

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:
**Mississippi Early Learning Standards for
Classrooms Serving Three-Year-Old Children**



References



Mississippi Department of Education. (2012). *Mississippi early learning standards for classrooms serving three-year-old children*. MS: Author. Retrieved from <https://districtaccess.mde.k12.ms.us/curriculumandInstruction/EarlyChildhood/3-year-old-standards.pdf>

Mississippi Early Learning Standards for Classrooms Serving Three-Year-Old Children	Vine Assessments by LifeCubby
English Language Arts	Vine Indicators
Reading Standards for Literature	
Key Ideas and Details	
1. With guidance and support, ask and/or answer questions with details related to a variety of print materials (e.g., ask, “What is the duck doing?” or respond to, “Tell me about the duck.”).	LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book
2. With guidance and support, retell familiar stories following the pictures in a book or through conversations, art, creative movement, or dramatic play.	ATL 1-2 Develops Memory <u>3-Year Old:</u> Recalls some elements of a story <u>Pre-K:</u> Recalls part or all of a story, including characters and main events
3. With guidance and support, identify common objects in the pictures of books.	LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book
Craft and Structure	
4. With guidance and support, exhibit curiosity and interest that print conveys meaning.	LKS 8-3 Develops Emergent Reading <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading
a. Increase vocabulary through conversations with adults and peers.	LC 7-4 Expands Vocabulary <u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words
b. Identify real-world print (e.g., labels in the classroom, signs in the community).	LKS 8-3 Develops Emergent Reading <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading
5. With guidance and support, experience common types of books (e.g., fantasy; factual; animals; books about people demonstrating racial, cultural, age, gender, ability and diversity).	LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book
6. With guidance and support, identify the terms “author” and “illustrator”.	LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book
Integration of Knowledge and Ideas	
7. With guidance and support, make connections between self and real-	LKS 8-1 Develops Early Literacy

life experiences as they relate to classroom books.	3-Year Old: Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book
8. (Not appropriate for literature as indicated in the CCSS for ELA)	
9. With guidance and support, recall a sequence of events in familiar stories.	ATL 1-2 Develops Memory 3-Year Old: Recalls some elements of a story Pre-K: Recalls part or all of a story, including characters and main events
Range of Reading and Level of Text Complexity	
10. With guidance and support, actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) within individual learning centers (e.g., dramatic play, art, writing, math, building blocks, science, music).	LKS 8-1 Develops Early Literacy 3-Year Old: Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book
Reading Standards for Informational Text	
Key Ideas and Details	
1. With guidance and support, answer questions related to a variety of print materials.	LKS 8-1 Develops Early Literacy 3-Year Old: Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book
2. With guidance and support, identify the main topic/idea and demonstrate some details through play (e.g., dramatic play, art, writing, math, building blocks, science, music, and/or manipulatives).	LKS 8-1 Develops Early Literacy 3-Year Old: Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book
	CCA 21-4 Participates in Dramatic Play 3-Year Old: Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play
3. With guidance and support, identify the connections between self and events in printed materials (e.g., comparing hats from different cultures with hats people wear in child's life).	LKS 8-1 Develops Early Literacy 3-Year Old: Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book
Craft and Structure	
4. With guidance and support, exhibit curiosity about words in a variety of texts (e.g., magazines, word walls, classroom labels).	LKS 8-3 Develops Emergent Reading 3-Year Old: Recognizes own name in print; understands left to right, top to bottom process of reading
	LC 7-4 Expands Vocabulary 3-Year Old: Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.;

	shows continuous growth in number of words or signs used in conversation with others; asks meanings of words
5. With guidance and support, recognize how books are read and identify the front cover, back cover, and title page of a book.	LKS 8-3 Develops Emergent Reading <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading
6. With guidance and support, identify the terms “author” and “illustrator”.	LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book
Integration of Knowledge and Ideas	
7. With guidance and support, make connections between self and real-life experiences as they relate to classroom books.	LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book
8. No developmentally appropriate standard.	
9. No developmentally appropriate standard.	
Range of Reading and Level of Text Complexity	
10. With guidance and support, actively engage in a variety of shared reading experiences (e.g., small group with peers or teachers, one-on-one with teachers) within individual learning centers (e.g., dramatic play, art, writing, math, building blocks, science, music,).	LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book
Reading Standards: Foundational Skills	
Print Concepts	
1. With guidance and support, demonstrate basic features of print.	LKS 8-3 Develops Emergent Reading <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading
a. Recognize that spoken words can be written and convey meaning.	LKS 9-1 Develops Emergent Writing <u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written”
b. Recognize and name some letters in their first name.	LKS 8-2 Develops Alphabetic Knowledge <u>3-Year Old:</u> Says or sings ABCs <u>Pre-K:</u> Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print
c. Recognize some numbers.	CM 10-4 Reads and Writes Numbers <u>3-Year Old:</u> Can trace numbers: recognizes a few numbers in written form

