using mathematical terms and understands how to check the estimate.	<b>Standard for Mathematical Practice 5.</b> Uses appropriate tools strategically. (including estimation) <b>Standard for Mathematical Practice 6.</b> Attends to precision
<b>CD-MA7.4b</b>	Uses simple strategies to solve mathematical problems and communicates how he/she solved it.	<b>Standard for Mathematical Practice 1.</b> Makes sense of problems and persevere in solving them. <b>Standards for Mathematical Practice 2.</b> Reasons abstractly and quantitatively <b>Standard for Mathematical Practice 3.</b> Constructs viable arguments and critiques the reasoning of others. <b>Standard for Mathematical Practice 6.</b> Attends to precision <b>Standard for Mathematical Practice 7.</b> Looks for and makes use of structure.
<b>CD-MA7.4c</b>	Uses reasoning skills to determine the solution to a mathematical problem and communicates why.	<b>Standard for Mathematical Practice 1.</b> Makes sense of problems and persevere in solving them. <b>Standard for Mathematical Practice 3.</b> Constructs viable arguments and critiques the reasoning of others. <b>Standard for Mathematical Practice 6.</b> Attends to precision

<b>COGNITIVE DEVELOPMENT: SOCIAL STUDIES (CD-SS)</b>		
<b><i>GELDS Indicator</i></b>		<b><i>Kindergarten Correlation</i></b>
<b>Standard CD-SS1: The child will demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity.</b>		
<b>CD-SS1.4a</b>	Describes his/her family structure and family roles.	<b>SKL2.c</b> Recognizes the similarities between a parent and a baby.
<b>CD-SS1.4b</b>	Describes similarities and differences between self and others.	<b>SKL2.e</b> Recognizes that he/she is similar and different from other students.
<b>Standard CD-SS2: The child will demonstrate an understanding of his/her community and an emerging awareness of other's culture and ethnicity.</b>		
<b>CD-SS2.4a</b>	Identifies and follows rules of the classroom community and displays competence at engaging in appropriate social behavior.	<b>PEK5.1a</b> Follows classroom rules and shows self-control. <b>PEK5.1b</b> Follows simple directions for basic games and activities. <b>SSKCG1</b> Demonstrates an understanding of good citizenship. <b>SSKCG1.a</b> Explains how rules are made and why. <b>SSKCG1.b</b> Explains why rules should be followed.

## GELDS/Kindergarten Correlations

<b>CD-SS2.4b</b>	Explains diverse customs and cultural celebrations within the home, classroom and community.	<p><b>SSKH1</b> Identifies the purpose of national holidays and describes the people or events celebrated.</p> <p><b>SSKG1</b> Describes American culture by explaining diverse community and family celebrations and customs.</p>
<b>CD-SS2.4c</b>	Recognizes similarities and differences between own cultures and that of others.	<b>SKL2.e</b> Recognizes that he/she is similar and different from other students.

## GELDS/Kindergarten Correlations

<b>COGNITIVE DEVELOPMENT: SOCIAL STUDIES (CD-SS)</b>		
<b><i>GELDS Indicator</i></b>		<b><i>Kindergarten Correlation</i></b>
<b>Standard CD-SS3: The will demonstrate an awareness of geography in his/her community.</b>		
<b>CD-SS3.4a</b>	Creates simple representations of home, school, and community.	<b>SSKG1.a</b> Differentiates land and water features on simple maps and globes. <b>SSKG1.b</b> Explains that maps and globes show a view from above. <b>SSKG1.c</b> Explains that maps and globes show features in a smaller size.
<b>CD-SS3.4b</b>	Identifies and describes aspects of his/her community.	<b>SSKG1.a</b> Differentiates land and water features on simple maps and globes.
<b>Standard CD-SS4: The child will demonstrate an awareness of economics in his/her community.</b>		
<b>CD-SS4.4a</b>	Completes jobs to contribute to his/her community and communicates why it is important.	<b>SSKCG1</b> Demonstrates an understanding of good citizenship.
<b>CD-SS4.4b</b>	Describes the roles and responsibilities of a variety of occupations.	<b>SSKE1</b> Describes the work that people do.
<b>CD-SS4.4c</b>	Describes how people interact economically and how goods and services are exchanged.	<b>SSKE2</b> Explains that people earn income by exchanging their human resources (physical and/or mental work) for wages and salaries. <b>SSKE3.a</b> Explains how money is used to purchase goods and services and distinguishes goods from services. <b>SSKE4</b> Explains that people must make choices because they cannot have everything they want.
<b>CD-SS4.4d</b>	Explores the uses of technology and understands its role in the environment.	<b>No correlation</b>
<b>Standard CD-SS5: The child will understand the passage of time and how events are related.</b>		
<b>CD-SS5.4a</b>	Recognizes and describes sequence of events with accuracy.	<b>SSKH3</b> Uses words and phrases related to chronology and time to explain how things change.
<b>CD-SS5.4b</b>	Differentiates between past, present, and future.	<b>SSKH3</b> Uses words and phrases related to chronology and time to explain how things change.

