

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 Infant through Four-Year-Old Children
and Mississippi College- and Career-Readiness Arts Learning Standards**



References



Mississippi Department of Education. (2017, 2018). Retrieved from

<https://www.mdek12.org/sites/default/files/documents/OAE/OEER/Early%20Childhood/Infants%20through%20Four-Year-Old%20Early%20Learning%20Standards%202018.05.16%20-%20APA.pdf>

Infant and Toddler	
Approaches to Learning Standards	Vine Indicators
Emotional and Behavioral Self-Regulation - Child manages feelings, emotions and support of familiar adults	
Birth to 9 Months	
Interacts with familiar adults for calming and comfort, to focus attention and to share joy.	SED 5-1 Bonds with Adults
8 Months to 18 Months	
Seeks to be close to familiar adults for help with strong emotions by physical or eye contact.	SED 5-1 Bonds with Adults
16 Months to 36 Months	
Uses various strategies to help manage strong emotions, such as removing self from the situation, covering eyes or ears, or seeking support from a familiar adult.	SED 3-2 Manages Feelings & Demonstrates Self-Control
Emotional and Behavioral Self-Regulation - Child manages actions and behavior with support of familiar adults.	
Birth to 9 Months	
Responds to attentive caregiving by quieting or calming down, such as when being fed or being comforted during moments of physical distress.	SED 3-2 Manages Feelings & Demonstrates Self-Control
8 Months to 18 Months	
Looks to familiar adults for assistance and guidance with actions and behavior.	SED 5-1 Bonds with Adults
May try to calm self by sucking on fingers or thumb when overly excited or distressed.	SED 3-2 Manages Feelings & Demonstrates Self-Control
16 Months to 36 Months	
Begins to manage and adjust actions and behavior with the guidance of familiar adults using words or signs.	SED 3-2 Manages Feelings & Demonstrates Self-Control
Cognitive Self-Regulation (Executive Functioning) - Child maintains focus and keeps attention with support.	
Birth to 9 Months	

Develops, with support, some ability to filter out distracting sensory stimuli to focus on and attend to important people or objects in the environment with support.	ATL 1-1 Is Attentive
8 Months to 18 Months	
Shows increasing ability to attend to people.	ATL 1-1 Is Attentive
Shows increasing ability to attend to objects and activities.	ATL 1-1 Is Attentive
Shows increasing ability to extend or complete an activity.	ATL 1-1 Is Attentive
Shows increasing ability to attend to or join others in a common or shared focus.	ATL 1-1 Is Attentive
16 Months to 36 Months	
Participates in activities and experiences with people, objects, or materials that require attention and common or shared focus.	ATL 1-1 Is Attentive
Cognitive Self-Regulation (Executive Functioning) - Child develops the ability to show persistence in actions and behavior.	
Birth to 9 Months	
Shows increasing ability to continue interactions with familiar adults or toys for increasing amounts of time.	ATL 1-3 Is Persistent
8 Months to 18 Months	
Shows willingness to repeat attempts to communicate or to repeat actions to solve a problem even when encountering difficulties.	ATL 1-3 Is Persistent
16 Months to 36 Months	
Shows increasing ability to stay engaged when working towards a goal or solving a problem. Often tries different strategies until successful.	ATL 1-3 Is Persistent
Cognitive Self-Regulation (Executive Functioning) - Child demonstrates the ability to be flexible in actions and behavior.	
Birth to 9 Months	
Shows repetitive patterns in actions or behaviors, but sometimes tries	ATL 1-6 Thinks with Creativity & Flexibility

more than one way to solve a problem or interact with someone.	
8 Months to 18 Months	
Shows ability to shift focus to attend to something else, participate in a new activity, or try a new approach to solving a problem.	ATL 1-6 Thinks with Creativity & Flexibility
16 Months to 36 Months	
Modifies actions or behaviors in social situations, daily routines, and problem solving, such as playing quietly when asked or adjusting to changes in schedule.	ATL 1-6 Thinks with Creativity & Flexibility
Initiative and Curiosity - Child demonstrates emerging initiative in interactions, experiences and explorations.	
Birth to 9 Months	
Initiates interactions with familiar adults through expressions, actions, sounds or behaviors.	ATL 1-5 Shows Initiative
8 Months to 18 Months	
Points to desired people, objects or places and initiates actions, such as looking for a favorite toy or bringing a book to a familiar adult to read.	ATL 1-5 Shows Initiative
Actively resists actions or items not wanted.	ATL 1-5 Shows Initiative
16 Months to 36 Months	
Prepares for or starts some activities without being directed by others, such as getting ready for the next activity or bringing a ball to a new child at the playground.	ATL 1-5 Shows Initiative
Initiative and Curiosity - Child shows interest in and curiosity about objects, materials, or events.	
Birth to 9 Months	
Shows excitement when engaged in learning, such as smiling at a familiar adult, laughing after batting at a mobile, kicking or moving arms and legs in an emphatic way or knocking over a toy.	ATL 1-4 Is Curious
8 Months to 18 Months	

Approaches new events, experiences with others, or materials with interest and curiosity, such as intently listening to a new song or examining new toys or materials.	ATL 1-4 Is Curious
Actively resists actions or items not wanted.	ATL 1-4 Is Curious
16 Months to 36 Months	
Participates in new experiences, asks questions, and experiments with new things or materials, such as collecting leaves and pinecones in the fall.	ATL 1-4 Is Curious
Creativity - Child uses creativity to increase understanding and learning.	
Birth to 9 Months	
Uses a variety of ways to interact with other people. Changes expressions, actions, or behaviors based on responses of others.	ATL 1-6 Thinks with Creativity & Flexibility
Makes discoveries about self, others and the environment.	ATL 1-6 Thinks with Creativity & Flexibility
8 Months to 18 Months	
Finds new things to do with familiar, everyday objects, such as using a cooking pot for a hat or a spoon as a drumstick.	ATL 1-6 Thinks with Creativity & Flexibility
Uses objects in new ways.	ATL 1-6 Thinks with Creativity & Flexibility
16 Months to 36 Months	
Combines objects or materials in new and unexpected ways.	ATL 1-6 Thinks with Creativity & Flexibility
Shows interest in and curiosity about the world around them such as exploring new areas of a room.	ATL 1-6 Thinks with Creativity & Flexibility
Seeks out new information and explores new play and tasks both independently and with adult support.	ATL 1-6 Thinks with Creativity & Flexibility
Shows delight in creating something new.	ATL 1-6 Thinks with Creativity & Flexibility
Creativity - Child shows imagination in play and interactions with others.	
Birth to 9 Months	
Emerging	
8 Months to 18 Months	
Uses sounds, gestures, signs, or words playfully through songs, fingerplays, or games.	ATL 1-6 Thinks with Creativity & Flexibility

16 Months to 36 Months	
Uses imagination to explore possible uses of objects and materials. Engages in make-believe play with other children.	ATL 1-6 Thinks with Creativity & Flexibility

Social and Emotional Development Standards	Vine Indicators
Relationships with Adults - Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.	
Birth to 9 Months	
Interacts in predictable ways with familiar adults.	SED 5-1 Bonds with Adults
Responds positively to familiar adults' age appropriate efforts to help with stressful moments.	SED 5-1 Bonds with Adults
8 Months to 18 Months	
Seeks familiar adults for emotional support and encouragement.	SED 5-1 Bonds with Adults
Reacts or may become distressed when separated from familiar adults.	SED 5-1 Bonds with Adults
16 Months to 36 Months	
Engages in positive interactions in a wide variety of situations with familiar adults.	SED 5-1 Bonds with Adults
Seeks familiar adults for comfort when distressed or tired.	SED 5-1 Bonds with Adults
Relationships with Adults - Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.	
Birth to 9 Months	
Recognizes familiar adults.	SED 5-1 Bonds with Adults
May avoid or withdraw from unfamiliar adults.	SED 5-1 Bonds with Adults
8 Months to 18 Months	
Makes eye contact, moves, or stays close to familiar adults for emotional comfort when an unfamiliar adult approaches.	SED 5-1 Bonds with Adults
16 Months to 36 Months	
Often watches from a distance or waits for reassurance from a familiar	SED 5-1 Bonds with Adults

adult before approaching someone new.	
May engage in positive interactions when meeting new people, such as sharing a book with a visitor.	SED 5-1 Bonds with Adults
Relationships with Adults - Child learns to use familiar adults as a resource to meet needs.	
Birth to 9 Months	
Communicates needs to familiar adults by using a variety of behaviors.	SED 5-1 Bonds with Adults
8 Months to 18 Months	
Looks to or seeks help from familiar adults.	SED 5-1 Bonds with Adults
16 Months to 36 Months	
Asks a familiar adult for help or assistance when encountering difficult tasks or situations.	SED 5-1 Bonds with Adults
Relationships with Other Children - Child shows interest in, interacts with and develops personal relationships with other children.	
Birth to 9 Months	
Looks at attentively, touches or explores another child's face.	SED 6-2 Bonds with Peers
Show recognition for familiar children through actions or behaviors.	SED 6-2 Bonds with Peers
8 Months to 18 Months	
Participates in simple back-and-forth interactions with another child.	SED 6-2 Bonds with Peers
Interacts with a few children on a regular basis.	SED 6-2 Bonds with Peers
16 Months to 36 Months	
Seeks out other children for social interactions including initiating contact and responding to others.	SED 6-2 Bonds with Peers
Develops friendships and engages in more elaborate play with friends.	SED 6-2 Bonds with Peers
Relationships with Other Children - Child imitates and engages in play with other children	
Birth to 9 Months	
Responds to another child's actions or sounds during play with a toy by watching attentively, touching the	SED 6-2 Bonds with Peers

other child, or reaching for or taking the toy.	
8 Months to 18 Months	
Participates in simple imitation games, such as making similar sounds or running after another child.	SED 6-2 Bonds with Peers
Plays next to other children with similar toys or materials.	SED 6-2 Bonds with Peers
16 Months to 36 Months	
Joins in play with other children by sometimes taking turns or participating in joint activities with a common goal, such as building block structures with others or pretending to eat together.	SED 6-3 Cooperates with Peers
Emotional Functioning - Child learns to express a range of emotions.	
Birth to 9 Months	
Expresses feelings of comfort, discomfort, enjoyment, fear, surprise, anger, or unhappiness through facial expressions or gestures to prompt a response from a familiar adult.	SED 3-1 Expresses Emotion
8 Months to 18 Months	
Expresses a variety of emotions and modifies their expressions according to the reactions of familiar adults, based on the child's cultural (family) background.	SED 3-1 Expresses Emotion
16 Months to 36 Months	
Expresses a wide range of emotions, including surprise, guilt, embarrassment, or pride, based on increasing awareness of their effects on others.	SED 3-1 Expresses Emotion
Emotional Functioning - Child recognizes and interprets emotions of others with the support of familiar adults.	
Birth to 9 Months	
Attends with interest when others express emotions.	SED 6-1 Builds Empathy
8 Months to 18 Months	
Responds to others' emotional expressions, often by sharing an	SED 6-1 Builds Empathy

emotional reaction such as smiling, verbalizing or pouting.	
16 Months to 36 Months	
Shows understanding of some emotional expressions of others by labeling the emotions, asking questions about them, or responding in appropriate non-verbal ways.	SED 6-1 Builds Empathy
Emotional Functioning - Child expresses care and concern towards others.	
Birth to 9 Months	
May imitate another person's distressed emotions/facial expressions.	SED 6-1 Builds Empathy
8 Months to 18 Months	
Notices when another child is crying or upset.	SED 6-1 Builds Empathy
May seek adult's help or offer something to help another child, such as blanket or toy.	SED 6-1 Builds Empathy
16 Months to 36 Months	
Expresses empathy toward other children or familiar adults who have been hurt or are crying by showing concerned attention.	SED 6-1 Builds Empathy
May try to comfort them with words or actions.	SED 6-1 Builds Empathy
Emotional Functioning - Child manages emotions with the support of familiar adults.	
Birth to 9 Months	
Is comforted by a familiar adult.	SED 5-1 Bonds with Adults
8 Months to 18 Months	
Looks to or seeks comfort when distressed and accepts reassurance from a familiar adult or engages in self-comforting behaviors.	SED 5-1 Bonds with Adults
16 Months to 36 Months	
Shows developing ability to cope with stress or strong emotions by using familiar strategies.	SED 3-2 Manages Feelings & Demonstrates Self-Control
Sense of Identity and Belonging - Child shows awareness about self and how to connect with others.	
Birth to 9 Months	