d. Recognize that print moves from left to right, top to bottom, and page by page.	LKS 8-3 Develops Emergent Reading <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading
Phonological Awareness	
2. With guidance and support, demonstrate an emerging (developing) understanding of spoken words and sounds.	LC 7-3 Develops Phonemic Awareness <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted <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)
a. Engage in language/verbal play (e.g., sound patterns, rhyming patterns, songs).	LC 7-3 Develops Phonemic Awareness <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
b. Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry, and conversation).	LC 7-3 Develops Phonemic Awareness <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted <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)
c. Recognize environmental sounds (e.g., trains, cars, police sirens, clocks ticking, dogs barking).	LC 7-3 Develops Phonemic Awareness <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted <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)
d. Recognize sound patterns and repeat them (e.g., clapping, stomping, patting).	LC 7-3 Develops Phonemic Awareness <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted <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)
3. With guidance and support, demonstrate emergent (developing) phonological awareness skills (e.g., recognize first name in print).	LC 7-3 Develops Phonemic Awareness <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted <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)
Fluency	
4. With guidance and support, display emergent (developing) reading behavior through pretend reading and picture reading.	LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book
Writing Standards	
Text Types and Purposes	
1. With guidance and support, explore and experiment with a combination of written representations (e.g., scribbling or	LKS 9-1 Develops Emergent Writing <u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in

drawing) to represent stories, experiences, or ideas.	written expression through scribbling and describing what was “written”
2. No developmentally appropriate standard.	
3. No developmentally appropriate standard.	
Production and Distribution of Writing	
4. No developmentally appropriate standard.	
5. No developmentally appropriate standard.	
6. With guidance and support, begin to experiment with and hold age-appropriate writing tools (e.g., paint brushes, markers, large crayons, large pencils) in order to facilitate the development of eye-hand coordination.	LKS 9-1 Develops Emergent Writing <u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written”
Research to Build and Present Knowledge	
7. No developmentally appropriate standard.	
8. No developmentally appropriate standard.	
9. No developmentally appropriate standard.	
Range of Writing	
10. No developmentally appropriate standard.	
Speaking and Listening Standards	
Comprehension and Collaboration	
1. With guidance and support, participate in social conversations (e.g., turn-taking, exchanging information, listening attentively, awareness of others’ feelings) in a variety of settings (e.g., with peers and adults in small group, large group, and one-on-one interactions).	LC 7-6 Learns Conversation Structure <u>3-Year Old:</u> Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact
2. With guidance and support, demonstrate understanding of information by asking and answering questions, as well as, responding to directions.	LC 7-6 Learns Conversation Structure <u>3-Year Old:</u> Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact
3. With guidance and support, ask and answer questions in order to	LC 7-6 Learns Conversation Structure

seek help, obtain information, or clarify something that is not understood.	3-Year Old: Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact
Presentation of Knowledge and Ideas	
4. With guidance and support, describe familiar people, places, things, and events.	LC 7-2 Develops Expressive Communication 3-Year Old: Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic
5. No developmentally appropriate standard.	
6. With guidance and support, demonstrate an emergent (developing) ability to express thoughts, feelings, and needs clearly.	LC 7-2 Develops Expressive Communication 3-Year Old: Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic
Language Standards	
Conventions of Standard English	
1. With guidance and support, demonstrate age appropriate Standard English.	LC 7-5 Expands Grammar and Pronunciation 3-Year Old: Can rhyme words (e.g., cat, sat); uses verbs in correct tense (e.g., she <u>walks</u> vs. she <u>walked</u>); may overcorrect grammar (e.g. “goed,” “mouses,” etc.)
a. Ask and answer questions.	LC 7-6 Learns Conversation Structure 3-Year Old: Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact
b. Use simple prepositions (e.g., in, out, on, off).	CM 12-2 Develops Spatial Awareness 3-Year Old: Understands conditional locations such as over/under, inside/outside, in front/behind
c. Use proper words instead of slang or baby talk.	LC 7-4 Expands Vocabulary 3-Year Old: Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words
2. No developmentally appropriate standard.	
Knowledge of Language	
3. No developmentally appropriate standard.	
Vocabulary Acquisition and Use	
4. With guidance and support, demonstrate developing vocabulary in which the majority of words spoken are understood by adults and peers.	LC 7-4 Expands Vocabulary 3-Year Old: Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words
5. With guidance and support, explore word relationships and word meanings by sorting common objects into categories (e.g., shapes, foods)	LC 7-4 Expands Vocabulary 3-Year Old: Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words

to gain a sense of the concepts the categories represent.	CS 13-2 Classifies or Sorts Objects <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function
6. With guidance and support, use words and phrases that have been acquired through responses to text or stories, experiences, conversations, and/or from hearing a story.	LC 7-4 Expands Vocabulary <u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words

