

# 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:  
**California Preschool  
Learning Foundations**



## References



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<b>California Infant/Toddler Learning &amp; Development Foundations</b>	<b>Vine Assessments by LifeCubby</b>
<b>Social-Emotional Development</b>	<b>Vine Indicators</b>
<b>4 year olds</b>	
<b>Self</b>	
<b>Self-Awareness</b>	
Describe their physical characteristics, behavior, and abilities positively.	<b>SED 4-1 Develops Awareness of Self</b>
<b>Self-Regulation</b>	
Need adult guidance in managing their attention, feelings, and impulses and show some effort at self-control.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
<b>Social and Emotional Understanding</b>	
Seek to understand people's feelings and behavior, notice diversity in human characteristics, and are interested in how people are similar and different.	<b>SED 6-1 Builds Empathy</b>
<b>Empathy and Caring</b>	
Demonstrate concern for the needs of others and people in distress.	<b>SED 6-1 Builds Empathy</b>
<b>Initiative in Learning</b>	
Enjoy learning and are confident in their abilities to make new discoveries although may not persist at solving difficult problems.	<b>SED 4-2 Becomes Confident</b>
<b>Social Interaction</b>	
<b>Interactions with Familiar Adults</b>	
Interact with familiar adults comfortably and competently, especially familiar settings.	<b>SED 5-1 Bonds with Adults</b>
<b>Interactions with Peers</b>	
Interact easily with peers in shared activities that occasionally become cooperative efforts.	<b>SED 6-2 Bonds with Peers</b>
Participate in simple sequences of pretend play.*	<b>SED 6-3 Cooperates with Peers</b>
Seek assistance in resolving peer conflict, especially when disagreements have escalated into physical aggression.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
* Children may "play" whether or not they are communicating orally, narrating the play, or motorically engaging in activities. For example, they may ask an adult or peer to assist in the motor aspects of play.	
<b>Group Participation</b>	
Participate in group activities and are beginning to understand and cooperate with social expectations, group rules, and roles.	<b>SED 6-3 Cooperates with Peers</b>
<b>Cooperation and Responsibility</b>	

Seek to cooperate with adult instructions but their capacities for self-control are limited, especially when they are frustrated or upset.	<b>ATL 2-2 Shows Responsibility</b>
<b>Relationships</b>	
<b>Attachments to Parents</b>	
Seek security and support from their primary family attachment figures.	<b>SED 5-1 Bonds with Adults</b>
Contribute to maintaining positive relationships with their primary family attachment figures.	<b>SED 5-2 Learns from Adults</b>
After experience with out-of-home care, manage departures and separations from primary family attachment figures with the teacher's assistance.	<b>SED 5-1 Bonds with Adults</b>
<b>Close Relationships with Teachers and Caregivers</b>	
Seek security and support from their primary teachers and caregivers.	<b>SED 5-1 Bonds with Adults</b>
Contribute to maintaining positive relationships with primary teachers and caregivers.	<b>SED 5-2 Learns from Adults</b>
<b>Friendships</b>	
Choose to play with one or two special peers whom they identify as friends.	<b>SED 6-2 Bonds with Peers</b>
<b>5 year olds</b>	
<b>Self</b>	
<b>Self-Awareness</b>	
Compare their characteristics with those of others and display a growing awareness of their psychological characteristics, such as thoughts and feelings.	<b>SED 4-1 Develops Awareness of Self</b>
<b>Self-Regulation</b>	
Regulate their attention, thoughts, feelings, and impulses more consistently, although adult guidance is sometimes necessary.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
<b>Social and Emotional Understanding</b>	
Begin to comprehend the mental and psychological reasons people act as they do and how they contribute to differences between people.	<b>SED 6-1 Builds Empathy</b>
<b>Empathy and Caring</b>	
Respond to another's distress and needs with sympathetic caring and are more likely to assist.	<b>SED 6-1 Builds Empathy</b>
<b>Initiative in Learning</b>	
Take greater initiative in making new discoveries, identifying new solutions, and persisting in trying to figure things out.	<b>ATL 1-5 Shows Initiative</b>

<b>Social Interaction</b>	
<b>Interactions with Familiar Adults</b>	
Participate in longer and more reciprocal interactions with familiar adults and take greater initiative in social interaction.	<b>SED 5-1 Bonds with Adults</b>
<b>Interactions with Peers</b>	
More actively and intentionally cooperate with each other.	<b>SED 6-3 Cooperates with Peers</b>
Create more complex sequences of pretend play that involve planning, coordination of roles, and cooperation.	<b>SED 6-3 Cooperates with Peers</b>
Negotiate with each other, seeking adult assistance when needed, and increasingly use words to respond to conflict. Disagreements may be expressed with verbal taunting in addition to physical aggression.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
<b>Group Participation</b>	
Participate positively and cooperatively as group members.	<b>SED 6-3 Cooperates with Peers</b>
<b>Cooperation and Responsibility</b>	
Have growing capacities for self-control and are motivated to cooperate in order to receive adult approval and think approvingly of themselves.	<b>ATL 2-2 Shows Responsibility</b>
<b>Relationships</b>	
<b>Attachments to Parents</b>	
Take greater initiative in seeking support from their primary family attachment figures.	<b>SED 5-1 Bonds with Adults</b>
Contribute to positive mutual cooperation with their primary family attachment figures.	<b>SED 5-2 Learns from Adults</b>
After experience with out-of-home care, comfortably depart from primary family attachment figures. Also maintain well-being while apart from primary family attachment figures during the day.	<b>SED 5-1 Bonds with Adults</b>
<b>Close Relationships with Teachers and Caregivers</b>	
Take greater initiative in seeking support of their primary teachers and caregivers.	<b>SED 5-1 Bonds with Adults</b>
Contribute to positive mutual cooperation with primary teachers and caregivers.	<b>SED 5-2 Learns from Adults</b>
<b>Friendships</b>	
Friendships are more reciprocal, exclusive, and enduring.	<b>SED 6-2 Bonds with Peers</b>

Language and Literacy	Vine Indicators
<b>4 year olds</b>	
Listening and Speaking	
Language Use and Conventions - Children understand and use language to communicate with others effectively.	
Use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting, and rejecting.	<b>LC 7-2 Develops Expressive Communication</b>
Speak clearly enough to be understood by familiar adults and children.	<b>LC 7-5 Expands Grammar and Pronunciation</b>
Use accepted language and style during communication with familiar adults and children.	<b>LC 7-6 Learns Conversation Structure</b>
Use language to construct short narratives that are real or fictional.*	<b>LC 7-5 Expands Grammar and Pronunciation</b>
* Producing narratives may vary at these ages for children who are communicating with sign language or alternative communication systems. As is true for all children, teachers can support young children's communication knowledge and skills by repeating and extending what children communicate in conversations. Teachers can also provide opportunities for children to repeat or tell stories as a way to encourage them to produce narratives.	
Vocabulary - Children develop age-appropriate vocabulary.	
Understand and use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts.	<b>LC 7-4 Expands Vocabulary</b>
Understand and use accepted words for categories of objects encountered and used frequently in everyday life.	<b>LC 7-4 Expands Vocabulary</b>
Understand and use simple words that describe the relations between objects.	<b>LC 7-4 Expands Vocabulary</b>
Grammar - Children develop age-appropriate grammar.	
Understand and use increasingly complex and longer sentences, including sentences that combine two phrases or two to three concepts to communicate ideas.	<b>LC 7-5 Expands Grammar and Pronunciation</b>

Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular past tense, regular plurals, pronouns, and possessives.	<b>LC 7-5 Expands Grammar and Pronunciation</b>
<b>Reading</b>	
Concepts about Print - Children begin to recognize print conventions and understand that print carries meaning.	
Begin to display appropriate book-handling behaviors and begin to recognize print conventions.	<b>LKS 8-1 Develops Early Literacy</b>
Recognize print as something can be read.*	<b>LKS 8-1 Develops Early Literacy</b>
* Children can learn to recognize letters of the alphabet without being able to see conventional print. Multiple means of recognizing print include the use of tactile letters, large print, color contrast or lighting, and braille, as well as other means of representing letters.	
Phonological Awareness – not documented.	
Alphabets and Word/Print Recognition – Children begin to recognize letters of the alphabet.*	
Recognizes the first letter of own name.	<b>LKS 8-2 Develops Alphabetic Knowledge</b>
Match some letter names to their printed form.	<b>LKS 8-2 Develops Alphabetic Knowledge</b>
* Children with oral motor involvement, who may have difficulty in saying words or syllables as they learn to match, synthesize, or analyze syllables and sounds, may demonstrate their knowledge by indicating yes or no in response to an adult's production of sounds or words or by identifying pictures that represent the products of these manipulations. It should be understood that children can learn letters of the alphabet and about print without being able to see typical print. Multiple means of recognizing print include the use of tactile letters, large print, color contrast or lighting, braille, and any other means of representing letters and print.	
Comprehension and Analysis of Age-Appropriate Text – Children demonstrate understanding of age-appropriate text read aloud.	

Demonstrate knowledge of main characters or events in a familiar story (e.g., who, what, where) through answering questions (e.g., recall and simple inferencing), retelling, reenacting, or creating artwork.	<b>LKS 8-3 Develops Emergent Reading</b>
Demonstrate knowledge from informational text through labeling, describing, playing, or creating artwork.	<b>LKS 8-3 Develops Emergent Reading</b>
Literacy Interest and Response – Children demonstrate motivation for literacy activities.	
Demonstrate enjoyment of literacy and literacy-related activities.	<b>LKS 8-1 Develops Early Literacy</b>
Engage in routines associated with literacy activities.	<b>LKS 8-1 Develops Early Literacy</b>
<b>Writing</b>	
Writing Strategies – Children demonstrate emergent writing skills.*	
Experiment with grasp and body position using a variety of drawing and writing tools.	<b>LKS 9-1 Develops Emergent Writing</b>
Write using scribbles that are different from pictures.	<b>LKS 9-1 Develops Emergent Writing</b>
Write marks to represent own name.	<b>LKS 9-1 Develops Emergent Writing</b>
* Some children may need assistance in emergent writing, either through assistive technology or through the help of an adult. Assistive technology (either low tech or high tech) may be as simple as building up the width of the marker or pencil so that it is easier to grasp, or it may be as sophisticated as using a computer. Another possibility would be for an adult or a peer to “write” for the child who would then approve or disapprove by indicating yes or no.	
<b>5 year olds</b>	
<b>Listening and Speaking</b>	
Language Use and Conventions - Children extend their understanding and usage of language to communicate with others effectively.	
Use language to communicate with others in both familiar and unfamiliar social situations for a variety of basic and advanced purposes, including reasoning, predicting, problem solving, and seeking new information.	<b>LC 7-2 Develops Expressive Communication</b>

Speak clearly enough to be understood by both familiar and unfamiliar adults and children.	<b>LC 7-5 Expands Grammar and Pronunciation</b>
Use accepted language and style during communication with both familiar and unfamiliar adults and children.	<b>LC 7-6 Learns Conversation Structure</b>
Use language to construct extended narratives that are real or fictional.*	<b>LC 7-5 Expands Grammar and Pronunciation</b>
* Producing narratives may vary at these ages for children who are communicating with sign language or alternative communication systems. As is true for all children, teachers can support young children's communication knowledge and skills by repeating and extending what children communicate in conversations. Teachers can also provide opportunities for children to repeat or tell stories as a way to encourage them to produce narratives.	
Vocabulary - Children develop age-appropriate vocabulary.	
Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.	<b>LC 7-4 Expands Vocabulary</b>
Understand and use accepted words for categories of objects encountered in everyday life.	<b>LC 7-4 Expands Vocabulary</b>
Understand and use both simple and complex words that describe the relations between objects.	<b>LC 7-4 Expands Vocabulary</b>
Grammar - Children develop age-appropriate grammar.	
Understand and use increasingly complex and longer sentences, including sentences that combine two to three phrases or three to four concepts to communicate ideas.	<b>LC 7-5 Expands Grammar and Pronunciation</b>
Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular and irregular past tense, regular and irregular plurals, pronouns, and possessives.	<b>LC 7-5 Expands Grammar and Pronunciation</b>
Reading	
Concepts about Print – Children recognize print conventions and understand that print carries specific meaning.	

