

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:
Iowa Early Learning Standards
Birth through 5 years



References

Early Childhood Iowa. (2018). *Iowa early learning standards*. IA: Author.
Retrieved from https://educateiowa.gov/sites/files/ed/documents/IowaEarlyLearningStandards-3rdEdition12.20.18_508.pdf

Iowa Early Learning Standards Preschool	Vine Assessments by LifeCubby
Social and Emotional Development	Vine Indicators
Birth – 3 years	
Self – Display a positive sense of self.	
Responds to familiar adults' and children's interactions using behaviors such as gazing, cuddling, and accepting assistance.	SED 5-1 Bonds with Adults SED 6-2 Bonds with Peers
Explores his or her own body.	SED 4-1 Develops Awareness of Self
Shows awareness of self, such as responding to own image in mirror.	SED 4-1 Develops Awareness of Self
Shows preferences for toys and experiences.	SED 3-1 Expresses Emotion
Expresses reaction through facial expressions, sounds, and gestures.	SED 3-1 Expresses Emotion
Self-Regulation – Show increasing awareness of and ability to express emotions in socially and culturally appropriate ways.	
Indicates need for assistance through actions such as crying, gesturing, vocalizing, using words, or approaching familiar adults.	ATL 1-3 Is Persistent
Comforts him or herself when distressed or tired by actions such as sucking, stroking a blanket, or hugging a toy.	SED 3-2 Manages Feelings & Demonstrates Self-Control
Begins to express a range and variety of feelings and emotions through body language, facial expressions, actions, and/or verbal responses.	SED 3-1 Expresses Emotion
Shows increasing ability to recognize own feelings, including simple (such as mad, glad) and complex (such as excited, frustrated, disappointed) feelings.	SED 3-1 Expresses Emotion
Responds to emotions expressed by others, for example, by comforting another child or crying in response to the cries of others.	SED 6-1 Builds Empathy

Begins to control behavior through following simple rules and limits in a variety of settings.	SED 3-2 Manages Feelings & Demonstrates Self-Control
Begins to transition between feeling states with guidance from a caring adult.	SED 5-1 Bonds with Adults
Relationship with Adults – relate positively with significant adults.	
Distinguishes between familiar and unfamiliar adults; for example, is comforted by the sight of the familiar adult or the sound of the familiar adult's voice.	SED 5-1 Bonds with Adults
Accepts assistance and comfort from familiar adults.	SED 5-1 Bonds with Adults
Seeks and maintains contact with familiar adults; for example, by looking at the adult, hearing the adult's voice, or touching the adult.	SED 5-1 Bonds with Adults
Shows discomfort at separations from familiar adults.	SED 5-1 Bonds with Adults
Seeks help from familiar adults in unfamiliar situations.	SED 5-1 Bonds with Adults
Explores the environment, both indoors and outdoors, but may return to a familiar adult periodically for security.	SED 5-1 Bonds with Adults
Begins to imitate or portray roles and relationships.	SED 5-2 Learns from Adults
Imitates adult behaviors.	SED 5-2 Learns from Adults
Relationships with Children - Respond to and initiate interactions with other children.	
Initiates interactions with other children through gestures, vocalizations, facial expressions, and/or body movements.	SED 6-2 Bonds with Peers
Accepts help from familiar adults in interactions with other children.	SED 6-2 Bonds with Adults
Begins to demonstrate empathy for others and responds to people's facial expressions, body language, and/or interactions.	SED 6-1 Builds Empathy
Develops an awareness of his or her behavior and how it affects others.	SED 6-1 Builds Empathy
Imitates other children's behaviors.	SED 6-2 Bonds with Peers

3 – 5 years	
Self - Express a positive awareness of self in terms of specific abilities, characteristics, and preferences.	
Expresses a positive sense of self in terms of specific abilities.	SED 4-2 Becomes Confident
Expresses needs, wants, opinions, and feelings in socially appropriate ways.	SED 3-1 Expresses Emotion
Demonstrates increasing confidence and independence in a variety of tasks and routines and expresses pride in accomplishments.	SED 4-2 Becomes Confident
Recognizes own power to make choices.	SED 4-2 Becomes Confident
Self-Regulation - Show increasing ability to regulate their behavior and express their emotions in appropriate ways.	
Demonstrates the ability to monitor his or her own behavior and its effects on others, following and contributing to adult expectations.	SED 3-2 Manages Feelings & Demonstrates Self-Control
Persists with difficult tasks without becoming overly frustrated.	ATL 1-3 Is Persistent
Begins to accept consequences of his or her own actions.	ATL 2-2 Shows Responsibility
Manages transitions and changes to routines.	ATL 1-6 Thinks with Creativity & Flexibility
States feelings, needs, and opinions in difficult situations without harming self, others, or property.	SED 3-2 Manages Feelings & Demonstrates Self-Control
Expresses an increasing range and variety of emotions, and the transitions between feeling states become smoother.	SED 3-1 Expresses Emotion
Relationship with Adults – relate positively with significant adults.	
Interacts comfortably with familiar adults.	SED 5-1 Bonds with Adults
Accepts guidance, comfort, and directions from a range of familiar adults in a variety of environments.	SED 5-1 Bonds with Adults
Expresses affection toward familiar adults.	SED 5-1 Bonds with Adults
Shows trust in familiar adults.	SED 5-1 Bonds with Adults

