

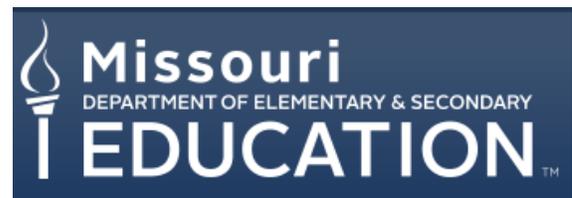
# The Vine Assessment System™

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>I. Approaches to Learning</b>	<b>Vine Indicators</b>
Approaches to Learning	
1. Shows curiosity	
a. Expresses interest in people	<b>ATL 1-4 Is Curious</b> <u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn
b. Shows interest in learning new things	<b>ATL 1-4 Is Curious</b> <u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn
c. Asks questions	<b>ATL 1-4 Is Curious</b> <u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn
2. Takes initiative	
b. Initiates interactions with others	<b>ATL 1-5 Shows Initiative</b> <u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting <u>Pre-K:</u> Makes and conveys choices to friends and teachers
c. Makes decisions independently	<b>ATL 1-5 Shows Initiative</b> <u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting <u>Pre-K:</u> Makes and conveys choices to friends and teachers
d. Develops independence during activities, routines and play	<b>ATL 1-5 Shows Initiative</b> <u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting <u>Pre-K:</u> Makes and conveys choices to friends and teachers
3. Exhibits creativity and inventiveness	
a. Tries new ways of doing thing	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <u>3-Year Old:</u> Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation <u>Pre-K:</u> Able to transition thinking and behavior, such as during group play in response to a friend's suggestion or idea; generates creative ideas, suggestions
b. Uses imagination to generate a variety of ideas	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <u>3-Year Old:</u> Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation <u>Pre-K:</u> Able to transition thinking and behavior, such as during group play in response to a friend's suggestion or idea; generates creative ideas, suggestions
c. Exhibits a sense of humor	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>

	<p><u>3-Year Old:</u> Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation</p> <p><u>Pre-K:</u> Able to transition thinking and behavior, such as during group play in response to a friend's suggestion or idea; generates creative ideas, suggestions</p>
<b>4. Shows confidence</b>	
a. Expresses his or her own ideas and opinions	<p><b>SED 4-2 Becomes Confident</b></p> <p><u>3-Year Old:</u> Is pleased to complete daily routines and learn new skills</p> <p><u>Pre-K:</u> Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics</p>
b. Views self as competent and has a positive self-image	<p><b>SED 4-2 Becomes Confident</b></p> <p><u>3-Year Old:</u> Is pleased to complete daily routines and learn new skills</p> <p><u>Pre-K:</u> Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics</p>
<b>5. Displays persistence</b>	
a. Sustains attention to a task or activity appropriate for his or her age.	<p><b>ATL 1-1 Is Attentive</b></p> <p><u>3-Year Old:</u> Pays attention during story time; focuses on an activity for 10 or more minutes</p> <p><u>Pre-K:</u> Pays attention during story time and other teacher-led activities such as circle time; focuses on an activity for 15 or more minutes</p>
b. Pursues challenges.	<p><b>ATL 1-3 Is Persistent</b></p> <p><u>3-Year Old:</u> Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support</p> <p><u>Pre-K:</u> Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult</p>
c. Copes with frustration.	<p><b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b></p> <p><u>3-Year Old:</u> Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games</p> <p><u>Pre-K:</u> Has methods for coping with intense feelings (getting a comfort item; using words; counting to 5); seeks adult assistance in intense situations; is learning to control impulses and emotions; is able to wait turn</p> <p><b>ATL 1-3 Is Persistent</b></p> <p><u>3-Year Old:</u> Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support</p> <p><u>Pre-K:</u> Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult</p>
<b>6. Uses problem-solving skills</b>	
a. Recognizes problems	<p><b>CS 14-1 Solves Problems</b></p> <p><u>3-Year Old:</u> Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float)</p> <p><u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems</p>
b. Tries to solve problems	<p><b>CS 14-1 Solves Problems</b></p> <p><u>3-Year Old:</u> Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float)</p> <p><u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems</p>

c. Works with others to solve problems	<b>CS 14-1 Solves Problems</b> <u>3-Year Old:</u> Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float) <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
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<b>II. Social and Emotional Development</b>	<b>Vine Indicators</b>
A. Knowledge of Self	
1. Exhibits self-awareness and self-confidence	
a. Differentiates self from others	<b>SED 4-1 Develops Awareness of Self</b> <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family <u>Pre-K:</u> Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class)
b. Responds to others and to the environment	<b>SED 4-1 Develops Awareness of Self</b> <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family <u>Pre-K:</u> Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class)
c. Shows independence, autonomy and confidence	<b>SED 4-2 Becomes Confident</b> <u>3-Year Old:</u> Is pleased to complete daily routines and learn new skills <u>Pre-K:</u> Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics
2. Manages feelings and behavior	
a. Is able to be calmed or self-calms	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <u>3-Year Old:</u> Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games <u>Pre-K:</u> Has methods for coping with intense feelings (getting a comfort item; using words; counting to 5); seeks adult assistance in intense situations; is learning to control impulses and emotions; is able to wait turn
b. Participates in care and learning routines	<b>PMP 19-2 Develops Self-Care Skills</b> <u>3-Year Old:</u> Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat <u>Pre-K:</u> Knows to wash hands with soap before eating, after toileting, and after wiping nose; independently brushes teeth; shows preference for certain clothing and prefers to dress and undress self; able to zip, button, and snap; may be able to tie shoes
c. Expresses feelings and emotions.	<b>SED 3-1 Expresses Emotion</b>

