

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:
Indiana Early Learning Foundations



References



Indiana Department of Education. *Indiana's Early Learning Development Framework: The Foundations* (2015). Retrieved from <http://www.doe.in.gov/sites/default/files/earlylearning/foundations-2015-august-12.pdf>

Indiana Early Learning Foundations	Vine Assessments by LifeCubby
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English/Language Arts Foundations - Communication Process	Vine Indicators
Demonstrate receptive communication	
Infant	
Demonstrate continual growth in understanding increasingly complex and varied vocabulary	LC 7-1 Develops Receptive Communication
Respond to words or gestures	LC 7-1 Develops Receptive Communication
Recognize familiar objects, people, and voices	ATL 1-2 Develops Memory
Orient to sounds in the environment	ATL 1-1 Is Attentive
Younger Toddler	
Demonstrate continual growth in understanding increasingly complex and varied vocabulary	LC 7-1 Develops Receptive Communication
Respond to simple statements, requests, and/or gestures	LC 7-1 Develops Receptive Communication
Older Toddler	
Demonstrate continual growth in understanding increasingly complex and varied vocabulary	LC 7-1 Develops Receptive Communication
Respond to simple sentences, phrases, gestures and/or actions	LC 7-1 Develops Receptive Communication
Follow simple one-step directions	LC 7-1 Develops Receptive Communication
Younger Preschool	
Demonstrate continual growth in understanding increasingly complex and varied vocabulary	LC 7-1 Develops Receptive Communication
Respond to complex gestures and/or actions to communicate (such as comforting others who are crying)	LC 7-1 Develops Receptive Communication
Listen to and follow multi-step directions with adult support	LC 7-1 Develops Receptive Communication
Older Preschool	
Demonstrate continual growth in understanding increasingly complex and varied vocabulary	LC 7-1 Develops Receptive Communication
Respond to complex gestures and/or actions to communicate (such as comforting others who are crying)	LC 7-1 Develops Receptive Communication
Listen to and follow multi-step directions	LC 7-1 Develops Receptive Communication
Demonstrate expressive communication	

Infant	
Use facial expressions to communicate	LC 7-2 Develops Expressive Communication
Use simple vocalizations to communicate	LC 7-2 Develops Expressive Communication
Express sounds and patterns of home language	LC 7-2 Develops Expressive Communication
Younger Toddler	
Demonstrate continual growth in increasingly varied and complex vocabulary	LC 7-2 Develops Expressive Communication
Use gestures to clarify communication	LC 7-2 Develops Expressive Communication
Use single words or simple phrases	LC 7-2 Develops Expressive Communication
Older Toddler	
Demonstrate continual growth in increasingly varied and complex vocabulary	LC 7-2 Develops Expressive Communication
Use gestures and actions to communicate	LC 7-2 Develops Expressive Communication
Use simple phrases or simple sentences	LC 7-2 Develops Expressive Communication
Talk about past, present, and future events	LC 7-2 Develops Expressive Communication
Younger Preschool	
Demonstrate continual growth in increasingly varied and complex vocabulary	LC 7-2 Develops Expressive Communication
Use complex gestures and actions to communicate	LC 7-2 Develops Expressive Communication
Use expanded sentences	LC 7-2 Develops Expressive Communication
Describe activities and experiences with detail	LC 7-2 Develops Expressive Communication
Older Preschool	
Demonstrate continual growth in increasingly varied and complex vocabulary	LC 7-2 Develops Expressive Communication
Use complex gestures and actions to communicate	LC 7-2 Develops Expressive Communication
Use complex sentences	LC 7-2 Develops Expressive Communication
Describe activities, experiences, and stories with expanded detail	LC 7-2 Develops Expressive Communication
Change word tense to indicate time	LC 7-5 Expands Grammar and Pronunciation
Demonstrate ability to engage in conversations	
Infant	

Jointly attend to an object, event, or person	LC 7-1 Develops Receptive Communication
Younger Toddler	
Demonstrate intent of communicating with others	LC 7-6 Learns Conversation Structure
Older Toddler	
Take turns in a conversation	LC 7-6 Learns Conversation Structure
Respond to a request for clarification	LC 7-6 Learns Conversation Structure
Younger Preschool	
Answer questions posed by adults or peers	LC 7-6 Learns Conversation Structure
Ask questions for understanding and clarity	LC 7-6 Learns Conversation Structure
Make on topic comments	LC 7-6 Learns Conversation Structure
Stay on topic in two-way conversation with others	LC 7-6 Learns Conversation Structure
Older Preschool	
Answer questions posed by adults or peers	LC 7-6 Learns Conversation Structure
Ask questions for understanding and clarity	LC 7-6 Learns Conversation Structure
Make on topic comments	LC 7-6 Learns Conversation Structure
Stay on topic in two-way conversation that involves multiple turns	LC 7-6 Learns Conversation Structure
Communicate actively in group activities	LC 7-6 Learns Conversation Structure
English/Language Arts Foundations - Early Reading	
Demonstrate awareness of the alphabet	
Infant	
N/A	
Younger Toddler	
Distinguish words from pictures	LKS 8-3 Develops Emergent Reading
Older Toddler	
Recognize and identify some frequently occurring letters in context	LKS 8-2 Develops Alphabetic Knowledge
Recognize symbols have meaning	LKS 8-3 Develops Emergent Reading
Younger Preschool	
Recognize and identify some uppercase and a few lowercase letters	LKS 8-2 Develops Alphabetic Knowledge
Older Preschool	

Recognize and identify most uppercase and some lowercase letters	LKS 8-2 Develops Alphabetic Knowledge
Recognize own name in print	LKS 8-3 Develops Emergent Reading
Demonstrate phonological awareness	
Infant	
Orient to sounds in the environment	ATL 1-1 Is Attentive
Discriminate sounds in the environment	ATL 1-1 Is Attentive
Younger Toddler	
Begin to engage in word and sound play with adults	LC 7-3 Develops Phonemic Awareness
Distinguish between words that contain similar-sounding phonemes (pig-jig, cat-mat)	LC 7-3 Develops Phonemic Awareness
Older Toddler	
Begin to engage in word and sound play with adults	LC 7-3 Develops Phonemic Awareness
Distinguish between words that contain similar-sounding phonemes (pig-jig, cat-mat)	LC 7-3 Develops Phonemic Awareness
Younger Preschool	
Demonstrate basic knowledge of letter-sound correspondence	LC 7-3 Develops Phonemic Awareness
Engage in rhyming games and songs; can complete a familiar rhyme	LC 7-3 Develops Phonemic Awareness
Identify rhyming words in spoken language	LC 7-3 Develops Phonemic Awareness
Orally blend and segment familiar compound words, with modeling and support	LC 7-3 Develops Phonemic Awareness
Demonstrate awareness of sounds as separate units	LC 7-3 Develops Phonemic Awareness
Older Preschool	
Demonstrate basic knowledge of letter-sound correspondence	LC 7-3 Develops Phonemic Awareness
Engage in rhyming games and songs; can complete a familiar rhyme	LC 7-3 Develops Phonemic Awareness
Make rhymes to simple words	LC 7-3 Develops Phonemic Awareness
Identify, blend, and segment syllables in spoken words with modeling and support	LC 7-3 Develops Phonemic Awareness
Isolate the initial sound in some words	LC 7-3 Develops Phonemic Awareness

Demonstrate awareness and understanding of concepts of print	
Infant	
Look at books	LKS 8-1 Develops Early Literacy
Respond to songs	LC 7-3 Develops Phonemic Awareness
Listen to repetition of familiar words, songs, signs, rhymes, and stories	LC 7-3 Develops Phonemic Awareness
Younger Toddler	
Bring a book to adult to read	LKS 8-1 Develops Early Literacy
Look at a book independently	LKS 8-1 Develops Early Literacy
Pretend to read familiar books	LKS 8-1 Develops Early Literacy
Attend to pictures and text for several minutes	LKS 8-1 Develops Early Literacy
Older Toddler	
Recognize familiar books by cover	LKS 8-1 Develops Early Literacy
Recite parts of well-known stories, rhymes, and songs	LC 7-3 Develops Phonemic Awareness
Hold books with two hands and turns pages	LKS 8-1 Develops Early Literacy
Younger Preschool	
Begin to understand that books are comprised of written words	LKS 8-1 Develops Early Literacy
Respond to and interact with read alouds of literary and informational text	LC 7-3 Develops Phonemic Awareness
Hold books right side up and turn pages left to right	LKS 8-1 Develops Early Literacy
Older Preschool	
Know features of books such as title, author, and illustrator	LKS 8-1 Develops Early Literacy
Understand that print carries meaning	LKS 8-1 Develops Early Literacy
Track words in a book from left to right, top to bottom, and page to page with adult support	LKS 8-3 Develops Emergent Reading
Demonstrate comprehension	
Infant	
Demonstrate interest in hearing a familiar story or book	LKS 8-1 Develops Early Literacy
Attend to caregiver's voice while being held and/or read to	LKS 8-1 Develops Early Literacy
Younger Toddler	
Show preference for familiar stories	LKS 8-1 Develops Early Literacy
With adult support, respond to simple questions about a story	LKS 8-1 Develops Early Literacy
Older Toddler	

