

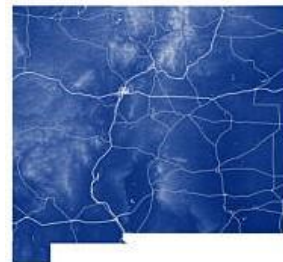
The Vine Assessment System™

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:
**New Mexico Early Learning Guidelines:
Birth Through Kindergarten**



NEW MEXICO

References

New Mexico State Children, Youth and Families Department, Department of Health and Public Education Department. (2014). *New Mexico early learning guidelines: Birth through kindergarten*. NM: Author. Retrieved from https://www.earlylearningnm.org/media/files/FINAL%20ELG_English2015%201-8-15.pdf

New Mexico Early Learning Guidelines: Birth Through Kindergarten	Vine Assessments by LifeCubby
Domain 1: Beginning to Know About Ourselves and Others	Vine Indicators
Self-Regulation	
Young Infants (Birth to 8 months)	
Expresses feelings	SED 3-1 Expresses Emotion
Begins to regulate feelings and impulses	SED 3-2 Manages Feelings & Demonstrates Self-Control
Begins to develop some regulated patterns	SED 3-2 Manages Feelings & Demonstrates Self-Control
Mobile Infants (6 to 18 months)	
Expresses a variety of emotions	SED 3-1 Expresses Emotion
Regulates emotions and behaviors with adult support	SED 3-2 Manages Feelings & Demonstrates Self-Control
Expresses own needs	LC 7-2 Develops Expressive Communication
Follows simple routines and rules in group setting with educator support	ATL 2-1 Understands Routines
Young Toddlers (16 to 24 months)	
Begins to recognize feelings in self and others	SED 6-1 Builds Empathy
Demonstrates different emotions or moods	SED 3-1 Expresses Emotion
Shows more, but still limited, self-regulation	SED 3-2 Manages Feelings & Demonstrates Self-Control
Shows comfort in daily routines and activities	ATL 2-1 Understands Routines
Older Toddlers (24 to 36 months)	
Demonstrates an increasing ability to recognize feelings of self and others	SED 6-1 Builds Empathy
Begins to use strategies to regulate own emotions	SED 3-2 Manages Feelings & Demonstrates Self-Control
Begins to manage changes in emotional state	SED 3-2 Manages Feelings & Demonstrates Self-Control
Is increasingly able to regulate behavior	SED 3-2 Manages Feelings & Demonstrates Self-Control
Self-Awareness	
Young Infants (Birth to 8 months)	
Shows beginning awareness of own body	SED 4-1 Develops Awareness of Self
Shows beginning awareness of personal characteristics and those of others	SED 4-1 Develops Awareness of Self
Shows beginning awareness of own abilities	SED 4-1 Develops Awareness of Self

Mobile Infants (6 to 18 months)	
Shows awareness of self as an individual	SED 4-1 Develops Awareness of Self
Shows awareness of own abilities	SED 4-2 Becomes Confident
Shows beginning understanding of accomplishments	SED 4-2 Becomes Confident
Begins to use abilities in interactions	SED 4-2 Becomes Confident
Young Toddlers (16 to 24 months)	
Begins to demonstrate behaviors that reflect self-concept	SED 4-1 Develops Awareness of Self
Shows increased awareness of own abilities	SED 4-2 Becomes Confident
Displays assertiveness	ATL 1-5 Shows Initiative
Older Toddlers (24 to 36 months)	
Demonstrates behaviors that reflect self-concept	SED 4-1 Develops Awareness of Self
Demonstrates self-confidence; learns to do things by self	SED 4-2 Becomes Confident
Shows awareness of self as part of a group	SED 4-1 Develops Awareness of Self
Relationships with Adults	
Young Infants (Birth to 8 months)	
Shows responsiveness toward primary caregivers	SED 5-1 Bonds with Adults
Participates in interactions	SED 5-1 Bonds with Adults
Initiates contact with regular caregivers	SED 5-1 Bonds with Adults
Establishes and maintains rhythmic interactions with caregiver	SED 5-1 Bonds with Adults
Mobile Infants (6 to 18 months)	
Begins to solidify relationships with adults	SED 5-1 Bonds with Adults
Reacts differently toward familiar and unfamiliar adults	SED 5-1 Bonds with Adults
Demonstrates increasing responsiveness in interactions with others	SED 5-1 Bonds with Adults
Begins to take turns with caregiver during play	SED 5-1 Bonds with Adults
Young Toddlers (16 to 24 months)	
Continues to need the emotional security of a trusted adult	SED 5-1 Bonds with Adults
Continues to show caution around unfamiliar adults	SED 5-1 Bonds with Adults
Demonstrates increased reciprocity in relationships with adults	SED 5-1 Bonds with Adults

