

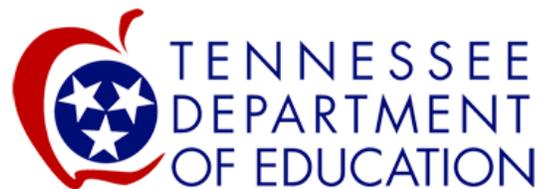
# The Vine Assessment System™

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:  
**Revised Tennessee Early Learning  
Developmental Standards for Four-Year-Olds**



## References



Tennessee Department of Education. (2012). *Revised Tennessee early learning developmental standards for four-year-olds*. TN: Author. Retrieved from [https://tn.gov/assets/entities/education/attachments/std\\_tnelds\\_4yo.pdf](https://tn.gov/assets/entities/education/attachments/std_tnelds_4yo.pdf)

<b>Revised Tennessee Early Learning Developmental Standards for Four-Year-Olds</b>	<b>Vine Assessments by LifeCubby</b>
<b>Approaches to Learning (AL.PK)</b>	<b>Vine Indicators</b>
With eagerness and curiosity actively engage in play as means of exploration and learning	
AL.PK.1. Independently interact with a variety of materials through multiple play activities.	<b>CS 13-1 Explores Objects</b> <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
AL.PK.2. Self-select play activities to support own curiosity and to engage in pretend and imaginative play (e.g., testing theories, acting out imagination).	<b>ATL 1-4 Is Curious</b> <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn
AL.PK.3. Demonstrate an awareness of connection between prior and new knowledge.	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <u>3-Year Old:</u> Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation
Approach tasks and activities with flexibility and inventiveness	
AL.PK.4. Choose materials/props and use novel ways to represent ideas, characters, and objects in a move toward symbolic play.	<b>CCA 21-4 Participates in Dramatic Play</b> <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
AL.PK.5. Seek additional clarity to further own knowledge (e.g., asks what, how, why, when, where, and/or what if).	<b>ATL 1-4 Is Curious</b> <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn
AL.PK.6. Demonstrate a willingness to engage in new experiences and activities.	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <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
Actively engage in problem solving	
AL.PK.7. Identify a problem and attempt multiple ways to solve it, with or without assistance.	<b>CS 14-1 Solves Problems</b> <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
AL.PK.8. Demonstrate a willingness to collaborate with others to solve a problem.	<b>SED 6-3 Cooperates with Peers</b> <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
Demonstrate persistence	
AL.PK.9. Maintain focus appropriate to completing task and/or learning activity.	<b>ATL 1-1 Is Attentive</b>

	<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
AL.PK.10. Seek assistance and/or information when needed to complete a task.	<b>ATL 1-3 Is Persistent</b> <u>Pre-K:</u> Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult

<b>Social Emotional (SE.PK)</b>	
<b>Self-Concept</b>	
SE.PK.1. Describe self using several different identifying characteristics and/or unique qualities (e.g., abilities, interests, gender, culture).	<b>SED 4-1 Develops Awareness of Self</b> <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)
SE.PK.2. Develop a basic awareness of self as an individual, self within the context of family and self within the context of community.	<b>SED 4-1 Develops Awareness of Self</b> <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)
SE.PK.3. Display sense of accomplishment, contentment, and acknowledgement when completing a task or solving a problem.	<b>SED 4-2 Becomes Confident</b> <u>Pre-K:</u> Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics
<b>Relationship with Adults</b>	
SE.PK.4. Interact and develop positive relationships with significant adults (e.g., primary caregivers, teachers, and other familiar adults).	<b>SED 5-1 Bonds with Adults</b> <u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults
SE.PK.5. Seek and accept guidance from primary caregivers, teachers, and other familiar adults.	<b>SED 5-1 Bonds with Adults</b> <u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults
<b>Relationship with Peers - develop positive relationships with peers</b>	
SE.PK.6. Initiate play and interact positively with another child or children.	<b>SED 6-2 Bonds with Peers</b> <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
SE.PK.7. Develop friendship skills (e.g., help, share, take turns, give compliments) with increasing ease and comfort to sustain interaction by cooperating, helping, and suggesting new ideas for play.	<b>SED 6-3 Cooperates with Peers</b> <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
SE.PK.8. Show empathy and caring for others.	<b>SED 6-1 Builds Empathy</b> <u>Pre-K:</u> Shares in the joy of others; expresses sadness when another adult or child is sad