Learns about self by exploring hands, feet, body and movement.	SED 4-1 Develops Awareness of Self
8 Months to 18 Months	
Experiments with use of hands and body, discovering how movement and gestures can be used to relate to others.	SED 4-1 Develops Awareness of Self
16 Months to 36 Months	
Shows awareness of own thoughts, feelings and preferences as well as those of others.	SED 4-1 Develops Awareness of Self
Uses different forms of communication to refer to self and others.	SED 4-1 Develops Awareness of Self
Sense of Identity and Belonging - Child recognizes, appreciates and respects characteristics of self and others.	
Birth to 9 Months	
Responds to own name when stated by a familiar adult.	SED 4-1 Develops Awareness of Self
Distinguishes primary caregivers from others.	SED 5-1 Bonds with Adults
8 Months to 18 Months	
Develops self-awareness (recognizing self as separate individual from caregiver).	SED 4-1 Develops Awareness of Self
16 Months to 36 Months	
Identifies obvious physical similarities, differences and compares characteristics between self and others.	SED 4-1 Develops Awareness of Self
Sense of Identity and Belonging - Child shows confidence in own abilities through relationships with others.	
Birth to 9 Months	
Participates in back-and-forth social interactions through facial expressions, sounds, gestures and responding to the actions of others.	ATL 1-5 Shows Initiative
8 Months to 18 Months	
Expresses desires and preferences.	ATL 1-5 Shows Initiative
Seeks to draw a familiar adult's attention to objects of interest or new	ATL 1-5 Shows Initiative

physical skills and attends to familiar adult's responses.	
16 Months to 36 Months	
Contributes own ideas, skills and abilities to activities and experiences with adults and other children.	ATL 1-5 Shows Initiative
May call attention to new skills and abilities or seek to do things by self.	ATL 1-5 Shows Initiative
Sense of Identity and Belonging - Child develops a sense of belonging through relationships with others.	
Birth to 9 Months	
Shows awareness of familiar routines by behaviors.	ATL 2-1 Understands Routines
8 Months to 18 Months	
Anticipates familiar routines or activities.	ATL 2-1 Understands Routines
16 Months to 36 Months	
Refers to personal or family experiences and events that have happened in the recent past.	ATL 2-1 Understands Routines

Language and Communication Standards	Vine Indicators
Attending and Understanding - Child attends to, understands and responds to communication and language from others.	
Birth to 9 Months	
Attends to verbal and nonverbal communication by turning toward or looking at a person.	LC 7-1 Develops Receptive Communication
Participates in back and forth interactions by exchanging facial expressions and language sounds with familiar adults	LC 7-1 Develops Receptive Communication
8 Months to 18 Months	
Shows understanding of the meaning of verbal and non-verbal communication of familiar caregivers and responds with facial expressions, gestures, words or actions, such as looking at people or objects being referred to.	LC 7-1 Develops Receptive Communication
16 Months to 36 Months	

Shows recognition of words, phrases and simple sentences	LC 7-1 Develops Receptive Communication
Participates in conversations in ways that show understanding by following comments or suggestions with actions or behavior and/or spoken words.	LC 7-1 Develops Receptive Communication
Attending and Understanding - Child learns from communication and language experiences with others	
Birth to 9 Months	
Pays attention when familiar adults talk or sign language about objects, people, or events during face-to-face interactions by changing focus, making eye contact, or looking at people or objects.	LC 7-1 Develops Receptive Communication
8 Months to 18 Months	
Participates in joint attention with a familiar adult by looking back and forth between the adult and object.	LC 7-1 Develops Receptive Communication
Points or gestures when a familiar adult is pointing, naming, or signing about a familiar or new object and learns names and uses of objects.	LC 7-1 Develops Receptive Communication
16 Months to 36 Months	
Participates in longer periods of joint attention with familiar adults (16-24 months up to 5 minutes; 24- 36 months up to 10 minutes).	LC 7-1 Develops Receptive Communication
Shows interest, understanding, or enjoyment when participating in language activities, such as demonstrating understanding of objects' functions and uses, or when joining in games, songs, rhymes, or stories.	LC 7-1 Develops Receptive Communication
Communicating and Speaking - Child communicates needs and wants verbally and non-verbally and by using language.	
Birth to 9 Months	
Learns how to use different means of communication to signal distress or discomfort, seek help and to communicate interests and needs to	LC 7-2 Develops Expressive Communication

others, such as crying, grunting and sucking.	
8 Months to 18 Months	
Uses a variety of ways to communicate interests, needs and wants, such as saying or making a sign for “more” when eating.	LC 7-2 Develops Expressive Communication
16 Months to 36 Months	
Combines words or signs from one or more languages into phrases and sentences to communicate needs, wants or ideas, such as “more milk,” “I want juice,” “mas leche,” or “quiero juice.” Note: Children identified as Dual Language Learners (DLL) may combine their two languages or switch between them to communicate.	LC 7-2 Develops Expressive Communication
Communicating and Speaking - Child uses verbal and non-verbal communication and language to engage others in interaction.	
Birth to 9 Months	
Uses facial expressions, including smiling, gestures or sounds, including cooing or babbling, to engage familiar adults in social interaction.	LC 7-2 Develops Expressive Communication
8 Months to 18 Months	
Repeats actions or single words to initiate or maintain social interactions with other children or familiar adults, such as clapping hands or calling a name to get a familiar adult’s attention.	LC 7-2 Develops Expressive Communication
16 Months to 36 Months	
Uses words, sign language, phrases, or simple sentences to initiate, continue, or extend conversations with others about feelings, experiences, or thoughts.	LC 7-2 Develops Expressive Communication
Communicating and Speaking - Child uses increasingly complex language in conversation with others.	
Birth to 9 Months	

Explores and/or attempts to repeat sounds common in many languages, such as “ma-ma” or “ba-ba.”	LC 7-2 Develops Expressive Communication
8 Months to 18 Months	
Initiates and participates in conversations by babbling and using gestures, such as showing or giving, or by using words or sign language.	LC 7-6 Learns Conversation Structure
Communicates mainly about objects, actions and events happening in the here and now.	LC 7-6 Learns Conversation Structure
16 Months to 36 Months	
Participates in conversations with others using spoken or sign language that includes simple sentences, questions and responses.	LC 7-6 Learns Conversation Structure
Sometimes describes experiences that have happened in the past or are about to happen. Note: Children who are Dual Language Learners (DLL) develop the ability to participate in conversations.	LC 7-6 Learns Conversation Structure
Communicating and Speaking - Child initiates non-verbal communication and language to learn and gain information.	
Birth to 9 Months	
Participates in non-verbal conversations by using facial expressions, sounds, gestures or signs to initiate or respond to communication.	LC 7-2 Develops Expressive Communication
8 Months to 18 Months	
Asks simple questions using gestures, such as pointing, sign language or words with variations in the rise and fall of the voice.	LC 7-6 Learns Conversation Structure
16 Months to 36 Months	
Seeks information and meaning of words by asking questions in words or sign language, such as “What’s that?” or “Who’s that?” or “Why?”	LC 7-6 Learns Conversation Structure
Vocabulary - Child understands an increasing number of words in communication with others.	
Birth to 9 Months	

Looks at familiar people, animals, or objects when they are named such as mama, puppy, or ball.	LC 7-4 Expands Vocabulary
8 Months to 18 Months	
Looks or points at a person or object that has been named, follows simple directions and responds appropriately to the meaning of words or sign language.	LC 7-4 Expands Vocabulary
16 Months to 36 Months	
Comprehends an increasing number of words or sign language in simple sentences during conversations and interactions with familiar adults and children.	LC 7-4 Expands Vocabulary
Vocabulary - Child uses an increasing number of words in communications and conversations with others.	
Birth to 9 Months	
May use sign language, gestures, or expressions for familiar people or objects.	LC 7-4 Expands Vocabulary
8 Months to 18 Months	
Imitates new words or sign language and uses some words or sign language for naming or making simple one-word requests, such as saying or signing "milk" when asking for a drink.	LC 7-4 Expands Vocabulary
16 Months to 36 Months	
Uses an increasing number of words in communications and conversations with others and adds new vocabulary words regularly. Note: Children who are Dual Language Learners (DLL) may have a combined vocabulary in both languages that is similar in breadth to other children's vocabulary in one language.	LC 7-4 Expands Vocabulary
Emergent Literacy - Child attends to, repeats, and uses some rhymes, phrases, or repetitive refrains from stories or songs.	
Birth to 9 Months	

Listens and attends to culturally and linguistically familiar words or sign language in rhymes or songs.	LC 7-3 Develops Phonemic Awareness
8 Months to 18 Months	
Says or signs a few words of culturally and linguistically familiar rhymes and repetitive refrains in stories or songs.	LC 7-3 Develops Phonemic Awareness
16 Months to 36 Months	
Says, signs or repeats culturally and linguistically familiar rhymes, phrases, or repetitive refrains from songs or stories that are similar in nature to another children's vocabulary in one language.	LC 7-3 Develops Phonemic Awareness
Emergent Literacy - Child handles books and relates them to their stories or information.	
Birth to 9 Months	
Explores a book by touching it, patting it, or putting it in mouth.	LKS 8-1 Develops Early Literacy
8 Months to 18 Months	
Holds books, turns pages, looks at the pictures, and uses sounds, signs, or words to identify actions or objects in a book.	LKS 8-1 Develops Early Literacy
16 Months to 36 Months	
Pretends to read books by turning pages and talking about them, using signs, gestures or words to describe what is happening in the book.	LKS 8-1 Develops Early Literacy
Emergent Literacy - Child recognizes pictures and some symbols, signs, or words.	
Birth to 9 Months	
Looks at pictures of familiar people, animals, or objects while a familiar adult points at and/or names the person, animal, or object.	LKS 8-1 Develops Early Literacy
8 Months to 18 Months	
Points at, uses sign language or gestures, says name of, and/or talks about animals, people, or objects in photos, pictures, or drawings.	LKS 8-1 Develops Early Literacy
16 Months to 36 Months	

Recognizes and uses some letters or numbers, such as letters in one's name, and shows increasing interest in written forms of language, such as print in books or signs on buildings. Note: Recognizes and uses written forms of languages used.	LKS 8-1 Develops Early Literacy
Emergent Literacy - Child comprehends meaning from pictures and stories.	
Birth to 9 Months	
Looks at picture books and listens to a familiar adult talk about pictures in a book.	LKS 8-1 Develops Early Literacy
8 Months to 18 Months	
Points at pictures in a book, making sounds or saying words and interacting with a familiar adult reading a book.	LKS 8-1 Develops Early Literacy
16 Months to 36 Months	
Talks about books, acts out events from stories and uses some vocabulary encountered during a book reading.	LKS 8-1 Develops Early Literacy
Emergent Literacy - Child makes marks and uses them to represent objects or actions.	
Birth to 9 Months	
Emerging	
8 Months to 18 Months	
Makes marks on paper with a large crayon or marker to explore writing materials.	LKS 9-1 Develops Emergent Writing
16 Months to 36 Months	
Makes scribbles on paper to represent an object or action even though a familiar adult might not recognize what it is.	LKS 9-1 Develops Emergent Writing

Cognition Standards	Vine Indicators
Exploration and Discovery - Child actively explores people and objects to understand self, others and objects	
Birth to 9 Months	

Uses the senses and a variety of actions to explore people and objects.	CS 13-1 Explores Objects
8 Months to 18 Months	
Acts intentionally to achieve a goal or when manipulating an object	CS 13-1 Explores Objects
16 Months to 36 Months	
Observes and experiments with how things work, seeks information from others, or experiments with different behaviors to see how people and objects react.	CS 13-1 Explores Objects
Exploration and Discovery - Child uses understanding of causal relationship to act appropriately in social and physical environments.	
Birth to 9 Months	
Repeats an action to make things happen or to get a familiar adult to repeat an action.	CS 14-2 Makes Predictions
8 Months to 18 Months	
Engages in purposeful actions to cause things to happen.	CS 14-2 Makes Predictions
16 Months to 36 Months	
Identifies the cause of an observed outcome.	CS 14-2 Makes Predictions
Predicts outcomes of actions or events, such as turning on the faucet will make water come out.	CS 14-2 Makes Predictions
Memory - Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.	
Birth to 9 Months	
Recognizes familiar people by their faces or voices.	ATL 1-2 Develops Memory
Recognizes that some people are unfamiliar by their faces and voices.	ATL 1-2 Develops Memory
8 Months to 18 Months	
Remembers actions of familiar adults, the usual location of familiar objects and parts of familiar routines.	ATL 1-2 Develops Memory
Notices and responds to new people, objects, or materials in the environment.	ATL 1-2 Develops Memory
16 Months to 36 Months	

Anticipates and communicates about multiple steps of familiar routines, activities, or events.	ATL 1-2 Develops Memory
Shows surprise or asks about unexpected outcomes or unusual people, actions, or events	ATL 1-2 Develops Memory
Memory - Child recognizes the stability of people and objects in the environment.	
Birth to 9 Months	
Shows awareness that familiar adults and objects still exist when they are out of sight or sound range.	ATL 1-2 Develops Memory
8 Months to 18 Months	
Searches for hidden/missing familiar adults or objects in the place they were last seen or found.	ATL 1-2 Develops Memory
16 Months to 36 Months	
Uses a variety of search strategies to find hidden familiar adults or objects.	ATL 1-2 Develops Memory
Memory - Child uses memories as a foundation for more complex actions and thoughts.	
Birth to 9 Months	
Shows excitement for or about a toy or other object that was played with days earlier.	ATL 1-2 Develops Memory
Anticipates familiar actions or routines.	ATL 2-1 Understands Routines
8 Months to 18 Months	
Remembers how to use objects or materials from previous experience.	ATL 1-2 Develops Memory
Anticipates routines or events by taking action.	ATL 2-1 Understands Routines
16 Months to 36 Months	
Tells others about memories and past experiences.	ATL 1-2 Develops Memory
Remembers how to do a series of actions that were observed at an earlier time.	ATL 1-2 Develops Memory
Reasoning and Problem Solving - Child learns to use a variety of strategies in solving problems	
Birth to 9 Months	
Engages in simple repeated actions to reach a goal.	CS 14-1 Solves Problems

