

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:
**Colorado Early Learning & Development
Guidelines**



References

Colorado Department of Education. (2012). *Colorado early learning & development guidelines*. CO: Author.
Retrieved from <https://www.cde.state.co.us/early/eldgs>

Domain: Physical Development & Health	
A. Physical Health Status: The maintenance of healthy and age-appropriate physical well-being.	
1. Possess good overall health, including oral, visual, and auditory health, and be free from communicable or preventable diseases.	<p>PMP 17-1 Develops Perception & Balance</p> <p>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</p> <p>PMP 19-2 Develops Self-Care Skills</p> <p>PMP 20-1 Learns about Nutrition</p> <p>LC 7-1 Develops Receptive Communication</p>
2. Participate in the prevention and management of chronic health conditions and avoid toxins, such as lead.	<p>PMP 19-2 Develops Self-Care Skills <u>3-Year Old:</u> Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat <u>Pre-K:</u> Knows to wash hands with soap before eating, after toileting, and after wiping nose; independently brushes teeth; shows preference for certain clothing and prefers to dress and undress self; able to zip, button, and snap; may be able to tie shoes</p>
3. Maintain physical growth within the Centers for Disease Control and Prevention (CDC) recommended ranges for weight and height by age.	<i>Use LifeCubby's provided Growth Chart</i>
4. Get sufficient rest and exercise to support healthy development.	<p>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times <u>3-Year Old:</u> Is able to play for longer periods of time without needing to rest <u>Pre-K:</u> Can play for up to an hour of gross motor activity; is graduating off afternoon nap; understands the importance of exercise</p> <p>PMP 19-4 Develops Naptime Independence <u>3-Year Old:</u> Puts self to sleep at naptime <u>Pre-K:</u> Puts self to sleep at naptime; may not nap every afternoon; likely not napping by age 5 (note current level)</p>
B. Health Knowledge & Practice: The understanding of healthy and safe habits and practicing healthy habits.	
1. Complete personal care tasks, such as dressing, brushing teeth, toileting, and washing hands independently from adults.	<p>PMP 19-2 Develops Self-Care Skills <u>3-Year Old:</u> Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat <u>Pre-K:</u> Knows to wash hands with soap before eating, after toileting, and after wiping nose; independently brushes teeth; shows preference for certain clothing and prefers to dress and</p>

	undress self; able to zip, button, and snap; may be able to tie shoes
2. Communicate an understanding of the importance of health and safety routines and rules.	<p>PMP 19-2 Develops Self-Care Skills</p> <p><u>3-Year Old:</u> Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat</p> <p><u>Pre-K:</u> Knows to wash hands with soap before eating, after toileting, and after wiping nose; independently brushes teeth; shows preference for certain clothing and prefers to dress and undress self; able to zip, button, and snap; may be able to tie shoes</p>
3. Follow basic health and safety rules and respond appropriately to harmful or unsafe situations.	<p>PMP 20-2 Learns Safety Rules</p> <p><u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted</p> <p><u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions</p>
4. Distinguish food on a continuum from most healthy to less healthy.	<p>PMP 20-1 Learns about Nutrition</p> <p><u>3-Year Old:</u> Is learning the role of food and nutrition in daily routines; tries different kinds of nutritious foods</p> <p><u>Pre-K:</u> Understands the difference between healthy and unhealthy food; eats a variety of nutritious foods; is willing to try foods with various tastes, colors, and textures</p>
5. Eat a variety of nutritious foods.	<p>PMP 20-1 Learns about Nutrition</p> <p><u>3-Year Old:</u> Is learning the role of food and nutrition in daily routines; tries different kinds of nutritious foods</p> <p><u>Pre-K:</u> Understands the difference between healthy and unhealthy food; eats a variety of nutritious foods; is willing to try foods with various tastes, colors, and textures</p>
6. Participate in structured and unstructured physical activities.	<p>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</p> <p><u>3-Year Old:</u> Is able to play for longer periods of time without needing to rest</p> <p><u>Pre-K:</u> Can play for up to an hour of gross motor activity; is graduating off afternoon nap; understands the importance of exercise</p>
7. Recognize the importance of doctor and dentist visits.	<p>SS 16-4 Learns about Community Roles and Jobs</p> <p><u>3-Year Old:</u> Learns about family roles and relationships</p> <p><u>Pre-K:</u> Learns about community helpers; studies different types of careers and jobs; understands the need for various roles in a society; learns about important contributions of historical figures</p>
8. Cooperate during doctor and dentist visits and health and developmental screening.	<p>ATL 2-2 Shows Responsibility</p> <p><u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege</p> <p><u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege</p>