Older Toddlers (24 to 36 months)	
Trusts and interacts comfortably with familiar adults	SED 5-1 Bonds with Adults
Establishes relationships with consistent adults other than primary caregiver	SED 5-1 Bonds with Adults
Begins to imitate or portray roles and relationships	SED 5-2 Learns from Adults
Relationships with Peers	
Young Infants (Birth to 8 months)	
Shows awareness of other children	SED 6-1 Builds Empathy
Begins to interact with peers	SED 6-2 Bonds with Peers
Shows enjoyment in interaction with other children	SED 6-2 Bonds with Peers
Mobile Infants (6 to 18 months)	
Begins to relate to other children	SED 6-1 Builds Empathy
Demonstrates interest and enjoyment in interactions	SED 6-2 Bonds with Peers
Exhibits prosocial behaviors	SED 6-2 Bonds with Peers
Demonstrates beginning interaction skills with peers	SED 6-3 Cooperates with Peers
Young Toddlers (16 to 24 months)	
Demonstrates increased interest and frustration with other children	SED 6-2 Bonds with Peers
Acts on increased awareness of other children's feelings	SED 6-1 Builds Empathy
Demonstrates increasing interaction skills with peers	SED 6-3 Cooperates with Peers
Older Toddlers (24 to 36 months)	
Demonstrates ability to interact with an increasing number of children	SED 6-2 Bonds with Peers
Uses beginning negotiation skills with other children	SED 6-3 Cooperates with Peers
Begins to use words in social situations with peers	SED 6-3 Cooperates with Peers
Participates positively in activities with more than one other child	SED 6-2 Bonds with Peers

Domain 2: Beginning to Communicate	Vine Indicators
Listening and Understanding	
Young Infants (Birth to 8 months)	
Shows sensitivity to noise and sudden sounds	LC 7-1 Develops Receptive Communication

Responds to sounds in the environment or verbal communication	LC 7-1 Develops Receptive Communication
Begins imitating adult facial expressions	SED 5-2 Learns from Adults
Begins to listen to words with understanding	LC 7-1 Develops Receptive Communication
Mobile Infants (6 to 18 months)	
Pays attention to what speaker is looking at or pointing to	SED 5-2 Learns from Adults
Responds nonverbally to gestures and/or words	LC 7-1 Develops Receptive Communication
Follows one-step requests when caregiver uses gestures and words	LC 7-1 Develops Receptive Communication
Recognizes familiar routines or games	ATL 2-1 Understands Routines
Young Toddlers (16 to 24 months)	
Responds appropriately to simple commands	LC 7-1 Develops Receptive Communication
Understands that words stand for objects	LC 7-4 Expands Vocabulary
Demonstrates understanding of simple questions	LC 7-1 Develops Receptive Communication
Older Toddlers (24 to 36 months)	
Follows more complex directions and requests	LC 7-1 Develops Receptive Communication
Demonstrates active listening strategies	LC 7-1 Develops Receptive Communication
Demonstrates increased understanding of questions	LC 7-1 Develops Receptive Communication
Shows increased receptive vocabulary	LC 7-4 Expands Vocabulary
Speaking and Communicating	
Young Infants (Birth to 8 months)	
Uses sounds, gestures, or actions to express needs and feelings	LC 7-2 Develops Expressive Communication
Coos, babbles	LC 7-2 Develops Expressive Communication
Uses sounds in social situations	LC 7-2 Develops Expressive Communication
Begins to initiate interactions	LC 7-2 Develops Expressive Communication
Requests continued action of a toy or activity through body movements, eye contact, or vocalizations	LC 7-2 Develops Expressive Communication
Vocalizes to get attention	LC 7-2 Develops Expressive Communication
Mobile Infants (6 to 18 months)	
Imitates sounds, gestures, or words	LC 7-2 Develops Expressive Communication