Seeks help, as needed, from familiar adults.	SED 5-1 Bonds with Adults
Relationships with Children - Respond to and initiate appropriate interactions with other children and form positive peer relationships.	
Initiates and sustains positive interactions with peers and organizes play.	SED 6-2 Bonds with Peers
Wants to please and be like friends.	SED 6-2 Bonds with Peers
Negotiates with others to resolve disagreements.	SED 6-3 Cooperates with Peers
Develops friendships with other children (peers); starts to demonstrate taking turns and sharing with others.	SED 6-3 Cooperates with Peers
Expresses empathy to other children (peers) and demonstrates caring behaviors.	SED 6-1 Builds Empathy
Accepts consequences of his or her actions.	ATL 2-2 Shows Responsibility
Recognizes how behaviors can affect others.	SED 6-1 Builds Empathy
Names friends.	SED 6-2 Bonds with Peers

Physical Well-Being and Motor Development	
Healthy and Safe Living - Participate in healthy and safe living practices.	
Infant	
Expresses satisfaction or dissatisfaction regarding care and play routines as well as participates in care routines based on appropriate developmental stages and family culture.	PMP 19-2 Develops Self-Care Skills
Establishes healthy eating and sleeping patterns with the assistance of a responsive adult.	PMP 20-1 Learns about Nutrition PMP 19-2 Develops Self-Care Skills
Ingests breast milk or formula, progressing to solid foods, to self-feeding age-appropriate foods, and drinking from a cup.	PMP 19-1 Develops Meal Time Independence
Toddler	

Participates in healthy self-care routines, demonstrating increasing independence, such as washing hands and pouring own milk, with assistance from a caring adult.	PMP 19-2 Develops Self-Care Skills
Shows a willingness to try new foods and engages in food exploration such as basic cooking tasks or dramatic play activity.	PMP 20-1 Learns about Nutrition
Participates in safe behaviors regarding the environment, such as around stairs or hot surfaces, or accepts redirection from adults.	PMP 20-2 Learns Safety Rules
Large Motor Skills – Develop large motor skills.	
Infant	
Shows increasing balance, strength, and coordination in activities such as gaining control of the head and body by turning head from side to side, lifting the head off the floor, sitting, and standing.	PMP 17-1 Develops Perception & Balance
Shows increasing control in large motor skills such as reaching, rolling over, crawling, standing, and walking.	PMP 17-1 Develops Perception & Balance
Toddler	
Shows increasing control in motor skills such as rolling, throwing, and kicking a ball, and jumping.	PMP 17-4 Develops Gross Hand-Eye Coordination
Shows increasing balance in activities such as running, climbing stairs, marching, and moving a riding toy using his or her feet.	PMP 17-2 Develops Lower Body Strength
Small Motor Skills – Develop small motor skills.	
Infant	
Uses hand-eye coordination to perform self-help and small motor tasks, such as eating food, picking up objects, placing objects on a surface, transferring objects from hand to hand, and fitting objects into a hole in a box.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills PMP 18-2 Develops Fine Hand-Eye Coordination
Toddler	
uses hand-eye coordination to perform self-help and small motor	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills PMP 18-2 Develops Fine Hand-Eye Coordination

tasks such as eating with a fork or spoon, completing simple puzzles, stacking blocks, dressing with assistance, scribbling with crayons or markers, participating in finger plays, and using musical instruments.	
Healthy and Safe Living - Show increasing awareness of healthy and safe living practices.	
3 – 5 years	
Begins to recognize and select healthy foods.	PMP 20-1 Learns about Nutrition
Follows healthy self-care routines such as brushing teeth, washing hands, and using the bathroom.	PMP 19-2 Develops Self-Care Skills
Develops appropriate balance between rest and physical activity as part of a healthy lifestyle.	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
Demonstrates safe behaviors regarding environment (stranger, tornado, fire, traffic, bodies of water), toxic substances, objects, and climbing structures.	PMP 20-2 Learns Safety Rules
Communicates safety rules and the reasons for the rules for indoor and outdoor environments.	PMP 20-2 Learns Safety Rules
Large Motor Skills – develop large motor skills.	
Demonstrates control and balance in locomotor skills, such as walking, running, jumping, hopping, marching, galloping, and climbing stairs.	PMP 17-2 Develops Lower Body Strength
Demonstrates the ability to coordinate movements with balls, such as throwing, kicking, striking, catching, and bouncing.	PMP 17-5 Develops Large Motor Coordination Skills
Expresses enjoyment in participating in physical experiences and creative movement.	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
Small Motor Skills – Develop small motor skills.	
Uses hand-eye coordination to perform self-help and small motor tasks with a variety of manipulative materials, such as beads, pegs,	PMP 18-2 Develops Fine Hand-Eye Coordination

shoelaces, puzzle pieces, and musical instruments.	
Demonstrates increased skills using scissors and writing tools for various learning experiences.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills

Approaches to Learning	
Birth – 3 years	
Curiosity and Initiative - Express curiosity and initiative in exploring the environment and learning new skills.	
Shows interest in people including other infants, objects, and events.	ATL 1-4 Is Curious
Uses his or her senses to choose, explore, and manipulate a variety of objects or toys in a variety of ways.	ATL 1-4 Is Curious
Actively plays with or near adults, other children, and materials.	ATL 1-5 Shows Initiative
Engagement and Persistence - Purposefully choose, engage, and persist in play, experiences, and routines.	
Holds attention of familiar adult; for example, through eye contact or vocalizations.	ATL 1-3 Is Persistent
Repeats familiar and newly learned experiences.	ATL 1-3 Is Persistent
Maintains focus, if interested, on people or objects, play experiences, or novel events.	ATL 1-1 Is Attentive
Continues to try to succeed using challenging materials or during experiences.	ATL 1-3 Is Persistent
Reasoning and Problem Solving - Purposefully demonstrate strategies for reasoning and problem solving.	
Uses an object, action, or adult to accomplish tasks, such as pulling a blanket to reach a toy or pushing a button to hear a sound.	ATL 1-5 Shows Initiative
Experiments to find a solution to a problem.	ATL 1-3 Is Persistent
Imitates an adult action to solve a problem.	SED 5-2 Learns from Adults

Recognizes difficulties and adjusts actions, as needed.	ATL 1-6 Thinks with Creativity & Flexibility
Seeks and accepts help when encountering a problem beyond his or her ability to solve independently.	ATL 1-6 Thinks with Creativity & Flexibility
Play and Senses - Engage in play to learn.	
Uses sights, smells, sounds, textures, and tastes to explore and experience routines and materials within the environment.	ATL 1-4 Is Curious
Chooses and participates in a variety of play experiences.	ATL 1-5 Shows Initiative
Imitates behaviors of others in play.	ATL 1-5 Shows Initiative
Repeats experiences with materials, adults, and peers to build knowledge and understanding of the world around them.	ATL 1-3 Is Persistent
3 – 5 years	
Curiosity and Initiative - Express curiosity, interest, and initiative in exploring the environment, engaging in experiences, and learning new skills.	
Chooses, deliberately, to explore a variety of materials and experiences, seeking out new challenges.	ATL 1-5 Shows Initiative
Participates in experiences with eagerness, flexibility, imagination, independence, and inventiveness.	ATL 1-6 Thinks with Creativity & Flexibility
Asks questions about a variety of topics.	ATL 1-4 Is Curious
Repeats skills and experiences to build competence and support the exploration of new ideas.	ATL 1-3 Is Persistent
Engagement and Persistence - Purposefully choose and persist in experiences and play.	
Maintains concentration on a task, despite distractions and interruptions.	ATL 1-3 Is Persistent
Stays engaged and completes a variety of both adult-directed and self-initiated tasks, projects, and experiences of increasing degrees of difficulty.	ATL 1-3 Is Persistent

Sets goals and follows a plan in order to complete a task.	ATL 1-5 Shows Initiative
Chooses to participate in play and learning experiences.	ATL 1-4 Is Curious
Reasoning and Problem Solving - Demonstrate strategies for reasoning and problem solving.	
Shows interest in and finds a variety of solutions to questions, tasks, or problems.	ATL 1-4 Is Curious
Recognizes and solves problems through active exploration, including trial and error, and through interactions and discussions with peers and adults	ATL 1-3 Is Persistent
Shares ideas or makes suggestions of how to solve a problem presented by another person.	ATL 1-5 Shows Initiative
Play and Senses - Engage in play to learn.	
Engages in a variety of indoor and outdoor play experiences.	CS 15-1 Explores the Natural Environment
Uses sights, smells, sounds, textures, and tastes to discriminate between and to explore experiences, materials, and the environment.	CS 13-1 Explores Objects
Engages in self-initiated, unstructured play.	ATL 1-5 Shows Initiative
Plans and executes play experiences alone and with others.	ATL 1-5 Shows Initiative

Social Studies	
Birth – 3 years	
Awareness of Family and Community - Demonstrate a sense of belonging within their family, program, and other social settings or groups.	
Expresses enjoyment at being in a familiar setting or group.	SED 5-1 Bonds with Adults
Recognizes familiar adults and uses them to determine safety during exploration.	SED 5-1 Bonds with Adults
Explores and plays freely within familiar settings.	ATL 1-4 Is Curious