Display appropriate book-handling behaviors and knowledge of print conventions.	<b>LKS 8-1 Develops Early Literacy</b>
Understand that print is something that is read and has specific meaning.*	<b>LKS 8-1 Develops Early Literacy</b>
* Children can learn to recognize letters of the alphabet without being able to see conventional print. Multiple means of recognizing print include the use of tactile letters, large print, color contrast or lighting, and braille, as well as other means of representing letters.	
Phonological Awareness - Children develop age-appropriate phonological awareness.*	
Orally blend and delete words and syllables without the support of pictures or objects.	<b>LC Develops Phonemic Awareness</b>
Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.*	<b>LC Develops Phonemic Awareness</b>
* "Phonological awareness" is defined for the preschool learning foundations as an oral language skill: an individual's sensitivity to the sound (or phonological) structure of spoken language. Phonological awareness is an important skill that children start to acquire during preschool and continue to build in early elementary school as they learn to read. Even though it is defined as an oral language skill, it is also an important skill for children who are deaf or hard of hearing. A teacher of the deaf should be consulted for strategies for facilitating phonological awareness in individual children who are deaf or hard of hearing. † Some children may need assistance in holding a book or turning the pages, either through assistive technology or through the help of an adult or a peer. For example, a book can be mounted so that it does not have to be held, and sturdy tabs can be placed on the pages so that they are easier to turn. Some children may need to have an adult or a peer hold the book and turn the pages. ‡ The foundations for phonological awareness are written only for older four-year-olds because much of the initial development of phonological awareness occurs between 48 months and 60 months of age.	

Alphabetics and Word/Print Recognition - Children extend their recognition of letters of the alphabet.*	
Recognize own name or other common words in print.	<b>LKS 8-2 Develops Alphabetic Knowledge</b>
Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form.	<b>LKS 8-2 Develops Alphabetic Knowledge</b>
Begin to recognize that letters have sounds.	<b>LKS 8-2 Develops Alphabetic Knowledge</b>
* Children with oral motor involvement, who may have difficulty in saying words or syllables as they learn to match, synthesize, or analyze syllables and sounds, may demonstrate their knowledge by indicating yes or no in response to an adult's production of sounds or words or by identifying pictures that represent the products of these manipulations. It should be understood that children can learn letters of the alphabet and about print without being able to see typical print. Multiple means of recognizing print include the use of tactile letters, large print, color contrast or lighting, braille, and any other means of representing letters and print.	
Comprehension and Analysis of Age-Appropriate Text - Children demonstrate understanding of age-appropriate text read aloud.	
Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.	<b>LKS 8-3 Develops Emergent Reading</b>
Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.	<b>LKS 8-3 Develops Emergent Reading</b>
Literacy Interest and Response - Children demonstrate motivation for a broad range of literacy activities.	
Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.	<b>LKS 8-1 Develops Early Literacy</b>
Engage in more complex routines associated with literacy activities.	<b>LKS 8-1 Develops Early Literacy</b>
<b>Writing</b>	

Writing Strategies - Children demonstrate increasing emergent writing skills.*	
Adjust grasp and body position for increased control in drawing and writing.	<b>LKS 9-1 Develops Emergent Writing</b>
Write letters or letter-like shapes to represent words or ideas.	<b>LKS 9-1 Develops Emergent Writing</b>
Write first name nearly correctly.	<b>LKS 9-1 Develops Emergent Writing</b>
* Some children may need assistance in emergent writing, either through assistive technology or through the help of an adult. Assistive technology (either low tech or high tech) may be as simple as building up the width of the marker or pencil so that it is easier to grasp, or it may be as sophisticated as using a computer. Another possibility would be for an adult or a peer to “write” for the child who would then approve or disapprove by indicating yes or no.	

<b>English-Language Development</b>	<b>Vine Indicators</b>
<b>Listening*</b>	
<b>Beginning</b>	
Children listen with understanding. <i>Focus: Beginning words</i> Attend to English oral language in both real and pretend activity, relying on intonation, facial expressions, or the gestures of the speaker.	<b>LC 7-1 Develops Receptive Communication</b>
Children listen with understanding. <i>Focus: Requests and directions</i> Begin to follow simple directions in English, especially when there are contextual cues.	<b>LC 7-1 Develops Receptive Communication</b>
Children listen with understanding. <i>Focus: Basic and advanced concepts</i> Demonstrate an understanding of words related to basic and advanced concepts in the home language that are appropriate for the age (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	<b>LC 7-1 Develops Receptive Communication</b>
<b>Middle</b>	
Children listen with understanding. <i>Focus: Beginning words</i> Demonstrate understanding of words in English for objects and actions as well as	<b>LC 7-1 Develops Receptive Communication</b>

phrases encountered frequently in both real and pretend activity.	
Children listen with understanding. <i>Focus: Requests and directions</i> Respond appropriately to requests involving one step when personally directed by others, which may occur with or without contextual cues.	<b>LC 7-1 Develops Receptive Communication</b>
Children listen with understanding. <i>Focus: Basic and advanced concepts</i> Begin to demonstrate an understanding of words in English related to basic concepts,	<b>LC 7-1 Develops Receptive Communication</b>
Later	
Children listen with understanding. <i>Focus: Beginning words</i> Begin to demonstrate an understanding of a larger set of words in English (for objects and actions, personal pronouns, and possessives) in both real and pretend activity.	<b>LC 7-1 Develops Receptive Communication</b>
Children listen with understanding. <i>Focus: Requests and directions</i> Follow directions that involve a one- or two-step sequence, relying less on contextual cues.	<b>LC 7-1 Develops Receptive Communication</b>
Children listen with understanding. <i>Focus: Basic and advanced concepts</i> Demonstrate an understanding of words in English related to more advanced concepts.	<b>LC 7-1 Develops Receptive Communication</b>
* Any means available to the child for attending to and processing oral language information could be considered "listening." For example, a child might read lips or interpret facial expressions and other nonverbal gestures within the context of spoken language to develop understanding. This pertains to all examples in the foundations related to listening, even if attending to oral language is not explicitly stated.	
<b>Speaking*</b>	
Beginning	
Children use nonverbal and verbal strategies to communicate with others. <i>Focus: Communication of needs</i> Use nonverbal communication, such as gestures or behaviors, to seek attention,	<b>LC 7-2 Develops Expressive Communication</b>

request objects, or initiate a response from others.	
Children use nonverbal and verbal strategies to communicate with others. <i>Focus: Vocabulary production</i> Use vocabulary in the home language that is age-appropriate (as reported by parents, teachers, assistants, or other and with the assistance of an interpreter, if necessary.)	<b>LC 7-2 Develops Expressive Communication</b>
Children use nonverbal and verbal strategies to communicate with others. <i>Focus: Conversation**</i> Converse in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter, if necessary.)	<b>LC 7-6 Learns Conversation Structure</b>
Children use nonverbal and verbal strategies to communicate with others. <i>Focus: Utterance length and complexity</i> Use a range of utterance lengths in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	<b>LC 7-2 Develops Expressive Communication</b>
Children use nonverbal and verbal strategies to communicate with others. <i>Focus: Grammar</i> Use age-appropriate grammar in the home language (e.g., plurals; simple past tense; use of subject, verb, object), sometimes with errors (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	<b>LC 7-5 Expands Grammar and Pronunciation</b>
Children use nonverbal and verbal strategies to communicate with others. <i>Focus: Inquiry</i> Ask a variety of types of questions (e.g., “what”, “why”, “how”, “when” and “where”) in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	<b>LC 7-6 Learns Conversation Structure</b>
Children begin to understand and use social conventions in English. <i>Focus: Social conventions</i> Use social conventions of the home language (as reported by parents, teachers, assistants,	<b>LC 7-1 Develops Receptive Communication</b>

or others, with the assistance of an interpreter if necessary).	
Children use language to create oral narratives about their personal experiences.*** <i>Focus: Narrative development</i> Create a narrative in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	<b>LC 7-4 Expands Vocabulary</b>
<b>Middle</b>	
Children use nonverbal and verbal strategies to communicate with others. <i>Focus: Communication of needs</i> Combine nonverbal and some verbal communication to be understood by others (may code-switch, that is use the home language and English, and use telegraphic and/or formulaic speech).	<b>LC 7-2 Develops Expressive Communication</b>
Children use nonverbal and verbal strategies to communicate with others. <i>Focus: Vocabulary production</i> Begin to use English vocabulary, mainly consisting of concrete nouns and with some verbs and pronouns (telegraphic speech).	<b>LC 7-5 Expands Grammar and Pronunciation</b>
Children use nonverbal and verbal strategies to communicate with others. <i>Focus: Conversation**</i> Begin to converse with others, using English vocabulary but may code-switch (i.e., use the home language and English).	<b>LC 7-6 Learns Conversation Structure</b>
Children use nonverbal and verbal strategies to communicate with others. <i>Focus: Utterance length and complexity</i> Use two- and three-word utterances in English to communicate.	<b>LC 7-2 Develops Expressive Communication</b>
Children use nonverbal and verbal strategies to communicate with others. <i>Focus: Grammar</i> Begin to use some English grammatical markers (e.g., -ing or plural -s) and, at times, apply the rules of grammar of the home language to English.	<b>LC 7-5 Expands Grammar and Pronunciation</b>
Children use nonverbal and verbal strategies to communicate with others. <i>Focus: Inquiry</i>	<b>LC 7-6 Learns Conversation Structure</b>

