

# 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:  
**Missouri Early Learning Guidelines**  
Birth to Kindergarten Entry



## References

Missouri Department of Education. (2013). *Missouri early learning goals*. MO: Author. Retrieved from <https://dese.mo.gov/sites/default/files/eel-el-2013-MELGoals.pdf>

<b>Missouri Early Learning Guidelines Birth to Kindergarten Entry</b>	<b>Vine Assessments by LifeCubby</b>
<b>Approaches to Learning</b>	<b>Vine Indicators</b>
<b>Approaches to Learning - Shows Curiosity</b>	
<b>Infant/Toddler</b>	
Expresses interest in people	<b>ATL 1-4 Is Curious</b>
Shows interest in learning new things	<b>ATL 1-4 Is Curious</b>
<b>Preschool</b>	
Expresses interest in people	<b>ATL 1-4 Is Curious</b>
Shows interest in learning new things	<b>ATL 1-4 Is Curious</b>
Asks questions	<b>ATL 1-4 Is Curious</b>
<b>Approaches to Learning – Takes Initiative</b>	
<b>Infant/Toddler</b>	
Initiates interactions with others	<b>ATL 1-5 Shows Initiative</b>
<b>Preschool</b>	
Initiates interactions with others	<b>ATL 1-5 Shows Initiative</b>
Makes decisions independently	<b>ATL 1-5 Shows Initiative</b>
Develops independence during activities, routines and play	<b>ATL 1-5 Shows Initiative</b>
<b>Approaches to Learning - Exhibits Creativity and Inventiveness</b>	
<b>Infant/Toddler</b>	
Tries new ways of doing thing	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
<b>Preschool</b>	
Tries new ways of doing thing	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
Uses imagination to generate a variety of ideas	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
Exhibits a sense of humor	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
<b>Approaches to Learning - Shows Confidence</b>	
<b>Infant/Toddler</b>	
Expresses his or her own ideas and opinions	<b>SED 4-2 Becomes Confident</b>
Views self as competent and has a positive self-image	<b>SED 4-2 Becomes Confident</b>
<b>Preschool</b>	
Expresses his or her own ideas and opinions	<b>SED 4-2 Becomes Confident</b>
Views self as competent and has a positive self-image	<b>SED 4-2 Becomes Confident</b>

<b>Approaches to Learning - Displays Persistence</b>	
<b>Infant/Toddler</b>	
Sustains attention to a task or activity appropriate for his or her age.	<b>ATL 1-1 Is Attentive</b>
Pursues challenges.	<b>ATL 1-3 Is Persistent</b>
<b>Preschool</b>	
Sustains attention to a task or activity appropriate for his or her age.	<b>ATL 1-1 Is Attentive</b>
Pursues challenges.	<b>ATL 1-3 Is Persistent</b>
Copes with frustration.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <b>ATL 1-3 Is Persistent</b>
<b>Approaches to Learning - Uses Problem-Solving Skills</b>	
<b>Infant/Toddler</b>	
Tries to solve problems	<b>CS 14-1 Solves Problems</b>
<b>Preschool</b>	
Recognizes problems	<b>CS 14-1 Solves Problems</b>
Tries to solve problems	<b>CS 14-1 Solves Problems</b>
Works with others to solve problems	<b>CS 14-1 Solves Problems</b>

<b>Social and Emotional Development</b>	<b>Vine Indicators</b>
<b>Knowledge of Self - Exhibits self-awareness and self-confidence</b>	
<b>Infant/Toddler</b>	
Differentiates self from others	<b>SED 4-1 Develops Awareness of Self</b>
Responds to others and to the environment	<b>SED 4-1 Develops Awareness of Self</b>
<b>Preschool</b>	
Differentiates self from others	<b>SED 4-1 Develops Awareness of Self</b>
Responds to others and to the environment	<b>SED 4-1 Develops Awareness of Self</b>
Shows independence, autonomy and confidence	<b>SED 4-2 Becomes Confident</b>
<b>Knowledge of Self- Manages Feelings and Behavior</b>	
<b>Infant/Toddler</b>	
Is able to be calmed or self-calms	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>