Regulate own response to needs, feelings, and events	
SE.PK.9. Express feelings, needs, opinions, and desires in a way which is appropriate to the situation	<b>SED 3-1 Expresses Emotion</b> <u>Pre-K:</u> Expresses a range of emotions; says how he/she is feeling and why; identifies emotions in photos (e.g., happy, sad, or confused)
SE.PK.10. Appropriately name types of emotions (e.g., happy, sad, frustrated) and associate them with different facial expressions, words, and behaviors.	<b>SED 3-1 Expresses Emotion</b> <u>Pre-K:</u> Expresses a range of emotions; says how he/she is feeling and why; identifies emotions in photos (e.g., happy, sad, or confused)
SE.PK.11. Demonstrate ability to modify behavior in different situations using multiple problem solving strategies (e.g., trade, take turns, share, wait) with or without adult guidance and support.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <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
Understand and follow rules and routines	
SE.PK.12. Demonstrate an understanding of rules through actions and conversations.	<b>ATL 2-2 Shows Responsibility</b> <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
SE.PK.13. Engage easily in routine activities (e.g., large group, small group, center time).	<b>ATL 2-1 Understands Routines</b> <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
SE.PK.14. Use materials purposefully, safely, and respectfully as set by group rules.	<b>ATL 2-2 Shows Responsibility</b> <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>English Language Arts Instructional Shifts</b>	
Reading Informational Text	
Key Ideas and Detail	
RI.PK.1. With modeling and support, ask and answer questions about informational text.	<b>LKS 8-1 Develops Early Literacy</b> <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
RI.PK.2. With modeling and support, recall important age appropriate facts	<b>LKS 8-1 Develops Early Literacy</b> <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

from informational text by engaging in meaningful discussions and activities.	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
RI.PK.3. With guidance and support, relate informational text to personal experience or other text.	<b>LKS 8-1 Develops Early Literacy</b> <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>Craft and Structure</b>	
RI.PK.4. Develop new vocabulary by engaging in meaningful discussions and activities to promote learning of unfamiliar words found in informational text.	<b>LC 7-4 Expands Vocabulary</b> <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)
RI.PK.5. Identify that the title of the book is found on the front cover.	<b>LKS 8-1 Develops Early Literacy</b> <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
RI.PK.6. With guidance and support, identify the role of the author and the illustrator.	<b>LKS 8-1 Develops Early Literacy</b> <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
RI.PK.7. With guidance and support, discuss the use of illustrations to support the descriptions of characters, settings or to predict events in the text.	<b>LKS 8-1 Develops Early Literacy</b> <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>Integration of Knowledge and Ideas</b>	
RI.PK.8. (Begins in Kindergarten)	
RI.PK.9. With guidance and support, explore and identify the similarities and differences between books on the same topic.	<b>LKS 8-1 Develops Early Literacy</b> <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>Range of Reading and Text Complexity</b>	
RI.PK.10. Actively listen and participate in small and large group	<b>LKS 8-1 Develops Early Literacy</b> <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

activities when informational text is read aloud or discussed.	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>Reading Literature</b>	
<b>Key Ideas and Detail</b>	
RL.PK.1. With modeling and support, ask, and answer (respond to) questions about text read aloud.	<b>LKS 8-1 Develops Early Literacy</b> <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
RL.PK.2. With guidance and support, recall important facts to retell a familiar story in sequence.	<b>ATL 1-2 Develops Memory</b> <u>Pre-K:</u> Recalls part or all of a story, including characters and main events
RL.PK.3. With guidance and support, identify major characters, settings, and events from a familiar story or nursery rhyme.	<b>ATL 1-2 Develops Memory</b> <u>Pre-K:</u> Recalls part or all of a story, including characters and main events
<b>Craft and Structure</b>	
RL.PK.4. Develop new vocabulary by engaging in meaningful discussions and activities to promote learning of unfamiliar words related to text.	<b>LC 7-4 Expands Vocabulary</b> <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)
RL.PK.5. Participate in listening to common types of text (e.g., storybooks, nursery rhymes, and poetry).	<b>LKS 8-1 Develops Early Literacy</b> <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
RL.PK.6. With guidance and support identify the role of the author and the illustrator.	<b>LKS 8-1 Develops Early Literacy</b> <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>Integration of Knowledge and Ideas</b>	
RL.PK.7. With guidance and support, discuss the use of illustrations to support the descriptions of characters, settings, or predict events in the story.	<b>LKS 8-1 Develops Early Literacy</b> <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>CS 14-2 Makes Predictions</b> <u>3-Year Old:</u> Makes simple predictions about what will happen next, such as during activities or when hearing a story
RL.PK.8. (Not applicable to literature)	

