

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:
**DC Early Learning and
Developmental Standards**



References



DC Office of the State Superintendent (2012). District of Columbia Early Learning Standards. Retrieved from:
<https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/DC%20Early%20Learning%20Standards2013.pdf>

DC Birth to Pre-K Learning and Developmental Standards	Vine Assessments by LifeCubby
Approaches to Learning/ Logic and Reasoning	
Infants	
Attends and engages with curiosity.	Vine Indicators
Uses all senses to explore (Example: Looks at a soft toy, grasps and shakes it to make it jingle, brings it to her mouth, and sucks on it.)	ATL 1-4 Is Curious
Shows persistence	
Attends to sights and sounds (Example: Bangs a plastic bowl and spoon again and again.)	ATL 1-3 Is Persistent
Approaches tasks flexibly	
Emerging	*
Uses symbols and takes on pretend roles	
Emerging	*
Toddlers	
Attends and engages with curiosity.	
Manipulates objects; observes and explores surroundings by using all senses (Example: Takes all the dolls out of the cradle and attempts to climb in.)	ATL 1-4 Is Curious
Shows persistence	
Repeats actions with the goal of achieving a result (Example: Puts small blocks in a bucket and dumps them out again and again.)	ATL 1-3 Is Persistent
Approaches tasks flexibly	
Notices how others approach a task and imitates their attempts (Example: Watches the teacher play peek-a-boo with an infant and joins the game.)	ATL 1-6 Thinks with Creativity & Flexibility
Uses symbols and takes on pretend roles	
Observes other people's use of objects; imitates simple actions; uses realistic objects in pretend play (Example: Pretends to fit toy keys into a cabinet door lock.)	ATL 1-1 Is Attentive
Twos	
Attends and engages with curiosity.	
Explores new places and materials; chooses a variety of tasks, especially those with adult support (Example: Digs a hole in the sand, watches as the dry sand flows back into the hole and asks the teacher to help fix it.)	ATL 1-4 Is Curious
Shows persistence	

Continues to work on a self-selected task, especially with adult support (Example: Works with an adult to stack large cardboard blocks over and over until he can get them to stand as tall as he is.)	ATL 1-3 Is Persistent
Approaches tasks flexibly	
Uses trial-and-error approaches; asks for help (Example: Stands on a stool to reach a toy and asks for help when he still cannot reach it.)	ATL 1-6 Thinks with Creativity & Flexibility
Uses symbols and takes on pretend roles	
Uses props and imitates actions to re-enact familiar events (Example: Pats a doll in the dramatic play area, tells it that it's time for "nigh, nigh" and puts it in the toy bed.)	ATL 1-2 Develops Memory
Preschool	
Attends and engages with curiosity.	
Chooses tasks of interest; responds to adult encouragement (Example: Completes a new five-piece puzzle while a parent volunteer encourages his effort by saying, "You turned it, and now it fits.")	ATL 1-4 Is Curious
Shows persistence	
Continues an activity even when there are challenges; may stop and later return to a self-selected activity (Example: Stops painting when the colors run together. Resumes painting after the teacher suggests waiting until parts of the painting are dry.)	ATL 1-3 Is Persistent
Approaches tasks flexibly	
Finds solutions without having to try every possibility; may change approach (Example: Gets a wagon when he cannot carry three balls in his arms.)	ATL 1-6 Thinks with Creativity & Flexibility
Uses symbols and takes on pretend roles	
Uses props in pretend play with one or more children; substitutes one object for another; activity is often theme-based (Example: Tells two children, "I'm a dinosaur. You'd better run. I'm going to eat you!")	ATL 1-2 Develops Memory
Pre-K	
Attends and engages with curiosity.	
Demonstrates curiosity and eagerness to learn by showing interest in a growing range of topics, ideas, and tasks (Example: Asks questions about an upcoming trip to the library,	ATL 1-4 Is Curious

including how the class will get there and whether he may check out books.)	
Shows persistence	
Perseveres to understand and accomplish a challenging, self-selected activity despite interruptions and distractions (Example: Builds an elaborate structure out of a variety of materials, working on it for several days.)	ATL 1-3 Is Persistent
Approaches tasks flexibly	
A. Uses multiple strategies to solve problems and complete tasks (Example: Works with a group of classmates to build a model car from cardboard boxes.)	ATL 1-6 Thinks with Creativity & Flexibility
B. Initiates cooperative activities with peers (Example: Says to two other children, "Let's make a car out of this box.")	ATL 1-5 Shows Initiative
A. Uses objects, materials, actions, and images to represent other objects Example: Uses blocks and animal figurines to create a model zoo.	ATL 1-6 Thinks with Creativity & Flexibility
B. Plays with a few other children for periods of as long as 10 minutes, agreeing on scenarios and roles. (Example: Pretends to be a veterinarian, playing with stuffed animals, office props and children who are "pet owners".)	ATL 1-5 Shows Initiative
Communication & Language	
Infants	Vine Indicators
Demonstrates understanding of spoken language	
Appears interested in others' speech (Example: Looks at people who are talking.)	LC 7-1 Develops Receptive Communication
Uses language to express self	
Vocalizes and gestures in an effort to communicate (Example: Squeals and leans toward trusted adult when he wants to be picked up.)	LC 7-2 Develops Expressive Communication
Uses conventional grammar and syntax	
Babbles and experiments with tone and pitch (Example: Vocalizes, Ba, ba, ba, BA, BA, BA.)	LC 7-2 Develops Expressive Communication
Uses conventional conversational and other social communication skills	
Vocalizes or gestures in back and forth exchanges with others (Example: Squeals	LC 7-1 Develops Receptive Communication