Mathematics	
Counting and Cardinality	
Know number names and the count sequence.	
1. With guidance and support, recite numbers 1 to 5 or beyond from memory.	CM 10-1 Begins Counting <u>3-Year Old:</u> Counts by rote to 10; counts sets of objects up to 10; may be able to count into the teens; understands and uses 1-1 correspondence
2. With guidance and support, attempt to write a combination of written representations (e.g., scribbling or drawing).	CM 10-4 Reads and Writes Numbers <u>3-Year Old:</u> Can trace numbers; recognizes a few numbers in written form
Count to tell the number of objects.	
3. With guidance and support, attempt to count concrete objects and actions up to 3.	CM 10-1 Begins Counting <u>3-Year Old:</u> Counts by rote to 10; counts sets of objects up to 10; may be able to count into the teens; understands and uses 1-1 correspondence
Compare numbers.	
4. With guidance and support, attempt to compare quantities of numbers using concrete manipulatives to determine more than, less than, same, and different.	CM 10-2 Builds and Observes Sets <u>3-Year Old:</u> Begins to see groups of 2 or 3 objects and knows the amount without counting (subitizing); counts and builds sets
Operations and Algebraic Thinking	
Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.	
1. With guidance and support, experiment with the concepts of putting together and taking from using concrete objects.	CM 10-3 Learns Addition, Subtraction and Division <u>3-Year Old:</u> When counting objects, understands that the last number counted represents the total <u>Pre-K:</u> Can add "1" to a set of objects and know that it is 1 more; can subtract 1 from a set of objects and know that it is 1 less; can split a set of objects equally to divide by 2
2. With guidance and support, experiment with patterns that are developmentally appropriate (e.g., duplicate simple patterns using	CM 11-2 Understands Patterns <u>3-Year Old:</u> Can complete simple patterns, such as red-blue-red-blue-red-blue; can tell what comes next

concrete objects and actions such as counting bears and attribute blocks, clapping, stomping, and patting).	
Measurement and Data	
Describe and compare measurable attributes.	
1. With guidance and support, experiment with measurable attributes of everyday objects (e.g., big, little, tall, short, full, empty, heavy, light).	CM 11-1 Learns Measurement and Quantities <u>3-Year Old:</u> Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)
2. With guidance and support, experiment with ordering two objects using attributes of length, height and weight (e.g., big, bigger, long, longer, tall, taller, short, shorter).	CM 11-1 Learns Measurement and Quantities <u>3-Year Old:</u> Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)
Classify objects and count the number of objects in each category.	
3. With guidance and support, sort, categorize, match, or classify objects (e.g., size, shape, primary colors).	CS 13-2 Classifies or Sorts Objects <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function
Geometry	
Explore, identify, and describe shapes (squares, circles, rectangles).	
1. With guidance and support, correctly name circles, squares, and triangles.	CM 12-1 Learns Shapes & Sizes <u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated
2. With guidance and support, recognize circles, squares, and triangles in the environment (e.g., clock is a circle, cracker is a square, musical instrument triangle is a triangle).	CM 12-1 Learns Shapes & Sizes <u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated
Analyze, compare, create, and compose shapes.	
3. With guidance and support, create shapes using developmentally appropriate materials (e.g., popsicle sticks, play dough, building blocks, pipe cleaners, pattern blocks).	CM 12-1 Learns Shapes & Sizes <u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated

Approaches to Learning	
Play Domain	
Engage in play.	
1. With guidance and support, cooperate with peers during play by taking turns, sharing materials, and inviting others to play.	SED 6-3 Cooperates with Peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns
2. With guidance and support, initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).	ATL 1-5 Shows Initiative <u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting
3. With guidance and support, begin to exhibit creativity and imagination in a variety of forms.	ATL 1-6 Thinks with Creativity & Flexibility <u>3-Year Old:</u> Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation
4. With guidance and support, demonstrate engagement in various stages of play (e.g., solitary, parallel, collaborative).	ATL 1-1 Is Attentive <u>3-Year Old:</u> Pays attention during story time; focuses on an activity for 10 or more minutes
Curiosity and Initiative	
Demonstrate curiosity and initiative.	
1. Demonstrate a developing interest in new experiences by interacting with peers, using familiar materials in creative ways, and investigating new environments.	ATL 1-4 Is Curious <u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities
2. Begin to ask questions to seek new information.	ATL 1-4 Is Curious <u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities
3. Demonstrate an increasing ability to make independent choices.	ATL 1-5 Shows Initiative <u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting
4. With guidance and support, approach tasks and activities with flexibility, imagination and inventiveness.	ATL 1-6 Thinks with Creativity & Flexibility <u>3-Year Old:</u> Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation
Persistence and Attentiveness	
Demonstrate persistence and attentiveness.	
1. With guidance and support, follow through to complete a task or activity.	ATL 1-3 Is Persistent <u>3-Year Old:</u> Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support
2. With guidance and support, demonstrate the ability to remain engaged in an activity or experience.	ATL 1-1 Is Attentive <u>3-Year Old:</u> Pays attention during story time; focuses on an activity for 10 or more minutes
	ATL 1-3 Is Persistent

3. With guidance and support, seek out and accept help or information from adults and peers when needed to accomplish a task or an activity (e.g., using a step stool to reach the sink).	<u>3-Year Old:</u> Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support
	SED 5-1 Bonds with Adults <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems
Problem-Solving Skills	
Demonstrate problem-solving skills.	
1. Identify a problem or ask a question.	CS 14-1 Solves Problems <u>3-Year Old:</u> Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float)
2. Begin to use a variety of strategies to solve a problem, reach a goal, or answer a question (e.g., work with others, use a variety of materials, use trial and error).	CS 14-1 Solves Problems <u>3-Year Old:</u> Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float)
3. With guidance and support apply prior learning and experiences to build new knowledge.	ATL 1-6 Thinks with Creativity & Flexibility <u>3-Year Old:</u> Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation

Social and Emotional Development	
Social Development	
Build and maintain relationships with others.	
1. Interact appropriately with familiar adults.	SED 5-1 Bonds with Adults <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems
a. With guidance and support, communicate to seek out help with difficult task, to find comfort, and to obtain security.	SED 5-1 Bonds with Adults <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems
b. With guidance and support, engage with a variety of familiar adults.	SED 5-1 Bonds with Adults <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems
2. Interact appropriately with other children.	SED 6-2 Bonds with Peers <u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend
a. Begin to engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials).	SED 6-2 Bonds with Peers <u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend

b. Begin to develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others).	SED 6-2 Bonds with Peers <u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend
c. With guidance and support, ask permission to use materials belonging to someone else.	SED 6-3 Cooperates with Peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns
d. Acknowledge needs and rights of others (e.g., "It's your turn on the swing.").	SED 6-3 Cooperates with Peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns
3. Express empathy and care for others.	SED 6-1 Builds Empathy <u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress
a. With guidance and support, show affection and concern in appropriate ways (e.g., pat a child on the arm; give a soft hug to an upset peer).	SED 6-1 Builds Empathy <u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress
b. Begin to offer and accept encouraging and courteous words to demonstrate kindness.	SED 6-1 Builds Empathy <u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress
c. With guidance and support, identify emotional cues of others and react in a positive manner (e.g., "You seem sad.").	SED 6-1 Builds Empathy <u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress
Work productively toward common goals and activities.	
4. Participate successfully as a member of a group.	SED 6-3 Cooperates with Peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns
a. With guidance and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).	SED 6-3 Cooperates with Peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns
b. With guidance and support, sustain interactions with peers, allow others to join play activities, and play cooperatively with others in small and large groups (e.g., engage in cooperative play or conversations over time).	SED 6-3 Cooperates with Peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns
c. With guidance and support, accept assigned duties during play or	ATL 2-2 Shows Responsibility