RL.PK.9. With guidance and support, relate the story to previously read stories, ideas in the themes, or personal life experiences.	<b>LKS 8-1 Develops Early Literacy</b> <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
Range of Reading and Text Complexity	
RL.PK.10. Actively listen and participate in small and large group activities when literature is read aloud or discussed.	<b>LKS 8-1 Develops Early Literacy</b> <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
Reading Foundational Skills	
Print Concepts	
RF.PK.1. Demonstrate understanding of basic features of print; distinguish between words and pictures.	<b>LKS 8-3 Develops Emergent Reading</b> <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
RF.PK.1a. Handle books respectfully and appropriately, right-side-up and turning pages one at a time, front to back.	<b>LKS 8-1 Develops Early Literacy</b> <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
RF.PK.1b. Recognize spoken words can be written and read.	<b>LKS 8-3 Develops Emergent Reading</b> <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
RF.PK.1c. With guidance and support, understand that words are made up of alphabet letters which have individual names and are written in a specific sequence in order to create words that can be read.	<b>LKS 8-2 Develops Alphabetic Knowledge</b> <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
RF.PK.1d. Recognize frequently occurring uppercase letters and some of the most frequently occurring lowercase letters.	<b>LKS 8-2 Develops Alphabetic Knowledge</b> <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
Phonological Awareness	

RF.PK.2. Demonstrate increasing understanding of spoken words, syllables, and sounds.	<b>LC 7-4 Expands Vocabulary</b> <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)
RF.PK.2a. Recognize and discriminate rhyming words in spoken language.	<b>LC 7-3 Develops Phonemic Awareness</b> <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)
RF.PK.2b. Participate in oral activities to introduce counting syllables in familiar words and words in a sentence.	<b>LC 7-3 Develops Phonemic Awareness</b> <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)
RF.PK.2c. (Begins in Kindergarten or when individual child is ready)	
RF.PK.2d. (Begins in Kindergarten or when individual child is ready)	
RF.PK.2e. With guidance and support, identify whether or not two words begin with the same sound.	<b>LC 7-3 Develops Phonemic Awareness</b> <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>Phonics and Word Recognition</b>	
RF.PK.3. Demonstrate word awareness by identifying familiar words in books and the environment and begin making connection that letters in words make sounds.	<b>LKS 8-3 Develops Emergent Reading</b> <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
RF.PK.3a. Demonstrate developing basic knowledge of letter-sound correspondence association by beginning to match the name and initial sound of some consonant letters such as in own name, classmates' names, or common words.	<b>LKS 8-2 Develops Alphabetic Knowledge</b> <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
RF.PK.3b. (Begins in Kindergarten or when individual child is ready)	
RF.PK.3c. Recognize own name in print and some other common symbols and words in the environment (e.g., universal symbols, classmates' names, STOP, GO).	<b>LKS 8-3 Develops Emergent Reading</b> <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
RF.PK.3d. With guidance and support, discriminate between words with the same and different first letter sounds.	<b>LC 7-3 Develops Phonemic Awareness</b> <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>Fluency</b>	