C. Gross Motor Skills: The control of large muscles for movement, navigation, and balance.	
1. Develop motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping.	<p>PMP 17-1 Develops Perception & Balance <u>3-Year Old:</u> Stands on 1 foot for about 3 seconds; jumps with two feet <u>Pre-K:</u> Stands on 1 foot for about 6 seconds; does a front roll (somersault); walks backwards without losing balance; walks heel-to-toe, on tiptoe, and on a straight line; can walk on a balance board; hops on one foot</p>
2. Develop motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle.	<p>PMP 17-5 Develops Large Motor Coordination Skills <u>3-Year Old:</u> Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors <u>Pre-K:</u> Walks up and down stairs with alternating feet; can pedal a tricycle, climb a ladder, and or swing without assistance; can kick, throw, bounce or catch a ball; skips or claps</p>
3. Understand movement concepts, such as control of the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in coordination with other objects.	<p>PMP 17-5 Develops Large Motor Coordination Skills <u>3-Year Old:</u> Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors <u>Pre-K:</u> Walks up and down stairs with alternating feet; can pedal a tricycle, climb a ladder, and or swing without assistance; can kick, throw, bounce or catch a ball; skips or claps</p>
D. Fine Motor Skills: The control of small muscles for such purposes as using utensils, self-care, building, and exploring.	
1. Develop hand strength and dexterity	<p>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay <u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness</p>
2. Develop hand-eye coordination to use everyday tools, such as pitchers for pouring or utensils for eating.	<p>PMP 18-2 Develops Fine Hand-Eye Coordination <u>3-Year Old:</u> Demonstrates increasing ability to complete fine motor activities, such as putting jumbo puzzles together or stringing beads <u>Pre-K:</u> Works with fine motor manipulatives, such as jigsaw puzzles or beads; ties knots and loops; uses a keyboard</p>
3. Manipulate a range of objects, such as blocks or books.	<p>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay <u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness</p>
4. Manipulate writing, drawing, and art tools.	<p>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay</p>

	<u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness
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Domain: Social & Emotional Development	
A. Social Relationships: The healthy relationships and interactions with adults and peers.	
1. Communicate with familiar adults and accept or request guidance.	<p>SED 5-1 Bonds with Adults <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems <u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults</p>
2. Cooperate with others.	<p>SED 6-3 Cooperates with Peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language</p>
3. Develop friendships with peers.	<p>SED 6-2 Bonds with Peers <u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend <u>Pre-K:</u> Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play</p>
4. Establish secure relationships with adults.	<p>SED 5-1 Bonds with Adults <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems <u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults</p>
5. Use socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.	<p>ATL 2-2 Shows Responsibility <u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege</p>
6. Resolve conflict with peers alone and/or with adult intervention as appropriate.	<p>SED 6-3 Cooperates with Peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language</p>

7. Recognize and label others' emotions.	SED 6-1 Builds Empathy <u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress <u>Pre-K:</u> Shares in the joy of others; expresses sadness when another adult or child is sad
8. Express empathy and sympathy to peers.	SED 6-1 Builds Empathy <u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress <u>Pre-K:</u> Shares in the joy of others; expresses sadness when another adult or child is sad
9. Recognize how actions affect others and accept consequences of one's actions.	ATL 2-2 Shows Responsibility <u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
B. Self-Concept and Self-Efficacy: The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals.	
1. Identify personal characteristics, preferences, thoughts, and feelings.	SED 4-1 Develops Awareness of Self <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family <u>Pre-K:</u> Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class)
2. Demonstrate age-appropriate independence in a range of activities, routines, and tasks.	ATL 1-5 Shows Initiative <u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting <u>Pre-K:</u> Makes and conveys choices to friends and teachers
3. Show confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks.	SED 4-2 Becomes Confident <u>3-Year Old:</u> Is pleased to complete daily routines and learn new skills <u>Pre-K:</u> Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics
4. Demonstrate age-appropriate independence in decision making regarding activities and materials.	ATL 1-5 Shows Initiative <u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting <u>Pre-K:</u> Makes and conveys choices to friends and teachers
C. Self-Regulation: The ability to recognize and regulate emotions, attention, impulses, and behavior.	
1. Recognize and label emotions.	SED 3-1 Expresses Emotion <u>3-Year Old:</u> Displays a range of emotions; can say how he/she is feeling (e.g., glad, sad, or mad); explores emotions through play, art, music, dance

	<u>Pre-K:</u> Expresses a range of emotions; says how he/she is feeling and why; identifies emotions in photos (e.g., happy, sad, or confused)
2. Handle impulses and behavior with minimal direction from adults.	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>3-Year Old:</u> Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games <u>Pre-K:</u> Has methods for coping with intense feelings (getting a comfort item; using words; counting to 5); seeks adult assistance in intense situations; is learning to control impulses and emotions; is able to wait turn
3. Follow simple rules, routines, and directions.	ATL 2-1 Understands Routines <u>3-Year Old:</u> Follows daily routines, such as sitting for circle time; adjusts to changes in routines or usual activities when informed ahead of time <u>Pre-K:</u> Anticipates daily routines, such as meal time, clean-up time, etc.; transitions smoothly when instructed it is time to do something else
4. Shift attention between tasks and move through transitions with minimal direction from adults.	ATL 1-6 Thinks with Creativity & Flexibility <u>3-Year Old:</u> Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation <u>Pre-K:</u> Able to transition thinking and behavior, such as during group play in response to a friend's suggestion or idea; generates creative ideas, suggestions
D. Emotional and Behavioral Health: A healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors.	
1. Express a range of emotions appropriately, such as excitement, happiness, sadness, and fear.	SED 3-1 Expresses Emotion <u>3-Year Old:</u> Displays a range of emotions; can say how he/she is feeling (e.g., glad, sad, or mad); explores emotions through play, art, music, dance <u>Pre-K:</u> Expresses a range of emotions; says how he/she is feeling and why; identifies emotions in photos (e.g., happy, sad, or confused)
2. Refrain from disruptive, aggressive, angry, or defiant behaviors.	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>3-Year Old:</u> Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games <u>Pre-K:</u> Has methods for coping with intense feelings (getting a comfort item; using words; counting to 5); seeks adult assistance in intense situations; is learning to control impulses and emotions; is able to wait turn
3. Adapt to new environments with appropriate emotions and behaviors.	ATL 1-6 Thinks with Creativity & Flexibility <u>3-Year Old:</u> Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation <u>Pre-K:</u> Able to transition thinking and behavior, such as during group play in response to a friend's suggestion or idea; generates creative ideas, suggestions

