

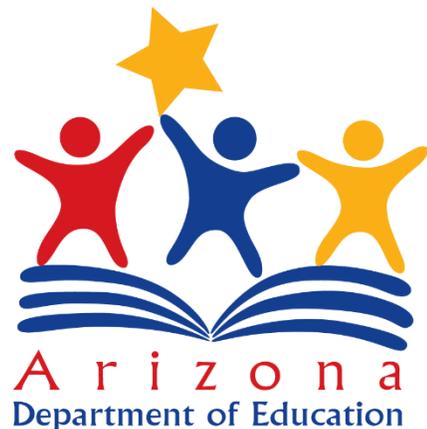
# The Vine Assessment System™

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:  
**Arizona's Infant and Toddler  
Developmental Guidelines**



## References



Arizona Department of Education, Early Childhood Programs. (2013). *Arizona Early Learning Standards*. AZ: Author. Retrieved from <https://cms.azed.gov/home/GetDocumentFile?id=58795495aadebe0c98a804fc>

<b>Arizona's Infant and Toddler Developmental Guidelines</b>	<b>Vine Assessments by LifeCubby</b>
<b>Social and Emotional Development</b>	<b>Vine Indicators</b>
Strand 1: Self Concept 1: Self-Awareness	
1. Children develop a sense of personal identity as they begin to recognize characteristics that make them unique as individuals and to build self-esteem.	
A. Demonstrated self-confidence	<b>SED 4-2 Becomes Confident</b>
B. Makes person preferences known to others	<b>SED 4-1 Develops Awareness of Self</b>
C. Demonstrates knowledge of self-identity	<b>SED 4-1 Develops Awareness of Self</b>
D. Shows an awareness of similarities and differences between self and others	<b>SED 4-1 Develops Awareness of Self</b>
Strand 1: Self Concept 2: Recognizes and Expresses Feelings	
1. Children develop an awareness of the feelings of self and others through daily interactions with peers and adults. Children develop the ability to effectively and appropriately express themselves and learn that their feelings and feelings of others are important.	
A. Associates emotions with words, facial expressions and body language	<b>SED 3-1 Expresses Emotion SED 6-1 Builds Empathy</b>
B. Identifies, describes and expresses their own feelings	<b>SED 3-1 Expresses Emotion SED 6-1 Builds Empathy SED 4-1 Develops Awareness of Self</b>
C. Identified and describes feelings of others	<b>SED 6-1 Builds Empathy</b>
D. Expresses empathy for others	<b>SED 6-1 Builds Empathy</b>
Strand 1: Self Concept 3: Self Regulation	
Young children develop self-control as they acquire the ability to regulate their impulses with minimal support from adults. This enables children to function successfully and independently in both personal and social contexts.	
A. Understands and follows expectations in the learning environment	<b>ATL 2-1 Understands Routines ATL 2-2 Shows Responsibility</b>
B. Manages transitions, daily routines and unexpected events	<b>ATL 2-1 Understands Routines ATL 2-2 Shows Responsibility</b>

C. Modifies behavior for various situations and settings	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
D. Chooses appropriate words and actions.	<b>ATL 2-2 Shows Responsibility</b>
Strand 2: Relationships Concept 1: Attachment	
1. Positive social relationships between adults and children develop in an environment where children feel safe and secure.	
A. Expresses affection for familiar adults	<b>SED 5-1 Bonds with Adults</b>
B. Seeks security and support from familiar adults	<b>SED 5-1 Bonds with Adults</b> <b>SED 5-2 Learns from Adults</b>
C. Demonstrates the ability to engage with new adults of children with the support of familiar adults	<b>SED 5-1 Bonds with Adults</b> <b>SED 5-2 Learns from Adults</b>
D. Separates from familiar adult with minimal distress	<b>SED 4-2 Becomes Confident</b>
Strand 2: Relationships Concept 3: Respect	
1. When children interact with others, they become aware of the limits and boundaries of acceptable behavior and begin to learn about the possible consequences of their actions. They learn to manage their behavior and develop appropriate social interactions with other children. Additionally, children thrive in environments when they have a sense of ownership.	
A. Respects the rights and property of others	<b>ATL 2-2 Shows Responsibility</b>
B. Defends own rights and rights of others	<b>ATL 2-2 Shows Responsibility</b>
C. Shows respect for learning materials in the learning environment	<b>ATL 2-2 Shows Responsibility</b>

<b>Approaches to Learning</b>	
Strand 1: Initiative & Curiosity Concept 1: Initiative	
1. The child demonstrates self-direction while participating in a range of activities and routines.	
A. Seeks interactions with others	<b>ATL 1-5 Shows Initiative</b>
B. Develops independence during activities, routines and play	<b>ATL 2-1 Understands Routines</b> <b>PMP 19-1 Develops Meal Time Independence</b> <b>PMP 19-4 Develops Naptime Independence</b>
C. Exhibits cognitive flexibility, imagination, and inventiveness when attempting tasks and activities	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>