Awareness of Culture - Demonstrate a strong sense of self within their culture.	
Expresses enjoyment at being in a familiar setting or group.	SED 5-1 Bonds with Adults
Chooses and participates in familiar experiences, including songs and stories from his or her home culture.	SS 16-1 Explores Cultures
Explores materials from various cultures.	SS 16-1 Explores Cultures
Exploration of the Environment - Explore new environments with interest and recognize familiar places.	
Demonstrates interest and curiosity within familiar and unfamiliar settings.	ATL 1-4 Is Curious
Explores and plays with new, as well as familiar objects, in the environment using all five senses.	CS 13-1 Explores Objects
Chooses and participates in unfamiliar experiences	ATL 1-4 Is Curious
Awareness of Past	
<i>Not developmentally appropriate.</i>	
3 – 5 years	
Awareness of Family and Community - Demonstrate an increasing awareness of belonging to a family and community.	
Demonstrates understanding that communities are composed of groups of people who live, play, or work together.	SS 16-4 Learns about Community Roles and Jobs
Demonstrates ability to identify communities to which they belong.	SED 4-1 Develops Awareness of Self
Recognizes their family is an important group to which they belong.	SS 16-4 Learns about Community Roles and Jobs
Demonstrates responsibility as a member of a family or community.	ATL 2-2 Shows Responsibility
Shows confidence in expressing individual opinions and thoughts while respecting the thoughts and opinions of others.	SED 4-2 Becomes Confident
Participates in creating and following rules and routines.	ATL 2-1 Understands Routines

Demonstrates an initial awareness of the concepts of fairness, individual rights, and welfare of family and community members.	SS 16-4 Learns about Community Roles and Jobs
Awareness of Culture - Demonstrate an increasing awareness of culture and diversity.	
Demonstrates an awareness of diversity such as family characteristics, adult roles within a family, and skin and hair color.	SS 16-1 Explores Cultures
Demonstrates acceptance of persons from different cultures and ethnic groups.	SS 16-1 Explores Cultures
Demonstrates a sense of belonging, feeling pride in his or her own culture while showing respect for others.	SED 4-2 Becomes Confident
Uses respectful and descriptive language for human similarities and differences, demonstrating curiosity, comfort, ease and empathy with similarities and differences.	SED 6-1 Builds Empathy
Awareness of the Relationship Between People and the Environment in Which They Live - Demonstrate an increasing awareness of the environment in which they live, especially how people (including themselves) relate to that environment.	
Interacts with the world, first with familiar settings and then with less familiar ones; first in simple ways and then in more complex, exploratory ways.	ATL 1-4 Is Curious
Constructs meaning about himself or herself and the world through relevant and meaningful experiences with objects and the environment.	SED 4-1 Develops Awareness of Self
Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations.	SS 16-3 Explores Geography
Recognizes that people share the environment with other people, animals, and plants.	CS 15-2 Develops an Understanding of and Care for the Natural World

Understands that people can take care of the environment through activities and experiences, such as cleaning, conserving, reusing, and recycling.	CS 15-2 Develops an Understanding of and Care for the Natural World
Recognizes a variety of jobs and the work associated with them.	SS 16-4 Learns about Community Roles and Jobs
Awareness of Past - Demonstrate an increasing awareness of past events and how those events relate to one's self, family, and community.	
Differentiates between past, present, and future.	SS 16-2 Understands Time
Represents events and experiences that occurred in the past through words, play, and art.	SS 16-2 Understands Time
Uses past events to construct meaning of the world.	SS 16-2 Understands Time
Understands that events happened in the past and that the events relate to oneself, family, community, and culture.	SS 16-2 Understands Time

Creative Arts	
Arts - Participate in a variety of sensory and art-related experiences.	
Infant	
Gazes at a picture, photo, or mirror images.	CCA 21-1 Explores Art Media
Manipulates and explores play materials within the environment.	CCA 21-1 Explores Art Media
Older Infant/Toddler	
Expresses interest in art-related experiences and media.	CCA 21-1 Explores Art Media
Engages in experiences that support creative expression.	CCA 21-1 Explores Art Media
Chooses and experiments with a variety of art materials such as playdough, crayons, chalk, water, markers, and paint.	CCA 21-1 Explores Art Media
Music, Rhythm, and Movement - Participate in a variety of rhythm, music, and movement experiences.	
Infant/Toddler	

Shows interest in songs, tones, rhythms, voices, and music.	CCA 21-2 Explores Music
Experiments with a variety of age-appropriate instruments and sound-making objects.	CCA 21-2 Explores Music
Enjoys exploring ways of interacting with others through touch and motion.	CCA 21-2 Explores Music
Toddler	
Chooses and participates in music and movement experiences.	CCA 21-2 Explores Music
Sings simple songs and participates in finger plays.	CCA 21-2 Explores Music
Sings daily songs to recognize the patterns throughout their day.	CCA 21-2 Explores Music
Dramatic Play - Engage in dramatic play experiences.	
Infant/Toddler	
Imitates the sounds, facial expressions, gestures, or behaviors of another person.	CCA 21-4 Participates in Dramatic Play
Imitates the actions and sounds of animals, people, and objects.	CCA 21-4 Participates in Dramatic Play
Toddler	
Engages in dramatic play in both indoor and outdoor environments.	CCA 21-4 Participates in Dramatic Play
Arts - Participate in a variety of sensory and art-related experiences.	
3 – 5 years	
Uses a variety of drawing and art materials, such as drawing utensils, paint, clay, and wood to create original works, form, and meaning.	CCA 21-1 Explores Art Media
Expresses ideas about his or her own artwork and the artwork of others, relating artwork to what is happening in the environment or life experiences.	CCA 21-1 Explores Art Media
Demonstrates care and persistence when involved in art projects.	CCA 21-1 Explores Art Media
Plans and works cooperatively to create drawings, paintings, sculptures, and other art projects.	CCA 21-1 Explores Art Media
Music, Rhythm, and Movement - Participate in a variety of rhythm, music, and movement experiences.	