each time an adult says, "Peek-a-boo." and covers the child's eyes.)	
Toddlers	
Demonstrates understanding of spoken language	
Responds to others' speech and gestures (Example: Touches her shoe when she hears the word shoe.)	LC 7-4 Expands Vocabulary
Uses language to express self	
Uses language to express needs and refer to familiar people and objects (Example: Says, "Baba me" when she sees her bottle.)	LC 7-2 Develops Expressive Communication
Uses conventional grammar and syntax	
Uses one- and two-word sentences (Example: Asks, "Mommy go?" when looking for her mother.)	LC 7-2 Develops Expressive Communication
Uses conventional conversational and other social communication skills	
Exchanges single words, simple gestures, and facial expressions with others (Example: Looks out the window and asks, "Out?" Teacher responds by saying, "No, it's raining." Child repeats, "No.")	LC 7-2 Develops Expressive Communication
Twos	
Demonstrates understanding of spoken language	
Responds to simple statements, questions, and simple texts read aloud (Example: Opens the flaps in the book Where's Spot? at the appropriate times.)	LC 7-1 Develops Receptive Communication
Uses language to express self	
Uses language to describe objects and people and to ask for help (Example: Responds to an airplane flying overhead by saying, "Grandma go bye-bye.")	LC 7-4 Expands Vocabulary
Uses conventional grammar and syntax	
Uses two- to four-word sentences with some word omissions and errors (Example: Says, "More apple here," and points to his plate.)	LC 7-4 Expands Vocabulary
Uses conventional conversational and other social communication skills	
Initiates and engages in short back-and-forth exchanges, responding to verbal and nonverbal cues (Example: Child says, "Os," and holds up two pieces of cereal. After the	LC 7-6 Learns Conversation Structure

teacher observes, "You picked up two pieces," the child says, "Two.")	
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Preschool	
Demonstrates understanding of spoken language	
Responds to more complex questions, statements, and texts read aloud that present new vocabulary and ideas (Example: Follows directions to wash and dry hands after working with papier-mâché.)	LC 7-2 Develops Expressive Communication
Uses language to express self	
Uses new vocabulary in everyday speech to meet own needs and to explain, describe, and manage social relationships (Example: Says, "A caterpillar is in the cocoon.")	LC 7-4 Expands Vocabulary
Uses conventional grammar and syntax	
Uses longer sentences with plurals, adjectives, adverbs, and negatives, but not always with correct grammar (Example: While playing outside, says, "I'm first. You wait until I go'd!")	LC 7-5 Expands Grammar and Pronunciation
Uses conventional conversational and other social communication skills	
Initiates and engages in conversations of as many as three exchanges (Example: Extends a conversation by adding ideas to what another child said about going to a store, saying, "I've been there," and later in the conversation saying, "I bought pants.")	LC 7-6 Learns Conversation Structure
Pre-K	
Demonstrates understanding of spoken language	
A. Asks and answers questions in order to seek and offer help, get and offer information, or clarify something that is not understood (Example: Asks the teacher whether they are having chicken for lunch, what kind, and whether he may have three pieces)	LC 7-2 Develops Expressive Communication
B. Demonstrates understanding of spoken language by responding appropriately. (Example: Gets paper to make a sign after the teacher mentions that she might need to make one because children are running in the classroom.)	LC 7-2 Develops Expressive Communication
Uses language to express self	

A. Describes familiar people, places, things, and events and, with prompting and support, provides additional detail (Example: Tells about a trip to the grocery store, mentioning some items and, when asked, says that they came from the freezer.)	LC 7-2 Develops Expressive Communication
B. Expresses thoughts, feelings, and ideas verbally, enunciating clearly enough to be understood (Example: During small- group time, clearly repeats the directions given for an activity because a classmate said she did not understand what to do.)	LC 7-5 Expands Grammar and Pronunciation
C. With guidance and support, generates words that are similar in meaning (e.g., happy/glad, angry/mad) (Example: Explains that his friend is taller because he is “bigger than me.”)	LC 7-4 Expands Vocabulary
D. Applies words learned in classroom activities to real-life situations (Example: While looking at a book about dinosaurs, says, “That’s a carnivore. He’s a meat eater.”)	LC 7-4 Expands Vocabulary
E. Uses words and phrases acquired during conversations, by listening to stories and informational texts read aloud, playing with other children, and other activities (Example: While playing outside, looks at a flag and tries to sing the national anthem.)	LC 7-2 Develops Expressive Communication
Uses conventional grammar and syntax	
Speaks in complete sentences of 4–6 words, using past, present, and future tenses appropriately for frequently occurring verbs (Example: Tells the class, “We went to the playground today.”)	LC 7-5 Expands Grammar and Pronunciation
Uses conventional conversational and other social communication skills	
Initiates and engages in conversations of at least three exchanges (Example: Answers, “Red” when a classmate asks what his favorite color is and then asks, “What’s yours?” When the classmate says, “Blue,” responds, “I like blue, too. My mom’s favorite is purple.”)	LC 7-6 Learns Conversation Structure
Literacy	
Infants	Vine Indicators
Demonstrates understanding of print concepts	