8 Months to 18 Months	
Explores how to make something happen again or explores how something works by doing actions repeatedly.	CS 14-1 Solves Problems
16 Months to 36 Months	
Engages in activities for longer periods of time and tries several times to solve more challenging problems, often using a combination of actions or behaviors.	CS 14-1 Solves Problems
Reasoning and Problem Solving - Child uses reasoning and planning to solve problems.	
Birth to 9 Months	
Uses own actions or movements to solve simple problems.	CS 14-1 Solves Problems
8 Months to 18 Months	
Tries different solutions to everyday problems until discovering one that works. May try the same strategy multiple times even if it is not working.	CS 14-1 Solves Problems
16 Months to 36 Months	
Uses problem-solving and experimenting to figure out solutions to everyday problems, including in social situations.	CS 14-1 Solves Problems
Emergent Mathematical Thinking - Child develops sense of number and quantity.	
Birth to 9 Months	
Attends to quantity in play with multiple objects.	CM 11-1 Learns Measurement and Quantities
8 Months to 18 Months	
Uses a few basic number words or signs to refer to change in the number of objects.	CM 11-1 Learns Measurement and Quantities
16 Months to 36 Months	
Uses language to refer to quantity.	CM 11-1 Learns Measurement and Quantities
Emergent Mathematical Thinking - Child uses spatial awareness to understand objects and their movement in space.	
Birth to 9 Months	

Explores or watches objects when they move.	CM 12-2 Develops Spatial Awareness
8 Months to 18 Months	
Explores how objects fit together, how they fit with other objects and how they move through space.	CM 12-2 Develops Spatial Awareness
16 Months to 36 Months	
Predicts or anticipates how objects move through space or fit together or inside other things.	CM 12-2 Develops Spatial Awareness
Emergent Mathematical Thinking - Child uses matching, and sorting of objects or people to understand similar and different characteristics.	
Birth to 9 Months	
Explores differences between familiar or unfamiliar adults or between different types of objects.	CS 13-1 Explores Objects
8 Months to 18 Months	
Matches objects by similar or related characteristics.	CS 13-2 Classifies or Sorts Objects
16 Months to 36 Months	
Sorts objects into two groups based on a single characteristic.	CS 13-2 Classifies or Sorts Objects
Imitation and Symbolic Representation and Play - Child observes and imitates sounds, words, gestures, actions and behaviors.	
Birth to 9 Months	
Engages in give-and-take imitation games and play.	SED 5-2 Learns from Adults
8 Months to 18 Months	
Imitates what other people did earlier.	SED 5-2 Learns from Adults
16 Months to 36 Months	
Imitates more complex actions, words, or signs at a later time to communicate, make, or do something.	SED 5-2 Learns from Adults
Imitation and Symbolic Representation and Play - Child uses objects or symbols to represent something else.	
Birth to 9 Months	
Emerging	
8 Months to 18 Months	

Uses toy objects in the same ways as the real objects they represent are used.	ATL 1-6 Thinks with Creativity & Flexibility
16 Months to 36 Months	
Uses objects as symbols to represent other objects during pretend play	ATL 1-6 Thinks with Creativity & Flexibility
Imitation and Symbolic Representation and Play - Child uses pretend play to increase understanding of culture, environment and experiences	
Birth to 9 Months	
Emerging	
8 Months to 18 Months	
Imitates everyday actions of others.	CCA 21-4 Participates in Dramatic Play
16 Months to 36 Months	
Acts out routines, stories, or social roles using toys and other materials as props.	CCA 21-4 Participates in Dramatic Play

Perceptual, Motor and Physical Development Standards	Vine Indicators
Perception - Child uses perceptual information to understand objects, experiences and interactions.	
Birth to 9 Months	
Uses awareness to form a basic understanding of objects when given frequent opportunities to observe, handle, and use objects, including recognizing differences in texture and how things smell and feel.	CS 13-1 Explores Objects
8 Months to 18 Months	
Uses awareness of objects in matching and connecting their use through play and interaction with a familiar adult, such as using a play bottle to feed a baby doll.	SED 5-2 Learns from Adults
16 Months to 36 Months	
Observes others making things happen to understand the cause and effect relationship, such as a familiar adult preparing to go outside and then going to get a jacket or umbrella.	SED 5-2 Learns from Adults

Perception - Child uses perceptual information in directing own actions, experiences and interactions.	
Birth to 9 Months	
Adjusts balance and movement with the changing size and proportion of child's own body in response to opportunities in the environment.	PMP 17-1 Develops Perception & Balance
8 Months to 18 Months	
Uses distance, scans for obstacles, and plans how to move based on that information while learning to crawl, walk, or move in another way.	PMP 17-1 Develops Perception & Balance
16 Months to 36 Months	
Uses perceptual information and motor actions to participate in play and daily routines, such as singing songs with hand motions or practicing self-care skills.	PMP 17-1 Develops Perception & Balance
Gross Motor - Child demonstrates effective and efficient use of large muscle for movement and position.	
Birth to 9 Months	
Explores new body positions and movements.	PMP 17-2 Develops Lower Body Strength
8 Months to 18 Months	
Moves from crawling, to cruising, to walking, and new muscle coordination for each new skill learned, such as how to manage changing ground surfaces.	PMP 17-2 Develops Lower Body Strength
16 Months to 36 Months	
Gains control of a variety of postures and movements, including stooping, going from sitting to standing, running and jumping.	PMP 17-2 Develops Lower Body Strength
Gross Motor - Child demonstrates effective and efficient use of large muscles to explore the environment.	
Birth to 9 Months	
Uses each new posture (raising head, rolling onto back, sitting) to learn new ways to explore the environment.	PMP 17-2 Develops Lower Body Strength
8 Months to 18 Months	

Uses body to position, balance, and especially to move, explore and examine materials, activities and spaces	PMP 17-2 Develops Lower Body Strength
16 Months to 36 Months	
Uses variety of movements, body positions, and postures to participate in active and quiet, indoor and outdoor play.	PMP 17-2 Develops Lower Body Strength
Gross Motor - Child uses sensory information and body awareness to understand how one's own body relates to the environment.	
Birth to 9 Months	
Responds to sounds and sights in the environment by positioning head or body to understand the information in the event.	PMP 17-1 Develops Perception & Balance
8 Months to 18 Months	
Shows awareness as skilled crawler or walker of new challenges or dangers in the environment, such as steep inclines or drop-offs.	PMP 17-1 Develops Perception & Balance
16 Months to 36 Months	
Begins to learn about different body sizes and space, such as being aware of what size opening is needed for one's body to move through.	PMP 17-1 Develops Perception & Balance
Fine Motor - Child coordinates hand and eye movements to perform actions.	
Birth to 9 Months	
Coordinates hands and eyes when reaching for and holding steady or moving objects.	PMP 18-2 Develops Fine Hand-Eye Coordination
8 Months to 18 Months	
Uses hand-eye coordination for more difficult actions.	PMP 18-2 Develops Fine Hand-Eye Coordination
16 Months to 36 Months	
Uses hand-eye coordination when participating in routines, play and activities.	PMP 18-2 Develops Fine Hand-Eye Coordination
Fine Motor - Child uses hands for exploration, play and daily routines.	
Birth to 9 Months	

Uses single actions to explore shape, size, texture and weight of objects.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
8 Months to 18 Months	
Explores features of objects and materials by using various hand actions, such as turning pages in a board book, turning the knobs on objects, or pointing to learn an object's name.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
16 Months to 36 Months	
Plans ways to use hands for various activities, such as stacking, building, connecting and self-care skills or routines.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Fine Motor - Child adjusts reach and grasp to use tools.	
Birth to 9 Months	
Uses increasingly developed grasps and matches the grasp to the task, such as using the whole hand to bang objects together.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
8 Months to 18 Months	
Extends reach by using simple tools.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
16 Months to 36 Months	
Adjusts grasp to use different tools for different purposes.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Health, Safety and Nutrition - Child demonstrates healthy behaviors with increasing independence as part of everyday routines.	
Birth to 9 Months	
Emerging	
8 Months to 18 Months	
Expects and cooperates in daily self-care routines.	PMP 19-2 Develops Self-Care Skills
16 Months to 36 Months	
Participates in healthy selfcare routines with more independence.	PMP 19-2 Develops Self-Care Skills
Health, Safety and Nutrition - Child uses safe behaviors with support from familiar adults.	
Birth to 9 Months	
Emerging	
8 Months to 18 Months	
Emerging	
16 Months to 36 Months	

Accepts familiar adult guidance, support and protection when in unsafe situations.	PMP 20-2 Learns Safety Rules
Learns some differences between safe and unsafe play behaviors, such as classroom rules.	PMP 20-2 Learns Safety Rules
Health, Safety and Nutrition - Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious (healthy) food choices.	
Birth to 9 Months	
Emerging	
8 Months to 18 Months	
Shows interest in new foods that are offered.	PMP 19-1 Develops Meal Time Independence
16 Months to 36 Months	
Shows willingness to try new, healthy foods when offered on many occasions.	PMP 20-1 Learns about Nutrition
Begins to make healthy choices about which foods to eat when offered several choices, with support from a familiar adult.	PMP 20-1 Learns about Nutrition

Three-Year-Old Children	
English Language Arts	Vine Indicators
Reading Standards for Literature	
Key Ideas and Details	
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
With guidance and support, retell familiar stories (from books, oral presentation, songs, plays) using diverse media (e.g., conversation, drama, props throughout the classroom, creative movement, art and creative writing).	ATL 1-2 Develops Memory
With guidance and support, identify common objects in the pictures of books.	LKS 8-1 Develops Early Literacy

Craft and Structure	
With guidance and support, exhibit curiosity and interest that print conveys meaning. a. Increase vocabulary through conversations with adults and peers. b. Identify real-world print (e.g., labels in the classroom, signs in the community).	LKS 8-3 Develops Emergent Reading LC 7-4 Expands Vocabulary
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
With guidance and support, identify the terms “author” and “illustrator”.	LKS 8-1 Develops Early Literacy
Integration of Knowledge and Ideas	
With guidance and support, make connections between self and real-life experiences as they relate to classroom books.	LKS 8-1 Develops Early Literacy
Range of Reading and Level of Text Complexity	
Actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., art activities, dramatic play, creative writing and movement).	LKS 8-1 Develops Early Literacy
Reading Standards for Informational Text	
Key Ideas and Details	
With guidance and support, answer questions related to a variety of print materials (e.g., simple graphs, pictorial lists, maps and charts).	LKS 8-1 Develops Early Literacy
With guidance and support, demonstrate some details of the main idea through play (e.g., dramatic play, art, creative writing and conversation).	LKS 8-1 Develops Early Literacy CCA 21-4 Participates in Dramatic Play
With guidance and support, identify the connections between self and	LKS 8-1 Develops Early Literacy

information presented/represented in the text (e.g., comparing hats from different cultures with hats people wear in child's life).	
Craft and Structure	
Exhibit curiosity about words in informational texts (e.g., magazines, books, classroom labels).	LKS 8-3 Develops Emergent Reading LC 7-4 Expands Vocabulary
With guidance and support, recognize how books are read and identify the front cover, back cover.	LKS 8-3 Develops Emergent Reading
With guidance and support, identify the role of the author and illustrator.	LKS 8-1 Develops Early Literacy
Integration of Knowledge and Ideas	
With guidance and support, make connections between self and real-life experiences as they relate to informational text.	LKS 8-1 Develops Early Literacy
Range of Reading and Level of Text Complexity	
Actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., art activities, dramatic play, creative writing and movement).	LKS 8-1 Develops Early Literacy
Reading Standards for Foundational Skills	
Print Concepts	
With guidance and support, demonstrate basic features of print. a. Recognize that print moves from left to right, top to bottom and page by page. b. Recognize that spoken words can be written and convey meaning. c. No developmentally appropriate standard. d. Recognize and name some letters in their first name. e. Recognize that letters can be grouped to form words. f. Recognize some numbers.	LKS 8-3 Develops Emergent Reading

g. No developmentally appropriate standard.	
Phonological Awareness	
<p>With guidance and support, demonstrate an emerging (developing) understanding of spoken words and sounds.</p> <p>a. Explore rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry and conversation).</p> <p>b. Recognize sound patterns and repeat them (e.g., clapping, stomping, patting).</p> <p>c. No developmentally appropriate standard.</p> <p>d. Recognize initial sound in first name.</p> <p>e. Engage in language/verbal play (e.g., sound patterns, rhyming patterns, songs).</p> <p>f. No developmentally appropriate standard.</p>	LC 7-3 Develops Phonemic Awareness
<p>With prompting and support, demonstrate emergent phonics and word analysis skills.</p> <p>a. Explore one-to-one letter-sound correspondence by producing the primary sound of some consonants.</p> <p>b. No developmentally appropriate standard.</p> <p>c. Recognize own name and environmental print.</p> <p>d. No developmentally appropriate standard.</p>	LC 7-3 Develops Phonemic Awareness
Fluency	
<p>With guidance and support, display emergent (developing) reading behavior with purpose and understanding through pretend reading and picture reading.</p>	LKS 8-1 Develops Early Literacy
Standards for Writing	
Text Types and Purposes	
<p>With guidance and support, recognize that writing is a way of communicating for a variety of purposes.</p>	LKS 9-1 Develops Emergent Writing