Begin to use “what” and “why” questions in English, sometimes with errors.	
Children begin to understand and use social conventions in English. <i>Focus: Social conventions</i> Demonstrate a beginning understanding of English social conventions.	<b>LC 7-1 Develops Receptive Communication</b>
Children use language to create oral narratives about their personal experiences.*** <i>Focus: Narrative development</i> Begin to use English to talk about personal experiences; may complete a narrative in the home language while using some English (i.e., code-switching).	<b>LC 7-4 Expands Vocabulary</b>
Later	
Children use nonverbal and verbal strategies to communicate with others. <i>Focus: Communication of needs</i> Show increasing reliance on verbal communication in English to be understood by others.	<b>LC 7-2 Develops Expressive Communication</b>
Children use nonverbal and verbal strategies to communicate with others. <i>Focus: Vocabulary production</i> Use new English vocabulary to share knowledge of concepts.	<b>LC 7-4 Expands Vocabulary</b>
Children use nonverbal and verbal strategies to communicate with others. <i>Focus: Conversation**</i> Sustain a conversation in English about a variety of topics.	<b>LC 7-6 Learns Conversation Structure</b>
Children use nonverbal and verbal strategies to communicate with others. <i>Focus: Utterance length and complexity</i> Increase utterance length in English by adding appropriate possessive pronouns (e.g., his, her); conjunctions (e.g., and, or); or other elements (e.g., adjectives, adverbs).	<b>LC 7-5 Expands Grammar and Pronunciation</b>
Children use nonverbal and verbal strategies to communicate with others. <i>Focus: Grammar</i> Expand the use of different forms of grammar in English (e.g., plurals; simple past tense; use of subject, verb and object), sometimes with errors.	<b>LC 7-5 Expands Grammar and Pronunciation</b>

<p>Children use nonverbal and verbal strategies to communicate with others.  <i>Focus: Inquiry</i>          Begin to use “what”, “why”, “how”, “when” and “where” questions in more complete forms in English, sometimes with errors.</p>	<b>LC 7-6 Learns Conversation Structure</b>
<p>Children begin to understand and use social conventions in English.  <i>Focus: Social conventions</i>          Appropriately use words and tone of voice associated with social conventions in English.</p>	<b>LC 7-5 Expands Grammar and Pronunciation</b>
<p>Children use language to create oral narratives about their personal experiences.***  <i>Focus: Narrative development</i>          Produce simple narratives in English that are real or fictional.</p>	<b>LC 7-4 Expands Vocabulary</b>
<p>* Any means available to the child for communicating could be considered “speaking” English (e.g., Signed Exact English, American Sign Language, electronic communication devices). For some children, the home language may be a signed language (e.g., signed Spanish).          ** Children with oral motor involvement who may have difficulty saying words or syllables as they learn to match, synthesize, or analyze syllables and sounds may demonstrate their knowledge by indicating “yes” or “no” in response to an adult’s production of sounds or words or by identifying pictures that represent the products of these manipulations.          *** Producing narratives many vary at these ages for children who are communicating through sign language or other alternate communication systems. Teachers can support all young children’s communication knowledge and skills by repeating and extending what children communicate in conversations. Teachers can also provide opportunities for children to repeat or tell stories as a way of encouraging them to produce narratives.</p>	
<b>Reading</b>	
Beginning	
<p>Children demonstrate an appreciation and enjoyment of reading and literature.</p>	<b>LKS 8-1 Develops Early Literacy</b>

<p><i>Focus: Participate in read-aloud activity</i> Attend to an adult reading a short storybook written in the home language or a storybook written in English if the story has been read in the home language.</p>	
<p>Children demonstrate an appreciation and enjoyment of reading and literature. <i>Focus: Interest in books and reading</i> "Read" familiar books written in the home language or in English when encouraged by others and, in the home language, talk about the books.</p>	<b>LKS 8-3 Develops Emergent Reading</b>
<p>Children show an increasing understanding of book reading. <i>Focus: Personal connections to the story</i> Begin to identify and relate to a story from their own life experiences in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p>	<b>LKS 8-1 Develops Early Literacy</b>
<p>Children show an increasing understanding of book reading. <i>Focus: Story structure</i> Retell a story in the home language when read or told a story in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p>	<b>LKS 8-3 Develops Emergent Reading</b>
<p>Children demonstrate an understanding of print conventions. <i>Focus: Book handling*</i> Begin to understand that books are read in a consistent manner (e.g., in English, pages are turned from right to left and the print is read from top to bottom, left to right; this may vary in other languages).</p>	<b>LKS 8-3 Develops Emergent Reading</b>
<p>Children demonstrate awareness that print carries meaning. <i>Focus: Environmental print</i> Begin to recognize that symbols in the environment (classroom, community, or home) carry a consistent meaning in the home language or in English.</p>	<b>LKS 8-3 Develops Emergent Reading</b>
<p>Children demonstrate progress in their knowledge of the alphabet in English. <i>Focus: Letter awareness</i></p>	<b>LKS Develops Alphabetic Knowledge</b>

Interact with material representing the letters of the English alphabet.	
Children demonstrate progress in their knowledge of the alphabet in English. <i>Focus: Letter recognition</i> Begin to recognize the first letter in their own name or the character for their own name in the home language or English.	<b>LKS Develops Alphabetic Knowledge</b>
Children demonstrate phonological awareness. <i>Focus: Rhyming</i> Listen attentively and begin to participate in simple songs, poems, and finger plays that emphasize rhyme in home language or in English.	<b>CCA 21-2 Explores Music</b>
Children demonstrate phonological awareness. <i>Focus: Onset (initial sound)</i> Listen attentively and begin to participate in simple songs, poems, and finger plays in home language or in English.	<b>CCA 21-2 Explores Music</b>
Children demonstrate phonological awareness. <i>Focus: Sound differences in the home language and English</i> Attend to and manipulate different sounds or tones in words in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	<b>LC 7-2 Develops Expressive Communication</b>
<b>Middle</b>	
Children demonstrate an appreciation and enjoyment of reading and literature. <i>Focus: Participate in read-aloud activity</i> Begin to participate in reading activities, using books written in English when the language is predictable.	<b>LKS 8-1 Develops Early Literacy</b>
Children demonstrate an appreciation and enjoyment of reading and literature. <i>Focus: Interest in books and reading</i> Choose to “read” familiar books written in the home language or in English with increasing independence and, in the home language or in English, talk about the books.	<b>LKS 8-1 Develops Early Literacy</b>
Children show an increasing understanding of book reading.	<b>LKS 8-1 Develops Early Literacy</b>

<p><i>Focus: Personal connections to the story</i> Describe their own experiences related to the topic of the story, using telegraphic and/or formulaic speech in English.</p>	
<p>Children show an increasing understanding of book reading. <i>Focus: Story structure</i> Retell a story using the home language and some English when read or told a story in English.</p>	<b>LKS 8-1 Develops Early Literacy</b>
<p>Children demonstrate an understanding of print conventions. <i>Focus: Book handling*</i> Continue to develop an understanding of how to read a book, sometimes applying knowledge of print conventions from the home language.</p>	<b>LKS 8-1 Develops Early Literacy</b>
<p>Children demonstrate awareness that print carries meaning. <i>Focus: Environmental print</i> Recognize in the environment (classroom, community, or home) some familiar symbols, words, and print labels in the home language or in English.</p>	<b>LKS 8-3 Develops Emergent Reading</b>
<p>Children demonstrate progress in their knowledge of the alphabet in English. <i>Focus: Letter awareness</i> Begin to talk about the letters of the English alphabet while playing and interacting with them; may code-switch (use the home language and English).</p>	<b>LKS 8-2 Develops Alphabetic Knowledge</b>
<p>Children demonstrate progress in their knowledge of the alphabet in English. <i>Focus: Letter recognition</i> Identify some letters of the alphabet in English.</p>	<b>LKS 8-2 Develops Alphabetic Knowledge</b>
<p>Children demonstrate phonological awareness. <i>Focus: Rhyming</i> Begin to repeat or recite simple songs, poems, and finger plays that emphasize rhyme in the home language or in English.</p>	<b>CCA 21-2 Explores Music</b>
<p>Children demonstrate phonological awareness. <i>Focus: Onset (initial sound)</i></p>	<b>LC 7-3 Develops Phonemic Awareness</b>

Begin to recognize words that have a similar onset (initial sound) in the home language or in English, with support.	
Children demonstrate phonological awareness. <i>Focus: Sound differences in the home language and English</i> Begin to use words in English with phonemes (individual units of meaningful sound in a word or syllable) that are different from the home language.	<b>LC 7-3 Develops Phonemic Awareness</b>
Later	
Children demonstrate an appreciation and enjoyment of reading and literature. <i>Focus: Participate in read-aloud activity</i> Participates in reading activities, using a variety of genres that are written in English (e.g., poetry, fairy tales, concept books, and informational books).	<b>LKS 8-1 Develops Emergent Literacy</b>
Children demonstrate an appreciation and enjoyment of reading and literature. <i>Focus: Interest in books and reading</i> Choose to “read” familiar books written in English with increasing independence and talk about the books in English.	<b>LKS 8-3 Develops Emergent Reading</b>
Children show an increasing understanding of book reading. <i>Focus: Personal connections to the story</i> Begin to engage in extended conversations in English about stories.	<b>LKS 8-1 Develops Emergent Literacy</b>
Children show an increasing understanding of book reading. <i>Focus: Story structure</i> Retell in English the majority of a story read or told in English.	<b>LKS 8-1 Develops Emergent Literacy</b>
Children demonstrate an understanding of print conventions. <i>Focus: Book handling*</i> Demonstrate an understanding that print in English is organized from left to right, top to bottom, and that pages are turned from right to left when a book is read.	<b>LKS 8-1 Develops Emergent Literacy</b>
Children demonstrate awareness that print carries meaning. <i>Focus: Environmental print</i>	<b>LKS 8-3 Develops Emergent Reading</b>

Recognize in the environment (classroom, community, or home) an increasing number of familiar symbols, words, and print labels in English.	
Children demonstrate progress in their knowledge of the alphabet in English. <i>Focus: Letter awareness</i> Begin to demonstrate understanding that the letters of the English alphabet are symbols used to make words.	<b>LKS 8-2 Develops Alphabetic Knowledge</b>
Children demonstrate progress in their knowledge of the alphabet in English. <i>Focus: Letter recognition</i> Identify ten or more letters of the alphabet in English.	<b>LKS 8-2 Develops Alphabetic Knowledge</b>
Children demonstrate phonological awareness. <i>Focus: Rhyming</i> Repeat, recite, produce, or initiate simple songs, poems, and finger plays that emphasize rhyme in English.	<b>CCA 21-2 Explores Music</b>
Children demonstrate phonological awareness. <i>Focus: Onset (initial sound)</i> Recognize and produce words that have a similar onset (initial sound) in English.	<b>LC 7-3 Develops Phonemic Awareness</b>
Children demonstrate phonological awareness. <i>Focus: Sound differences in the home language and English</i> Begin to orally manipulate sounds (onsets, rimes, and phonemes) in words in English, with support.	<b>LC 7-3 Develops Phonemic Awareness</b>
* Some children may need assistance in holding a book or turning the pages, either through assistive technology or through the help of an adult or peer. For example, a book can be mounted so it will not have to be held, and sturdy tabs can be placed on the pages so they are easier to turn. Some children may need to have an adult or peer hold the book and turn the pages.	
<b>Writing</b>	
<b>Beginning</b>	
Children use writing to communicate their ideas.*	<b>LKS 9-1 Develops Emergent Writing</b>