3 – 5 years	
Participates in a variety of musical and rhythmic experiences, including singing, dancing, listening, playing simple rhythmic and pitched instruments, and creating and singing chants, rhymes, and finger plays from diverse cultures.0	CCA 21-2 Explores Music
Demonstrates meaningful creative and imaginative responses, including taking on pretend roles, when listening to music to reflect the expressive elements of music.	CCA 21-2 Explores Music
Notices differences in high and low sounds (pitch), long and short sounds (rhythm), loud and quiet sounds (dynamics), fast and slow sounds (tempo), and differences between instruments or sounds (timbre).	CCA 21-2 Explores Music
Recognizes patterns in songs and rhymes and repeats them, using songs, chants or instruments, including the development of ability to keep beat.	CCA 21-2 Explores Music
Demonstrates an awareness of music and sound as part of daily life indoors and outdoors.	CCA 21-2 Explores Music
Dramatic Play - Engage in dramatic play experiences.	
3 – 5 years	
Shows creativity and imagination when using materials.	CCA 21-4 Participates in Dramatic Play
Assumes different roles in dramatic play situations.	CCA 21-4 Participates in Dramatic Play
Interacts with peers in dramatic play experiences that become more extended and complex.	CCA 21-4 Participates in Dramatic Play

Communication, Language, and Literacy	
Language Understanding and Use - Understand and use communication and language for a variety of purposes.	
Infant/Toddler	

Responds to the vocalizations and communications, verbal and nonverbal, of familiar adults.	LC 7-1 Develops Receptive Communication
Uses vocalizations and gestures to gain attention from others.	LC 7-2 Develops Expressive Communication
Uses vocalizations and gestures to communicate wants and needs.	LC 7-2 Develops Expressive Communication
Increases both listening (receptive) and speaking (expressive) vocabulary.	LC 7-1 Develops Receptive Communication LC 7-2 Develops Expressive Communication
Toddler	
Progresses to using words and then to simple sentences to communicate.	LC 7-2 Develops Expressive Communication
Participates in conversations that include taking turns, using both receptive (listening) and expressive (speaking) language skills.	LC 7-6 Learns Conversation Structure
Answers simple questions.	LC 7-2 Develops Expressive Communication
Follows simple directions.	LC 7-1 Develops Receptive Communication
Early Literacy - Engage in early reading experiences.	
Infant/Toddler	
Explores or shows interest in books by picking them up, mouthing them, carrying them, or flipping through pages.	LKS 8-1 Develops Early Literacy
Focuses on a book or the reader when hearing stories read to him or her.	LKS 8-1 Develops Early Literacy
Gazes at or points to pictures in books.	LKS 8-1 Develops Early Literacy
Responds to or engages in songs, rhyming games, or finger plays with a familiar adult.	LC 7-3 Develops Phonemic Awareness
Toddler	
Points to, labels, and/or talks about objects, events, or people within books.	LKS 8-1 Develops Early Literacy
Enjoys and repeats songs, rhymes, or finger plays.	LC 7-3 Develops Phonemic Awareness
Answers simple questions related to books.	LC 7-3 Develops Phonemic Awareness
Early Writing - Engage in early writing experiences.	
Infant	

Grasps and/or manipulates a variety of objects in his or her environment.	LKS 9-1 Develops Emergent Writing
Older Infant/Toddler	
Scribbles spontaneously, usually using a fist grip.	LKS 9-1 Develops Emergent Writing
Shows increasing skill in manipulating objects such as stacking several items, using pegboards, and mastering the use of eating utensils.	LKS 9-1 Develops Emergent Writing
Language Understanding and Use - Understand and use communication and language for a variety of purposes.	
3 – 5 years	
Demonstrates a steady increase in listening (receptive language) and speaking (expressive language) vocabulary.	LC 7-1 Develops Receptive Communication LC 7-2 Develops Expressive Communication
Initiates, listens, and responds in relationship to the topics of conversations with other children (peers) and adults.	LC 7-2 Develops Expressive Communication
Speaks in phrases and sentences of increasing length and complexity.	LC 7-2 Develops Expressive Communication
Follows oral directions that involve several actions.	LC 7-1 Develops Receptive Communication
Asks and answers a variety of questions.	LC 7-2 Develops Expressive Communication
Demonstrates knowledge of the rules of conversations such as taking turns while speaking.	LC 7-6 Learns Conversation Structure
3 – 5 years ELL	
Uses her or his home language, sometimes in combination with English, to communicate with people.	LC 7-1 Develops Receptive Communication
Demonstrates ongoing development and improvement in vocabulary and complexity in use of home language.	LC 7-4 Expands Vocabulary
Demonstrates engagement at home or the classroom in literacy activities to relate to her or his home language.	LKS 8-1 Develops Early Literacy
Demonstrates receptive (listening) and expressive (speaking) English language skills to be able to comprehend the English language.	LC 7-1 Develops Receptive Communication LC 7-1 Develops Expressive Communication