<p>a. Explore and experiment with a combination of written representations (e.g., scribbling or drawing) to express an opinion.</p> <p>b. Explore and experiment with a combination of written representations (e.g., scribbling or drawing) and describe their writing.</p> <p>c. Explore and experiment with a combination of written representations (e.g., scribbling or drawing) to tell about events or stories.</p>	
Production and Distribution of Writing	
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
Research to Build and Present Knowledge	
With prompting and support, recall information from experiences to answer questions.	LC 7-2 Develops Expressive Communication
Range of Writing	
N/A	
Standards for Speaking and Listening	
Comprehension and Collaboration	
<p>With guidance and support, participate in conversations about pre-kindergarten topics with peers and adults.</p> <p>a. Engage in voluntary social conversations (e.g., taking, exchanging information, listening attentively, awareness of others' feelings)</p> <p>b. Engage in extended conversations</p>	LC 7-6 Learns Conversation Structure
With guidance and support, demonstrate understanding of information by asking and answering	LC 7-6 Learns Conversation Structure

questions, as well as, responding to directions.	
With guidance and support, ask and answer questions in order to seek help, obtain information, or clarify something that is not understood.	LC 7-6 Learns Conversation Structure
Presentation of Knowledge and Ideas	
With guidance and support, describe familiar people, places, things, and events.	LC 7-2 Develops Expressive Communication
With prompting and support, add drawings or other visual displays to descriptions.	LKS 9-1 Develops Emergent Writing
With guidance and support, demonstrate an emergent (developing) ability to express thoughts, feelings, and needs clearly.	LC 7-2 Develops Expressive Communication
Standards for Language	
Conventions of Standard English	
With prompting and support, demonstrate awareness of the conventions of standard English grammar and use when speaking. a. Use frequently occurring verbs and nouns. b. No developmentally appropriate standard. c. Ask and answer questions. d. Use simple prepositions (e.g., in, out, on, off). e. Use standard words instead of slang or baby talk.	LC 7-5 Expands Grammar and Pronunciation
Knowledge of Language	
N/A	
Vocabulary Acquisition and Use	
With guidance and support, explore word relationships and word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. With guidance and support, demonstrate developing vocabulary	LC 7-4 Expands Vocabulary CS 13-2 Classifies or Sorts Objects

in which the majority of words spoken are understood by adults and peers.	
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

Standards for Mathematics	Vine Indicators
Counting and Cardinality	
Know number names and the count sequence.	
With guidance and support, recite numbers 1 to 5 or beyond from memory.	CM 10-1 Begins Counting
Count to tell the number of objects.	
With guidance and support, attempt to count concrete objects and actions up to 3.	CM 10-1 Begins Counting
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
Operations and Algebraic Thinking	
Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.	
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
With guidance and support, experiment with patterns that are developmentally appropriate (e.g., duplicate simple patterns using concrete objects and actions such as counting bears and attribute blocks, clapping, stomping, and patting).	CM 11-2 Understands Patterns
Measurement and Data	
Describe and compare measurable attributes.	
With guidance and support, experiment with measurable	CM 11-1 Learns Measurement and Quantities

attributes of everyday objects (e.g., <i>big, little, tall, short, full, empty, heavy, light</i>).	
With guidance and support, experiment with ordering two objects using attributes of length, height and weight (e.g., <i>big, bigger, long, longer, tall, taller, short, shorter</i>).	CM 11-1 Learns Measurement and Quantities
Explore nonstandard units of measurement.	CM 11-1 Learns Measurement and Quantities
Explore standard tools of measurement.	CM 11-1 Learns Measurement and Quantities
Classify objects and count the number of objects in each category.	
With guidance and support, sort, categorize, match, or classify objects (e.g., size, shape, primary colors).	CS 13-2 Classifies or Sorts Objects
Geometry	
Explore, identify, and describe shapes (squares, circles, rectangles).	
With guidance and support, correctly name circles, squares, and triangles.	CM 12-1 Learns Shapes & Sizes
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
Analyze, compare, create, and compose shapes.	
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

Approaches to Learning Standards	Vine Indicators
Play	
Engage in play.	
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
With guidance and support, initiate and make decisions regarding play	ATL 1-5 Shows Initiative

and learning activities (e.g., choose learning centers and materials).	
With guidance and support, begin to exhibit creativity and imagination in a variety of forms.	ATL 1-6 Thinks with Creativity & Flexibility
With guidance and support, demonstrate engagement in various stages of play (e.g., solitary, parallel, collaborative).	ATL 1-1 Is Attentive
Curiosity and Initiative	
Demonstrate curiosity and initiative.	
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
Begin to ask questions to seek new information.	ATL 1-4 Is Curious
Demonstrate an increasing ability to make independent choices.	ATL 1-5 Shows Initiative
With guidance and support, approach tasks and activities with flexibility, imagination and inventiveness.	ATL 1-6 Thinks with Creativity & Flexibility
Persistence and Attentiveness	
Demonstrate persistence and attentiveness.	
With guidance and support, follow through to complete a task or activity.	ATL 1-3 Is Persistent
With guidance and support, demonstrate the ability to remain engaged in an activity or experience.	ATL 1-1 Is Attentive
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).	ATL 1-3 Is Persistent SED 5-1 Bonds with Adults
Problem-Solving Skills	
Demonstrate problem-solving skills.	
With guidance and support, identify a problem or ask a question.	CS 14-1 Solves Problems
With guidance and support, 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

With guidance and support, apply prior learning and experiences to build new knowledge.	ATL 1-6 Thinks with Creativity & Flexibility
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Social and Emotional Development Standards	Vine Indicators
Social Development	
Build and maintain relationships with others.	
Interact appropriately with familiar adults. a. With guidance and support, communicate to seek help with difficult task, to find comfort and to obtain security. b. With guidance and support, engage with a variety of familiar adults.	SED 5-1 Bonds with Adults
Interact appropriately with other children. a. Begin to engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials). b. Begin to develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others). c. With guidance and support, ask permission to use materials belonging to someone else. d. Begin to acknowledge needs and rights of others (e.g., "It's your turn on the swing.>").	SED 6-2 Bonds with Peers SED 6-3 Cooperates with Peers
Express empathy and care for others. 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). b. Begin to offer and accept encouraging and courteous words to demonstrate kindness. c. With guidance and support, identify emotional cues of others and react in	SED 6-1 Builds Empathy

a positive manner (e.g., “You seem sad.”).	
Work productively toward common goals and activities.	
Participate successfully as a member of a group. a. With guidance and support, share experiences and ideas with others (e.g., engage in conversation to express ideas). 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). c. With guidance and support, accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).	SED 6-3 Cooperates with Peers ATL 2-2 Shows Responsibility
5. Join ongoing activities in acceptable ways. a. Begin to express to others a desire to play (e.g., “I want to play.”). b. With guidance and support, lead and follow. c. With guidance and support, move into group with ease.	ATL 2-2 Shows Responsibility SED 6-3 Cooperates with Peers
Resolve conflicts with others. 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.”). 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
Emotional Development	
Demonstrate awareness of self and capabilities.	
Demonstrate trust in self. a. Begin to make positive statements about self, use assertive voice to express self and accept responsibility	SED 4-2 Becomes Confident SED 3-1 Expresses Emotion

<p>for own actions (e.g., say, “I can ...”, “I will ...”, “I did ...”).</p> <p>b. Begin to identify own emotions (e.g., say, “I feel ...”) and express pride in accomplishments (e.g., “I did it!”).</p>	
<p>Develop personal preferences.</p> <p>a. Begin to express independence, interest and curiosity (e.g., say, “I can ...”, “I choose ...” I want ...”).</p> <p>b. With guidance and support, select and complete tasks (e.g., finish a puzzle or drawing).</p>	<p>ATL 1-5 Shows Initiative ATL 1-4 Is Curious ATL 1-3 Is Persistent</p>
<p>Show flexibility, inventiveness, and interest in solving problems.</p> <p>a. With guidance and support, make alternative choices (e.g., move to another area when a center is full).</p> <p>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).</p>	<p>ATL 1-6 Thinks with Creativity & Flexibility ATL 1-5 Shows Initiative CS 14-1 Solves Problems</p>
<p>Know personal information.</p> <p>a. With guidance and support, describe self, using several basic characteristics (e.g., gender, age, hair color, eye color).</p> <p>b. Refer to self by first name.</p> <p>c. With guidance and support, know parents’/guardians’ names.</p>	<p>SED 4-1 Develops Awareness of Self</p>
<p>Recognize and adapt expressions, behaviors, and actions.</p>	
<p>Show impulse control with body and actions.</p> <p>a. Begin to exhibit control of own body in space (e.g., move safely through room without harm to self or others).</p> <p>b. With guidance and support, follow procedures or routines (e.g., come to circle time when the teacher begins to sing).</p> <p>c. With guidance and support, transition appropriately and with ease within environments (e.g., come</p>	<p>SED 3-2 Manages Feelings & Demonstrates Self-Control PMP 17-1 Develops Perception & Balance ATL 2-1 Understands Routines</p>

indoors to wash hands for lunch or to listen to a story).	
<p>Manage emotions.</p> <p>a. With guidance and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control).</p> <p>b. With guidance and support, recognize emotions (e.g., “I am really mad.”).</p> <p>c. With guidance and support, express feelings through appropriate gestures, actions and language (e.g., smile and say, “This story makes me happy.”).</p> <p>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.”).</p>	<p>SED 3-2 Manages Feelings & Demonstrates Self-Control</p> <p>SED 3-1 Expresses Emotion</p>
<p>Follow procedures and routines with teacher support.</p> <p>a. Begin to follow one- or two-step directions (e.g., move appropriately when transitions are announced).</p> <p>b. With guidance and support, use materials with care and safety (e.g., use scissors to cut paper).</p> <p>c. Begin to take turns and to share information with others (e.g., interact during group time).</p>	<p>ATL 2-1 Understands Routines</p> <p>LC 7-1 Develops Receptive Communication</p> <p>ATL 2-2 Shows Responsibility</p> <p>SED 6-3 Cooperates with Peers</p>
<p>Demonstrate flexibility in adapting to different environments.</p> <p>a. With guidance and support, adjust behavior in different settings (e.g., at the library, playground, lunchroom).</p> <p>b. With guidance and support, follow rules (e.g., use outside voice, use inside voice) in different settings.</p>	<p>ATL 1-6 Thinks with Creativity & Flexibility</p> <p>ATL 2-2 Shows Responsibility</p>

Science Standards	Vine Indicators
Physical Science	
Develop awareness of observable properties of objects and materials.	
Begin to manipulate and explore a wide variety of objects and materials.	CS 13-1 Explores Objects

<p>With guidance and support, explore properties of solid objects.</p> <p>a. With guidance and support, identify position of objects.</p> <p>b. No developmentally appropriate standard.</p> <p>c. With guidance and support explore movement of people and objects (e.g., over, under, in, out, sink, float).</p>	<p>CS 13-2 Classifies or Sorts Objects CM 12-2 Develops Spatial Awareness</p>
<p>With guidance and support, describe and compare objects and materials by at least one observable property (e.g., color, size, shape, weight, texture, temperature).</p>	<p>CS 13-2 Classifies or Sorts Objects</p>
<p>Life Science</p>	
<p>Develop an awareness of living things.</p>	
<p>With guidance and support, explore body parts associated with the use of each of the five senses.</p>	<p>CS 15-1 Explores the Natural Environment</p>
<p>With guidance and support, explore how people change during changes of the life cycle.</p> <p>a. Explore text with illustrations of human life stages.</p> <p>b. No developmentally appropriate standard</p>	<p>CS 15-2 Develops an Understanding of and Care for the Natural World</p>
<p>With guidance and support, conduct a simple investigation to observe the differences in humans during life stages.</p>	<p>CS 15-2 Develops an Understanding of and Care for the Natural World</p>
<p>With guidance and support, observe, explore, and describe a variety of living things and where they live (e.g., plants, animals, people).</p> <p>a. With guidance and support, conduct an experiment to observe the growth of plants.</p>	<p>CS 15-1 Explores the Natural Environment</p>
<p>With guidance and support, describe individual characteristics of self, other living things and people.</p> <p>a. No developmentally appropriate standard.</p> <p>b. No developmentally appropriate standard.</p>	<p>CS 15-2 Develops an Understanding of and Care for the Natural World</p>

c. With guidance and support, use appropriate technology tools to explore observable characteristics of living things and people.	
Earth and Space Science	
Develop an awareness of earth science and space.	
With guidance and support, recognize that weather changes (e.g., rainy, windy, sunny, cloudy). a. Observe daily display about weather and seasonal activity.	CS 15-2 Develops an Understanding of and Care for the Natural World
Begin to identify objects in the sky (e.g., clouds, sun, moon, and stars). a. Explore materials to create display of common elements of day and night. b. Explore devices that protect from sun or rain.	CS 15-1 Explores the Natural Environment
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
Technology	
Identify and explore a variety of technology tools.	
With guidance and support, explore appropriate technology tools to gather or communicate information (e.g., magnifying glass, telescope, microscope, computer, simple machines).	CS 13-3 Learns Using Technology

Physical Development Standards	Vine Indicators
Gross Motor Skills	
Demonstrate understanding of gross motor concepts as they apply to the learning, development, and performance of physical activities.	
Identify body parts (e.g., knee, foot, arm).	LC 7-4 Expands Vocabulary
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

Demonstrate competency in gross motor skills and movement patterns needed to perform a variety of physical activities.	
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
With guidance and support, use various types of equipment (e.g., playground equipment, tricycles, slides).	PMP 17-5 Develops Large Motor Coordination Skills
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
Fine Motor	
Demonstrate competency in fine motor skills needed to perform a variety of physical activities.	
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
Demonstrate understanding of emerging (developing) fine motor skills as they apply to the learning and performance of physical activities.	
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
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

