

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
Preschool**



References



Early Childhood Iowa. (2012). *Iowa early learning standards*. IA: Author. Retrieved from <https://www.educateiowa.gov/sites/files/ed/documents/IowaEarlyLearningStandards2012-Aug2013.pdf>

Iowa Early Learning Standards Preschool	Vine Assessments by LifeCubby
Physical Well-Being and Motor Development	Vine Indicators
8.1 Healthy and Safe Living	
1. begins to recognize and select healthy foods.	PMP 20-1 Learns about Nutrition <u>Pre-K:</u> Understands the difference between healthy and unhealthy food; eats a variety of nutritious foods; is willing to try foods with various tastes, colors, and textures
2. follows healthy self-care routines such as brushing teeth, washing hands, and using the bathroom.	PMP 19-2 Develops Self-Care Skills <u>Pre-K:</u> Knows to wash hands with soap before eating, after toileting, and after wiping nose; independently brushes teeth; shows preference for certain clothing and prefers to dress and undress self; able to zip, button, and snap; may be able to tie shoes
3. 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 <u>Pre-K:</u> Can play for up to an hour of gross motor activity; is graduating off afternoon nap; understands the importance of exercise
	PMP 19-4 Develops Naptime Independence <u>Pre-K:</u> Puts self to sleep at naptime; may not nap every afternoon; likely not napping by age 5 (note current level)
4. demonstrates safe behaviors regarding environment (e.g., stranger, tornado, fire, traffic), substances (e.g., drugs, poisons), and objects (e.g., guns, knives, scissors).	PMP 20-2 Learns Safety Rules <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions
5. communicates safety rules and the reasons for them.	PMP 20-2 Learns Safety Rules <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions
8.2 Large Motor Development	
1. demonstrates control and balance in locomotor skills, such as walking, running, jumping, hopping, marching, galloping, and climbing stairs.	PMP 17-1 Develops Perception & Balance <u>Pre-K:</u> Stands on 1 foot for about 6 seconds; does a front roll (somersault); walks backwards without losing balance; walks heel-to-toe, on tiptoe, and on a straight line; can walk on a balance board; hops on one foot
2. demonstrates the ability to coordinate movements with balls, such as throwing, kicking, striking, catching, and bouncing balls	PMP 17-5 Develops Large Motor Coordination Skills <u>Pre-K:</u> Walks up and down stairs with alternating feet; can pedal a tricycle, climb a ladder, and or swing without assistance; can kick, throw, bounce or catch a ball; skips or claps
3. expresses enjoyment in participating in physical experiences.	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times <u>Pre-K:</u> Can play for up to an hour of gross motor activity; is graduating off afternoon nap; understands the importance of exercise
8.3 Small Motor Development	

1. uses hand-eye coordination to perform self-help and small motor tasks with a variety of manipulative materials such as beads, pegs, shoelaces, and puzzle pieces.	PMP 18-2 Develops Fine Hand-Eye Coordination <u>Pre-K:</u> Works with fine motor manipulatives, such as jigsaw puzzles or beads; ties knots and loops; uses a keyboard
2. demonstrates increased skills in using scissors and writing tools for various learning experiences.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness

Approaches to Learning	
9.1 Curiosity and Initiative	
1. deliberately chooses to explore a variety of materials and experiences, seeking out new challenges.	ATL 1-5 Shows Initiative <u>Pre-K:</u> Makes and conveys choices to friends and teachers
2. participates in experiences with eagerness, flexibility, imagination, independence, and inventiveness.	ATL 1-6 Thinks with Creativity & Flexibility <u>Pre-K:</u> Able to transition thinking and behavior, such as during group play in response to a friend's suggestion or idea; generates creative ideas, suggestions
3. asks questions about a variety of topics.	ATL 1-4 Is Curious <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn
4. repeats skills and experiences to build competence and support the exploration of new ideas.	ATL 1-3 Is Persistent <u>Pre-K:</u> Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult
9.2 Engagement and Persistence	
1. persists in and completes a variety of both adult-directed and child-initiated tasks, projects, and experiences of increasing degrees of difficulty.	ATL 1-3 Is Persistent <u>Pre-K:</u> Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult
2. maintains concentration on a task despite distractions and interruptions.	ATL 1-1 Is Attentive <u>Pre-K:</u> Pays attention during story time and other teacher-led activities such as circle time; focuses on an activity for 15 or more minutes
3. sets goals and follows a plan in order to complete a task.	CS 14-3 Makes Plans <u>Pre-K:</u> Has own ideas on what to do during free choice time or free play, and carries out steps to follow the plan
4. chooses to participate in play and learning experiences.	ATL 1-5 Shows Initiative <u>Pre-K:</u> Makes and conveys choices to friends and teachers
9.3 Reasoning and Problem Solving	
1. shows interest in and finds a variety of solutions to questions, tasks, or problems.	CS 14-1 Solves Problems <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
2. recognizes and solves problems through active exploration, including trial and error, and through	CS 14-1 Solves Problems

