

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. (2013). *Alabama developmental standards for preschool children*. AL: Author. Retrieved from http://children.alabama.gov/wp-content/uploads/sites/4/2017/03/2013_Developmental_Standards_with_missing_pages.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
AL.P.1.2. Choose and complete challenging tasks.	ATL 1-3 Is Persistent
AL.P.1.3. Understand and follow rules and routines.	ATL 2-1 Understands Routines
AL.P.1.4. Accept changes in plans and schedules.	ATL 1-6 Thinks with Creativity & Flexibility
AL.P.1.5. Demonstrate increasing ability to complete task and maintain concentration over time.	ATL 1-1 Is Attentive
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
AL.P.2.2. Develop increasing ability to find more than one solution to a question or problem.	CS 14-1 Solves 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
LL.P.1.2. Listen attentively to stories or class discussions.	LC 7-1 Develops Receptive Communication
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
LL.P.1.4. Begin to use pre-reading skills and strategies (ex.: prior knowledge to text, making	LKS 8-3 Develops Emergent Reading

predictions about text and using picture clues).	
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
LL.P.2.1.3. Imitate sounds in vocal play (say mama).	LC 7-3 Develops Phonemic Awareness
LL.P.2.1.4. Imitate non speech sounds.	LC 7-3 Develops Phonemic Awareness
LL.P.2.2. Recognize common sounds at the beginning of a series of words.	LC 7-3 Develops Phonemic Awareness
LL.P.2.3. Identify syllables in words.	LC 7-3 Develops Phonemic Awareness
LL.P.2.4. Identify words that rhyme.	LC 7-3 Develops Phonemic Awareness
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
LL.P.3.2. Use new and challenging vocabulary words correctly within the context of play or other classroom experiences.	LC 7-4 Expands Vocabulary
LL.P.3.3. Connect new vocabulary with prior educational experiences.	LC 7-4 Expands Vocabulary
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
LL.P.4.2. Respond to questions.	LC 7-2 Develops Expressive Communication
LL.P.4.3. Engage in conversations with peers and adults.	LC 7-6 Learns Conversation Structure
LL.P.4.4. Increase length and grammatical complexity of sentences.	LC 7-5 Expands Grammar and Pronunciation
LL.P.4.5. Participate in classroom activities that are repetitive in	LC 7-3 Develops Phonemic Awareness

nature such as songs, rhymes, and finger plays.	
LL.P.4.6. Engage in storytelling and pretend play, using oral language.	LKS 8-1 Develops Early Literacy
LL.P.4.7. Show progress in speaking English (for non-English speaking children).	LC 7-2 Develops Expressive Communication
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
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
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
LL.P.6.2. Show increasing awareness of environment print in the classroom, home, and community.	LKS 8-3 Develops Emergent Reading
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
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
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

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
LL.P.7.2. Show progress in identifying the names of letters and the sounds they represent.	LKS 8-2 Develops Alphabetic Knowledge
LL.P.7.3. Demonstrate increased ability to recognize letters at the beginning of words.	LKS 8-2 Develops Alphabetic Knowledge

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
M.P.1.2. Show increasing ability to count in sequence to 10 and beyond.	CM 10-1 Begins Counting
M.P.1.3. Begin to understand the concept of estimation.	CM 10-2 Builds and Observes Sets
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
M.P.1.5. Use ordinal number words to describe the position of objects (ex.: "first," "second," "third," etc.).	CM 10-1 Begins Counting
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
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

M.P.2.2. Use math language to indicate understanding of positional concepts.	CM 12-2 Develops Spatial Awareness
M.P.2.3. Use classroom materials to combine shapes to create other shapes.	CM 12-1 Learns Shapes & Sizes
M.P.2.4. Begin to understand concept of “part” and “whole” using real objects.	CM 11-1 Learns Measurement and Quantities
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
M.P.3.2. Describe, duplicate, and extend simple patterns using a variety of materials or objects.	CM 11-2 Understands Patterns
M.P.3.3. Recognize and identify patterns in the environment.	CM 11-2 Understands Patterns
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
M.P.4.2. Use standard and nonstandard measurement tools to determine length, volume, and weight of objects.	CM 11-1 Learns Measurement and Quantities
M.P.4.3. Demonstrate an understanding of measurable concepts of time and sequence.	SS 16-2 Understands Time
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
M.P.5.2. Classify objects using more than one attribute.	CS 13-2 Classifies or Sorts Objects

M.P.5.3. Sort and classify objects using self selected criteria.	CS 13-2 Classifies or Sorts Objects
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