Participate in fine motor activity for self-expression and/or social interaction.	
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
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
Demonstrate emerging competency in self-help skills needed to perform a variety of physical activities.	
With guidance and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self).	PMP 19-2 Develops Self-Care Skills
Self-Care, Health, and Safety Skills	
Demonstrate an awareness and practice of safety rules.	
With guidance and support, identify and follow safety rules (e.g., classroom, home, community).	PMP 20-2 Learns Safety Rules
With guidance and support, practice safety procedures by responding appropriately to harmful or unsafe situations.	PMP 20-2 Learns Safety Rules
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
Demonstrate an emerging use of standard health practices.	
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
With guidance and support, participate in a variety of physical activities.	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
With guidance and support, identify nutritious foods.	PMP 20-1 Learns about Nutrition

Social Studies Standards	Vine Indicators
Family and Community	
Understand self in relation to the family and the community.	
Begin to identify self as a member of a family, the learning community, and local community.	SED 4-1 Develops Awareness of Self
With guidance and support, identify similarities and differences in people.	SS 16-1 Explores Cultures
With guidance and support, describe some family traditions.	SED 4-1 Develops Awareness of Self
With guidance and support, identify some similarities and differences in family structure, culture, ability, language, age, and gender.	SS 16-1 Explores Cultures
Understand the concept of individual rights and responsibilities.	
With guidance and support, demonstrate responsible behavior related to daily routines.	ATL 2-1 Understands Routines
With guidance and support, explain some rules in the home and in the classroom. a. Identify some rules for different settings. b. Identify appropriate choices to promote positive interactions.	ATL 2-2 Shows Responsibility
With guidance and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers).	SS 16-4 Learns about Community Roles and Jobs
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
With guidance and support, describe a simple sequence of familiar events.	SS 16-2 Understands Time
Our World	
Understand the importance of people, resources, and the environment.	
With guidance and support, treat classroom materials and belongings of others with care.	ATL 2-2 Shows Responsibility

With guidance and support, identify location and some physical features of familiar places in the environment.	SS 16-3 Explores Geography
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
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
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
History and Events	
Understand events that happened in the past.	
With guidance and support, describe a simple series of familiar events.	SS 16-2 Understands Time
With guidance and support, begin to understand events that happened in the past.	SS 16-2 Understands Time

Creative Expression Standards	Vine Indicators
Dance	
Creating	
Generate and conceptualize artistic ideas and work. a. Respond in movement to a variety of sensory stimuli (for example, music/sound, visual, tactile). b. Find a different way to do several basic locomotor and non-locomotor movements.	CCA 21-3 Explores Movement and Dance
Organize and develop artistic ideas and work. a. Improvise dance that starts and stops on cue. b. Engage in dance experiences moving alone or with a partner.	CCA 21-3 Explores Movement and Dance
Refine and complete artistic work.	CCA 21-3 Explores Movement and Dance

<p>a. Respond to suggestions for changing movement through guided improvisational experiences.</p> <p>b. Identify parts of the body and document a body shape or position by drawing a picture.</p>	
Performing	
<p>Select, analyze, and interpret artistic work for presentation.</p> <p>a. Identify and demonstrate directions for moving the body in general space (for example, forward, backwards, sideways, up, down, and turning) and finding and returning to a place in space.</p> <p>b. Identify speed of dance as fast or slow. Move to varied rhythmic sounds at different tempi.</p> <p>c. Move with opposing characteristics (for example, loose/tight, light/heavy, jerky/smooth).</p>	CCA 21-3 Explores Movement and Dance
<p>Develop and refine artistic technique and work for presentation.</p> <p>a. Demonstrate basic full body locomotor, non-locomotor movement, and body patterning with spatial relationships.</p> <p>b. Move in general space and start and stop on cue while maintaining personal space.</p> <p>c. Identify and move body parts and repeat movements upon request.</p>	CCA 21-3 Explores Movement and Dance
<p>Convey meaning through the presentation of artistic work.</p> <p>a. Dance for others in a designated area or space.</p> <p>b. Use a simple prop as part of a dance.</p>	CCA 21-3 Explores Movement and Dance
Responding	
<p>Perceive and analyze artistic work.</p> <p>a. Identify a movement in a dance by repeating it.</p> <p>b. Demonstrate an observed or performed dance movement</p>	CCA 21-3 Explores Movement and Dance
<p>Interpret intent and meaning in artistic work.</p>	CCA 21-3 Explores Movement and Dance

a. Observe a movement and share impressions.	
Apply criteria to evaluate artistic work. a. Find a movement in a dance that was fun to watch. Repeat it and explain why it is fun to watch and do.	CCA 21-3 Explores Movement and Dance
Connecting	
Synthesize and relate knowledge and personal experiences to make art. a. Recognize an emotion expressed in dance movement that is watched or performed. b. Observe a dance work. Identify and imitate a movement from the dance and ask a question about the dance.	CCA 21-3 Explores Movement and Dance
Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. a. Show a dance movement experienced at home or elsewhere.	CCA 21-3 Explores Movement and Dance
Media Arts	
Creating	
Generate and conceptualize artistic ideas and work. a. Share ideas for media artworks through guided exploration of tools, methods, and imagining.	CCA 21-1 Explores Art Media
Organize and develop artistic ideas and work. a. With guidance, form ideas into plans or models for media arts productions.	CCA 21-1 Explores Art Media
Refine and complete artistic work. a. Make and capture media arts content, freely and in guided practice, in media arts productions. b. Attempt and share expressive effects, freely and in guided practice, in creating media artworks.	CCA 21-1 Explores Art Media
Performing	
Select, analyze, and interpret artistic work for presentation.	CCA 21-1 Explores Art Media

a. With guidance, combine different forms and content, such as image and sound, to form media artworks.	
Develop and refine artistic technique and work for presentation. a. Use identified skills, such as manipulating tools, making choices, and sharing in creating media artworks. b. Use identified creative skills, such as imagining freely and in guided practice, within media arts productions. c. Use media arts creation tools freely and in guided practice.	CCA 21-1 Explores Art Media
Convey meaning through the presentation of artistic work. a. With guidance, share roles and discuss the situation for presenting media artworks. b. With guidance, share reactions to the presentation of media artworks.	CCA 21-1 Explores Art Media
Responding	
Perceive and analyze artistic work. a. With guidance, explore and discuss components and messages in a variety of media artworks. b. With guidance, explore media artworks and discuss experiences.	CCA 21-1 Explores Art Media
Interpret intent and meaning in artistic work. a. With guidance, share reactions to media artworks.	CCA 21-1 Explores Art Media
Apply criteria to evaluate artistic work. a. With guidance, examine and share appealing qualities in media artworks.	CCA 21-1 Explores Art Media
Connecting	
Synthesize and relate knowledge and personal experiences to make art. a. Use personal experiences in making media artworks. b. With guidance, share experiences of media artworks.	CCA 21-1 Explores Art Media

<p>Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p> <p>a. With guidance, relate media artworks and everyday life.</p> <p>b. With guidance, interact safely and appropriately with media arts tools and environments.</p>	CCA 21-1 Explores Art Media
Music	
Creating	
<p>Generate and conceptualize artistic ideas and work. <i>Generate musical ideas for various purposes and contexts</i></p> <p>a. With substantial guidance, explore and experience a variety of music.</p>	CCA 21-2 Explores Music
<p>Organize and develop artistic ideas and work. <i>Select and develop musical ideas for defined purposes and contexts.</i></p> <p>a. With substantial guidance, explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments).</p> <p>b. With substantial guidance, select and keep track of the order for performing original musical ideas, using iconic notation and/or recording technology.</p>	CCA 21-2 Explores Music
<p>Refine and complete artistic work. <i>Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</i></p> <p>a. With substantial guidance, consider personal, peer, and teacher feedback when demonstrating and refining personal musical ideas.</p>	CCA 21-2 Explores Music
<p>Refine and complete artistic work. <i>Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i></p> <p>a. With substantial guidance, share revised personal musical ideas with peers.</p>	CCA 21-2 Explores Music
Performing	

<p>Select, analyze, and interpret artistic work for presentation. <i>Select varied musical works to present based on interest, knowledge, technical skill, and context.</i></p> <p>a. With substantial guidance, demonstrate and state preference for varied musical selections.</p>	CCA 21-2 Explores Music
<p>Select, analyze, and interpret artistic work for presentation. <i>Analyze the structure and context of varied musical works and their implications for performance.</i></p> <p>a. With substantial guidance, explore and demonstrate awareness of musical contrasts.</p>	CCA 21-2 Explores Music
<p>Select, analyze, and interpret artistic work for presentation. <i>Develop personal interpretations that consider creators' intent.</i></p> <p>a. With substantial guidance, explore music's expressive qualities (such as voice quality, dynamics, and tempo).</p>	CCA 21-2 Explores Music
<p>Develop and refine artistic technique and work for presentation. <i>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i></p> <p>a. With substantial guidance, practice and demonstrate what they like about their own performances.</p> <p>b. With substantial guidance, apply personal, peer, and teacher feedback to refine performances.</p>	CCA 21-2 Explores Music
<p>Convey meaning through the presentation of artistic work. <i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i></p> <p>a. With substantial guidance, perform music with expression.</p>	CCA 21-2 Explores Music
Responding	
<p>Perceive and analyze artistic work. <i>Choose music appropriate for a specific purpose or context.</i></p>	CCA 21-2 Explores Music

<p>a. With substantial guidance, state personal interests and demonstrate why they prefer some music selections over others.</p>	
<p>Perceive and analyze artistic work. <i>Analyze how the structure and context of varied musical works inform the response.</i> a. With substantial guidance, explore musical contrasts in music.</p>	<p>CCA 21-2 Explores Music</p>
<p>Interpret intent and meaning in artistic work. <i>Support interpretations of musical works that reflect creators'/performers' expressive intent.</i> a. With substantial guidance, explore music's expressive qualities (such as dynamics and tempo).</p>	<p>CCA 21-2 Explores Music</p>
<p>Apply criteria to evaluate artistic work. <i>Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</i> a. With substantial guidance, talk about personal and expressive preferences in music.</p>	<p>CCA 21-2 Explores Music</p>
<p>Connecting</p>	
<p>Synthesize and relate knowledge and personal experiences to make art. <i>Synthesize and relate knowledge and personal experiences to make music.</i> a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	<p>CCA 21-2 Explores Music</p>
<p>Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. <i>Relate musical ideas and works with varied context to deepen understanding.</i> a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>CCA 21-2 Explores Music</p>

Theatre	
Creating	
<p>Generate and conceptualize artistic ideas and work.</p> <p>a. With prompting and support, transition between imagination and reality in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>b. With prompting and support, use non-representational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	CCA 21-4 Participates in Dramatic Play
<p>Organize and develop artistic ideas and work.</p> <p>a. With prompting and support, contribute through gestures and words to dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>b. With prompting and support, express original ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	CCA 21-4 Participates in Dramatic Play
<p>Refine and complete artistic work.</p> <p>a. With prompting and support, answer questions in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	CCA 21-4 Participates in Dramatic Play
Performing	
<p>Select, analyze, and interpret artistic work for presentation.</p> <p>a. With prompting and support, identify characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	CCA 21-4 Participates in Dramatic Play
<p>Develop and refine artistic technique and work for presentation.</p> <p>a. With prompting and support, understand that imagination is fundamental to dramatic play and</p>	CCA 21-4 Participates in Dramatic Play

<p>guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>b. With prompting and support, explore and experiment with various technical elements in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	
<p>Convey meaning through the presentation of artistic work.</p> <p>a. With prompting and support, engage in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	CCA 21-4 Participates in Dramatic Play
Responding	
<p>Perceive and analyze artistic work.</p> <p>a. With prompting and support, recall an emotional response in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	CCA 21-4 Participates in Dramatic Play
<p>Interpret intent and meaning in artistic work.</p> <p>a. With prompting and support, explore preferences in dramatic play, guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.</p> <p>b. With prompting and support, name and describe characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	CCA 21-4 Participates in Dramatic Play
<p>Apply criteria to evaluate artistic work.</p> <p>a. With prompting and support, actively engage in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	CCA 21-4 Participates in Dramatic Play
Connecting	
<p>Synthesize and relate knowledge and personal experiences to make art.</p>	CCA 21-4 Participates in Dramatic Play

a. With prompting and support, identify similarities between a story and personal experience in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	
Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. a. With prompting and support, use skills and knowledge from other areas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	CCA 21-4 Participates in Dramatic Play
Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. a. With prompting and support, identify stories that are similar to one another in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). b. With prompting and support, tell a short story in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	CCA 21-4 Participates in Dramatic Play
Visual Arts	
Creating	
Generate and conceptualize artistic ideas and work. a. Engage in self-directed play with materials.	CCA 21-1 Explores Art Media
Generate and conceptualize artistic ideas and work. a. Engage in self-directed, creative making.	CCA 21-1 Explores Art Media
Organize and develop artistic ideas and work. a. Use a variety of art-making tools.	CCA 21-1 Explores Art Media
Organize and develop artistic ideas and work. a. Share materials with others.	CCA 21-1 Explores Art Media
Organize and develop artistic ideas and work.	CCA 21-1 Explores Art Media

a. Create and tell about art that communicates a story about a familiar place or object.	
Refine and complete artistic work. a. Share and talk about personal artwork.	CCA 21-1 Explores Art Media
Performing	
Select, analyze, and interpret artistic work for presentation. a. Identify reasons for saving and displaying objects, artifacts, and artwork.	CCA 21-1 Explores Art Media
Develop and refine artistic technique and work for presentation. a. Identify places where art may be displayed or saved.	CCA 21-1 Explores Art Media
Convey meaning through the presentation of artistic work. a. Identify where art is displayed both inside and outside of school.	CCA 21-1 Explores Art Media
Responding	
Perceive and analyze artistic work. a. Recognize art in one's environment.	CCA 21-1 Explores Art Media
Perceive and analyze artistic work. a. Distinguish between images and real objects.	CCA 21-1 Explores Art Media
Interpret intent and meaning in artistic work. a. Interpret art by identifying and describing subject matter.	CCA 21-1 Explores Art Media
Apply criteria to evaluate artistic work. a. Select a preferred artwork.	CCA 21-1 Explores Art Media
Connecting	
Synthesize and relate knowledge and personal experiences to make art. a. Explore the world using descriptive and expressive words and art-making.	CCA 21-1 Explores Art Media
Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. a. Recognize that people make art.	CCA 21-1 Explores Art Media