interactions and discussions with peers and adults.	<u>Pre-K</u> : Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
3. shares ideas or makes suggestions of how to solve a problem presented by another person.	ATL 1-6 Thinks with Creativity & Flexibility <u>Pre-K</u> : Able to transition thinking and behavior, such as during group play in response to a friend's suggestion or idea; generates creative ideas, suggestions
9.4 Play and Senses	
1. participates in a variety of indoor and outdoor play experiences that increase strength, endurance, and flexibility.	CS 15-1 Explores the Natural Environment <u>Pre-K</u> : Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
2. uses sights, smells, sounds, textures, and tastes to discriminate between and explore experiences, materials, and the environment.	CS 13-1 Explores Objects <u>Pre-K</u> : Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses
3. engages in child-initiated, unstructured play.	ATL 1-5 Shows Initiative <u>Pre-K</u> : Makes and conveys choices to friends and teachers
	SED 6-2 Bonds with Peers <u>Pre-K</u> : Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play
4. plans and executes play experiences alone and with peers.	CS 14-3 Makes Plans <u>Pre-K</u> : Has own ideas on what to do during free choice time or free play, and carries out steps to follow the plan

Social and Emotional Development	
10.1 Self	
1. expresses a positive sense of self in terms of specific abilities.	SED 4-1 Develops Awareness of Self <u>Pre-K</u> : Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class)
2. expresses needs, wants, opinions, and feelings in socially appropriate ways.	SED 3-1 Expresses Emotion <u>Pre-K</u> : Expresses a range of emotions; says how he/she is feeling and why; identifies emotions in photos (e.g., happy, sad, or confused)
3. demonstrates increasing confidence and independence in a variety of tasks and routines, and expresses pride in accomplishments.	SED 4-2 Becomes Confident <u>Pre-K</u> : Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics
4. recognizes own power to make choices.	ATL 1-5 Shows Initiative <u>Pre-K</u> : Makes and conveys choices to friends and teachers
10.2 Self-Regulation	
1. demonstrates the ability to monitor his/her own behavior and its effects	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>Pre-K</u> : Has methods for coping with intense feelings (getting a comfort item; using words; counting to 5); seeks adult assistance

on others, following and contributing to adult expectations.	in intense situations; is learning to control impulses and emotions; is able to wait turn
2. persists with difficult tasks without becoming overly frustrated.	ATL 1-3 Is Persistent <u>Pre-K:</u> Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult
3. begins to accept consequences of his/her own actions.	ATL 2-2 Shows Responsibility <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
4. manages transitions and changes to routines.	ATL 2-1 Understands Routines <u>Pre-K:</u> Anticipates daily routines, such as meal time, clean-up time, etc.; transitions smoothly when instructed it is time to do something else
5. states feelings, needs, and opinions in difficult situations without harming self, others, or property.	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>Pre-K:</u> Has methods for coping with intense feelings (getting a comfort item; using words; counting to 5); seeks adult assistance in intense situations; is learning to control impulses and emotions; is able to wait turn
6. expresses an increasing range and variety of emotions, and transitions between feeling states become smoother.	SED 3-1 Expresses Emotion <u>Pre-K:</u> Expresses a range of emotions; says how he/she is feeling and why; identifies emotions in photos (e.g., happy, sad, or confused)
10.3 Relationships with Adults	
1. interacts comfortably with familiar adults.	SED 5-1 Bonds with Adults <u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults
2. accepts guidance, comfort, and directions from a range of familiar adults in a variety of environments.	SED 5-1 Bonds with Adults <u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults
3. expresses affection toward familiar adults.	SED 5-1 Bonds with Adults <u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults
4. shows trust in familiar adults.	SED 5-1 Bonds with Adults <u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults
5. seeks help, as needed, from familiar adults.	SED 5-2 Learns from Adults <u>Pre-K:</u> Mirrors adult behavior in daily routines; seeks help or information when needed from adults
10.4 Relationships with Children	
1. initiates and sustains positive interactions with peers.	SED 6-2 Bonds with Peers <u>Pre-K:</u> Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play
2. develops friendships with other peers.	SED 6-2 Bonds with Peers <u>Pre-K:</u> Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play
3. negotiates with others to resolve disagreements.	SED 6-3 Cooperates with Peers <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative

	behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
4. starts to demonstrate turn taking and sharing with others.	SED 6-3 Cooperates with Peers <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
5. expresses empathy to peers.	SED 6-1 Builds Empathy <u>Pre-K:</u> Shares in the joy of others; expresses sadness when another adult or child is sad
6. accepts consequences of his/her actions.	ATL 2-2 Shows Responsibility <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
7. recognizes how behaviors can affect others.	SED 6-3 Cooperates with Peers <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
8. demonstrates caring behaviors.	SED 6-1 Builds Empathy <u>Pre-K:</u> Shares in the joy of others; expresses sadness when another adult or child is sad

Communication, Language, and Literacy	
11.1 Language Understanding and Use	
1. demonstrates a steady increase in listening (receptive language) and speaking (expressive language) vocabulary.	LC 7-1 Develops Receptive Communication <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations
2. initiates, listens, and responds in relationship to the topics of conversations with peers and adults.	LC 7-2 Develops Expressive Communication <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
3. speaks in phrases and sentences of increasing length and complexity.	LC 7-2 Develops Expressive Communication <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
4. follows oral directions that involve several actions.	LC 7-1 Develops Receptive Communication <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations
5. asks and answers a variety of questions.	LC 7-2 Develops Expressive Communication <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses

	in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
6. demonstrates knowledge of the rules of conversations such as taking turns while speaking.	LC 7-6 Learns Conversation Structure <u>Pre-K:</u> Participates in multi-turn conversations with friends and adults; mirrors tone, volume and tense; uses verbal and nonverbal conversational rules (e.g., takes turns, eye contact, loud and soft voice as appropriate, etc.); connects phrases and sentences to build ideas
The child, who is an English language learner, also	
7. uses their home language to communicate with people who speak the same home language.	LC 7-2 Develops Expressive Communication <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
8. demonstrates receptive (listening) English language skills to be able to comprehend the English language.	LC 7-1 Develops Receptive Communication <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations
9. demonstrates expressive (speaking) English language skills to build speaking capabilities in English.	LC 7-2 Develops Expressive Communication <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
10. demonstrates engagement in English literacy activities to be able to understand and respond to books, storytelling, and songs presented in English.	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
11.2 Early Literacy	
1. expresses an interest and enjoyment in listening to books and attempts to read familiar books.	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
2. displays book handling knowledge (e.g., turning the book right side up, using left to right sweep, turning one page at a time, recognizing familiar books by cover).	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
3. shows an awareness of environmental print such as pointing to familiar words or letters.	LKS 8-3 Develops Emergent Reading <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes

4. identifies some alphabet letters by their shapes, especially those in his or her own name.	LKS 8-2 Develops Alphabetic Knowledge <u>Pre-K:</u> Sing, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print
5. recognizes the printed form of his or her name in a variety of contexts.	LKS 8-3 Develops Emergent Reading <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
6. shows increasing comprehension of a story through retelling the story and/or recognizing story elements such as the plot or characters.	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
7. demonstrates awareness that language is made up of words, parts of words, and sounds in words.	LC 7-3 Develops Phonemic Awareness <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
11.3 Early Writing	
1. attempts to communicate with others using scribbles, shapes, pictures, and/or letters in writing.	LKS 9-1 Develops Emergent Writing <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
2. experiments with a variety of writing tools such as pencils, crayons, brushes, and chalk.	LKS 9-1 Develops Emergent Writing <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
3. uses expressive (speaking) language to share intended meaning of drawings and writing.	LKS 9-1 Develops Emergent Writing <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
4. starts to demonstrate interest in learning to write letters, especially the letters in his/her name.	LKS 9-1 Develops Emergent Writing <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters

Mathematics and Science	
12.1 Comparison and Number	
1. counts to five.	CM 10-1 Begins Counting <u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10
2. counts objects, pointing to each one correctly while counting.	CM 10-1 Begins Counting

