

# 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:  
**Nebraska Early Learning Guidelines  
for Ages 3 to 5**



## References



Nebraska Department of Education, Nebraska Health and Human Services System. (2013). *Nebraska early learning guidelines for ages 3 to 5*. NE: Author. Retrieved from [https://www.education.ne.gov/oec/pubs/elg/3\\_5\\_english.pdf](https://www.education.ne.gov/oec/pubs/elg/3_5_english.pdf)

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| <b>Nebraska Early Learning Guidelines for Ages 3 to 5</b>   | <b>Vine Assessments by LifeCubby</b>  |
| <b>Social &amp; Emotional Development</b>   | <b>Vine Indicators</b>  |
| <b>Self Concept (SE.01)</b>   |   |
| Likes self and shows pride in accomplishments   | <b>SED 4-2 Becomes Confident</b><br><u>3-Year Old:</u> Is pleased to complete daily routines and learn new skills<br><u>Pre-K:</u> Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics  |
| Joins other children in various play activities   | <b>SED 6-2 Bonds with Peers</b><br><u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend<br><u>Pre-K:</u> Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play  |
| Shows growing independence in a range of activities, routines, and tasks  | <b>ATL 1-5 Shows Initiative</b><br><u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting<br><u>Pre-K:</u> Makes and conveys choices to friends and teachers  |
| Chooses from a range of materials and activities within the program   | <b>ATL 1-5 Shows Initiative</b><br><u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting<br><u>Pre-K:</u> Makes and conveys choices to friends and teachers  |
| Child identifies own characteristics (name, age, gender, family)  | <b>SED 4-1 Develops Awareness of Self</b><br><u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family<br><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>Self Control (SE.02)</b>   |   |
| Shows awareness and responds appropriately to the feelings of others  | <b>SED 6-1 Builds Empathy</b><br><u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress<br><u>Pre-K:</u> Shares in the joy of others; expresses sadness when another adult or child is sad  |
| Calms self after excitement, expresses strong emotions constructively and learns to control aggression and impulses | <b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b><br><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<br><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 |
| Manages fears by expressing concerns and accepting support from adults  | <b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b><br><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  |

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|   | <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  |
| Attempts to solve problems with other children independently, by negotiation or other socially acceptable means | <b>SED 6-3 Cooperates with Peers</b><br><u>3-Year Old</u> : Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns<br><u>Pre-K</u> : Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language |
| Participates in daily routines without being asked  | <b>ATL 2-1 Understands Routines</b><br><u>3-Year Old</u> : Follows daily routines, such as sitting for circle time; adjusts to changes in routines or usual activities when informed ahead of time<br><u>Pre-K</u> : Anticipates daily routines, such as meal time, clean-up time, etc.; transitions smoothly when instructed it is time to do something else   |
| Builds awareness and ability to follow basic health and safety rules  | <b>PMP 20-2 Learns Safety Rules</b><br><u>3-Year Old</u> : Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted<br><u>Pre-K</u> : Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions  |
| Child transitions between tasks with minimal direction from adults  | <b>ATL 2-1 Understands Routines</b><br><u>3-Year Old</u> : Follows daily routines, such as sitting for circle time; adjusts to changes in routines or usual activities when informed ahead of time<br><u>Pre-K</u> : Anticipates daily routines, such as meal time, clean-up time, etc.; transitions smoothly when instructed it is time to do something else   |
| <b>Cooperation (SE.03)</b>  |   |
| Uses compromise and conflict resolution skills  | <b>SED 6-3 Cooperates with Peers</b><br><u>3-Year Old</u> : Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns<br><u>Pre-K</u> : Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language |
| Plays actively with other children  | <b>SED 6-2 Bonds with Peers</b><br><u>3-Year Old</u> : Interacts positively with other children in the group; begins to make friends; may have a favorite friend<br><u>Pre-K</u> : Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play  |
| Attempts to solve problems with other children independently, by  | <b>SED 6-3 Cooperates with Peers</b><br><u>3-Year Old</u> : Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve   |