Show preference for familiar stories and report phrases of the story	LKS 8-1 Develops Early Literacy
Answer simple questions about a story	LKS 8-1 Develops Early Literacy
Tell a story from pictures in the book	LKS 8-1 Develops Early Literacy
Younger Preschool	
Respond and interact with stories (fictional and nonfictional)	LKS 8-1 Develops Early Literacy
Answer questions about a story	LKS 8-1 Develops Early Literacy
With adult support, retell familiar stories	LKS 8-1 Develops Early Literacy
Older Preschool	
Respond and interact with stories (fictional and nonfictional)	LKS 8-1 Develops Early Literacy
Answer questions about a story	LKS 8-1 Develops Early Literacy
Retell familiar stories	LKS 8-1 Develops Early Literacy
English/Language Arts Foundations – Early Writing	
Demonstrate mechanics of writing	
Infant	
Use objects such as a crayon to make marks	LKS 9-1 Develops Emergent Writing
Younger Toddler	
Explore drawing, painting, and writing as a way of communicating	LKS 9-1 Develops Emergent Writing
Imitate drawing marks or scribbling	LKS 9-1 Develops Emergent Writing
Older Toddler	
Explore drawing, painting, and writing as a way of communicating	LKS 9-1 Develops Emergent Writing
Make scribbles or shapes to convey meaning	LKS 9-1 Develops Emergent Writing
Imitate simple lines and shapes	LKS 9-1 Develops Emergent Writing
Experiment with a variety of writing tools, materials, and surfaces	LKS 9-1 Develops Emergent Writing
Younger Preschool	
Recognize that drawings, paintings, and writings are meaningful representations	LKS 9-1 Develops Emergent Writing
Copy simple lines and shapes	LKS 9-1 Develops Emergent Writing
Create a simple picture	LKS 9-1 Develops Emergent Writing
Use writing tools with adult support	LKS 9-1 Develops Emergent Writing
Older Preschool	
Create letter like shapes, symbols, letters, and words with modeling and support	LKS 9-1 Develops Emergent Writing

Copy more complex lines, shapes, and some letters	LKS 9-1 Develops Emergent Writing
Use writing tools	LKS 9-1 Develops Emergent Writing
Demonstrate ability to communicate a story	
Infant	
<i>See expressive communication skills</i>	
Younger Toddler	
<i>See expressive communication skills</i>	
Older Toddler	
Draw pictures and scribble to generate and express ideas	LKS 9-1 Develops Emergent Writing
Dictate a story for an adult to write	LC 7-2 Develops Expressive Communication
Younger Preschool	
Create writing with the intent of communicating	LKS 9-1 Develops Emergent Writing
Dictate a story for an adult to write	LC 7-2 Develops Expressive Communication
Use pictures, letters, and symbols to communicate a story	LKS 9-1 Develops Emergent Writing
Older Preschool	
Create writing with the intent of communicating	LKS 9-1 Develops Emergent Writing
Dictate a story that demonstrates simple details and narrative structure	LC 7-2 Develops Expressive Communication
Use letters, symbols, and words to share an idea with someone	LKS 9-1 Develops Emergent Writing
Use writing to label drawings	LKS 9-1 Develops Emergent Writing

Mathematics Foundations - Numeracy	Vine Indicators
Demonstrate strong sense of counting	
Infant	
Repeat a movement like a clap	CM 10-1 Begins Counting
Younger Toddler	
Imitate verbal counting sequence not necessarily in order	CM 10-1 Begins Counting
Line up or organize objects	CM 10-1 Begins Counting
Older Toddler	
Count the number sequence 1-5	CM 10-1 Begins Counting
Begin to apply verbal counting sequence to objects in order to develop one-to-one correspondence	CM 10-1 Begins Counting
Younger Preschool	
Count the number sequence 1-15	CM 10-1 Begins Counting

Count backward from 5 with adult support	CM 10-1 Begins Counting
Recognize that the count remains the same regardless of the order or arrangement of the objects	CM 10-1 Begins Counting
Apply one-to-one correspondence with objects and people	CM 10-1 Begins Counting
Draw pictures, symbols, or use manipulatives to represent a spoken number 0-5	CM 10-2 Builds and Observes Sets
Identify, without counting, small quantities of items (1- 3) presented in an irregular or unfamiliar pattern (subitize)	CM 10-2 Builds and Observes Sets
Older Preschool	
Count the number sequence 1-20	CM 10-1 Begins Counting
Count backward from 10	CM 10-1 Begins Counting
Listen to and follow multi-step directions	LC 7-1 Develops Receptive Communication
Recognize the last number name said tells the number of objects counted	CM 10-1 Begins Counting
Draw pictures, symbols, or use manipulatives to represent spoken number 0-10	CM 10-2 Builds and Observes Sets
Identify, without counting, small quantities of items (1- 4) presented in an irregular or unfamiliar pattern (subitize)	CM 10-2 Builds and Observes Sets
Demonstrate understanding of written numerals	
Infant	
N/A	
Younger Toddler	
Identify numerals as different from letters or other symbols	CM 10-4 Reads and Writes Numbers
Older Toddler	
Begin to recognize that number symbols indicate quantity	CM 10-4 Reads and Writes Numbers
Begin to recognize different number symbols indicate different quantities	CM 10-4 Reads and Writes Numbers
Younger Preschool	
Match number symbols with amounts 1-3	CM 10-4 Reads and Writes Numbers
Older Preschool	

Match number symbols with amounts 1-10	CM 10-4 Reads and Writes Numbers
Name written numerals from 0-10	CM 10-4 Reads and Writes Numbers
Write numerals 1-10	CM 10-4 Reads and Writes Numbers
Recognition of number relations	
Infant	
Explore objects one at a time	CS 13-1 Explores Objects
Indicate a desire for more	CM 11-1 Learns Measurement and Quantities
Give more when asked	CM 11-1 Learns Measurement and Quantities
Younger Toddler	
Identify which is more	CM 11-1 Learns Measurement and Quantities
Begin to develop the concepts of more and less	CM 11-1 Learns Measurement and Quantities
Give all objects when asked	CM 11-1 Learns Measurement and Quantities
Separate a whole quantity of something into parts	CM 11-1 Learns Measurement and Quantities
Older Toddler	
Visually identify sets of quantities of large differences (using terms more and/or fewer)	CM 11-1 Learns Measurement and Quantities
Begin to identify first and last	CM 11-1 Learns Measurement and Quantities
Give some when asked	CM 11-1 Learns Measurement and Quantities
Give the rest when asked	CM 11-1 Learns Measurement and Quantities
Communicate that something is split in half	CM 11-1 Learns Measurement and Quantities
Understand the basic concept of none	CM 11-1 Learns Measurement and Quantities
Younger Preschool	
Readily identify first and last	CM 11-1 Learns Measurement and Quantities
Correctly use the words for comparing quantities	CM 11-1 Learns Measurement and Quantities
Separate sets of 6 or fewer objects into equal groups	CM 10-2 Builds and Observes Sets
Demonstrate the understanding of the concept of after	CM 11-2 Understands Patterns
Older Preschool	
Identify when 2 sets are equal using matching and counting strategies	CM 10-2 Builds and Observes Sets
Correctly use the words for position	CM 12-2 Develops Spatial Awareness
Compare the values of two numbers from 1 to 10 presented as written numerals	CM 10-4 Reads and Writes Numbers
Demonstrate the understanding of the concept of before	CM 11-2 Understands Patterns

Mathematics Foundations – Computation and Algebraic Thinking	
Exhibit understanding of mathematic structure	
Infant	
N/A	
Younger Toddler	
Take away objects or combine groups when asked	CM 10-3 Learns Addition, Subtraction and Division
Attend to a new object in a group of objects	CM 10-3 Learns Addition, Subtraction and Division
Older Toddler	
Describe that something was taken away	CM 10-3 Learns Addition, Subtraction and Division
Identify that an object has been added to a group	CM 10-3 Learns Addition, Subtraction and Division
Begin to make reasonable estimates related to quantity	CM 10-3 Learns Addition, Subtraction and Division
Younger Preschool	
Begin to understand that numbers can be composed and decomposed to create new numbers	CM 10-3 Learns Addition, Subtraction and Division
Older Preschool	
Use understanding that numbers can be composed and decomposed to create new numbers in solving problems with quantities under five	CM 10-3 Learns Addition, Subtraction and Division
Demonstrate awareness of patterning	
Infant	
Show interest in visual, auditory, and tactile patterns	CM 11-2 Understands Patterns
Recognize daily routines	ATL 2-1 Understands Routines
Younger Toddler	
Follow along and imitate patterns of sounds and movement	CM 11-2 Understands Patterns
Clap or move to a beat	CM 11-2 Understands Patterns
Older Toddler	
Recognize natural patterns in the environment	CM 11-2 Understands Patterns
Verbally or nonverbally predict what comes next when shown a simple ABAB pattern of concrete objects	CM 11-2 Understands Patterns
Show greater recognition of daily routines	ATL 2-1 Understands Routines