<p><i>Focus: Writing as communication</i> Begin to understand that writing can be used to communicate.</p>	
<p>Children use writing to communicate their ideas.** <i>Focus: Writing to represent words or ideas</i> Begin to demonstrate an awareness that written language can be in the home language or in English.</p>	<b>LKS 9-1 Develops Emergent Writing</b>
<p>Children use writing to communicate their ideas. <i>Focus: Writing their name</i> Write marks to represent their own name in a way that may resemble how it is written in the home language.</p>	<b>LKS 9-1 Develops Emergent Writing</b>
<b>Middle</b>	
<p>Children use writing to communicate their ideas.* <i>Focus: Writing as communication</i> Begin to understand that what is said in the home language or in English can be written down and read by others.</p>	<b>LKS Develops Emergent Writing</b>
<p>Children use writing to communicate their ideas.** <i>Focus: Writing to represent words or ideas</i> Begin to use marks or symbols to represent spoken language in the home language or in English.</p>	<b>LKS Develops Emergent Writing</b>
<p>Children use writing to communicate their ideas. <i>Focus: Writing their name</i> Attempt to copy their own name in English or in the writing system of their home language.</p>	<b>LKS Develops Emergent Writing</b>
<b>Later</b>	
<p>Children use writing to communicate their ideas.* <i>Focus: Writing as communication</i> Develop an increasing understanding that what is said in English can be written down and read by others.</p>	<b>LKS 9-1 Develops Emergent Writing</b>
<p>Children use writing to communicate their ideas.** <i>Focus: Writing to represent words or ideas</i> Continue to develop writing by using letters or letter-like marks to represent their ideas in English.</p>	<b>LKS 9-1 Develops Emergent Writing</b>

<p>Children use writing to communicate their ideas.  <i>Focus: Writing their name</i>  Write their first name on their own in English nearly correctly, using letters of the English alphabet to accurately represent pronunciation in their home language.</p>	<p><b>LKS 9-1 Develops Emergent Writing</b></p>
<p>* Some children may need assistance in emergent writing to communicate their ideas. Assistive technology may be used to facilitate “writing.” This may be as simple as building up the width of a marker or pencil so it is easier to grasp or as sophisticated as using a computer. Another possibility would be for an adult or peer to “write” for a child with motor challenges, who would then agree or disagree by indicating “yes” or “no” (Preschool English Learners 2007).  ** Some children may need assistance in emergent writing either through assistive technology or through the help of an adult. Assistive technology (either low tech or high tech) may be as simple as building up the width of a marker or pencil so that it is easier to grasp or it may be as sophisticated as using a computer. Another possibility would be for an adult or peer to “write” for the child who would then approve or disapprove by indicating “yes” or “no.” (Preschool English Learners 2007)</p>	

<b>Mathematics</b>	<b>Vine Indicators</b>
<b>4 years old</b>	
Number Sense*	
Children begin to understand numbers and quantities in their everyday environment.	
Recite numbers in order to ten with increasing accuracy.**	<b>CM 10-1 Begins Counting</b>
Begin to recognize and name a few written numerals.	<b>CM 10-4 Reads and Writes Numbers</b>
Identify, without counting, the number of objects in a collection of up to three objects (i.e., subitize).	<b>CM 10-2 Builds and Observes Sets</b>
Count up to five objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.***	<b>CM 10-1 Begins Counting</b>

Use the number name of the last object counted to answer the question, "How many...?"	<b>CM 10-1 Begins Counting</b>
<p>* Throughout these mathematics foundations many examples describe the child manipulating objects. Children with motor impairments may need assistance from an adult or peer to manipulate objects in order to do things such as count, sort, compare, order, measure, create patterns, or solve problems. A child might also use adaptive materials (e.g., large manipulatives that are easy to grasp). Alternately, a child might demonstrate knowledge in these areas without directly manipulating objects. For example, a child might direct a peer or teacher to place several objects in order from smallest to largest. Children with visual impairments might be offered materials for counting, sorting, or problem solving that are easily distinguishable by touch. Their engagement is also facilitated by using containers, trays, and so forth that contain their materials and clearly define their work space.</p> <p>**Some children may not be able to count by either saying the numbers or signing them. Any means available to the child for demonstrating knowledge of numbers in order should be encouraged. For example, a child may indicate or touch number cards or might respond yes or no when an adult counts.</p> <p>***Children with motor disabilities may need assistance manipulating objects in order to count them. Children may also demonstrate knowledge of object counting by using eye-pointing or by counting while an adult or another child touches or moves the objects.</p>	
Children begin to understand number relationships and operations in their everyday environment.	
Compare visually (with or without counting) two groups of objects that are obviously equal or nonequal and communicate, "more" or "same".*	<b>CM 11-1 Learns Measurement and Quantities</b>
Understand that adding to (or taking away) one or more objects from a group will increase	<b>CM 10-3 Learns Addition, Subtraction and Division</b>

(or decrease) the number of objects in the group.	
Understand that putting two groups of objects together will make a bigger group.	<b>CM 11-1 Learns Measurement and Quantities</b>
Solve simple addition and subtraction problems nonverbally (and often verbally) with a very small number of objects (sums up to 4 or 5).	<b>CM 10-3 Learns Addition, Subtraction and Division</b>
*Comparison may be done visually, tactilely, or auditorily.	
<b>Algebra and Functions (Classification and Patterning)*</b>	
Children begin to sort and classify objects in their everyday environment.	
Sort and classify objects by one attribute into two or more groups, with increasing accuracy.	<b>CS 13-2 Classifies or Sorts Objects</b>
Children begin to recognize simple, repeating patterns.**	
Begin to identify or recognize a simple repeating pattern.	<b>CM 11-2 Understands Patterns</b>
Attempt to create a simple repeating pattern or participate in making one.	<b>CM 11-2 Understands Patterns</b>
<p>*Throughout these mathematics foundations many examples describe the child manipulating objects. Children with motor impairments may need assistance from an adult or peer to manipulate objects in order to do things such as count, sort, compare, order, measure, create patterns, or solve problems. A child might also use adaptive materials (e.g., large manipulatives that are easy to grasp). Alternately, a child might demonstrate knowledge in these areas without directly manipulating objects. For example, a child might direct a peer or teacher to place several objects in order from smallest to largest. Children with visual impairments might be offered materials for counting, sorting, or problem solving that are easily distinguishable by touch. Their engagement is also facilitated by using containers, trays, and so forth that contain their materials and clearly define their work space.</p> <p>** A simple repeating pattern has two repeating elements. Examples are as follows: A-B-A-B (e.g., red-blue-red-blue); A-A-B-B</p>	

(e.g., dog-dog-cat-cat); A-B-B-A-B-B (e.g., clap-stomp-stomp-clap-stomp-stomp); and so forth.	
<b>Measurement*</b>	
Children begin to compare and order objects.	
Demonstrate awareness that objects can be compared by length, weight, or capacity, by noting gross differences, using words such as bigger, longer, heavier, or taller, or by placing objects side by side to compare length.	<b>CM 11-1 Learns Measurement and Quantities</b>
Order three objects by size.	<b>CM 11-1 Learns Measurement and Quantities</b>
*Throughout these mathematics foundations many examples describe the child manipulating objects. Children with motor impairments may need assistance from an adult or peer to manipulate objects in order to do things such as count, sort, compare, order, measure, create patterns, or solve problems. A child might also use adaptive materials (e.g., large manipulatives that are easy to grasp). Alternately, a child might demonstrate knowledge in these areas without directly manipulating objects. For example, a child might direct a peer or teacher to place several objects in order from smallest to largest. Children with visual impairments might be offered materials for counting, sorting, or problem solving that are easily distinguishable by touch. Their engagement is also facilitated by using containers, trays, and so forth that contain their materials and clearly define their work space.	
<b>Geometry*</b>	
Children begin to identify and use common shapes in their everyday environment.	
Identify simple two-dimensional shapes, such as a circle and square.	<b>CM 12-1 Learns Shapes &amp; Sizes</b>
Use individual shapes to represent different elements of a picture or design.	<b>CM 12-2 Develops Spatial Awareness</b>
Children begin to understand positions in space.	
Identify positions of objects and people in space, such as in/on/under, up/down, and inside/outside.	<b>CM 12-2 Develops Spatial Awareness</b>
*Throughout these mathematics foundations many examples describe the child	

<p>manipulating objects. Children with motor impairments may need assistance from an adult or peer to manipulate objects in order to do things such as count, sort, compare, order, measure, create patterns, or solve problems. A child might also use adaptive materials (e.g., large manipulatives that are easy to grasp). Alternately, a child might demonstrate knowledge in these areas without directly manipulating objects. For example, a child might direct a peer or teacher to place several objects in order from smallest to largest. Children with visual impairments might be offered materials for counting, sorting, or problem solving that are easily distinguishable by touch. Their engagement is also facilitated by using containers, trays, and so forth that contain their materials and clearly define their work space.</p>	
<p><b>Mathematical Reasoning*</b></p>	
<p>Children use mathematical thinking to solve problems that arise in their everyday environment.</p>	
<p>Begin to apply simple mathematical strategies to solve problems in their environment.</p>	<p><b>CS 14-1 Solves Problems</b></p>
<p>*Throughout these mathematics foundations many examples describe the child manipulating objects. Children with motor impairments may need assistance from an adult or peer to manipulate objects in order to do things such as count, sort, compare, order, measure, create patterns, or solve problems. A child might also use adaptive materials (e.g., large manipulatives that are easy to grasp). Alternately, a child might demonstrate knowledge in these areas without directly manipulating objects. For example, a child might direct a peer or teacher to place several objects in order from smallest to largest. Children with visual impairments might be offered materials for counting, sorting, or problem solving that are easily distinguishable by touch. Their engagement is also facilitated by using containers, trays, and so forth that contain their materials and clearly define their work space.</p>	