Shows an interest in print materials (Example: Reaches for a magazine while sitting with an adult who is reading one.)	LKS 8-1 Develops Early Literacy
Demonstrates comprehension of printed materials read aloud	
Emerging	*
Hears and discriminates the sounds of language	
Shows awareness of speech sounds and imitates them (Example: Responds to hearing an adult say, "Mama," by smiling, kicking his feet, and repeating "Mamama.")	LC 7-2 Develops Expressive Communication
Writes letters and words	
Emerging	*
Understands the purpose of writing and drawing	
Emerging	*
Toddlers	
Demonstrates understanding of print concepts	
Notifies pictures of familiar objects in print materials (Example: Points to a picture of a dog and says, "Dog.")	LKS 8-1 Develops Early Literacy
Demonstrates comprehension of printed materials read aloud	
Emerging	*
Hears and discriminates the sounds of language	
Repeats words; joins in singing random words of simple songs (Example: Says, "Horse," when her teachers points to a picture and prompts, "I see a horse.")	LC 7-2 Develops Expressive Communication
Writes letters and words	
Makes marks or scribbles (Example: Makes simple marks, often repeating arm movements (up and down, or around and around).)	LKS 9-1 Develops Emergent Writing
Understands the purpose of writing and drawing	
Emerging	*
Twos	
Demonstrates understanding of print concepts	
Recognizes familiar books and looks at pictures (Example: Repeats the word "bus," as she looks on a shelf for her favorite book, The Wheels on the Bus.)	LKS 8-1 Develops Early Literacy

Demonstrates comprehension of printed materials read aloud	
Pretends to read a book by naming pictured objects and characters, using the support of an adult who asks questions (Example: Sits with adult and points to the drawing of a bird when the teacher asks, "Where's the bird?")	LKS 8-3 Develops Emergent Reading
Hears and discriminates the sounds of language	
Joins in songs, rhymes, refrains, and word games with repeating language sounds (Example: Says, "Baby bee," as the teacher sings, "I'm bringing home a baby bumble bee...")	LC 7-3 Develops Phonemic Awareness
Writes letters and words	
Makes controlled linear scribbles (Example: Repeats chalk marks on a large piece of paper.)	LKS 9-1 Develops Emergent Writing
Understands the purpose of writing and drawing	
Makes marks and talks about them (Example: Talks about his painting, e.g., saying, "I like cereal" as he makes a series of brown marks.)	LKS 9-1 Develops Emergent Writing
Preschool	
Demonstrates understanding of print concepts	
Understands that print has meaning and corresponds with spoken language; orients book correctly and turns pages (Example: Looks at the pictures on each page while telling parts of the story of The Big Bad Wolf.)	LKS 8-1 Develops Early Literacy
Demonstrates comprehension of printed materials read aloud	
Uses some words and/ or concepts from the text to talk about a story, poem, or informational text read aloud. (Example: After hearing the book Old McDonald read aloud, retells the story to a doll, using some of the teacher's gestures and animal sounds.)	LKS 8-3 Develops Emergent Reading
Hears and discriminates the sounds of language	
Plays with language, experimenting with beginning and ending sounds (Example: While playing a memory game, laughs when she turns over a card with a pig and says, "Wig! No, pig!")	LC 7-3 Develops Phonemic Awareness
Writes letters and words	

Uses letter-like forms, letter strings, some letter combinations that are words (Example: Makes a “shopping list” by writing some letter-like forms)	LKS 9-1 Develops Emergent Writing
Understands the purpose of writing and drawing	
Dictates and draws to share or record information and tell stories (Example: Repeats what a friend is saying about dry leaves while making simple marks on a pad of paper in the Discovery Area.)	LKS 9-1 Develops Emergent Writing
Pre-K	
Demonstrates understanding of print concepts	
A. With guidance and support, demonstrates a basic understanding of the organization and features of print (Example: Asks his teacher to write his name with “big” and “little” letters, or in upper and lowercase, like the label on his cubicle.)	LKS 8-1 Develops Emergent Literacy
B. Recognizes that spoken language can be written and read, and that written language can be read and spoken (Example: Works with the teacher to write directions for making play dough. Recognizes that spoken language can be written and read, and that written language can be read and spoken Example: Works with the teacher to write directions for making play dough.)	LKS 8-1 Develops Emergent Literacy
C. Recognizes and names 10 or more letters of the alphabet (Example: Plays “I Spy” with classmates to find letters in different areas of the classroom.)	LKS 8-2 Develops Alphabetic Knowledge
Demonstrates comprehension of printed materials read aloud	
A. With prompting and support, asks and answers questions about key details of a story, poem, or informational text read aloud (Example: During choice time, sits with a few other children and uses a big book to “read” and talk about the story.)	LKS 8-3 Develops Emergent Reading
B. With prompting and support, retells a sequence of events from a familiar story read aloud or important facts from an informational text read aloud (Example: With help from other children, retells a story at lunch that was read during morning meeting.)	LKS 8-3 Develops Emergent Reading

C. With prompting and support, identifies the characters and settings of a story read aloud (Example: Uses puppets to act out a story that she heard read aloud, telling classmates about the three goats, a “bad guy,” and a bridge that was in the story.)	LKS 8-3 Develops Emergent Reading
D. With prompting and support, asks and answers questions about unfamiliar words in a story, poem, or informational text read aloud (Example: Asks teacher whether “pledge allegiance” means that the flag is pretty.)	LKS 8-3 Develops Emergent Reading
E. With prompting and support, names the author and illustrator of a familiar book and defines the role of each in telling the story (Example: Brings The Cat in the Hat to the teacher and tells him the cat was bad and that a doctor, Seuss, wrote about it.)	LKS 8-3 Develops Emergent Reading
F. Recognizes familiar books by their covers (Example: Piles several Eric Carle books and says, “These are my favorite.”)	LKS 8-3 Develops Emergent Reading
G. After hearing a story read aloud, looks at the illustrations and, with prompting and support, explains the part of the story that each illustration depicts (Example: Hears a story about a museum, makes a book with a picture for each of her favorite parts of the story, and then talks about her book with a classmate.)	LKS 8-3 Develops Emergent Reading
H. After hearing an informational text read aloud, looks at illustrations and explains important ideas in the picture (Example: Uses pictures to retell details from a book about animals that hibernate.)	LKS 8-3 Develops Emergent Reading
Hears and discriminates the sounds of language	
A. Shows awareness of separate words in a sentence (Example: During a musical game, stands when the word stand is sung and sits when the word sit is sung.)	LC 7-5 Expands Grammar and Pronunciation
B. Decides whether two words rhyme (Example: Plays a game with a classmate, saying rhyming words prompted by pictures on cards.)	LC 7-3 Develops Phonemic Awareness
C. Identifies the initial sound of a spoken word and, with guidance and support, thinks of several other words that have the same initial	LC 7-3 Develops Phonemic Awareness