Domain: English Language Development	
A. Receptive English Language Skills: The ability to comprehend or understand the English language.	
1. Participate with movement and gestures while other children and the teachers dance and sing in English.	CCA 21-3 Explores Movement and Dance <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities
2. Acknowledge or respond nonverbally to common words or phrases, such as “hello,” “good bye,” “snack time,” and “bathroom,” when accompanied by adult gestures.	LC 7-1 Develops Receptive Communication <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations
3. Point to body parts when asked, “Where is your nose, hand, leg...?”	LC 7-4 Expands Vocabulary <u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words <u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)
4. Comprehend and respond to increasingly complex and varied English vocabulary, such as “Which stick is the longest?” and “Why do you think the caterpillar is hungry?”	LC 7-1 Develops Receptive Communication <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations
5. Follow multi-step directions in English with minimal cues or assistance.	LC 7-1 Develops Receptive Communication <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations
B. Expressive English Language Skills: The ability to speak or use English.	
1. Repeat word or phrase to self, such as “bus” while the group sings the song “Wheels on the Bus” or “brush teeth” after lunch.	LC 7-2 Develops Expressive Communication <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
2. Request items in English, such as “car,” “milk,” “book,” or “ball.”	LC 7-2 Develops Expressive Communication <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal

	<p>cues in English or home language; is able to convey 2-3 pieces of information on a single topic</p> <p><u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas</p>
<p>3. Use one or two English words, sometimes joined to represent a bigger idea, such as “throwball.”</p>	<p>LC 7-2 Develops Expressive Communication</p> <p><u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic</p> <p><u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas</p>
<p>4. Use increasingly complex and varied English vocabulary.</p>	<p>LC 7-4 Expands Vocabulary</p> <p><u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words</p> <p><u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)</p>
<p>5. Construct sentences, such as “The apple is round.” or “I see a fire truck with lights on.”</p>	<p>LC 7-5 Expands Grammar and Pronunciation</p> <p><u>3-Year Old:</u> Can rhyme words (e.g., cat, sat); uses verbs in correct tense (e.g., she <u>walks</u> vs. she <u>walked</u>); may overcorrect grammar (e.g. “goed,” “mouses,” etc.)</p> <p><u>Pre-K:</u> Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate</p>
<p>C. Engagement in English Literacy Activities: Understanding and responding to books, storytelling, and songs presented in English.</p>	
<p>1. Demonstrate eagerness to participate in songs, rhymes, and stories in English.</p>	<p>LC 7-3 Develops Phonemic Awareness</p> <p><u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted</p> <p><u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)</p>
<p>2. Point to pictures and says the word in English, such as “frog,” “baby,” “run.”</p>	<p>LC 7-4 Expands Vocabulary</p> <p><u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words</p> <p><u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)</p>

3. Learn part of a song or poem in English and repeat it.	<p>LC 7-3 Develops Phonemic Awareness <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)</p>
4. Talk with peers or adults about a story read in English.	<p>LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story</p>
5. Tell a story in English with a beginning, middle, and end from a book or about a personal experience.	<p>LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story</p>

Domain: Language Development	
A. Receptive English Language Skills: The ability to comprehend or understand the English language.	
1. Attend to language during conversations, songs, stories, or other learning experiences.	<p>LC 7-1 Develops Receptive Communication <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations</p>
2. Comprehend increasingly complex and varied vocabulary.	<p>LC 7-4 Expands Vocabulary <u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words <u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)</p>
3. Comprehend different forms of language, such as questions or exclamations.	<p>LC 7-1 Develops Receptive Communication <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues</p>