Younger Preschool	
Physically extend simple ABAB patterns of concrete objects to other concrete objects	CM 11-2 Understands Patterns
Understand sequence of events when clearly explained	ATL 2-1 Understands Routines
Older Preschool	
Begin to create and extend a new simple pattern	CM 11-2 Understands Patterns
Understand sequence of events when clearly explained	ATL 2-1 Understands Routines
Mathematics Foundations – Data Analysis	
Demonstrate understanding of classifying	
Infant	
N/A	
Younger Toddler	
Identify attributes of objects with adult support	CS 13-1 Explores Objects
Older Toddler	
Identify similarities and differences in objects	CS 13-2 Classifies or Sorts Objects
Younger Preschool	
Sort, classify, and compare objects	CS 13-2 Classifies or Sorts Objects
Older Preschool	
Explain simple sorting or classifying strategies	CS 13-2 Classifies or Sorts Objects
Sort a group of objects in multiple ways	CS 13-2 Classifies or Sorts Objects
Create and describe simple graphs	CS 13-2 Classifies or Sorts Objects
Mathematics Foundations – Geometry	
Understanding of spatial relationships	
Infant	
Explore how things fit and move	CS 13-1 Explores Objects
Put object in, out, on, and off of other things	CS 13-1 Explores Objects
Younger Toddler	
Begin to combine shapes to make new shapes	CM 12-1 Learns Shapes & Sizes
Hide behind or between objects for play	CM 12-2 Develops Spatial Awareness
Older Toddler	

Complete basic shape interlocking puzzle with most pieces accurately in place with some assistance	CM 12-1 Learns Shapes & Sizes
Younger Preschool	
Complete lined tangram or pattern block puzzles using basic shapes	CM 12-1 Learns Shapes & Sizes
Use position terms such as in, on, and under	CM 12-2 Develops Spatial Awareness
Older Preschool	
Complete lined tangram or pattern block puzzles using basic shapes	CM 12-1 Learns Shapes & Sizes
Use position terms such as above, below, beside, and between	CM 12-2 Develops Spatial Awareness
Exhibit ability to identify, describe, analyze, compare, and create shapes	
Infant	
N/A	
Younger Toddler	
Match identical simple shapes	CS 13-1 Explores Objects
Older Toddler	
Match similar shapes that are different sizes, and different orientation with a variety of two-dimensional shapes	CM 12-1 Learns Shapes & Sizes
Younger Preschool	
Match similar shapes when given a variety of three-dimensional shapes	CM 12-1 Learns Shapes & Sizes
Start to identify the attributes of shapes	CM 12-1 Learns Shapes & Sizes
Use names of two-dimensional shapes (e.g., square; triangle; circle) when identifying objects	CM 12-1 Learns Shapes & Sizes
Use informal language to describe three-dimensional shapes (e.g., "box" for cube; "ball" for sphere; "can" for cylinder)	CM 12-1 Learns Shapes & Sizes
Older Preschool	
Use the attributes of shapes to distinguish between shapes	CM 12-1 Learns Shapes & Sizes
Differentiate two- and three-dimensional shapes (e.g., squares from cubes)	CM 12-1 Learns Shapes & Sizes
Mathematics Foundations – Measurements	
Understand concept of time	

Infant	
Cooperate with a routine	ATL 2-1 Understands Routines
Younger Toddler	
Follow a daily schedule	SS 16-2 Understands Time
Older Toddler	
Follow steps in a simple routine	SS 16-2 Understands Time
Younger Preschool	
Understand time limit cue	SS 16-2 Understands Time
Understand transition from one activity to the next	ATL 2-1 Understands Routines
Tell what activity comes before and after	ATL 2-1 Understands Routines
Older Preschool	
Know daily concepts of earlier and later, morning and afternoon	SS 16-2 Understands Time
Understand measurement through description and comparison	
Infant	
Explore objects with different shapes and sizes	CS 13-1 Explores Objects
Begin to understand that different size containers hold more or less	CM 11-1 Learns Measurement and Quantities
Younger Toddler	
Use any basic measurement word or gesture to express measurable attributes, such as big/little, hot/cold	CM 11-1 Learns Measurement and Quantities
Older Toddler	
Sort objects into two categories based on attributes	CS 13-2 Classifies or Sorts Objects
Explore measurement using nonstandard tools	CM 11-1 Learns Measurement and Quantities
Younger Preschool	
Directly compare and describe two objects with a measurable attribute	CM 11-1 Learns Measurement and Quantities
Measure length and volume (capacity) using non-standard measurement tools	CM 11-1 Learns Measurement and Quantities
Older Preschool	
Directly compare and describe two or more objects with a measurable attribute	CM 11-1 Learns Measurement and Quantities
Measure length and volume (capacity) using a standard measurement too	CM 11-1 Learns Measurement and Quantities

Social Emotional Foundations – Sense of Self	Vine Indicators
Demonstrate self awareness and confidence	
Infant	
Respond to own name	SED 4-1 Develops Awareness of Self
Show interest in environmental choices	ATL 1-4 Is Curious
Communicate to indicate physical and emotional needs	SED 3-1 Expresses Emotion
Younger Toddler	
Identify image of self	SED 4-1 Develops Awareness of Self
Say own name	SED 4-1 Develops Awareness of Self
Show knowledge of own abilities	SED 4-1 Develops Awareness of Self
Older Toddler	
Use gestures and actions to reference self in conversation	SED 4-1 Develops Awareness of Self
Demonstrate use of personal pronouns	SED 4-1 Develops Awareness of Self
Show sense of self satisfaction with own abilities and preferences	SED 4-2 Becomes Confident
Begin to show independence by occasionally resisting adult control	SED 4-2 Becomes Confident
Younger Preschool	
Recognize self as a unique individual	SED 4-1 Develops Awareness of Self
Describe personal characteristics	SED 4-1 Develops Awareness of Self
Show sense of self satisfaction with own abilities, preferences, and accomplishments	SED 4-2 Becomes Confident
Older Preschool	
Identify self as a unique member of a group that fits into a larger world picture	SED 4-1 Develops Awareness of Self
Show confidence in a range of abilities and the capacity to take on and accomplish new tasks	SED 4-2 Becomes Confident
Show independence in own choices	SED 4-2 Becomes Confident
Demonstrate identification and expression of emotions	
Infant	
Communicate to express pleasure or displeasure	SED 3-1 Expresses Emotion
Use cues to signal overstimulation	SED 3-1 Expresses Emotion
Respond positively to adults who provide comfort	SED 5-1 Bonds with Adults

Use sounds and body to express feelings	SED 3-1 Expresses Emotion
Younger Toddler	
Communicate feelings and emotions	SED 3-1 Expresses Emotion
Express emotion toward a familiar person	SED 5-1 Bonds with Adults
Imitate comforting behaviors of caregivers	SED 5-2 Learns from Adults
Use sounds, gestures, and actions to express feelings	SED 3-1 Expresses Emotion
Older Toddler	
Express both positive and negative feelings about participating in activities	SED 3-1 Expresses Emotion
Observe a peer's emotion and approach a familiar adult to communicate concern	SED 6-1 Builds Empathy
Demonstrate empathy to another child	SED 6-1 Builds Empathy
Begin to use words to express feelings	SED 3-1 Expresses Emotion
Younger Preschool	
Recognize own emotions and the emotions of others	SED 6-1 Builds Empathy
Look to adults for emotional support and guidance	SED 5-1 Bonds with Adults
Use a combination of words, phrases, and actions to express feelings	SED 3-1 Expresses Emotion
Older Preschool	
Identify own emotions and the emotions of others	SED 6-1 Builds Empathy
Express and accurately respond to emotions of self and others	SED 6-1 Builds Empathy
Predict reactions from others	SED 6-1 Builds Empathy
Effectively use sentences and actions to express feelings	SED 3-1 Expresses Emotion
Social Emotional Foundations – Self-Regulation	
Demonstrate self control	
Infant	
Develop an awareness of transitions, schedules, and routines with adult prompts	ATL 2-1 Understands Routines
Develop self-soothing when an adult provides comfort techniques	SED 3-2 Manages Feelings & Demonstrates Self-Control

Express desires and feelings by using gestures and actions	SED 3-1 Expresses Emotion
Younger Toddler	
Follow simple routines with adult support	ATL 2-1 Understands Routines
Self-soothe with minimal adult support	SED 3-2 Manages Feelings & Demonstrates Self-Control
Demonstrate the beginnings of impulse control with adult support	SED 3-2 Manages Feelings & Demonstrates Self-Control
Older Toddler	
Follow simple routines with adult support	ATL 2-1 Understands Routines
Self-soothe independently	SED 3-2 Manages Feelings & Demonstrates Self-Control
Regulate some impulses with adult support	SED 3-2 Manages Feelings & Demonstrates Self-Control
Younger Preschool	
Manage transitions and adapt to changes in schedules, routines, and situations with adult support	ATL 2-1 Understands Routines
Regulate own emotions and behaviors with others with adult support when needed	SED 3-2 Manages Feelings & Demonstrates Self-Control
Regulate a range of impulses with adult support	SED 3-2 Manages Feelings & Demonstrates Self-Control
Older Preschool	
Manage transitions and adapt to changes in schedules, routines, and situations independently	ATL 2-1 Understands Routines
Regulate own emotions and behaviors with others with adult support when needed	SED 3-2 Manages Feelings & Demonstrates Self-Control
Regulate a range of impulses	SED 3-2 Manages Feelings & Demonstrates Self-Control
Social Emotional Foundations – Conflict Resolution	
Demonstrate conflict resolution	
Infant	
Show awareness of possible conflict by demonstrating distress	SED 3-1 Expresses Emotion
Younger Toddler	
Engage in conflict with peers regarding possession of items	SED 6-3 Cooperates with Peers
Imitate how others solve conflicts	SED 6-3 Cooperates with Peers
Experiment with trial and error approaches to solve simple problems and conflicts	SED 6-3 Cooperates with Peers
Older Toddler	

