

The Vine Assessment System™

by LifeCubby

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

For Early Childhood Professionals and the Families that they Serve

Alignment Document for:
**Alabama Developmental Standards for
Preschool Children**

ALABAMA EARLY LEARNING GUIDELINES



 **ALABAMA DEPARTMENT OF HUMAN RESOURCES** 

References



Alabama Department of Children's Affairs, Alabama Department of Education. (January, 2012). *Alabama developmental standards for preschool children*. AL: Author. Retrieved from <http://children.alabama.gov/uploadedFiles/File/DevelopmentalStandardshandbook.pdf>

Alabama Developmental Standards for Preschool Children	Vine Assessments by LifeCubby
Approaches to Learning	Vine Indicators
Goal 1: Children will develop curiosity, initiative, self-direction, and persistence.	
AL.P.1.1. Make and express choices, plans and decisions.	ATL 1-5 Shows Initiative <u>Pre-K:</u> Makes and conveys choices to friends and teachers
AL.P.1.2. Choose and complete challenging tasks.	ATL 1-3 Is Persistent <u>Pre-K:</u> Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult
AL.P.1.3. Understand and follow rules and routines.	ATL 2-1 Understands Routines <u>Pre-K:</u> Anticipates daily routines, such as meal time, clean-up time, etc.; transitions smoothly when instructed it is time to do something else
AL.P.1.4. Accept changes in plans and schedules.	ATL 1-6 Thinks with Creativity & Flexibility <u>Pre-K:</u> Able to transition thinking and behavior, such as during group play in response to a friend's suggestion or idea; generates creative ideas, suggestions
AL.P.1.5. Demonstrate increasing ability to complete task and maintain concentration over time.	ATL 1-1 Is Attentive <u>Pre-K:</u> Pays attention during story time and other teacher-led activities such as circle time; focuses on an activity for 15 or more minutes
Goal 2: Children will develop positive attitudes, habits, and learning styles.	
AL.P.2.1. Demonstrate an eagerness and interest in learning.	ATL 1-4 Is Curious <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn
AL.P.2.2. Develop increasing ability to find more than one solution to a question or problem.	CS 14-1 Solves Problems <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems

Language and Literacy	
Goal 1: Children will develop listening comprehension skills (receptive language).	
LL.P.1.1. Understand and follow spoken directions.	LC 7-1 Develops Receptive Communication <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations
LL.P.1.2. Listen attentively to stories or class discussions.	LC 7-1 Develops Receptive Communication <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations

LL.P.1.3. Demonstrate increased language comprehension skills by retelling or dictating stories from books and classroom experiences.	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
LL.P.1.4. Begin to use pre-reading skills and strategies (ex.: prior knowledge to text, making predictions about text and using picture clues).	LKS 8-3 Develops Emergent Reading <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
Goal 2: Children will develop phonological awareness skills to discriminate the sounds of language.	
LL.P.2.1. Discriminate and identify sounds in spoken language.	LC 7-3 Develops Phonemic Awareness <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
LL.P.2.1.3. Imitate sounds in vocal play (say mama).	LC 7-3 Develops Phonemic Awareness <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
LL.P.2.1.4. Imitate non speech sounds.	LC 7-3 Develops Phonemic Awareness <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
LL.P.2.2. Recognize common sounds at the beginning of a series of words.	LC 7-3 Develops Phonemic Awareness <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
LL.P.2.3. Identify syllables in words.	LC 7-3 Develops Phonemic Awareness <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
LL.P.2.4. Identify words that rhyme.	LC 7-3 Develops Phonemic Awareness <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
Goal 3: Children will develop an understanding of new vocabulary.	
LL.P.3.1. Name a variety of pictures/objects and/or actions in the natural environment.	LC 7-4 Expands Vocabulary <u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)
LL.P.3.2. Use new and challenging vocabulary words	LC 7-4 Expands Vocabulary