Begins to use consistent sounds combinations, words, and gestures to communicate	LC 7-2 Develops Expressive Communication
Begins to participate in socially expected conversations	LC 7-6 Learns Conversation Structure
Asks simple questions	LC 7-2 Develops Expressive Communication
Young Toddlers (16 to 24 months)	
Uses words and gestures to communicate ideas	LC 7-2 Develops Expressive Communication
Combines words	LC 7-2 Develops Expressive Communication
Uses sounds and words in social situations	LC 7-2 Develops Expressive Communication
Has larger vocabulary in home language; is beginning to acquire vocabulary in second language	LC 7-4 Expands Vocabulary
Older Toddlers (24 to 36 months)	
Combines words to express more complex ideas	LC 7-2 Develops Expressive Communication
Begins to follow grammatical rules, although not always correctly	LC 7-5 Expands Grammar and Pronunciation
Initiates socially expected communication	LC 7-6 Learns Conversation Structure
Speaks clearly enough to be understood, most of the time	LC 7-5 Expands Grammar and Pronunciation
Asks simple questions in home language; may use gestures or single words to ask questions in second language	LC 7-2 Develops Expressive Communication
Early Literacy	
Young Infants (Birth to 8 months)	
Shows interest in books, pictures, songs, and rhymes	LKS 8-1 Develops Early Literacy
Explores books as objects	LKS 8-1 Develops Early Literacy
Responds to rhythmic language in rhymes and songs	LC 7-3 Develops Phonemic Awareness
Begins to develop eye-hand coordination	PMP 18-2 Develops Fine Hand-Eye Coordination
Manipulates materials with increasing precision	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Mobile Infants (6 to 18 months)	
Begins to participate in stories, songs, and fingerplays	LC 7-3 Develops Phonemic Awareness
Explores books with interest	LKS 8-1 Develops Early Literacy
Listens to stories for a short period of time	LKS 8-1 Develops Early Literacy

Experiments with grasp using a variety of writing tools	LKS 9-1 Develops Emergent Writing
Scribbles spontaneously using large circular motions	LKS 9-1 Develops Emergent Writing
Young Toddlers (16 to 24 months)	
Participates in stories, songs, and fingerplays	LC 7-3 Develops Phonemic Awareness
Begins to develop imitative reading	LKS 8-1 Develops Early Literacy
Responds to early literacy activities	LKS 8-1 Develops Early Literacy
Explores writing as a means of communication	LKS 9-1 Develops Emergent Writing
Older Toddlers (24 to 36 months)	
Initiates and participates in stories, songs, and fingerplays	LC 7-3 Develops Phonemic Awareness
Begins to follow what happens in a story	LKS 8-1 Develops Early Literacy
Shows awareness of pictures and symbols in print	LKS 8-1 Develops Early Literacy
Demonstrates understanding that written symbols have meaning	LKS 8-3 Develops Emergent Reading
Starts to use own drawings to represent objects and ideas	LKS 9-1 Develops Emergent Writing
Expresses creativity using skills for writing	LKS 9-1 Develops Emergent Writing

Domain 3: Beginning to Build Concepts	Vine Indicator
Exploration and Discovery	
Young Infants (Birth to 8 months)	
Observes to learn about the environment	CS 13-1 Explores Objects
Explores attributes of materials	CS 13-1 Explores Objects
Mobile Infants (6 to 18 months)	
Explores size and shape	CM 12-1 Learns Shapes & Sizes
Actively explores the environment	ATL 1-4 Is Curious
Investigates new things in the environment	CS 13-1 Explores Objects
Young Toddlers (16 to 24 months)	
Notices how items are the same or different	CS 13-2 Classifies or Sorts Objects
Uses sounds and simple words to describe things or ask questions about the environment	LC 7-2 Develops Expressive Communication
Explores concepts of space	CM 12-2 Develops Spatial Awareness