Participates in care and learning routines	<b>PMP 19-2 Develops Self-Care Skills</b>
Expresses feelings and emotions.	<b>SED 3-1 Expresses Emotion</b>
<b>Preschool</b>	
Is able to be calmed or self-calms	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
Participates in care and learning routines	<b>PMP 19-2 Develops Self-Care Skills</b>
Expresses feelings and emotions.	<b>SED 3-1 Expresses Emotion</b>
Observes limits and complies with rules	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
Respects others	<b>SED 6-3 Cooperates with Peers</b>
<b>Knowledge of Others - Builds Relationships</b>	
<b>Infant/Toddler</b>	
Develops secure attachment relationships with caregivers	<b>SED 5-1 Bonds with Adults</b>
Develops relationships with others	<b>SED 6-2 Bonds with Peers</b>
<b>Preschool</b>	
Develops secure attachment relationships with caregivers	<b>SED 5-1 Bonds with Adults</b>
Develops relationships with others	<b>SED 6-2 Bonds with Peers</b>
Develops empathy and respect for others	<b>SED 6-1 Builds Empathy</b>
Works and plays cooperatively with children and adults	<b>SED 6-3 Cooperates with Peers</b> <b>SED 5-1 Bonds with Adults</b>

<b>Physical Development, Health and Safety</b>	<b>Vine Indicators</b>
<b>Physical Development - Uses Gross Motor Skills with Purpose and Collaboration</b>	
<b>Infant/Toddler</b>	
Controls body movements	<b>PMP 17-1 Develops Perception &amp; Balance</b>
Uses large muscle movement to manipulate objects	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b>
Moves from one point to another	<b>PMP 17-2 Develops Lower Body Strength</b>
<b>Preschool</b>	
Controls body movements	<b>PMP 17-1 Develops Perception &amp; Balance</b>
Uses large muscle movement to manipulate objects	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b>

Moves from one point to another	<b>PMP 17-2 Develops Lower Body Strength</b>
<b>Physical Development - Uses Fine Motor Skills with Purpose and Control</b>	
<b>Infant/Toddler</b>	
Uses fingers and hands to accomplish fine motor tasks	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
Uses tools in a functional manner	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
Exhibits coordination of facial muscles	<b>SED 3-1 Expresses Emotion LC 7-5 Expands Grammar and Pronunciation</b>
<b>Preschool</b>	
Uses fingers and hands to accomplish fine motor tasks	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
Uses tools in a functional manner	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
Exhibits coordination of facial muscles	<b>SED 3-1 Expresses Emotion LC 7-5 Expands Grammar and Pronunciation</b>
<b>Physical Development - Responds to Sensory Input to Function in the Environment</b>	
<b>Infant/Toddler</b>	
Exhibits sensory awareness	<b>CS 13-1 Explores Objects</b>
Exhibits body awareness	<b>SED 4-1 Develops Awareness of Self PMP 17-1 Develops Perception &amp; Balance</b>
<b>Preschool</b>	
Exhibits sensory awareness	<b>CS 13-1 Explores Objects</b>
Exhibits body awareness	<b>SED 4-1 Develops Awareness of Self PMP 17-1 Develops Perception &amp; Balance</b>
Exhibits spatial awareness	<b>CM 12-2 Develops Spatial Awareness</b>
Exhibits temporal awareness	<b>SS 16-2 Understands Time</b>
<b>Health and Self-Care - Practices Healthy Behaviors</b>	
<b>Infant/Toddler</b>	
Participates in healthy care routines; engages adult or appropriately cares for self	<b>PMP 19-2 Develops Self-Care Skills</b>
<b>Preschool</b>	
Participates in healthy care routines; engages adult or appropriately cares for self	<b>PMP 19-2 Develops Self-Care Skills</b>
Makes healthy food choices	<b>PMP 20-1 Learns about Nutrition</b>
Participates in physical exercise daily	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b>
<b>Safety - Practices Safe Behaviors</b>	