RF.PK.4. Demonstrate awareness that books carry a message. Can retell the story events and overall theme in familiar picture books, by using illustrations (observing and discussing) to support “reading” the words in the text.	<b>LKS 8-1 Develops Early Literacy</b> <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>Writing</b>	
<b>Text Types and Purposes</b>	
W.PK.1. With modeling and support, use a combination of drawing, dictating, and emergent writing to express a preference, opinion or idea about a specific topic or text.	<b>LKS 9-1 Develops Emergent Writing</b> <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
W.PK.2. With modeling and support, use a combination of drawing, dictating, and letters to explain information about a familiar topic or informational text.	<b>LKS 9-1 Develops Emergent Writing</b> <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
W.PK.3. With modeling and support, use a combination of drawing, dictating, and emergent writing to tell a real or imagined story indicating some order of the events.	<b>LKS 9-1 Develops Emergent Writing</b> <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
<b>Production and Distribution of Writing</b>	
W.PK.4. (Begins in Grade 3)	
W.PK.5. (Begins in Kindergarten or when individual child is ready).	
W.PK.6. With guidance and support, explore a variety of digital tools (e.g., computers, smart board and tables, iPads, phones), to convert oral messages and ideas into words and/or pictures.	<b>CS 13-3 Learns Using Technology</b> <u>Pre-K:</u> May be learning how to play educational games using a computer and keyboard or tablet
<b>Research to Build and Present Knowledge</b>	
W.PK.7. With guidance and support, participate in shared writing projects (e.g., explore several books by one author and express opinions about them through activities such as dictated writing or drawing).	<b>LKS 8-1 Develops Early Literacy</b> <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
W.PK.8. With guidance and support, recall information from experiences or gather information from provided sources (e.g., books, internet,	<b>ATL 1-2 Develops Memory</b> <u>Pre-K:</u> Recalls part or all of a story, including characters and main events

classroom guests), to answer a question.	
W.PK.9. (Begins in grade 4)	
W.PK.10. (Begins in grade 3)	
<b>Speaking and Listening</b>	
<b>Comprehension and Collaboration</b>	
SL.PK.1. Participate in collaborative conversations which include book reading and theme-related vocabulary, with adults and other children during transitions and routine daily activities, including free play.	<b>LC 7-6 Learns Conversation Structure</b> <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
SL.PK.1a. Observe and use appropriate ways of interacting in a group (e.g., taking turns in talking, actively listening to peers, waiting to speak until another person is finished talking, asking questions and waiting for an answer).	<b>LC 7-6 Learns Conversation Structure</b> <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
SL.PK.1b. Engage in an extended conversation, striving for five verbal exchanges between adult and child.	<b>LC 7-6 Learns Conversation Structure</b> <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
SL.PK.2. Demonstrate the ability to recall information for short periods of time and retell, act out, or represent information from a familiar text read aloud, a recording, or a video (e.g., watch a video about birds and their habitats and make drawings or constructions of birds and their nests).	<b>ATL 1-2 Develops Memory</b> <u>Pre-K:</u> Recalls part or all of a story, including characters and main events
SL.PK.3. With modeling and guidance, ask and answer questions in order to seek help, get information, or clarify something which is not understood.	<b>LC 7-2 Develops Expressive Communication</b> <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
<b>Presentation of Knowledge &amp; Ideas</b>	
SL.PK.4. Actively participate in conversations to tell or talk about familiar people, places, things and events, and with prompting and support, add additional details that help enrich and extend the conversation.	<b>LC 7-2 Develops Expressive Communication</b> <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

SL.PK.5. Create representations and extensions of experiences or stories (e.g., drawings, dramatic play, construction with blocks, clay or other materials) and discuss them with others.	<b>CCA 21-4 Participates in Dramatic Play</b> <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
SL.PK.6. Speak clearly and audibly to express thoughts, feelings, and ideas.	<b>LC 7-5 Expands Grammar and Pronunciation</b> <u>Pre-K:</u> Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
SL.PK.6a. English Learner students use home language as well as English language through prompting and support.	<b>LC 7-1 Develops Receptive Communication</b> <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations
	<b>LC 7-2 Develops Expressive Communication</b> <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
<b>Language</b>	
<b>Conventions of Standard English</b>	
L.PK.1. Through adult modeling, guidance and support, use complete sentences to express a thought or idea.	<b>LC 7-2 Develops Expressive Communication</b> <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
L.PK.1a. With modeling and support print some upper- and lower-case letters (letters may not be of conventional size or shape).	<b>LKS 9-1 Develops Emergent Writing</b> <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
L.PK.1b. With modeling and support, use frequently occurring (often theme-based) vocabulary words.	<b>LC 7-4 Expands Vocabulary</b> <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)
L.PK.1c. With modeling and support, use the plural form of regular nouns in oral communication.	<b>LC 7-5 Expands Grammar and Pronunciation</b> <u>Pre-K:</u> Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
L.PK.1e. Appropriately use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	<b>LC 7-5 Expands Grammar and Pronunciation</b> <u>Pre-K:</u> Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
L.PK.1f. With scaffolding and specific feedback from adults, participate in shared language activities and use increasingly complex and varied spoken vocabulary.	<b>LC 7-4 Expands Vocabulary</b> <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)