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| negotiation, or other socially acceptable means                                | conflict; is beginning to role-play in games; is learning to take turns<br><u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language  |
| Uses language to engage others in meaningful conversation                      | <b>LC 7-6 Learns Conversation Structure</b><br><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<br><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 |
| Recognizes how actions affects others and accepts consequences for own actions | <b>ATL 2-2 Shows Responsibility</b><br><u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege<br><u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege          |
| <b>Social Relationships (SE.04)</b>  |   |
| Develops secure relationships with adults and other children                   | <b>SED 5-1 Bonds with Adults</b><br><u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems<br><u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults   |
| Receives social support and shows loyalty to a friend                          | <b>SED 6-2 Bonds with Peers</b><br><u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend<br><u>Pre-K:</u> Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play  |
| Solves problems with other children independently                              | <b>SED 6-3 Cooperates with Peers</b><br><u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns<br><u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language               |
| Shows awareness of and responds to the feelings of others                      | <b>SED 6-1 Builds Empathy</b><br><u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress<br><u>Pre-K:</u> Shares in the joy of others; expresses sadness when another adult or child is sad  |
| Knows how to join a group of playing children                                  | <b>SED 6-2 Bonds with Peers</b><br><u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend   |

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|   | <u>Pre-K</u> : Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play   |
| Adapts to new environments with appropriate emotions and behaviors  | <b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b><br><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<br><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>Knowledge of Families &amp; Communities (SE.05)</b>  |  |
| Child understands and respects similarities and differences among adults and children in their program, home, and community                           | <b>SS 16-1 Explores Cultures</b><br><u>3-Year Old</u> : Learns about cultural differences, including clothing, food, art, and work<br><u>Pre-K</u> : Is learning that there are many different cultures and that people express culture in their dress, food, art, and work  |
| Begins to understand various family roles, jobs, and rules  | <b>SS 16-4 Learns about Community Roles and Jobs</b><br><u>3-Year Old</u> : Learns about family roles and relationships<br><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   |
| Child expresses some understanding of familiar locations in community such as where people live, and where stores, parks, and restaurants are located | <b>SS 16-3 Explores Geography</b><br><u>3-Year Old</u> : Learns about community places, such as home, school, park, etc.<br><u>Pre-K</u> : Learns about how the local community is a part of a broader world, such as state and country; may study maps to learn about far-away cultures   |
| Child uses familiar words to identify family members and workers in their community   | <b>SS 16-4 Learns about Community Roles and Jobs</b><br><u>3-Year Old</u> : Learns about family roles and relationships<br><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   |
| Child understands that events happened in the past and how these events relate to, and can change self, family and community                          | <b>SS 16-2 Understands Time</b><br><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)<br><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                     |
| Child understands the reason for rules in the home, classroom, and laws in the community  | <b>SS 16-5 Learns about Government and Economics</b><br><u>3-Year Old</u> : Uses pretend money in games and play; pretends societal roles in play<br><u>Pre-K</u> : Demonstrates a growing awareness of community rules and types of governance; learns about how money is used to obtain goods or services; learns about different types of money, including coins, paper bills, checks, credit cards, and digital transactions |

| <b>Approaches to Learning</b>  |   |
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| <b>Initiative and Curiosity (AL.01)</b>  |   |
| Child engages in activities with imagination and creativity  | <p><b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b><br/> <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<br/> <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>                                 |
| Explores ways to use new materials   | <p><b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b><br/> <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<br/> <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>                                 |
| Carries out complex and varied sequences of activities independently   | <p><b>ATL 1-1 Is Attentive</b><br/> <u>3-Year Old:</u> Pays attention during story time; focuses on an activity for 10 or more minutes<br/> <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>  |
| Child increasingly uses communication to ask questions and seek answers  | <p><b>ATL 1-4 Is Curious</b><br/> <u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities<br/> <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn</p>  |
| Plans and carries out activities with motivation and flexibility   | <p><b>CS 14-3 Makes Plans</b><br/> <u>3-Year Old:</u> Has own ideas for play time and makes plans to carry out ideas; makes choices during free time<br/> <u>Pre-K:</u> Has own ideas on what to do during free choice time or free play, and carries out steps to follow the plan</p>  |
| Works through frustration and challenges to complete an activity   | <p><b>ATL 1-3 Is Persistent</b><br/> <u>3-Year Old:</u> Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support<br/> <u>Pre-K:</u> Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult</p>  |
| <b>Reasoning and Problem Solving (AL.02)</b>   |   |
| Child shows increasing ability to classify, compare and contrast objects, events and experiences (past, present, and future) | <p><b>CS 13-2 Classifies or Sorts Objects</b><br/> <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function<br/> <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound</p>  |
| Child recognizes cause and effect relationships  | <p><b>CS 14-4 Draws Conclusions and Sorts Results</b><br/> <u>3-Year Old:</u> Is able to draw conclusions about experiments (e.g., since the wood block floated, other wood blocks will float)<br/> <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help</p> |