Older Toddlers (24 to 36 months)	
Notifies and describes how items are the same or different	CS 13-2 Classifies or Sorts Objects
Begins to organize materials and information	CS 13-2 Classifies or Sorts Objects
Shows beginning interest in time and location	SS 16-2 Understands Time
Concept Development and Memory	
Young Infants (Birth to 8 months)	
Differentiates between familiar and unfamiliar people and objects	ATL 1-2 Develops Memory
Imitates facial expressions immediately or later	SED 5-2 Learns from Adults
Begins to know that objects still exist when out of sight	ATL 1-2 Develops Memory
Repeats actions to get the same reaction	CS 14-1 Solves Problems
Mobile Infants (6 to 18 months)	
Develops an awareness of quantity and size	CM 11-1 Learns Measurement and Quantities CM 12-1 Learns Shapes & Sizes
Imitates others' actions, gestures, and sounds	SED 5-2 Learns from Adults
Demonstrates object permanence	ATL 1-2 Develops Memory
Observes and responds to different causes and effects	CS 14-2 Makes Predictions
Young Toddlers (16 to 24 months)	
Develops an increasing awareness of quantity and size	CM 11-1 Learns Measurement and Quantities CM 12-1 Learns Shapes & Sizes
Demonstrates a more complex level of object permanence	ATL 1-2 Develops Memory
Experiments with more complex cause-and-effect play	CS 14-2 Makes Predictions
Older Toddlers (24 to 36 months)	
Demonstrates beginning number and measurement concepts	CM 11-1 Learns Measurement and Quantities
Experiments with effect of own actions on objects and people	CS 14-2 Makes Predictions
Expresses understanding of cause and effect	CS 14-2 Makes Predictions
Shows increasing knowledge and memory for details and routine	ATL 1-2 Develops Memory
Problem-Solving and Use of Symbols	
Young Infants (Birth to 8 months)	
Experiments with self-soothing	SED 3-2 Manages Feelings & Demonstrates Self-Control

Uses simple actions to make things happen	CS 14-1 Solves Problems
Responds to music or chanting	CCA 21-2 Explores Music
Mobile Infants (6 to 18 months)	
Begins to solve simple problems	CS 14-1 Solves Problems
Uses simple tools	CS 13-1 Explores Objects
Uses a person or object to solve a problem	CS 14-1 Solves Problems
Plays with dramatic play materials	CCA 21-4 Participates in Dramatic Play
Begins to use art media	CCA 21-1 Explores Art Media
Expresses self by moving to music	CCA 21-3 Explores Movement and Dance
Young Toddlers (16 to 24 months)	
Solves simple problems using logical reasoning	CS 14-1 Solves Problems
Begins to express self creatively	CCA 21-1 Explores Art Media
Older Toddlers (24 to 36 months)	
Demonstrates increased problem-solving ability	CS 14-1 Solves Problems
Represents thoughts and feelings in a variety of ways	SED 3-1 Expresses Emotion

Domain 4: Beginning to Move and Do	Vine Indicators
Large Motor	
Young Infants (Birth to 8 months)	
Gains control of head and body	PMP 17-1 Develops Perception & Balance
Moves body, arms, and legs with increasing coordination	PMP 17-2 Develops Lower Body Strength PMP 17-3 Develops Upper Body Strength PMP 17-4 Develops Gross Hand-Eye Coordination
Mobile Infants (6 to 18 months)	
Begins to control movements using arms and legs	PMP 17-5 Develops Large Motor Coordination Skills
Demonstrates beginning coordination and balance	PMP 17-1 Develops Perception & Balance
Young Toddlers (16 to 24 months)	
Demonstrates increasing large motor control	PMP 17-5 Develops Large Motor Coordination Skills
Demonstrates increasing coordination and balance	PMP 17-1 Develops Perception & Balance
Older Toddlers (24 to 36 months)	
Demonstrates coordination, balance, and control in a variety of ways	PMP 17-5 Develops Large Motor Coordination Skills PMP 17-1 Develops Perception & Balance
Fine Motor	
Young Infants (Birth to 8 months)	