correctly within the context of play or other classroom experiences.	<u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)
LL.P.3.3. Connect new vocabulary with prior educational experiences.	LC 7-4 Expands Vocabulary <u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)
Goal 4: Children will develop speaking skills for the purpose of communication (expressive language).	
LL.P.4.1. Express wants and needs.	LC 7-2 Develops Expressive Communication <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
LL.P.4.2. Respond to questions.	LC 7-2 Develops Expressive Communication <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
LL.P.4.3. Engage in conversations with peers and adults.	LC 7-6 Learns Conversation Structure <u>Pre-K:</u> Participates in multi-turn conversations with friends and adults; mirrors tone, volume and tense; uses verbal and nonverbal conversational rules (e.g., takes turns, eye contact, loud and soft voice as appropriate, etc.); connects phrases and sentences to build ideas
LL.P.4.4. Increase length and grammatical complexity of sentences.	LC 7-5 Expands Grammar and Pronunciation <u>Pre-K:</u> Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
LL.P.4.5. Participate in classroom activities that are repetitive in nature such as songs, rhymes, and finger plays.	LC 7-3 Develops Phonemic Awareness <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
LL.P.4.6. Engage in storytelling and pretend play, using oral language.	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
LL.P.4.7. Show progress in speaking English (for non-English speaking children).	LC 7-2 Develops Expressive Communication <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple

	clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
Goal 5: Children will develop age-appropriate writing skills.	
LL.P.5.1. Experiment with a variety of writing tools and materials.	LKS 9-1 Develops Emergent Writing <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
LL.P.5.2. Progress from using scribbles, shapes, or pictures to represent ideas, to using letters or letter-like symbols, or writing familiar words such as their own names.	LKS 9-1 Develops Emergent Writing <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
Goal 6: Children will develop knowledge about the various uses of print and characteristics of written language (concepts about print).	
LL.P.6.1. Demonstrate an interest in books and exhibit appropriate book handling skills.	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
LL.P.6.2. Show increasing awareness of environment print in the classroom, home, and community.	LKS 8-3 Develops Emergent Reading <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
LL.P.6.3. Understand that writing is used as a form of communication for a variety of purposes.	LKS 9-1 Develops Emergent Writing <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
LL.P.6.4. Demonstrate increasing awareness that a word is a unit of print; that letters are grouped to form a word; and that words are separated by spaces.	LKS 9-1 Develops Emergent Writing <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
LL.P.6.5. Show progress in recognizing the association between spoken and written words by following print as it is read aloud.	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a

	story to a personal experience; may predict the outcome of a story
Goal 7: Children will develop alphabet knowledge.	
LL.P.7.1. Identify letters of the alphabet, especially letters in own name.	LKS 8-2 Develops Alphabetic Knowledge <u>Pre-K:</u> Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print
LL.P.7.2. Show progress in identifying the names of letters and the sounds they represent.	LKS 8-2 Develops Alphabetic Knowledge <u>Pre-K:</u> Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print
LL.P.7.3. Demonstrate increased ability to recognize letters at the beginning of words.	LKS 8-2 Develops Alphabetic Knowledge <u>Pre-K:</u> Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print

Mathematics	
Goal 1: Children will begin to develop an awareness and understanding of numbers.	
M.P.1.1. Demonstrate use of one-to-one correspondence in counting objects and matching numeral name with sets of objects.	CM 10-1 Begins Counting <u>3-Year Old:</u> Counts by rote to 10; counts sets of objects up to 10; may be able to count into the teens; understands and uses 1-1 correspondence
M.P.1.2. Show increasing ability to count in sequence to 10 and beyond.	CM 10-1 Begins Counting <u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10
M.P.1.3. Begin to understand the concept of estimation.	CM 10-2 Builds and Observes Sets <u>Pre-K:</u> Can look at groups of objects up to 5 and indicate how many items without having to count them; compares quantities in sets and uses appropriate vocabulary: equal, more, less
M.P.1.4. Use language to compare numbers of objects with terms such as more, less, equal to, greater than, or fewer than.	CM 10-2 Builds and Observes Sets <u>Pre-K:</u> Can look at groups of objects up to 5 and indicate how many items without having to count them; compares quantities in sets and uses appropriate vocabulary: equal, more, less
M.P.1.5. Use ordinal number words to describe the position of objects (ex.: "first," "second," "third," etc.).	CM 10-1 Begins Counting <u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10
M.P.1.6. Begin to use numbers and counting as a means for solving problems and measuring quantity.	CM 10-3 Learns Addition, Subtraction and Division <u>Pre-K:</u> Can add "1" to a set of objects and know that it is 1 more; can subtract 1 from a set of objects and know that it is 1 less; can split a set of objects equally to divide by 2
Goal 2: Children will develop an understanding of basic geometric	