<b>Infant/Toddler</b>	
Engage an adult for help	<b>PMP 20-2 Learns Safety Rules</b>
<b>Preschool</b>	
Knows how and when to engage an adult for help	<b>PMP 20-2 Learns Safety Rules</b>
Knows and follows safety rules	<b>PMP 20-2 Learns Safety Rules</b>
Recognizes personal danger	<b>PMP 20-2 Learns Safety Rules</b>

<b>Language and Literacy</b>	<b>Vine Indicators</b>
<b>Communication and Language</b>	
<b>Symbolic Development -</b> Represents feelings and ideas in a variety of ways	
<b>Infant/Toddler</b>	
Represents feelings and ideas through pretend play	<b>CCA 21-4 Participates in Dramatic Play</b>
Represents feelings and ideas through movement	<b>CCA 21-3 Explores Movement and Dance</b>
Represents feelings and ideas through music	<b>CCA 21-2 Explores Music</b>
<b>Preschool</b>	
Represents feelings and ideas through pretend play	<b>CCA 21-4 Participates in Dramatic Play</b>
Represents feelings and ideas through movement	<b>CCA 21-3 Explores Movement and Dance</b>
Represents feelings and ideas through music	<b>CCA 21-2 Explores Music</b>
Represents feelings and ideas through art and construction	<b>CCA 21-1 Explores Art Media</b>
<b>Listening and Understanding (Receptive Language) -</b> Listens for different purposes	
<b>Infant/Toddler</b>	
Listens to others	<b>LC 7-1 Develops Receptive Communication</b>
Listens to sounds in the environment	<b>LC 7-1 Develops Receptive Communication</b>
<b>Preschool</b>	
Listens to others	<b>LC 7-1 Develops Receptive Communication</b>
Listens to sounds in the environment	<b>LC 7-1 Develops Receptive Communication</b>
Understands more complex sentences	<b>LC 7-1 Develops Receptive Communication</b>
Follows simple directions	<b>LC 7-1 Develops Receptive Communication</b>

Listens responsively to books and stories	<b>LKS 8-1 Develops Early Literacy</b>
Responds to questions	<b>LC 7-1 Develops Receptive Communication</b>
Listens to and engages in conversations and communication with others	<b>LC 7-6 Learns Conversation Structure</b>
<b>Speaking</b> (Expressive Language) - Uses language to communicate	
<b>Infant/Toddler</b>	
Uses the body to communicate	<b>LC 7-2 Develops Expressive Communication</b>
Communicates, verbally, or with gestures in home language	<b>LC 7-2 Develops Expressive Communication</b>
<b>Preschool</b>	
Uses the body to communicate	<b>LC 7-2 Develops Expressive Communication</b>
Communicates, verbally, or with gestures in home language	<b>LC 7-2 Develops Expressive Communication</b>
Initiates and responds appropriately in conversation and discussions with adults and children	<b>LC 7-6 Learns Conversation Structure</b>
<b>Speaking</b> (Expressive Language) - Develops and expands vocabulary	
<b>Infant/Toddler</b>	
Learns new words	<b>LC 7-4 Expands Vocabulary</b>
Communicates, verbally, or with signs, in home language	<b>LC 7-2 Develops Expressive Communication</b>
<b>Preschool</b>	
Learns new words	<b>LC 7-4 Expands Vocabulary</b>
Communicates, verbally, or with signs, in home language	<b>LC 7-2 Develops Expressive Communication</b>
Communicates in home language and is understood by others	<b>LC 7-5 Expands Grammar and Pronunciation</b>
Uses language to pretend or create	<b>CCA 21-4 Participates in Dramatic Play</b>
Uses complete sentences of varying length	<b>LC 7-2 Develops Expressive Communication</b>
<b>Literacy</b>	
<b>Reading</b> - Applies early reading skills	
<b>Infant/Toddler</b>	
Shows an interest in books	<b>LKS 8-1 Develops Early Literacy</b>
<b>Preschool</b>	