	<p><b>3-Year Old:</b> Displays a range of emotions; can say how he/she is feeling (e.g., glad, sad, or mad); explores emotions through play, art, music, dance</p> <p><b>Pre-K:</b> Expresses a range of emotions; says how he/she is feeling and why; identifies emotions in photos (e.g., happy, sad, or confused)</p>
d. Observes limits and complies with rules	<p><b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b></p> <p><b>3-Year Old:</b> Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games</p> <p><b>Pre-K:</b> Has methods for coping with intense feelings (getting a comfort item; using words; counting to 5); seeks adult assistance in intense situations; is learning to control impulses and emotions; is able to wait turn</p>
e. Respects others	<p><b>SED 6-3 Cooperates with Peers</b></p> <p><b>3-Year Old:</b> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns</p> <p><b>Pre-K:</b> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language</p>
<b>B. Knowledge of Others</b>	
<b>1. Builds relationships</b>	
a. Develops secure attachment relationships with caregivers	<p><b>SED 5-1 Bonds with Adults</b></p> <p><b>3-Year Old:</b> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems</p> <p><b>Pre-K:</b> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults</p>
b. Develops relationships with others	<p><b>SED 6-2 Bonds with Peers</b></p> <p><b>3-Year Old:</b> Interacts positively with other children in the group; begins to make friends; may have a favorite friend</p> <p><b>Pre-K:</b> Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play</p>
c. Develops empathy and respect for others	<p><b>SED 6-1 Builds Empathy</b></p> <p><b>3-Year Old:</b> Recognizes the feelings of others; asks an adult for help when another child is in distress</p> <p><b>Pre-K:</b> Shares in the joy of others; expresses sadness when another adult or child is sad</p>
d. Works and plays cooperatively with children and adults	<p><b>SED 6-3 Cooperates with Peers</b></p> <p><b>3-Year Old:</b> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns</p> <p><b>Pre-K:</b> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language</p> <p><b>SED 5-1 Bonds with Adults</b></p> <p><b>3-Year Old:</b> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems</p> <p><b>Pre-K:</b> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults</p>

<b>III. Physical Development, Health and Safety</b>	<b>Vine Indicators</b>
A. Physical Development	
1. Uses Gross Motor Skills with Purpose and Collaboration	
a. Controls body movements	<p><b>PMP 17-1 Develops Perception &amp; Balance</b>  <u>3-Year Old:</u> Stands on 1 foot for about 3 seconds; jumps with two feet  <u>Pre-K:</u> Stands on 1 foot for about 6 seconds; does a front roll (somersault); walks backwards without losing balance; walks heel-to-toe, on tiptoe, and on a straight line; can walk on a balance board; hops on one foot</p>
b. Uses large muscle movement to manipulate objects	<p><b>PMP 17-4 Develops Gross Hand-Eye Coordination</b>  <u>3-Year Old:</u> Can go up climbing wall; catches a ball that has been bounced; throws a ball overhead  <u>Pre-K:</u> Can use monkey bars; catches a ball that has been bounced; throws a ball overhead</p>
c. Moves from one point to another	<p><b>PMP 17-2 Develops Lower Body Strength</b>  <u>3-Year Old:</u> Runs; jumps; hops; balances on 1 foot for up to 3 seconds  <u>Pre-K:</u> Can jump forward several times without falling</p>
2. Uses Fine Motor Skills with Purpose and Control	
a. Uses fingers and hands to accomplish fine motor tasks	<p><b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>  <u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay  <u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness</p>
b. Uses tools in a functional manner	<p><b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>  <u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay  <u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness</p>
c. Exhibits coordination of facial muscles	<p><b>SED 3-1 Expresses Emotion</b>  <u>3-Year Old:</u> Displays a range of emotions; can say how he/she is feeling (e.g., glad, sad, or mad); explores emotions through play, art, music, dance  <u>Pre-K:</u> Expresses a range of emotions; says how he/she is feeling and why; identifies emotions in photos (e.g., happy, sad, or confused)</p> <p><b>LC 7-5 Expands Grammar and Pronunciation</b>  <u>Pre-K:</u> Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate</p>
3. Responds to Sensory Input to Function in the Environment	
a. Exhibits sensory awareness	<p><b>CS 13-1 Explores Objects</b>  <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration</p>