L.PK.2. Use some letters to represent ideas and inconsistently use conventions of standard English capitalization and punctuation.	<b>LC 7-5 Expands Grammar and Pronunciation</b> <u>Pre-K:</u> Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
L.PK.2a. Show awareness of the difference between upper- and lower-case letters.	<b>LKS 8-2 Develops Alphabetic Knowledge</b> <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
L.PK.2b. (Begins in Kindergarten)	
L.PK.2c. Show awareness of conventional letter-sound relationships through use of invented spelling in writing.	<b>LC 7-3 Develops Phonemic Awareness</b> <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)
L.PK.2d. With modeling and support, demonstrate awareness of sounds in words by identifying initial letter of familiar words.	<b>LC 7-3 Develops Phonemic Awareness</b> <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>Knowledge of Language</b>	
L.PK.3. (Begins in grade 2)	
<b>Vocabulary Acquisition and Use</b>	
L.PK.4. With guidance and support, ask or answer questions about the meaning of new and unfamiliar words and phrases introduced through current themes and related books, activities, and play.	<b>LC 7-4 Expands Vocabulary</b> <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)
L.PK.4a. Recognize that some words have more than one meaning as used in a conversation or as found in a book (i.e., bank, a place to keep money, and bank the edge of a river).	<b>LC 7-4 Expands Vocabulary</b> <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)
L.PK.4b. (Begins in Kindergarten)	
L.PK.5. With guidance and support, explore the meaning of unfamiliar words found from themes, books and conversations and incorporate them into everyday vocabulary.	<b>LC 7-4 Expands Vocabulary</b> <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)
L.PK.5a. Sort familiar objects into categories and identify the “common” factor of the group (e.g. Identify reason {common factor} for grouping objects; categorize animals by those who fly or walk; group cars by color or number of doors).	<b>CS 13-2 Classifies or Sorts Objects</b> <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
L.PK.5b. Demonstrate understanding of the most frequently occurring	<b>LC 7-4 Expands Vocabulary</b>

adjectives and opposites (e.g., more/less, empty/full, happy/sad, stressed/relaxed).	<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)
L.PK.5c. Make meaningful connection between words learned to describe similar objects found in different settings (e.g., cubby/closet, desk/table and cot/bed).	<b>LC 7-4 Expands Vocabulary</b> <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)
L.PK.5d. With guidance and support, describe and demonstrate the different meaning of similar verbs used in daily conversations and across activities (e.g., talk/ chat, whisper/yell).	<b>LC 7-4 Expands Vocabulary</b> <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)
L.PK.6. Frequently use the vocabulary words and phrases acquired through conversations and listening to books read aloud.	<b>LC 7-4 Expands Vocabulary</b> <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>Mathematics</b>	
<b>Counting and Cardinality</b>	
Know number names and the count sequence	
PK.CC.1. Listen to and say the names of numbers in many contexts.	<b>CM 10-1 Begins Counting</b> <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
PK.CC.2. Verbally count forward in sequence from 1–30.	<b>CM 10-1 Begins Counting</b> <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
PK.CC.3. Understand the relationships between numerals, names of numbers and quantities up to 10 (includes subitizing—the ability to look at a quantity and say the quantity [1-4] quickly, just by looking).	<b>CM 10-2 Builds and Observes Sets</b> <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
Count to tell the number of objects	
PK.CC.4. Understand the relationship between numbers and quantities with concrete objects up to 10.	<b>CM 10-1 Begins Counting</b> <u>3-Year Old</u> : Counts by rote to 10; counts sets of objects up to 10; may be able to count into the teens; understands and uses 1-1 correspondence