Shows an interest in reading and books	<b>LKS 8-1 Develops Early Literacy</b>
Exhibits book-handling skills	<b>LKS 8-1 Develops Early Literacy</b>
Pretends to read easy or predictable books or tries to read along during his/her favorite part of story	<b>LKS 8-1 Develops Early Literacy</b>
Comprehends and responds to text	<b>LKS 8-1 Develops Early Literacy</b>
Develops a sense of story	<b>LKS 8-1 Develops Early Literacy</b>
<b>Reading</b> - Uses concepts of print	
<b>Infant/Toddler</b>	
N/A	
<b>Preschool</b>	
Reads environmental print and symbols	<b>LKS 8-3 Develops Emergent Reading</b>
Identifies some alphabet letters	<b>LKS 8-2 Develops Alphabetic Knowledge</b>
Recognizes that print represents spoken words	<b>LKS 8-3 Develops Emergent Reading</b>
<b>Reading</b> - Attends to sounds in language (phonological awareness)	
<b>Infant/Toddler</b>	
Shows interest in sounds of language and those in the environment.	<b>LC 7-3 Develops Phonemic Awareness</b>
Notices patterns	<b>LC 7-3 Develops Phonemic Awareness</b>
<b>Preschool</b>	
Repeats rhymes, simple songs, poems and finger plays	<b>LC 7-3 Develops Phonemic Awareness</b>
Participates in word games	<b>LC 7-3 Develops Phonemic Awareness</b>
Discriminates some sounds in words	<b>LC 7-3 Develops Phonemic Awareness</b>
<b>Writing</b> - Uses writing as a means of expression/communication	
<b>Toddler</b>	
Experiments with writing tools and materials	<b>LKS 9-1 Develops Emergent Writing</b>
<b>Preschool</b>	
Experiments with writing tools and materials	<b>LKS 9-1 Develops Emergent Writing</b>
Uses scribbles, shapes, pictures, letter-like forms and letters to write	<b>LKS 9-1 Develops Emergent Writing</b>



Tells others about marks and intended meaning of drawing or writing	<b>LKS 9-1 Develops Emergent Writing</b>
Uses a variety of resources to facilitate writing	<b>LKS 9-1 Develops Emergent Writing</b>
Converts speech to writing	<b>LKS 9-1 Develops Emergent Writing</b>

<b>Mathematics</b>	<b>Vine Indicators</b>
<b>Counting and Cardinality -</b> Uses number to show quantity	
<b>Infant/Toddler</b>	
Shows interest in counting and quantity	<b>CM 10-1 Begins Counting</b>
Participates in experiences that involve counting	<b>CM 10-1 Begins Counting</b>
<b>Preschool</b>	
Shows interest in counting and quantity	<b>CM 10-1 Begins Counting</b>
Participates in experiences that involve counting	<b>CM 10-1 Begins Counting</b>
Develops an increasing ability to rote count in sequence	<b>CM 10-1 Begins Counting</b>
Counts objects with understanding	<b>CM 10-1 Begins Counting</b>
<b>Counting and Cardinality -</b> Uses language to represent number of objects	
<b>Infant/Toddler</b>	
N/A	
<b>Preschool</b>	
Uses language to compare number (e.g., more/less, greater/fewer, equal to)	<b>CM 11-1 Learns Measurement and Quantities</b>
<b>Counting and Cardinality -</b> Solves problems using number	
<b>Infant/Toddler</b>	
N/A	
<b>Preschool</b>	
Names how many there are in a group (up to five objects)	<b>CM 10-2 Builds and Observes Sets</b>
Uses one-to-one correspondence when counting objects	<b>CM 10-1 Begins Counting</b>