sound (Example: Looks through a book that has words with the same initial sound and says them out loud as the teacher did during a read-aloud session, e.g., “Brown Bear, Brown Bear.”)	
D. Shows awareness of separate syllables in a word (Example: Claps the syllables while saying his name.)	LC 7-3 Develops Phonemic Awareness
Writes letters and words	
With prompting and support, begins to invent spelling while writing to convey a message (Example: Asks the teacher to help him write a letter to his grandma.)	LKS 9-1 Develops Emergent Writing
Understands the purpose of writing and drawing	
A. Dictates words or draws to express a preference or opinion about a topic (Example: Asks a classroom volunteer to help her write a story about why her dad is the best dad.)	LKS 9-1 Develops Emergent Writing
B. Uses a combination of dictating and drawing to tell some information about a topic (Example: Creates a book with words and pictures about a family celebration.)	LKS 9-1 Develops Emergent Writing
C. Uses a combination of dictation and drawing to tell a real or imagined story (Example: Helps to tell the story of the class trip to the zoo as the teacher writes on chart paper.)	LKS 9-1 Develops Emergent Writing
Mathematics	
Infants	Vine Indicators
Matches, groups, and classifies objects	
A. Emerging	*
B. Patterns - Emerging	*
Demonstrates knowledge of number and counting	
Emerging	*
Demonstrates knowledge of volume, height, weight, and length	
Emerging	*
Identifies and labels shapes	
Emerging	*
Demonstrates understanding of positional words	
Emerging	*
Toddlers	
Matches, groups, and classifies objects	

A. Begins to match one object with a similar object (Example: Puts his shoe next to another child's shoe.)	CM 10-2 Builds and Observes Sets
B. Patterns - Emerging	*
Demonstrates knowledge of number and counting	
Shows awareness of the concepts of one, two, and more; recites numbers in random order (Example: After the teacher says, "Take two crackers" she takes two, looks at the teacher, and asks, "More?")	CM 10-1 Begins Counting
Demonstrates knowledge of volume, height, weight, and length	
Explores objects of different shapes and sizes (Example: Pours water from a large pitcher into a small cup at the water table, watching the water overflow.)	CM 11-1 Learns Measurements and Quantities
Identifies and labels shapes	
Explores objects of different shapes (Example: Attempts to put pieces into a shape sorter.)	CM 12-1 Learns Shapes & Sizes
Demonstrates understanding of positional words	
Follows directions that include gestures to place objects in, on, under, up, or down (Example: Moves body up and down while the teacher sings, "The children on the bus go up and down.")	CM 12-2 Develops Spatial Awareness
Twos	
Matches, groups, and classifies objects	
Matches one object with a group of similar objects (Example: Places all of the toy cars in a basket.)	CS 13-2 Classifies or Sorts Objects
Demonstrates knowledge of number and counting	
Begins to rote count to 10 but may not be accurate consistently (Example: Lines up plates and quickly counts, "One, two, three, four, six," while pointing at them randomly.)	CM 10-1 Begins Counting
Demonstrates knowledge of volume, height, weight, and length	
Makes simple comparisons, noticing similarities and differences between objects (Example: Puts three plastic cows in order from biggest to smallest, saying "Daddy, mommy, baby," as he does so.)	CM 11-1 Learns Measurements and Quantities
Identifies and labels shapes	

Matches one shape with the same shape (Example: Cuts out play dough disks and says, "My cookies.")	CM 12-1 Learns Shapes & Sizes
Demonstrates understanding of positional words	
Follows verbal directions to place or find objects in, on, under, up, or down (Example: Looks under the couch when the teacher tells him the ball rolled under it.)	CM 12-2 Develops Spatial Awareness
Preschool	
Matches, groups, and classifies objects	
A. Groups objects on the basis of a single characteristic, e.g. color, size, or shape (Example: Groups all of the red beads together, then the blue, yellow, and the green beads in separate piles.)	CS 13-2 Classifies or Sorts Objects
B. Patterns - Copies simple patterns (Example: Strings beads in a yellow, pink; yellow, pink; etc. pattern after looking at another child's necklace.)	CM 11-2 Understands Patterns
Demonstrates knowledge of number and counting	
Counts to 10 by rote; accurately assigns number names to quantities up to 5 (one-to-one correspondence); recognizes a few numerals and connects each to a quantity (Example: Tells five children that they may each have one doll, counts five dolls, and then gives one to each child.)	CM 10-1 Begins Counting
Demonstrates knowledge of volume, height, weight, and length	
Understands reasons for measuring and the purpose of measuring tools; uses standard and nonstandard tools and some measurement words; begins to order a few objects according to height and length (Example: Gets a block and begins to count the number of times it fits end-to-end across a table. When she gets to the end she says, "It's eight blocks!")	CM 11-1 Learns Measurements and Quantities
Identifies and labels shapes	
Names a few basic two dimensional shapes (Example: Rolls a ball along a shelf, singing "The Wheels on the Bus are a circle!")	CM 12-1 Shapes & Sizes
Demonstrates understanding of positional words	