shapes and develop a sense of space.	
M.P.2.1. Recognize, describe, compare, and name common shapes, their parts, and attributes.	CM 12-1 Learns Shapes & Sizes <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
M.P.2.2. Use math language to indicate understanding of positional concepts.	CM 12-2 Develops Spatial Awareness <u>Pre-K:</u> Uses location words (in, on, under, etc.); uses standard or nonstandard units of measurement to determine length, height, capacity etc. of object(s); compares length, height, capacity of a container, such as how many scoops are needed to fill a bucket
M.P.2.3. Use classroom materials to combine shapes to create other shapes.	CM 12-1 Learns Shapes & Sizes <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
M.P.2.4. Begin to understand concept of “part” and “whole” using real objects.	CM 11-1 Learns Measurement and Quantities <u>Pre-K:</u> Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map
Goal 3: Children will show awareness of, recognize, and create patterns.	
M.P.3.1. Match, sort, place in a series, and regroup objects according to attributes (color, shape, size, etc.).	CM 11-2 Understands Patterns <u>Pre-K:</u> Can create, duplicate or extend more complex patterns, such as red-blue-green-red-blue-green; can fill in a missing piece of a pattern; seriates a group of like objects (small, medium, large, or light, medium, dark)
M.P.3.2. Describe, duplicate, and extend simple patterns using a variety of materials or objects.	CM 11-2 Understands Patterns <u>Pre-K:</u> Can create, duplicate or extend more complex patterns, such as red-blue-green-red-blue-green; can fill in a missing piece of a pattern; seriates a group of like objects (small, medium, large, or light, medium, dark)
M.P.3.3. Recognize and identify patterns in the environment.	CM 11-2 Understands Patterns <u>Pre-K:</u> Can create, duplicate or extend more complex patterns, such as red-blue-green-red-blue-green; can fill in a missing piece of a pattern; seriates a group of like objects (small, medium, large, or light, medium, dark)
Goal 4: Children will explore concepts of basic measurements.	
M.P.4.1. Use comparative/superlative terms to describe and contrast objects (ex.: long, longer, longest; short, shorter, shortest; small, medium, large).	CM 11-1 Learns Measurement and Quantities <u>Pre-K:</u> Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map
M.P.4.2. Use standard and nonstandard measurement tools	CM 11-1 Learns Measurement and Quantities <u>Pre-K:</u> Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer,

to determine length, volume, and weight of objects.	measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map
M.P.4.3. Demonstrate an understanding of measurable concepts of time and sequence.	SS 16-2 Understands Time <u>Pre-K:</u> Understands basic concepts of time including past-present-future; may understand basic units of time, including hours-minutes-days; learns about calendars, including week-month-year
Goal 5: Children will analyze data within small and large group settings.	
M.P.5.1. Use math vocabulary to compare sets of objects with terms such as more, less, equal to, greater than, fewer.	CM 10-2 Builds and Observes Sets <u>Pre-K:</u> Can look at groups of objects up to 5 and indicate how many items without having to count them; compares quantities in sets and uses appropriate vocabulary: equal, more, less
M.P.5.2. Classify objects using more than one attribute.	CS 13-2 Classifies or Sorts Objects <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
M.P.5.3. Sort and classify objects using self selected criteria.	CS 13-2 Classifies or Sorts Objects <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
M.P.5.4. Develop ability to collect, describe, and record information through drawings, maps, charts and graphs.	CS 14-4 Draws Conclusions and Sorts Results <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help