Four-Year-Old Children	
English Language Arts	Vine Indicators
Reading Standards for Literature	
Key Ideas and Details	
With prompting 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
With prompting and support, retell familiar stories (from books, oral presentations, songs, plays) using diverse media (e.g., conversation, drama, props throughout the classroom, creative movement, art, and creative writing).	ATL 1-2 Develops Memory
With prompting and support, identify some characters, settings, and/or major events in a story.	LKS 8-1 Develops Early Literacy
Craft and Structure	
Exhibit curiosity and interest in learning words in print. a. Develop new vocabulary from stories. b. Identify real world print (e.g., word wall, class dictation, labels in classroom and signs in the community).	LKS 8-1 Develops Early Literacy LKS 8-3 Develops Emergent Reading
With prompting and support, interact with common types of texts (e.g., fantasy; factual; animals; books about people demonstrating racial, cultural, age, gender, ability and diversity). a. Identify the front cover, back cover and title page of a book.	LKS 8-1 Develops Early Literacy
With prompting and support, identify the role of the ‘author’ and ‘illustrator’.	LKS 8-1 Develops Early Literacy
Integration of Knowledge and Ideas	
With prompting and support, make connections among self, illustrations, and the story (e.g., picture walk, small group questions and answers, props in drama).	LKS 8-1 Develops Early Literacy

With prompting and support, compare and contrast adventures and experiences of characters in familiar stories (e.g., how are two stories similar and/or different).	LKS 8-1 Develops Early Literacy
Range of Reading and Level of Text Complexity	
Actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., art activities, dramatic play, creative writing, movement).	LKS 8-1 Develops Early Literacy
Reading Standards for Informational Text	
Key Ideas and Details	
With prompting and support, ask and/or answer questions with details related to a variety of informational print materials (e.g., charts, graphs, maps, lists, and other reference materials).	LKS 8-1 Develops Early Literacy
With prompting and support, identify the main topic/idea and retell some details using diverse media (e.g., drama, creative writing, art, conversation).	LKS 8-1 Develops Early Literacy
With prompting and support, demonstrate the connections among individuals, events, ideas, or pieces of information in a text (e.g., art, dramatic play, creative writing, conversation).	LKS 8-1 Develops Early Literacy
Craft and Structure	
Exhibit curiosity and interest about words in a variety of informational texts.	LKS 8-3 Develops Emergent Reading
With prompting and support, identify the front cover, back cover, and title page of a book.	LKS 8-1 Develops Early Literacy
With prompting and support, identify the role of the “author” and “illustrator” in informational text.	LKS 8-1 Develops Early Literacy
Integration of Knowledge and Ideas	

With prompting and support, make connections between self and text and/or information and text.	LKS 8-1 Develops Early Literacy
With prompting and support, explore the purpose of the informational text as it relates to self.	LKS 8-1 Develops Early Literacy
With prompting and support, identify similarities and differences in illustrations between two texts on the same topic.	LKS 8-1 Develops Early Literacy
Range of Reading and Level of Text Complexity	
With prompting and support, actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., experiments, observations, topic studies, conversations, illustrated journals).	LKS 8-1 Develops Early Literacy
Reading Standards for Foundational Skills	
Print Concepts	
<p>With prompting and support, demonstrate understanding of conventions of print.</p> <p>a. Understand that print moves from left to right, top to bottom and page by page.</p> <p>b. Recognize an association between spoken and written words.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name.</p> <p>e. Recognize words as a unit of print and understand that letters are grouped to form words.</p> <p>f. Differentiate letters from numbers.</p> <p>g. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.</p>	LKS 8-3 Develops Emergent Reading LKS 8-2 Develops Alphabetic Knowledge CM 10-4 Reads and Writes Numbers

Phonological Awareness	
<p>With prompting and support, demonstrate an emerging (developing) understanding of spoken words, syllables, and sounds.</p> <p>a. Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry and conversation).</p> <p>b. Demonstrate an understanding of syllables in words (units of sound) by clapping, stomping and finger tapping.</p> <p>c. No developmentally appropriate standard.</p> <p>d. With prompting and support, isolate and pronounce the initial sounds and ending sounds in words.</p> <p>e. Engage in language play (e.g., sound patterns, rhyming patterns, songs).</p> <p>f. Demonstrate awareness of the relationship between sounds and letters.</p>	<p>LC 7-3 Develops Phonemic Awareness LKS 8-3 Develops Emergent Reading</p>
<p>With prompting and support, demonstrate emergent phonics and word analysis skills.</p> <p>a. Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.</p> <p>b. No developmentally appropriate standard.</p> <p>c. Recognize own name, environmental print and some common high-frequency sight words.</p> <p>d. No developmentally appropriate standard.</p>	<p>LC 7-3 Develops Phonemic Awareness LKS 8-3 Develops Emergent Reading</p>
Fluency	
<p>Display emergent reading behavior with purpose and understanding (e.g., pretend reading, picture reading).</p>	<p>LKS 8-3 Develops Emergent Reading</p>
Standards for Writing	
Text Types and Purposes	

<p>With prompting and support, recognize that writing is a way of communicating for a variety of purposes.</p> <p>a. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters and dictations) to express an opinion.</p> <p>b. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters and) and describe their writing.</p> <p>c. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters and dictations) to tell about events or stories.</p>	LKS 9-1 Develops Emergent Writing
Production and Distribution of Writing	
<p>With prompting and support, focus on a topic and draw pictures or add details to an illustration that will clarify responses to questions or suggestions from adults and peers.</p>	LKS 9-1 Develops Emergent Writing
<p>With prompting and support, use a variety of tools (e.g., digital media, art materials) to share in the creation and publication of creative writing.</p>	LKS 9-1 Develops Emergent Writing
Research to Build and Present Knowledge	
<p>With prompting and support, participate in and demonstrate understanding of written representation in collaborative research projects (e.g., explore a number of books by a favorite author on the same topic) and express opinions about them.</p>	LKS 8-1 Develops Early Literacy LKS 9-1 Develops Emergent Writing
<p>With prompting and support, recall information from experiences to answer questions.</p>	ATL 1-2 Develops Memory
Range of Writing	
N/A	
Standards for Speaking and Listening	

Comprehension and Collaboration	
With guidance and support, participate in small-group as well as large-group shared conversations about pre-kindergarten topics and texts with peers and adults. a. Engage in voluntary conversations (e.g., taking turns, exchanging information, listening attentively, being aware of others' feelings). b. Engage in extended conversations	LC 7-6 Learns Conversation Structure
With prompting and support, confirm understanding of information presented orally, from read-alouds, or through other media by asking and answering questions about details.	LC 7-1 Develops Receptive Communication
With prompting and support, ask and answer questions in order to seek help, obtain information, or clarify something that is not understood.	LC 7-2 Develops Expressive Communication
Presentation of Knowledge and Ideas	
With prompting and support, describe familiar people, places, things, and events.	LC 7-2 Develops Expressive Communication
With prompting and support, add drawings or other visual displays to descriptions.	LKS 9-1 Develops Emergent Writing
With prompting and support, demonstrate an emergent (developing) ability to express thoughts, feelings, and ideas clearly.	LC 7-2 Develops Expressive Communication
Standards for Language	
Conventions of Standard English	
With prompting and support, demonstrate awareness of the conventions of standard English grammar and usage when speaking. a. Use frequently occurring nouns and verbs. b. Form regular plural nouns by adding /s/ or /es/ (e.g., dog, dogs; dish, dishes). c. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	LC 7-5 Expands Grammar and Pronunciation LC 7-4 Expands Vocabulary LC 7-2 Develops Expressive Communication

<p>d. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, of, by, with).</p> <p>e. Produce and expand complete sentences in shared language activities.</p>	
<p>With prompting and support, demonstrate awareness of the conventions of standard English.</p> <p>a. Write first name, capitalizing the first letter.</p> <p>b. Develop an awareness of symbols for end punctuation.</p> <p>c. Attempt to write a letter or letters to represent a word.</p> <p>d. Experiment with written representations of words, using emergent (developing) knowledge of letter-sound relationships.</p>	<p>LC 7-5 Expands Grammar and Pronunciation LKS 9-1 Develops Emergent Writing</p>
<p>Knowledge of Language</p>	
<p>N/A</p>	
<p>Vocabulary Acquisition and Use</p>	
<p>With prompting and support, explore unknown and multiple-meaning words based on pre-kindergarten reading and content.</p> <p>a. Apply new meaning for familiar words accurately (e.g., recognizing that a car is also a vehicle).</p>	<p>LC 7-4 Expands Vocabulary</p>
<p>With guidance and support, explore word relationships and word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Experiment with frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (e.g., run, walk; fast, slow; soft, hard).</p> <p>c. Identify real-life connections between words and their use (e.g., find examples of things that are smooth, rough).</p>	<p>LC 7-4 Expands Vocabulary</p>

d. Recognize and demonstrate knowledge of verbs (e.g., acting out sweeping, describing how to brush teeth).	
With prompting 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

Mathematics Standards	Vine Indicators
Counting and Cardinality	
Know number names and the count sequence.	
With prompting and support, recite numbers 1 to 30 in the correct order.	CM 10-1 Begins Counting
With prompting and support, recognize, name, and attempt writing numerals 0 – 10.	CM 10-4 Reads and Writes Numbers
Count to tell the number of objects.	
With guidance and support, attempt to compare quantities of numbers using concrete manipulatives to determine more than, less than, same and different.	CM 11-1 Learns Measurement and Quantities
With guidance and support, understand the relationship between numerals and quantities. a. Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate pre-kindergarten materials. b. Match quantities and numerals 0 – 10.	CM 10-1 Begins Counting CM 10-4 Reads and Writes Numbers
Count many kinds of concrete objects and actions up to 10, using one-to-one correspondence; and, with guidance and support, count up to 7 things in a scattered design. a. Use the number name to represent the number of objects in a set, using developmentally appropriate pre-kindergarten materials.	CM 10-1 Begins Counting
Compare numbers.	

Use comparative language (e.g., more than, less than, equal to, same, and different) to compare objects, using developmentally appropriate pre-kindergarten materials.	CM 10-2 Builds and Observes Sets
Operations and Algebraic Thinking	
Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.	
With guidance and support, experiment with adding and subtracting by using developmentally appropriate pre-kindergarten materials.	CM 10-3 Learns Addition, Subtraction and Division
With guidance and support, model real-world addition and subtraction problems up to 5 using developmentally appropriate pre-kindergarten materials.	CM 10-3 Learns Addition, Subtraction and Division
With guidance and support, decompose numbers less than or equal to 10 in more than one way using developmentally appropriate pre-kindergarten materials.	CM 10-3 Learns Addition, Subtraction and Division
With guidance and support, demonstrate an understanding of patterns using developmentally appropriate pre-kindergarten materials. (e.g. duplicate and extend simple patterns using concrete objects.)	CM 11-2 Understands Patterns
Measurement and Data	
Describe and compare measurable attributes.	
With guidance and support, recognize measurable attributes of everyday objects such as length, weight, and size, using appropriate vocabulary (e.g., <i>small, big, short, tall, empty, full, heavy, light</i>).	CM 11-1 Learns Measurement and Quantities
With guidance and support, compare two objects using attributes of length, weight, and size (e.g., <i>bigger, longer, taller, heavier, same weight, same amount</i>).	CM 11-1 Learns Measurement and Quantities

a. Use nonstandard units of measurement. b. Explore standard tools of measurement.	
Classify objects and count the number of objects in each category.	
With guidance and support, sort, categorize, or classify objects (e.g., color, size, length, height, weight, area, temperature).	CS 13-2 Classifies or Sorts Objects
Geometry	
Explore, identify, and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	
With guidance and support, correctly name shapes.	CM 12-1 Learns Shapes & Sizes
With guidance and support, recognize and correctly name shapes in the environment, regardless of their orientation or overall size, recognizing differences among shapes.	CM 12-1 Learns Shapes & Sizes
With guidance and support, explore the differences between two-dimensional and three-dimensional shapes.	CM 12-1 Learns Shapes & Sizes
Analyze, compare, create, and compose shapes.	
With guidance and support, create and represent shapes using developmentally appropriate pre-kindergarten materials (e.g., popsicle sticks, play dough, blocks, pipe cleaners, pattern blocks).	CM 12-1 Learns Shapes & Sizes
With guidance and support, explore using shapes to create representation of common objects (e.g., use a square and a triangle to make a house).	CM 12-1 Learns Shapes & Sizes

Approaches to Learning Standards	Vine Indicators
Play	
Engage in play.	