	<u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses
b. Exhibits body awareness	<p><b>SED 4-1 Develops Awareness of Self</b>  <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family  <u>Pre-K:</u> Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class)</p> <p><b>PMP 17-1 Develops Perception &amp; Balance</b>  <u>3-Year Old:</u> Stands on 1 foot for about 3 seconds; jumps with two feet  <u>Pre-K:</u> Stands on 1 foot for about 6 seconds; does a front roll (somersault); walks backwards without losing balance; walks heel-to-toe, on tiptoe, and on a straight line; can walk on a balance board; hops on one foot</p>
c. Exhibits spatial awareness	<p><b>CM 12-2 Develops Spatial Awareness</b>  <u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind  <u>Pre-K:</u> Uses location words (in, on, under, etc.); uses standard or nonstandard units of measurement to determine length, height, capacity etc. of object(s); compares length, height, capacity of a container, such as how many scoops are needed to fill a bucket</p>
d. Exhibits temporal awareness	<p><b>SS 16-2 Understands Time</b>  <u>3-Year Old:</u> Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school)  <u>Pre-K:</u> Understands basic concepts of time including past-present-future; may understand basic units of time, including hours-minutes-days; learns about calendars, including week-month-year</p>
<b>B. Health and Self-Care</b>	
<b>1. Practices healthy behaviors</b>	
a. Participates in healthy care routines; engages adult or appropriately cares for self	<p><b>PMP 19-2 Develops Self-Care Skills</b>  <u>3-Year Old:</u> Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat  <u>Pre-K:</u> Knows to wash hands with soap before eating, after toileting, and after wiping nose; independently brushes teeth; shows preference for certain clothing and prefers to dress and undress self; able to zip, button, and snap; may be able to tie shoes</p>
b. Makes healthy food choices	<p><b>PMP 20-1 Learns about Nutrition</b>  <u>3-Year Old:</u> Is learning the role of food and nutrition in daily routines; tries different kinds of nutritious foods  <u>Pre-K:</u> Understands the difference between healthy and unhealthy food; eats a variety of nutritious foods; is willing to try foods with various tastes, colors, and textures</p>
c. Participates in physical exercise daily	<p><b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b>  <u>3-Year Old:</u> Is able to play for longer periods of time without needing to rest  <u>Pre-K:</u> Can play for up to an hour of gross motor activity; is graduating off afternoon nap; understands the importance of exercise</p>

<b>C. Safety</b>	
<b>1. Practices safe behaviors</b>	
a. Knows how and when to engage an adult for help	<p><b>PMP 20-2 Learns Safety Rules</b>  <u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands &amp; follows safety rules; follows teacher's instructions when prompted  <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands &amp; follows safety rules; follows teacher's instructions</p>
b. Knows and follows safety rules	<p><b>PMP 20-2 Learns Safety Rules</b>  <u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands &amp; follows safety rules; follows teacher's instructions when prompted  <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands &amp; follows safety rules; follows teacher's instructions</p>
c. Recognizes personal danger	<p><b>PMP 20-2 Learns Safety Rules</b>  <u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands &amp; follows safety rules; follows teacher's instructions when prompted  <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands &amp; follows safety rules; follows teacher's instructions</p>

<b>IV. Language and Literacy</b>	<b>Vine Indicators</b>
<b>Communication and Language</b>	
<b>A. Symbolic Development</b>	
<b>1. Represents feelings and ideas in a variety of ways</b>	
a. Represents feelings and ideas through pretend play	<p><b>CCA 21-4 Participates in Dramatic Play</b>  <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play  <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers</p>
b. Represents feelings and ideas through movement	<p><b>CCA 21-3 Explores Movement and Dance</b>  <u>3-Year Old:</u> Participates in dance or creative movement activities  <u>Pre-K:</u> Begins to show individual expression in creative movement activities</p>
c. Represents feelings and ideas through music	<p><b>CCA 21-2 Explores Music</b>  <u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat  <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.</p>

d. Represents feelings and ideas through art and construction	<p><b>CCA 21-1 Explores Art Media</b>  <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create  <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes</p>
<b>B. Listening and Understanding (Receptive Language)</b>	
<b>1. Listens for different purposes</b>	
a. Listens to others	<p><b>LC 7-1 Develops Receptive Communication</b>  <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues  <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations</p>
b. Listens to sounds in the environment	<p><b>LC 7-1 Develops Receptive Communication</b>  <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues  <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations</p>
c. Understands more complex sentences	<p><b>LC 7-1 Develops Receptive Communication</b>  <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues  <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations</p>
d. Follows simple directions	<p><b>LC 7-1 Develops Receptive Communication</b>  <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues  <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations</p>
e. Listens responsively to books and stories	<p><b>LKS 8-1 Develops Early Literacy</b>  <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book  <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story</p>
f. Responds to questions	<p><b>LC 7-1 Develops Receptive Communication</b>  <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues  <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations</p>
g. Listens to and engages in conversations and communication with others	<p><b>LC 7-6 Learns Conversation Structure</b>  <u>3-Year Old:</u> Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact</p>