Follows directions to place objects or body beside, between, or next to (Example: When asked, sits next to a particular classmate during circle time.)	CM 12-2 Develops Spatial Awareness
Pre-K	
Matches, groups, and classifies objects	
A. Groups objects according to a common characteristic, regroups them according to a different characteristic, and explains the grouping rules (Example: Helps the teacher sort and organize materials in an interest area so that items that are used together are stored together.)	CS 13-2 Classifies and Sorts Objects
B. Patterns - Creates and extends simple repeating patterns (Example: Identifies the pattern (e.g., car, truck; car, truck; etc.) that a classmate is making with materials in the block area.)	CM 11-2 Understands Patterns
Demonstrates knowledge of number and counting	
A. Counts to 20 by ones (Example: Asks to sing "A Lot of Monkeys Jumping on the Bed." When the teacher asks, "How many is a lot?" the child says, "Twenty," and starts to count.)	CM 10-1 Begins Counting
B. Tells what number comes next in the counting sequence when given a number between 1 and 9 (Example: Answers, "Four," when given the clue "the next number after three" during the game "I'm Thinking of a Number.")	CM 10-1 Begins Counting
C. Recognizes and names the written numerals 1–10 (Example: Uses paper and pencil in the dramatic play area to create a menu with a picture and price for each item.)	CM 10-4 Reads and Writes Numbers
D. Counts 10–20 objects accurately, using one number name for each object (Example: Counts the children who want to plant seeds and takes that many cups from a box.)	CM 10-1 Begins Counting
E. Understands that the last number named tells the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted (Example: Plays a "magic game" where she rearranges cups in the dramatic play areas, covers them with a scarf, uncovers them, and recounts them.)	CM 10-2 Builds and Observes Sets

F. Counts to answer “How many?” questions about 10–20 objects (Example: Asks the teacher how many Canada geese are flying overhead but starts to count the birds before she answers.)	CM 10-1 Begins Counting
G. Correctly associates a numeral with a group of as many as 10 counted objects (Example: Matches numeral cards with cards on which different quantities of animals are pictured.)	CM 10-4 Reads and Writes Numbers
H. Uses matching and counting strategies and comparative language to identify whether the number of objects in one group (as many as 10 objects) is greater than, less than, or equal to the number of objects in another group (as many as 10 objects) (Example: Serves two dolls the same number of play dough “raisins.”)	CM 10-2 Builds and Observes Sets
I. Uses concrete objects to solve real-world addition (putting together) and subtraction (taking away) problems with 6–10 objects (Example: Gives her friend two more puzzle pieces so they will have the same number in their stacks.)	CM 10-3 Learns Addition, Subtraction and Division
Demonstrates knowledge of volume, height, weight, and length	
A. Describes everyday objects in terms of measurable attributes, such as length, height, weight, or volume (capacity), using appropriate basic vocabulary (e.g., short, long, tall, heavy, light, big, small, wide, narrow) (Example: Describes shells in terms of big/little, light/dark, long/short, etc)	CM 11-1 Learns Measurements and Quantities
B. Knows and correctly uses a few ordinal numbers. (Example: Challenges a classmate to race to a tree, shouting, “I’ll be first!”)	CM 10-1 Begins Counting
C. Knows the usual sequence of basic daily events. (Example: Tells the substitute teacher that it isn’t time to go to the library because they haven’t had their snack yet.)	ATL 2-1 Understands Routines
Identifies and labels shapes	
A. Correctly names basic two-dimensional shapes (squares, circles, triangles, rectangles), regardless of their orientations or size (Example: Looks around the classroom and points out that there are a lot of circles and squares because of the tabletops.)	CM 12-1 Learns Shapes and Sizes

B. Describes basic two- and three-dimensional shapes (Example: Explains, "It has three sides and three points. It's a triangle.")	CM 12-1 Learns Shapes and Sizes
C. Builds objects of basic shapes (ball/sphere, square box/cube, tube/cylinder) by using various materials such as craft sticks, blocks, pipe cleaners, clay, and so on (Example: Makes balls with play dough and calls them marbles.)	CM 12-1 Learns Shapes and Sizes
Demonstrates understanding of positional words	
Identifies the relative position of objects, using appropriate terms such as above, below, in front of, behind, over, under Example: While playing with a toy garage, puts the cars in different places and says, "Park this one is next to that one. Move it over."	CM 12-2 Develops Spatial Awareness

Scientific Inquiry	
Pre-K	Vine Indicators
Observes and describes the characteristics of living things	
A. Demonstrates knowledge of the characteristics of living things (Example: Comments upon basic needs and simple life cycles of living things, e.g., "Our fish got bigger because we fed it.")	CS 15-2 Develops an Understanding of and Care for the Natural World
B. Demonstrates understanding that living things change (Example: Says, "When I was a baby I couldn't even walk. Now I can run.")	CS 15-2 Develops an Understanding of and Care for the Natural World
Observes and describes the properties of physical objects	
A. Identifies the physical properties of objects (Example: Watches a wooden block floating in the water table and makes it sink by putting other items on top of it.)	CS 14-4 Draws Conclusions and Sorts Results
B. Explores motion (Example: Watches a ball rolling across the linoleum floor and notices that it slows down as it rolls across the carpet.)	CS 14-4 Draws Conclusions and Sorts Results
C. Explores physical change of materials (Example: Fills a bucket with snow and asks whether she may bring it inside to see how fast it melts.)	CS 14-4 Draws Conclusions and Sorts Results