<b>5 years old</b>	
<b>Number Sense*</b>	
Children expand their understanding of numbers and quantities in their everyday environment.	
Recite numbers in order to twenty with increasing accuracy. **	<b>CM 10-1 Begins Counting</b>
Recognize and know the name of some written numerals.	<b>CM 10-4 Reads and Writes Numbers</b>
Identify, without counting, the number of objects in a collection of up to four objects (i.e., subitize).	<b>CM 10-2 Builds and Observes Sets</b>
Count up to ten objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.***	<b>CM 10-1 Begins Counting</b>
Understand, when counting, that the number name of the last object counted represents the total number of objects in the group (i.e., cardinality).	<b>CM 10-1 Begins Counting</b>
<p>*Throughout these mathematics foundations many examples describe the child manipulating objects. Children with motor impairments may need assistance from an adult or peer to manipulate objects in order to do things such as count, sort, compare, order, measure, create patterns, or solve problems. A child might also use adaptive materials (e.g., large manipulatives that are easy to grasp). Alternately, a child might demonstrate knowledge in these areas without directly manipulating objects. For example, a child might direct a peer or teacher to place several objects in order from smallest to largest. Children with visual impairments might be offered materials for counting, sorting, or problem solving that are easily distinguishable by touch. Their engagement is also facilitated by using containers, trays, and so forth that contain their materials and clearly define their work space.</p> <p>**Some children may not be able to count by either saying the numbers or signing them. Any means available to the child for demonstrating knowledge of numbers in order should be encouraged. For example, a child may indicate or touch number cards or might</p>	

respond yes or no when an adult counts. ***Children with motor disabilities may need assistance manipulating objects in order to count them. Children may also demonstrate knowledge of object counting by using eye-pointing or by counting while an adult or another child touches or moves the objects.	
Children expand their understanding of number relationships and operations in their everyday environment.	
Compare, by counting or matching, two groups of up to five objects and communicate, “more”, “same as”, or “fewer” (or “less”).*	<b>CM 10-2 Builds and Observes Sets</b>
Understand that adding one or taking away one changes the number in a small group or objects by exactly one.	<b>CM 10-3 Learns Addition, Subtraction and Division</b>
Understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups.	<b>CM 10-2 Builds and Observes Sets</b>
Solve simple addition and subtraction problems with small number of objects (sum up to 10), usually by counting.	<b>CM 10-3 Learns Addition, Subtraction and Division</b>
*Comparison may be done visually, tactilely, or auditorily.	
<b>Algebra and Functions (Classification and Patterning)*</b>	
Children expand their understanding of sorting and classifying objects in their everyday environment.	
Sort and classify objects by one or more attributes, into two or more groups, with increasing accuracy (e.g., may sort first by one attribute and then by another attribute).**	<b>CS 13-2 Classifies or Sorts Objects</b>
Children expand their understanding of simple, repeating patterns.***	
Recognize and duplicate simple repeating patterns.	<b>CM 11-2 Understands Patterns</b>
Begin to extend and create simple repeating patterns.	<b>CM 11-2 Understands Patterns</b>
*Throughout these mathematics foundations many examples describe the child manipulating objects. Children with motor impairments may need assistance from an adult or peer to manipulate objects in order to do things such as count, sort, compare, order,	

<p>measure, create patterns, or solve problems. A child might also use adaptive materials (e.g., large manipulatives that are easy to grasp). Alternately, a child might demonstrate knowledge in these areas without directly manipulating objects. For example, a child might direct a peer or teacher to place several objects in order from smallest to largest. Children with visual impairments might be offered materials for counting, sorting, or problem solving that are easily distinguishable by touch. Their engagement is also facilitated by using containers, trays, and so forth that contain their materials and clearly define their work space.</p> <p>**Attributes include, but are not limited to, size, shape, or color.</p> <p>***A simple repeating pattern has two repeating elements. Examples are as follows: A-B-A-B (e.g., red-blue-red-blue); A-A-B-B (e.g., dog-dog-cat-cat); A-B-B-A-B-B (e.g., clap-stomp-stomp-clap-stomp-stomp); and so forth.</p>	
<p><b>Measurement*</b></p>	
<p>Children expand their understanding if comparing, ordering, and measuring objects.</p>	
<p>Compare two objects by length, weight, or capacity directly (e.g., putting objects side by side) or indirectly (e.g., using a third object).</p>	<p><b>CM 11-1 Learns Measurements and Quantities</b></p>
<p>Order four or more objects by size.</p>	<p><b>CM 11-1 Learns Measurements and Quantities</b></p>
<p>Measure length using multiple duplicates of the same-size concrete units laid end to end.**</p>	<p><b>CM 11-1 Learns Measurements and Quantities</b></p>
<p>*Throughout these mathematics foundations many examples describe the child manipulating objects. Children with motor impairments may need assistance from an adult or peer to manipulate objects in order to do things such as count, sort, compare, order, measure, create patterns, or solve problems. A child might also use adaptive materials (e.g., large manipulatives that are easy to grasp). Alternately, a child might demonstrate knowledge in these areas without directly manipulating objects. For example, a child might direct a peer or teacher to place several objects in order from smallest to largest.</p>	

<p>Children with visual impairments might be offered materials for counting, sorting, or problem solving that are easily distinguishable by touch. Their engagement is also facilitated by using containers, trays, and so forth that contain their materials and clearly define their work space.</p> <p>**A foundation for measurement is written only for children at around 60 months of age, because the development of the ability to use same-size units to measure quantity typically occurs between 48 months and 60 months of age.</p>	
<b>Geometry*</b>	
Children identify and use a variety of shapes in their everyday environment.	
Identify, describe, and construct a variety of different shapes, including variations of a circle, triangle, rectangle, square, and other shapes.	<b>CM 12-1 Learns Shapes &amp; Sizes</b>
Combine different shapes to create a picture or design.	<b>CM 12-2 Develops Spatial Awareness</b>
Children expand their understanding of positions in space.	
Identify positions of objects and people in space, including in/on/under, up/down, inside/outside, beside/between, and in front/behind.	<b>CM 12-2 Develops Spatial Awareness</b>
<p>*Throughout these mathematics foundations many examples describe the child manipulating objects. Children with motor impairments may need assistance from an adult or peer to manipulate objects in order to do things such as count, sort, compare, order, measure, create patterns, or solve problems. A child might also use adaptive materials (e.g., large manipulatives that are easy to grasp). Alternately, a child might demonstrate knowledge in these areas without directly manipulating objects. For example, a child might direct a peer or teacher to place several objects in order from smallest to largest. Children with visual impairments might be offered materials for counting, sorting, or problem solving that are easily distinguishable by touch. Their engagement is also facilitated</p>	

by using containers, trays, and so forth that contain their materials and clearly define their work space.	
<b>Mathematical Reasoning*</b>	
Children expand the use of mathematical thinking to solve problems that arise in their everyday environment.	
Identify and apply a variety of mathematical strategies to solve problems in their environment.	<b>CS 14-1 Solves Problems</b>
*Throughout these mathematics foundations many examples describe the child manipulating objects. Children with motor impairments may need assistance from an adult or peer to manipulate objects in order to do things such as count, sort, compare, order, measure, create patterns, or solve problems. A child might also use adaptive materials (e.g., large manipulatives that are easy to grasp). Alternately, a child might demonstrate knowledge in these areas without directly manipulating objects. For example, a child might direct a peer or teacher to place several objects in order from smallest to largest. Children with visual impairments might be offered materials for counting, sorting, or problem solving that are easily distinguishable by touch. Their engagement is also facilitated by using containers, trays, and so forth that contain their materials and clearly define their work space.	

<b>Visual and Performing Arts</b>	<b>Vine Indicators</b>
<b>4 year olds</b>	
Visual Art	
Notice, Respond and Engage	
Notice and communicate about objects or forms that appear in art.	<b>CCA 21-1 Explores Art Media CS 13-1 Explores Objects</b>
Create marks with crayons, paints, and chalk and then identify them; mold and build with dough and clay and then identify them.	<b>CCA 21-1 Explores Art Media PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
Enjoy and engage with displays of visual art, inside or outside the classroom. Begin to express preferences for some art activities or materials.	<b>CCA 21-1 Explores Art Media</b>

Choose own art for display in the classroom or for inclusion in a portfolio or book and briefly explain choice.	<b>CCA 21-1 Explores Art Media</b>
<b>Develop Skills in Visual Art</b>	
Make straight and curved marks and lines; begin to draw rough circle shapes.	<b>CCA 21-1 Explores Art Media LKS 9-1 Develops Emergent Writing</b>
Begin to create paintings or drawings that suggest people, animals, and objects.	<b>CCA 21-1 Explores Art Media</b>
Make somewhat regular shaped balls and coils out of dough or clay.	<b>CCA 21-1 Explores Art Media PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
Begin to use paper and other materials to assemble simple collages.	<b>CCA 21-1 Explores Art Media</b>
Begin to recognize and name materials and tools used for visual arts.*	<b>CCA 21-1 Explores Art Media</b>
Demonstrate some motor control when working with visual arts tools.*	<b>CCA 21-1 Explores Art Media PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
*Children who do not use oral language can indicate their recognition of materials and tools by touching the named implement when asked or indicating that an adult has pointed to the named item.	
<b>Create, Invent, and Express through Visual Arts</b>	
Create art and sometimes name the work.	<b>CCA 21-1 Explores Art Media</b>
Begin to draw figures or objects.*	<b>CCA 21-1 Explores Art Media LKS 9-1 Develops Emergent Writing</b>
Begin to use intensity of marks and color to express a feeling or mood.	<b>CCA 21-1 Explores Art Media</b>
*Many examples describe the child drawing or manipulating objects or developing coordination and motor control. Children with motor impairments may need assistance from an adult or peer to manipulate objects in order to do things such as draw, paint, sculpt, tear, or color.	
<b>Music</b>	
<b>Notice, Respond, and Engage*</b>	
Sustain attention and begin to reflect verbally about music; demonstrate familiarity with words that describe music.	<b>CCA 21-2 Explores Music</b>
Recognize simple repeating melody and rhythm patterns.**	<b>CCA 21-2 Explores Music</b>
Identify the sources of a limited variety of musical sounds.	<b>CCA 21-1 Explores Music</b>

Use body movement freely to respond loosely to beat—loud versus quiet (dynamics)—and tempo.*	<b>CCA 21-3 Explores Movement and Dance</b>
*Children who are deaf or hard of hearing will not notice, respond, or engage with music in the same way as peers who hear music. They may respond to vibrations, certain tones, or volume. Children with motor impairments may not be able to respond precisely. **Children with motor impairments may not be able to repeat precise patterns.	
<b>Develop Skills in Music</b>	
Begin to discriminate between different voices and certain instrumental and environmental sounds. Follow words in a song.	<b>CCA 21-2 Explores Music</b>
Explore vocally; sing repetitive patterns and parts of songs alone and with others.	<b>CCA 21-2 Explores Music</b>
<b>Create, Invent, and Express through Music</b>	
Explore vocal and instrumental skills and use instruments to produce simple rhythms and tones.	<b>CCA 21-2 Explores Music</b>
Move or use body to demonstrate beat and tempo, often spontaneously.	<b>CCA 21-3 Explores Movement and Dance</b>
Improvise vocally and instrumentally.	<b>CCA 21-2 Explores Music</b>
<b>Drama</b>	
<b>Notice, Respond, and Engage</b>	
Demonstrate an understanding of simple drama vocabulary.*	<b>CCA 21-4 Participates in Dramatic Play</b>
Identify preferences and interests related to participating in drama.	<b>CCA 21-4 Participates in Dramatic Play</b>
Demonstrate knowledge of simple plot of a participatory drama.	<b>CCA 21-4 Participates in Dramatic Play</b>
*Children communicating through an alternative language or communication system will need access to drama vocabulary (sign language, picture cards, and so on) with the appropriate terms.	
<b>Develop Skills to Create, Invent, and Express through Drama</b>	
Demonstrate basic roleplay skills with imagination and creativity.	<b>CCA 21-4 Participates in Dramatic Play</b>
Add props and costumes to enhance dramatization of familiar stories and fantasy play with peers.	<b>CCA 21-4 Participates in Dramatic Play</b>
<b>Dance</b>	
<b>Notice, Respond, and Engage*</b>	

