

# 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:  
**Georgia's Pre-k Program Content Standards**



## References



Georgia Department of Early Care and Learning. (2001). *Georgia's pre-k program content standards*. Atlanta, GA: Author. Retrieved from [http://dec.al.ga.gov/documents/attachments/Content\\_Standards.pdf](http://dec.al.ga.gov/documents/attachments/Content_Standards.pdf)

Georgia's Pre-k Program Content Standards	Vine Assessments by LifeCubby
Language and Literacy Development	Vine Indicators
LD 1. Children will develop skills in listening for the purpose of comprehension	
LD 1 a: Listens to and follows spoken directions	<p><b>LC 7-1 Develops Receptive Communication</b>  <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>
LD 1 b: Responds to questions	<p><b>LC 7-1 Develops Receptive Communication</b>  <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>
	<p><b>LC 7-2 Develops Expressive Communication</b>  <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>
LD 1 c Listens to recordings and shows understanding through body language or by interacting appropriately.	<p><b>LC 7-1 Develops Receptive Communication</b>  <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations</p>
LD 1 d Listens to stories read aloud and shows understanding through body language or by interacting appropriately.	<p><b>LKS 8-1 Develops Early Literacy</b>  <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>
LD 1 e Begins to distinguish fact from fiction in a read aloud text	<p><b>LKS 8-1 Develops Early Literacy</b>  <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>
LD 1 f Makes predictions from pictures and titles	<p><b>LKS 8-1 Develops Early Literacy</b>  <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</p>

	stories; may connect a story to a personal experience; may predict the outcome of a story
LD 1 g Becomes increasingly familiar with the structure of stories (characters, events, plot, resolution of story)	<b>LKS 8-1 Develops Early Literacy</b> <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
LD 2. Children will learn to discriminate the sounds of language (phonological awareness)	
LD 2 a Differentiates sounds that are the same and different	<b>LC 7-3 Develops Phonemic Awareness</b> <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)
LD 2 b Repeats rhymes, poems and finger plays	<b>LC 7-3 Develops Phonemic Awareness</b> <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)
LD 2 c Recognizes the same beginning sounds in different words (alliteration)	<b>LC 7-3 Develops Phonemic Awareness</b> <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)
LD 2 d Shows growing ability to hear and discriminate separate syllables in words	<b>LC 7-3 Develops Phonemic Awareness</b> <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)
LD 2 e Creates and invents words by substituting one sound for another	<b>LC 7-3 Develops Phonemic Awareness</b> <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)
	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <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
LD 3. Children will develop an understanding of new vocabulary introduced in conversations, activities, stories or books	
LD 3 a Increases vocabulary through everyday communication	<b>LC 7-4 Expands Vocabulary</b> <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)

LD 3 b Uses new vocabulary words correctly within the context of play or other classroom experiences	<b>LC 7-4 Expands Vocabulary</b> <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)
LD 3 c Connects new vocabulary with prior educational experiences	<b>LC 7-4 Expands Vocabulary</b> <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)
LD 4. Children will develop and expand expressive language skills (speaking)	
LD 4 a Uses language for a variety of purposes	<b>LC 7-2 Develops Expressive Communication</b> <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
LD 4 b Engages in conversations with adults and children	<b>LC 7-6 Learns Conversation Structure</b> <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
LD 4 c Uses complete sentences of increasing length in conversation	<b>LC 7-2 Develops Expressive Communication</b> <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
LD 4 d Uses language to pretend or create	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <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
	<b>LC 7-2 Develops Expressive Communication</b> <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
	<b>CCA 21-4 Participates in Dramatic Play</b> <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
LD 5. Children will begin to develop age-appropriate strategies that will assist in reading	
LD 5 a Demonstrates an interest in books or stories	<b>LKS 8-1 Develops Early Literacy</b> <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
LD 5 b Discusses books or stories read aloud	<b>LKS 8-1 Develops Early Literacy</b> <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
LD 5 c Exhibits book-handling skills	<b>LKS 8-1 Develops Early Literacy</b> <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
LD 5 d Associates symbols with objects, concepts and functions	<b>LKS 8-3 Develops Emergent Reading</b> <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
LD 5 e Recognizes that print represents spoken words	<b>LKS 8-3 Develops Emergent Reading</b> <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
LD 5 f Dramatizes, tells and retells poems and stories	<b>LKS 8-1 Develops Early Literacy</b> <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
LD 5 g Identifies some individual letters of the alphabet	<b>LKS 8-2 Develops Alphabetic Knowledge</b> <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
LD 5 h Shares books and engages in pretend-reading with other children	<b>LKS 8-1 Develops Early Literacy</b> <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
LD 5 I Recognizes books as a source of information	<b>LKS 8-1 Develops Early Literacy</b>