Cooperate with peers during play by taking turns, sharing materials, and inviting others to play.	SED 6-3 Cooperates with Peers
Initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).	ATL 1-5 Shows Initiative
Exhibit creativity and imagination in a variety of forms (e.g., roles, props, and language).	ATL 1-6 Thinks with Creativity & Flexibility
Demonstrate active engagement in play.	ATL 1-6 Thinks with Creativity & Flexibility
Curiosity and Initiative	
Demonstrate curiosity and initiative.	
Demonstrate interest in new experiences by interacting with peers, using familiar materials in creative ways, and investigating new environments.	ATL 1-4 Is Curious
Ask questions to seek new information.	ATL 1-4 Is Curious
Make independent choices.	ATL 1-5 Shows Initiative
Approach tasks and activities with flexibility, imagination, and inventiveness.	ATL 1-6 Thinks with Creativity & Flexibility
Persistence and Attentiveness	
Demonstrate persistence and attentiveness.	
Follow through to complete a task or activity.	ATL 1-3 Is Persistent
Demonstrate the ability to remain engaged in an activity or experience.	ATL 1-1 Is Attentive
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).	ATL 1-3 Is Persistent
Problem-Solving Skills	
Demonstrate problem-solving skills.	
Identify a problem or ask a question.	CS 14-1 Solves Problems
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

Apply prior learning and experiences to build new knowledge.	CS 14-1 Solves Problems
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Social and Emotional Development Standards	Vine indicators
Social Development	
Build and maintain relationships with others.	
Interact appropriately with familiar adults. a. Communicate to seek out help with a difficult task, to find comfort and to obtain security. b. Engage with a variety of familiar adults for a specific purpose.	SED 5-1 Bonds with Adults SED 5-2 Learns from Adults
Interact appropriately with other children. a. Engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials). b. Develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others). c. Ask permission to use items or materials of others. d. Acknowledge needs and rights of others (e.g., say, "It's your turn on the swing.").	SED 6-2 Bonds with Peers ATL 2-2 Shows Responsibility SED 6-3 Cooperates with Peers
Express empathy and care for others. a. Show affection and concern in appropriate ways (e.g., pat a child on the arm; give a soft hug to an upset peer). b. Offer and accept encouraging and courteous words to demonstrate kindness. c. With prompting and support, identify emotional cues of others and react in a positive manner (e.g., say, "You seem sad.").	SED 6-1 Builds Empathy
Work productively toward common goals and activities.	
Participate successfully as a member of a group.	SED 6-3 Cooperates with Peers ATL 2-2 Shows Responsibility

<p>a. With prompting and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).</p> <p>b. 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).</p> <p>c. Accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).</p>	
<p>Join ongoing activities in acceptable ways.</p> <p>a. Express to others a desire to play (e.g., say, "I want to play.").</p> <p>b. Lead and follow.</p> <p>c. Move into group with ease.</p>	<p>SED 6-2 Bonds with Peers SED 6-3 Cooperates with Peers</p>
<p>Resolve conflicts with others.</p> <p>a. With prompting and support, use discussions and negotiations to reach a compromise (e.g., say, "I had the drum first or you can have it when this song is over.").</p> <p>b. With prompting and support, use courteous words and actions (e.g., say, "Please give me the book." "I'm sorry I stepped on your mat.")</p>	<p>SED 6-3 Cooperates with Peers</p>
<p>Emotional Development</p>	
<p>Demonstrate awareness of self and capabilities.</p>	
<p>Demonstrate trust in self.</p> <p>a. 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 ...").</p> <p>b. Identify own emotions (e.g., say, "I feel ...") and express pride in accomplishments (e.g., "I did it!").</p>	<p>SED 4-2 Becomes Confident SED 3-1 Expresses Emotion</p>
<p>Develop personal preferences.</p> <p>a. Express independence, interest and curiosity (e.g., say, "I can ...", "I choose ..." "I want ...").</p>	<p>SED 4-1 Develops Awareness of Self SED 4-2 Becomes Confident ATL 1-5 Shows Initiative</p>

<p>b. Select and complete tasks (e.g., finish a puzzle or drawing).</p>	
<p>Show flexibility, inventiveness, and interest in solving problems.</p> <p>a. Make alternative choices (e.g., move to another area when a center is full).</p> <p>b. Persist and problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen).</p>	<p>ATL 1-6 Thinks with Creativity & Flexibility ATL 1-5 Shows Initiative ATL 1-3 Is Persistent</p>
<p>Know personal information.</p> <p>a. Describe self using several basic characteristics (e.g., gender, age, hair color, eye color).</p> <p>b. Refer to self by first and last name.</p> <p>c. Know parent(s)/guardian(s) name(s).</p>	<p>SED 4-1 Develops Awareness of Self</p>
<p>Recognize and adapt expressions, behaviors, and actions.</p>	
<p>Show impulse control with body and actions.</p> <p>a. Control own body in space (e.g., move safely through room without harm to self or others).</p> <p>b. Follow procedures or routines (e.g., come to circle time when the teacher begins to sing).</p> <p>c. Transition appropriately within environments with ease (e.g., come indoors to wash hands for lunch or to listen to a story).</p>	<p>SED 3-2 Manages Feelings & Demonstrates Self-Control PMP 17-1 Develops Perception & Balance ATL 2-1 Understands Routines</p>
<p>Manage emotions.</p> <p>a. With prompting and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control).</p> <p>b. With prompting and support, recognize emotions (e.g., "I am really mad.").</p> <p>c. With prompting and support, express feelings through appropriate gestures, actions and language (e.g., smile and say, "This story makes me happy.").</p>	<p>SED 3-2 Manages Feelings & Demonstrates Self-Control SED 3-1 Expresses Emotion</p>

d. With prompting and support, express frustration and anger without harming self, others, or property (e.g., "I don't like it when you take my truck.").	
Follow procedures and routines with teacher support. a. Follow one-step and/or two-step directions (e.g., move appropriately when transitions are announced). b. Use materials with care and safety (e.g., use scissors to cut paper). c. Take turns sharing information with others (e.g., interact during group time).	ATL 2-1 Understands Routines LC 7-1 Develops Receptive Communication ATL 2-2 Shows Responsibility SED 6-3 Cooperates with Peers
Demonstrate flexibility in adapting to different environments. a. Adjust behavior in different settings (e.g., at the library, playground, lunchroom). b. Follow rules (e.g., use outside voice, use inside voice) in different settings.	ATL 1-6 Thinks with Creativity & Flexibility ATL 2-2 Shows Responsibility

Science Standards	Vine Indicators
Physical Science	
Develop awareness of observable properties of objects and materials.	
The child will manipulate and explore items in the environment with a wide variety of investigative tools.	CS 13-1 Explores Objects
With prompting and support, describe and compare the properties of different materials and classify these materials by their observable characteristics and by their physical properties (weight, volume, temperature, texture, solid or liquid and sink or float).	CS 13-2 Classifies or Sorts Objects
With prompting and support, explore how solid objects can be constructed from a smaller set. a. With teacher guidance, use basic shapes and spatial reasoning to model large objects in the	CS 13-1 Explores Objects

<p>environment using a set of small objects (e.g., blocks)</p> <p>b. No developmentally appropriate standard.</p> <p>c. With teacher guidance, explore why things may not work the same if some of the parts are missing.</p>	
<p>With guidance and support, conduct an experiment to explore what happens to objects in relation to other forces (e.g., throwing rocks, bouncing ball).</p>	CS 14-2 Makes Predictions
Life Science	
Acquire scientific knowledge related to life science.	
<p>With prompting and support, name and identify the five senses and the corresponding body parts for each.</p>	CS 15-2 Develops an Understanding of and Care for the Natural World
<p>With prompting and support, explore how living things change in form as they go through the general stages of a life cycle.</p> <p>a. Use informational text or other media to make observations and predictions about plants as they change during the life cycle and use models to communicate ideas.</p> <p>b. Conduct experiments using observations and predictions to describe and model the life cycle of a familiar mammal.</p> <p>c. With teacher guidance, conduct a structured investigation to observe and measure the changes in various individuals of a single plant species from seed germination to adult plant. Record observations using drawings.</p>	CS 15-2 Develops an Understanding of and Care for the Natural World
<p>With prompting and support, explore what animals and plants need to live and grow.</p> <p>a. With teacher guidance, conduct a structured investigation to determine what plants need to live and grow.</p>	CS 15-2 Develops an Understanding of and Care for the Natural World
<p>With guidance and support, explore characteristics of living and non-living things.</p>	CS 15-2 Develops an Understanding of and Care for the Natural World

<p>a. With teacher guidance, conduct an investigation of living organisms and non-living objects in various real-world environments to identify the characteristics of living and non-living things.</p> <p>b. With teacher guidance, create a visual representation of the information gained and results of the experiment.</p> <p>c. With teacher guidance, use appropriate technology tools to explore the observable characteristics of plants, animals and people.</p>	
<p>Earth and Space Science</p>	
<p>Apply scientific knowledge related to earth science and space.</p>	
<p>With prompting and support, describe daily weather changes and seasonal patterns using related vocabulary (e.g., fall, summer, spring, winter, hot, cold, warm, sunny, cloudy).</p> <p>a. With teacher guidance, collect and display daily data about weather and seasonal activity.</p>	<p>CS 15-2 Develops an Understanding of and Care for the Natural World</p>
<p>With prompting and support, identify characteristics of the clouds, sun, moon and stars.</p> <p>a. With teacher guidance, create a simple model of common elements of day and night.</p> <p>b. With teacher guidance, construct a device which would protect from sun and/or rain.</p>	<p>CS 15-2 Develops an Understanding of and Care for the Natural World</p>
<p>With prompting and support, collect, sort, identify and describe natural objects in the world (e.g., rocks, soil, leaves).</p> <p>a. Participate in a teacher led activity to identify and reuse materials.</p> <p>b. With teacher-guidance, create a product from reused or natural materials that will meet a human need (e.g. pencil holder or musical instrument).</p>	<p>CS 15-1 Explores the Natural Environment</p>

Technology	
Identify and explore a variety of technology tools.	
Use appropriate technology tools (e.g., magnifying glass, telescope, microscope, computer, simple machines) to explore objects and/or to discover new information.	CS 13-3 Learns Using Technology
Use technology tools to gather and/or communicate information.	CS 13-3 Learns Using Technology
With prompting and support, invent and construct simple objects or structures using technology tools.	CS 13-3 Learns Using Technology

Physical Development Standards	Vine Indicators
Gross Motor Skills	
Demonstrate understanding of gross motor concepts as they apply to the learning, development, and performance of physical activities.	
Identify and demonstrate the use of body parts connected with gross motor movement (e.g., knee, foot, arm).	PMP 17-1 Develops Perception & Balance
Demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, throwing a ball).	PMP 17-5 Develops Large Motor Coordination Skills
Demonstrate competency in gross motor skills and movement patterns needed to perform a variety of physical activities.	
With prompting and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs alternating feet).	PMP 17-5 Develops Large Motor Coordination Skills
Use various types of equipment (e.g., playground equipment, tricycles, slides).	PMP 17-5 Develops Large Motor Coordination Skills
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, skipping).	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times

Fine Motor	
Demonstrate competency in fine motor skills needed to perform a variety of physical activities.	
With prompting 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
Demonstrate understanding of emerging (developing) fine motor skills as they apply to the learning and performance of physical activities.	
Demonstrate 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 or objects).	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tear, cut, fold and crease paper).	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Participate in fine motor activity for self-expression and/or social interaction.	
With prompting and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play).	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills CCA 21-1 Explores Art Media
With prompting and support, participate in group activities involving fine motor experiences (e.g., playing together with blocks, finger plays, and dramatic play).	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Demonstrate emerging (developing) competency in self-help skills needed to perform a variety of physical activities.	
With prompting and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self).	PMP 19-2 Develops Self-Care Skills
Self-Care, Health, and Safety Skills	

Demonstrate an awareness and practice of safety rules.	
With prompting and support, identify safety rules (e.g., classroom, home, community).	PMP 20-2 Learns Safety Rules
With prompting and support, practice safety procedures by responding appropriately to harmful or unsafe situations.	PMP 20-2 Learns Safety Rules
With prompting 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
Demonstrate an emerging (developing) use of standard health practices.	
With prompting 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
With prompting and support, participate in a variety of physical activities.	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
With prompting and support, identify nutritious foods.	PMP 20-1 Learns about Nutrition

Social Studies Standards	Vine Indicators
Family and Community	
Understand self in relation to the family and the community.	
Identify self as a member of a family, the learning community, and local community.	SED 4-1 Develops Awareness of Self
With prompting and support, identify similarities and differences in people.	SS 16-1 Explores Cultures
With prompting and support, describe some family traditions.	SED 4-1 Develops Awareness of Self
Identify some similarities and differences in family structure, culture, ability, language, age and gender.	SS 16-1 Explores Cultures
Understand the concept of individual rights and responsibilities.	