Uses one-to-one correspondence to compare the size of a group of objects	<b>CM 10-1 Begins Counting</b> <b>CM 10-2 Builds and Observes Sets</b>
<b>Counting and Cardinality -</b> Uses numerical representations	
<b>Infant/Toddler</b>	
N/A	
<b>Preschool</b>	
Writes some numerals	<b>CM 10-4 Reads and Writes Numbers</b>
Matches numeral with quantity	<b>CM 10-4 Reads and Writes Numbers</b>
<b>Operations and Algebraic Thinking -</b> Uses language to represent number of objects	
<b>Infant/Toddler</b>	
N/A	
<b>Preschool</b>	
Combines and names how many	<b>CM 10-3 Learns Addition, Subtraction and Division</b>
Separates and names how many	<b>CM 10-3 Learns Addition, Subtraction and Division</b>
<b>Operations and Algebraic Thinking -</b> Uses numerical representations	
<b>Infant/Toddler</b>	
N/A	
<b>Preschool</b>	
Uses drawings to represent number	<b>CM 10-4 Reads and Writes Numbers</b>
<b>Number and Operations in Base Ten -</b> Uses language to represent number of objects	
<b>Infant/Toddler</b>	
N/A	
<b>Preschool</b>	
Combines and names how many	<b>CM 10-3 Learns Addition, Subtraction and Division</b>
Separates and names how many	<b>CM 10-3 Learns Addition, Subtraction and Division</b>
<b>Measurement and Data -</b> Makes comparisons	
<b>Infant/Toddler</b>	
N/A	
<b>Preschool</b>	
Compares objects using measurable features	<b>CM 11-1 Learns Measurement and Quantities</b>
Describes measurement	<b>CM 11-1 Learns Measurement and Quantities</b>

Orders three or more objects according to length or size differences	<b>CM 11-2 Understands Patterns</b>
<b>Measurement and Data</b> - Uses measurement	
<b>Infant/Toddler</b>	
N/A	
<b>Preschool</b>	
Explores ways to measure	<b>CM 11-1 Learns Measurement and Quantities</b>
Measures using objects	<b>CM 11-1 Learns Measurement and Quantities</b>
<b>Measurement and Data</b> - Collects, organizes and displays information (Charting and Graphing)	
<b>Infant/Toddler</b>	
N/A	
<b>Preschool</b>	
Asks questions to gather information	<b>CS 13-1 Explores Objects</b>
Sorts and classifies objects into groups	<b>CS 13-2 Classifies or Sorts Objects</b>
Explains how the grouping was done	<b>CS 13-2 Classifies or Sorts Objects</b>
<b>Geometry</b> - Investigates positions and locations	
<b>Toddler</b>	
Takes objects apart and puts them together	<b>CM 12-2 Develops Spatial Awareness</b>
Uses actions and words to indicate position and location	<b>CM 12-2 Develops Spatial Awareness</b>
<b>Preschool</b>	
Takes objects apart and puts them together	<b>CM 12-2 Develops Spatial Awareness</b>
Uses actions and words to indicate position and location	<b>CM 12-2 Develops Spatial Awareness</b>
Uses actions and words to indicate movement and orientation	<b>CM 12-2 Develops Spatial Awareness</b>
<b>Geometry</b> - Explores shapes in the environment	
<b>Infant/Toddler</b>	
N/A	
<b>Preschool</b>	
Investigates and talks about the characteristics of shapes	<b>CM 12-1 Learns Shapes &amp; Sizes</b>

Creates and duplicates three-dimensional and two-dimensional shapes using a variety of materials	<b>CM 12-1 Learns Shapes &amp; Sizes</b>
Identifies and names some shapes	<b>CM 12-1 Learns Shapes &amp; Sizes</b>
Indicates if shapes are alike or different using one or more characteristics	<b>CM 12-1 Learns Shapes &amp; Sizes</b>