	<u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations
4. Comprehend different grammatical structures or rules for using language.	LC 7-5 Expands Grammar and Pronunciation <u>3-Year Old:</u> Can rhyme words (e.g., cat, sat); uses verbs in correct tense (e.g., she <u>walks</u> vs. she <u>walked</u>); may overcorrect grammar (e.g. “goed,” “mouses,” etc.) <u>Pre-K:</u> Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
B. Expressive Language: The ability to use language.	
1. Engage in communication and conversation with others.	LC 7-6 Learns Conversation Structure <u>3-Year Old:</u> Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact <u>Pre-K:</u> Participates in multi-turn conversations with friends and adults; mirrors tone, volume and tense; uses verbal and nonverbal conversational rules (e.g., takes turns, eye contact, loud and soft voice as appropriate, etc.); connects phrases and sentences to build ideas
2. Use language to express ideas and needs.	LC 7-2 Develops Expressive Communication <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
3. Use increasingly complex and varied vocabulary.	LC 7-4 Expands Vocabulary <u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words <u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)
4. Use different forms of language.	LC 7-5 Expands Grammar and Pronunciation <u>3-Year Old:</u> Can rhyme words (e.g., cat, sat); uses verbs in correct tense (e.g., she <u>walks</u> vs. she <u>walked</u>); may overcorrect grammar (e.g. “goed,” “mouses,” etc.) <u>Pre-K:</u> Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
5. Use different grammatical structures for a variety of purposes.	LC 7-5 Expands Grammar and Pronunciation <u>3-Year Old:</u> Can rhyme words (e.g., cat, sat); uses verbs in correct tense (e.g., she <u>walks</u> vs. she <u>walked</u>); may overcorrect grammar (e.g. “goed,” “mouses,” etc.) <u>Pre-K:</u> Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate

6. Engage in storytelling.	<p>LC 7-2 Develops Expressive Communication <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas</p>
7. Engage in conversations with peers and adults.	<p>LC 7-6 Learns Conversation Structure <u>3-Year Old:</u> Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact <u>Pre-K:</u> Participates in multi-turn conversations with friends and adults; mirrors tone, volume and tense; uses verbal and nonverbal conversational rules (e.g., takes turns, eye contact, loud and soft voice as appropriate, etc.); connects phrases and sentences to build ideas</p>

Domain: Literacy Knowledge & Skills	
<p>A. Book Appreciation and Knowledge: The interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts.</p>	
<p>1. Show interest in shared reading experiences and looking at books independently.</p>	<p>LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story</p>
<p>2. Recognize how books are read, such as front-to- back and one page at a time, and recognize basic characteristics, such as title, author, and illustrator.</p>	<p>LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story</p>
<p>3. Ask and answer questions and make comments about print materials.</p>	<p>LKS 8-1 Develops Early Literacy</p>

	<p>3-Year Old: Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book</p> <p>Pre-K: Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story</p>
4. Demonstrate interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.	<p>LKS 8-1 Develops Early Literacy</p> <p>3-Year Old: Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book</p> <p>Pre-K: Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story</p>
5. Retell stories or information from books through conversation, artistic works, creative movement, or drama.	<p>ATL 1-2 Develops Memory</p> <p>3-Year Old: Recalls some elements of a story</p> <p>Pre-K: Recalls part or all of a story, including characters and main events</p>
6. Make predictions based on illustrations or portions of story or text.	<p>CS 14-2 Makes Predictions</p> <p>3-Year Old: Makes simple predictions about what will happen next, such as during activities or when hearing a story</p> <p>Pre-K: Able to make and test predictions (e.g., what color will we get if we mix the yellow dye and the blue dye?)</p>
B. Phonological Awareness: An awareness that language can be broken into words, syllables, and smaller pieces of sound.	
1. Identify and discriminate between words in language.	<p>LC 7-3 Develops Phonemic Awareness</p> <p>3-Year Old: Can say rhymes; can give a rhyming word when prompted</p> <p>Pre-K: Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)</p>
2. Identify and discriminate between separate syllables in words.	<p>LC 7-3 Develops Phonemic Awareness</p> <p>3-Year Old: Can say rhymes; can give a rhyming word when prompted</p> <p>Pre-K: Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)</p>
3. Identify and discriminate between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound.	<p>LC 7-3 Develops Phonemic Awareness</p> <p>3-Year Old: Can say rhymes; can give a rhyming word when prompted</p> <p>Pre-K: Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)</p>

4. Recognize patterns of sounds in songs, storytelling, and poetry.	LC 7-3 Develops Phonemic Awareness <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
C. Alphabet Knowledge: The names and sounds associated with letters.	
1. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.	LKS 8-2 Develops Alphabetic Knowledge <u>3-Year Old:</u> Says or sings ABCs <u>Pre-K:</u> Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print
2. Recognize that letters of the alphabet have distinct sound(s) associated with them.	LKS 8-2 Develops Alphabetic Knowledge <u>3-Year Old:</u> Says or sings ABCs <u>Pre-K:</u> Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print
3. Attend to the beginning letters and sounds in familiar words.	LKS 8-2 Develops Alphabetic Knowledge <u>3-Year Old:</u> Says or sings ABCs <u>Pre-K:</u> Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print
4. Identify letters and associate correct sounds with letters.	LKS 8-2 Develops Alphabetic Knowledge <u>3-Year Old:</u> Says or sings ABCs <u>Pre-K:</u> Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print
D. Print Concepts and Conventions: The concepts about print and early decoding (identifying letter-sound relationships).	
1. Recognize print in everyday life, such as numbers, letters, one’s name, words, and familiar logos and signs.	LKS 8-3 Develops Emergent Reading <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
2. Understand that print conveys meaning.	LKS 8-3 Develops Emergent Reading <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
3. Understand conventions, such as print moves from left to right and top to bottom of a page.	LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book