## GELDS/Kindergarten Correlations

<b>COGNITIVE DEVELOPMENT: SCIENCE (CD-SC)</b>		
<b><i>GELDS Indicator</i></b>		<b><i>Kindergarten Correlation</i></b>
<b>Standard CD-SC1: The child will demonstrate scientific inquiry skills.</b>		
<b>CD-SC1.4a</b>	Uses senses to observe, classify, and learn about objects and environment.	<b>SKCS6</b> Students will understand the important features of the process of scientific inquiry.
<b>CD-SC1.4b</b>	Uses simple tools correctly to experiment, observe, and increase understanding.	<b>SKCS3</b> Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities. <ul style="list-style-type: none"> <li>• <b>SKCS3a</b> Uses ordinary hand tools and instruments to construct, measure, and look at objects.</li> </ul>
<b>CD-SC1.4c</b>	Records observations through dictating to an adult and drawing pictures or using other forms of writing.	<b>SKCS5</b> Students will communicate scientific ideas and activities clearly. <ul style="list-style-type: none"> <li>• <b>SKCS5b</b> Begins to draw pictures that portray features of the thing being described.</li> </ul>
<b>CD-SC1.4d</b>	Experiments, compares, and formulates hypotheses related to scientific properties.	<b>SKCS1</b> Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works. <ul style="list-style-type: none"> <li>• <b>SKCS1a</b> Raises questions about the world around you and is willing to seek answers to some of the questions by making careful observations (5 senses) and trying things out.</li> </ul> <b>SKCS4</b> Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters. <b>SKCS5</b> Students will communicate scientific ideas and activities clearly.
<b>Standard CD-SC2: The child will demonstrate knowledge related to dynamic properties of the earth and sky.</b>		
<b>CD-SC2.4a</b>	Describes properties of water, including changes to the states of water.	<b>SKE2</b> Students will describe the physical attributes of rocks and soils. <ul style="list-style-type: none"> <li>• <b>SKE2c</b> Recognizes earth materials – soil, rocks, water, air, etc.</li> </ul>
<b>CD-SC2.4b</b>	Explores and begins to describe properties of rocks, soil, sand, and mud.	<b>SKE2</b> Students will describe the physical attributes of rocks and soils. <ul style="list-style-type: none"> <li>• <b>SKE2a</b> Uses senses to observe and group rocks by physical attributes such as large/small, heavy/light, smooth/rough, dark/light, etc.</li> <li>• <b>SKE2b</b> Uses senses to observe soils by physical attributes such as smell, texture, color, particle/grain size.</li> <li>• <b>SKE2c</b> Recognizes earth materials – soil, rocks, water, air, etc.</li> </ul>
<b>CD-SC2.4c</b>	Makes simple observations of the characteristics, movement, and seasonal changes of sun, moon, stars, and clouds. Compares the day time/night time cycle.	<b>SKE1</b> Students will describe time patterns (such as day to night) and objects (such as sun, moon, stars) in the day and night sky. <ul style="list-style-type: none"> <li>• <b>SKE1a</b> Describes the changes that occur in the sky during the day, as day turns into night, during the night, and as night turns into day.</li> <li>• <b>SKE1b</b> Classifies objects according to those seen in the day sky and those seen in the night sky.</li> <li>• <b>SKE1c</b> Recognizes that the sun applies heat and light to Earth.</li> </ul>