classroom management routines (e.g., clean-up responsibilities).	3-Year Old: Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
5. Join ongoing activities in acceptable ways.	ATL 2-2 Shows Responsibility 3-Year Old: Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
a. Begin to express to others a desire to play (e.g., "I want to play.").	SED 6-3 Cooperates with Peers 3-Year Old: Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns
b. With guidance and support, lead and follow.	SED 6-3 Cooperates with Peers 3-Year Old: Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns
c. With guidance and support, move into group with ease.	SED 6-3 Cooperates with Peers 3-Year Old: Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns
6. Resolve conflicts with others.	SED 6-3 Cooperates with Peers 3-Year Old: Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns
a. With guidance and support, use discussions and negotiations to reach a compromise (e.g., "I had the drum first or you can have it when this song is over.").	SED 6-3 Cooperates with Peers 3-Year Old: Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns
b. With guidance and support, use courteous words and actions (e.g., "Please give me the book." "I'm sorry I stepped on your mat.").	SED 6-3 Cooperates with Peers 3-Year Old: Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns
Emotional Development	
Demonstrate awareness of self and capabilities.	
1. Demonstrate trust in self.	SED 4-2 Becomes Confident 3-Year Old: Is pleased to complete daily routines and learn new skills
a. Begin to make positive statements about self, use assertive voice to express self, and accept responsibility for own actions (e.g., say, "I can ...", "I will ...", "I did ...").	SED 4-2 Becomes Confident 3-Year Old: Is pleased to complete daily routines and learn new skills

b. Begin to identify own emotions (e.g., say, "I feel ...") and express pride in accomplishments (e.g., "I did it!").	SED 3-1 Expresses Emotion <u>3-Year Old:</u> Displays a range of emotions; can say how he/she is feeling (e.g., glad, sad, or mad); explores emotions through play, art, music, dance
2. Develop personal preferences.	ATL 1-5 Shows Initiative <u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting
a. Begin to express independence, interest, and curiosity (e.g., say, "I can ...", "I choose ..." "I want ...").	ATL 1-5 Shows Initiative <u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting
	ATL 1-4 Is Curious <u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities
b. With guidance and support, select and complete tasks (e.g., finish a puzzle or drawing).	ATL 1-3 Is Persistent <u>3-Year Old:</u> Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support
3. Show flexibility, inventiveness, and interest in solving problems.	ATL 1-6 Thinks with Creativity & Flexibility <u>3-Year Old:</u> Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation
a. With guidance and support, make alternative choices (e.g., move to another area when a center is full).	ATL 1-5 Shows Initiative <u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting
b. With guidance and support, problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen).	CS 14-1 Solves Problems <u>3-Year Old:</u> Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float)
4. Know personal information.	SED 4-1 Develops Awareness of Self <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family
a. With guidance and support, describe self using several basic characteristics (e.g., gender, age, hair color, eye color).	SED 4-1 Develops Awareness of Self <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family
b. Begin to refer to self by first name.	SED 4-1 Develops Awareness of Self <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family
c. With guidance and support, know parents'/guardians' names.	SED 4-1 Develops Awareness of Self <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family
Recognize and adapt expressions, behaviors, and actions.	
5. Show impulse control with body and actions.	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>3-Year Old:</u> Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games

a. Begin to exhibit control of own body in space (e.g., move safely through room without harm to self or others).	PMP 17-1 Develops Perception & Balance <u>3-Year Old:</u> Stands on 1 foot for about 3 seconds; jumps with two feet <u>Pre-K:</u> Stands on 1 foot for about 6 seconds; does a front roll (somersault); walks backwards without losing balance; walks heel-to-toe, on tiptoe, and on a straight line; can walk on a balance board; hops on one foot
b. With guidance and support, follow procedures or routines (e.g., come to circle time when the teacher begins to sing).	ATL 2-1 Understands Routines <u>3-Year Old:</u> Follows daily routines, such as sitting for circle time; adjusts to changes in routines or usual activities when informed ahead of time
c. With guidance and support, transition appropriately and with ease within environments (e.g., come indoors to wash hands for lunch or to listen to a story).	ATL 2-1 Understands Routines <u>3-Year Old:</u> Follows daily routines, such as sitting for circle time; adjusts to changes in routines or usual activities when informed ahead of time
6. Manage emotions.	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>3-Year Old:</u> Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games
a. With guidance and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control).	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>3-Year Old:</u> Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games
b. With guidance and support, recognize emotions (e.g., "I am really mad.").	SED 3-1 Expresses Emotion <u>3-Year Old:</u> Displays a range of emotions; can say how he/she is feeling (e.g., glad, sad, or mad); explores emotions through play, art, music, dance
c. With guidance and support, express feelings through appropriate gestures, actions, and language (e.g., smile and say, "This story makes me happy.").	SED 3-1 Expresses Emotion <u>3-Year Old:</u> Displays a range of emotions; can say how he/she is feeling (e.g., glad, sad, or mad); explores emotions through play, art, music, dance
d. With guidance and support, express frustration and anger without harming self, others, or property (e.g., "I don't like it when you take my truck.").	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>3-Year Old:</u> Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games
7. Follow procedures and routines with teacher support.	ATL 2-1 Understands Routines <u>3-Year Old:</u> Follows daily routines, such as sitting for circle time; adjusts to changes in routines or usual activities when informed ahead of time
a. Begin to follow one or two-step directions (e.g., move appropriately when transitions are announced).	LC 7-1 Develops Receptive Communication <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues
b. With guidance and support, use materials with care and safety (e.g., use scissors to cut paper).	ATL 2-2 Shows Responsibility <u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences

	from own actions, such as a re-direction, removal of an object, or revocation of a privilege
c. Begin to take turns and to share information with others (e.g., interact during group time).	SED 6-3 Cooperates with Peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns
8. Demonstrate flexibility in adapting to different environments.	ATL 1-6 Thinks with Creativity & Flexibility <u>3-Year Old:</u> Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation
a. With guidance and support, adjust behavior in different settings (e.g., at the library, playground, lunchroom).	ATL 1-6 Thinks with Creativity & Flexibility <u>3-Year Old:</u> Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation
b. With guidance and support, follow rules (e.g., use outside voice, use inside voice) in different settings.	ATL 2-2 Shows Responsibility <u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege

Science	
Science Method and Inquiry Domain	
Engage in simple investigations.	
1. With guidance and support, identify materials by texture (e.g., smooth/rough, soft/hard).	CS 13-1 Explores Objects <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration
2. With guidance and support, ask questions about objects, tools, and materials and compare, sort, classify, and order objects.	CS 13-1 Explores Objects <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration
	CS 13-2 Classifies or Sorts Objects <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function
3. With guidance and support, use a variety of simple tools to make investigations.	CS 13-1 Explores Objects <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration
4. With guidance and support, work collaboratively with others.	SED 6-3 Cooperates with Peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns
Use the five senses to explore and investigate the environment.	
5. With guidance and support, identify the body parts associated with the use of each of the five senses.	LC 7-4 Expands Vocabulary <u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words
Physical Science	

Develop awareness of observable properties of objects and materials.	
1. Begin to manipulate and explore a wide variety of objects and materials.	CS 13-1 Explores Objects <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration
2. With guidance and support, describe and compare objects and materials by at least one observable property (e.g., color, size, shape, weight, texture, temperature).	CS 13-2 Classifies or Sorts Objects <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function
3. With guidance and support, identify position and movement of people and objects (e.g., over, under, in, out, sink, float).	CM 12-2 Develops Spatial Awareness <u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind
Life Science	
Develop an awareness of living things.	
1. With guidance and support, observe, explore, and describe a variety of living things and where they live (e.g., plants, animals, people).	CS 15-1 Explores the Natural Environment <u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things
2. With guidance and support, describe individual characteristics of self, other living things and people.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things
Earth Science	
Develop an awareness of earth science and space.	
1. With guidance and support, describe weather changes (e.g., rainy, windy, sunny, cloudy).	CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things
2. Begin to identify objects in the sky (e.g., clouds, sun, moon, and stars).	CS 15-1 Explores the Natural Environment <u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things
3. With guidance and support, collect, sort, identify, and describe objects in the natural world (e.g., rocks, soil, leaves).	CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things
Technology	
Identify and explore a variety of technology tools.	
1. With guidance and support, name and use appropriate technology tools to gather or communicate information (e.g., magnifying glass, telescope,	CS 13-3 Learns Using Technology <u>3-Year Old:</u> Shows interest in technology; may understand how “swiping” and “clicking” work on an ipad or tablet

microscope, computer, simple machines).	
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Physical Development	
Gross Motor Skills	
Demonstrate understanding of gross motor concepts as they apply to the learning, development, and performance of physical activities.	
1. Identify body parts (e.g., knee, foot, arm).	LC 7-4 Expands Vocabulary <u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words
2. With guidance and support, demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, twisting, throwing a ball).	PMP 17-5 Develops Large Motor Coordination Skills <u>3-Year Old:</u> Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors
Demonstrate competency in gross motor skills and movement patterns needed to perform a variety of physical activities.	
3. With guidance and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs).	PMP 17-1 Develops Perception & Balance <u>3-Year Old:</u> Stands on 1 foot for about 3 seconds; jumps with two feet <u>Pre-K:</u> Stands on 1 foot for about 6 seconds; does a front roll (somersault); walks backwards without losing balance; walks heel-to-toe, on tiptoe, and on a straight line; can walk on a balance board; hops on one foot
4. With guidance and support, use various types of equipment (e.g., playground equipment, tricycles, slides).	PMP 17-5 Develops Large Motor Coordination Skills <u>3-Year Old:</u> Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors
5. Begin to engage in gross motor activities that are familiar as well as activities that are new and challenging (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, riding wheel toys).	PMP 17-5 Develops Large Motor Coordination Skills <u>3-Year Old:</u> Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors
Participate in physical activity for self-expression and/or social interaction.	
6. With guidance and support, demonstrate self-expression through movement by participating in activities involving music either alone or in a group.	CCA 21-3 Explores Movement and Dance <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities

Fine Motor	
Demonstrate competency in fine motor skills needed to perform a variety of physical activities.	
1. With guidance and support, use fine muscle and eye-hand coordination for such purposes as using utensils, self-care, building, and exploring (e.g., place small objects in bottle).	PMP 18-2 Develops Fine Hand-Eye Coordination <u>3-Year Old:</u> Demonstrates increasing ability to complete fine motor activities, such as putting jumbo puzzles together or stringing beads
Demonstrate understanding of emerging (developing) fine motor skills as they apply to the learning and performance of physical activities.	
2. With guidance and support, demonstrate emerging (developing) fine muscle coordination using manipulative materials that vary in size, shape, and skill requirement (e.g., press individual computer keys on a keyboard, use clay to form shapes).	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay
3. With guidance and support, demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tearing, cutting, folding).	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay
Participate in fine motor activity for self-expression and/or social interaction.	
4. With guidance and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play).	CCA 21-1 Explores Art Media <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create
5. With guidance and support, participate in group activities involving fine motor experiences (e.g., playing with blocks together, finger plays, and dramatic play).	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay
Demonstrate emerging competency in self-help skills needed to perform a variety of physical activities.	
6. With guidance and support, participate in self-care (e.g., dressing,	PMP 19-2 Develops Self-Care Skills <u>3-Year Old:</u> Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly

brushing teeth, washing hands, feeding self).	independent with dressing, including pulling up pants, putting on shoes, and putting on coat
Self-Care, Health, and Safety Skills	
Demonstrate an awareness and practice of safety rules.	
1. With guidance and support, identify and follow safety rules (e.g., classroom, home, community).	PMP 20-2 Learns Safety Rules <u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted
2. With guidance and support, practice safety procedures by responding appropriately to harmful or unsafe situations.	PMP 20-2 Learns Safety Rules <u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted
3. With guidance and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures.	PMP 20-2 Learns Safety Rules <u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted
Demonstrate an emerging use of standard health practices.	
4. With guidance and support, practice common health routines (e.g., resting, eating healthy meals, exercising, and using appropriate personal hygiene).	PMP 19-2 Develops Self-Care Skills <u>3-Year Old:</u> Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat
5. With guidance and support, participate in a variety of physical activities.	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times <u>3-Year Old:</u> Is able to play for longer periods of time without needing to rest
6. With guidance and support, identify nutritious foods.	PMP 20-1 Learns about Nutrition <u>3-Year Old:</u> Is learning the role of food and nutrition in daily routines; tries different kinds of nutritious foods

Creative Expression	
Music	
Participate in music-related activities.	
1. With guidance and support, create sounds and rhythms using voice, body, instruments, or sound-producing objects.	CCA 21-2 Explores Music <u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat
2. Begin to sing a variety of short songs.	CCA 21-2 Explores Music <u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat
3. With guidance and support, listen and respond to short musical works	CCA 21-2 Explores Music