Observes and describes characteristics of Earth and space	
A. Identifies and describes basic landforms (Example: Says, "We looked for fossils at the bottom of the cliff!")	CS 15-1 Explores the Natural Environment
B. Describes basic weather phenomena (Example: Says, "It's going to rain. The clouds are dark.")	CS 14-2 Makes Predictions
C. Identifies the sun, moon, and stars (Example: Points at the sky and exclaims, "I see the moon! The sun's out, but I still see it!")	CS 15-1 Explores the Natural Environment
D. Distinguishes various types of surface materials (soil, sand, and rocks) (Example: Explains, "We take the rocks out of our garden before we plant tomatoes.")	CS 15-1 Explores the Natural Environment
E. Explores the relationships between people and their environments (Example: Looks at a book about Alaska and says that the people there wear coats, hats, and gloves because it's cold.)	SS 16-1 Explores Cultures
Demonstrates scientific thinking	
A. Observes, explores, and manipulates materials and objects (Example: Uses a yard stick to measure the length of a block roadway for toy cars.)	CS 13-1 Explores Objects
B. Makes predictions and tests ideas (Example: Says, "Three," when asked, "How many cups of and will you need to fill that bucket?" Then counts the cups as she dumps them in the bucket.)	CS 14-2 Makes Predictions
C. Communicates with others about discoveries (Example: Points out a squirrel nest in a tree near the classroom window.)	CS 15-1 Explores the Natural Environment
D. Represents scientific thinking and knowledge by drawing, dramatizing, and making models (Example: Acts out what scientists were doing with equipment in the panda bear exhibit at the zoo.)	CS 14-4 Draws Conclusions and Sorts Results
Social Studies	
Pre-K	
Demonstrates understanding of people and how they live	
A. Demonstrates understanding that he or she is part of a family (Example: Brings a small photo album from home and talks about pictures of family members, including siblings,	SS 16-1 Explores Cultures

parents, aunts, uncles, grandparents, and cousins.)	
B. Identifies some similarities and differences in physical and personal characteristics (Example: Draws a family portrait and comments that her dad is taller than her mom.)	SED 4-1 Develops Awareness of Self
C. Demonstrates understanding that people have different kinds of jobs (Example: Identifies some types of jobs and the tools people use to perform them. For example, explains that a dentist uses tools to clean and repair teeth and that a mechanic uses other tools to fix cars.)	SS 16-4 Learns about Community Roles and Jobs
D. Identifies various means of transportation (Example: Talks about different buses in his neighborhood, explaining that anyone may ride a city bus but only school children may ride the school bus.)	SS 16-4 Learns about Community Roles and Jobs
E. Participates in the creation of a classroom community. (Example: Checks the classroom job board to see whether it is his turn to set the table for lunch.)	SED 6-3 Cooperates with Peers
F. Demonstrates understanding that people and places change over time (Example: After a trip to the Museum of American History, contributes a drawing for a class book about horses and buggies, model-T cars, and modern cars.)	SS 16-2 Understands Time
G. Use words to describe time (Example: Explains that her grandmother was a child “a long time ago.”)	SS 16-2 Understands Time
H. Describes the basic features and relative locations of familiar places in the community (Example: Says that he lives near the school playground but that he and his mom have to go far to get to the supermarket.)	SS 16-3 Explores Geography
The Arts	
Pre-K	
Engages in music, movement, and drama activities	
A. Participates in music, movement and drama activities, responding to different forms of music, movement, and imaginary characters and scenarios (Example: Makes up a silly rhyme and dances while singing it repeatedly.)	CCA 21-2 Explores Music CCA 21-3 Explores Movement and Dance CCA 21-4 Participates in Dramatic Play

B. Uses instruments and voice to accompany or create music and drama (Example: Sings and acts out a tooth brushing song while waiting for a turn at the sink.)	CCA 21-2 Explores Music
C. Expresses ideas, feelings, and experiences through music, movement, and drama (Example: Asks the teacher to watch a play about birthdays that she and her classmates made up.)	CCA 21-2 Explores Music CCA 21-3 Explores Movement and Dance CCA 21-4 Participates in Dramatic Play
Explores the visual arts	
A. Participates in art activities, responding to different visual art forms. (Example: Makes a large three-dimensional sculpture after visiting an art gallery.)	CCA 21-1 Explores Art Media
B. Uses a variety of materials to create products (Example: Adds glitter to a paper and felt collage.)	CCA 21-1 Explores Art Media
C. Expresses experiences, ideas, and feelings through visual arts (Example: Works with a small group to paint a mural about happy experiences.)	CCA 21-1 Explores Art Media
Social– Emotional Development	
Infants	Vine Indicators
Expresses a variety of feelings and learns to manage them	
Expresses feelings through facial expressions, body movements, crying, and vocalizing, often depending on adults for emotional comfort (Example: Begins to cry when a visitor picks her up but stops when she hears her mother’s voice.)	SED 3-1 Expresses Emotion
Recognizes the feelings and rights of others, and responds appropriately	
Reacts to others’ expressions of feelings (Example: Looks at her caregiver and laughs when the caregiver sings a silly song while waving a fresh diaper in the air.)	SED 6-1 Builds Empathy
Manages own behavior	
Responds to changes in the immediate environment or adults’ voices and actions (Example: Cries when an adult she doesn’t know holds her but stops crying when he puts her down.)	SED 3-2 Manages Feelings & Demonstrates Self-Control
Develops positive relationships with adults	