Demonstrates engagement in English literacy activities to understand and respond to books, storytelling, and songs presented in English.	LKS 8-1 Develops Early Literacy
Early Literacy - Engage in early reading experiences.	
3 – 5 years	
Expresses an interest and enjoyment in listening to books and attempts to read familiar books (print motivation).	LKS 8-1 Develops Early Literacy
Displays book handling knowledge by turning the book right side up, turning one page at a time, recognizing familiar books by the cover, pointing to words as they talk about or retell stories using books, and using left to right sweep (print awareness).	LKS 8-1 Develops Early Literacy
Shows an awareness of print such as pointing to familiar words or letters (print awareness).	LKS 8-3 Develops Emergent Reading
Understands sentences are made of words and words are made of individual letters (concepts of print).	LKS 8-1 Develops Early Literacy
Understands increasingly and uses a variety of words (vocabulary).	LC 7-4 Expands Vocabulary
Shows increasing comprehension of a story through retelling the story and/or recognizing story elements such as the plot or characters (comprehension and story retelling).	LKS 8-1 Develops Early Literacy
Recognizes increasingly and names more of the letters in their first and last name and letters they see frequently (letter knowledge).	LKS 8-2 Develops Alphabetic Knowledge
Recognizes most upper and lower case letters (letter knowledge).	LKS 8-2 Develops Alphabetic Knowledge
Produces the sound of some of the letters she or he knows (phonics).	LC 7-3 Develops Phonemic Awareness
Identifies words that rhyme from a group of three words: cat, rug, hat (phonological awareness - rhyme).	LC 7-3 Develops Phonemic Awareness
Identifies the beginning sound in words, such as identifying two words that start with the same sound (phonological awareness – alliteration).	LC 7-3 Develops Phonemic Awareness

Identifies the syllables in his or her name and in familiar objects or words by clapping and segmenting the syllables (phonological awareness – segmenting syllables).	LC 7-3 Develops Phonemic Awareness
Blends syllables to identify a word, object, or picture (phonological awareness – blending syllables).	LC 7-3 Develops Phonemic Awareness
Early Writing - Engage in early writing experiences.	
3 – 5 years	
Attempts to communicate with others using scribbles, shapes, pictures, letter-like forms and/or letters in writing.	LKS 9-1 Develops Emergent Writing
Experiments with a variety of writing tools such as pencils, crayons, brushes, markers, and digital tools.	LKS 9-1 Develops Emergent Writing
Uses expressive (speaking) language to share intended meaning of drawings and writing.	LC 7-1 Develops Expressive Communication LKS 9-1 Develops Emergent Writing
Starts to demonstrate interest in learning to write letters, especially the letters in his or her name.	LKS 9-1 Develops Emergent Writing
Uses invented spelling consisting of beginning sounds to represent a whole word.	LKS 9-1 Develops Emergent Writing

Mathematics and Science	
Comparison and Number - Show increasing understanding of comparisons and amount, including use of numbers and counting.	
Infant	
Begins to notice characteristics of objects such as size, color, shape, or quantity.	CS 13-1 Explores Objects
Toddler	
Matches and sorts objects by size, color, shape, or quantity.	CS 13-2 Classifies or Sorts Objects
Begins to use simple counting in play and interactions, although numbers may occur out of order.	CM 10-1 Begins Counting

Makes simple comparisons between two objects using words like big, small, more, etc.	CM 11-1 Learns Measurement and Quantities
Patterns - Begin to recognize patterns.	
Infant	
Demonstrates expectations for familiar sequences of routines and experiences such as crying when it is near feeding time.	ATL 2-1 Understands Routines
Toddler	
Shows recognition of sequence in events or objects.	ATL 2-1 Understands Routines
Repeats actions in sequence, such as finger plays.	ATL 1-2 Develops Memory
Notices patterns and objects in the environment.	CM 11-2 Understands Patterns
Organizes objects into groups during play and exploration.	CS 13-2 Classifies or Sorts Objects
Shapes and Spatial Reasoning - Show increasing understanding of spatial relationships.	
Infant	
Takes objects apart.	CS 13-1 Explores Objects
Fills and empties containers.	CM 12-2 Develops Spatial Awareness
Toddler	
Takes objects apart and attempts to put them together.	CS 13-1 Explores Objects
Shows awareness of his or her own body space.	CM 12-2 Develops Spatial Awareness
Matches similar shapes.	CS 13-2 Classifies or Sorts Objects
Follows simple direction related to positions such as in, on, under, up, or down.	CM 12-2 Develops Spatial Awareness
Measurements	
Birth – 3 years	
<i>Not developmentally appropriate.</i>	
Data Analysis	
Birth – 3 years	
<i>Not developmentally appropriate.</i>	
Comparison and Number - Understand counting, ways of representing numbers, and relationships between quantities and numerals.	
3 – 5 years	