	<u>Pre-K:</u> Participates in multi-turn conversations with friends and adults; mirrors tone, volume and tense; uses verbal and nonverbal conversational rules (e.g., takes turns, eye contact, loud and soft voice as appropriate, etc.); connects phrases and sentences to build ideas
<b>C. Speaking (Expressive Language)</b>	
<b>1. Uses language to communicate</b>	
a. Uses the body to communicate	<b>LC 7-2 Develops Expressive Communication</b> <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
b. Communicates, verbally, or with gestures in home language	<b>LC 7-2 Develops Expressive Communication</b> <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
c. Initiates and responds appropriately in conversation and discussions with adults and children	<b>LC 7-6 Learns Conversation Structure</b> <u>3-Year Old:</u> Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact <u>Pre-K:</u> Participates in multi-turn conversations with friends and adults; mirrors tone, volume and tense; uses verbal and nonverbal conversational rules (e.g., takes turns, eye contact, loud and soft voice as appropriate, etc.); connects phrases and sentences to build ideas
<b>2. Develops and expands vocabulary</b>	
a. Learns new words	<b>LC 7-4 Expands Vocabulary</b> <u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words <u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)
b. Communicates, verbally, or with signs, in home language	<b>LC 7-2 Develops Expressive Communication</b> <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in

	sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
c. Communicates in home language and is understood by others	<p><b>LC 7-5 Expands Grammar and Pronunciation</b></p> <p><u>3-Year Old:</u> Can rhyme words (i.e., cat, sat); uses verbs in correct tense (e.g., she <u>walks</u> vs. she <u>walked</u>); may overcorrect grammar (e.g. “goed,” “mouses,” etc.)</p> <p><u>Pre-K:</u> Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate</p>
d. Uses language to pretend or create	<p><b>CCA 21-4 Participates in Dramatic Play</b></p> <p><u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play</p> <p><u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers</p>
e. Uses complete sentences of varying length	<p><b>LC 7-2 Develops Expressive Communication</b></p> <p><u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic</p> <p><u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas</p>
<b>Literacy</b>	
<b>D. Reading</b>	
<b>1. Applies early reading skills</b>	
a. Shows an interest in reading and books	<p><b>LKS 8-1 Develops Early Literacy</b></p> <p><u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book</p> <p><u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story</p>
b. Exhibits book-handling skills	<p><b>LKS 8-1 Develops Early Literacy</b></p> <p><u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book</p> <p><u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story</p>
c. Pretends to read easy or predictable books or tries to read along during his/her favorite part of story	<p><b>LKS 8-1 Develops Early Literacy</b></p> <p><u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book</p> <p><u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make</p>

	words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
d. Comprehends and responds to text	<b>LKS 8-1 Develops Early Literacy</b> <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
e. Develops a sense of story	<b>LKS 8-1 Develops Early Literacy</b> <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
<b>2. Uses concepts of print</b>	
a. Reads environmental print and symbols	<b>LKS 8-3 Develops Emergent Reading</b> <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
b. Identifies some alphabet letters	<b>LKS 8-2 Develops Alphabetic Knowledge</b> <u>3-Year Old:</u> Says or sings ABCs <u>Pre-K:</u> Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print
c. Recognizes that print represents spoken words	<b>LKS 8-3 Develops Emergent Reading</b> <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
<b>3. Attends to sounds in language (phonological awareness)</b>	
a. Repeats rhymes, simple songs, poems and finger plays	<b>LC 7-3 Develops Phonemic Awareness</b> <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted

	<u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
b. Participates in word games	<b>LC 7-3 Develops Phonemic Awareness</b> <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
c. Discriminates some sounds in words	<b>LC 7-3 Develops Phonemic Awareness</b> <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
<b>E. Writing</b>	
1. Uses writing as a means of expression/communication	
a. Experiments with writing tools and materials	<b>LKS 9-1 Develops Emergent Writing</b> <u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written” <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
b. Uses scribbles, shapes, pictures, letter-like forms and letters to write	<b>LKS 9-1 Develops Emergent Writing</b> <u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written” <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
c. Tells others about marks and intended meaning of drawing or writing	<b>LKS 9-1 Develops Emergent Writing</b> <u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written” <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
d. Uses a variety of resources to facilitate writing	<b>LKS 9-1 Develops Emergent Writing</b> <u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written” <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters

e. Converts speech to writing	<p><b>LKS 9-1 Develops Emergent Writing</b></p> <p><u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written”</p> <p><u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters</p>
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V. Mathematics	Vine Indicators
A. Counting and Cardinality	
1. Uses number to show quantity	
a. Shows interest in counting and quantity	<p><b>CM 10-1 Begins Counting</b></p> <p><u>3-Year Old:</u> Counts by rote to 10; counts sets of objects up to 10; may be able to count into the teens; understands and uses 1-1 correspondence</p> <p><u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10</p>
b. Participates in experiences that involve counting	<p><b>CM 10-1 Begins Counting</b></p> <p><u>3-Year Old:</u> Counts by rote to 10; counts sets of objects up to 10; may be able to count into the teens; understands and uses 1-1 correspondence</p> <p><u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10</p>
c. Develops an increasing ability to rote count in sequence	<p><b>CM 10-1 Begins Counting</b></p> <p><u>3-Year Old:</u> Counts by rote to 10; counts sets of objects up to 10; may be able to count into the teens; understands and uses 1-1 correspondence</p> <p><u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10</p>
d. Counts objects with understanding	<p><b>CM 10-1 Begins Counting</b></p> <p><u>3-Year Old:</u> Counts by rote to 10; counts sets of objects up to 10; may be able to count into the teens; understands and uses 1-1 correspondence</p> <p><u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10</p>
2. Uses language to represent number of objects	
a. Uses language to compare number (e.g., more/less, greater/fewer, equal to)	<p><b>CM 11-1 Learns Measurement and Quantities</b></p> <p><u>3-Year Old:</u> Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat,</p>

	less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide) <u>Pre-K:</u> Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map
3. Solves problems using number	
a. Names how many there are in a group (up to five objects)	<b>CM 10-2 Builds and Observes Sets</b> <u>3-Year Old:</u> Begins to see groups of 2 or 3 objects and knows the amount without counting (subitizing); counts and builds sets <u>Pre-K:</u> Can look at groups of objects up to 5 and indicate how many items without having to count them; compares quantities in sets and uses appropriate vocabulary: equal, more, less
b. Uses one-to-one correspondence when counting objects	<b>CM 10-1 Begins Counting</b> <u>3-Year Old:</u> Counts by rote to 10; counts sets of objects up to 10; may be able to count into the teens; understands and uses 1-1 correspondence <u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10
c. Uses one-to-one correspondence to compare the size of a group of objects	<b>CM 10-1 Begins Counting</b> <u>3-Year Old:</u> Counts by rote to 10; counts sets of objects up to 10; may be able to count into the teens; understands and uses 1-1 correspondence <u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10 <b>CM 10-2 Builds and Observes Sets</b> <u>3-Year Old:</u> Begins to see groups of 2 or 3 objects and knows the amount without counting (subitizing); counts and builds sets <u>Pre-K:</u> Can look at groups of objects up to 5 and indicate how many items without having to count them; compares quantities in sets and uses appropriate vocabulary: equal, more, less
4. Uses numerical representations	
a. Writes some numerals	<b>CM 10-4 Reads and Writes Numbers</b> <u>3-Year Old:</u> Can trace numbers: recognizes a few numbers in written form <u>Pre-K:</u> Can write some numbers up to 10; recognizes a few numbers in written form; recognizes both numerals and number names
b. Matches numeral with quantity	<b>CM 10-4 Reads and Writes Numbers</b> <u>3-Year Old:</u> Can trace numbers: recognizes a few numbers in written form <u>Pre-K:</u> Can write some numbers up to 10; recognizes a few numbers in written form; recognizes both numerals and number names
<b>B. Operations and Algebraic Thinking</b>	
1. Uses language to represent number of objects	

a. Combines and names how many	<b>CM 10-3 Learns Addition, Subtraction and Division</b> <u>3-Year Old:</u> When counting objects, understands that the last number counted represents the total <u>Pre-K:</u> Can add “1” to a set of objects and know that it is 1 more; can subtract 1 from a set of objects and know that it is 1 less; can split a set of objects equally to divide by 2
b. Separates and names how many	<b>CM 10-3 Learns Addition, Subtraction and Division</b> <u>3-Year Old:</u> When counting objects, understands that the last number counted represents the total <u>Pre-K:</u> Can add “1” to a set of objects and know that it is 1 more; can subtract 1 from a set of objects and know that it is 1 less; can split a set of objects equally to divide by 2
2. Uses numerical representations	
a. Uses drawings to represent number	<b>CM 10-4 Reads and Writes Numbers</b> <u>3-Year Old:</u> Can trace numbers: recognizes a few numbers in written form <u>Pre-K:</u> Can write some numbers up to 10; recognizes a few numbers in written form; recognizes both numerals and number names
<b>C. Number and Operations in Base Ten</b>	
1. Uses language to represent number of objects	
a. Combines and names how many	<b>CM 10-3 Learns Addition, Subtraction and Division</b> <u>3-Year Old:</u> When counting objects, understands that the last number counted represents the total <u>Pre-K:</u> Can add “1” to a set of objects and know that it is 1 more; can subtract 1 from a set of objects and know that it is 1 less; can split a set of objects equally to divide by 2
b. Separates and names how many	<b>CM 10-3 Learns Addition, Subtraction and Division</b> <u>3-Year Old:</u> When counting objects, understands that the last number counted represents the total <u>Pre-K:</u> Can add “1” to a set of objects and know that it is 1 more; can subtract 1 from a set of objects and know that it is 1 less; can split a set of objects equally to divide by 2
<b>D. Measurement and Data</b>	
1. Makes comparisons	
a. Compares objects using measurable features	<b>CM 11-1 Learns Measurement and Quantities</b> <u>3-Year Old:</u> Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide) <u>Pre-K:</u> Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map
b. Describes measurement	<b>CM 11-1 Learns Measurement and Quantities</b> <u>3-Year Old:</u> Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat,