	<p><u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story</p>
4. Recognize words as a unit of print and understand that letters are grouped to form words.	<p>LKS 8-3 Develops Emergent Reading <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes</p>
5. Recognize the association between spoken or signed and written words.	<p>LKS 8-3 Develops Emergent Reading <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes</p>
E. Early Writing: The familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.	
1. Experiment with writing tools and materials.	<p>LKS 9-1 Develops Emergent Writing <u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written” <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters</p>
2. Recognize that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion.	<p>LKS 9-1 Develops Emergent Writing <u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written” <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters</p>
3. Use scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas.	<p>LKS 9-1 Develops Emergent Writing <u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written” <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters</p>

4. Copy, trace, or independently write letters or words.	<p>LKS 9-1 Develops Emergent Writing <u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written” <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters</p>
5. Dictate ideas to an adult.	<p>LC 7-2 Develops Expressive Communication <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas</p>
6. Identify information that is relevant.	<p>LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story</p>

Domain: Logic & Reasoning	
A. Reasoning and Problem-Solving: The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.	
1. Seek multiple solutions to a question, task, or problem.	<p>CS 14-1 Solves Problems <u>3-Year Old:</u> Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float) <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems</p>
2. Recognize cause-and-effect relationships.	<p>CS 14-4 Draws Conclusions and Sorts Results <u>3-Year Old:</u> Is able to draw conclusions about experiments (e.g., since the wood block floated, other wood blocks will float) <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses “if/then” and “cause/effect” reasoning, with or without adult help</p>

3. Classify, compare, and contrast objects, events, and experiences.	CS 13-2 Classifies or Sorts Objects <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
4. Use past knowledge to build new knowledge.	ATL 1-6 Thinks with Creativity & Flexibility <u>3-Year Old:</u> Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation <u>Pre-K:</u> Able to transition thinking and behavior, such as during group play in response to a friend's suggestion or idea; generates creative ideas, suggestions
5. Know that problems can be identified and possible solutions can be created.	CS 14-1 Solves Problems <u>3-Year Old:</u> Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float) <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
B. Symbolic Representation: The use of symbols or objects to represent something else.	
1. Represent people, places, or things through drawings, movement, and three-dimensional objects.	LKS 9-1 Develops Emergent Writing <u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was "written" <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
2. Engage in pretend play and act out roles.	CCA 21-4 Participates in Dramatic Play <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
3. Recognize the difference between pretend or fantasy situations and reality.	CCA 21-4 Participates in Dramatic Play <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers

Domain: Mathematics Knowledge & Skills	
A. Number Concepts and Quantities: The understanding that numbers represent quantities and have ordinal	

properties (number words represent a rank order, particular size, or position in a list).	
1. Recognize numbers and quantities in the everyday environment.	CM 10-4 Reads and Writes Numbers <u>3-Year Old:</u> Can trace numbers: recognizes a few numbers in written form <u>Pre-K:</u> Can write some numbers up to 10; recognizes a few numbers in written form; recognizes both numerals and number names
2. Recite numbers in the correct order and understand that numbers come “before” or “after” one another.	CM 10-1 Begins Counting <u>3-Year Old:</u> Counts by rote to 10; counts sets of objects up to 10; may be able to count into the teens; understands and uses 1-1 correspondence <u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10
3. Associate quantities and the names of numbers with written numerals.	CM 10-4 Reads and Writes Numbers <u>3-Year Old:</u> Can trace numbers: recognizes a few numbers in written form <u>Pre-K:</u> Can write some numbers up to 10; recognizes a few numbers in written form; recognizes both numerals and number names
4. Use one-to-one counting and subitizing (identifying the number of objects without counting) to determine quantity.	CM 10-1 Begins Counting <u>3-Year Old:</u> Counts by rote to 10; counts sets of objects up to 10; may be able to count into the teens; understands and uses 1-1 correspondence <u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10
5. Use the number name of the last object counted to represent the number of objects in the set.	CM 10-3 Learns Addition, Subtraction and Division <u>3-Year Old:</u> When counting objects, understands that the last number counted represents the total
B. Number Relationships and Operations: The use of numbers to describe relationships and solve problems.	
1. Use a range of strategies, such as counting, subitizing, or matching, to compare quantity in two sets of objects and describe the comparison with terms, such as more, less, greater than, fewer, or equal to.	CM 10-2 Builds and Observes Sets <u>3-Year Old:</u> Begins to see groups of 2 or 3 objects and knows the amount without counting (subitizing); counts and builds sets <u>Pre-K:</u> Can look at groups of objects up to 5 and indicate how many items without having to count them; compares quantities in sets and uses appropriate vocabulary: equal, more, less
2. Recognize that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects.	CM 10-3 Learns Addition, Subtraction and Division <u>3-Year Old:</u> When counting objects, understands that the last number counted represents the total <u>Pre-K:</u> Can add “1” to a set of objects and know that it is 1 more; can subtract 1 from a set of objects and know that it is 1 less; can split a set of objects equally to divide by 2
3. Identify the new number created when numbers are combined or separated.	CM 10-3 Learns Addition, Subtraction and Division <u>3-Year Old:</u> When counting objects, understands that the last number counted represents the total