Recognizes small quantities (1 to 5) without counting them (subitizing).	CM 10-1 Begins Counting
Counts to 20 verbally.	CM 10-1 Begins Counting
Points and counts 10-20 objects accurately.	CM 10-1 Begins Counting
Makes sets of 6-10 objects and describes parts.	CM 10-2 Builds and Observes Sets
Uses language such as more, less or the same amount to compare quantities.	CM 10-2 Builds and Observes Sets
Identifies numerals to 10 by name.	CM 10-2 Builds and Observes Sets
Patterns - Understand patterns.	
3 – 5 years	
Recognizes, reproduces and creates patterns moving from simple to complex.	CM 11-2 Understands Patterns
Extends patterns by predicting what comes next.	CM 11-2 Understands Patterns
Describes patterns seen in natural and designed settings.	CM 11-2 Understands Patterns
Shapes and Spatial Reasoning - Understand shapes and spatial relationships.	
3 – 5 years	
Demonstrates understanding of spatial words such as up, down, over, under, top, bottom, inside, outside, in front, and behind.	CM 12-2 Develops Spatial Awareness
Identifies and describes two- and three-dimensional shapes.	CM 12-1 Learns Shapes & Sizes
Notices characteristics, similarities, and differences among shapes such as corners, points, edges, and sides.	CM 12-1 Learns Shapes & Sizes
Notices how shapes fit together and can be taken apart to form other shapes.	CM 12-2 Develops Spatial Awareness
Measurements - Understand comparisons and measurements.	
Birth – 3 years	
Sorts, classifies, and puts objects in series using a variety of properties.	CS 13-2 Classifies or Sorts Objects
Makes comparisons between several objects based on one or more Attributes, such as length, height, weight, and area using words such as taller, shorter, longer, bigger,	CS 13-2 Classifies or Sorts Objects

smaller, heavier, lighter, full, empty, length, height, and weight.	
Measures objects using non-standard units of measurement, such as using blocks to determine how tall a child is.	CM 11-1 Learns Measurement and Quantities
Explores objects using standard measuring tools such as rulers, measuring cups, and balance scales.	CM 11-1 Learns Measurement and Quantities
Begins to demonstrate knowledge that measurement requires a 'fair' comparison starting at the same baseline or measuring the same property such as length, height, and volume.	CM 11-1 Learns Measurement and Quantities
Develops an awareness of simple time concepts within his or her daily life such as day, night; and sequence of usual daily events, such as breakfast, lunch, dinner, bedtime; outdoor time follows snack; and brushing teeth after a meal.	SS 16-2 Understands Time
Data Analysis - Demonstrate the process of data analysis by sorting and classifying, asking questions, and finding answers.	
3 – 5 years	
Sorts collections of objects into sets such as lines, piles, or groups by color, size, shape, or kind.	CS 13-2 Classifies or Sorts Objects
Sorts and resorts sets in a variety of ways.	CS 13-2 Classifies or Sorts Objects
Compares and orders such as most to least, same amount as, and least to most.	CS 13-2 Classifies or Sorts Objects
Sorts data into two groups such as big and not big, green and not green, and pets and not pets.	CS 13-2 Classifies or Sorts Objects
Asks questions, collects, records, and organizes data to find answers to questions.	CS 13-1 Explores Objects

Science	
Scientific Investigations - Observe and wonder about the environment around them.	
Infant/Toddler	
Begins to notice objects and events in the indoor and outdoor environments.	CS 13-1 Explores Objects
Engages in a variety of play experiences and exploration when provided open-ended materials, such as toys or household items that can be taken apart/put together, a container of water and various objects, seeds of different sizes/textures/shapes).	CS 13-1 Explores Objects
Uses one or more senses to make observations of their environment.	CS 13-1 Explores Objects
Reacts to changes in the environment.	CS 13-1 Explores Objects
Attempts to manipulate/understand his or her environment through repetitive play.	CS 13-1 Explores Objects
Identifies and interacts with new objects placed in his or her environment.	CS 13-1 Explores Objects
Toddler	
Asks simple questions about observations of the environment using language (may be home language), behavior, and interactions.	CS 13-1 Explores Objects
Scientific Reasoning - Use reasoning to make sense of information in their environment.	
Infant/Toddler	
Uses trusted relationships to gain understanding of the living and non-living world.	CS 13-1 Explores Objects
Explores cause and effect relationships by engaging in problem solving through trial and error.	CS 14-1 Solves Problems
Toddler	
Shows understanding of object permanence (that people exist when	ATL 1-2 Develops Memory