Science and Environmental Education	
Goal 1: Children will develop the ability to use scientific processes and inquiry.	
S.P.1.1. Use senses to gather information, classify objects, observe processes, and describe materials.	CS 13-1 Explores Objects <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses
S.P.1.2. Make predictions and test ideas based on trial and error, observation prior experience, demonstrations, and discussions.	CS 14-2 Makes Predictions <u>Pre-K:</u> Able to make and test predictions (e.g., what color will we get if we mix the yellow dye and the blue dye?)
S.P.1.3. Record observations using simple visual tools such as drawings, graphs, charts, logos.	CS 14-4 Draws Conclusions and Sorts Results <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help
S.P.1.4. Describe simple cause and effect relationships.	CS 14-4 Draws Conclusions and Sorts Results <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g.,

	works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help
Goal 2: Children will acquire knowledge related to physical science.	
S.P.2.1. Investigate, explore, and compare objects in the classroom and on the playground.	CS 13-1 Explores Objects <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses
S.P.2.2. Examine and describe the properties of solids and liquids.	CS 13-1 Explores Objects <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses
S.P.2.3. Name and use simple machines in the context of daily play and problem-solving.	CS 13-1 Explores Objects <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses
S.P.2.4. Explore and describe different types of speed, motion, and sounds.	CS 13-1 Explores Objects <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses
S.P.2.5. Design and create items with simple tools.	CS 13-1 Explores Objects <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses
Goal 3: Children will acquire knowledge related to earth sciences and our environment.	
S.P.3.1. Identify, describe and compare natural items from their immediate environment.	CS 15-1 Explores the Natural Environment <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
S.P.3.2. Demonstrate respect for preserving the environment.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
S.P.3.3. Describe basic needs of how to care for living things.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
S.P.3.4. Demonstrate knowledge of changes that plants and	CS 15-2 Develops an Understanding of and Care for the Natural World

animals pass through during life cycles.	<u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
S.P.3.5. Identify and describe common animals and insects, and their natural habitats.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
Goal 4: Children will acquire knowledge related to earth and space science.	
S.P.4.1. Identify four seasons and seasonal changes.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
S.P.4.2. Identify types of weather and impact on environment.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
S.P.4.3. Identify and classify objects observed in the day sky and in the night sky.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
S.P.4.4. Identify common earth materials and landforms.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
S.P.4.5. Observe and describe light and shadows.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things

Technology	
Goal 1: Children will gain knowledge of technology.	
T.P.1.1. Demonstrate basic knowledge of computer skills.	CS 13-3 Learns Using Technology <u>Pre-K:</u> May be learning how to play educational games using a computer and keyboard or tablet

T.P.1.2. Demonstrate knowledge of a variety of media and technology tools.	CS 13-3 Learns Using Technology <u>Pre-K:</u> May be learning how to play educational games using a computer and keyboard or tablet
T.P.1.3. Demonstrate knowledge of the use of technology as a communication system of the world.	CS 13-3 Learns Using Technology <u>Pre-K:</u> May be learning how to play educational games using a computer and keyboard or tablet

Social-Emotional Development	
Goal 1: Children will develop confidence and positive self-awareness.	
SE.P.1.1. Display a healthy self image.	SED 4-2 Becomes Confident <u>Pre-K:</u> Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics
SE.P.1.2. Demonstrate awareness of attributes of self (abilities, characteristics and preferences).	SED 4-1 Develops Awareness of Self <u>Pre-K:</u> Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class)
SE.P.1.3. Demonstrate knowledge of self through recognition of body parts.	SED 4-1 Develops Awareness of Self <u>Pre-K:</u> Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class)
SE.P.1.4. Demonstrate growth in capacity for independence.	ATL 1-5 Shows Initiative <u>Pre-K:</u> Makes and conveys choices to friends and teachers
Goal 2: Children will increase the capacity for self control.	
SE.P.2.1. Initiate play with other children.	ATL 1-5 Shows Initiative <u>Pre-K:</u> Makes and conveys choices to friends and teachers
SE.P.2.2. Recognize and manage feelings and impulses in developmentally appropriate ways.	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>Pre-K:</u> Has methods for coping with intense feelings (getting a comfort item; using words; counting to 5); seeks adult assistance in intense situations; is learning to control impulses and emotions; is able to wait turn
SE.P.2.3. Demonstrate the ability to control behavior when changing activities with class or group.	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>Pre-K:</u> Has methods for coping with intense feelings (getting a comfort item; using words; counting to 5); seeks adult assistance in intense situations; is learning to control impulses and emotions; is able to wait turn
SE.P.2.4. Separate easily from family.	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>Pre-K:</u> Has methods for coping with intense feelings (getting a comfort item; using words; counting to 5); seeks adult assistance in intense situations; is learning to control impulses and emotions; is able to wait turn