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| Uses active exploration and trial and error to solve problems   | <p><b>CS 14-1 Solves Problems</b><br/> <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)<br/> <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>  |
| Increases ability to make predictions and find more than one solution   | <p><b>CS 14-2 Makes Predictions</b><br/> <u>3-Year Old:</u> Makes simple predictions about what will happen next, such as during activities or when hearing a story<br/> <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>   |
| Child recalls and reflects on experiences and information, and interprets or draws conclusions based on the information | <p><b>CS 14-4 Draws Conclusions and Sorts Results</b><br/> <u>3-Year Old:</u> Is able to draw conclusions about experiments (e.g., since the wood block floated, other wood blocks will float)<br/> <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help</p>  |
| Child uses drawings, movement, and objects to represent people, places, or things                                       | <p><b>CS 14-4 Draws Conclusions and Sorts Results</b><br/> <u>3-Year Old:</u> Is able to draw conclusions about experiments (e.g., since the wood block floated, other wood blocks will float)<br/> <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help</p>  |
| Child uses symbols/images/objects to represent something not present  | <p><b>LKS 9-1 Develops Emergent Writing</b><br/> <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"<br/> <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> |

| <b>Health &amp; Physical Development</b>                       |   |
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| <b>Fine (Small) Motor Skills (HP.01)</b>                       |   |
| Uses eye-hand coordination to perform a variety of tasks       | <p><b>PMP 18-2 Develops Fine Hand-Eye Coordination</b><br/> <u>3-Year Old:</u> Demonstrates increasing ability to complete fine motor activities, such as putting jumbo puzzles together or stringing beads<br/> <u>Pre-K:</u> Works with fine motor manipulatives, such as jigsaw puzzles or beads; ties knots and loops; uses a keyboard</p>                              |
| Develops fine motor skills through participation in activities | <p><b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b><br/> <u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay<br/> <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> |

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| Uses strength and control to perform simple tasks   | <p><b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b></p> <p><u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay</p> <p><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>  |
| Child explores writing, drawing and painting materials  | <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> |
| <b>Gross (Large) Motor Skills (HP.02)</b>   |  |
| Coordinates both hands to manipulate large objects  | <p><b>PMP 17-4 Develops Gross Hand-Eye Coordination</b></p> <p><u>3-Year Old:</u> Can go up climbing wall; catches a ball that has been bounced; throws a ball overhead</p> <p><u>Pre-K:</u> Can use monkey bars; catches a ball that has been bounced; throws a ball overhead</p>   |
| Continues to develop body flexibility and coordination  | <p><b>PMP 17-5 Develops Large Motor Coordination Skills</b></p> <p><u>3-Year Old:</u> Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors</p> <p><u>Pre-K:</u> Walks up and down stairs with alternating feet; can pedal a tricycle, climb a ladder, and or swing without assistance; can kick, throw, bounce or catch a ball; skips or claps</p>   |
| Child uses indoor and outdoor gross motor equipment safely and appropriately  | <p><b>PMP 17-5 Develops Large Motor Coordination Skills</b></p> <p><u>3-Year Old:</u> Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors</p> <p><u>Pre-K:</u> Walks up and down stairs with alternating feet; can pedal a tricycle, climb a ladder, and or swing without assistance; can kick, throw, bounce or catch a ball; skips or claps</p>   |
| Child develops coordination, balance, spatial awareness and strength through gross motor activities                                     | <p><b>PMP 17-1 Develops Perception &amp; Balance</b></p> <p><u>3-Year Old:</u> Stands on 1 foot for about 3 seconds; jumps with two feet</p> <p><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>Health and Safety Practices (HP.03)</b>  |  |
| Shows growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting | <p><b>PMP 19-2 Develops Self-Care Skills</b></p> <p><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</p>  |