(e.g., singing, answering questions, following instructions).	<u>3-Year Old</u> : Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat
4. With guidance and support, identify fast and slow tempos.	CCA 21-2 Explores Music <u>3-Year Old</u> : Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat
5. With guidance and support, recognize a wide variety of sounds.	CCA 21-2 Explores Music <u>3-Year Old</u> : Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat
Dance and Movement	
Demonstrate understanding through the use of music.	
1. With guidance and support, create simple movements (e.g., twirl, turn around, shake).	CCA 21-3 Explores Movement and Dance <u>3-Year Old</u> : Participates in dance or creative movement activities
2. With guidance and support, respond rhythmically to different types of music (e.g., fast, slow).	CCA 21-3 Explores Movement and Dance <u>3-Year Old</u> : Participates in dance or creative movement activities
Theatre and Dramatic Play	
Engage in spontaneous dramatic play throughout the day in a variety of centers.	
1. Begin to imitate roles (e.g., mother, baby, doctor) observed in own life experiences.	CCA 21-4 Participates in Dramatic Play <u>3-Year Old</u> : Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play
2. With guidance and support, use available materials as either realistic or symbolic props.	CCA 21-4 Participates in Dramatic Play <u>3-Year Old</u> : Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play
3. With guidance and support, make up new roles from experiences and/or familiar stories.	CCA 21-4 Participates in Dramatic Play <u>3-Year Old</u> : Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play
4. With guidance and support, imitate characteristics of animals (e.g., sounds animals make) and of people.	CCA 21-4 Participates in Dramatic Play <u>3-Year Old</u> : Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play
Visual Arts	
Create visual art.	
1. With guidance and support, produce original art (e.g., color, paint, draw) using a wide variety of materials and tools.	CCA 21-1 Explores Art Media <u>3-Year Old</u> : Uses a variety of art materials and media to convey an idea; creates something different from what other children create
2. With guidance and support, create artwork that reflects an idea, theme, or story.	CCA 21-1 Explores Art Media <u>3-Year Old</u> : Uses a variety of art materials and media to convey an idea; creates something different from what other children create

3. With guidance and support, describe own art work.	CCA 21-1 Explores Art Media <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create
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Social Studies Standards	
Family and Community	
Understand self in relation to the family and the community.	
1. Begin to identify self as a member of a family, the learning community, and local community.	SED 4-1 Develops Awareness of Self <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family
2. With guidance and support, identify similarities and differences in people.	SS 16-1 Explores Cultures <u>3-Year Old:</u> Learns about cultural differences, including clothing, food, art, and work
3. With guidance and support, describe some family traditions.	SED 4-1 Develops Awareness of Self <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family
4. With guidance and support, identify some similarities and differences in family structure, culture, ability, language, age, and gender.	SS 16-1 Explores Cultures <u>3-Year Old:</u> Learns about cultural differences, including clothing, food, art, and work
Understand the concept of individual rights and responsibilities.	
5. With guidance and support, demonstrate responsible behavior related to daily routines.	ATL 2-1 Understands Routines <u>3-Year Old:</u> Follows daily routines, such as sitting for circle time; adjusts to changes in routines or usual activities when informed ahead of time
6. With guidance and support, explain some rules in the home and in the classroom.	ATL 2-2 Shows Responsibility <u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
a. Identify some rules for different settings.	ATL 2-2 Shows Responsibility <u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
b. Identify appropriate choices to promote positive interactions.	ATL 2-2 Shows Responsibility <u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
7. With guidance and support, identify some community members	SS 16-4 Learns about Community Roles and Jobs <u>3-Year Old:</u> Learns about family roles and relationships

(e.g., parents, teachers, principals/directors, community helpers).	<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
8. With guidance and support, identify some positive character traits of self and others (e.g., respectful, kind, fair, friendly).	SED 6-2 Bonds with Peers <u>3-Year Old</u> : Interacts positively with other children in the group; begins to make friends; may have a favorite friend
9. With guidance and support, describe a simple sequence of familiar events.	SS 16-2 Understands Time <u>3-Year Old</u> : Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school)
Our World	
Understand the importance of people, resources, and the environment.	
1. With guidance and support, treat classroom materials and belongings of others with care.	ATL 2-2 Shows Responsibility <u>3-Year Old</u> : Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
2. With guidance and support, identify location and some physical features of familiar places in the environment.	SS 16-3 Explores Geography <u>3-Year Old</u> : Learns about community places, such as home, school, park, etc.
3. With guidance and support, use money in pretend play in order to set in motion an understanding of the role money plays in the environment (e.g., play store or restaurant).	SS 16-5 Learns about Government and Economics <u>3-Year Old</u> : Uses pretend money in games and play; pretends societal roles in play
4. Begin to use a variety of technology tools (e.g., telephone, cash register, computer), either real or pretend, that affect daily life interactions and activities.	CS 13-3 Learns Using Technology <u>3-Year Old</u> : Shows interest in technology; may understand how “swiping” and “clicking” work on an ipad or tablet
5. With guidance and support, begin to understand the role that people play in caring for the environment (e.g., recycling, keeping the environment clean, conserving water).	CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old</u> : Can name different types of plants and animals; helps in school garden; show respect for living things
History and Events	
Understand events that happened in the past.	
1. With guidance and support, describe a simple series of familiar events.	SS 16-2 Understands Time <u>3-Year Old</u> : Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school)

2. With guidance and support, begin to understand events that happened in the past.

SS 16-2 Understands Time

3-Year Old: Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school)

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:

info@lifecubby.me