	<u>Pre-K</u> : Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10
3. uses language such as more or less to compare quantities.	CM 10-2 Builds and Observes Sets <u>Pre-K</u> : Can look at groups of objects up to 5 and indicate how many items without having to count them; compares quantities in sets and uses appropriate vocabulary: equal, more, less
4. begins to recognize small quantities without counting them.	CM 10-2 Builds and Observes Sets <u>Pre-K</u> : Can look at groups of objects up to 5 and indicate how many items without having to count them; compares quantities in sets and uses appropriate vocabulary: equal, more, less
5. starts recognizing and naming of numbers.	CM 10-4 Reads and Writes Numbers <u>Pre-K</u> : Can write some numbers up to 10; recognizes a few numbers in written form; recognizes both numerals and number names
12.2 Patterns	
1. recognizes and creates patterns moving from simple to complex.	CM 11-2 Understands Patterns <u>Pre-K</u> : Can create, duplicate or extend more complex patterns, such as red-blue-green-red-blue-green; can fill in a missing piece of a pattern; seriates a group of like objects (small, medium, large, or light, medium, dark)
2. predicts what comes next in a pattern.	CM 11-2 Understands Patterns <u>Pre-K</u> : Can create, duplicate or extend more complex patterns, such as red-blue-green-red-blue-green; can fill in a missing piece of a pattern; seriates a group of like objects (small, medium, large, or light, medium, dark)
12.3 Shapes and Spatial Reasoning	
1. 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 <u>Pre-K</u> : Uses location words (in, on, under, etc.); uses standard or nonstandard units of measurement to determine length, height, capacity etc. of object(s); compares length, height, capacity of a container, such as how many scoops are needed to fill a bucket
2. identifies 2- and 3- dimensional shapes.	CM 12-1 Learns Shapes & Sizes <u>Pre-K</u> : Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
3. notices characteristics, similarities, and differences among shapes, such as corners, points, edges, and sides.	CM 12-1 Learns Shapes & Sizes <u>Pre-K</u> : Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
4. notices how shapes fit together and can be taken apart to form other shapes.	CM 12-2 Develops Spatial Awareness <u>Pre-K</u> : Uses location words (in, on, under, etc.); uses standard or nonstandard units of measurement to determine length, height, capacity etc. of object(s); compares length, height, capacity of a container, such as how many scoops are needed to fill a bucket
12.4 Scientific Reasoning	
1. notices, describes, and makes comparisons in the natural and designed world.	CS 13-2 Classifies or Sorts Objects <u>Pre-K</u> : Compares objects based on attributes, such as weight, odor, color, texture, function or sound
2. uses scientific tools such as balance scales, measuring tapes, hand lenses, and microscopes to	CS 13-1 Explores Objects <u>Pre-K</u> : Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses

extend the senses and aid understanding.	
3. makes close observations of living and non-living things.	CS 15-1 Explores the Natural Environment <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
4. organizes, classifies, and records information drawn from observations.	CS 14-4 Draws Conclusions and Sorts Results <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help
5. uses data from observations to describe the world including patterns, cause and effect relationships, and predictions.	CS 14-4 Draws Conclusions and Sorts Results <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help
12.5 Scientific Investigations and Problem Solving	
1. asks questions of the natural and designed world that can be answered through direct investigation.	CS 15-1 Explores the Natural Environment <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
2. plans and carries out investigations.	CS 14-2 Makes Predictions <u>Pre-K:</u> Able to make and test predictions (e.g., what color will we get if we mix the yellow dye and the blue dye?)
3. makes close observations to determine causes of problems	CS 14-1 Solves Problems <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
4. uses evidence collected from investigations to evaluate results.	CS 14-4 Draws Conclusions and Sorts Results <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help
5. communicates results of investigation to others.	CS 14-4 Draws Conclusions and Sorts Results <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help
12.6 Measurement	
1. sorts, classifies, and puts objects in series, using a variety of properties.	CS 13-2 Classifies or Sorts Objects <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
2. 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, smaller, heavier, lighter, full, empty, length, height, and weight.	CS 13-2 Classifies or Sorts Objects <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
3. measures objects using non-standard units of measurement, such	CM 11-1 Learns Measurement and Quantities

as using blocks to determine how tall a child is.	<u>Pre-K:</u> Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map
4. develops an awareness of simple time concepts within his/her daily life such as yesterday, today, tomorrow, morning, afternoon, and night.	SS 16-2 Understands Time <u>Pre-K:</u> Understands basic concepts of time including past-present-future; may understand basic units of time, including hours-minutes-days; learns about calendars, including week-month-year

Creative Arts	
13.1 Art	
1. 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 <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
2. expresses ideas about his/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 <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
3. demonstrates care and persistence when involved in art projects.	CCA 21-1 Explores Art Media <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
4. plans and works cooperatively to create drawings, paintings, sculptures, and other art projects.	CCA 21-1 Explores Art Media <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
13.2 Music, Rhythm, and Movement	
1. participates in a variety of musical and rhythmic experiences, including singing, dancing, listening, playing simple rhythmic and tonal instruments, and creating and singing chants, rhymes, and fingerplays from diverse cultures.	CCA 21-2 Explores Music <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
	CCA 21-3 Explores Movement and Dance <u>Pre-K:</u> Begins to show individual expression in creative movement activities
2. demonstrates meaningful creative responses when listening to music to reflect the expressive elements of music.	CCA 21-2 Explores Music <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
3. notices differences in pitch, rhythm, patterns, dynamics, tempo, and timbre.	CCA 21-2 Explores Music <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.