Uses hands or feet to make contact with objects or people	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Begins to coordinate hands and eyes	PMP 18-2 Develops Fine Hand-Eye Coordination
Shows growing control of hands and fingers	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Mobile Infants (6 to 18 months)	
Uses hands to explore objects with a variety of actions	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Gains control of hands and fingers	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Builds on beginning eye-hand coordination	PMP 18-2 Develops Fine Hand-Eye Coordination
Young Toddlers (16 to 24 months)	
Uses hands and fingers in more complex and refined ways	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Begins to use simple tools	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Shows increasing eye-hand coordination	PMP 18-2 Develops Fine Hand-Eye Coordination
Older Toddlers (24 to 36 months)	
Coordinates several senses	PMP 18-2 Develops Fine Hand-Eye Coordination
Uses simple tools independently	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Demonstrates eye-hand coordination	PMP 18-2 Develops Fine Hand-Eye Coordination
Self-Help, Safety, Health, and Physical Well-Being Skills	
Young Infants (Birth to 8 months)	
Begins to regulate self	ATL 2-1 Understands Routines
Begins to help with feeding, dressing, and personal hygiene	PMP 19-2 Develops Self-Care Skills
Mobile Infants (6 to 18 months)	
Shows beginning awareness of personal needs	PMP 19-2 Develops Self-Care Skills
Helps with feeding, dressing, and personal hygiene	PMP 19-2 Develops Self-Care Skills
Understands safe and unsafe situations	PMP 20-2 Learns Safety Rules
Young Toddlers (16 to 24 months)	
Begins to attend to personal needs	PMP 19-2 Develops Self-Care Skills
Shows increasing abilities in feeding, dressing, and personal hygiene	PMP 19-2 Develops Self-Care Skills
Participates in safety routines	PMP 20-2 Learns Safety Rules
Older Toddlers (24 to 36 months)	
Shows increased attention to personal needs	PMP 19-2 Develops Self-Care Skills

Shows increasing independence in personal care	PMP 19-2 Develops Self-Care Skills
Participates in healthy care routines	PMP 19-2 Develops Self-Care Skills
Pays attention to safety instructions	PMP 20-2 Learns Safety Rules

Domain 5: Approaches to Learning	Vine Indicators
Curiosity, Initiative, Persistence, and Problem-Solving	
Young Infants (Birth to 8 months)	
Shows curiosity and interest in people, objects, and events	ATL 1-4 Is Curious
Begins to demonstrate initiative	ATL 1-5 Shows Initiative
Demonstrates creativity by exploring objects in multiple ways	ATL 1-6 Thinks with Creativity & Flexibility
Begins to focus on interesting things: persistence	ATL 1-3 Is Persistent
Begins to use senses to solve problems	CS 14-1 Solves Problems
Mobile Infants (6 to 18 months)	
Demonstrates curiosity by using senses to explore the environment	ATL 1-4 Is Curious
Demonstrates initiative by showing likes and dislikes	ATL 1-5 Shows Initiative
Uses creative expression in beginning role-play	CCA 21-4 Participates in Dramatic Play
Focuses longer on interesting things	ATL 1-1 Is Attentive
Responds to order and routine and notices changes	ATL 2-1 Understands Routines
Begins to find different ways to solve problems	CS 14-1 Solves Problems
Young Toddlers (16 to 24 months)	
Demonstrates curiosity by using all senses to explore new things in the environment	ATL 1-4 Is Curious
Demonstrates preferences and makes independent choices	ATL 1-5 Shows Initiative
Engages in more complex pretend play based on everyday events	CCA 21-4 Participates in Dramatic Play
Engages in activity toward a goal	ATL 1-3 Is Persistent
Demonstrates more complex problem-solving skills	CS 14-1 Solves Problems
Older Toddlers (24 to 36 months)	
Actively attempts to learn new things she is curious about	ATL 1-4 Is Curious