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|  | <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   |
| Develops knowledge and skills about what to do in case of injury or emergency  | <b>PMP 20-2 Learns Safety Rules</b><br><u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted<br><u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions |
| Identifies potentially harmful objects, substances, or behaviors, knows to leave them alone and tell an adult                                      | <b>PMP 20-2 Learns Safety Rules</b><br><u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted<br><u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions |
| Child develops an understanding of the need for daily physical activity and rest   | <b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b><br><u>3-Year Old:</u> Is able to play for longer periods of time without needing to rest<br><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   |
| <b>Nutrition (HP.04)</b>   |  |
| Demonstrates knowledge that some foods are healthier than others   | <b>PMP 20-1 Learns about Nutrition</b><br><u>3-Year Old:</u> Is learning the role of food and nutrition in daily routines; tries different kinds of nutritious foods<br><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                                     |
| Uses manners during meals/snacks, including asking for seconds   | <b>PMP 19-1 Develops Meal Time Independence</b><br><u>3-Year Old:</u> Is independent with eating and drinking at meal times; uses utensils; uses cup<br><u>Pre-K:</u> Able to serve portions to self; uses utensils; adds own condiments, cuts food with table knife   |
| Child begins to develop interest in foods and eating styles of other cultures  | <b>SS 16-1 Explores Cultures</b><br><u>3-Year Old:</u> Learns about cultural differences, including clothing, food, art, and work<br><u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work  |
| Child begins to distinguish more or less healthy foods, and understand that healthy foods help them to grow and give them energy to play and think | <b>PMP 20-1 Learns about Nutrition</b><br><u>3-Year Old:</u> Is learning the role of food and nutrition in daily routines; tries different kinds of nutritious foods<br><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                                     |
| Child begins to understand where foods come from and how they are produced   | <b>CS 15-2 Develops an Understanding of and Care for the Natural World</b><br><u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things  |

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|  | <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 |
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| <b>Language &amp; Literacy Development</b>   |   |
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| <b>Listening and Understanding (LL.01)</b>   |   |
| Demonstrates understanding of the meaning of stories, songs and poems  | <p><b>LKS 8-1 Develops Early Literacy</b><br/> <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<br/> <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> |
| Follows single, multi-step, and complex directions in order  | <p><b>LC 7-1 Develops Receptive Communication</b><br/> <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues<br/> <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations</p>   |
| Responds verbally or by alternative means to simple, direct, conversational sentences  | <p><b>LC 7-1 Develops Receptive Communication</b><br/> <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues<br/> <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations</p>   |
| Child demonstrates understanding of home and/or English languages during social interactions, program directions, and activities | <p><b>LC 7-1 Develops Receptive Communication</b><br/> <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues<br/> <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>Speaking and Communicating (LL.02)</b>  |   |
| Uses sentences that include two or more separate ideas using new vocabulary that has been introduced                             | <p><b>LC 7-2 Develops Expressive Communication</b><br/> <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<br/> <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>   |
| Tells about another place or time  | <p><b>LC 7-2 Develops Expressive Communication</b><br/> <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to</p>  |

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|  | <p>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>  |
| Child understands different rules for using language and variation in voice level          | <p><b>LC 7-6 Learns Conversation Structure</b></p> <p><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> <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</p> |
| Child begins to understand body language as a nonverbal means of communication             | <p><b>LC 7-6 Learns Conversation Structure</b></p> <p><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> <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</p> |
| Attempts to solve problems with other children independently through communicating         | <p><b>SED 6-3 Cooperates with Peers</b></p> <p><u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns</p> <p><u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language</p>               |
| Greets and initiates interactions with adults and peers                                    | <p><b>LC 7-6 Learns Conversation Structure</b></p> <p><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> <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</p> |
| <b>Phonological Awareness (LL.03)</b>  |  |
| Recognizes matching sounds and rhymes in familiar nursery rhymes, songs, stories and poems | <p><b>LC 7-3 Develops Phonemic Awareness</b></p> <p><u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted</p> <p><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)</p>   |
| Spontaneously repeats songs, rhymes and chants, and creates nonsense words                 | <p><b>LC 7-3 Develops Phonemic Awareness</b></p> <p><u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted</p>   |