## GELDS/Kindergarten Correlations

<b>COGNITIVE DEVELOPMENT: SCIENCE (CD-SC)</b>		
<b><i>GELDS Indicator</i></b>		<b><i>Kindergarten Correlation</i></b>
<b>Standard CD-SC2: The child will demonstrate knowledge related to dynamic properties of the earth and sky.</b>		
<b>CD-SC2.4d</b>	Using appropriate vocabulary to discuss climate and changes in weather.	<b><i>No correlation</i></b>
<b>Standard CD-SC3: The child will demonstrate knowledge related to living things and their environments.</b>		
<b>CD-SC3.4a</b>	Observes, explores and describes a variety of animals and plants. Describes their basic needs and life cycles of living things.	<p><b>SK1</b> Students will sort living organisms and non-living materials into groups by observable physical attribute.</p> <ul style="list-style-type: none"> <li>• <b>SKL1b</b> Groups animals according to their observable features such as appearance, size, motion, where it lives, etc.</li> <li>• <b>SKL1c</b> Groups plants according to their observable features such as appearance, size, etc.</li> </ul> <p><b>SKL2</b> Students will compare the similarities and differences in groups of organisms.</p> <ul style="list-style-type: none"> <li>• <b>SKL2a</b> Explains the similarities and differences in animals. (color, size, appearance, etc.)</li> <li>• <b>SKL2b</b> Explains the similarities and differences in plants (color, size, appearance, etc.)</li> </ul>
<b>CD-SC3.4b</b>	Discriminates between living and non-living things.	<p><b>SK1</b> Students will sort living organisms and non-living materials into groups by observable physical attribute.</p> <ul style="list-style-type: none"> <li>• <b>SKL1a</b> Recognizes the difference between living organisms and non-living organisms.</li> </ul>
<b>CD-SC3.4c</b>	Identifies and describes the functions of many body parts.	<b><i>No correlation</i></b>
<b>Standard CD-SC4: The child will demonstrate knowledge related to physical science.</b>		
<b>CD-SC4.4a</b>	Explores and describes position and movement of objects and toys.	<p><b>SKP2</b> Students will observe different types of motion.</p> <ul style="list-style-type: none"> <li>• <b>SKP2b</b> Pushes, pulls, and rolls common objects and describes their motions.</li> </ul>
<b>CD-SC4.4b</b>	Investigates and describes different types or speeds of motion.	<p><b>SKP2</b> Students will observe different types of motion.</p> <ul style="list-style-type: none"> <li>• <b>SKP2a</b> Sorts objects into categories according to their motion.</li> </ul>
<b>CD-SC4.4c</b>	Describes materials by their physical properties and states of matter.	<p><b>SKP1</b> Students will describe the objects in terms of the materials they are made of and their physical properties.</p> <ul style="list-style-type: none"> <li>• <b>SKP1a</b> Compares and sorts materials of different compositions.</li> <li>• <b>SKP1b</b> Uses senses to classify common materials, such as buttons or swatches of cloth, according to their physical attributes (color, shape, size, weight, texture, buoyancy, flexibility, etc.)</li> </ul>

## GELDS/Kindergarten Correlations

<b>COGNITIVE DEVELOPMENT: SCIENCE (CD-SC)</b>		
<b><i>GELDS Indicator</i></b>		<b><i>Kindergarten Correlation</i></b>
<b>CD-SC4.4d</b>	Uses classroom objects to function as simple machines to enhance child directed play.	<b><i>No correlation</i></b>
<b>Standard CD-SC5: The child will demonstrate an awareness of and the need to protect his/her environment.</b>		
<b>CD-SC5.4a</b>	Understands that people have an impact on the environment and participates in efforts to protect the environment.	<b><i>No correlation</i></b>