Shows initiative by making choices and taking risks	ATL 1-5 Shows Initiative
Pretends and uses creativity and imagination during play	CCA 21-4 Participates in Dramatic Play
Persists toward a goal with an activity, object, or toy	ATL 1-3 Is Persistent
Begins to find novel solutions to problems	CS 14-1 Solves Problems

Domain 1: Physical Development, Health, and Well-Being	Vine Indicators
Preschool and K Readiness	
Outcome 1: The child independently uses gross motor control, including balance, spatial awareness, and stability.	
1.1 Exhibits body coordination and strength in activities such as climbing stairs with alternating feet, marching, running, jumping, hopping, dancing, riding tricycles, and scooters.	PMP 17-5 Develops Large Motor Coordination Skills
1.2 Exhibits balance and spatial awareness in many situations (running and stopping, climbing, ball-handling, and/or simple group games [i.e., "Duck, Duck, Goose"]).	PMP 17-1 Develops Perception & Balance
Outcome 2: The child independently uses fine motor skills.	
2.1 Is developing manual coordination to use cutting and writing tools and demonstrate self-help skills such as buttoning and zipping.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
2.2 Coordinates eye-hand movements using beads, laces, pegs, puzzles, and other manipulatives and small objects, and when dressing and undressing.	PMP 18-2 Develops Fine Hand-Eye Coordination
2.3 Holds writing tool in pincer grasp to draw, scribble write, and make letter-like shapes and/or letters.	LKS 9-1 Develops Emergent Writing
Outcome 3: The child's behavior demonstrates health and hygiene skills.	

3.1 Shows increasing awareness of hygiene in hand-washing, toileting, and/or dental hygiene.	PMP 19-2 Develops Self-Care Skills
3.2 Shows increasing awareness of healthy lifestyle practices (that healthy bodies need nutritious foods, exercise and physical activity and rest).	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times PMP 20-1 Learns about Nutrition
Outcome 4: The child demonstrates safe behaviors in increasing numbers of situations.	
4.1 Identifies potentially harmful objects, substances, and behaviors.	PMP 20-2 Learns Safety Rules
4.2 Increasingly follows classroom, school, and safety rules most of the time.	PMP 20-2 Learns Safety Rules

Domain 2: Literacy	Vine Indicators
Preschool and K Readiness	
Outcome 5: The child demonstrates development and expansion of listening skills.	
5.1 Listens with understanding to directions and conversations.	LC 7-1 Develops Receptive Communication
5.2 Follows increasingly complex directions.	LC 7-1 Develops Receptive Communication
5.3 Hears and discriminates the sounds of language in words to develop phonological awareness.	LC 7-3 Develops Phonemic Awareness
5.4 Demonstrates understanding of new vocabulary introduced in conversations, activities, stories, or books.	LC 7-4 Expands Vocabulary
Outcome 6: The child communicates experiences, ideas, and feelings through speaking.	
6.1 Converses effectively in his or her home language, English, or Sign language for a variety of purposes relating to real experiences and different audiences.	LC 7-2 Develops Expressive Communication
6.2 Asks and answers relevant questions.	LC 7-2 Develops Expressive Communication
6.3 Engages in conversations that develop a thought or idea.	LC 7-6 Learns Conversation Structure