	<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
LD 5 j Connects information and events in books to real-life experiences	<b>LKS 8-1 Develops Early Literacy</b> <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
LD 5 k Participates in oral reading activities	<b>LKS 8-1 Develops Early Literacy</b> <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
LD 5 l Recognizes that sentences are composed of separate words	<b>LKS 8-3 Develops Emergent Reading</b> <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
LD 5 m Uses pictures or symbols to identify concepts	<b>LKS 8-1 Develops Early Literacy</b> <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
LD 6 Children will begin to develop age-appropriate writing skills	
LD 6 a Experiments with a variety of writing tools, materials and surfaces	<b>LKS 9-1 Develops Emergent Writing</b> <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
LD 6 b Uses scribbles, shapes, pictures and letters, or other forms of writing Stages of writing: Pictures Scribbles (squiggle lines and shapes) Letter-like forms Copies letters/words from the environment Uses letters to represent sounds in words	<b>LKS 9-1 Develops Emergent Writing</b> <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



Labels objects in drawings Connects words to form sentences Creates a story with beginning, middle, and end	
LD 6 c Understands that print is used to communicate ideas and information (writing for a purpose)	<b>LKS 9-1 Develops Emergent Writing</b> <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
LD 6 d Begins to dictate words, phrases, and sentences to an adult recording on paper	<b>LKS 9-1 Develops Emergent Writing</b> <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
LD 6 e Uses left-to-right patterns	<b>LKS 9-1 Develops Emergent Writing</b> <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

Math	Vine Indicators
MD 1 Children will begin to develop an understanding of numbers	
MD 1 a Counts by rote	<b>CM 10-1 Begins Counting</b> <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
MD 1 b Arranges sets of objects in one-to-one correspondence	<b>CM 10-1 Begins Counting</b> <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
	<b>CM 10-2 Builds and Observes Sets</b> <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
MD 1 c Counts objects using one-to-one correspondence	<b>CM 10-1 Begins Counting</b> <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
MD 1 d Compares sets of objects using language	<b>CM 10-2 Builds and Observes Sets</b> <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
MD 1 e Begins to understand concept of part and whole using real objects	<b>CM 10-2 Builds and Observes Sets</b> <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
MD 1 f Begins to identify ordinal numbers	<b>CM 10-1 Begins Counting</b> <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
MD 1 g Associates numeral name with set of objects	<b>CM 10-4 Reads and Writes Numbers</b> <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
MD 1 h Begins to understand the concept of currency as a means of exchange	<b>SS 16-5 Learns about Government and Economics</b> <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
MD 1 i Begins to understand the concept of estimation	<b>CM 11-1 Learns Measurement and Quantities</b> <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
MD 1 j Begins to recognize numbers	<b>CM 10-4 Reads and Writes Numbers</b> <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
MD 2 Children will create and duplicate simple patterns	
MD 2 a Copies a pattern using sounds or physical movements	<b>CM 11-2 Understands Patterns</b> <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)
MD 2 b Recognizes and reproduces simple patterns of objects	<b>CM 11-2 Understands Patterns</b> <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)
MD 2 c Reproduces and extends a pattern using objects	<b>CM 11-2 Understands Patterns</b> <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)
MD 2 d Independently creates patterns using objects	<b>CM 11-2 Understands Patterns</b> <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)
MD 2 e Spontaneously recognizes and identifies patterns in the environment	<b>CM 11-2 Understands Patterns</b> <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)
<b>MD 3 Children will sort and classify objects</b>	
MD 3 a Matches like objects	<b>CS 13-2 Classifies or Sorts Objects</b> <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
MD 3 b Sorts objects using one characteristic	<b>CS 13-2 Classifies or Sorts Objects</b> <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
MD 3 c Classifies objects using more than one characteristic	<b>CS 13-2 Classifies or Sorts Objects</b> <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
MD 3 d Sorts and classifies objects using self-selected criteria	<b>CS 13-2 Classifies or Sorts Objects</b> <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
MD 3 e Explains sorting or classifying strategy	<b>CS 13-2 Classifies or Sorts Objects</b> <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
MD 3 f Participates in creating and using real and pictorial graphs or other simple representations of data	<b>CS 13-2 Classifies or Sorts Objects</b> <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