	<u>Pre-K</u> : Can add “1” to a set of objects and know that it is 1 more; can subtract 1 from a set of objects and know that it is 1 less; can split a set of objects equally to divide by 2
C. Geometry and Spatial Sense: The understanding of shapes, their properties, and how objects are related to one another.	
1. Recognize and name common shapes, their parts, and attributes.	CM 12-1 Learns Shapes & Sizes <u>3-Year Old</u> : Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated <u>Pre-K</u> : Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
2. Combine and separates shapes to make other shapes.	CM 12-1 Learns Shapes & Sizes <u>3-Year Old</u> : Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated <u>Pre-K</u> : Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
3. Compare objects in size and shape.	CM 12-1 Learns Shapes & Sizes <u>3-Year Old</u> : Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated <u>Pre-K</u> : Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
4. Understand directionality, order, and position of objects, such as up, down, in front, and behind.	CM 12-2 Develops Spatial Awareness <u>3-Year Old</u> : Understands conditional locations such as over/under, inside/outside, in front/behind <u>Pre-K</u> : Uses location words (in, on, under, etc.); uses standard or nonstandard units of measurement to determine length, height, capacity etc. of object(s); compares length, height, capacity of a container, such as how many scoops are needed to fill a bucket
D. Patterns: The recognition of patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern.	
1. Sort, classify, and serialize (put in a pattern) objects using attributes, such as color, shape, or size.	CM 11-2 Understands Patterns <u>3-Year Old</u> : Can complete simple patterns, such as red-blue-red-blue-red-blue; can tell what comes next <u>Pre-K</u> : Can create, duplicate or extend more complex patterns, such as red-blue-green-red-blue-green; can fill in a missing piece of a pattern; serializes a group of like objects (small, medium, large, or light, medium, dark)
2. Recognize, duplicate, and extend simple patterns.	CM 11-2 Understands Patterns <u>3-Year Old</u> : Can complete simple patterns, such as red-blue-red-blue-red-blue; can tell what comes next <u>Pre-K</u> : Can create, duplicate or extend more complex patterns, such as red-blue-green-red-blue-green; can fill in a missing piece of a pattern; serializes a group of like objects (small, medium, large, or light, medium, dark)
3. Create patterns through the repetition of a unit.	CM 11-2 Understands Patterns <u>3-Year Old</u> : Can complete simple patterns, such as red-blue-red-blue-red-blue; can tell what comes next <u>Pre-K</u> : Can create, duplicate or extend more complex patterns, such as red-blue-green-red-blue-green; can fill in a missing piece

	of a pattern; seriates a group of like objects (small, medium, large, or light, medium, dark)
E. Measurement and Comparison: The understanding of attributes and relative properties of objects as related to size, capacity, and area.	
1. Compare objects using attributes of length, weight, and size (e.g., bigger, longer, taller, heavier).	<p>CM 11-1 Learns Measurement and Quantities <u>3-Year Old:</u> Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide) <u>Pre-K:</u> Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map</p>
2. Order objects by size or length.	<p>CM 11-1 Learns Measurement and Quantities <u>3-Year Old:</u> Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide) <u>Pre-K:</u> Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map</p>
3. Use nonstandard and standard techniques and tools to measure and compare.	<p>CM 11-1 Learns Measurement and Quantities <u>3-Year Old:</u> Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide) <u>Pre-K:</u> Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map</p>
4. Describe the order of common events.	<p>SS 16-2 Understands Time <u>3-Year Old:</u> Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school) <u>Pre-K:</u> Understands basic concepts of time including past-present-future; may understand basic units of time, including hours-minutes-days; learns about calendars, including week-month-year</p>
5. Sequence a simple set of activities or events.	<p>SS 16-2 Understands Time <u>3-Year Old:</u> Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school) <u>Pre-K:</u> Understands basic concepts of time including past-present-future; may understand basic units of time, including</p>

	hours-minutes-days; learns about calendars, including week-month-year
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Domain: Science Knowledge & Skills	
A. Scientific Skills and Method: The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions.	
1. Use senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships.	CS 13-1 Explores Objects <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses
2. Observe and discuss common properties, differences, and comparisons among objects	CS 13-2 Classifies or Sorts Objects <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
3. Participate in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations.	CS 14-4 Draws Conclusions and Sorts Results <u>3-Year Old:</u> Is able to draw conclusions about experiments (e.g., since the wood block floated, other wood blocks will float) <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help
4. Collect, describe, and record information through discussions, drawings, maps, and charts.	CS 14-4 Draws Conclusions and Sorts Results <u>3-Year Old:</u> Is able to draw conclusions about experiments (e.g., since the wood block floated, other wood blocks will float) <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help
5. Describe and discuss predictions, explanations, and generalizations based on past experience.	CS 14-2 Makes Predictions <u>3-Year Old:</u> Makes simple predictions about what will happen next, such as during activities or when hearing a story <u>Pre-K:</u> Able to make and test predictions (e.g., what color will we get if we mix the yellow dye and the blue dye?)
B. Conceptual Knowledge of the Natural and Physical World: The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally-occurring relationships.	
1. Observe, describe, and discuss living things and natural processes.	CS 15-1 Explores the Natural Environment <u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.