Engage in dance movements.	<b>CCA 21-3 Explores Movement and Dance</b>
Begin to understand and use vocabulary related to dance.	<b>CCA 21-3 Explores Movement and Dance</b>
Respond to instruction of one skill at a time during movement, such as a jump or fall.	<b>CCA 21-3 Explores Movement and Dance</b> <b>LC 7-1 Develops Receptive Communication</b>
Explore and use different steps and movements to create or form a dance.	<b>CCA 21-3 Explores Movement and Dance</b>
*Children communicating through an alternative language or communication system will need access to drama vocabulary (sign language, picture cards, and so on) with the appropriate terms.	
<b>Develop Skills in Dance</b>	
Begin to be aware of own body in space.	<b>CCA 21-3 Explores Movement and Dance</b> <b>CM 12-2 Develops Spatial Awareness</b>
Begin to be aware of other people in dance or when moving in space.	<b>CCA 21-3 Explores Movement and Dance</b> <b>CM 12-2 Develops Spatial Awareness</b>
Begin to respond to tempo and timing through movement.	<b>CCA 21-3 Explores Movement and Dance</b>
<b>Create, Invent, and Express through Dance</b>	
Begin to act out and dramatize through music and movement patterns.	<b>CCA 21-3 Explores Movement and Dance</b>
Invent dance movements.	<b>CCA 21-3 Explores Movement and Dance</b>
Improvise simple dances that have a beginning and an end.	<b>CCA 21-3 Explores Movement and Dance</b>
Communicate feelings spontaneously through dance and begin to express simple feelings intentionally through dance when prompted by adults.	<b>CCA 21-3 Explores Movement and Dance</b>
<b>5 year olds</b>	
<b>Visual Art</b>	
<b>Notice, Respond and Engage</b>	
Communicate about elements appearing in art (such as line, texture, or perspective), and describe how objects are positioned in the artwork.	<b>CCA 21-1 Explores Art Media</b> <b>CS 13-1 Explores Objects</b>
Begin to plan art and show increasing care and persistence in completing it.	<b>CCA 21-1 Explores Art Media</b>
Enjoy and engage with displays of visual art. May expand critical assessment of visual art to include preferences for types of artwork or art activities.	<b>CCA 21-1 Explores Art Media</b>
Choose own art for display in the classroom or for inclusion in a portfolio or book and explain her or his ideas in some detail.	<b>CCA 21-1 Explores Art Media</b>
<b>Develop Skills in Visual Art</b>	

Draw single circle and add lines to create representations of people and things.	<b>CCA 21-1 Explores Art Media</b>
Begin to create representative paintings or drawings that approximate or depict people, animals, and objects.	<b>CCA 21-1 Explores Art Media</b>
Make more representational forms out of dough or clay, using tools (for example, a rolling pin or a garlic press).	<b>CCA 21-1 Explores Art Media PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
Use paper and other materials to make two and three dimensional assembled works.	<b>CCA 21-1 Explores Art Media</b>
Recognize and name materials and tools used for visual arts.*	<b>CCA 21-1 Explores Art Media</b>
Demonstrate increasing coordination and motor control when working with visual arts tools.*	<b>CCA 21-1 Explores Art Media PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
*Children who do not use oral language can indicate their recognition of materials and tools by touching the named implement when asked or indicating that an adult has pointed to the named item.	
<b>Create, Invent, and Express through Visual Arts</b>	
Intentionally create content in a work of art.	<b>CCA 21-1 Explores Art Media</b>
Draw more detailed figures or objects with more control of line and shape.*	<b>CCA 21-1 Explores Art Media LKS Develops Emergent Writing</b>
Use intensity of marks and color more frequently to express a feeling or mood.	<b>CCA 21-1 Explores Art Media</b>
*Many examples describe the child drawing or manipulating objects or developing coordination and motor control. Children with motor impairments may need assistance from an adult or peer to manipulate objects in order to do things such as draw, paint, sculpt, tear, or color.	
<b>Music</b>	
<b>Notice, Respond, and Engage*</b>	
Verbally reflect on music and describe music by using an expanded vocabulary.	<b>CCA 21-2 Explores Music</b>
Demonstrate more complex repeating melody and rhythm patterns.**	<b>CCA 21-2 Explores Music</b>
Identify the sources of a wider variety of music and music-like sounds.	<b>CCA 21-2 Explores Music</b>
Use body movement freely and more accurately to respond to beat, dynamics, and tempo of music.*	<b>CCA 21-3 Explores Movement and Dance</b>

*Children who are deaf or hard of hearing will not notice, respond, or engage with music in the same way as peers who hear music. They may respond to vibrations, certain tones, or volume. Children with motor impairments may not be able to respond precisely. **Children with motor impairments may not be able to repeat precise patterns.	
<b>Develop Skills in Music</b>	
Become more able to discriminate between different voices and various instrumental and environmental sounds. Follow words in a song.	<b>CCA 21-2 Explores Music</b>
Extend vocal exploration; sing repetitive patterns and entire songs alone and with others in wider ranges of pitch.	<b>CCA 21-2 Explores Music</b>
<b>Create, Invent, and Express through Music</b>	
Continue to apply vocal and instrumental skills and use instruments to produce more complex rhythms, tones, melodies, and songs.	<b>CCA 21-2 Explores Music</b>
Move or use body to demonstrate beat, tempo, and style of music, often intentionally.	<b>CCA 21-3 Explores Movement and Dance</b>
Explore, improvise, and create brief melodies with voice or instrument.	<b>CCA 21-2 Explores Music</b>
<b>Drama</b>	
<b>Notice, Respond, and Engage</b>	
Demonstrate an understanding of simple drama vocabulary.*	<b>CCA 21-4 Participates in Dramatic Play</b>
Explain preferences and interests related to participating in drama.	<b>CCA 21-4 Participates in Dramatic Play</b>
Demonstrate knowledge of extended plot and conflict of a participatory drama.	<b>CCA 21-4 Participates in Dramatic Play</b>
*Children communicating through an alternative language or communication system will need access to drama vocabulary (sign language, picture cards, and so on) with the appropriate terms.	
<b>Develop Skills to Create, Invent, and Express through Drama</b>	
Demonstrate extended roleplay skills with increased imagination and creativity.	<b>CCA 21-4 Participates in Dramatic Play</b>
Create and use an increasing variety of props, costumes and scenery to enhance dramatization of familiar stories and fantasy play with peers.	<b>CCA 21-4 Participates in Dramatic Play</b>
<b>Dance</b>	
<b>Notice, Respond, and Engage*</b>	

Further engage and participate in dance movements.	<b>CCA 21-3 Explores Movement and Dance</b>
Connect dance terminology with demonstrated steps.	<b>CCA 21-3 Explores Movement and Dance</b>
Respond to instruction of more than one skill at a time in movement, such as turning, leaping, and turning again. Often initiate a sequence of skills.	<b>CCA 21-3 Explores Movement and Dance LC 7-1 Develops Receptive Communication</b>
Use understanding of different steps and movements to create or form a dance.	<b>CCA 21-3 Explores Movement and Dance</b>
*Children communicating through an alternative language or communication system will need access to drama vocabulary (sign language, picture cards, and so on) with the appropriate terms.	
<b>Develop Skills in Dance</b>	
Continue to develop awareness of body in space.	<b>CCA 21-3 Explores Movement and Dance CM 12-2 Develops Spatial Awareness</b>
Show advanced awareness and coordination of movement with other people in dance or when moving in space.	<b>CCA 21-3 Explores Movement and Dance CM 12-2 Develops Spatial Awareness</b>
Demonstrate some advanced skills in responding to tempo and timing through movement.	<b>CCA 21-3 Explores Movement and Dance</b>
<b>Create, Invent, and Express through Dance</b>	
Extend understanding and skills for acting out and dramatizing through music and movement patterns.	<b>CCA 21-3 Explores Movement and Dance</b>
Invent and recreate dance movements.	<b>CCA 21-3 Explores Movement and Dance</b>
Improvise more complex dances that have a beginning, middle, and an end.	<b>CCA 21-3 Explores Movement and Dance</b>
Communicate and express feelings intentionally through dance.	<b>CCA 21-3 Explores Movement and Dance</b>

<b>Physical Development</b>	<b>Vine Indicators</b>
<b>4 year olds</b>	
<b>Fundamental Movement Skills</b>	
<b>Balance</b>	
Maintain balance while holding still; sometimes may need assistance.	<b>PMP 17-1 Develops Perception &amp; Balance</b>
Maintain balance while in motion when moving from one position to another or when changing directions, though balance may not be completely stable.	<b>PMP 17-1 Develops Perception &amp; Balance</b>

<b>Locomotor Skills</b>	
Walk with balance, not always stable, oppositional arm movements still developing, and relatively wide base of support (space between feet).	<b>PMP 17-1 Develops Perception &amp; Balance</b>
Run with short stride length and feet off the ground for a short period of time. May show inconsistent opposition of arms and legs.	<b>PMP 17-2 Develops Lower Body Strength</b>
Jump for height (up or down) and for distance with beginning competence.	<b>PMP 17-2 Develops Lower Body Strength</b>
Begin to demonstrate a variety of locomotor skills, such as galloping, sliding, hopping, and leaping.	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>
<b>Manipulative Skills</b>	
Begin to show gross motor manipulative skills by using arms, hands, and feet, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking.	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>
Begin to show fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
<b>Perceptual-Motor Skills and Movement Concepts</b>	
<b>Body Awareness</b>	
Demonstrate knowledge of the names of body parts.	<b>SED 4-1 Develops Awareness of Self</b>
<b>Spatial Awareness</b>	
Use own body as reference point when locating or relating to other people or objects in space.	<b>CM 12-2 Develops Spatial Awareness</b>
<b>Directional Awareness</b>	
Distinguish movements that are up and down and to the side of the body (for example, understands “use that side, now the other side”).	<b>CM 12-2 Develops Spatial Awareness</b>
Move forward and backward or up and down easily.	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>
Can place an object on top of or under something with some accuracy.	<b>CM 12-2 Develops Spatial Awareness</b>
Use any two body parts together.	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>
<b>Active Physical Play</b>	
<b>Active Participation</b>	
Initiate or engage in simple physical activities for a short to moderate period of time.	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b>
<b>Cardiovascular Endurance</b>	