Goal 3: Children will develop interpersonal and social skills for relating with other people.	
SE.P.3.1. Sustain interaction with peers by cooperating, playing and interacting.	SED 6-3 Cooperates with Peers <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
SE.P.3.2. Understand how actions affect others and begin to accept consequences.	ATL 2-2 Shows Responsibility <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
SE.P.3.3. Show increasing ability to use compromise and discussion to resolve conflict with peers.	SED 6-3 Cooperates with Peers <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
Goal 4: Children will develop a respect for differences in people and an appreciation of their role as being a member of the family, classroom, and the community.	
SE.P.4.1. Show progress in understanding similarities and respecting differences in people.	SS 16-1 Explores Cultures <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work
SE.P.4.2. Show understanding and respect for the property of others.	ATL 2-2 Shows Responsibility <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
SE.P.4.3. Develop an awareness of how actions positively affect the classroom environment.	ATL 2-2 Shows Responsibility <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege

Physical Development	
Goal 1: Children will develop gross motor skills.	
PD.P.1.1. Develop and demonstrate strength and coordination of large muscles.	PMP 17-5 Develops Large Motor Coordination Skills <u>Pre-K:</u> Walks up and down stairs with alternating feet; can pedal a tricycle, climb a ladder, and or swing without assistance; can kick, throw, bounce or catch a ball; skips or claps
PD.P.1.2. Develop and demonstrate skills for walking.	PMP 17-2 Develops Lower Body Strength <u>3-Year Old:</u> Runs; jumps; hops; balances on 1 foot for up to 3 seconds <u>Pre-K:</u> Can jump forward several times without falling

PD.P.1.3. Develop and demonstrate skills for sitting.	PMP 17-1 Develops Perception & Balance <u>Pre-K:</u> Stands on 1 foot for about 6 seconds; does a front roll (somersault); walks backwards without losing balance; walks heel-to-toe, on tiptoe, and on a straight line; can walk on a balance board; hops on one foot
PD.P.1.4. Develop and demonstrate skills for rolling.	PMP 17-1 Develops Perception & Balance <u>Pre-K:</u> Stands on 1 foot for about 6 seconds; does a front roll (somersault); walks backwards without losing balance; walks heel-to-toe, on tiptoe, and on a straight line; can walk on a balance board; hops on one foot
Goal 2: Children will develop fine motor skills.	
PD.P.2.1. Develop and demonstrate strength and coordination of small muscles.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness
PD.P.2.2. Develop eye-hand coordination in a purposeful way.	PMP 18-2 Develops Fine Hand-Eye Coordination <u>Pre-K:</u> Works with fine motor manipulatives, such as jigsaw puzzles or beads; ties knots and loops; uses a keyboard

Health and Daily Living	
Goal 1: Children will acquire knowledge of healthy personal care routines.	
HDL.P.1.1. Wash and dry hands without assistance.	PMP 19-2 Develops Self-Care Skills <u>Pre-K:</u> Knows to wash hands with soap before eating, after toileting, and after wiping nose; independently brushes teeth; shows preference for certain clothing and prefers to dress and undress self; able to zip, button, and snap; may be able to tie shoes
HDL.P.1.2. Toilet independently.	PMP 19-3 Becomes Toilet Trained <u>Pre-K:</u> Is completely independent with toileting
HDL.P.1.3. Brush teeth independently.	PMP 19-2 Develops Self-Care Skills <u>Pre-K:</u> Knows to wash hands with soap before eating, after toileting, and after wiping nose; independently brushes teeth; shows preference for certain clothing and prefers to dress and undress self; able to zip, button, and snap; may be able to tie shoes
HDL.P.1.4. Cover mouth and nose when sneezing and coughing.	PMP 19-2 Develops Self-Care Skills <u>Pre-K:</u> Knows to wash hands with soap before eating, after toileting, and after wiping nose; independently brushes teeth; shows preference for certain clothing and prefers to dress and undress self; able to zip, button, and snap; may be able to tie shoes
HDL.P.1.5. Manipulate clothing/fasteners.	PMP 19-2 Develops Self-Care Skills <u>Pre-K:</u> Knows to wash hands with soap before eating, after toileting, and after wiping nose; independently brushes teeth; shows preference for certain clothing and prefers to dress and undress self; able to zip, button, and snap; may be able to tie shoes