Recognizes, reacts positively to, and seeks to remain with familiar adults (Example: Squeals and crawls to her father when he arrives.)	SED 5-1 Bonds with Adults
Engages and plays with peers	
Watches and attempts to engage other children socially (Example: Rolls over, moving closer to his sister, and squeals until she looks at him and laughs.)	SED 6-2 Bonds with Peers
Resolves conflicts with others	
Emerging	*
Toddlers	
Expresses a variety of feelings and learns to manage them	
Expresses a range of feelings; uses other people's expressions to guide feelings, often depending on adults for emotional comfort; uses some self-comfort strategies (Example: Starts to cry after taking another child's toy because she sees her caregiver frown.)	SED 3-1 Expresses Emotions SED 3-2 Manages Feelings & Demonstrates Self-Control
Recognizes the feelings and rights of others, and responds appropriately	
Acts in response to others' demonstration of feelings, often with support of trusted adult (Example: Pats another child when the teacher says, "Look how sad she is. Give her a hug.")	SED 6-1 Builds Empathy
Manages own behavior	
Seeks out special person or object to help manage behavior; wants to do things for self (Example: Gets his blanket from his cubby when his mother leaves.)	SED 3-2 Manages Feelings & Demonstrates Self-Control
Develops positive relationships with adults	
Interacts with new adults; often moves away from and comes back to familiar adults, using them as a secure base (Example: Plays calmly when his primary care teacher is in the classroom but stops, begins to cry, and goes to the door when she leaves the room.)	SED 5-1 Bonds with Adults
Engages and plays with peers	
Plays near another child, briefly engaging socially (Example: Leans over, pats a stuffed cat that a child is holding, and then returns to playing with her truck.)	SED 6-2 Bonds with Peers
Resolves conflicts with others	
Reacts by expressing feelings about situations where there is conflict (Example: Yells loudly	SED 6-3 Cooperates with Peers

and throws a toy when told that he needs to stop playing because it is nap time.)	
Twos	
Expresses a variety of feelings and learns to manage them	
Recognizes and labels own feelings with adult support; uses some self comfort strategies; accepts adult suggestions for managing feelings by self (Example: Claps when the teachers says, "You did it!" after the child used the toilet successfully.)	SED 3-1 Expresses Emotions SED 3-2 Manages Feelings & Demonstrates Self-Control
Recognizes the feelings and rights of others, and responds appropriately	
Reacts constructively in response to other's demonstration of feelings Example: Gets another child his favorite car when he looks unhappy after his father leaves.	SED 6-1 Builds Empathy
Manages own behavior	
Follows routines with consistent support from adults; accepts redirection; tries to meet own needs (Example: Sits for snack time but then begins to walk around with her food until the teacher reminds her to sit until she is finished eating.)	SED 3-2 Manages Feelings & Demonstrates Self-Control
Develops positive relationships with adults	
Is comfortable in a range of settings; relies on familiar adults for assurance when necessary (Example: Relaxes on her cot at nap time when teacher says, "Daddy will be here after your nap.")	SED 5-1 Bonds with Adults
Engages and plays with peers	
Interacts with children who are engaged with similar materials and activities (Example: Scoops sand into a bucket that another child is filling.)	SED 6-2 Bonds with Peers
Resolves conflicts with others	
Seeks adults' help to solve social problems (Example: Cries out, "Teacher, he took my apple!" and waits for her to get it back.)	SED 5-2 Learns from Adults
Preschool	
Expresses a variety of feelings and learns to manage them	
Uses strategies learned from adults to manage feelings; begins to label feelings (Example: Calms himself by walking away from the sand and water area after being told that the area is	SED 5-2 Learns from Adults SED 3-2 Manages Feelings & Demonstrates Self-Control

full. Later returns and explains, "I was mad because it was my turn.")	
Recognizes the feelings and rights of others, and responds appropriately	
Responds positively to others' demonstration of feelings (Example: Helps a frustrated child open his milk carton and tells the child, "I can do it. You'll learn how, too.")	SED 6-1 Builds Empathy
Manages own behavior	
Follows classroom rules and routines (including new ones) with occasional reminders (Example: Waits at the top of the slide for another child to finish before sliding himself.)	ATL 2-2 Shows Responsibility
Develops positive relationships with adults	
Engages with trusted adults for information and socializing; manages separations (Example: Tells his teacher that he got new shoes and, when asked why he likes them, explains, "They light up!")	SED 5-1 Bonds with Adults
Engages and plays with peers	
Uses successful strategies to initiate or join an activity with several children (Example: Asks three children, "Want to run with me?")	SED 6-3 Cooperates with Peers
Resolves conflicts with others	
Asks adults for help and sometimes suggests ways to solve social problems (Example: Tells another child to wait for her turn on the slide.)	SED 5-2 Learns from Adults SED 6-3 Cooperates with Peers
Pre-K	
Expresses a variety of feelings and learns to manage them	
A. Uses socially acceptable ways of expressing thoughts and emotions (Example: Says, "I'm using that shovel. Please get another one.")	SED 3-2 Manages Feelings & Demonstrates Self-Control
B. Demonstrates confidence in meeting own needs (Example: Gets a paper towel to clean up spilled milk.)	SED 4-2 Becomes Confident ATL 2-2 Shows Responsibility
Recognizes the feelings and rights of others, and responds appropriately	
Recognizes and labels the basic feelings of others (Example: Says that a classmate is sad when the classmate begins to cry.)	SED 6-1 Builds Empathy
Manages own behavior	