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
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
S.P.1.3. Record observations using simple visual tools such as drawings, graphs, charts, logos.	CS 14-4 Draws Conclusions and Sorts Results
S.P.1.4. Describe simple cause and effect relationships.	CS 14-4 Draws Conclusions and Sorts Results
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
S.P.2.2. Examine and describe the properties of solids and liquids.	CS 13-1 Explores Objects
S.P.2.3. Name and use simple machines in the context of daily play and problem-solving.	CS 13-1 Explores Objects
S.P.2.4. Explore and describe different types of speed, motion, and sounds.	CS 13-1 Explores Objects
S.P.2.5. Design and create items with simple tools.	CS 13-1 Explores Objects
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
S.P.3.2. Demonstrate respect for preserving the environment.	CS 15-2 Develops an Understanding of and Care for the Natural World <i>Pre-K:</i> 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
S.P.3.4. Demonstrate knowledge of changes that plants and animals pass through during life cycles.	CS 15-2 Develops an Understanding of and Care for the Natural World
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
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
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
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
S.P.4.4. Identify common earth materials and landforms.	CS 15-2 Develops an Understanding of and Care for the Natural World
S.P.4.5. Observe and describe light and shadows.	CS 15-2 Develops an Understanding of and Care for the Natural World

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
T.P.1.2. Demonstrate knowledge of a variety of media and technology tools.	CS 13-3 Learns Using Technology

T.P.1.3. Demonstrate knowledge of the use of technology as a communication system of the world.	CS 13-3 Learns Using Technology
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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
SE.P.1.2. Demonstrate awareness of attributes of self (abilities, characteristics and preferences).	SED 4-1 Develops Awareness of Self
SE.P.1.3. Demonstrate knowledge of self through recognition of body parts.	SED 4-1 Develops Awareness of Self
SE.P.1.4. Demonstrate growth in capacity for independence.	ATL 1-5 Shows Initiative
Goal 2: Children will increase the capacity for self control.	
SE.P.2.1. Initiate play with other children.	ATL 1-5 Shows Initiative
SE.P.2.2. Recognize and manage feelings and impulses in developmentally appropriate ways.	SED 3-2 Manages Feelings & Demonstrates Self-Control
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
SE.P.2.4. Separate easily from family.	SED 3-2 Manages Feelings & Demonstrates Self-Control
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
SE.P.3.2. Understand how actions affect others and begin to accept consequences.	ATL 2-2 Shows Responsibility
SE.P.3.3. Show increasing ability to use compromise and	SED 6-3 Cooperates with Peers

discussion to resolve conflict with peers.	
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
SE.P.4.2. Show understanding and respect for the property of others.	ATL 2-2 Shows Responsibility
SE.P.4.3. Develop an awareness of how actions positively affect the classroom environment.	ATL 2-2 Shows Responsibility

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
PD.P.1.2. Develop and demonstrate skills for walking.	PMP 17-2 Develops Lower Body Strength
PD.P.1.3. Develop and demonstrate skills for sitting.	PMP 17-1 Develops Perception & Balance
PD.P.1.4. Develop and demonstrate skills for rolling.	PMP 17-1 Develops Perception & Balance
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
PD.P.2.2. Develop eye-hand coordination in a purposeful way.	PMP 18-2 Develops Fine Hand-Eye Coordination

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
HDL.P.1.2. Toilet independently.	PMP 19-3 Becomes Toilet Trained

HDL.P.1.3. Brush teeth independently.	PMP 19-2 Develops Self-Care Skills
HDL.P.1.4. Cover mouth and nose when sneezing and coughing.	PMP 19-2 Develops Self-Care Skills
HDL.P.1.5. Manipulate clothing/fasteners.	PMP 19-2 Develops Self-Care Skills
HDL.P.1.6. Put on/take off coat, socks, and shoes.	PMP 19-2 Develops Self-Care Skills
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
HDL.P.2.2. Open a food/drink container.	PMP 19-1 Develops Meal Time Independence
HDL.P.2.3. Eat with a spoon or fork.	PMP 19-1 Develops Meal Time Independence
HDL.P.2.4. Drink from an open cup.	PMP 19-1 Develops Meal Time Independence
HDL.P.2.5. Identify healthy foods from basic food groups (meat, dairy, grains, fruits, vegetables).	PMP 20-1 Learns about Nutrition
Goal 3: Children will acquire knowledge of safety practices.	
HDL.P.3.1. Demonstrate knowledge of personal safety.	PMP 20-2 Learns Safety Rules
HDL.P.3.2. Recognize and know to avoid potentially harmful situations.	PMP 20-2 Learns Safety Rules
HDL.P.3.3. Recognize and know to avoid potentially harmful substances.	PMP 20-2 Learns Safety Rules

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
CA.P.1.2. Progress in ability to create drawings, paintings, and sculptures that are more detailed, creative or realistic.	CCA 21-1 Explores Art Media

CA.P.1.3. Understand and share opinions about artistic endeavors and experiences.	CCA 21-1 Explores Art Media
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
CA.P.2.2. Participate in creative music and movement activities.	CCA 21-3 Explores Movement and Dance
CA.P.2.3. Identify and appreciate different types of music from various cultures.	CCA 21-2 Explores Music
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
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

DISCLAIMER:

This Alignment Document provides information that is current as of the publication date, pursuant to the state information available at that time. If this document is out-of-date, please be aware that we are likely working on an updated version. Should you like to alert us to the need to update this alignment document pursuant to any new rules/regulations or updates, please contact us at:

contact@lifecubby.me