Engage in simple conflict resolution strategies with adult support	SED 6-3 Cooperates with Peers
Begin to use language skills instead of physical force to resolve conflicts	SED 3-2 Manages Feelings & Demonstrates Self-Control
Younger Preschool	
Negotiate to resolve social conflicts with peers with modeling and support	SED 6-3 Cooperates with Peers
Use words during a conflict instead of physical force	SED 3-2 Manages Feelings & Demonstrates Self-Control
Older Preschool	
Independently initiate conflict resolution strategies with peers and seek adult support when necessary	SED 6-3 Cooperates with Peers
Social Emotional Foundations – Building Relationships	
Demonstrate relationship skills	
Infant	
Engage in simple social interactions with adults	SED 5-1 Bonds with Adults
Exhibit caution of unfamiliar adults	SED 5-1 Bonds with Adults
Use key adults as a secure base when exploring the environment	SED 5-1 Bonds with Adults
Notice other children in their environment	SED 6-2 Bonds with Peers
Engage in onlooker play	SED 6-2 Bonds with Peers
Begin to exhibit skills in solitary play	ATL 1-5 Shows Initiative
Younger Toddler	
Engage in social interactions with familiar adults	SED 5-1 Bonds with Adults
Show feelings of security with familiar adults	SED 5-1 Bonds with Adults
Seek adult assistance with challenges, but may refuse help and may say no	SED 5-1 Bonds with Adults
Use social referencing when encountering new experiences	SED 5-1 Bonds with Adults
Observe friendship skills in the environments	SED 6-2 Bonds with Peers
Engage in solitary play	SED 4-1 Develops Awareness of Self
Begin to exhibit skills in parallel play	SED 6-2 Bonds with Peers
Older Toddler	
Stay connected with familiar adults	SED 5-1 Bonds with Adults
Separate from familiar adults in a familiar setting with minimal distress	SED 5-1 Bonds with Adults
Ask for adult assistance when having difficulty in a social situation	SED 5-1 Bonds with Adults

Imitate and model friendship skills	SED 6-2 Bonds with Peers
Engage in parallel play	SED 6-2 Bonds with Peers
Begin to exhibit skills in associative play	SED 6-2 Bonds with Peers
Younger Preschool	
Request and accept guidance from familiar adults	SED 5-1 Bonds with Adults
Accept compromises when suggested by a peer or adult	SED 6-2 Bonds with Peers SED 5-1 Bonds with Adults
Gauge response based on the facial expressions of others	SED 6-1 Builds Empathy
Exhibit age appropriate friendship skills to engage in effective play and learning experiences	SED 6-3 Cooperates with Peers
Engage in associative play	SED 6-3 Cooperates with Peers
Participate in cooperative play experiences with some adult guidance	SED 6-3 Cooperates with Peers
Older Preschool	
Show affection to familiar adults and peers using more complex words and actions	SED 5-1 Bonds with Adults SED 6-2 Bonds with Peers
Accept compromises when suggested by a peer or adult	SED 6-2 Bonds with Peers SED 5-1 Bonds with Adults
Gauge response based on the facial expressions of others	SED 6-1 Builds Empathy
Maintain consistent friendships	SED 6-2 Bonds with Peers
Engage in cooperative play experiences for sustained periods of time	SED 6-3 Cooperates with Peers

Approaches to Play and Learning Foundations – Initiative and Exploration	Vine Indicators
Demonstrate initiative and self-direction	
Infant	
Respond to a stimulating environment	ATL 1-4 Is Curious
Show curiosity/interest in surroundings	ATL 1-4 Is Curious
Show eagerness and delight in self, others, and surroundings	ATL 1-5 Shows Initiative

Younger Toddler	
Show interest in what others are doing	ATL 1-4 Is Curious
Select desired object from several options	ATL 1-5 Shows Initiative
Begin to show curiosity/interest in new objects, experiences, and people	ATL 1-4 Is Curious
Older Toddler	
At times, initiate a new task	ATL 1-5 Shows Initiative
Verbally express a desire to complete task by self	ATL 1-5 Shows Initiative
Independently select and use materials	ATL 1-5 Shows Initiative
Younger Preschool	
Initiate new tasks by self	ATL 1-5 Shows Initiative
With support, use a variety of resources to explore materials and ideas	ATL 1-4 Is Curious
Explore and manipulate familiar objects in new and imaginative ways	ATL 1-6 Thinks with Creativity & Flexibility
Older Preschool	
Take initiative to learn new concepts and try new experiences	ATL 1-5 Shows Initiative
Seek and gather new information to plan for projects and activities	ATL 1-5 Shows Initiative
Demonstrate interest and curiosity as a learner	
Infant	
Show budding interest in how objects work	ATL 1-4 Is Curious
Try a variety of approaches to get desired outcomes	ATL 1-3 Is Persistent
Physically explore new ways to use objects and observe results	ATL 1-4 Is Curious
Younger Toddler	
Ask questions about familiar objects, people, and experiences	ATL 1-4 Is Curious
Begin to show curiosity and interest in new objects, experiences, and people	ATL 1-4 Is Curious
Explore and manipulate familiar objects in the environment	ATL 1-4 Is Curious
Older Toddler	
Ask questions about novel objects, people, and experiences	ATL 1-4 Is Curious

Demonstrate enthusiasm for new learning (may be within familiar contexts)	ATL 1-4 Is Curious
Use active exploration to solve a problem	ATL 1-5 Shows Initiative
Younger Preschool	
Demonstrate eagerness to learn about and discuss new topics, ideas, and tasks	ATL 1-4 Is Curious
Communicate a desire to learn new concepts or ideas	ATL 1-5 Shows Initiative
Exhibit willingness to try new experiences	ATL 1-5 Shows Initiative
Use a variety of learning approaches, such as observing, imitating, asking questions, hands-on investigation, and active exploration	ATL 1-5 Shows Initiative
Older Preschool	
Demonstrate eagerness to learn about and discuss new topics, ideas, and tasks	ATL 1-4 Is Curious
Communicate a desire to learn new concepts or ideas	ATL 1-5 Shows Initiative
Exhibit willingness to try new experiences	ATL 1-5 Shows Initiative
Use a variety of learning approaches, such as observing, imitating, asking questions, hands-on investigation, and active exploration	ATL 1-5 Shows Initiative
Approaches to Play and Learning Foundations – Flexible Thinking	
Demonstrate development of flexible thinking skills during play	
Infant	
Manipulate objects	ATL 1-4 Is Curious
Imitate actions	SED 5-2 Learns from Adults
Younger Toddler	
Use objects for real or imagined purposes	ATL 1-6 Thinks with Creativity & Flexibility
Older Toddler	
Substitute one object for another in pretend play or pretend with objects that may or may not be present	ATL 1-6 Thinks with Creativity & Flexibility
Show creativity, inventiveness, and flexibility in approach to play with adult guidance	ATL 1-6 Thinks with Creativity & Flexibility

Younger Preschool	
Find a creative or inventive way of doing a familiar task or solving a problem with adult guidance	ATL 1-6 Thinks with Creativity & Flexibility
Begin to demonstrate flexibility in approach to play and learning	ATL 1-6 Thinks with Creativity & Flexibility
Adjust approach to task to resolve difficulties with adult support	ATL 1-6 Thinks with Creativity & Flexibility
Older Preschool	
Demonstrate inventiveness, imagination, and creativity to solve a problem	ATL 1-6 Thinks with Creativity & Flexibility
Develop recovery skills from setbacks and differences in opinion in a group setting	ATL 1-6 Thinks with Creativity & Flexibility
Approaches to Play and Learning Foundations – Attentiveness and Persistence	
Demonstrate development of sustained attention and persistence	
Infant	
Examine objects for brief periods of time	ATL 1-1 Is Attentive
Express discomfort when needs are not met	ATL 1-3 Is Persistent
Repeat actions to make something happen again	ATL 1-3 Is Persistent
Younger Toddler	
Jointly attend to books for several minutes	ATL 1-1 Is Attentive
Engage and persist with an activity, toy, or object, but is easily distracted	ATL 1-3 Is Persistent
Engage for longer periods of time when trying to work through tasks	ATL 1-3 Is Persistent
Older Toddler	
Attend to a book for longer periods of time (jointly or independently)	ATL 1-1 Is Attentive
Focus on an activity for short periods of time despite distractions	ATL 1-3 Is Persistent
Repeat an activity many times in order to master it, even if setbacks occur	ATL 1-3 Is Persistent
Younger Preschool	
Independently attend to a book from beginning to end	ATL 1-1 Is Attentive