Engage in frequent bursts of active play that involves the heart, the lungs, and the vascular system.	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b>
Muscular Strength, Muscular Endurance, and Flexibility	
Engage in active play activities that enhance leg and arm strength, muscular endurance, and flexibility.	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b>
<b>5 year olds</b>	
<b>Fundamental Movement Skills</b>	
Balance	
Show increasing balance and control when holding still.	<b>PMP 17-1 Develops Perception &amp; Balance</b>
Show increasing balance control while moving in different directions and when transitioning from one movement or position to another.	<b>PMP 17-1 Develops Perception &amp; Balance</b>
Locomotor Skills	
Walk with balance, oppositional arm movements, and relatively narrow base of support (space between feet).	<b>PMP 17-1 Develops Perception &amp; Balance</b>
Run with a longer stride length and each foot off the ground for a greater length of time. Opposition of arms and legs is more consistent.	<b>PMP 17-2 Develops Lower Body Strength</b>
Jump for height (up or down) and for distance with increasing competence. Uses arm swing to aid forward jump.	<b>PMP 17-2 Develops Lower Body Strength</b>
Demonstrate increasing ability and body coordination in a variety of locomotor skills, such as galloping, sliding, hopping, and leaping.	<b>PMP 17-2 Develops Lower Body Strength</b>
Manipulative Skills	
Show gross motor manipulative skills by using arms, hands, and feet with increased coordination, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking.	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>
Show increasing fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
<b>Perceptual-Motor Skills and Movement Concepts</b>	
Body Awareness	
Demonstrate knowledge of an increasing number of body parts.	<b>SED 4-1 Develops Awareness of Self</b>
Spatial Awareness	

Use own body, general space, and other people's space when locating or relating to other people or objects in space.	<b>CM 12-2 Develops Spatial Awareness</b>
<b>Directional Awareness</b>	
Begin to understand and distinguish between the sides of the body.	<b>CM 12-2 Develops Spatial Awareness</b>
Can change directions quickly and accurately.	<b>PMP 17-2 Develops Lower Body Strength</b>
Can place an object or own body in front of, to the side, or behind something else with greater accuracy.	<b>CM 12-2 Develops Spatial Awareness</b>
Demonstrate more precision and efficiency during two-handed fine motor activities.	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
<b>Active Physical Play</b>	
<b>Active Participation</b>	
Initiate more complex physical activities for a sustained period of time.	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b>
<b>Cardiovascular Endurance</b>	
Engage in sustained active play of increasing intensity that involves the heart, the lungs, and the vascular system.	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b>
<b>Muscular Strength, Muscular Endurance, and Flexibility</b>	
Engage in increasing amounts of active play activities that enhance leg and arm strength, muscular endurance, and flexibility.	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b>

<b>Health</b>	<b>Vine Indicators</b>
<b>4 year olds</b>	
<b>Health Habits</b>	
<b>Basic Hygiene</b>	
Demonstrate knowledge of some steps in the handwashing routine.	<b>PMP 19-2 Develops Self-Care Skills</b>
Practice health habits that prevent infectious diseases and infestations (such as lice) when appropriate, with adult support, instruction, and modeling.	<b>PMP 19-2 Develops Self-Care Skills</b>
<b>Oral Health</b>	
Demonstrate knowledge of some steps of the routine for brushing teeth, with adult supervision and instruction.	<b>PMP 19-2 Develops Self-Care Skills</b>
<b>Knowledge of Wellness</b>	
Identify a few internal body parts (most commonly the bones, brain, and heart) but may not understand their basic function.	<b>PMP 19-2 Develops Self-Care Skills</b>

Begin to understand that healthcare providers try to keep people well and help them when they are not well.	<b>SS 16-4 Learns about Community Roles and Jobs</b>
Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with varying specificity and reliability.	<b>PMP 19-2 Develops Self-Care Skills</b>
<b>Sun Safety</b>	
Begin to practice sun-safe actions, with adult support and guidance.	<b>PMP 20-2 Learns Safety Rules</b>
<b>Safety</b>	
<b>Injury Prevention</b>	
Follow safety rules with adult support and prompting.	<b>PMP 20-2 Learns Safety Rules</b>
Begin to show ability to follow emergency routines after instruction and practice (for example, a fire drill or earthquake drill).	<b>PMP 20-2 Learns Safety Rules</b>
Show beginning ability to follow transportation and pedestrian safety rules with adult instruction and supervision.	<b>PMP 20-2 Learns Safety Rules</b>
<b>Nutrition</b>	
<b>Nutrition Knowledge</b>	
Identify different kinds of foods.	<b>PMP 20-1 Learns about Nutrition</b>
<b>Nutrition Choices</b>	
Demonstrate a beginning understanding that eating a variety of food helps the body grow and be healthy, and choose from a variety of foods at mealtimes.	<b>PMP 20-1 Learns about Nutrition</b>
Indicate food preferences that reflect familial and cultural practices.	<b>SS 16-1 Explores Cultures</b>
<b>Self-Regulation of Eating</b>	
Indicate awareness of own hunger and fullness.	<b>PMP 20-1 Learns about Nutrition</b>
<b>5 year olds</b>	
<b>Health Habits</b>	
<b>Basic Hygiene</b>	
Demonstrate knowledge of more steps in the handwashing routine.	<b>PMP 19-2 Develops Self-Care Skills</b>
Begin to independently practice health habits that prevent infectious disease and infestations (such as lice) when appropriate, with less adult support, instruction, and modeling.	<b>PMP 19-2 Develops Self-Care Skills</b>
<b>Oral Health</b>	
Demonstrate knowledge of more steps of the routine for brushing and when toothbrushing should be done, with less adult supervision.	<b>PMP 19-2 Develops Self-Care Skills</b>

<b>Knowledge of Wellness</b>	
Identify several different internal body parts and demonstrate a basic, limited knowledge of some functions.	<b>PMP 19-2 Develops Self-Care Skills</b>
Demonstrate greater understanding that health-care providers try to keep people well and help them when they are not well.	<b>SS 16-4 Learns about Community Roles and Jobs</b>
Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with more specificity and reliability.	<b>PMP 19-2 Develops Self-Care Skills</b>
<b>Sun Safety</b>	
Practice sun-safe actions with decreasing adult support and guidance.	<b>PMP 20-2 Learns Safety Rules</b>
<b>Safety</b>	
<b>Injury Prevention</b>	
Follow safety rules more independently though may still need adult support and prompting.	<b>PMP 20-2 Learns Safety Rules</b>
Demonstrate increased ability to follow emergency routines after instruction and practice.	<b>PMP 20-2 Learns Safety Rules</b>
Show increased ability to follow transportation and pedestrian safety rules with adult support and supervision.	<b>PMP 20-2 Learns Safety Rules</b>
<b>Nutrition</b>	
<b>Nutrition Knowledge</b>	
Identify a larger variety of foods and may know some of the related food groups.	<b>PMP 20-1 Learns about Nutrition</b>
<b>Nutrition Choices</b>	
Demonstrate greater understanding that eating a variety of food helps the body grow and be healthy, and choose from a greater variety of foods at mealtimes.	<b>PMP 20-1 Learns about Nutrition</b>
Indicate food preferences based on familial and cultural practices and on some knowledge of healthy choices.	<b>SS 16-1 Explores Culture</b>
<b>Self-Regulation of Eating</b>	
Indicate greater awareness of own hunger and fullness.	<b>PMP 20-1 Learns about Nutrition</b>

<b>History-Social Science</b>	<b>Vine Indicators</b>
<b>4 year olds</b>	
<b>Self and Society</b>	
Culture and Diversity	

Exhibit developing cultural, ethnic, and racial identity and understand relevant language and cultural practices. Display curiosity about diversity in human characteristics and practices, but prefer those of their own group.	<b>SS 16-1 Explores Cultures</b>
<b>Relationships</b>	
Interact comfortably with many peers and adults; actively contribute to creating and maintaining relationships with a few significant adults and peers.	<b>SED 5-1 Bonds with Adults SED 6-2 Bonds with Peers</b>
<b>Social Roles and Occupations</b>	
Play familiar adult social roles and occupations (such as parent, teacher, and doctor) consistent with their developing knowledge of these roles.	<b>SS Learns about Community Roles and Jobs</b>
<b>Becoming a Preschool Community Member (Civics)</b>	
<b>Skills for Democratic Participation</b>	
Identify as members of a group, participate willingly in group activities, and begin to understand and accept responsibility as group members, although assistance is required in coordinating personal interests with those of others.	<b>SED 4-1 Develops Awareness of Self</b>
<b>Responsible Conduct</b>	
Strive to cooperate with group expectations to maintain adult approval and get along with others. Self-control is inconsistent, however, especially when children are frustrated or upset.	<b>ATL 2-2 Shows Responsibility</b>
<b>Fairness and Respect for Other People</b>	
Respond to the feelings and needs of others with simple forms of assistance, sharing, and turn-taking. Understand the importance of rules that protect fairness and maintain order.	<b>SED 6-1 Builds Empathy</b>
<b>Conflict Resolution</b>	
Can use simple bargaining strategies and seek adult assistance when in conflict with other children or adults, although frustration, distress, or aggression also occurs.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
<b>Sense of Time (History)</b>	
<b>Understanding Past Events</b>	
Recall past experiences easily and enjoy hearing stories about the past, but require adult help to determine when past events	<b>SS 16-2 Understands Time</b>

occurred in relation to each other and to connect them with current experience.	
<b>Anticipating and Planning Future Events</b>	
Anticipate events in familiar situations in the near future, with adult assistance.	<b>SS 16-2 Understands Time</b>
<b>Personal History</b>	
Proudly display developing skills to attract adult attention and share simple accounts about recent experiences.	<b>SED 4-2 Becomes Confident</b>
<b>Historical Changes in People and the World</b>	
Easily distinguish older family members from younger ones (and other people) and events in the recent past from those that happened “long ago,” although do not readily sequence historical events on a timeline.	<b>SS 16-2 Understands Time</b>
<b>Sense of Place (Geography and Ecology)</b>	
<b>Navigating Familiar Locations</b>	
Identify the characteristics of familiar locations such as home and school, describe objects and activities associated with each, recognize the routes between them, and begin using simple directional language (with various degrees of accuracy).	<b>SS 16-3 Explores Geography</b>
<b>Caring for the Natural World</b>	
Show an interest in nature (including animals, plants, and weather) especially as children experience it directly. Begin to understand human interactions with the environment (such as pollution in a lake or stream) and the importance of taking care of plants and animals.	<b>CS 15-2 Develops and Understanding of and Care for the Natural World</b>
<b>Understanding the Physical World through Drawings and Maps</b>	
Can use drawings, globes, and maps to refer to the physical world, although often unclear on the use of map symbols.	<b>SS 16-3 Explores Geography</b>
<b>Marketplace (Economics)</b>	
<b>Exchange</b>	
Understand ownership, limited supply, what stores do, give-and take, and payment of money to sellers. Show interest in money and its function, but still figuring out the relative value of coins.	<b>SS Learns Government and Economics</b>
<b>5 year olds</b>	
<b>Self and Society</b>	
<b>Culture and Diversity</b>	