Strand 1: Initiative & Curiosity Concept 1: Curiosity	
1. Curiosity relates to children's natural tendencies as active learners to explore all aspects of the environment, from objects and people, to ideas and customs. It is through discovering the answers to their own questions that children construct knowledge.	
A. Shows interest in learning new things and trying new experiences	<b>ATL 1-4 Is Curious</b>
B. Expresses interest in people	<b>ATL 1-4 Is Curious ATL 1-5 Shows Initiative</b>
D. Asks questions to get information	<b>ATL 1-4 Is Curious ATL 1-5 Shows Initiative</b>
Strand 2: Attentiveness & Persistence Concept 1: Attentiveness	
1. Attentiveness refers to the child's ability to focus attention and concentration. The child will sustain a plan sequence. This enhances academic learning, including language acquisition and problem solving, as well as social skills and cooperation.	
A. Displays ability to hold attention when engaged in an activity	<b>ATL 1-1 Is Attentive</b>
B. Sustains attention for extended periods of time when engaging in age-appropriate activity despite distractions or interruptions	<b>ATL 1-1 Is Attentive</b>
C. Increase ability to focus attention, and can return to activities after distractions and interruptions	<b>ATL 1-1 Is Attentive</b>
Strand 2: Attentiveness & Persistence Concept 1: Persistence	
1. Starting at a very young age, children develop an understanding of how to maintain and sustain a task. Children demonstrate persistence in their capacity to engage in what they are doing and to meet challenges appropriate to their level of development. Children stay longer in a center and engage in activity with increasing regularity. The ability to persist in a task is an important element in learning.	
A. Pursues challenges	<b>ATL 1-3 Is Persistent</b>
B. Copes with frustration or disappointment with support	<b>ATL 1-3 Is Persistent SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
C. Establishes goals, generates plans and follows through to completion	<b>ATL 1-5 Shows Initiative</b>

Strand 4: Creativity Concept 1: Creativity	
1. Creativity can be expressed in many ways. We commonly think of this word in association with the expressive arts. However, creativity involves being able to cope with new situations and problems as well as to see things from a different perspective. A creative child extends and elaborates on ideas and appreciates humor.	
A. Uses imagination to generate new ideas	<b>ATL 1-4 Is Curious</b> <b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
B. Appreciates humor	<b>ATL 1-4 Is Curious</b>
C. Engages in inventive social play	<b>ATL 1-4 Is Curious</b>
Strand 5: Reasoning and Problem-Solving Concept 1: Reasoning	
1. Reasoning involves the child's ability to use prior knowledge and information to generate an appropriate decision. Logic and reasoning skills are key components of child development and early learning. These skills are essential for competence and success in school and other settings.	
A. Gathers information and reaches a conclusion	<b>ATL 1-5 Shows Initiative</b> <b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
B. Recognizes relationships between cause and effect	<b>ATL 1-5 Shows Initiative</b> <b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
C. Uses prior knowledge to build new knowledge and skills	<b>ATL 1-5 Shows Initiative</b> <b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
Strand 5: Reasoning and Problem-Solving Concept 2: Problem-Solving	
1. Problem solving involves the child's ability to look for or find multiple solutions to a question, task or problem. This ability is crucial for constructing knowledge as the child builds on prior experiences and integrates new information.	
A. Recognizes problems	<b>ATL 1-5 Shows Initiative</b> <b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
B. Seeks adult assistance when support is required	<b>ATL 2-2 Shows Responsibility</b> <b>SED 5-1 Bonds with Adults</b>
C. Tries to solve problems	<b>ATL 1-5 Shows Initiative</b> <b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
D. Works to solve a problem independently	<b>ATL 1-5 Shows Initiative</b> <b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>

<b>Language and Literacy</b>	
Strand 1: Language Concept 1: Receptive language Understanding	
1. During the preschool years, children learn language more quickly than at any other time in their lives. Associating language with pleasant and stimulating experiences nurtures this development. Young children's sense of words and sentences, sensitivity to tone, and understanding of ideas communicated, influences their abilities to listen and comprehend. Listening involves active engagement with adults and peers as they share their ideas, feelings and needs. Language is learned through engaging, interactive conversations and related literacy activities such as oral storytelling and interactive reading of books.	
A. Demonstrates understanding of a variety of finger-plays, rhymes, chants, poems, conversations and stories	<b>LC 7-3 Develops Phonemic Awareness</b>
Actively engages in finger plays, rhymes, chants, poems, conversations and stories	<b>LC 7-3 Develops Phonemic Awareness ATL 1-1 Is Attentive</b>
Demonstrates understanding and follows directions that involve: one step, two steps and a series on unrelated sequences of actions	<b>ATL 2-1 Understands Routines LC 7-1 Develops Receptive Communication</b>
Strand 1: Language Concept 2: Expressive Language and Communication Skills	
Children develop language by engaging in conversations with others and listening and responding to thymes, chants, songs, stories and poems. Children who are encouraged to share their personal experiences, ideas, feelings and opinions use increasingly complex language.	
A. Communicates wants, needs, ideas and feelings through three to five-word sentences	<b>LC 7-2 Develops Expressive Communication</b>
B. Speaks clearly and understandably to express ideas, feelings and needs	<b>LC 7-2 Develops Expressive Communication LC 7-4 Expands Vocabulary LC 7-5 Expands Grammar and Pronunciation LC 7-6 Learns Conversation Structure</b>
C. Makes relevant responses to questions and comments from others	<b>LC 7-2 Develops Expressive Communication LC 7-4 Expands Vocabulary LC 7-5 Expands Grammar and Pronunciation</b>