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|  | <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)   |
| Identifies words that begin with the same sound (alliteration)             | <b>LC 7-3 Develops Phonemic Awareness</b><br><u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted<br><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)  |
| Shows growing ability to hear and discriminate separate syllables in words | <b>LC 7-3 Develops Phonemic Awareness</b><br><u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted<br><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)  |
| Isolates beginning and ending sounds of printed or spoken words            | <b>LC 7-3 Develops Phonemic Awareness</b><br><u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted<br><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>Book Knowledge &amp; Appreciation (LL.04)</b>                           |  |
| Shows interest when stories are read                                       | <b>LKS 8-1 Develops Early Literacy</b><br><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<br><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 |
| Relates events in story to own knowledge and experience                    | <b>LKS 8-1 Develops Early Literacy</b><br><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<br><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 |
| Holds book right side up   | <b>LKS 8-1 Develops Early Literacy</b><br><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<br><u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters   |

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|  | 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  |
| Turns pages front to back  | <b>LKS 8-1 Develops Early Literacy</b><br><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<br><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 |
| Knows specific words related to books such as author and illustrator               | <b>LKS 8-1 Develops Early Literacy</b><br><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<br><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 |
| Understands that the print describes what is happening in the picture              | <b>LKS 8-1 Develops Early Literacy</b><br><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<br><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 |
| Picture reads; tells about the story from the pictures on the cover or in the book | <b>LKS 8-1 Develops Early Literacy</b><br><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<br><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>Print Awareness &amp; Concepts (LL.05)</b>                                      |  |

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| Child shows an awareness of print as a form of meaningful communication            | <p><b>LKS 8-3 Develops Emergent Reading</b><br/> <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading<br/> <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</p> |
| Identifies some letters and numbers  | <p><b>LKS 8-3 Develops Emergent Reading</b><br/> <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading<br/> <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</p> |
| Recognizes and begins to write own name  | <p><b>LKS 8-3 Develops Emergent Reading</b><br/> <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading<br/> <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</p> |
| "Reads" familiar environmental print such as logos, posters, signs                 | <p><b>LKS 8-3 Develops Emergent Reading</b><br/> <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading<br/> <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</p> |
| Child understands that each spoken word can be written down and read               | <p><b>LKS 8-3 Develops Emergent Reading</b><br/> <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading<br/> <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</p> |
| Child recognizes words as a unit of print and understands letters form words       | <p><b>LKS 8-3 Develops Emergent Reading</b><br/> <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading<br/> <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</p> |
| Early Writing and Alphabet Knowledge (LL.05)                                       |  |
| Uses scribbles, shapes, or pictures to represent specific thoughts, ideas, stories |  |

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| Identifies some letters and numbers                               | <b>LKS 8-2 Develops Alphabetic Knowledge</b><br><u>3-Year Old:</u> Says or sings ABCs<br><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   |
| Uses pretend writing in play as a purposeful activity             | <b>LKS 9-1 Develops Emergent Writing</b><br><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”<br><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 |
| Child recognizes and/or writes own name on artwork or possessions | <b>LKS 8-2 Develops Alphabetic Knowledge</b><br><u>3-Year Old:</u> Says or sings ABCs<br><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   |
| Child recognizes that letters represent sounds                    | <b>LKS 8-2 Develops Alphabetic Knowledge</b><br><u>3-Year Old:</u> Says or sings ABCs<br><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   |

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| <b>Mathematics</b>  |  |
| <b>Number and Operations (M.01)</b>                             |  |
| Uses one-to-one matching (correspondence)                       | <b>CM 10-1 Begins Counting</b><br><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<br><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 |
| Distinguishes between numbers and letters                       | <b>CM 10-4 Reads and Writes Numbers</b><br><u>3-Year Old:</u> Can trace numbers: recognizes a few numbers in written form<br><u>Pre-K:</u> Can write some numbers up to 10; recognizes a few numbers in written form; recognizes both numerals and number names  |
| Identifies written numerals                                     | <b>CM 10-4 Reads and Writes Numbers</b><br><u>3-Year Old:</u> Can trace numbers: recognizes a few numbers in written form<br><u>Pre-K:</u> Can write some numbers up to 10; recognizes a few numbers in written form; recognizes both numerals and number names  |
| Begins to learn sequences of events in time (first, next, last) | <b>CM 10-1 Begins Counting</b><br><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   |