<b>Science</b>	<b>Vine Indicators</b>
<b>Physical Science</b> (Forces and Interactions) - Explores physical properties of objects and materials	
<b>Toddler</b>	
Shows interest in the physical world	<b>CS 15-1 Explores the Natural Environment</b>
Uses one or more senses to observe the physical world	<b>CS 13-1 Explores Objects</b>
Experiments with simple tools	<b>CS 13-1 Explores Objects</b>
<b>Preschool</b>	
Shows interest in the physical world	<b>CS 15-1 Explores the Natural Environment</b>
Uses one or more senses to observe the physical world	<b>CS 13-1 Explores Objects</b>
Experiments with simple tools	<b>CS 13-1 Explores Objects</b>
<b>Physical Science</b> (Forces and Interactions) - Investigates properties of objects and materials.	
<b>Infant/Toddler</b>	
N/A	
<b>Preschool</b>	
Asks questions about objects and materials.	<b>CS 13-1 Explores Objects</b>
Experiments with objects and materials to gather information and observe reactions.	<b>CS 13-1 Explores Objects</b>
Shows knowledge of physical properties of objects.	<b>CS 13-1 Explores Objects</b>
<b>Physical Science</b> (Forces and Interactions) – Solves problems involving physical properties of objects and materials.	

<b>Infant/Toddler</b>	
N/A	
<b>Preschool</b>	
Identifies problems involving physical properties of objects and materials	<b>CS 14-1 Solves Problems</b>
Experiments with objects to produce desired effects	<b>CS 14-1 Solves Problems</b>
Makes predictions based on experiences with objects and materials	<b>CS 14-2 Makes Predictions</b>
<b>Physical Science</b> (Forces and Interactions) - Represents observations of the physical world in a variety of ways	
<b>Infant/Toddler</b>	
N/A	
<b>Preschool</b>	
Represents observations through pretend play	<b>CCA 21-4 Participates in Dramatic Play</b>
Represents observations through music and movement	<b>CCA 21-2 Explores Music CCA 21-3 Explores Movement and Dance</b>
Represents observations through art and construction	<b>CCA 21-1 Explores Art Media</b>
Talks about the physical world	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>
<b>Life Science</b> (Interdependent Relationships in Ecosystems) - Explores characteristics of living things	
<b>Toddler</b>	
Shows interest in plant and animal changes	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>
Uses one or more senses to observe the natural world	<b>CS 15-1 Explores the Natural Environment</b>
<b>Preschool</b>	
Shows interest in plant and animal changes	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>
Uses one or more senses to observe the natural world	<b>CS 15-1 Explores the Natural Environment</b>
<b>Life Science</b> (Interdependent Relationships in Ecosystems) - Investigates characteristics of living things	
<b>Infant/Toddler</b>	
N/A	

<b>Preschool</b>	
Asks questions about the natural world	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>
Collects information to learn about living things	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>
Shows knowledge of the characteristics of living things	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>
<b>Life Science</b> (Interdependent Relationships in Ecosystems) - Solves problems related to living things	
<b>Infant/Toddler</b>	
N/A	
<b>Preschool</b>	
Identifies problems involving living things	<b>CS 15-1 Explores the Natural Environment</b>
Recognizes that living things have needs	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>
Makes predictions based on experiences with living things	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>
<b>Life Science</b> (Interdependent Relationships in Ecosystems) - Represents observations about living things in a variety of ways	
<b>Infant/Toddler</b>	
N/A	
<b>Preschool</b>	
Represents observations through pretend play	<b>CCA 21-4 Participates in Dramatic Play</b>
Represents observations through music and movement	<b>CCA 21-2 Explores Music CCA 21-3 Explores Movement and Dance</b>
Represents observations through art and construction	<b>CCA 21-1 Explores Art Media</b>
Talks about plants and animals	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>
<b>Earth</b> (Weather and Climate) - Explores properties of earth and sky	
<b>Toddler</b>	
Shows interest in earth and sky	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>
Uses one or more senses to observe earth and sky	<b>CS 15-1 Explores the Natural Environment</b>
Uses simple tools to explore earth and sky	<b>CS 15-1 Explores the Natural Environment</b>
<b>Preschool</b>	