	<b>LC 7-6 Learns Conversation Structure</b>
D. Initiates, sustains and expands conversations with peers and adults	<b>LC 7-2 Develops Expressive Communication LC 7-4 Expands Vocabulary LC 7-5 Expands Grammar and Pronunciation LC 7-6 Learns Conversation Structure</b>
E. With modeling and support, use acceptable language and social rules including appropriate tone, volume and inflection to express ideas, feelings and needs	<b>LC 7-2 Develops Expressive Communication LC 7-4 Expands Vocabulary LC 7-5 Expands Grammar and Pronunciation LC 7-6 Learns Conversation Structure</b>
F. Uses appropriate eye contact, turn taking, and intonation while having conversations with adults and peers	<b>LC 7-6 Learns Conversation Structure</b>
G. Recognizes with the listener does not understand and uses techniques to clarify the message	<b>LC 7-6 Learns Conversation Structure</b>
H. With modeling and support, use increasingly complex phrases and sentences.	<b>LC 7-4 Expands Vocabulary LC 7-5 Expands Grammar and Pronunciation LC 7-6 Learns Conversation Structure</b>
<b>Strand 1: Language Concept 3. Vocabulary</b>	
1. The early childhood years are a period of vocabulary exploration. Research indicates that there is a strong connection between vocabulary development and academic success. Children gain language and vocabulary skills by having multiple and frequent opportunities to listen, talk, read, share ideas, relate experiences and engage in interesting conversations. They need to play with familiar language and experiment with language in different settings, Rhymes, songs, and read-alouds that use rare words allow children to talk about and develop an understanding of words they would not otherwise hear in everyday conversations.	
A. With modeling and support, uses age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings with each area	<b>LC 7-4 Expands Vocabulary LC 7-5 Expands Grammar and Pronunciation LC 7-6 Learns Conversation Structure</b>
B. With modeling and support, determines the meanings of unknown words and concepts using the context of conversations, pictures that accompany text of concrete object.	<b>LC 7-4 Expands Vocabulary</b>
C. With modeling and support, uses category labels and names objects within a category	<b>LC 7-4 Expands Vocabulary</b>
D. With modeling and support, demonstrating understanding of and	<b>LC 7-4 Expands Vocabulary</b>

uses words that indicate position and directions	
Strand 2: Emergent Literacy Concept 1: Concepts of Print	
1. Through daily experiences with printed materials, young children delight in beginning to understand the connection between spoken and written words. They begin to learn to follow the print as it is read aloud and start to discover that reading and writing are ways to communicate information and provide pleasure. Children develop understanding that different forms of print, such as signs, letters, menus, storybooks and magazines have different functions.	
A. Identifies signs, symbols and labels in the environment	<b>LKS 8-1 Develops Early Literacy</b> <b>LKS 8-2 Develops Alphabetic Knowledge</b> <b>LKS 8-3 Develops Emergent Reading</b>
B. Demonstrates and understand that print conveys meaning and that each spoken word can be written and read	<b>LKS 8-1 Develops Early Literacy</b> <b>LKS 8-2 Develops Alphabetic Knowledge</b> <b>LKS 8-3 Develops Emergent Reading</b>
D. Recognizes that letters are grouped to form words	<b>LKS 8-1 Develops Early Literacy</b> <b>LKS 8-2 Develops Alphabetic Knowledge</b> <b>LKS 8-3 Develops Emergent Reading</b>
E. Recognizes own written name and written names of friends and family	<b>LKS 8-1 Develops Early Literacy</b> <b>LKS 8-2 Develops Alphabetic Knowledge</b> <b>LKS 8-3 Develops Emergent Reading</b>
F. Seeks information in printed materials	<b>LKS 8-1 Develops Early Literacy</b> <b>LKS 8-2 Develops Alphabetic Knowledge</b> <b>LKS 8-3 Develops Emergent Reading</b>
Strand 2: Emergent Literacy Concept 2: Book Handling Skills	
1. It is important to provide young children with many opportunities to interact with and care for books in all environments. Young children need to have access to a variety of fiction and nonfiction books throughout the day, including those that reflect diverse cultures. Through these experiences, children learn to hold books right side up and turn the pages one at a time in order to view the illustrations and to gain a sense of the story or content.	
A. Holds a book right side up with the front cover facing the reader and understands left to right and top to bottom directionally	<b>LKS 8-1 Develops Early Literacy</b> <b>LKS 8-2 Develops Alphabetic Knowledge</b> <b>LKS 8-3 Develops Emergent Reading</b>
B. Identifies where in the book to begin reading	<b>LKS 8-1 Develops Early Literacy</b> <b>LKS 8-2 Develops Alphabetic Knowledge</b>