	<p>less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)</p> <p><u>Pre-K:</u> Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map</p>
c. Orders three or more objects according to length or size differences	<p><b>CM 11-2 Understands Patterns</b></p> <p><u>3-Year Old:</u> Can complete simple patterns, such as red-blue-red-blue-red-blue; can tell what comes next</p> <p><u>Pre-K:</u> Can create, duplicate or extend more complex patterns, such as red-blue-green-red-blue-green; can fill in a missing piece of a pattern; seriates a group of like objects (small, medium, large, or light, medium, dark)</p>
<b>2. Uses measurement</b>	
a. Explores ways to measure	<p><b>CM 11-1 Learns Measurement and Quantities</b></p> <p><u>3-Year Old:</u> Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)</p> <p><u>Pre-K:</u> Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map</p>
b. Measures using objects	<p><b>CM 11-1 Learns Measurement and Quantities</b></p> <p><u>3-Year Old:</u> Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)</p> <p><u>Pre-K:</u> Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map</p>
<b>3. Collects, organizes and displays information (Charting and Graphing)</b>	
a. Asks questions to gather information	<p><b>CS 13-1 Explores Objects</b></p> <p><u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration</p> <p><u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses</p>
b. Sorts and classifies objects into groups	<p><b>CS 13-2 Classifies or Sorts Objects</b></p> <p><u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function</p> <p><u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound</p>
c. Explains how the grouping was done	<p><b>CS 13-2 Classifies or Sorts Objects</b></p>

	<p><u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function</p> <p><u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound</p>
<b>E. Geometry</b>	
<b>1. Investigates positions and locations</b>	
c. Takes objects apart and puts them together	<p><b>CM 12-2 Develops Spatial Awareness</b></p> <p><u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind</p> <p><u>Pre-K:</u> Uses location words (in, on, under, etc.); uses standard or nonstandard units of measurement to determine length, height, capacity etc. of object(s); compares length, height, capacity of a container, such as how many scoops are needed to fill a bucket</p>
d. Uses actions and words to indicate position and location	<p><b>CM 12-2 Develops Spatial Awareness</b></p> <p><u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind</p> <p><u>Pre-K:</u> Uses location words (in, on, under, etc.); uses standard or nonstandard units of measurement to determine length, height, capacity etc. of object(s); compares length, height, capacity of a container, such as how many scoops are needed to fill a bucket</p>
e. Uses actions and words to indicate movement and orientation	<p><b>CM 12-2 Develops Spatial Awareness</b></p> <p><u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind</p> <p><u>Pre-K:</u> Uses location words (in, on, under, etc.); uses standard or nonstandard units of measurement to determine length, height, capacity etc. of object(s); compares length, height, capacity of a container, such as how many scoops are needed to fill a bucket</p>
<b>2. Explores shapes in the environment</b>	
a. Investigates and talks about the characteristics of shapes	<p><b>CM 12-1 Learns Shapes &amp; Sizes</b></p> <p><u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated</p> <p><u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry</p>
b. Creates and duplicates three-dimensional and two-dimensional shapes using a variety of materials	<p><b>CM 12-1 Learns Shapes &amp; Sizes</b></p> <p><u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated</p> <p><u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry</p>
c. Identifies and names some shapes	<p><b>CM 12-1 Learns Shapes &amp; Sizes</b></p> <p><u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated</p> <p><u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry</p>
d. Indicates if shapes are alike or different using one or more characteristics	<p><b>CM 12-1 Learns Shapes &amp; Sizes</b></p> <p><u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated</p> <p><u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry</p>

VI. Science	Vine Indicators
A. Physical Science (Forces and Interactions)	
1. Explores physical properties of objects and materials	
a. Shows interest in the physical world	<p><b>CS 15-1 Explores the Natural Environment</b>  <u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things  <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.</p>
b. Uses one or more senses to observe the physical world	<p><b>CS 13-1 Explores Objects</b>  <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration  <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses</p>
c. Experiments with simple tools	<p><b>CS 13-1 Explores Objects</b>  <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration  <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses</p>
2. Investigates properties of objects and materials.	
a. Identifies problems involving physical properties of objects and materials	<p><b>CS 14-1 Solves Problems</b>  <u>3-Year Old:</u> Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float)  <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems</p>
b. Experiments with objects to produce desired effects	<p><b>CS 14-1 Solves Problems</b>  <u>3-Year Old:</u> Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float)  <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems</p>
c. Makes predictions based on experiences with objects and materials	<p><b>CS 14-2 Makes Predictions</b>  <u>3-Year Old:</u> Makes simple predictions about what will happen next, such as during activities or when hearing a story  <u>Pre-K:</u> Able to make and test predictions (e.g., what color will we get if we mix the yellow dye and the blue dye?)</p>
4. Represents observations of the physical world in a variety of ways	
a. Represents observations through pretend play	<p><b>CCA 21-4 Participates in Dramatic Play</b>  <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play  <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers</p>