Manifest stronger cultural, ethnic, and racial identity and greater familiarity with relevant language, traditions, and other practices. Show more interest in human diversity, but strongly favor characteristics of their own group.	<b>SS 16-1 Explores Cultures</b>
<b>Relationships</b>	
Understand the mutual responsibilities of relationships; take initiative in developing relationships that are mutual, cooperative, and exclusive.	<b>SED 6-3 Cooperates with Peers</b>
<b>Social Roles and Occupations</b>	
Exhibit more sophisticated understanding of a broader variety of adult roles and occupations, but uncertain how work relates to income.	<b>SS 16-4 Learns about Community Roles and Jobs</b>
<b>Becoming a Preschool Community Member (Civics)</b>	
<b>Skills for Democratic Participation</b>	
Become involved as responsible participants in group activities, with growing understanding of the importance of considering others' opinions, group decision making, and respect for majority rules and the views of group members who disagree with the majority.	<b>ATL 2-2 Shows Responsibility</b>
<b>Responsible Conduct</b>	
Exhibit responsible conduct more reliably as children develop self-esteem (and adult approval) from being responsible group members. May also manage others' behavior to ensure that others also fit in with group expectations.	<b>ATL 2-2 Shows Responsibility</b>
<b>Fairness and Respect for Other People</b>	
Pay attention to others' feelings, more likely to provide assistance, and try to coordinate personal desires with those of other children in mutually satisfactory ways. Actively support rules that protect fairness to others.	<b>SED 6-1 Builds Empathy</b>
<b>Conflict Resolution</b>	
More capable of negotiating, compromising, and finding cooperative means of resolving conflict with peers or adults, although verbal aggression may also result.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
<b>Sense of Time (History)</b>	
<b>Understanding Past Events</b>	
Show improving ability to relate past events to other past events and current experiences,	<b>SS 16-2 Understands Time</b>

although adult assistance continues to be important.	
<b>Anticipating and Planning Future Events</b>	
Distinguish when future events will happen, plan for them, and make choices (with adult assistance) that anticipate future needs.	<b>SS 16-2 Understands Time</b>
<b>Personal History</b>	
Compare current abilities with skills at a younger age and share more detailed autobiographical stories about recent experiences.	<b>SED 4-2 Becomes Confident</b>
<b>Historical Changes in People and the World</b>	
Develop an interest in family history (e.g., when family members were children) as well as events of “long ago,” and begin to understand when these events occurred in relation to each other.	<b>SS 16-2 Understands Time</b>
<b>Sense of Place (Geography and Ecology)</b>	
<b>Navigating Familiar Locations</b>	
Comprehend larger familiar locations, such as the characteristics of their community and region (including hills and streams, weather, common activities) and the distances between familiar locations (such as between home and school), and compare their home community with those of others.	<b>SS 16-3 Explores Geography</b>
<b>Caring for the Natural World</b>	
Show an interest in a wider range of natural phenomena, including those outside direct experience (such as snow for a child living in Southern California), and are more concerned about caring for the natural world and the positive and negative impacts of people on the natural world (e.g., recycling, putting trash in trash cans).	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>
<b>Understanding the Physical World through Drawings and Maps</b>	
Create their own drawings, maps, and models; are more skilled at using globes, maps, and map symbols; and use maps for basic problem solving (such as locating objects) with adult guidance.	<b>SS 16-3 Explores Geography</b>
<b>Marketplace (Economics)</b>	
<b>Exchange</b>	
Understand more complex economic concepts (e.g., bartering; more money is needed for	<b>SS 16-5 Learns about Government and Economics</b>

things of greater value; if more people want something, more will be sold).	
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Science	Vine Indicators
<b>4 year olds</b>	
<b>Scientific Inquiry</b>	
Observation and Investigation	
Demonstrate curiosity and raise simple questions about objects and events in their environment.	<b>CS 13-1 Explores Objects</b>
Observe objects and events in the environment and describe them.	<b>CS 13-1 Explores Objects</b>
Begin to identify and use, with adult support, some observation measurement tools.	<b>CM 11-1 Learns Measurement and Quantities</b>
Compare and contrast objects and events and begin to describe similarities and differences.	<b>CS 13-2 Classifies or Sorts Objects</b>
Make predictions and check them, with adult support, through concrete experiences.	<b>CS 14-2 Makes Predictions</b>
Make inferences and form generalizations based on evidence.	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
Documentation and Communication	
Record observations or findings in various ways, with adult assistance, including pictures, words (dictated to adults), charts, journals, models, and photos.	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
Share findings and explanations, which may be correct or incorrect, with or without adult prompting.	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
<b>Physical Science</b>	
Properties and Characteristics of Nonliving Objects and Materials	
Observe, investigate, and identify the characteristics and physical properties of objects and of solid and nonsolid materials (size, weight, physical properties of objects, and shape, color, texture, and sound).	<b>CS 13-1 Explores Objects</b>
Changes in Nonliving Objects and Materials	
Demonstrate awareness that objects and materials can change; explore and describe changes in objects and materials (rearrangement of parts; change in color, shape, texture, temperature).	<b>CS 13-1 Explores Objects</b>
Observe and describe the motion of objects (in terms of speed, direction, the ways things move), and explore the effect of own actions	<b>CS 13-1 Explores Objects</b>

(e.g., pushing pulling, rolling, dropping) on making objects move.	
<b>Life Science</b>	
<b>Properties and Characteristics of Living Things</b>	
Identify characteristics of a variety of animals and plants, including appearance (inside and outside) and behavior, and begin to categorize them.	<b>CS 15-1 Explores the Natural Environment</b>
Begin to indicate knowledge of body parts and processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.	<b>CS 15-1 Explores the Natural Environment</b>
Identify the habitats of people and familiar animals and plants in the environment and begin to realize that living things have habitats in different environments.	<b>CS 15-1 Explores the Natural Environment</b>
Indicate knowledge of the difference between animate objects (animals, people) and inanimate objects. For example, expect animate objects to initiate movement and to have different insides than inanimate objects.	<b>CS 15-1 Explores the Natural Environment</b>
<b>Changes in Living Things</b>	
Observe and explore growth and changes in humans, animals, humans, animals, and plants and plants and demonstrate understanding that living things change over time in size and in other capacities as they grow.	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>
Recognize that animals and plants require care and begin to associate feeding and watering with the growth of humans, animals, and plants.	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>
<b>Earth Science</b>	
<b>Properties and Characteristics of Earth Materials and Objects</b>	
Investigate characteristics (size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water, and air.	<b>CS 15-1 Explores the Natural Environment</b>
<b>Changes in the Earth</b>	
Observe and describe natural objects in the sky (sun, moon, stars, clouds) and how they appear to move and change.	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>
Notice and describe changes in weather.	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>
Begin to notice the effects of weather and seasonal changes on their own lives and on plants and animals.	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>

Develop awareness of the importance of caring for and respecting the environment, and participate in activities related to its care.	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>
<b>5 year olds</b>	
<b>Scientific Inquiry</b>	
Observation and Investigation	
Demonstrate curiosity and an increased ability to raise questions about objects and events in their environment.	<b>CS 13-1 Explores Objects</b>
Observe objects and events in the environment and describe them in greater detail.	<b>CS 13-1 Explores Objects</b>
Identify and use a greater variety of observation and measurement tools. May spontaneously use an appropriate tool, though may still need adult support	<b>CM 11-1 Learns Measurements and Quantities</b>
Compare and contrast objects and events and describe similarities and differences in greater detail.	<b>CS 13-2 Classifies or Sorts Objects</b>
Demonstrates an increased ability to make predictions and check them (e.g., may make more complex predictions, offer ways to test predictions, and discuss why predictions were correct or incorrect).	<b>CS 14-2 Makes Predictions</b>
Demonstrate an increased ability to make inferences and form generalizations based on evidence.	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
Documentation and Communication	
Record information more regularly and in greater detail in various ways, with adult assistance, including pictures, words (dictated to adults), charts, journals, models, photos, or by tallying and graphing information.	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
Share findings and explanations, which may be correct or incorrect, more spontaneously and with greater detail.	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
<b>Physical Science</b>	
Properties and Characteristics of Nonliving Objects and Materials	
Demonstrate increased ability to observe, investigate, and describe in greater detail the characteristics and physical properties of objects, and nonsolid materials (size, weight, shape, color, texture, and sound).	<b>CS 13-1 Explores Objects</b>
Changes in Nonliving Objects and Materials	

Demonstrate an increased awareness that objects and materials can change in various ways. Explore and describe in greater detail changes in objects and materials (rearrangement of parts; change in color, shape, texture, form, and temperature).	<b>CS 13-1 Explores Objects</b>
Demonstrate an increased ability to observe and describe in greater detail the motion of objects (in terms of speed, direction, the ways things move), and to explore the effect of own actions on the motion of objects, including changes in speed and direction.	<b>CS 13-1 Explores Objects</b>
<b>Life Science</b>	
Properties and Characteristics of Living Things	
Identify characteristics of a greater variety of animals and plants and demonstrate an increased ability to categorize them.	<b>CS 15-1 Explores the Natural Environment</b>
Indicate greater knowledge of body parts and processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.	<b>CS 15-1 Explores the Natural Environment</b>
Recognize that living things have habitats in different environments suited to their unique needs.	<b>CS 15-1 Explores the Natural Environment</b>
Indicate knowledge of the difference between animate and inanimate objects, providing greater detail, and recognize that living things (humans, animals, and plants) undergo biological processes such as growth, illness, healing, and dying.	<b>CS 15-1 Explores the Natural Environment</b>
Changes in Living Things	
Observe and explore growth in humans, animals, humans, animals, and plants demonstrate an increased understanding that living things change as they grow and go through transformations related to the life cycle (for example, from a caterpillar to butterfly).	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>
Develop a greater understanding of the basic needs of humans, animals, and plants (e.g., food, water, sunshine, shelter).	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>
<b>Earth Science</b>	
Properties and Characteristics of Earth Materials and Objects	
Demonstrate increased ability to investigate and compare characteristics (size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water, and air.	<b>CS 15-1 Explores the Natural Environment</b>

Changes in the Earth	
Demonstrate an increased ability to observe and describe natural objects in the sky and to notice patterns of movement and apparent changes in the sun and the moon.	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>
Demonstrate an increased ability to observe, describe, and discuss changes in weather.	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>
Demonstrate an increased ability to notice and describe the effects of weather and seasonal changes on their own lives and on plants and animals.	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>
Demonstrate an increased awareness and the ability to discuss in simple terms how to care for the environment, and participate in activities related to its care.	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>

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