PK.CC.4a. Use one-to-one correspondence to accurately count up to 10 objects in a scattered configuration.	<b>CM 10-1 Begins Counting</b> <u>3-Year Old:</u> Counts by rote to 10; counts sets of objects up to 10; may be able to count into the teens; understands and uses 1-1 correspondence <u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10
PK.CC.4b. Understand that the last number name said tells the number of objects counted, up to ten.	<b>CM 10-3 Learns Addition, Subtraction and Division</b> <u>3-Year Old:</u> When counting objects, understands that the last number counted represents the total
PK.CC.4c. (Begins in Kindergarten or when individual child is ready)	
PK.CC.5. With guidance and support count to answer “how many?” questions about as many as 10 things arranged in a line or as many as 5 things in a scattered configuration; given a number from 1-10, count out that many objects.	<b>CM 10-3 Learns Addition, Subtraction and Division</b> <u>3-Year Old:</u> When counting objects, understands that the last number counted represents the total
<b>Compare Numbers</b>	
PK.CC.6. Use comparative language, such as more/less than or equal to, to compare and describe collections of objects by matching.	<b>CM 10-2 Builds and Observes Sets</b> <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
PK.CC.7. (Begins in Kindergarten or when individual child is ready)	
<b>Operations and Algebraic Thinking</b>	
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from	
PK.OA.1. Represent real-world addition (putting together), and subtraction (taking from) problems up through five with concrete objects or by acting out situations.	<b>CM 10-3 Learns Addition, Subtraction and Division</b> <u>Pre-K:</u> Can add “1” to a set of objects and know that it is 1 more; can subtract 1 from a set of objects and know that it is 1 less; can split a set of objects equally to divide by 2
PK.OA.2. Solve addition and subtraction problems using objects for problems up through five.	<b>CM 10-3 Learns Addition, Subtraction and Division</b> <u>Pre-K:</u> Can add “1” to a set of objects and know that it is 1 more; can subtract 1 from a set of objects and know that it is 1 less; can split a set of objects equally to divide by 2
PK.OA.3. Compose and decompose numbers to five by using objects or drawings (may be an extension activity after reading a book).	<b>CM 10-3 Learns Addition, Subtraction and Division</b> <u>Pre-K:</u> Can add “1” to a set of objects and know that it is 1 more; can subtract 1 from a set of objects and know that it is 1 less; can split a set of objects equally to divide by 2
PK.OA.4. (Begins in Kindergarten or when individual child is ready)	

PK.OA.5. (Begins in Kindergarten or when individual child is ready)	
Number and Operations in Base Ten (Begins in Kindergarten)	
Measurements and Data	
Describe and compare measurable attributes	
PK.MD.1. Recognize the attributes of length, (how long, tall, short), area (how much it covers), weight (how heavy or light), and volume or capacity (how much it holds) of everyday objects using appropriate vocabulary.	<b>CM 11-1 Learns Measurement and Quantities</b> <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
PK.MD.2. Explore the concept of measurement to compare the attributes of two or more concrete objects and use words to define attributes of the objects (i.e. heavier/lighter, longer/shorter, covers more/covers less, holds more/holds less).	<b>CM 11-1 Learns Measurement and Quantities</b> <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
Classify objects and count the number of objects in each category	
PK.MD.3. Sort, categorize, and classify objects by more than one attribute.	<b>CS 13-2 Classifies or Sorts Objects</b> <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
Geometry	
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)	
PK.G.1. Identify relative positions of objects in space, and use appropriate language (e.g., beside, inside, next to, close to, above, below, apart).	<b>CM 12-2 Develops Spatial Awareness</b> <u>Pre-K:</u> Uses location words (in, on, under, etc.); uses standard or nonstandard units of measurement to determine length, height, capacity etc. of object(s); compares length, height, capacity of a container, such as how many scoops are needed to fill a bucket
PK.G.2. Identify several basic shapes.	<b>CM 12-1 Learns Shapes &amp; Sizes</b> <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
PK.G.3. With guidance and support, explore the attributes of two- and three- dimensional shapes.	<b>CM 12-1 Learns Shapes &amp; Sizes</b> <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
Analyze, compare, create, and compose shapes	

PK.G.4. With guidance and support, compare and contrast the attributes of two- and three- dimensional shapes of different sizes and orientations, identifying shapes that are ___ and shapes that are not_____.	<b>CM 12-1 Learns Shapes &amp; Sizes</b> <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
PK.G.5. Identify shapes in the real world environment.	<b>CM 12-1 Learns Shapes &amp; Sizes</b> <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
PK.G.6. With guidance and support, create and name new shapes formed when putting two shapes together (i.e. two right triangles of the same size put together would make a rectangle).	<b>CM 12-1 Learns Shapes &amp; Sizes</b> <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry

<b>Science</b>	
Scientific Thinking: Ask questions & make predictions based on observations through active engagement with materials	
S.PK.1. Use senses to gather, explore, and interpret information.	<b>CS 13-1 Explores Objects</b> <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
S.PK.2. Make predictions based on background knowledge, previous scientific exploration, and observations of objects and events in the world.	<b>CS 14-2 Makes Predictions</b> <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?)
S.PK.3. Record and organize data using graphs, charts, science journals, etc. to communicate conclusions regarding experiments and explorations.	<b>CS 14-4 Draws Conclusions and Sorts Results</b> <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
<b>Tools &amp; Technology</b>	
S.PK.4. Use simple tools for investigation of the home, classroom and other familiar places.	<b>CS 13-1 Explores Objects</b> <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses
	<b>CS 13-3 Learns Using Technology</b> <u>Pre-K:</u> May be learning how to play educational games using a computer and keyboard or tablet

Earth & Space: Observe and describe characteristics of earth and space	
S.PK.5. Investigate and identify a variety of earth materials by their observable properties (e.g., soil, rocks, minerals).	<b>CS 15-1 Explores the Natural Environment</b> <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
S.PK.6. Make simple observations of the characteristics and movements of the sun, moon, stars, and clouds.	<b>CS 15-1 Explores the Natural Environment</b> <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
S.PK.7. Observe and discuss changes in weather and seasons using common weather related vocabulary.	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <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
Living Things: Observe and describe characteristics of living things	
S.PK.8. Describe and identify the similarities, categories, and different structures of familiar plants and animals (Plants have roots, stems, leaves; animals have eyes, mouths, ears).	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <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
S.PK.9. Observe, describe and compare the habitats of plants and animals.	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <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
Physical Properties: Acquire knowledge about the physical properties of the world	
S.PK.10. Describe and categorize objects based on their observable properties.	<b>CS 13-2 Classifies or Sorts Objects</b> <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
S.PK.11. Demonstrate an awareness of changes that occur in their environment (e.g., freezing/melting, color mixing).	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <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
S.PK.12. Observe, predict and describe how objects move and use common motion related vocabulary (e.g., straight, fast/slow, zigzag, up/down).	<b>CS 13-1 Explores Objects</b> <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses

<b>Social Studies</b>	
History	
SS.PK.1. Develop an understanding of how people and things change over time.	<b>SS 16-2 Understands Time</b> <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
SS.PK.2. Demonstrate awareness of different cultures through exploration of customs and traditions, past and present.	<b>SS 16-1 Explores Cultures</b> <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work
SS.PK.3. Demonstrate an interest in current events which relate to family, culture, and community.	<b>SS 16-1 Explores Cultures</b> <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work
Civics, Citizenship, and Government	
SS.PK.4. Recognize that all children and adults have roles, rights, and responsibilities at home, school, in the classroom and in the community.	<b>SS 16-5 Learns about Government and Economics</b> <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
SS.PK.5. Participate in the community or group life of the class (e.g., making and following rules, doing classroom jobs, expressing concern for others, participating in decision making processes).	<b>SS 16-4 Learns about Community Roles and Jobs</b> <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
Economics	
SS.PK.6. Demonstrate an understanding that money is needed in exchange for some goods and services.	<b>SS 16-5 Learns about Government and Economics</b> <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
SS.PK.7. Recognize that goods and services may be purchased using different forms of payment (e.g., coins, paper money, checks, electronic payments, credit cards).	<b>SS 16-5 Learns about Government and Economics</b> <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
Career Development	
SS.PK.8. Develop awareness about a wide variety of careers and work environments.	<b>SS 16-4 Learns about Community Roles and Jobs</b> <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