Demonstrate ability to delay gratification for short periods of time	ATL 1-3 Is Persistent
See an activity through to completion	ATL 1-3 Is Persistent
Older Preschool	
Independently attend to a book from beginning to end	ATL 1-1 Is Attentive
Focus on an activity with deliberate concentration despite distractions and/or temptations	ATL 1-3 Is Persistent
Carry out tasks, activity, project, or transition, even when frustrated or challenged, with minimal distress	ATL 1-3 Is Persistent
Persist in trying to complete a task after previous attempts have failed	ATL 1-3 Is Persistent
Approaches to Play and Learning Foundations – Social Interaction	
Demonstrate development of social interactions during play	
Infant	
Engage in onlooker play	SED 6-2 Bonds with Peers
Begin to exhibit skills in solitary play	SED 4-1 Develops Awareness of Self
Show interest in children who are playing nearby	SED 6-2 Bonds with Peers
Younger Toddler	
Engage in solitary play	SED 4-1 Develops Awareness of Self
Begin to exhibit skills in parallel play	SED 6-3 Cooperates with Peers
Show preference for certain peers over time although these preferences may shift	SED 6-2 Bonds with Peers
Older Toddler	
Engage in parallel play	SED 6-2 Bonds with Peers
Begin to exhibit skills in associative play	SED 6-2 Bonds with Peers
Participate in play activities with a small group of children for short periods of time	SED 6-3 Cooperates with Peers
Younger Preschool	
Engage in associative play	SED 6-2 Bonds with Peers
Participate in cooperative play activities with some adult guidance	SED 6-3 Cooperates with Peers
Participate in play activities with a small group of children	SED 6-3 Cooperates with Peers
Older Preschool	
Interact with peers in complex pretend play, including planning,	SED 6-3 Cooperates with Peers

coordination of roles, and cooperation	
Demonstrate cooperative behavior in interactions with others	SED 6-3 Cooperates with Peers
Begin to accept and share leadership	SED 6-3 Cooperates with Peers

Science Foundations – Physical Science	Vine Indicators
Demonstrate ability to explore objects in the physical world	
Infant	
Observe and experience the environment using all five senses	CS 15-1 Explores the Natural Environment
React to changes in light	CS 15-1 Explores the Natural Environment
Focus attention on sounds, movement, and objects	CS 15-1 Explores the Natural Environment
Younger Toddler	
Notice and react to cause and effect within the physical environment	CS 13-1 Explores Objects
Use tools to explore the physical environment	CS 13-1 Explores Objects
Older Toddler	
Use simple words to describe sensory experiences, objects, and how objects move	CS 13-1 Explores Objects
Identify and solve problems in the environment through active exploration	CS 14-1 Solves Problems
Younger Preschool	
Use senses to learn about concepts of weight, motion, and force	CS 13-1 Explores Objects
Ask questions about physical properties and changes in the physical world	CS 13-1 Explores Objects
Older Preschool	
Use senses to describe concepts of weight, motion, and force	CS 13-1 Explores Objects
Ask questions and draw conclusions about physical properties and the physical world	CS 14-4 Draws Conclusions and Sorts Results
Demonstrate awareness of the physical properties of objects	
Infant	
Notice cause and effect within the physical environment	CS 13-1 Explores Objects

Perform actions with objects and observe results	CS 13-1 Explores Objects
Younger Toddler	
Begin to identify physical attributes of objects	CS 13-1 Explores Objects
Imitate the actions of others as they explore objects	CS 13-1 Explores Objects
Copy patterns and rhythms with objects	CS 13-2 Classifies or Sorts Objects
Older Toddler	
Describe physical properties using simple words	CS 13-1 Explores Objects
Younger Preschool	
Identify materials that make up objects	CS 13-1 Explores Objects
Investigate and describe observable properties of objects	CS 13-2 Classifies or Sorts Objects
Match objects by physical attributes	CS 13-2 Classifies or Sorts Objects
Older Preschool	
Identify materials that make up objects	CS 13-2 Classifies or Sorts Objects
Use evidence from investigations to describe observable properties of objects	CS 14-4 Draws Conclusions and Sorts Results
Sort objects into categories based on physical attributes and explain reasoning	CS 13-2 Classifies or Sorts Objects
Science Foundations – Earth and Space Science	
Recognize the characteristics of Earth and sky	
Infant	
Establish activity patterns based on day and night	CS 15-1 Explores the Natural Environment
Explore and react to different indoor and outdoor surfaces	CS 15-1 Explores the Natural Environment
Younger Toddler	
Notice and gesture to different objects in the sky	CS 15-1 Explores the Natural Environment
Explore the natural environment	CS 15-1 Explores the Natural Environment
Older Toddler	
Notice own shadow	CS 15-1 Explores the Natural Environment
Name objects in the sky	CS 15-1 Explores the Natural Environment
Use tools to explore various earth materials	CS 15-1 Explores the Natural Environment
Younger Preschool	

Notice the shadows of others and objects	CS 15-1 Explores the Natural Environment
Describe different objects in the sky	CS 15-1 Explores the Natural Environment
Describe various earth materials	CS 15-1 Explores the Natural Environment
Older Preschool	
Describe how shadows change through the day	CS 15-1 Explores the Natural Environment
Describe typical day and night activities	CS 15-1 Explores the Natural Environment
Classify various earth materials	CS 15-2 Develops an Understanding of and Care for the Natural World
Describe how the Earth's surface is made up of different materials	CS 15-2 Develops an Understanding of and Care for the Natural World
Recognize seasonal and weather related changes	
Infant	
Observe and experience the difference in climate/weather	CS 15-1 Explores the Natural Environment
Younger Toddler	
Observe and investigate environment, nature, and climate/weather	CS 15-1 Explores the Natural Environment
Older Toddler	
Communicate awareness that the environment, weather, and seasons change	CS 15-1 Explores the Natural Environment
Name different kinds of weather	CS 15-1 Explores the Natural Environment
Younger Preschool	
Communicate awareness of seasonal changes	CS 15-1 Explores the Natural Environment
Describe weather conditions using correct terminology	CS 15-2 Develops an Understanding of and Care for the Natural World
Older Preschool	
Communicate awareness of seasonal changes	CS 15-2 Develops an Understanding of and Care for the Natural World
Describe how weather changes	CS 15-2 Develops an Understanding of and Care for the Natural World
Science Foundations – Life Science	
Demonstrate awareness of life	
Infant	
Demonstrate interest in and interact with plants, animals, and people	CS 15-1 Explores the Natural Environment
Discover body parts	SED 4-1 Develops Awareness of Self
Younger Toddler	

Identify living organisms by name	CS 15-2 Develops an Understanding of and Care for the Natural World
Name basic body parts	SED 4-1 Develops Awareness of Self
Older Toddler	
Name characteristics of living organisms	CS 15-2 Develops an Understanding of and Care for the Natural World
Name more complex body parts	SED 4-1 Develops Awareness of Self
Younger Preschool	
Identify the correct names for adult and baby animals	CS 15-2 Develops an Understanding of and Care for the Natural World
Compare attributes of living organisms	CS 15-2 Develops an Understanding of and Care for the Natural World
Identify and describe the function of body parts	SED 4-1 Develops Awareness of Self
Older Preschool	
Differentiate animals from plants	CS 15-2 Develops an Understanding of and Care for the Natural World
Discriminate between living organisms and non-living objects	CS 15-1 Explores the Natural Environment
Ask questions and conduct investigations to understand life science	CS 15-2 Develops an Understanding of and Care for the Natural World
Identify and describe the function of body parts	SED 4-1 Develops Awareness of Self
Science Foundations – Engineering	
Demonstrate engineering design skills	
Infant	
Demonstrate an interest in human made objects	CS 13-1 Explores Objects
Explore and manipulate human made objects	CS 13-1 Explores Objects
Younger Toddler	
Test limits of the environment	CS 14-3 Makes Plans
Begin to construct and deconstruct using readily available materials	CS 14-2 Makes Predictions
Older Toddler	
Use tools to serve a purpose or solve a problem	CS 14-1 Solves Problems
Notice whether the solution was successful	CS 14-1 Solves Problems
Use complex motions to play with simple machines	CS 14-3 Makes Plans
Younger Preschool	

Identify a problem or need and create a plan to solve	CS 14-1 Solves Problems
Use classroom objects that function as simple machines to enhance play	CS 14-3 Makes Plans
Older Preschool	
Select materials and implement a designated plan	CS 14-3 Makes Plans
Evaluate and communicate solution outcomes	CS 14-4 Draws Conclusions and Sorts Results
Use classroom objects to create simple machines to enhance play	CS 14-3 Makes Plans
Science Foundations – Scientific Inquiry and Method	
Demonstrate scientific curiosity	
Infant	
Observe and show interest in objects, organisms, and events in the environment	CS 13-1 Explores Objects
Actively explore the environment	CS 13-1 Explores Objects
Repeat actions that causes an interesting effect	CS 13-1 Explores Objects
Younger Toddler	
Demonstrate curiosity	CS 13-1 Explores Objects
Actively explore the environment	CS 13-1 Explores Objects
Solve problems using trial and error	CS 14-1 Solves Problems
Older Toddler	
Demonstrate curiosity and ask for more information	CS 13-1 Explores Objects
Use tools to explore the environment	CS 13-1 Explores Objects
Younger Preschool	
Observe with a focus on details	CS 13-2 Classifies or Sorts Objects
Use simple tools to extend investigations	CS 13-1 Explores Objects
Identify self and/or own actions as scientific	CS 13-2 Classifies or Sorts Objects
Older Preschool	
Discuss ways that people can affect the environment in positive and negative ways	CS 14-2 Makes Predictions
Independently use simple tools to conduct an investigation to increase understanding	CS 14-1 Solves Problems
Engage in a scientific experiment with peers	CS 14-1 Solves Problems
Communicate results of an investigation	CS 14-4 Draws Conclusions and Sorts Results