2. Predict, explain, and infer patterns based on observations and representations of living things, their needs, and life cycles.	<p>CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things</p>
3. Observe, describe, and discuss properties of materials and transformation of substances.	<p>CS 15-1 Explores the Natural Environment <u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.</p>
4. Identify, predict, and extend patterns based on observations and representations of objects in the sky, daily weather, and seasonal changes.	<p>CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things</p>
5. Observe and describe patterns observed over the course of a number of days and nights, possibly including differences in the activities or appearance of plants and animals.	<p>CS 15-1 Explores the Natural Environment <u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.</p>
6. Recognize and investigate cause-and-effect relationships in everyday experiences – pushing, pulling, kicking, rolling, or blowing objects.	<p>CS 14-4 Draws Conclusions and Sorts Results <u>3-Year Old:</u> Is able to draw conclusions about experiments (e.g., since the wood block floated, other wood blocks will float) <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help</p>

Domain: Social Studies Knowledge & Skills	
A. Self, Family, and Community: The understanding of one's relationship to the family and community, roles in the family and community, and respect for diversity.	
1. Identify personal and family structure.	<p>SS 16-4 Learns about Community Roles and Jobs <u>3-Year Old:</u> Learns about family roles and relationships</p>
2. Understand similarities and respect differences among people.	<p>SS 16-1 Explores Cultures <u>3-Year Old:</u> Learns about cultural differences, including clothing, food, art, and work <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work</p>

3. Recognize a variety of jobs and the work associated with them.	<p>SS 16-4 Learns about Community Roles and Jobs <u>3-Year Old:</u> Learns about family roles and relationships <u>Pre-K:</u> Learns about community helpers; studies different types of careers and jobs; understands the need for various roles in a society; learns about important contributions of historical figures</p>
4. Understand the reasons for rules in the home and classroom and for laws in the community.	<p>SS 16-5 Learns about Government and Economics <u>3-Year Old:</u> Uses pretend money in games and play; pretends societal roles in play <u>Pre-K:</u> Demonstrates a growing awareness of community rules and types of governance; learns about how money is used to obtain goods or services; learns about different types of money, including coins, paper bills, checks, credit cards, and digital transactions</p>
5. Describe or draw aspects of the geography of the classroom, home, and community.	<p>SS 16-3 Explores Geography <u>3-Year Old:</u> Learns about community places, such as home, school, park, etc. <u>Pre-K:</u> Learns about how the local community is a part of a broader world, such as state and country; may study maps to learn about far-away cultures</p>
6. Recognize money and identify its purpose.	<p>SS 16-5 Learns about Government and Economics <u>3-Year Old:</u> Uses pretend money in games and play; pretends societal roles in play <u>Pre-K:</u> Demonstrates a growing awareness of community rules and types of governance; learns about how money is used to obtain goods or services; learns about different types of money, including coins, paper bills, checks, credit cards, and digital transactions</p>
B. People and the Environment: The understanding of the relationship between people and the environment in which they live.	
1. Recognize aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations.	<p>CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things</p>
2. Recognize that people share the environment with other people, animals, and plants.	<p>CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things</p>
3. Understand that people can take care of the environment through activities, such as recycling.	<p>CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena</p>

	such as weather and seasons; understands that people affect the environment; shows respect for living things
C. History and Events: The understanding that events happened in the past and how these events relate to one's self, family, and community.	
1. Differentiate between past, present, and future.	<p>SS 16-2 Understands Time <u>3-Year Old:</u> Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school) <u>Pre-K:</u> Understands basic concepts of time including past-present-future; may understand basic units of time, including hours-minutes-days; learns about calendars, including week-month-year</p>
2. Recognize events that happened in the past, such as family or personal history.	<p>SS 16-2 Understands Time <u>3-Year Old:</u> Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school) <u>Pre-K:</u> Understands basic concepts of time including past-present-future; may understand basic units of time, including hours-minutes-days; learns about calendars, including week-month-year</p>
3. Understand that how people live and what they do changes over time.	<p>SS 16-2 Understands Time <u>3-Year Old:</u> Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school) <u>Pre-K:</u> Understands basic concepts of time including past-present-future; may understand basic units of time, including hours-minutes-days; learns about calendars, including week-month-year</p>

Domain: Creative Arts Expression	
A. Music: The use of voice and instruments to create sounds.	
1. Participate in music activities, such as listening, singing, or performing.	<p>CCA 21-2 Explores Music <u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.</p>
2. Experiment with musical instruments.	<p>CCA 21-2 Explores Music <u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.</p>
3. Respond to rhythmic patterns and elements of music using expressive movement.	<p>CCA 21-2 Explores Music</p>