	<b>LKS 8-3 Develops Emergent Reading</b>
C. Understands a book has a title, author and/or illustrator	<b>LKS 8-3 Develops Emergent Reading</b>
Strand 2: Emergent Literacy Concept 3: Phonological Awareness	
1. Young children learn to discriminate between the similarities and differences in spoken language. Such awareness is the foundation of young children's abilities to hear and discriminate different sounds in words. Research indicated how quickly and how easily children learn to read often depends on how much phonological awareness and phonemic awareness are the foundations that enable preschool children to later match sounds to their letters. Phonological awareness can be taught in the dark as it requires listening for and manipulating sounds.	
A. Differentiates between sounds that are the same and different	<b>LC 7-3 Develops Phonemic Awareness</b>
B. With modeling and support, identifies rhyming words	<b>LC 7-3 Develops Phonemic Awareness</b>
C. With modeling and support, produces rhyming words	<b>LC 7-3 Develops Phonemic Awareness</b>
D. With modeling and support, recognizes spoken words that begin with the same sound	<b>LC 7-3 Develops Phonemic Awareness</b>
E. Hears and shows awareness of separate words within spoken phrases or sentences	<b>LC 7-3 Develops Phonemic Awareness</b>
F. With modeling and support, identifies and discriminates syllables in words	<b>LC 7-3 Develops Phonemic Awareness</b>
G. With modeling and support, combines onset and rhyme to form a familiar one-syllable word with and without pictorial support	<b>LC 7-3 Develops Phonemic Awareness</b>
H. With modeling and support, repeats words and identified the common final sound	<b>LC 7-3 Develops Phonemic Awareness</b>
Strand 2: Emergent Literacy Concept 4: Alphabet Knowledge	
1. Young children begin to recognize some printed alphabet letters, especially those letters found in their own names. To support young learner's knowledge of letters, adults need to provide children with easy and repeated meaningful interactions with written letters and words within the context of daily experiences. Activities	

are presented in fun and interesting ways that engage children.	
A. Discriminates letters from other shapes and symbols	<b>LKS 8-1 Develops Early Literacy LKS 8-2 Develops Alphabetic Knowledge LKS 8-3 Develops Emergent Reading</b>
B. Matches and recognizes similarities and differences in letters, with modeling and support	<b>LKS 8-1 Develops Early Literacy LKS 8-2 Develops Alphabetic Knowledge LKS 8-3 Develops Emergent Reading</b>
C. Recognizes as many as 10 letters, especially those in own name, family and friends	<b>LKS 8-1 Develops Early Literacy LKS 8-2 Develops Alphabetic Knowledge LKS 8-3 Develops Emergent Reading</b>
D. Uses letter-sound knowledge identifying the sounds of a few letters and producing the correct sounds for as many as 10 letters, with modeling and support	<b>LKS 8-1 Develops Early Literacy LKS 8-2 Develops Alphabetic Knowledge LKS 8-3 Develops Emergent Reading</b>
<b>Strand 2: Emergent Literature Concept 5: Comprehension</b>	
1. Children gain understanding about language and reading through their interactions with verbal language, print and daily routines. In addition, children learn about reading concepts by experiencing a learning environment rich in signs, symbols, words, numbers and art that reflect diverse cultures. When children are read to regularly and encouraged to intentionally interact with printed materials, they develop and interest in books and other printed materials.	
A. Takes an active role in reading activities	<b>LKS 8-1 Develops Early Literacy LKS 8-2 Develops Alphabetic Knowledge LKS 8-3 Develops Emergent Reading</b>
B. With prompting and support, identifies characters and major events in a story	<b>LKS 8-1 Develops Early Literacy LKS 8-2 Develops Alphabetic Knowledge LKS 8-3 Develops Emergent Reading</b>
C. With prompting and support, asks and answers a variety of questions about books or stories told or read aloud	<b>LKS 8-1 Develops Early Literacy LKS 8-3 Develops Emergent Reading</b>
D. With prompting and support, draws connections between story events and personal experiences	<b>LKS 8-1 Develops Early Literacy LKS 8-3 Develops Emergent Reading</b>
E. With prompting and support, identifies events and details in the story and makes predictions	<b>LKS 8-1 Develops Early Literacy LKS 8-3 Develops Emergent Reading</b>
F. With prompting and support, gives an opinion for liking or disliking a book or story	<b>LKS 8-1 Develops Early Literacy LKS 8-3 Develops Emergent Reading</b>
G. With modeling and support, begins to demonstrate an understanding of	<b>LKS 8-1 Develops Early Literacy LKS 8-3 Develops Emergent Reading</b>

the differences between fiction and nonfiction.	
H. With modeling and support, identifies the topic of informational text that has been read aloud	<b>LKS 8-1 Develops Early Literacy</b> <b>LKS 8-3 Develops Emergent Reading</b>
I. With modeling and support, retells or reenacts a story in sequence with pictures of props	<b>LKS 8-1 Develops Early Literacy</b> <b>LKS 8-3 Develops Emergent Reading</b>
J. With modeling and support, demonstrated reading fluency by use of phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predicative text	<b>LKS 8-1 Develops Early Literacy</b> <b>LKS 8-3 Develops Emergent Reading</b>
<b>Strand 3: Emergent Writing</b> <b>Concept 1: Early Writing, Writing Processes, and Writing Applications</b>	
1. Children begin to recognize the relationship between spoken and written messages by engaging in writing, drawing and related activities that have meaning and purpose for them. Children receive powerful messages about literacy's pleasures and rewards by observing others reading and writing. Children develop as writers when they are encouraged to write in an environment that has readily accessible writing materials.	
A. Uses a variety of writing tools, materials, and surfaces to create drawings or symbols	<b>LKS 9-1 Develops Emergent Writing</b>
B. With modeling and support, uses a combination of drawing, dictating and emergent writing to communicate an idea or opinion about experiences, story or book and to express knowledge or share information about a topic of interest.	<b>LKS 9-1 Develops Emergent Writing</b>
C. Dictates to and shares thoughts, ideas and stories with adults	<b>LKS 9-1 Develops Emergent Writing</b>
D. Writes own name using letter-like forms or conventional print	<b>LKS 9-1 Develops Emergent Writing</b>
E. Intentionally uses scribbles/writing and inventive writing to convey meaning, ideas or to tell a story	<b>LKS 9-1 Develops Emergent Writing</b>
F. With prompting and support, forms letters starting with large motor, progressing to fine motor	<b>LKS 9-1 Develops Emergent Writing</b>
G. Organizes writing from left to right, indicating an awareness that letters cluster as words and words cluster into phrases or sentences by use of spacing or marks	<b>LKS 9-1 Develops Emergent Writing</b>