Social Studies Foundations – Self	Vine Indicators
Demonstrate development of self	
Infant	
Respond to celebrations and other cultural events if observed	SS 16-1 Explores Cultures
Engage in onlooker play	SED 6-2 Bonds with Peers
Begin to separate self from others	SED 4-1 Develops Awareness of Self
Show affection and bonds with familiar adults	SED 5-1 Bonds with Adults
Younger Toddler	
Participate in celebrations and other cultural events if observed	SS 16-1 Explores Cultures
Begin to demonstrate a sense of belonging to a group by engaging in parallel play	SED 6-2 Bonds with Peers
Begin to notice differences in others	SED 4-1 Develops Awareness of Self
Use simple words to show recognition of family members and familiar adults	SED 5-1 Bonds with Adults
Older Toddler	
Participate in and imitate celebrations and other cultural events for family, peers, and community if observed	SS 16-1 Explores Cultures
Begin to demonstrate a sense of belonging to a group by engaging in associative play	SED 6-2 Bonds with Peers
Begin to gesture and ask simple questions regarding differences and/or similarities between self and others	SED 4-1 Develops Awareness of Self
Younger Preschool	
Participate in and describe own family, community, and cultural celebrations if observed	SS 16-1 Explores Cultures
Begin to assimilate family, community, and cultural events in cooperative play	SS 16-1 Explores Cultures
Use simple phrases to demonstrate an awareness of differences and/or similarities between self and others	SED 4-1 Develops Awareness of Self
Older Preschool	
Participate in and describe local, state, and national events and celebrations if observed	SS 16-5 Learns about Government and Economics

Identify/honor key people in history	SS 16-4 Learns about Community Roles and Jobs
Assimilate family, community, and cultural cooperative play	SS 16-1 Explores Cultures
Build awareness, respect, and acceptance for differences in people and acknowledge connections	SS 16-1 Explores Cultures
Social Studies Foundations – History and Events	
Demonstrate awareness of chronological thinking	
Infant	
N/A	
Younger Toddler	
Adapt to changes in routine and/or schedule	SS 16-2 Understands Time
Anticipate events	SS 16-2 Understands Time
Older Toddler	
Begin to recognize the sequence of events as part of a daily routine	SS 16-2 Understands Time
Younger Preschool	
Recognize the sequence of events as part of a daily routine and as it relates to the passage of time	SS 16-2 Understands Time
Older Preschool	
Demonstrate an understanding of time in the context of daily experiences and understand that the passage of time can be measured	SS 16-2 Understands Time
Begin to understand how time is measured	SS 16-2 Understands Time
Demonstrate awareness of historical knowledge	
Infant	
N/A	
Younger Toddler	
Respond to stories about time and age	SS 16-2 Understands Time
Older Toddler	
Begin to recall information from recent experiences	SS 16-2 Understands Time
Younger Preschool	
Begin to communicate concepts of time	SS 16-2 Understands Time
Older Preschool	
Demonstrate the awareness of change over time	SS 16-2 Understands Time

Demonstrate awareness of the foundations of government	
Infant	
N/A	
Younger Toddler	
N/A	
Older Toddler	
Begin to recognize familiar aspects of community or cultural symbols	SS 16-3 Explores Geography
Younger Preschool	
Identify leaders and helpers in the home or classroom environment	SS 16-4 Learns about Community Roles and Jobs
Recognize familiar aspects of community or cultural symbols	SS 16-3 Explores Geography
Older Preschool	
Identify leaders and community helpers at home, school, and in environments	SS 16-4 Learns about Community Roles and Jobs
Identify symbolic objects and pictures of local, state, and/or national symbols	SS 16-3 Explores Geography
Demonstrate awareness of the functions of government	
Infant	
Demonstrate comfort in familiar routines, objects, and materials	ATL 2-1 Understands Routines
Respond to adult guidance about behavior	ATL 2-2 Shows Responsibility
Younger Toddler	
Begin to understand and follow basic guidance	ATL 2-2 Shows Responsibility
Older Toddler	
Begin to demonstrate an understanding of rules	ATL 2-2 Shows Responsibility
Younger Preschool	
Begin to demonstrate an understanding of rules in the home, school environment, and the purposes they serve	ATL 2-2 Shows Responsibility
Older Preschool	
Demonstrate an understanding of rules in the home, school environment, and the purposes they serve	ATL 2-2 Shows Responsibility
Social Studies Foundations – Geography	

Demonstrate awareness of the world in spatial terms	
Infant	
Begin to discover use of body and objects in the environment	CM 12-2 Develops Spatial Awareness
Younger Toddler	
Begin to respond to simple location terms	CM 12-2 Develops Spatial Awareness
Use a variety of materials to represent familiar objects	ATL 1-6 Thinks with Creativity & Flexibility
Older Toddler	
Begin to use simple location terms	CM 12-2 Develops Spatial Awareness
Experiment with materials to represent objects in play	ATL 1-6 Thinks with Creativity & Flexibility
Younger Preschool	
Identify location, directionality, and spatial relationships	CM 12-2 Develops Spatial Awareness
Begin to create simple representations of a familiar physical environment	ATL 1-6 Thinks with Creativity & Flexibility
Older Preschool	
Develop concepts and describe location, directionality, and spatial relationships	CM 12-2 Develops Spatial Awareness
Engage in play where one item represents another	ATL 1-6 Thinks with Creativity & Flexibility
Demonstrate awareness of places and regions	
Infant	
Explore the immediate environment	ATL 1-4 Is Curious
Younger Toddler	
Recognize parts of surroundings	ATL 1-2 Develops Memory
Look toward location where familiar objects are stored with the expectation of finding them	ATL 1-2 Develops Memory
Older Toddler	
Describe the characteristics of home and surroundings	ATL 1-2 Develops Memory
Know the location of objects and places in familiar environments	ATL 1-2 Develops Memory
Younger Preschool	
Identify and describe prominent features of the classroom, school, neighborhood, and community	SS 16-3 Explores Geography
Begin to learn knowledge of personal and geographic information	SS 16-3 Explores Geography

Older Preschool	
Use words to describe natural and manmade features of locations	SS 16-3 Explores Geography
Become familiar with information about where they live and understand what an address is	SS 16-3 Explores Geography
Demonstrate awareness of environment and society	
Infant	
N/A	
Younger Toddler	
Show interest in various aspects of the environment	CS 15-1 Explores the Natural Environment
Older Toddler	
Explore characteristics and ask questions about aspects of the environment	CS 15-1 Explores the Natural Environment
Younger Preschool	
Begin to understand the relationship between humans and the environment	CS 15-2 Develops an Understanding of and Care for the Natural World
Older Preschool	
Begin to describe the reciprocal relationship between humans and the environment	CS 15-2 Develops an Understanding of and Care for the Natural World
Social Studies Foundations – Economics	
Demonstrate awareness of economics	
Infant	
Demonstrate preference for specific objects and people	ATL 1-5 Shows Initiative
Younger Toddler	
Communicate desire for objects and/or persons that are in the classroom or home	ATL 1-5 Shows Initiative
Imitate familiar roles and routines	SS 16-4 Learns about Community Roles and Jobs
Older Toddler	
Use props related to buying and selling items during play	SS 16-5 Learns about Government and Economics
Communicate wants and needs	ATL 1-5 Shows Initiative
Recognize various familiar workers in the community	SS 16-4 Learns about Community Roles and Jobs
Begin to role play different jobs	SS 16-4 Learns about Community Roles and Jobs
Younger Preschool	

Begin to understand the purpose of money and concepts of buying and selling through play	SS 16-5 Learns about Government and Economics
Develop an awareness that people work for money in order to provide for basic needs	SS 16-5 Learns about Government and Economics
Develop an awareness of the roles of various familiar community helpers/workers	SS 16-4 Learns about Community Roles and Jobs
Act out adult social roles and occupations	SS 16-4 Learns about Community Roles and Jobs
Older Preschool	
Begin to understand the purpose of money and concepts of buying and selling through play	SS 16-5 Learns about Government and Economics
Develop an awareness that people work for money in order to provide for basic needs	SS 16-5 Learns about Government and Economics
Describe community helpers/workers in terms of tools/equipment they use and services/products they provide	SS 16-4 Learns about Community Roles and Jobs
Act out adult social roles and occupations	SS 16-4 Learns about Community Roles and Jobs
Social Studies Foundations – Citizenship	
Demonstrate awareness of citizenship	
Infant	
Interact with the environment to make needs known	ATL 1-5 Shows Initiative
Younger Toddler	
Observe others carrying out routines and responsibilities and begin to imitate	ATL 2-2 Shows Responsibility
Make choices known	ATL 1-5 Shows Initiative
Older Toddler	
Participate in simple routines with adult support	ATL 2-2 Shows Responsibility
Identify preferences	ATL 1-5 Shows Initiative
Younger Preschool	
Assist adults with daily routines and responsibilities	ATL 2-2 Shows Responsibility
Choose simple daily tasks from a list of classroom jobs	ATL 1-5 Shows Initiative
Begin to initiate helping tasks	ATL 2-2 Shows Responsibility