they cannot be seen and objects exist even when out of sight).	
Makes a choice to reach a desired outcome.	ATL 1-3 Is Persistent
Scientific Communication - Share information and understanding about experiences in their environment.	
Infant/Toddler	
Produces questions using gestures and/or facial expressions.	LC 7-2 Develops Expressive Communication
Expresses vocalizations and gestures to gain attention from others.	LC 7-2 Develops Expressive Communication
Shows repetitive actions to demonstrate new learning experiences.	ATL 1-3 Is Persistent
Toddler	
Composes simple verbal questions in English or home language.	LC 7-2 Develops Expressive Communication
Responds verbally to other's questions or statements in English or home language.	LC 7-2 Develops Expressive Communication
Draws pictures to represent his or her observations of objects and/or of changes to objects or the environment.	LKS 9-1 Develops Emergent Writing
Scientific Investigations - Gather information and conduct investigations to address their wonderings and test solutions to problems.	
3 – 5 years	
Asks questions about his or her environment and begins to identify and look for information that will help answer those questions or solve problems.	CS 14-1 Solves Problems
Plans and conducts simple investigations alone or in collaboration with other children to answer questions or to design solutions to scientific or engineering problems.	CS 14-3 Makes Plans
Begins to use appropriate scientific tools and technology to conduct investigations, including scales, tape	CS 13-1 Explores Objects

measure, magnifying glass, tweezers, and eye dropper.	
Observes, investigates, and describes objects, materials, and other physical science phenomena in the classroom and outdoor environments such as shadows or reflections.	CS 13-1 Explores Objects
Observes, investigates, and describes the characteristics, behavior, and habitats of living things.	CS 15-1 Explores the Natural Environment
Asks questions based on observations of weather-related phenomena and begins to notice relationships and patterns over time, such as it is warmer in the summer and colder in the winter.	CS 15-1 Explores the Natural Environment
Develops an awareness of nature through the exploration of natural environments and materials or through caring for animals or plants.	CS 15-2 Develops an Understanding of and Care for the Natural World
Scientific Reasoning - Use reasoning to make sense of information and design solutions to problems in their environment.	
3 – 5 years	
Begins to make comparisons and to categorize nonliving things based on characteristics she or he can observe, such as texture, color, size, shape, temperature, sound, odor, usefulness, and weight.	CS 13-2 Classifies or Sorts Objects
Uses information from investigations to identify similarities and differences in characteristics and behavior of living things and to make inferences about needs and how to meet needs such as caterpillars eat leaves.	CS 15-2 Develops an Understanding of and Care for the Natural World
Uses prior experiences and/or data from observations to identify patterns in how living and nonliving things stay the same or change over time and/or when conditions change such as plants grow with the proper amounts of water and light; combine	CS 15-2 Develops an Understanding of and Care for the Natural World

substances; heat/cool an item; and baby animals generally resemble their parents.	
Begins to identify ways humans positively and negatively impact the environment such as beginning awareness of conservation and respect for the environment, based on investigations.	CS 15-2 Develops an Understanding of and Care for the Natural World
Describes and compares the properties and motions of objects in terms of speed and direction, based on exploration, such as faster, down, and beside; and begins to notice cause and effect relationships such as a ball rolls faster on a steeper incline.	CS 14-4 Draws Conclusions and Sorts Results
Begins to notice patterns such as differences in weather in different seasons, and how different types of weather influence people and the environment, based on long-term explorations of weather and observations of the earth and sky.	CS 15-2 Develops an Understanding of and Care for the Natural World
Scientific Communication - Share information and understanding about experiences in their environment.	
3 – 5 years	
Shares observations and ideas about the properties and behavior of nonliving and living things through a variety of modalities such as language, drawing, modeling, gesturing, and dramatizing.	CS 14-4 Draws Conclusions and Sorts Results
Obtains, evaluates, and uses age-appropriate text and online resources, with support, to gather information related to a topic of study and makes connections to observations and experiences such as when studying butterflies, children may evaluate a variety of books and begin to identify which books are most useful for learning about real butterflies.	CS 15-2 Develops an Understanding of and Care for the Natural World CS 14-4 Draws Conclusions and Sorts Results

<p>Begins to ask questions of others to seek more information on a topic and participates in generating questions to ask a visiting expert on a topic of interest.</p>	<p>CS 13-1 Explores Objects</p>
<p>Offers evidence to explain the thought process he or she used to make conclusions or claims, and listens to the claims, conclusions, and evidence of others to begin to identify areas of agreement and disagreement.</p>	<p>CS 14-4 Draws Conclusions and Sorts Results</p>
<p>Participates in creating a final product such as a panel, classroom book, or newsletter that communicates what was learned during one exploration or during the study of a topic over time, and contributes through language, drawing, writing, or choosing items to include.</p>	<p>CS 14-4 Draws Conclusions and Sorts Results</p>

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