<b>Mathematics Standard</b>	
Strand 1: Counting & Cardinality Concept 1: Counts Out Loud	
1. To build an understanding of counting, children need environments that are rich in mathematical language and provide varied opportunities to count in ways that are personally meaningful, challenging and fun.	
A. Shows interest in awareness of counting	<b>CM 10-1 Begins Counting</b>
B. Counts out loud to 10	<b>CM 10-1 Begins Counting</b>
Strand 1: Counting & Cardinality Concept 2: Knows Number Names and Symbols	
1. To build an understanding of number names and symbols children need number rich environments that allow them to explore and play with numbers and numerals throughout the day and across the curriculum	
A. Uses numerals and number symbols in the context of daily routines, activities, and play.	<b>CM 10-1 Begins Counting</b>
B. Uses and creates symbols to represent numbers	<b>CM 10-4 Reads and Writes Numbers</b>
C. Identifies numerals one to 10	<b>CM 10-4 Reads and Writes Numbers</b>
Strand 1: Counting & Cardinality Concept 3: Counts to Tell Number of Objects	
1. Learning the meaning of numbers begins with hands-on experiences using a variety of objects found in the home, the classroom and nature. To build an understanding of “how much” and to explore number relationships, children need daily experiences involving counting in ways that are personally meaningful, challenging and fun.	
A. Counts groups of objects using one-to-one correspondence	<b>CM 10-2 Builds and Observes Sets</b>
B. Counts a collection of up to 10 items using the last counting word to tell, “How Many?”	<b>CM 10-1 Begins Counting</b> <b>CM 10-2 Builds and Observes Sets</b>
C. Matches numerals to quantities they represent using physical models and representations	<b>CM 10-1 Begins Counting</b>
D. Identifies quantity of three-five objects without counting	<b>CM 10-1 Begins Counting</b> <b>CM 10-2 Builds and Observes Sets</b>

Strand 1: Counting & Cardinality Concept 4: Compares numbers and quantities	
1. Learning the meaning of numbers begins with hands-on experiences, using a variety of objects found in the home, the classroom and nature. To build an understanding of numbers and the quantities they represent, children need daily experiences involving comparing groups of objects in ways that are personally meaningful.	
A. Compared two sets of objects using terms such as more, fewer or the same	<b>CM 10-2 Builds and Observes Sets CM 11-1 Learns Measurement and Quantities</b>
Strand 2: Operations and Algebraic thinking Concept 1: Explores Addition & Subtraction	
1. Learning the meaning of numbers begins with hands-on experiences, using a variety of objects found in the home, the classroom and nature. To build an understanding of numbers and to discover number relationships, children need opportunities to describe the changes that result from putting sets of objects together or taking them apart.	
A. Demonstrated an understanding that adding increases the number of objects in a group	<b>CM 10-3 Learns Addition, Subtraction and Division</b>
B. Describes changed in two or more sets of objects when they are combined	<b>CM 10-3 Learns Addition, Subtraction and Division</b>
C. Demonstrates an understanding that taking away decreases the number of objects in a group.	<b>CM 10-3 Learns Addition, Subtraction and Division</b>
D. Describes changed in a set of objects when they are separated into parts	<b>CM 10-3 Learns Addition, Subtraction and Division</b>
Strand 2: Operations & Algebraic Thinking Concept 2: Patterning	
1. Recognition and investigation of patterns are important components of a child's development. A child's ability to work with patterns is the precursor to mathematical thinking, especially algebraic processes. Children need frequent opportunities to engage in pattern-related activities such as playing with repetitive sounds and movement or noticing patterns in textures and pictures.	