	<p><b>CS 14-4 Draws Conclusions and Sorts Results</b>  <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>
MD 4 Children will develop a sense of space and an understanding of basic geometric shapes	
MD 4 a Recognizes, describes and compares basic geometric shapes	<p><b>CM 12-1 Learns Shapes &amp; Sizes</b>  <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</p>
MD 4 b Uses classroom materials to create shapes	<p><b>CM 12-1 Learns Shapes &amp; Sizes</b>  <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</p>
MD 4 c Uses language to indicate where things are in space: positions, directions, distances, order	<p><b>CM 12-2 Develops Spatial Awareness</b>  <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</p>
MD 5 Children will learn how to use a variety of non-standard and standard means of measurement	
MD 5 a Associates and describes the passage of time with actual events	<p><b>CM 11-1 Learns Measurement and Quantities</b>  <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>
MD 5 b Uses mathematical language to describe experiences involving measurement	<p><b>CM 11-1 Learns Measurement and Quantities</b>  <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>
MD 5 c Measures the passage of time using non-standard or standard measures	<p><b>SS 16-2 Understands Time</b>  <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>
MD 5 d Measures the length of objects using non-standard or standard measures	<p><b>CM 11-1 Learns Measurement and Quantities</b>  <u>Pre-K:</u> Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale,</p>

	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
MD 5 e Measures the volume (capacity) of objects using non-standard or standard measures	<b>CM 11-1 Learns Measurement and Quantities</b> <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
MD 5 f Measures and compares the weight of objects using nonstandard or standard measures	<b>CM 11-1 Learns Measurement and Quantities</b> <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
MD 5 g Orders two or more objects by size (seriation)	<b>CS 13-2 Classifies or Sorts Objects</b> <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

Science	Vine Indicators
SD 1 Children will use processes of science to actively explore and increase understanding of the environment	
SD 1 a Asks questions about objects, organisms, or events in environment	<b>CS 13-1 Explores Objects</b> <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
SD 1 b Uses senses to observe, classify, and learn about objects	<b>CS 13-1 Explores Objects</b> <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
SD 1 c Uses language to describe observation	<b>CS 14-4 Draws Conclusions and Sorts Results</b> <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
SD 1 d Uses simple equipment to experiment, observe, and increase understanding	<b>CS 13-1 Explores Objects</b>

	<p><u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration</p> <p><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</p>
SD 1 e Records observations through dictating to an adult, drawing pictures, or using other forms of writing	<p><b>CS 14-4 Draws Conclusions and Sorts Results</b></p> <p><u>3-Year Old:</u> Is able to draw conclusions about experiments (e.g., since the wood block floated, other wood blocks will float)</p> <p><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>
SD 1 f Predicts what will happen next based on previous experience	<p><b>CS 14-2 Makes Predictions</b></p> <p><u>3-Year Old:</u> Makes simple predictions about what will happen next, such as during activities or when hearing a story</p> <p><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?)</p>
SD 2 Children will acquire scientific knowledge related to life science	
SD 2 a Observes, explores, and describes a wide variety of animals and plants	<p><b>CS 15-1 Explores the Natural Environment</b></p> <p><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</p> <p><u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.</p>
SD 2 b Recognizes there are basic requirements for all common life forms	<p><b>CS 15-1 Explores the Natural Environment</b></p> <p><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</p> <p><u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.</p>
SD 2 c Observes, explores, and describes a variety of living and non-living objects	<p><b>CS 15-1 Explores the Natural Environment</b></p> <p><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</p> <p><u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.</p>
SD 2 d Understands that plants and animals have varying life cycles	<p><b>CS 15-2 Develops an Understanding of and Care for the Natural World</b></p> <p><u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things.</p> <p><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>

SD 2 e Participates in activities related to preserving the environment	<p><b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>  <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>
SD 3 Children will acquire scientific knowledge related to physical science	
SD 3 a Investigates and describes the states of matter	<p><b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>  <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>
SD 3 b Describes objects by their physical properties	<p><b>CS 13-1 Explores Objects</b>  <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</p>
SD 3 c Explores simple machines	<p><b>CS 13-1 Explores Objects</b>  <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</p> <p><b>CS 13-3 Learns Using Technology</b>  <u>3-Year Old:</u> Shows interest in technology; may understand how “swiping” and “clicking” work on an ipad or tablet  <u>Pre-K:</u> May be learning how to play educational games using a computer and keyboard or tablet</p>
SD 3 d Investigates different types/speeds of motion	<p><b>CS 15-1 Explores the Natural Environment</b>  <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.</p>
SD 4 Children will acquire scientific knowledge related to earth science	
SD 4 a Investigates, compares, and contrasts seasonal changes in the immediate environment	<p><b>CS 15-1 Explores the Natural Environment</b>  <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.</p>