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|   | <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   |
| Counts, in order, up to ten or higher   | <b>CM 10-1 Begins Counting</b><br><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<br><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                        |
| Counts all types of objects; plays with counting forward or backward              | <b>CM 10-1 Begins Counting</b><br><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<br><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                        |
| Can judge whether groups of up to five objects contain the same number of objects | <b>CM 10-2 Builds and Observes Sets</b><br><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<br><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>Geometry and Spatial Sense (M.02)</b>  |   |
| Classifies and sorts different shapes   | <b>CM 12-1 Learns Shapes &amp; Sizes</b><br><u>3-Year Old</u> : Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated<br><u>Pre-K</u> : Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry   |
| Recognizes and names simple shapes in various sizes and positions                 | <b>CM 12-1 Learns Shapes &amp; Sizes</b><br><u>3-Year Old</u> : Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated<br><u>Pre-K</u> : Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry   |
| Combines different shapes to make representations or patterns                     | <b>CM 12-1 Learns Shapes &amp; Sizes</b><br><u>3-Year Old</u> : Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated<br><u>Pre-K</u> : Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry   |
| Uses comparison words correctly   | <b>CS 13-2 Classifies or Sorts Objects</b><br><u>3-Year Old</u> : Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function<br><u>Pre-K</u> : Compares objects based on attributes, such as weight, odor, color, texture, function or sound   |
| Uses words that describe the relative position of things                          | <b>CM 12-2 Develops Spatial Awareness</b><br><u>3-Year Old</u> : Understands conditional locations such as over/under, inside/outside, in front/behind<br><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,                           |

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|   | capacity of a container, such as how many scoops are needed to fill a bucket  |
| Child groups similar objects together and gives reasons for groupings                   | <b>CS 13-2 Classifies or Sorts Objects</b><br><u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function<br><u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound   |
| <b>Patterns and Measurement (M.03)</b>  |   |
| Describes patterns in the environment and daily routine                                 | <b>CM 11-2 Understands Patterns</b><br><u>3-Year Old:</u> Can complete simple patterns, such as red-blue-red-blue-red-blue; can tell what comes next<br><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)   |
| Begins to recognize duplicates and extends simple patterns using a variety of materials | <b>CM 11-2 Understands Patterns</b><br><u>3-Year Old:</u> Can complete simple patterns, such as red-blue-red-blue-red-blue; can tell what comes next<br><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)   |
| Uses standard and/or non-standard measures  | <b>CM 11-1 Learns Measurement and Quantities</b><br><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)<br><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 |
| Recognizes that different types of measurement can be made (height, length, weight)     | <b>CM 11-1 Learns Measurement and Quantities</b><br><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)<br><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 |

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| <b>Science</b>  |  |
| <b>Scientific Skills &amp; Methods (S.01)</b>                                 |  |
| Makes observations, collects information, and describes objects and processes | <b>CS 13-1 Explores Objects</b><br><u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration<br><u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes |

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|  | objects using tools such as color paddles, prisms and magnifying glasses   |
| Begins to make comparisons between objects that have been observed   | <b>CS 13-2 Classifies or Sorts Objects</b><br><u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function<br><u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound  |
| Begins to look for answers to questions through active investigation   | <b>CS 13-1 Explores Objects</b><br><u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration<br><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  |
| Child uses sentences that include two or more ideas with descriptive details   | <b>LC 7-4 Expands Vocabulary</b><br><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>CS 13-2 Classifies or Sorts Objects</b><br><u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function<br><u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound  |
| Child uses senses, materials, tools, technology, events in nature, and the environment to investigate and expand knowledge | <b>CS 15-1 Explores the Natural Environment</b><br><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<br><u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.                                    |
| <b>Scientific Knowledge (S.02)</b>   |  |
| Child shows interest in active investigations by observing, describing, and discussing                                     | <b>CS 15-1 Explores the Natural Environment</b><br><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<br><u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.                                    |
| Child describes or represents a series of events in the correct sequence   | <b>SS 16-2 Understands Time</b><br><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)<br><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 |
| Child demonstrates understanding of natural processes and simple cause and effect  | <b>CS 15-2 Develops an Understanding of and Care for the Natural World</b><br><u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things  |