	<p><u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat</p> <p><u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.</p>
4. Improvise movement and sound responses to music.	<p>CCA 21-2 Explores Music</p> <p><u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat</p> <p><u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.</p>
5. Describe and respond to musical elements.	<p>CCA 21-2 Explores Music</p> <p><u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat</p> <p><u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.</p>
6. Recognize a wide variety of sounds and sound sources.	<p>CCA 21-2 Explores Music</p> <p><u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat</p> <p><u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.</p>
7. Express feeling responses to music.	<p>CCA 21-2 Explores Music</p> <p><u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat</p> <p><u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.</p>
8. Recognize music in daily life.	<p>CCA 21-2 Explores Music</p> <p><u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat</p> <p><u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.</p>
B. Creative Movement and Dance: The use of the body to move to music and express oneself	
1. Express what is felt and heard in various musical tempos and styles.	<p>CCA 21-3 Explores Movement and Dance</p> <p><u>3-Year Old:</u> Participates in dance or creative movement activities</p> <p><u>Pre-K:</u> Begins to show individual expression in creative movement activities</p>
2. Move to different patterns of beat and rhythm in music.	<p>CCA 21-3 Explores Movement and Dance</p> <p><u>3-Year Old:</u> Participates in dance or creative movement activities</p> <p><u>Pre-K:</u> Begins to show individual expression in creative movement activities</p>

3. Use creative movement to express concepts, ideas, or feelings.	CCA 21-3 Explores Movement and Dance <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities
4. Demonstrate simple phrases of movement in time and space.	CCA 21-3 Explores Movement and Dance <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities
5. Attentively observe a dance performance.	CCA 21-3 Explores Movement and Dance <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities
6. Recognize dances from around the world.	SS 16-1 Explores Cultures <u>3-Year Old:</u> Learns about cultural differences, including clothing, food, art, and work <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work
C. Art: The use of a range of media and materials to create drawings, pictures, or other objects.	
1. Use different materials and techniques to make art creations.	CCA 21-1 Explores Art Media <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
2. Discuss one's own artistic creations and those of others.	CCA 21-1 Explores Art Media <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
3. Know that works of art can represent people, places, and things.	CCA 21-1 Explores Art Media <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
4. Identify art in daily life.	CCA 21-1 Explores Art Media <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
5. Understand that artists have an important role in communities.	SS 16-4 Learns about Community Roles and Jobs <u>3-Year Old:</u> Learns about family roles and relationships <u>Pre-K:</u> Learns about community helpers; studies different types of careers and jobs; understands the need for various roles in a society; learns about important contributions of historical figures

D. Drama & Theatre Arts: The portrayal of events, characters, or stories through acting and using props and language.	
1. Use dialogue, actions, and objects to tell a story or express thoughts and feelings about one's self or a character.	CCA 21-4 Participates in Dramatic Play <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
2. Use creativity and imagination to manipulate materials and assume roles in dramatic play situations.	CCA 21-4 Participates in Dramatic Play <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
3. Respond to stories and plays.	CCA 21-4 Participates in Dramatic Play <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers

Domain: Approaches to Learning	
A. Initiative and Curiosity: An interest in varied topics and activities, a desire to learn, creativity, and independence in learning.	
1. Demonstrate flexibility, imagination, and inventiveness in approaching tasks and activities.	ATL 1-6 Thinks with Creativity & Flexibility <u>3-Year Old:</u> Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation <u>Pre-K:</u> Able to transition thinking and behavior, such as during group play in response to a friend's suggestion or idea; generates creative ideas, suggestions
2. Demonstrate eagerness to learn about and discuss a range of topics, ideas, and tasks.	ATL 1-4 Is Curious <u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn
3. Ask questions and seek new information.	ATL 1-4 Is Curious <u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn
B. Persistence and Attentiveness: The ability to begin and finish activities with persistence and attention.	

1. Maintain interest in a project or activity until completed.	ATL 1-1 Is Attentive <u>3-Year Old:</u> Pays attention during story time; focuses on an activity for 10 or more minutes <u>Pre-K:</u> Pays attention during story time and other teacher-led activities such as circle time; focuses on an activity for 15 or more minutes
2. Set goals and develop and follow through on plans.	CS 14-3 Makes Plans <u>3-Year Old:</u> Has own ideas for play time and makes plans to carry out ideas; makes choices during free time <u>Pre-K:</u> Has own ideas on what to do during free choice time or free play, and carries out steps to follow the plan
3. Resist distractions, maintain attention, and continue the task at hand through frustration or challenges.	ATL 1-3 Is Persistent <u>3-Year Old:</u> Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support <u>Pre-K:</u> Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult
C. Cooperation: An interest and engagement in group experiences.	
1. Plan, initiate, and complete learning activities with peers.	SED 6-2 Bonds with Peers <u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend <u>Pre-K:</u> Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play
2. Join in cooperative play with others and invite others to play.	SED 6-3 Cooperates with Peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
3. Model or teach peers.	SED 6-3 Cooperates with Peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
4. Help, share, and cooperate in a group.	SED 6-3 Cooperates with Peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language

DISCLAIMER:

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