SD 4 b Discovers through observations that weather can change from day to day	<b>CS 15-1 Explores the Natural Environment</b> <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
SD 4 c Participates in activities to explore the earth (rocks, soil, air) and sky (clouds, sun, moon, stars)	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <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

Social Studies	Vine Indicators
SS 1 Children will develop an appreciation of his/her role as a member of the family, the classroom, and the community	
SS 1 a Begins to understand family structures and roles	<b>SS 16-4 Learns about Community Roles and Jobs</b> <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
SS 1 b Participates in classroom jobs and contributes to the classroom community	<b>SS 16-4 Learns about Community Roles and Jobs</b> <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
SS 1 c Becomes aware of the roles, responsibilities and services provided by community workers	<b>SS 16-4 Learns about Community Roles and Jobs</b> <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
SS 1 d Becomes aware of family and community celebrations and events	<b>SS 16-1 Explores Cultures</b> <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
	<b>SS 16-4 Learns about Community Roles and Jobs</b> <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
SS 2 Children will develop a respect for differences in people	



SS 2 a Identifies similarities and differences among people	<p><b>SS 16-1 Explores Cultures</b>  <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>
SS 2 b Demonstrates an emerging awareness and respect for culture and ethnicity	<p><b>SS 16-1 Explores Cultures</b>  <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>
SS 2 c Demonstrates emerging awareness and respect for abilities	<p><b>SED 4-1 Develops Awareness of Self</b>  <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)</p>
SS 3 Children will express beginning geographic thinking	
SS 3 a Identifies common features in the home and school environment	<p><b>SS 16-3 Explores Geography</b>  <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>
SS 3 b Creates simple representations of home, school, or community	<p><b>LKS 9-1 Develops Emergent Writing</b>  <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> <p><b>SS 16-3 Explores Geography</b>  <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>
SS 3 c Uses and responds to words to indicate directionality, position, and size	<p><b>CM 12-2 Develops Spatial Awareness</b>  <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</p> <p><b>SS 16-3 Explores Geography</b></p>

	<p><u>3-Year Old:</u> Learns about community places, such as home, school, park, etc.</p> <p><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>
SS 3 d Develops awareness of the community, city, and state in which he/she lives	<p><b>SS 16-3 Explores Geography</b></p> <p><u>3-Year Old:</u> Learns about community places, such as home, school, park, etc.</p> <p><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>
SS 3 e Recognizes characteristics of other geographic regions and cultures	<p><b>SS 16-3 Explores Geography</b></p> <p><u>3-Year Old:</u> Learns about community places, such as home, school, park, etc.</p> <p><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>

Creative	Vine Indicators
CD 1 Children will explore and use a variety of materials to develop artistic expression	
CD 1 a Experiments with a variety of materials and activities for sensory experience and exploration	<p><b>CCA 21-1 Explores Art Media</b></p> <p><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</p> <p><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</p>
CD 1 b Uses materials to create original work and for self-expression	<p><b>CCA 21-1 Explores Art Media</b></p> <p><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</p> <p><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</p>
CD 1 c Shares details about personal creations (paintings, drawings, 3-D sculptures, block structures)	<p><b>CCA 21-1 Explores Art Media</b></p> <p><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</p> <p><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</p>
CD 1 d Expresses interest in and shows appreciation for the creative work of others	<p><b>CCA 21-1 Explores Art Media</b></p> <p><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</p> <p><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</p>
CD 2 Children will participate in music and movement activities	

CD 2 a Uses music and movement to express thoughts, feelings, and energy	<p><b>CCA 21-2 Explores Music</b>  <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>
CD 2 b Participates in group singing or other musical activities	<p><b>CCA 21-2 Explores Music</b>  <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>
CD 2 c Participates in creative movement and dance	<p><b>CCA 21-3 Explores Movement and Dance</b>  <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</p>
CD 2 d Explores various music types, musical instruments, and music from various cultures.	<p><b>CCA 21-2 Explores Music</b>  <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>
CD 3 Children will use drama to express individuality	
CD 3 a Participates in dramatic play to express feelings, dramatize stories, reenact real-life roles and experiences	<p><b>CCA 21-4 Participates in Dramatic Play</b>  <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</p>
CD 3 b Recreates a story or poem through drama	<p><b>CCA 21-4 Participates in Dramatic Play</b>  <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</p>
CD 3 c Participates in activities using symbolic materials and gestures to represent real objects and situations	<p><b>CCA 21-4 Participates in Dramatic Play</b>  <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</p>