Demonstrate an understanding of how voting works	SS 16-5 Learns about Government and Economics
Older Preschool	
Demonstrate willingness to work together to accomplish tasks	ATL 2-2 Shows Responsibility
Identify simple tasks within the home, early childhood setting, or community	ATL 1-5 Shows Initiative
Provide leadership in completing daily tasks	ATL 2-2 Shows Responsibility
Demonstrate an understanding of the outcome of a vote	SS 16-5 Learns about Government and Economics

Creative Arts Foundations – Music	Vine Indicators
Demonstrate creative music expression	
Infant	
Respond to music by moving own body	CCA 21-3 Explores Movement and Dance
Experiment with vocalizations and sounds	CCA 21-2 Explores Music
React to familiar songs or music	CCA 21-2 Explores Music
Participate in diverse musical genres and styles	CCA 21-2 Explores Music
Younger Toddler	
Respond to music by moving own body	CCA 21-3 Explores Movement and Dance
Imitate sounds using voice or objects	CCA 21-2 Explores Music
Sing along to familiar songs	CCA 21-2 Explores Music
Make rhythmic patterns with objects	CCA 21-2 Explores Music
Participate in diverse musical genres and styles	CCA 21-2 Explores Music
Older Toddler	
Respond to music by moving own body	CCA 21-3 Explores Movement and Dance
Experiment with vocalizations, sounds, and musical instruments	CCA 21-2 Explores Music
Initiate singing a song repeatedly	CCA 21-2 Explores Music
Produce rhythmic patterns to familiar songs	CCA 21-2 Explores Music
Participate in diverse musical genres and styles	CCA 21-2 Explores Music
Younger Preschool	
Listen and respond to music	CCA 21-2 Explores Music

Participate in classroom experiences with musical instruments and singing to express creativity	CCA 21-2 Explores Music
Sing songs that use the voice in a variety of ways	CCA 21-2 Explores Music
Respond to rhythmic patterns in music	CCA 21-2 Explores Music
Describe feelings and reactions in response to diverse musical genres and styles	CCA 21-2 Explores Music
Older Preschool	
Respond to changes heard in music	CCA 21-2 Explores Music
Use familiar rhymes, songs, chants, and musical instruments to express creativity	CCA 21-2 Explores Music
Sing songs that use the voice in a variety of ways	CCA 21-2 Explores Music
Respond to rhythmic patterns in music	CCA 21-2 Explores Music
Describe feelings and reactions in response to diverse musical genres and styles	CCA 21-2 Explores Music
Creative Arts Foundations – Dance	
Demonstrate creative movement expression	
Infant	
Respond to music with body movements	CCA 21-3 Explores Movement and Dance
Younger Toddler	
Use whole body to respond to music	CCA 21-3 Explores Movement and Dance
Older Toddler	
Use dance for self-expression	CCA 21-3 Explores Movement and Dance
Younger Preschool	
Convey ideas and emotions through creative movement expression (with or without music)	CCA 21-3 Explores Movement and Dance
Older Preschool	
Convey ideas and emotions through creative movement expression (with or without music)	CCA 21-3 Explores Movement and Dance
Purposefully select movements that communicate ideas, thoughts, and feelings	CCA 21-3 Explores Movement and Dance
Creative Arts Foundations – Visual Arts	

Demonstrate creative expression through the visual art process	
Infant	
Explore simple art materials	CCA 21-1 Explores Art Media
Younger Toddler	
Use simple art materials	CCA 21-1 Explores Art Media
Express preferences for certain art materials	CCA 21-1 Explores Art Media
Older Toddler	
Enjoy repetition of materials and experiences	CCA 21-1 Explores Art Media
Younger Preschool	
Use colors, lines, and shapes to communicate meaning	CCA 21-1 Explores Art Media
Older Preschool	
Identify and use colors, lines, and shapes found in the environment and in works of art	CCA 21-1 Explores Art Media
Demonstrate creative expression through visual art production	
Infant	
Respond to various textures and sensory materials	CCA 21-1 Explores Art Media
<i>Also see English/Language Arts Foundation 3: Early Writing (ELA3.1)</i>	
Younger Toddler	
Explore a variety of media	CCA 21-1 Explores Art Media
<i>Also see English/Language Arts Foundation 3: Early Writing (ELA3.1)</i>	
Older Toddler	
Use a variety of media	CCA 21-1 Explores Art Media
<i>Also see English/Language Arts Foundation 3: Early Writing (ELA3.1)</i>	
Younger Preschool	
Progress in ability to create drawings, models, and other art using a variety of materials	CCA 21-1 Explores Art Media
Develop growing ability to plan, work independently, and demonstrate care in a variety of art	CCA 21-1 Explores Art Media
<i>Also see English/Language Arts Foundation 3: Early Writing (ELA3.1)</i>	
Older Preschool	
Progress in ability to create drawings, models, and other art using a variety of materials	CCA 21-1 Explores Art Media

Develop growing ability to plan, work independently and cooperatively, and demonstrate care and persistence in a variety of art	CCA 21-1 Explores Art Media
<i>Also see English/Language Arts Foundation 3: Early Writing (ELA3.1)</i>	
Demonstrate creative expression through art appreciation	
Infant	
Show preference for particular visual stimuli	CCA 21-1 Explores Art Media
Younger Toddler	
Express likes or dislikes of certain colors or patterns	CCA 21-1 Explores Art Media
Look at pictures, photographs, and illustrations	CCA 21-1 Explores Art Media
Older Toddler	
Communicate preferences while looking at pictures, photographs, and illustrations	CCA 21-1 Explores Art Media
Compare and contrast own creations and those of others	CCA 21-1 Explores Art Media
Younger Preschool	
Observe and discuss art forms	CCA 21-1 Explores Art Media
Reflect on differences and preferences when encounters artwork	CCA 21-1 Explores Art Media
Share ideas about personal creative work	CCA 21-1 Explores Art Media
Older Preschool	
Observe and discuss art forms	CCA 21-1 Explores Art Media
Reflect on differences and preferences when encounters artwork	CCA 21-1 Explores Art Media
Share ideas about personal creative work	CCA 21-1 Explores Art Media
Creative Arts Foundations – Dramatic Play	
Demonstrate creative expression through dramatic play	
Infant	
Engage in onlooker play	SED 6-2 Bonds with Peers
Begin to exhibit skills in solitary play	SED 4-1 Develops Awareness of Self
Begin to imitate the actions and expressions of caregivers	SED 5-2 Learns from Adults

Begin to recognize that certain actions will draw responses	SED 5-2 Learns from Adults
Younger Toddler	
Engage in solitary play	SED 4-1 Develops Awareness of Self
Begin to exhibit skills in parallel play	SED 6-3 Cooperates with Peers
Use objects as symbols for other things	CCA 21-4 Participates in Dramatic Play
Demonstrate simple character/animal sounds with motions	CCA 21-4 Participates in Dramatic Play
Older Toddler	
Engage in parallel play	SED 6-3 Cooperates with Peers
Begin to exhibit skills in associative play	SED 6-3 Cooperates with Peers
Spontaneously pretend to take on the characteristics of a person, character, or animal	CCA 21-4 Participates in Dramatic Play
Express self through dramatic play	CCA 21-4 Participates in Dramatic Play
Younger Preschool	
Engage in associative and cooperative play	SED 6-3 Cooperates with Peers
Use a variety of props to demonstrate themes about life experiences, ideas, and feelings	CCA 21-4 Participates in Dramatic Play
Participate freely in dramatic play experiences that become of increased duration and complexity	CCA 21-4 Participates in Dramatic Play
Older Preschool	
Engage in associative and cooperative play	SED 6-3 Cooperates with Peers
Role-play imaginary events and characters	CCA 21-4 Participates in Dramatic Play
Participate freely in dramatic play experiences that become of increased duration and complexity	CCA 21-4 Participates in Dramatic Play

Physical Health and Growth Foundations – Health and Well-Being	Vine Indicators
Demonstrate development of healthy practices	
Infant	
Passively participate in health and hygiene-related behaviors initiated by an adult	PMP 19-2 Develops Self-Care Skills
Younger Toddler	

Participate with adult support in health and hygiene-related behaviors	PMP 19-2 Develops Self-Care Skills
Imitate personal health practices	PMP 19-2 Develops Self-Care Skills
Older Toddler	
Practice health and hygiene-related behaviors with reminders	PMP 19-2 Develops Self-Care Skills
Imitate an experience of participating in a doctor or dentist visit	PMP 19-2 Develops Self-Care Skills
Younger Preschool	
Demonstrate health and hygiene-related behaviors with reminders	PMP 19-2 Develops Self-Care Skills
Identify the difference between sick and well	PMP 19-2 Develops Self-Care Skills
Engage in sociodramatic play to demonstrate the roles of medical professionals	CCA 21-4 Participates in Dramatic Play
Older Preschool	
Demonstrate health and hygiene-related behaviors with minimal prompting	PMP 19-2 Develops Self-Care Skills
Communicate practices that promote healthy living and prevent illness for self and family members	PMP 19-2 Develops Self-Care Skills
Engage in sociodramatic play to demonstrate the roles of medical professionals	CCA 21-4 Participates in Dramatic Play
Demonstrate development of safety practices	
Infant	
Use key adults as a secure base when exploring the environment	PMP 20-2 Learns Safety Rules
Seek reassurance from a trusted caregiver when encountering an unfamiliar person or object	PMP 20-2 Learns Safety Rules
Younger Toddler	
Demonstrate awareness of danger	PMP 20-2 Learns Safety Rules
Respond to adult direction to change behavior in order to avoid danger or prevent injuries	PMP 20-2 Learns Safety Rules
Older Toddler	
Demonstrate awareness of danger	PMP 20-2 Learns Safety Rules
Recall behaviors that prevent injuries	PMP 20-2 Learns Safety Rules
Respond to adult guidance and direction regarding safety	PMP 20-2 Learns Safety Rules
Younger Preschool	
Identify ways to play safely	PMP 20-2 Learns Safety Rules