With prompting and support, demonstrate responsible behavior related to daily routines.	ATL 2-1 Understands Routines
With prompting and support, explain some rules in the home and in the classroom. a. Identify some rules for different settings. b. Identify appropriate choices to promote positive interactions.	ATL 2-2 Shows Responsibility
With prompting and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers).	SS 16-4 Learns about Community Roles and Jobs
With prompting and support, identify some positive character traits of self and others (e.g., fair, friendly, respectful, responsible).	SED 6-2 Bonds with Peers
With prompting and support, describe a simple sequence of familiar events.	SS 16-2 Understands Time
Old World	
Treat classroom materials and the belongings of others with care.	ATL 2-2 Shows Responsibility
With prompting and support, identify location and some physical features of familiar places in the environment.	SS 16-3 Explores Geography
With prompting and support, use money in pretend play to demonstrate understanding of the role money plays in the environment (e.g., play store or restaurant).	SS 16-5 Learns about Government and Economics
Use a variety of technology tools (e.g., telephone, cash register, computer), either real or pretend, that affect daily life interactions and activities.	CCA 21-4 Participates in Dramatic Play
Demonstrate an understanding of 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
History and Events	
Understand events that happened in the past.	

With prompting and support, describe a simple series of familiar events.	SS 16-2 Understands Time
Recognize events that happened in the past.	SS 16-2 Understands Time

Creative Expression Standards	Vine Indicators
Dance	
Creating	
Generate and conceptualize artistic ideas and work. a. Respond in movement to a variety of sensory stimuli (for example, music/sound, visual, tactile). b. Find a different way to do several basic locomotor and non-locomotor movements.	CCA 21-3 Explores Movement and Dance
Organize and develop artistic ideas and work. a. Improvise dance that starts and stops on cue. b. Engage in dance experiences moving alone or with a partner.	CCA 21-3 Explores Movement and Dance
Refine and complete artistic work. a. Respond to suggestions for changing movement through guided improvisational experiences. b. Identify parts of the body and document a body shape or position by drawing a picture.	CCA 21-3 Explores Movement and Dance
Performing	
Select, analyze, and interpret artistic work for presentation. a. Identify and demonstrate directions for moving the body in general space (for example, forward, backwards, sideways, up, down, and turning) and finding and returning to a place in space. b. Identify speed of dance as fast or slow. Move to varied rhythmic sounds at different tempi. c. Move with opposing characteristics (for example, loose/tight, light/heavy, jerky/smooth).	CCA 21-3 Explores Movement and Dance
Develop and refine artistic technique and work for presentation.	CCA 21-3 Explores Movement and Dance

<p>a. Demonstrate basic full body locomotor, non-locomotor movement, and body patterning with spatial relationships.</p> <p>b. Move in general space and start and stop on cue while maintaining personal space.</p> <p>c. Identify and move body parts and repeat movements upon request.</p>	
<p>Convey meaning through the presentation of artistic work.</p> <p>a. Dance for others in a designated area or space.</p> <p>b. Use a simple prop as part of a dance.</p>	CCA 21-3 Explores Movement and Dance
Responding	
<p>Perceive and analyze artistic work.</p> <p>a. Identify a movement in a dance by repeating it.</p> <p>b. Demonstrate an observed or performed dance movement</p>	CCA 21-3 Explores Movement and Dance
<p>Interpret intent and meaning in artistic work.</p> <p>a. Observe a movement and share impressions.</p>	CCA 21-3 Explores Movement and Dance
<p>Apply criteria to evaluate artistic work.</p> <p>a. Find a movement in a dance that was fun to watch. Repeat it and explain why it is fun to watch and do.</p>	CCA 21-3 Explores Movement and Dance
Connecting	
<p>Synthesize and relate knowledge and personal experiences to make art.</p> <p>a. Recognize an emotion expressed in dance movement that is watched or performed.</p> <p>b. Observe a dance work. Identify and imitate a movement from the dance and ask a question about the dance.</p>	CCA 21-3 Explores Movement and Dance
<p>Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p> <p>a. Show a dance movement experienced at home or elsewhere.</p>	CCA 21-3 Explores Movement and Dance
Media Arts	

Creating	
Generate and conceptualize artistic ideas and work. a. Share ideas for media artworks through guided exploration of tools, methods, and imagining.	CCA 21-1 Explores Art Media
Organize and develop artistic ideas and work. a. With guidance, form ideas into plans or models for media arts productions.	CCA 21-1 Explores Art Media
Refine and complete artistic work. a. Make and capture media arts content, freely and in guided practice, in media arts productions. b. Attempt and share expressive effects, freely and in guided practice, in creating media artworks.	CCA 21-1 Explores Art Media
Performing	
Select, analyze, and interpret artistic work for presentation. a. With guidance, combine different forms and content, such as image and sound, to form media artworks.	CCA 21-1 Explores Art Media
Develop and refine artistic technique and work for presentation. a. Use identified skills, such as manipulating tools, making choices, and sharing in creating media artworks. b. Use identified creative skills, such as imagining freely and in guided practice, within media arts productions. c. Use media arts creation tools freely and in guided practice.	CCA 21-1 Explores Art Media
Convey meaning through the presentation of artistic work. a. With guidance, share roles and discuss the situation for presenting media artworks. b. With guidance, share reactions to the presentation of media artworks.	CCA 21-1 Explores Art Media
Responding	
Perceive and analyze artistic work.	CCA 21-1 Explores Art Media

<p>a. With guidance, explore and discuss components and messages in a variety of media artworks.</p> <p>b. With guidance, explore media artworks and discuss experiences.</p>	
<p>Interpret intent and meaning in artistic work.</p> <p>a. With guidance, share reactions to media artworks.</p>	CCA 21-1 Explores Art Media
<p>Apply criteria to evaluate artistic work.</p> <p>a. With guidance, examine and share appealing qualities in media artworks.</p>	CCA 21-1 Explores Art Media
Connecting	
<p>Synthesize and relate knowledge and personal experiences to make art.</p> <p>a. Use personal experiences in making media artworks.</p> <p>b. With guidance, share experiences of media artworks.</p>	CCA 21-1 Explores Art Media
<p>Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p> <p>a. With guidance, relate media artworks and everyday life.</p> <p>b. With guidance, interact safely and appropriately with media arts tools and environments.</p>	CCA 21-1 Explores Art Media
Music	
Creating	
<p>Generate and conceptualize artistic ideas and work. <i>Generate musical ideas for various purposes and contexts</i></p> <p>a. With substantial guidance, explore and experience a variety of music.</p>	CCA 21-2 Explores Music
<p>Organize and develop artistic ideas and work. <i>Select and develop musical ideas for defined purposes and contexts.</i></p> <p>a. With substantial guidance, explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments).</p> <p>b. With substantial guidance, select and keep track of the order for</p>	CCA 21-2 Explores Music

performing original musical ideas, using iconic notation and/or recording technology.	
Refine and complete artistic work. <i>Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</i> a. With substantial guidance, consider personal, peer, and teacher feedback when demonstrating and refining personal musical ideas.	CCA 21-2 Explores Music
Refine and complete artistic work. <i>Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i> a. With substantial guidance, share revised personal musical ideas with peers.	CCA 21-2 Explores Music
Performing	
Select, analyze, and interpret artistic work for presentation. <i>Select varied musical works to present based on interest, knowledge, technical skill, and context.</i> a. With substantial guidance, demonstrate and state preference for varied musical selections.	CCA 21-2 Explores Music
Select, analyze, and interpret artistic work for presentation. <i>Analyze the structure and context of varied musical works and their implications for performance.</i> a. With substantial guidance, explore and demonstrate awareness of musical contrasts.	CCA 21-2 Explores Music
Select, analyze, and interpret artistic work for presentation. <i>Develop personal interpretations that consider creators' intent.</i> a. With substantial guidance, explore music's expressive qualities (such as voice quality, dynamics, and tempo).	CCA 21-2 Explores Music
Develop and refine artistic technique and work for presentation. <i>Evaluate and refine personal and ensemble</i>	CCA 21-2 Explores Music

<p><i>performances, individually or in collaboration with others.</i></p> <p>a. With substantial guidance, practice and demonstrate what they like about their own performances.</p> <p>b. With substantial guidance, apply personal, peer, and teacher feedback to refine performances.</p>	
<p>Convey meaning through the presentation of artistic work. <i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i></p> <p>a. With substantial guidance, perform music with expression.</p>	CCA 21-2 Explores Music
Responding	
<p>Perceive and analyze artistic work. <i>Choose music appropriate for a specific purpose or context.</i></p> <p>a. With substantial guidance, state personal interests and demonstrate why they prefer some music selections over others.</p>	CCA 21-2 Explores Music
<p>Perceive and analyze artistic work. <i>Analyze how the structure and context of varied musical works inform the response.</i></p> <p>a. With substantial guidance, explore musical contrasts in music.</p>	CCA 21-2 Explores Music
<p>Interpret intent and meaning in artistic work. <i>Support interpretations of musical works that reflect creators'/performers' expressive intent.</i></p> <p>a. With substantial guidance, explore music's expressive qualities (such as dynamics and tempo).</p>	CCA 21-2 Explores Music
<p>Apply criteria to evaluate artistic work. <i>Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</i></p> <p>a. With substantial guidance, talk about personal and expressive preferences in music.</p>	CCA 21-2 Explores Music

Connecting	
<p>Synthesize and relate knowledge and personal experiences to make art. <i>Synthesize and relate knowledge and personal experiences to make music.</i></p> <p>a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	CCA 21-2 Explores Music
<p>Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. <i>Relate musical ideas and works with varied context to deepen understanding.</i></p> <p>a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	CCA 21-2 Explores Music
Theatre	
Creating	
<p>Generate and conceptualize artistic ideas and work.</p> <p>a. With prompting and support, transition between imagination and reality in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>b. With prompting and support, use non-representational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	CCA 21-4 Participates in Dramatic Play
<p>Organize and develop artistic ideas and work.</p> <p>a. With prompting and support, contribute through gestures and words to dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>b. With prompting and support, express original ideas in dramatic play or a guided drama experience</p>	CCA 21-4 Participates in Dramatic Play

(e.g., process drama, story drama, creative drama).	
Refine and complete artistic work. a. With prompting and support, answer questions in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	CCA 21-4 Participates in Dramatic Play
Performing	
Select, analyze, and interpret artistic work for presentation. a. With prompting and support, identify characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	CCA 21-4 Participates in Dramatic Play
Develop and refine artistic technique and work for presentation. a. With prompting and support, understand that imagination is fundamental to dramatic play and guided drama experience (e.g., process drama, story drama, creative drama). b. With prompting and support, explore and experiment with various technical elements in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	CCA 21-4 Participates in Dramatic Play
Convey meaning through the presentation of artistic work. a. With prompting and support, engage in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	CCA 21-4 Participates in Dramatic Play
Responding	
Perceive and analyze artistic work. a. With prompting and support, recall an emotional response in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	CCA 21-4 Participates in Dramatic Play
Interpret intent and meaning in artistic work.	CCA 21-4 Participates in Dramatic Play

<p>a. With prompting and support, explore preferences in dramatic play, guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.</p> <p>b. With prompting and support, name and describe characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	
<p>Apply criteria to evaluate artistic work.</p> <p>a. With prompting and support, actively engage in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>CCA 21-4 Participates in Dramatic Play</p>
<p>Connecting</p>	
<p>Synthesize and relate knowledge and personal experiences to make art.</p> <p>a. With prompting and support, identify similarities between a story and personal experience in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>CCA 21-4 Participates in Dramatic Play</p>
<p>Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p> <p>a. With prompting and support, use skills and knowledge from other areas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>CCA 21-4 Participates in Dramatic Play</p>
<p>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>a. With prompting and support, identify stories that are similar to one another in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>b. With prompting and support, tell a short story in dramatic play or a guided drama experience (e.g.,</p>	<p>CCA 21-4 Participates in Dramatic Play</p>

process drama, story drama, creative drama).	
Visual Arts	
Creating	
Generate and conceptualize artistic ideas and work. a. Engage in self-directed play with materials.	CCA 21-1 Explores Art Media
Generate and conceptualize artistic ideas and work. a. Engage in self-directed, creative making.	CCA 21-1 Explores Art Media
Organize and develop artistic ideas and work. a. Use a variety of art-making tools.	CCA 21-1 Explores Art Media
Organize and develop artistic ideas and work. a. Share materials with others.	CCA 21-1 Explores Art Media
Organize and develop artistic ideas and work. a. Create and tell about art that communicates a story about a familiar place or object.	CCA 21-1 Explores Art Media
Refine and complete artistic work. a. Share and talk about personal artwork.	CCA 21-1 Explores Art Media
Performing	
Select, analyze, and interpret artistic work for presentation. a. Identify reasons for saving and displaying objects, artifacts, and artwork.	CCA 21-1 Explores Art Media
Develop and refine artistic technique and work for presentation. a. Identify places where art may be displayed or saved.	CCA 21-1 Explores Art Media
Convey meaning through the presentation of artistic work. a. Identify where art is displayed both inside and outside of school.	CCA 21-1 Explores Art Media
Responding	
Perceive and analyze artistic work. a. Recognize art in one's environment.	CCA 21-1 Explores Art Media
Perceive and analyze artistic work.	CCA 21-1 Explores Art Media

a. Distinguish between images and real objects.	
Interpret intent and meaning in artistic work. a. Interpret art by identifying and describing subject matter.	CCA 21-1 Explores Art Media
Apply criteria to evaluate artistic work. a. Select a preferred artwork.	CCA 21-1 Explores Art Media
Connecting	
Synthesize and relate knowledge and personal experiences to make art. a. Explore the world using descriptive and expressive words and art-making.	CCA 21-1 Explores Art Media
Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. a. Recognize that people make art.	CCA 21-1 Explores Art Media

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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