HDL.P.1.6. Put on/take off coat, socks, and shoes.	PMP 19-2 Develops Self-Care Skills <u>Pre-K:</u> Knows to wash hands with soap before eating, after toileting, and after wiping nose; independently brushes teeth; shows preference for certain clothing and prefers to dress and undress self; able to zip, button, and snap; may be able to tie shoes
Goal 2: Children will acquire knowledge of healthy nutritional practices.	
HDL.P.2.1. Follow mealtime routines and procedures.	PMP 19-1 Develops Meal Time Independence <u>Pre-K:</u> Able to serve portions to self; uses utensils; adds own condiments, cuts food with table knife
HDL.P.2.2. Open a food/drink container.	PMP 19-1 Develops Meal Time Independence <u>Pre-K:</u> Able to serve portions to self; uses utensils; adds own condiments, cuts food with table knife
HDL.P.2.3. Eat with a spoon or fork.	PMP 19-1 Develops Meal Time Independence <u>Pre-K:</u> Able to serve portions to self; uses utensils; adds own condiments, cuts food with table knife
HDL.P.2.4. Drink from an open cup.	PMP 19-1 Develops Meal Time Independence <u>Pre-K:</u> Able to serve portions to self; uses utensils; adds own condiments, cuts food with table knife
HDL.P.2.5. Identify healthy foods from basic food groups (meat, dairy, grains, fruits, vegetables).	PMP 20-1 Learns about Nutrition <u>Pre-K:</u> Understands the difference between healthy and unhealthy food; eats a variety of nutritious foods; is willing to try foods with various tastes, colors, and textures
Goal 3: Children will acquire knowledge of safety practices.	
HDL.P.3.1. Demonstrate knowledge of personal safety.	PMP 20-2 Learns Safety Rules <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions
HDL.P.3.2. Recognize and know to avoid potentially harmful situations.	PMP 20-2 Learns Safety Rules <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions
HDL.P.3.3. Recognize and know to avoid potentially harmful substances.	PMP 20-2 Learns Safety Rules <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions

Creative Arts	
Goal 1: Children will use art for creative expression and representation.	
CA.P.1.1. Use different art media and materials in a variety of ways for creative expression.	CCA 21-1 Explores Art Media <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
CA.P.1.2. Progress in ability to create drawings, paintings, and	CCA 21-1 Explores Art Media

sculptures that are more detailed, creative or realistic.	<u>Pre-K</u> : Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
CA.P.1.3. Understand and share opinions about artistic endeavors and experiences.	CCA 21-1 Explores Art Media <u>Pre-K</u> : Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
Goal 2: Children will show self-expression through music and movement.	
CA.P.2.1. Use a variety of musical instruments, rhythms, and songs to develop creative expression.	CCA 21-2 Explores Music <u>Pre-K</u> : Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
CA.P.2.2. Participate in creative music and movement activities.	CCA 21-3 Explores Movement and Dance <u>Pre-K</u> : Begins to show individual expression in creative movement activities
CA.P.2.3. Identify and appreciate different types of music from various cultures.	CCA 21-2 Explores Music <u>Pre-K</u> : Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
Goal 3: Children will participate in a variety of dramatic play activities.	
CA.P.3.1. Participate in dramatic play to express feelings, dramatize stories, reenact real-life roles and experiences.	CCA 21-4 Participates in Dramatic Play <u>Pre-K</u> : Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
CA.P.3.2. Engage in cooperative pretend play with another child using symbolic materials and gestures to represent real objects and situations.	CCA 21-4 Participates in Dramatic Play <u>Pre-K</u> : Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers

DISCLAIMER:

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