Social & Emotional	Vine Indicators
SE 1 Children will develop confidence and positive self-awareness	
SE 1 a Demonstrates knowledge of personal information	<p><b>SED 4-1 Develops Awareness of Self</b>  <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)</p>
SE 1 b Recognizes self as a unique individual and becomes aware of the uniqueness of others	<p><b>SED 4-1 Develops Awareness of Self</b>  <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)</p>
SE 1 c Demonstrates confidence in his/her range of abilities and expresses pride in accomplishments	<p><b>SED 4-2 Becomes Confident</b>  <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</p>
SE 1 d Develops personal preferences	<p><b>SED 4-2 Becomes Confident</b>  <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</p>
SE 2 Children will develop curiosity, initiative, self-direction and persistence	
SE 2 a Shows interest in learning new concepts and trying new experiences	<p><b>ATL 1-4 Is Curious</b>  <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</p>
SE 2 b Initiates interaction with others	<p><b>ATL 1-5 Shows Initiative</b>  <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</p>
SE 2 d Develops independence during activities, routines, play	<p><b>ATL 1-5 Shows Initiative</b>  <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</p>
SE 2 e Sustains attention to a task or activity appropriate for age	<p><b>ATL 1-1 Is Attentive</b>  <u>3-Year Old:</u> Pays attention during story time; focuses on an activity for 10 or more minutes</p>

	<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
SE 3 Children will increase the capacity for self-control	
SE 3 a Helps to establish classroom rules and routines	<b>ATL 2-2 Shows Responsibility</b> <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
SE 3 b Follows rules and routines within the learning environment	<b>ATL 2-1 Understands Routines</b> <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 <b>ATL 2-2 Shows Responsibility</b> <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
SE 3 c Uses classroom materials purposefully and respectfully	<b>ATL 2-2 Shows Responsibility</b> <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
SE 3 d Manages transitions and adapts to changes in routine	<b>ATL 2-1 Understands Routines</b> <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
SE 3 e Expresses feelings through appropriate gestures, actions and language	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <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
SE 4 Children will develop interpersonal and social skills for relating with other members of the learning community	
SE 4 a Interacts appropriately with peers and familiar adults	<p><b>SED 5-1 Bonds with Adults</b>  <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>
	<p><b>SED 6-2 Bonds with Peers</b>  <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>
SE 4 b Begins to recognize the needs and rights of others	<p><b>SED 6-1 Builds Empathy</b>  <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</p>
SE 4 c Shows empathy and understanding to others	<p><b>SED 6-1 Builds Empathy</b>  <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</p>
SE 4 d Participates successfully as a member of a group	<p><b>SED 6-3 Cooperates with Peers</b>  <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>
SE 4 e Participates in resolving conflicts and disagreements with others	<p><b>SED 6-3 Cooperates with Peers</b>  <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>



Health & Physical	Vine Indicators
HPD 1 Children will participate in a variety of gross-motor activities to develop control, balance, strength and coordination	
HPD 1 a Develops coordination and balance	<p><b>PMP 17-1 Develops Perception &amp; Balance</b>  <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> <p><b>PMP 17-5 Develops Large Motor Coordination Skills</b>  <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>
HPD 1 b Coordinates movements to perform tasks	<p><b>PMP 17-5 Develops Large Motor Coordination Skills</b>  <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>
HPD 1 c Participates in a variety of indoor and outdoor activities that increase strength, endurance, and flexibility.	<p><b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b>  <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>
HPD 2 Children will participate in activities that foster fine motor development	
HPD 2 a Performs fine-motor tasks that require small-muscle strength and control	<p><b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>  <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>
HPD 2 b Uses eye-hand coordination to perform fine-motor tasks	<p><b>PMP 18-2 Develops Fine Hand-Eye Coordination</b>  <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>

HPD 2 c Exhibits manual coordination	<p><b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b></p> <p><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> <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</p>
HPD 3 Children understand healthy and safe living practices	
HPD 3 a Participates in activities related to health and personal care routine.	<p><b>PMP 19-2 Develops Self-Care Skills</b></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>
HPD 3 b Participates in activities related to nutrition	<p><b>PMP 20-1 Learns about Nutrition</b></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>
HPD 3 c Discusses and utilizes appropriate safety procedures	<p><b>PMP 20-2 Learns Safety Rules</b></p> <p><u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands &amp; 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 &amp; follows safety rules; follows teacher's instructions</p>

**DISCLAIMER:**

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

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