<b>Creative Arts</b>	
Visual Arts: Express self and represent what he/she knows, thinks, believes, and feels through visual arts	
CA.PK.1. Experiment with a variety of mediums and art materials for tactile experience and exploration.	<b>CCA 21-1 Explores Art Media</b> <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
CA.PK.2. Create artistic works with intent and purpose using varying tools, texture, color, and technique.	<b>CCA 21-1 Explores Art Media</b> <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
CA.PK.3. Respond and react to visual arts created by self and others.	<b>CCA 21-1 Explores Art Media</b> <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>Music: Express self by engaging in musical activities</b>	
CA.PK.4. Engage in music activities having different moods, tempos, and rhythms by listening, singing or performing.	<b>CCA 21-2 Explores Music</b> <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
CA.PK.5. Create sounds using voice, traditional instruments and/or non-traditional instruments.	<b>CCA 21-2 Explores Music</b> <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
<b>Creative Movement &amp; Dance</b>	
CA.PK.6. Express feelings of what is felt and heard through dance or creative movement.	<b>CCA 21-3 Explores Movement and Dance</b> <u>Pre-K:</u> Begins to show individual expression in creative movement activities
CA.PK.7. Move in spontaneous and imaginative ways to music, songs, rhythm and silence (e.g., sway, twist, use of 'props').	<b>CCA 21-3 Explores Movement and Dance</b> <u>Pre-K:</u> Begins to show individual expression in creative movement activities
<b>Theatre / Dramatic Play</b>	
CA.PK.8. Participate in a variety of dramatic play activities (teacher guided or child initiated) to represent fantasy and real life experiences.	<b>CCA 21-4 Participates in Dramatic Play</b> <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
CA.PK.9. Respond and react to theatre and drama presentations.	<b>CCA 21-4 Participates in Dramatic Play</b> <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
<b>Cultural Differences</b>	
CA.PK.10. Participate in artistic activities (music and dance) representing different cultures.	<b>SS 16-1 Explores Cultures</b> <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work

<b>Physical Development and Health</b>	
Sensorimotor Use senses to assist & guide learning; using sensory information to plan & carry out movements	
PD.PK.1. Compare/contrast and describe different sights, smells, sounds, tastes, and textures found in the environment.	<b>CS 13-1 Explores Objects</b> <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
PD.PK.2. Demonstrate awareness of spatial boundaries and the ability to work and move within them.	<b>CM 12-2 Develops Spatial Awareness</b> <u>Pre-K:</u> Uses location words (in, on, under, etc.); uses standard or nonstandard units of measurement to determine length, height, capacity etc. of object(s); compares length, height, capacity of a container, such as how many scoops are needed to fill a bucket
Gross Motor: Demonstrate coordination and control of large muscles	
PD.PK.3. Develop body strength, balance, flexibility, and stamina to move self through space in a variety of ways (e.g., running, jumping, skipping).	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b> <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
PD.PK.4. Explore a variety of equipment and activities which enhance gross motor development and coordinate movements with upper and/or lower body (e.g., balls, slides, locomotive toys, and assistive technology).	<b>PMP 17-5 Develops Large Motor Coordination Skills</b> <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
Fine Motor: Demonstrate eye-hand coordination and dexterity needed to manipulate objects	
PD.PK.5. Experiment with handheld tools to develop strength, control, and dexterity of small muscles (e.g., paintbrushes, crayons, markers, and a variety of technological tools).	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness
PD.PK.6. Explore and engage in activities which enhance hand-eye coordination (e.g., building with blocks, creating with clay, putting puzzles together, and using other manipulatives).	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b> <u>Pre-K:</u> Works with fine motor manipulatives, such as jigsaw puzzles or beads; ties knots and loops; uses a keyboard

Personal Health & Safety: Physical Health & Well-Being	
PD.PK.7. Demonstrate personal care and hygiene skills.	<p><b>PMP 19-2 Develops Self-Care Skills</b></p> <p><u>Pre-K:</u> Knows to wash hands with soap before eating, after toileting, and after wiping nose; independently brushes teeth; shows preference for certain clothing and prefers to dress and undress self; able to zip, button, and snap; may be able to tie shoes</p>
PD.PK.8. Demonstrate awareness and understanding of healthy habits (e.g., sufficient rest, nutritious foods, exercise).	<p><b>PMP 20-1 Learns about Nutrition</b></p> <p><u>Pre-K:</u> Understands the difference between healthy and unhealthy food; eats a variety of nutritious foods; is willing to try foods with various tastes, colors, and textures</p>
PD.PK.9. Demonstrate awareness and understanding of safety rules.	<p><b>PMP 20-2 Learns Safety Rules</b></p> <p><u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands &amp; follows safety rules; follows teacher’s instructions</p>

**DISCLAIMER:**

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

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