b. Represents observations through music and movement	<p><b>CCA 21-2 Explores Music</b>  <u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat  <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.</p> <p><b>CCA 21-3 Explores Movement and Dance</b>  <u>3-Year Old:</u> Participates in dance or creative movement activities  <u>Pre-K:</u> Begins to show individual expression in creative movement activities</p>
c. Represents observations through art and construction	<p><b>CCA 21-1 Explores Art Media</b>  <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create  <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes</p>
d. Talks about the physical world	<p><b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>  <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things  <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things</p>
B. Life Science (Interdependent Relationships in Ecosystems)	
1. Explores characteristics of living things	
a. Shows interest in plant and animal changes	<p><b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>  <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things  <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things</p>
b. Uses one or more senses to observe the natural world	<p><b>CS 15-1 Explores the Natural Environment</b>  <u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things  <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.</p>
2. Investigates characteristics of living things	
a. Asks questions about the natural world	<p><b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>  <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things  <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena</p>

	such as weather and seasons; understands that people affect the environment; shows respect for living things
b. Collects information to learn about living things	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
c. Shows knowledge of the characteristics of living things	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
3. Solves problems related to living things	
a. Identifies problems involving living things	<b>CS 15-1 Explores the Natural Environment</b> <u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
b. Recognizes that living things have needs	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
c. Makes predictions based on experiences with living things	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
4. Represents observations about living things in a variety of ways	
a. Represents observations through pretend play	<b>CCA 21-4 Participates in Dramatic Play</b> <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers

b. Represents observations through music and movement	<p><b>CCA 21-2 Explores Music</b>  <u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat  <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.</p> <p><b>CCA 21-3 Explores Movement and Dance</b>  <u>3-Year Old:</u> Participates in dance or creative movement activities  <u>Pre-K:</u> Begins to show individual expression in creative movement activities</p>
c. Represents observations through art and construction	<p><b>CCA 21-1 Explores Art Media</b>  <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create  <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes</p>
d. Talks about plants and animals	<p><b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>  <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things  <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things</p>
<b>C. Earth (Weather and Climate)</b>	
<b>1. Explores properties of earth and sky</b>	
a. Shows interest in earth and sky	<p><b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>  <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things  <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things</p>
b. Uses one or more senses to observe earth and sky	<p><b>CS 15-1 Explores the Natural Environment</b>  <u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things  <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.</p>
c. Uses simple tools to explore earth and sky	<p><b>CS 15-1 Explores the Natural Environment</b>  <u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things  <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.</p>
<b>2. Investigates properties of earth and sky</b>	
a. Asks questions about earth and sky	<p><b>CS 15-1 Explores the Natural Environment</b></p>

	<p><u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things</p> <p><u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.</p>
b. Conducts experiments to gain knowledge of earth and sky	<p><b>CS 15-2 Develops an Understanding of and Care for the Natural World</b></p> <p><u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things</p> <p><u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things</p>
c. Shows knowledge of changes in earth and sky	<p><b>CS 15-2 Develops an Understanding of and Care for the Natural World</b></p> <p><u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things</p> <p><u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things</p>
3. Solves problems involving earth and sky	
a. Identifies problems involving earth and sky	<p><b>CS 15-2 Develops an Understanding of and Care for the Natural World</b></p> <p><u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things</p> <p><u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things</p>
b. Makes predictions based on experiences with earth and sky	<p><b>CS 15-2 Develops an Understanding of and Care for the Natural World</b></p> <p><u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things</p> <p><u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things</p>
4. Represents observations about earth and sky in a variety of ways	
a. Represents observations through pretend play	<p><b>CCA 21-4 Participates in Dramatic Play</b></p> <p><u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play</p> <p><u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers</p>
	<b>CCA 21-2 Explores Music</b>

b. Represents observations through music and movement	<p><u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat</p> <p><u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.</p> <p><b>CCA 21-3 Explores Movement and Dance</b></p> <p><u>3-Year Old:</u> Participates in dance or creative movement activities</p> <p><u>Pre-K:</u> Begins to show individual expression in creative movement activities</p>
c. Represents observations through art and construction	<p><b>CCA 21-1 Explores Art Media</b></p> <p><u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create</p> <p><u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes</p>
d. Talks about earth and sky	<p><b>CS 15-2 Develops an Understanding of and Care for the Natural World</b></p> <p><u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things</p> <p><u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things</p>