Follows limits and expectations (Example: With a reminder, waits for instructions before beginning an activity.)	ATL 2-2 Shows Responsibility
Develops positive relationships with adults	
Engages in positive interactions with adults to share ideas and plan activities (Example: Asks the teacher whether she rides to school as he does.)	SED 5-1 Bonds with Adults
Engages and plays with peers	
Sustains play with a few other children (Example: Assigns different roles to children in the dramatic play area, saying, "You're the mother, you're the father, and you're the sister.")	SED 6-2 Bonds with Peers
Resolves conflicts with others	
Suggests ways to resolve social conflicts (Example: Tells an angry classmate to "use words" instead of hitting when she wants something.)	SED 6-3 Cooperates with Peers

Physical Development/ Health and Safety	
Infants	Vine Indicators
Demonstrates strength and coordination of large muscles	
Uses arms, legs, and whole body to move (Example: Rolls, sits, crawls, cruises, and then takes steps.)	PMP 17-5 Develops Large Motor Coordination Skills
Demonstrates strength and coordination of small muscles	
Uses whole hand and fingers (all together, raking, and then using thumb and index finger) to touch, hold, and pick up objects (Example: Holds a bottle with two hands; picks up cereal; empties objects from a container.)	PMP 18-2 Develops Fine Motor Hand-Eye Coordination
Demonstrates behaviors that promote health and safety	
A. Emerging	*
B. Begins to participate in meeting own needs (Example: Opens mouth when food is offered.)	PMP 19-2 Develops Self-Care Skills
C. Emerging	*
Toddlers	
Demonstrates strength and coordination of large muscles	

Moves in a variety of ways and directions (Example: Toddles without support; attempts to jump; carries a large ball while walking.)	PMP 17-5 Develops Large Motor Coordination Skills
Demonstrates strength and coordination of small muscles	
Engages in activities that require eye–hand coordination; uses wrist and finger movements to manipulate objects (Example: Pours liquid from pitcher to cup; works simple puzzles; strings large beads.)	PMP 18-2 Develops Fine Motor Hand-Eye Coordination
Demonstrates behaviors that promote health and safety	
A. Emerging	*
B. Attempts basic feeding, dressing, and hygiene tasks (Example: Picks up cereal to feed self; pulls off socks.)	PMP 19-2 Develops Self-Care Skills
C. Emerging	*
Twos	
Demonstrates strength and coordination of large muscles	
Attempts new large muscle activities that require coordination and balance (Example: Runs, marches, throws, catches, and kicks balls with little control of the direction or speed of the balls.)	PMP 17-5 Develops Large Motor Coordination Skills
Demonstrates strength and coordination of small muscles	
Engages in activities that require eye–hand coordination; uses wrist and finger movements to manipulate objects (Example: Pours liquid from pitcher to cup; works simple puzzles; strings large beads.)	PMP 18-2 Develops Fine Motor Hand-Eye Coordination
Demonstrates behaviors that promote health and safety	
A. Emerging	*
B. Performs some simple feeding, dressing, and hygiene tasks (Example: Puts hands under running water for washing.)	PMP 19-2 Develops Self-Care Skills
C. Emerging	*
Preschool	
Demonstrates strength and coordination of large muscles	
Engages in complex large- muscle activities that involve flexibility, control, and a full range of motion. (Example: Rides a tricycle; attempts to gallop; walks up and down steps with	PMP 17-5 Develops Large Motor Coordination Skills

alternating feet; kicks and throws ball toward a person or place.)	
Demonstrates strength and coordination of small muscles	
Uses finger and hand movements to work with small objects and accomplish tasks (Example: Copies shapes; cuts with scissors; fastens large buttons; writes some letter- or numeral-like forms; uses a stapler and tape.)	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Demonstrates behaviors that promote health and safety	
A. Follows familiar health and safety rules with occasional reminders (Example: Sneezes into elbow after seeing the teacher do so.)	PMP 19-2 Develops Self-Care Skills
B. Performs basic self-help tasks with assistance (Example: Pulls pants up and down for toileting; may need help with fasteners.)	PMP 19-2 Develops Self-Care Skills
C. Emerging	*
Pre-K	
Demonstrates strength and coordination of large muscles	
A. Demonstrates locomotor skills by running smoothly (Example: Races back and forth between two playground cones.)	PMP 17-2 Develops Lower Body Strength
B. Demonstrates balancing skills by hopping and jumping in place (Example: Jumps up and down in place when the teacher asks, "Who would like to set the table?")	PMP 17-2 Develops Lower Body Strength
C. Demonstrates ball-handling skills, using a full range of motion (Example: Tosses balls into a large storage tub, using both over- and underhand movements.)	PMP 17-3 Develops Upper Body Strength
Demonstrates strength and coordination of small muscles	
A. Uses precise hand, finger, and wrist movements to grasp, release, and manipulate small objects Example: Plays with dramatic play furniture and props movements to open the latch on a cabinet, button a doll's shirt, and place small dishes on a table	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
B. Uses writing and drawing tools to perform particular tasks (Example: Uses a variety of materials, such as colored pencils, pens, and thin markers, to make a thank-you card.)	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Demonstrates behaviors that promote health and safety	

A. Describes basic health and safety rules and follows them (Example: Explains that you have to go one way when you ride the trike so you don't bump into other children.)	PMP 20-2 Learns Safety Rules
B. Performs self-help tasks with minimal assistance. (Example: Flushes toilet and washes hands after toileting.)	PMP 19-2 Develops Self-care Skills
C. Begins to understand that foods have different nutritional values (Example: Says, "Fruit is good for you. It makes you strong. It gives you energy.")	PMP 20-1 Learns About Nutrition

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