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|   | <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   |
| Child shows interest in measurement of time, length, distance, and weight                     | <b>CM 11-1 Learns Measurement and Quantities</b><br><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)<br><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 |
| Child develops increased ability to observe and discuss things that are similar and different | <b>CS 13-2 Classifies or Sorts Objects</b><br><u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function<br><u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound   |
| Child can differentiate between living and nonliving organisms                                | <b>CS 15-1 Explores the Natural Environment</b><br><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<br><u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.   |

| <b>Creative Arts</b>   |   |
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| <b>Music (CA.01)</b>   |   |
| Takes the lead in music activities   | <b>CCA 21-2 Explores Music</b><br><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<br><u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc. |
| Develops an appreciation for music   | <b>CCA 21-2 Explores Music</b><br><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<br><u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc. |
| Responds to the beat of songs or instrumental music with more complex movements (walking or jumping to the beat) | <b>CCA 21-2 Explores Music</b><br><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<br><u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc. |

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| Uses music as an avenue to express thoughts, feelings, and energy   | <p><b>CCA 21-2 Explores Music</b><br/> <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<br/> <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> |
| Describes and carries out movement sequences  | <p><b>CCA 21-3 Explores Movement and Dance</b><br/> <u>3-Year Old:</u> Participates in dance or creative movement activities<br/> <u>Pre-K:</u> Begins to show individual expression in creative movement activities</p>   |
| Child is able to distinguish between different types of music (loud/soft, fast/slow, happy/sad)   | <p><b>CCA 21-2 Explores Music</b><br/> <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<br/> <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> |
| Child uses music as a way of learning other concepts, (literacy, rhyme, math, weather)  | <p><b>CCA 21-2 Explores Music</b><br/> <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<br/> <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> |
| <b>Art (CA.02)</b>  |  |
| Uses materials to make a simple representation and describes or demonstrates how it was made  | <p><b>CCA 21-1 Explores Art Media</b><br/> <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<br/> <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>  |
| Draws or paints images with a few details   | <p><b>CCA 21-1 Explores Art Media</b><br/> <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<br/> <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>  |
| Child broadens artistic exploration   | <p><b>CCA 21-1 Explores Art Media</b><br/> <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<br/> <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>  |
| Child develops confidence in own creative expression through experiences that celebrate what child learns through the process, rather than creating a product | <p><b>CCA 21-1 Explores Art Media</b><br/> <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>   |

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|   | <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  |
| Child uses materials to build and create a three-dimensional structure to represent another item (blocks become a castle, clay becomes a snake) | <b>CCA 21-1 Explores Art Media</b><br><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<br><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>Movement (CA.03)</b>   |  |
| Responds to the beat of songs or instrumental music with more complex movements (walking or jumping to the beat, clapping)                      | <b>CCA 21-3 Explores Movement and Dance</b><br><u>3-Year Old:</u> Participates in dance or creative movement activities<br><u>Pre-K:</u> Begins to show individual expression in creative movement activities  |
| Demonstrates a wide variety of positions (stretching, bending, rocking, twisting, etc.)   | <b>CCA 21-3 Explores Movement and Dance</b><br><u>3-Year Old:</u> Participates in dance or creative movement activities<br><u>Pre-K:</u> Begins to show individual expression in creative movement activities  |
| Demonstrates movement concepts (feelings, directions, words, ideas, etc.)   | <b>CCA 21-3 Explores Movement and Dance</b><br><u>3-Year Old:</u> Participates in dance or creative movement activities<br><u>Pre-K:</u> Begins to show individual expression in creative movement activities  |
| Child understands the value of movement to stay healthy   | <b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b><br><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  |
| <b>Dramatic Play (CA.04)</b>  |  |
| Uses creativity, words, actions and materials to portray a role, situation or setting   | <b>CCA 21-4 Participates in Dramatic Play</b><br><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<br><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 |
| Engages in role play with two or more children  | <b>CCA 21-4 Participates in Dramatic Play</b><br><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<br><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 |
| Assumes the role of someone or something else, or talks in language relevant to the assumed role  | <b>CCA 21-4 Participates in Dramatic Play</b><br><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<br><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 |

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| Child recognizes difference between pretend/fantasy and reality | <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> |
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**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)