VII. Understanding the World	Vine Indicators
A. Family	
1. Explores family	
a. Recognizes and is interested in family, including some extended family members	<p><b>SS 16-4 Learns about Community Roles and Jobs</b></p> <p><u>3-Year Old:</u> Learns about family roles and relationships</p> <p><u>Pre-K:</u> Learns about community helpers; studies different types of careers and jobs; understands the need for various roles in a society; learns about important contributions of historical figures</p>
B. People and Communities	
2. Explores people and the community	
a. Recognizes and is interested in other supportive people	<p><b>SS 16-4 Learns about Community Roles and Jobs</b></p> <p><u>3-Year Old:</u> Learns about family roles and relationships</p> <p><u>Pre-K:</u> Learns about community helpers; studies different types of careers and jobs; understands the need for various roles in a society; learns about important contributions of historical figures</p>
b. Is interested in community, culture and cultural groups	<p><b>SS 16-1 Explores Cultures</b></p> <p><u>3-Year Old:</u> Learns about cultural differences, including clothing, food, art, and work</p> <p><u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work</p>
C. Technology	
1. Investigates mechanical devices	

a. Investigates and manipulates mechanical devices	<b>CS 13-3 Learns Using Technology</b> <u>3-Year Old:</u> Shows interest in technology; may understand how “swiping” and “clicking” work on an ipad or tablet <u>Pre-K:</u> May be learning how to play educational games using a computer and keyboard or tablet
b. Successfully operates mechanical devices and uses them to advance learning	<b>CS 13-3 Learns Using Technology</b> <u>3-Year Old:</u> Shows interest in technology; may understand how “swiping” and “clicking” work on an ipad or tablet <u>Pre-K:</u> May be learning how to play educational games using a computer and keyboard or tablet
3. Investigates electronic devices	
a. Investigates and manipulates electronic devices	<b>CS 13-3 Learns Using Technology</b> <u>3-Year Old:</u> Shows interest in technology; may understand how “swiping” and “clicking” work on an ipad or tablet <u>Pre-K:</u> May be learning how to play educational games using a computer and keyboard or tablet
b. Successfully operates electronic devices and uses them to advance learning	<b>CS 13-3 Learns Using Technology</b> <u>3-Year Old:</u> Shows interest in technology; may understand how “swiping” and “clicking” work on an ipad or tablet <u>Pre-K:</u> May be learning how to play educational games using a computer and keyboard or tablet

<b>VIII. Expressive Arts</b>	<b>Vine Indicators</b>
A. Music and Movement	
1. Shows interest in music and movement	
a. Shows visual interest and engagement in surroundings.	<b>CCA 21-2 Explores Music</b> <u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
	<b>CCA 21-3 Explores Movement and Dance</b> <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities
2. Explores music and movement	
a. Explores and experiments with a range of media through sensory exploration and using whole body	<b>CCA 21-2 Explores Music</b> <u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
	<b>CCA 21-3 Explores Movement and Dance</b> <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities

<p>b. Uses the body to create sounds, move to music and express oneself</p>	<p><b>CCA 21-2 Explores Music</b>  <u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat  <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.</p> <p><b>CCA 21-3 Explores Movement and Dance</b>  <u>3-Year Old:</u> Participates in dance or creative movement activities  <u>Pre-K:</u> Begins to show individual expression in creative movement activities</p>
<p>c. Uses music and movement to express concepts, ideas or feelings</p>	<p><b>CCA 21-2 Explores Music</b>  <u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat  <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.</p> <p><b>CCA 21-3 Explores Movement and Dance</b>  <u>3-Year Old:</u> Participates in dance or creative movement activities  <u>Pre-K:</u> Begins to show individual expression in creative movement activities</p>
<p>d. Uses creative art to express thoughts, feelings, experiences, or knowledge</p>	<p><b>CCA 21-2 Explores Music</b>  <u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat  <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.</p> <p><b>CCA 21-3 Explores Movement and Dance</b>  <u>3-Year Old:</u> Participates in dance or creative movement activities  <u>Pre-K:</u> Begins to show individual expression in creative movement activities</p>
<p><b>B. Visual Arts</b></p>	
<p><b>1. Shows interest in visual arts</b></p>	
<p>a. Shows visual interest and engagement in surroundings</p>	<p><b>CCA 21-1 Explores Art Media</b>  <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create  <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes</p>
<p>b. Shows an interest in mark making or creative art</p>	<p><b>CCA 21-1 Explores Art Media</b>  <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create  <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes</p>
<p><b>2. Explores visual arts</b></p>	
<p>a. Explores and experiments with a range of media through sensory exploration and using whole body</p>	<p><b>CCA 21-1 Explores Art Media</b>  <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create</p>

	<u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
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> <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
c. Uses creative art to express thoughts, feelings, experiences, or knowledge	<b>CCA 21-1 Explores Art Media</b> <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
<b>C. Drama</b>	
<b>1. Shows interest in dramatic arts</b>	
a. Shows visual interest and engagement in surroundings	<b>CCA 21-4 Participates in Dramatic Play</b> <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
<b>2. Explores dramatic arts</b>	
a. Expresses self through physical action and sound	<b>CCA 21-4 Participates in Dramatic Play</b> <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
b. Begins to use representation to communicate	<b>CCA 21-4 Participates in Dramatic Play</b> <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
c. Begins to make-believe by pretending	<b>CCA 21-4 Participates in Dramatic Play</b> <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
d. 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> <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play

	<u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
e. Uses creativity and imagination to manipulate materials and assume roles in dramatic play or other creative situations	<p><b>CCA 21-4 Participates in Dramatic Play</b></p> <p><u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play</p> <p><u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers</p>

**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)