<b>COGNITIVE DEVELOPMENT: CREATIVE DEVELOPMENT (CD-CR)</b>		
<b><i>GELDS Indicator</i></b>		<b><i>Kindergarten Correlation</i></b>
<b>Standard CD-CR1: The child participates in dance to express creativity.</b>		
<b>CD-CR1.4a</b>	Uses dance to express thoughts, feelings, and energy. Uses dance as an outlet for creativity.	<p><b>DKFD.1</b> Identifies and demonstrates movement elements, skills, and terminology in dance.</p> <p><b>DKFD.2</b> Understands and models dance etiquette as a classroom participant, performer, and observer.</p> <p><b>DKFD.3</b> Understands and applies dance science to movement and dance technique.</p> <p><b>DKFD.4</b> Understands and applies music concepts to dance.</p> <p><b>DKCR.1</b> Demonstrates an understanding of creative and choreographic principles, processes, and structures.</p> <p><b>DKCR.2</b> Demonstrates an understanding of dance as a way to create and communicate meaning.</p> <p><b>DKRE.1</b> Demonstrates critical and creative thinking in all aspects of dance.</p> <p><b>DKCO.1</b> Demonstrates and understands dance in various cultures and historical periods.</p> <p><b>DKCO.2</b> Recognizes connections between dance and wellness.</p> <p><b>DKCO.3</b> Explores dance as an art form through the use of media and technology.</p> <p><b>DKCO.4</b> Demonstrates and understands dance as it relates to other areas of knowledge</p>

## GELDS/Kindergarten Correlations

<b>COGNITIVE DEVELOPMENT: CREATIVE DEVELOPMENT (CD-CR)</b>		
<b><i>GELDS Indicator</i></b>		<b><i>Kindergarten Correlation</i></b>
<b>Standard CD-CR2: The child will create and explore visual art forms to develop artistic expression.</b>		
<b>CD-CR2.4a</b>	Uses materials to create original work for self-expression and to express individual creativity.	<p><b>VAKMC.1</b> Engages in the creative process to generate and visualize ideas.</p> <p><b>VAKMC.3</b> Selects and uses subject matter, symbols, and/or ideas to communicate meaning.</p> <p><b>VAKPR.1</b> Creates artworks based on personal experience and selected themes.</p> <p><b>VAKPR.2</b> Understands and applies media, techniques, and processes of two-dimensional works of art (e.g., drawing, painting, printmaking, mixed media) using tools and materials in a safe and appropriate manner to develop skills.</p> <p><b>VAKPR.3</b> Understands and applies media, techniques, and processes of three-dimensional works of art (e.g., ceramics, sculpture, crafts, and mixed-media) using tools and materials in a safe and appropriate manner to develop skills.</p> <p><b>VAKPR.4</b> Participates in appropriate exhibition(s) of artworks.</p>
<b>Standard CD-CR2: The child will create, observe, and analyze visual art forms to develop artistic expression.</b>		
<b>CD-CR2.4b</b>	Observes and discusses visual art forms and compares their similarities and differences.	<p><b>VAKCU.1</b> Identifies artists and offers ideas about what art is and who artists are.</p> <p><b>VAKCU.2</b> Views and discusses selected artworks.</p> <p><b>VAKC.1</b> Applies information from other disciplines to enhance the understanding and production of artworks.</p> <p><b>VAKC.2</b> Develops life skills through the study and production of art.</p>
<b>CD-CR2.4c</b>	Shows appreciation for different types of art and the creative work of others.	<p><b>VAKAR.1</b> Discusses his or her own artwork and the artwork of others.</p> <p><b>VAKAR.2</b> Utilizes a variety of approaches to understand and critique works of art.</p>