A. Recognizes patterns in the real world	<b>CM 11-2 Understands Patterns</b>
B. Copies simple patterns	<b>CM 11-2 Understands Patterns</b>
C. Extends simple patterns	<b>CM 11-2 Understands Patterns</b>
D. Creates simple patterns	<b>CM 11-2 Understands Patterns</b>
E. Describes similarities and differences in patterns	<b>CM 11-2 Understands Patterns</b>
<b>Strand 3: Measurement &amp; Data Concept 1: Sorts and Classifies</b>	
1. Recognizing relationships between objects allows for young children to make generalizations and predictions beyond information directly available to them. The ability to think logically and to reason extends far beyond mathematical boundaries.	
A. Sorts and classifies objects by one or more attributes	<b>CM 11-2 Understands Patterns</b>
B. Explains how items are sorted into groups	<b>CM 11-2 Understands Patterns</b>
<b>Strand 3: Measurement &amp; Data Concept 2: Data Analysis</b>	
1. Children are natural observers and questioners. To build up this strength, adults should facilitate children's opportunities to ask questions, sort and classify objects, collect and display information and talk about what is meaningful to them.	
A. Asks questions to gather information	<b>ATL 1-4 Is Curious</b>
B. Displays data to answer simple questions about themselves or the environment	<b>LKS 9-1 Develops Emergent Writing</b>
C. Uses descriptive language to analyze information or answer questions	<b>LC 7-2 Develops Expressive Communication</b>
Uses charts and graphs to analyze information or answer questions	<b>LKS 9-1 Develops Emergent Writing</b>
<b>Strand 3: Measurement &amp; Data Concept 3: Measures</b>	
1. Starting at a very young age, children compare who is taller or who has more. Immersing children in measurement activities provides them with opportunities to explore, compare and discuss the use of measurement in their environments.	
A. Compares objects and uses terms such as longer-shorter, hotter-colder, and faster-slower	<b>CM 10-2 Builds and Observes Sets CM 11-1 Learns Measurement and Quantities CS 13-2 Classifies or Sorts Objects</b>

B. Uses non-standard units of measurement to estimate measurable attributes	<b>CM 11-1 Learns Measurement and Quantities</b>
C. Uses various standard measuring tools for simple measuring tasks	<b>CM 11-1 Learns Measurement and Quantities</b>
D. Orders objects by measurable attributes	<b>CM 11-1 Learns Measurement and Quantities</b>
E. Uses appropriate vocabulary to describe time and sequence related to daily routines.	<b>CM 11-1 Learns Measurement and Quantities</b>
<b>Strand 4: Geometry</b> <b>Concept 1: Spatial reasoning</b>	
1. Geometry for young children involves observing, playing with, and purposefully investigating shapes that are found in their environment. Children spontaneously make spatial comparisons. This familiarity is a foundation for more complex learning experiences involving shape, position, and orientation in space.	
A. Uses and responds to positional terms	<b>CM 11-1 Learns Measurement and Quantities</b> <b>CM 12-2 Develops Spatial Awareness</b>
B. Describes the position or location of objects in relation to self or other objects	<b>CM 11-1 Learns Measurement and Quantities</b> <b>CM 12-2 Develops Spatial Awareness</b>
<b>Strand 4: Geometry</b> <b>Concept 2: Shapes</b>	
1. Geometry for young children involves observing, playing with, and purposefully investigating shapes that are found in their environment. Beginning in infancy, children compare objects by form and shape. This familiarity is a foundation for more complex learning experiences involving shape, position, and orientation in space.	
A. Recognizes basic two-dimensional shapes	<b>CM 12-1 Learns Shapes &amp; Sizes</b>
B. Uses the names of geometric shapes when describing objects found in the environment	<b>CM 12-1 Learns Shapes &amp; Sizes</b>
C. Creates two- and three-dimensional shapes during play	<b>CM 12-1 Learns Shapes &amp; Sizes</b>
D. Compares and describes attributes of two- and three-dimensional objects in the environment using own vocabulary	<b>CM 12-1 Learns Shapes &amp; Sizes</b> <b>CS 13-2 Classifies or Sorts Objects</b>

<b>Science Standard</b>	
Strand 1: Inquiry & Application	

Concept 1: Exploration, Observations, and Hypothesis	
1. Children use their senses to observe by looking, touching, tasting, smelling and listening. Curiosity about the natural world leads children to ask questions. They ask Why? Where? What if? How? Who?	
A. Exhibits curiosity about objects, living things and other natural events in the environment by using one of more senses	<b>CS 13-1 Explores Objects</b> <b>CS 15-1 Explores the Natural Environment</b>
B. Identifies attributes of objects, living things and natural events in the environment	<b>CS 13-1 Explores Objects</b> <b>CS 15-1 Explores the Natural Environment</b>
C. Describes changed objects, living things and the natural environment	<b>CS 13-1 Explores Objects</b> <b>CS 15-1 Explores the Natural Environment</b>
D. Begins to describe similarities, differences and relationships between objects, living things and natural events	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
E. Asks and responds to questions about relationships of objects, living things and events in the natural environment	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
Strand 1: Inquiry and Application Concept 2: Instigation	
1. Children use their senses and a variety of tools and materials to gather information while investigating. Active experimentation requires questioning, refining, and persistence. Children explore answers to their questions and begin to form more complex conclusions. Information gathered in the process extends a child's knowledge of the world and their environment.	
A. Uses a variety of tools and materials to investigate	<b>CS 14-2 Makes Predictions</b>
B. Makes predictions and checks them through hands-on investigation with adult support	<b>CS 14-2 Makes Predictions</b>
C. Adjusts the experiment if results are different than expected and continues testing	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
D. Persists with an investigation	<b>ATL 1-3 Is Persistent</b>
Strand 1: Inquiry & Application Concept 2: Analysis & Conclusion	
1. Children form conclusions about their observations and experimentations by collecting and	