Follow simple safety rules while participating in activities	PMP 20-2 Learns Safety Rules
Older Preschool	
Demonstrate basic safety knowledge	PMP 20-2 Learns Safety Rules
Participate, with adult support, to develop safety rules for an activity	PMP 20-2 Learns Safety Rules
Demonstrate development of nutrition awareness	
Infant	
Express when hungry or full	PMP 19-1 Develops Meal Time Independence
Show food preferences	PMP 19-1 Develops Meal Time Independence
Begin following a regular eating routine	PMP 20-1 Learns about Nutrition
Demonstrate awareness of different textures of food	PMP 20-1 Learns about Nutrition
Help with self-feeding	PMP 19-1 Develops Meal Time Independence
Younger Toddler	
Express when hungry or full	PMP 19-1 Develops Meal Time Independence
Try new foods	PMP 19-1 Develops Meal Time Independence
Follow a regular eating routine	PMP 20-1 Learns about Nutrition
Feed self with some assistance	PMP 19-1 Develops Meal Time Independence
Older Toddler	
Express when hungry or full	PMP 19-1 Develops Meal Time Independence
Make simple food choices depending on personal and cultural preference	PMP 19-1 Develops Meal Time Independence
Communicate about various characteristics of food	PMP 20-1 Learns about Nutrition
Feed self with minimal assistance	PMP 19-1 Develops Meal Time Independence
Younger Preschool	
Respond to physical cues when hungry, full or thirsty	PMP 19-1 Develops Meal Time Independence
Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy	PMP 20-1 Learns about Nutrition
Distinguish between nutritious and less nutritious foods	PMP 20-1 Learns about Nutrition
Independently feeds self	PMP 19-1 Develops Meal Time Independence
Older Preschool	
Respond to physical cues when hungry, full or thirsty	PMP 19-1 Develops Meal Time Independence
Communicate about variety and amount of foods needed to be healthy	PMP 20-1 Learns about Nutrition
Name food and beverages that help to build healthy bodies	PMP 20-1 Learns about Nutrition

Independently feeds self, using utensils	PMP 19-1 Develops Meal Time Independence
Physical Health and Growth Foundations – Senses	
Demonstrate how the five senses support processing information	
Infant	
Manipulate objects to see what will happen	CS 13-1 Explores Objects
Younger Toddler	
Try a new action with a familiar object	CS 13-1 Explores Objects
Older Toddler	
Test objects to determine their purpose	CS 13-1 Explores Objects
Younger Preschool	
Take things apart and attempt to put them back together	CS 13-1 Explores Objects
Older Preschool	
Take things apart and invent new structures using the parts	CS 13-1 Explores Objects
Demonstrate development of body awareness	
Infant	
Show awareness of own body and start to move intentionally	PMP 17-1 Develops Perception & Balance
Interact with adults in physical activities	SED 5-2 Learns from Adults
Younger Toddler	
Identify basic body parts	SED 4-1 Develops Awareness of Self
Use trial and error to discover how the body and objects move through space	PMP 17-1 Develops Perception & Balance
Use simple movement skills to participate in active physical play	PMP 17-1 Develops Perception & Balance
Older Toddler	
Identify basic body parts	SED 4-1 Develops Awareness of Self
Demonstrate awareness of own body in space and in relationship to objects	PMP 17-1 Develops Perception & Balance
Participate in active physical play and structured activities requiring spontaneous and instructed body movements	PMP 17-1 Develops Perception & Balance
Younger Preschool	
Identify and describe function of body parts	SED 4-1 Develops Awareness of Self

Demonstrate awareness of own body in relation to other people and objects through play activities	PMP 17-1 Develops Perception & Balance
Participate in structured and unstructured active physical play exhibiting strength and stamina	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
Demonstrate basic understanding that physical activity helps the body grow and be healthy	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
Older Preschool	
Identify and describe function of body parts	SED 4-1 Develops Awareness of Self
Demonstrate awareness of own body in relation to other people and objects through play activities	PMP 17-1 Develops Perception & Balance
Participate in structured and unstructured active physical play exhibiting strength and stamina	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
Demonstrate basic understanding that physical activity helps the body grow and be healthy	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
Physical Health and Growth Foundations – Motor Skills	
Demonstrate development of fine and gross motor coordination	
Infant	
Demonstrate hand-eye coordination and participate in a variety of activities to enhance coordination	PMP 17-4 Develops Gross Hand-Eye Coordination PMP 18-2 Develops Fine Hand-Eye Coordination
Begin to develop coordination and balance, often with support	PMP 17-4 Develops Gross Hand-Eye Coordination
Develop control of head and back, progressing to arms and legs	PMP 17-4 Develops Gross Hand-Eye Coordination
<i>Also see English/Language Arts Foundation 3: Early Writing (ELA3.1)</i>	
Younger Toddler	
Gain control of hands and fingers	PMP 18-2 Develops Fine Hand-Eye Coordination
Begin to develop coordination and balance, requiring less support	PMP 17-4 Develops Gross Hand-Eye Coordination
<i>Also see English/Language Arts Foundation 3: Early Writing (ELA3.1)</i>	
Older Toddler	
Use hand-eye coordination to manipulate smaller objects with increasing control	PMP 18-2 Develops Fine Hand-Eye Coordination
Develop coordination and balance	PMP 17-4 Develops Gross Hand-Eye Coordination

Develop gross motor control for a range of physical activities	PMP 17-4 Develops Gross Hand-Eye Coordination
<i>Also see English/Language Arts Foundation 3: Early Writing (ELA3.1)</i>	
Younger Preschool	
Refine grasp to manipulate tools and objects	PMP 18-2 Develops Fine Hand-Eye Coordination
Demonstrate coordination and balance	PMP 17-4 Develops Gross Hand-Eye Coordination
Coordinate movements to perform a task	PMP 17-4 Develops Gross Hand-Eye Coordination PMP 18-2 Develops Fine Hand-Eye Coordination
<i>Also see English/Language Arts Foundation 3: Early Writing (ELA3.1)</i>	
Older Preschool	
Perform fine-motor tasks that require small-muscle strength and control	PMP 18-2 Develops Fine Hand-Eye Coordination
Demonstrate coordination and balance in a variety of activities	PMP 17-4 Develops Gross Hand-Eye Coordination
Coordinate movements to perform a complex task	PMP 17-4 Develops Gross Hand-Eye Coordination PMP 18-2 Develops Fine Hand-Eye Coordination
<i>Also see English/Language Arts Foundation 3: Early Writing (ELA3.1)</i>	
Demonstrate development of oral motor skills	
Infant	
Demonstrate continual progression in oral muscle tone, strength, and range of motion, leading to more complex oral movement and control	
Younger Toddler	
Demonstrate continual progression in oral muscle tone, strength, and range of motion, leading to more complex oral movement and control	
Older Toddler	
Demonstrate continual progression in oral muscle tone, strength, and range of motion, leading to more complex oral movement and control	
Younger Preschool	
Demonstrate continual progression in oral muscle tone, strength, and range of motion, leading to more complex oral movement and control	
Older Preschool	
N/A	

Physical Health and Growth Foundations – Personal Care	
Demonstrate increased independence in personal care routines	
Infant	
Participate passively in dressing and undressing self	PMP 19-2 Develops Self-Care Skills
Younger Toddler	
Show interest in assisting with personal body care practices	PMP 19-2 Develops Self-Care Skills
Show interest in assisting with dressing and undressing self	PMP 19-2 Develops Self-Care Skills
Exhibit beginning awareness of toileting needs	PMP 19-3 Becomes Toilet Trained
Older Toddler	
Participate with adult support in personal body care practices	PMP 19-2 Develops Self-Care Skills
Participate with adult support in dressing and undressing self	PMP 19-2 Develops Self-Care Skills
Communicate toileting needs	PMP 19-3 Becomes Toilet Trained
Younger Preschool	
Attend to personal body care practices with reminders	PMP 19-2 Develops Self-Care Skills
Independently dress and undress self	PMP 19-2 Develops Self-Care Skills
Independently attend to toileting needs	PMP 19-3 Becomes Toilet Trained
Older Preschool	
Attend to personal body care practices with minimal adult support	PMP 19-2 Develops Self-Care Skills
Independently dress and undress self	PMP 19-2 Develops Self-Care Skills
Independently attend to toileting needs	PMP 19-3 Becomes Toilet Trained

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: contact@lifecubby.me