Shows interest in earth and sky	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>
Uses one or more senses to observe earth and sky	<b>CS 15-1 Explores the Natural Environment</b>
Uses simple tools to explore earth and sky	<b>CS 15-1 Explores the Natural Environment</b>
<b>Earth (Weather and Climate) - Investigates properties of earth and sky</b>	
<b>Infant/Toddler</b>	
N/A	
<b>Preschool</b>	
Asks questions about earth and sky	<b>CS 15-1 Explores the Natural Environment</b>
Conducts experiments to gain knowledge of earth and sky	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>
Shows knowledge of changes in earth and sky	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>
<b>Earth (Weather and Climate) - Solves problems involving earth and sky</b>	
<b>Infant/Toddler</b>	
N/A	
<b>Preschool</b>	
Identifies problems involving earth and sky	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>
Makes predictions based on experiences with earth and sky	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>
<b>Earth (Weather and Climate) - Represents observations about earth and sky in a variety of ways</b>	
<b>Infant/Toddler</b>	
N/A	
<b>Preschool</b>	
Represents observations through pretend play	<b>CCA 21-4 Participates in Dramatic Play</b>
Represents observations through music and movement	<b>CCA 21-2 Explores Music CCA 21-3 Explores Movement and Dance</b>
Represents observations through art and construction	<b>CCA 21-1 Explores Art Media</b>
Talks about earth and sky	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>

<b>Understanding the World</b>	<b>Vine Indicators</b>
<b>Family</b> - Explores family	
<b>Toddler</b>	
Recognizes and is interested in family	<b>SS 16-4 Learns about Community Roles and Jobs</b>
<b>Preschool</b>	
Recognizes and is interested in family, including some extended family members	<b>SS 16-4 Learns about Community Roles and Jobs</b>
<b>People and Communities –</b> Shows interest in and Explores people and the community	
<b>Toddler</b>	
Recognizes and is interested in other supportive people	<b>SS 16-4 Learns about Community Roles and Jobs</b>
<b>Preschool</b>	
Recognizes and is interested in other supportive people	<b>SS 16-4 Learns about Community Roles and Jobs</b>
Is interested in community, culture and cultural groups	<b>SS 16-1 Explores Cultures</b>
<b>Technology</b> - Investigates mechanical devices	
<b>Toddler</b>	
Investigates and manipulates mechanical devices	<b>CS 13-3 Learns Using Technology</b>
Successfully operates mechanical devices and uses them to advance learning	<b>CS 13-3 Learns Using Technology</b>
<b>Preschool</b>	
Investigates and manipulates mechanical devices	<b>CS 13-3 Learns Using Technology</b>
Successfully operates mechanical devices and uses them to advance learning	<b>CS 13-3 Learns Using Technology</b>
<b>Technology</b> - Investigates electronic devices	
<b>Toddler</b>	
Investigates and manipulates electronic devices	<b>CS 13-3 Learns Using Technology</b>
Successfully operates electronic devices and uses them to advance learning	<b>CS 13-3 Learns Using Technology</b>
<b>Preschool</b>	
Investigates and manipulates electronic devices	<b>CS 13-3 Learns Using Technology</b>