thinking about the information gathered.	
A. Uses a variety of materials to record and organize data	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
B. Identifies cause and effect relationships	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
C. Constructs explanation about investigations	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
Strand 1: Inquiry & Application Concept 4: Communication	
1. Based on past experiences, children use language or an alternate communication system to show recognition of scientific principles and a deeper understanding of their environment. Science incorporates language and literacy skills which are an essential foundation for later reading comprehension.	
A. Displays and interprets data	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
B. Presents their scientific ideas in a variety of ways	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
C. Conducts further investigation based on prior experience and information gained	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
<b>Social Studies Standard</b>	
Strand 1: Family Concept 1: Understands Family	
1. Children are curious about their world. They thrive on learning experiences that are meaningful and that connect to what they have previously learned. A child's family is central to their understanding of themselves and provides a foundational reference for their roles and relationships at school and within the larger community. As their perception grows, children further expand this scope to understand how systems work together.	
A. Views self as a member of the family unit	<b>SS 16-4 Learns about Community Roles and Jobs</b>
B. Identifies family members	<b>SS 16-4 Learns about Community Roles and Jobs</b>
C. Describes/discusses own family's cultural or family traditions	<b>SS 16-4 Learns about Community Roles and Jobs</b>
D. Identified similarities and differences in their family composition and families of others	<b>SS 16-4 Learns about Community Roles and Jobs</b>
E. Develops an awareness of their personal & family history	<b>SS 16-4 Learns about Community Roles and Jobs</b>

F. Shows knowledge of family member's role and responsibilities in the home	<b>SS 16-4 Learns about Community Roles and Jobs</b>
Strand 2: Community Concept 1: Understands Community	
1. Children become aware of and begin to recognize and appreciate the similarities and differences between people through their experiences of cultural and traditional events. Children gain awareness of people and their backgrounds through participation in their community and learning environment. Children begin to understand that events occur outside their own families and their own environment through conversation with peers and exposure to the cultures of others.	
A. Recognizes that places where people live are made up of individuals from different cultures and who speak different languages	<b>SS 16-1 Explores Cultures SS 16-4 Learns about Community Roles and Jobs</b>
B. Identifies, discusses and asks questions about similarities and differences in other people in their community	<b>SS 16-1 Explores Cultures SS 16-4 Learns about Community Roles and Jobs CS 14-4 Draws Conclusions and Sorts Results</b>
C. Describes some characteristics of the people in their community	<b>SS 16-1 Explores Cultures SS 16-4 Learns about Community Roles and Jobs CS 14-4 Draws Conclusions and Sorts Results</b>
Strand 2: Community Concept 2: Rights, Responsibilities and Roles within Community	
1. Children recognize themselves as part of their home and community. Children are given opportunities to experience choices and to make their own decisions in order to demonstrate their roles as individuals. As children learn to demonstrate respect for ideas and rules, they gain the skills necessary for being contributing members of the family and of a community	
A. Demonstrates responsible behaviors	<b>ATL 2-2 Shows Responsibility</b>
B. Shows an understanding of how to care for the environment	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>
C. Recognizes that people rely on others for goods and services	<b>SS 16-4 Learns about Community Roles and Jobs</b>
D. Seeks opportunities for leadership	<b>ATL 1-5 Shows Initiative</b>

E. Describes the purpose of rules	<b>ATL 2-1 Understands Routines</b>
F. Recognizes that people have wants and must make choices because resources and materials are limited	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
G. Describes their role at home, at school and in the communities	<b>SS 16-4 Learns about Community Roles and Jobs</b>
Strand 2: Community Concept 3: Geography	
1. As young children explore their community and visit a variety of places, they begin to develop a sense of direction and location. While going for rides on the bus or in a car, or while walking in their neighborhoods, children become aware of signs, symbols and other landmarks	
A. Uses words to describe directionality and/or location within the community	<b>CM 12-2 Develops Spatial Awareness</b>
B. Describes some physical features of the environment in which the child lives	<b>SS 16-3 Explores Geography</b>
Strand 3: Historical Thinking Concept 1: Understands Time	
1. As young children explore their family and community identity and roles, they begin to develop a sense of what is in the past and what is in the future. While describing, experiencing, planning or discussing past events, children become aware of time, what is now and what is later.	
A. Demonstrates an understanding of time in the context of daily experiences	<b>SS 16-2 Understands Time</b>
B. Understands that events happen in the past and how these events relate to one's self, family and community	<b>SS 16-2 Understands Time</b>
<b>Physical Development, Health and Safety Standards</b>	
Strand 1: Physical & Motor Development Concept 1: Gross Motor Development	
Children are in constant motion. This movement develops young children's large muscles as they run, jump, and play in both structured and unstructured settings. Children increase their ability to control their bodies and learn that regular physical activity can enhance their overall physical, social and mental health.	
A. Moves with balance	<b>PMP 17-1 Develops Perception &amp; Balance</b> <b>PMP 17-5 Develops Large Motor Coordination Skills</b>
B. Moves with control	<b>PMP 17-1 Develops Perception &amp; Balance</b> <b>PMP 17-5 Develops Large Motor Coordination Skills</b>