## GELDS/Kindergarten Correlations

<b>COGNITIVE DEVELOPMENT: CREATIVE DEVELOPMENT (CD-CR)</b>		
<b><i>GELDS Indicator</i></b>		<b><i>Kindergarten Correlation</i></b>
<b>Standard CD-CR3: The child will use his/her voice, instruments, and objects to musically express creativity.</b>		
<b>CD-CR3.4a</b>	Uses familiar rhymes, songs, or chants and musical instruments to express creativity.	<b>MKGM.1</b> Sings, alone and with others, a varied repertoire of music. <b>MKGM.2</b> Performs on instruments, alone and with others, a varied repertoire of music. <b>MKGM.3</b> Reads and notates music. <b>MKGM.4</b> Improvises melodies, variations, and accompaniments. <b>MKGM.5</b> Composes and arranges music within specified guidelines. <b>MKGM.6</b> Listens to, analyzes, and describes music. <b>MKGM.7</b> Evaluates music and music performances. <b>MKGM.8</b> Understands relationships between music, the other arts, and disciplines outside the arts. <b>MKGM.9</b> Understands music in relation to history and culture. <b>MKGM.10</b> Moves, alone and with others, to a varied repertoire of music.
<b>Standard CD-CR4: The child will use dramatic play to express creativity.</b>		
<b>CD-CR4.4a</b>	Participates in dramatic play presentations.	<b>TAESK.4</b> Designs and executes artistic and technical elements of theatre. <b>TAESK.5</b> Directs by conceptualizing, organizing, and conducting rehearsals for performance. <b>TAESK.7</b> Integrates various art forms, other content areas, and life experiences, to create theatre. <b>TAESK.11</b> Engages actively and appropriately as an audience member in theatre or other media experiences.
<b>CD-CR4.4b</b>	Uses dialogue, actions, objects, and imagination to tell a creative story.	<b>TAESK.2</b> Develops scripts through improvisation and other theatrical methods.
<b>Standard CD-CR4: The child will use dramatic play to express creativity.</b>		
<b>CD-CR4.4c</b>	Represents a character by using voice inflections and facial expressions.	<b>TAESK.3</b> Acts by developing, communicating, and sustaining roles within a variety of situations and environments.
<b>CD-CR4.4d</b>	Participates in dramatic play to express thoughts, feelings, and creativity.	<b>TAESK.1</b> Analyzes and constructs meaning from theatrical experiences, dramatic literature, and electronic media. <b>TAESK.6</b> Researches cultural and historical information to support artistic choices. <b>TAESK.8</b> Examines the roles of theatre as a reflection of past and present civilization. <b>TAESK.9</b> Explores the relevance of theatre to careers. <b>TAESK.10</b> Critiques various aspects of theatre and other media using appropriate supporting evidence.

## GELDS/Kindergarten Correlations

<b>COGNITIVE DEVELOPMENT: COGNITIVE PROCESSES (CD-CP)</b>		
<b><i>GELDS Indicator</i></b>		<b><i>Kindergarten Correlation</i></b>
<b>Standard CD-CP1: The child will demonstrate awareness of cause/effect.</b>		
<b>CD-CP1.4a</b>	Recognizes cause and effect relationships.	<b><i>No correlation</i></b>
<b>CD-CP1.4b</b>	Explains why simple events occur using reasoning skills.	<b><i>No correlation</i></b>
<b>CD-CP1.4c</b>	Draws conclusions based on facts and evidence.	<b><i>No correlation</i></b>
<b>Standard CD-CP2: The child will use prior knowledge to build new knowledge.</b>		
<b>CD-CP2.4a</b>	Explains how to use objects in new situations.	<b><i>No correlation</i></b>
<b>CD-CP2.4b</b>	Uses observation and imitation to transfer knowledge to new experiences.	<b><i>No correlation</i></b>
<b>CD-CP2.4c</b>	Uses information gained about familiar objects and people and can apply to a new situation.	<b><i>No correlation</i></b>
<b>CD-CP2.4d</b>	Makes, checks, and verifies predictions.	<b><i>No correlation</i></b>
<b>CD-CP2.4e</b>	Explains how an activity is built on or uses past knowledge.	<b><i>No correlation</i></b>
<b>Standard CD-CP3: The child will demonstrate problem solving skills.</b>		
<b>CD-CP3.4a</b>	Makes statements and appropriately answers questions about how objects/materials can be used to solve problems.	<b><i>No correlation</i></b>
<b>CD-CP3.4b</b>	Uses both familiar and new strategies to solve a problem.	<b><i>No correlation</i></b>
<b>CD-CP3.4c</b>	With adult guidance and questioning, determines and evaluates solutions prior to attempting to solve a problem.	<b><i>No correlation</i></b>