Successfully operates electronic devices and uses them to advance learning	<b>CS 13-3 Learns Using Technology</b>
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<b>Expressive Arts</b>	<b>Vine Indicators</b>
<b>Music and Movement</b> - Shows interest in music and movement	
<b>Infant/Toddler</b>	
Shows visual interest and engagement in surroundings.	<b>CCA 21-2 Explores Music CCA 21-3 Explores Movement and Dance</b>
<b>Preschool</b>	
Shows visual interest and engagement in surroundings.	<b>CCA 21-2 Explores Music CCA 21-3 Explores Movement and Dance</b>
<b>Music and Movement</b> - Explores music and movement	
<b>Infant/Toddler</b>	
Explores and experiments with a range of media through sensory exploration and using whole body	<b>CCA 21-2 Explores Music CCA 21-3 Explores Movement and Dance</b>
Uses the body to create sounds, move to music and express oneself	<b>CCA 21-2 Explores Music CCA 21-3 Explores Movement and Dance</b>
<b>Preschool</b>	
Explores and experiments with a range of media through sensory exploration and using whole body	<b>CCA 21-2 Explores Music CCA 21-3 Explores Movement and Dance</b>
Uses the body to create sounds, move to music and express oneself	<b>CCA 21-2 Explores Music CCA 21-3 Explores Movement and Dance</b>
Uses music and movement to express concepts, ideas or feelings	<b>CCA 21-2 Explores Music CCA 21-3 Explores Movement and Dance</b>
Uses creative art to express thoughts, feelings, experiences, or knowledge	<b>CCA 21-2 Explores Music CCA 21-3 Explores Movement and Dance</b>
<b>Visual Arts</b> - Shows interest in visual arts	
<b>Toddler</b>	
Shows visual interest and engagement in surroundings	<b>CCA 21-1 Explores Art Media</b>
<b>Preschool</b>	
Shows visual interest and engagement in surroundings	<b>CCA 21-1 Explores Art Media</b>

Shows an interest in mark making or creative art	<b>CCA 21-1 Explores Art Media</b>
<b>Visual Arts - Explores visual arts</b>	
<b>Toddler</b>	
Explores and experiments with a range of media through sensory exploration and using whole body	<b>CCA 21-1 Explores Art Media</b>
Shows an interest in mark making or creative art.	<b>CCA 21-1 Explores Art Media</b>
<b>Preschool</b>	
Explores and experiments with a range of media through sensory exploration and using whole body	<b>CCA 21-1 Explores Art Media</b>
Uses a range of materials and media to draw and create pictures or three-dimensional objects	<b>CCA 21-1 Explores Art Media</b>
Uses creative art to express thoughts, feelings, experiences, or knowledge	<b>CCA 21-1 Explores Art Media</b>
<b>Drama - Shows interest in dramatic arts</b>	
<b>Toddler</b>	
Shows visual interest and engagement in surroundings	<b>CCA 21-4 Participates in Dramatic Play</b>
<b>Preschool</b>	
Shows visual interest and engagement in surroundings	<b>CCA 21-4 Participates in Dramatic Play</b>
<b>Drama - Explores dramatic arts</b>	
<b>Toddler</b>	
Explores and experiments with a range of media through sensory exploration and using whole body.	<b>CCA 21-4 Participates in Dramatic Play</b>
Expresses self through physical action and sound	<b>CCA 21-4 Participates in Dramatic Play</b>
Begins to use representation to communicate	<b>CCA 21-4 Participates in Dramatic Play</b>
Begins to make-believe by pretending	<b>CCA 21-4 Participates in Dramatic Play</b>
<b>Preschool</b>	
Expresses self through physical action and sound	<b>CCA 21-4 Participates in Dramatic Play</b>

Begins to use representation to communicate	<b>CCA 21-4 Participates in Dramatic Play</b>
Begins to make-believe by pretending	<b>CCA 21-4 Participates in Dramatic Play</b>
Uses dialogue, actions and objects to tell a story or express thoughts and feelings about one's self or character	<b>CCA 21-4 Participates in Dramatic Play</b>
Uses creativity and imagination to manipulate materials and assume roles in dramatic play or other creative situations	<b>CCA 21-4 Participates in Dramatic Play</b>

**DISCLAIMER:**

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

[contact@lifecubby.me](mailto:contact@lifecubby.me)