Outcome 7: The child engages in activities that promote the acquisition of emergent reading skills.	
7.1 Demonstrates an interest and enjoyment in books, listening to stories read aloud, and/or looking at books using illustrations or familiar text.	LKS 8-1 Develops Early Literacy
7.2 Demonstrates comprehension of a story read aloud by asking relevant questions or making pertinent comments.	LKS 8-1 Develops Early Literacy
7.3 Progresses in understanding and using conventions of reading (including holding book upright, identifying front and back, turning pages correctly, and recognizing that print proceeds from left to right).	LKS 8-1 Develops Early Literacy
7.4 Progresses in understanding and using concepts of print.	LKS 8-3 Develops Emergent Reading
Outcome 8: The child engages in activities that promote the acquisition of emergent writing skills.	
8.1 Experiments with a variety of writing tools, materials, and surfaces.	LKS 9-1 Develops Emergent Writing
8.2 Demonstrates knowledge that writing and drawing are different and uses early stages of writing in the form of shapes and letter-like symbols to convey ideas.	LKS 9-1 Develops Emergent Writing
8.3 Increasingly attempts to represent meaningful words and print in the environment using the early stages of writing.	LKS 9-1 Develops Emergent Writing

Domain 3: Numeracy	Vine Indicators
Preschool and K Readiness	
Outcome 9: The child understands numbers, ways of representing numbers, and relationships between quantities and numerals.	
9.1 Uses numbers and counting as means for solving problems and determining quantity.	CM 10-3 Learns Addition, Subtraction and Division

9.2 Uses one-to-one correspondence in counting increasingly higher groups of objects.	CM 10-1 Begins Counting
9.3 Recognizes some numerals.	CM 10-4 Reads and Writes Numbers
Outcome 10: The child demonstrates understanding of geometrical and spatial concepts.	
10.1 Recognizes, names, describes, compares, and creates familiar shapes.	CM 12-1 Learns Shapes & Sizes
10.2 Describes and interprets spatial sense and positions.	CM 12-2 Develops Spatial Awareness
Outcome 11: The child demonstrates an understanding of nonstandard units to measure and make comparisons.	
11.1 Compares and uses language relating to time with increasing accuracy	SS 16-2 Understands Time
11.2 Anticipates, remembers, and describes sequence of events with increasing accuracy.	ATL 2-1 Understands Routines
11.3 Demonstrates emerging knowledge of measurement.	CM 11-1 Learns Measurement and Quantities
Outcome 12: The child demonstrates the ability to investigate, organize, and create representations.	
12.1 Sorts, classifies, and groups materials by one or more characteristics (sorting).	CS 13-2 Classifies or Sorts Objects
12.2 Collects, organizes, and begins to represent in some way information about self, surroundings, and meaningful experiences.	CS 13-2 Classifies or Sorts Objects

Domain 4: Aesthetic Creativity	Vine Indicators
Preschool and K Readiness	
Outcome 13: The child demonstrates appreciation for the arts (movement, music, visual, and dramatic).	
13.1 Communicates ideas and/or feelings through creative activities (for example, making up a song, acting out a story, creating a piece of art work or a set of movements).	CCA 21-1 Explores Art Media CCA 21-2 Explores Music CCA 21-3 Explores Movement and Dance CCA 21-4 Participates in Dramatic Play

Domain 5: Scientific Conceptual Understanding	Vine Indicators
Preschool and K Readiness	
Outcome 14: The child uses the scientific method to investigate the physical and natural worlds and to hypothesize and make predictions.	
14.1 Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form explanations of observations and explorations.	CS 13-1 Explores Objects
14.2 Asks questions about the physical and natural worlds.	CS 15-1 Explores the Natural Environment
14.3 Makes predictions and forms hypotheses.	CS 14-2 Makes Predictions
14.4 Uses various tools to gather information (i.e., thermometers, magnifiers, rulers, and/or balances).	CS 13-1 Explores Objects
Outcome 15: The child acquires scientific knowledge related to life sciences.	
15.1 Explores, observes, and describes a variety of living things and distinguishes from nonliving things.	CS 15-1 Explores the Natural Environment
15.2 Explores, observes, describes, and participates in a variety of activities related to preserving the environment.	CS 15-2 Develops an Understanding of and Care for the Natural World
Outcome 16: The child acquires scientific knowledge related to earth science.	
16.1 Investigates, compares, and contrasts seasonal and weather changes in the immediate environment.	CS 15-2 Develops an Understanding of and Care for the Natural World

Domain 6: Self, Family, and Community	Vine Indicators
Preschool and K Readiness	
Outcome 17: The child exhibits self-awareness.	
17.1 Expresses needs and/or stands up for own rights.	ATL 1-5 Shows Initiative SED 3-1 Expresses Emotion