C. Moves with coordination	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b> <b>PMP 17-5 Develops Large Motor Coordination Skills</b>
D. Demonstrated spatial awareness in physical activity	<b>CM 12-2 Develops Spatial Awareness</b>
Strand 1: Physical & Motor Development Concept 2: Fine Motor Development	
Developing fine motor skills is an important foundation for other developmental areas such as cognitive development, artistic expression, daily living skills and handwriting. Children begin to demonstrate an increased amount of strength, dexterity, and stamina to perform fine motor tasks using a variety of manipulatives and tools. When children are engaged in appropriate activities and experiences, they develop the ability to gain fine motor control, which leads to independence.	
A. Uses fingers, hands, and wrists to manipulate a variety of tools and materials	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b> <b>PMP 17-5 Develops Large Motor Coordination Skills</b> <b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
B. Uses eye-hand coordination to perform simple tasks	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b>
C. Manipulates smaller objects, tools and instruments that require wrist and squeezing motions	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b>
D. Uses fine motor skills in daily living	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b>
Strand 2: Health Concept 1: Personal Health & Hygiene Practices	
1. Children begin at a young age to learn living skills that will assist them in making appropriate healthy choices. They learn that proper nutrition, exercise and rest are necessary for a healthy body.	
A. Demonstrates hygiene practices	<b>PMP 19-2 Develops Self-Care Skills</b>
B. Demonstrated healthy practices	<b>PMP 20-2 Learns Safety Rules</b>
1. Nutrition	<b>PMP 20-1 Learns about Nutrition</b>
2. Physical activity & rest	<b>CCA 21-3 Explores Movement and Dance</b>
C. Awareness of the functions of body parts	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
Strand 3: Safety Concept 1: Safety & Injury Prevention	

1. Children demonstrate awareness and understanding of personal and environmental safety rules and how to keep themselves safe. These principles should be relevant to Arizona and to the community/region in which the child lives.	
A. Identifies and follows basic safety rules with guidance and support	<b>PMP 20-2 Learns Safety Rules</b>
B. Demonstrated transportation and street safety practices	<b>PMP 20-2 Learns Safety Rules</b>
C. Enforces personal boundaries	<b>PMP 20-2 Learns Safety Rules</b>
D. Knows personal information	<b>PMP 20-2 Learns Safety Rules</b>
E. Demonstrated emergency safety practices	<b>PMP 20-2 Learns Safety Rule</b>
F. Identifies how adults help to keep us safe	<b>PMP 20-2 Learns Safety Rules</b>
<b>Fine Arts Stands</b>	
Strand 1: Visual Arts Concept 1: Creates and Understands Visual Arts	
1. Children communicate ideas, experiences and feelings by leaving their mark with crayons, markers, paints, modeling and construction of masterpieces. Children discover that they and others are artists. Children begin to develop vocabulary to share their opinions about artistic creations and experiences. They reflect upon and describe the characteristics and qualities of their work and the work of others	
A. Uses a variety of materials/ media, tools and techniques to create original works of art	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <b>PMP 18-2 Develops Fine Hand-Eye Coordination</b> <b>CCA 21-1 Explores Art Media</b>
B. Creates art work with details which represent creative and personal choices, ideas, experiences and feelings	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <b>PMP 18-2 Develops Fine Hand-Eye Coordination</b> <b>CCA 21-1 Explores Art Media</b>
C. Creates art in two and three dimensions	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <b>PMP 18-2 Develops Fine Hand-Eye Coordination</b> <b>CCA 21-1 Explores Art Media</b>
D. Seeks an understanding of artwork by self or others by commenting on or questioning the artwork	<b>SED 6-3 Cooperates with Peers</b> <b>LC 7-2 Develops Expressive Communication</b> <b>CCA 21-1 Explores Art Media</b>
Strand 2: Music & Creative Movement Concept 1: Creates and Understands Music, Movement and Dance	

1. Singing, dancing, making music and moving to sounds/rhythms are fundamental musical activities of young children. These activities help young children explore and demonstrate self-expression, creativity, body awareness and nurtures appreciation of the arts. Children begin to develop a vocabulary to share opinions about musical/movement creations and experiences.	
A. Experiments with a variety of instruments, vocalizations, sounds or creative movements	<b>CCA 21-2 Explores Music</b>
B. Sings and moves to familiar rhymes, songs and chants	<b>CCA 21-2 Explores Music</b>
C. Uses familiar songs, rhymes or chants to create their own musical/movement imprecisions	<b>CCA 21-2 Explores Music</b>
D. Responds to different types of music	<b>CCA 21-2 Explores Music</b>
E. Uses creative movement and dance to interpret the mood of various types of music and stories	<b>CCA 21-2 Explores Music</b>
<b>Strand 3: Drama</b> <b>Concept 1: Creates Dramatic Activities</b>	
Children use the richness of their daily activities to create pretend play, assuming different roles and characters. These experiences contribute to children’s ability to self-regulate, communicate more effectively and engage in cooperative activity with peers while practicing roles of others.	
A. Assumes roles from daily activities using a variety of props	<b>CCA 21-4 Participates in Dramatic Play</b>
B. Takes on more than one dramatic play role at a time	<b>CCA 21-4 Participates in Dramatic Play</b>
C. Pretends an object exists without using a prop	<b>CCA 21-4 Participates in Dramatic Play</b>
D. Dramatized familiar stories	<b>CCA 21-4 Participates in Dramatic Play</b>
E. Adds details and new elements to dramatic play situations	<b>CCA 21-4 Participates in Dramatic Play</b>

**DISCLAIMER:**

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