4. demonstrates an awareness of music as part of daily life indoors and outdoors.	CCA 21-2 Explores Music <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
13.3 Dramatic Play	
1. shows creativity and imagination when using materials.	CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
2. assumes different roles in dramatic play situations.	CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
3. interacts with peers in dramatic play experiences that become more extended and complex.	CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers

Social Studies	
14.1 Awareness of Family and Community	
1. 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 <u>Pre-K:</u> Learns about community helpers; studies different types of careers and jobs; understands the need for various roles in a society; learns about important contributions of historical figures
2. demonstrates ability to identify communities to which they belong, recognizing that their family is an important group to which they belong.	SED 4-1 Develops Awareness of Self <u>Pre-K:</u> Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class)
3. demonstrates responsibility as a member of a family or community.	SS 16-4 Learns about Community Roles and Jobs <u>Pre-K:</u> Learns about community helpers; studies different types of careers and jobs; understands the need for various roles in a society; learns about important contributions of historical figures
4. shows confidence in expressing individual opinions and thoughts while respecting the thoughts and opinions of others.	SED 6-3 Cooperates with Peers <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
5. participates in creating and following rules and routines.	ATL 2-2 Shows Responsibility <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
6. demonstrates an initial awareness of the concepts of fairness, individual rights, and welfare of family and community members.	ATL 2-2 Shows Responsibility <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
14.2 Awareness of Culture	

1. demonstrates an awareness of diversity such as family characteristics, adult roles within a family, and skin and hair color.	SS 16-1 Explores Cultures <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work
2. demonstrates acceptance of persons from different cultures and ethnic groups.	SED 6-3 Cooperates with Peers <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
3. demonstrates a sense of belonging, feeling pride in his/her own culture while showing respect for others.	SED 4-2 Becomes Confident <u>Pre-K:</u> Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics
4. uses respectful and descriptive language for human similarities and differences, demonstrating curiosity, comfort, ease, and empathy with similarities and differences.	SS 16-1 Explores Cultures <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work
14.3 Awareness of the Relationship between People and the Environment in which They Live	
1. 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.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
2. constructs meaning about him/herself and the world through relevant and meaningful experiences with objects and their environment.	SS 16-3 Explores Geography <u>Pre-K:</u> Learns about how the local community is a part of a broader world, such as state and country; may study maps to learn about far-away cultures
3. recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations.	SS 16-3 Explores Geography <u>Pre-K:</u> Learns about how the local community is a part of a broader world, such as state and country; may study maps to learn about far-away cultures
4. 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 <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
5. 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 <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
6. recognizes a variety of jobs and the work associated with them.	SS 16-4 Learns about Community Roles and Jobs

	<u>Pre-K</u> : Learns about community helpers; studies different types of careers and jobs; understands the need for various roles in a society; learns about important contributions of historical figures
14.4 Awareness of Past	
1. differentiates between past, present, and future.	SS 16-2 Understands Time <u>Pre-K</u> : Understands basic concepts of time including past-present-future; may understand basic units of time, including hours-minutes-days; learns about calendars, including week-month-year
2. represents events and experiences that occurred in the past through words, play, and art.	SS 16-2 Understands Time <u>Pre-K</u> : Understands basic concepts of time including past-present-future; may understand basic units of time, including hours-minutes-days; learns about calendars, including week-month-year
3. uses past events to construct meaning of the world.	SS 16-2 Understands Time <u>Pre-K</u> : Understands basic concepts of time including past-present-future; may understand basic units of time, including hours-minutes-days; learns about calendars, including week-month-year
4. understands that events happened in the past and that the events relate to oneself, family, community, and culture.	SS 16-2 Understands Time <u>Pre-K</u> : Understands basic concepts of time including past-present-future; may understand basic units of time, including hours-minutes-days; learns about calendars, including week-month-year

DISCLAIMER:

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

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