17.2 Makes choices and expresses likes and dislikes.	ATL 1-5 Shows Initiative
17.3 Identifies own gender, family, and culture.	SED 4-1 Develops Awareness of Self
17.4 Expresses cultural influences from home, neighborhood, and community.	SED 4-1 Develops Awareness of Self SS 16-1 Explores Cultures
Outcome 18: The child demonstrates self-control.	
18.1 Adapts behavior to fit different situations (for example, accepts transitions, follows daily routines, and/or incorporates cultural expectations).	SED 3-2 Manages Feelings & Demonstrates Self-Control
18.2 Increasingly expresses feelings through appropriate gestures, actions, and language.	SED 3-1 Expresses Emotion
Outcome 19: The child demonstrates personal responsibility.	
19.1 Cares for personal and group possessions.	ATL 2-2 Shows Responsibility
19.2 Begins to accept the consequences of his or her own actions.	ATL 2-2 Shows Responsibility
Outcome 20: The child works cooperatively with other children and adults.	
20.1 Plays and interacts with various children sharing experiences and ideas with others.	SED 6-2 Bonds with Peers
20.2 Uses and accepts negotiation, compromise, and discussion to resolve conflicts.	SED 6-3 Cooperates with Peers
Outcome 21: The child develops relationships of mutual trust and respect with others.	
21.1 Respects the rights of others recognizing their feeling	SED 6-1 Builds Empathy
21.2 Accepts guidance and direction from a variety of familiar adults and seeks their support when needed.	SED 5-1 Bonds with Adults
21.3 Demonstrates an increasing understanding and acceptance of similarities and differences among people, such as gender, race, special	SS 16-1 Explores Cultures SED 6-3 Cooperates with Peers

needs, culture, language, and family structures.	
Outcome 22: The child demonstrates knowledge of neighborhood and community.	
22.1 Identifies, discusses, and dramatizes duties of a variety of common community occupations.	CCA 21-4 Participates in Dramatic Play
22.2 Sees self as a citizen in a democratic classroom community and the community at large by increasingly contributing to group decisions and responsibilities.	SS 16-4 Learns about Community Roles and Jobs

Domain 7: Approaches to Learning	Vine Indicators
Preschool and K Readiness	
Outcome 23: The child is open and curious to learn new things.	
23.1 Demonstrates eagerness to find out more about other people.	ATL 1-4 Is Curious
23.2 Shows interest in exploring the environment, learning new things, and trying new experiences.	ATL 1-4 Is Curious
Outcome 24: The child takes initiative.	
24.1 Initiates interaction with peers and adults.	ATL 1-5 Shows Initiative
24.2 Develops increasing independence during activities, routines, and play	ATL 1-5 Shows Initiative
Outcome 25: The child exhibits imagination and creativity.	
25.1 Tries new ways of doing things.	ATL 1-6 Thinks with Creativity & Flexibility
25.2 Uses imagination to generate a variety of ideas.	ATL 1-6 Thinks with Creativity & Flexibility
25.3 Role-plays to express feelings, to dramatize stories, to try out social behaviors observed in adults, and to reenact real-life roles and experiences.	CCA 21-4 Participates in Dramatic Play
Outcome 26: The child shows confidence.	
26.1 Demonstrates increasing self-confidence through interactions with others.	SED 4-2 Becomes Confident

Outcome 27: The child displays persistence and pursues challenges.	
27.1 Focuses and completes a variety of tasks, activities, projects, and experiences.	ATL 1-1 Is Attentive
27.2 Demonstrates resiliency and coping skills when faced with challenges (i.e., concentrates despite distractions and interruptions and/or increasingly manages own frustration levels).	ATL 1-3 Is Persistent
Outcome 28: The child uses problem-solving skills.	
28.1 Recognizes and solves problems through observation, active exploration, trial and error, and interactions and discussions with peers and adults.	CS 14-1 Solves Problems

DISCLAIMER:

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