

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:
**Washington State Early Learning and
Development Guidelines:
Birth through 3rd Grade**



Washington State Department of
Early Learning

References



Washington State Department of Early Learning. (2012). *Washington state early learning and development guidelines: birth through 3rd grade*. WA: Author. Retrieved from <https://del.wa.gov/sites/default/files/imported/publications/development/docs/guidelines.pdf>

Washington State Early Learning and Development Guidelines: Birth through 3rd Grade	Vine Assessments by LifeCubby
Young Infants Birth to 11 Months	Vine Indicators
1. About me and my family and culture	
Family and culture	
Young Infants develop trusting relationships with familiar adults	
Show preference for primary caregivers.	SED 5-1 Bonds with Adults
Smile at, make sounds, and move body to interact with caregivers. Smile, wave or laugh to respond to friendly adults.	SED 5-1 Bonds with Adults
Respond to caregiver's face, words and touch.	SED 5-1 Bonds with Adults
Cry to express or relieve self of a variety of feelings; cry may increase when caregiver listens and responds to child's need.	SED 3-1 Expresses Emotion
Feel safe releasing feelings (such as by crying, trembling, etc.) in the presence of a familiar adult.	SED 3-1 Expresses Emotion
Cry when caregiver is not in sight or cling to caregiver when strangers are nearby.	SED 5-1 Bonds with Adults
Self concept	
Respond with movement and/or sounds when someone speaks the child's name.	SED 4-1 Develops Awareness of Self
Explore own toes and fingers	SED 4-1 Develops Awareness of Self
Repeat an action to get more effect (such as wriggling in the crib to shake a mobile hanging above, smiling and cooing to get the caregiver to smile back).	CS 14-1 Solves Problems
Show pride (face "lights up") at own behavior.	SED 4-1 Develops Awareness of Self
Self management	
Young Infants efficiently release tension through babbling, crying, trembling, yawning and laughing.	
Cry, make sounds and move body to let caregiver know of the need for help, attention or comfort.	SED 3-1 Expresses Emotion

Respond by relaxing or crying harder when adult pays attention. Grow more confident when encouraged to release feelings.	SED 3-2 Manages Feelings & Demonstrates Self-Control
Use sounds, facial expressions, and body movements to connect with others and with objects in the environment.	SED 3-2 Manages Feelings & Demonstrates Self-Control
Hold caregiver's attention by babbling, looking at face, etc.	SED 3-2 Manages Feelings & Demonstrates Self-Control
Look away at times to control the timing of the interaction.	SED 3-2 Manages Feelings & Demonstrates Self-Control
Young Infants begin to calm their own feelings.	
Use adult to reassure self by cuddling, grasping adult's finger, etc.	SED 3-2 Manages Feelings & Demonstrates Self-Control
Comfort self by cooing, babbling, or by clutching, sucking or stroking a favorite blanket or other item.	SED 3-2 Manages Feelings & Demonstrates Self-Control
Young Infants use a trusted adult as a secure base from which to explore	
Move away from adult by rolling, scooting, etc.; look back at adult.	SED 5-1 Bonds with Adults
Look for caregiver's response in uncertain situations or when trying something new.	SED 5-1 Bonds with Adults
Wait briefly to touch or eat something in response to caregiver's direction.	SED 5-1 Bonds with Adults
Young Infants begin to notice routines	
Participate in repeated routines, such as lifting arms toward caregiver to be picked up.	ATL 2-1 Understands Routines
Learning about learning	
Young Infants observe and explore their surroundings	
Explore own body (such as reaching for toes); explore the face and body of caregivers (such as touching ears, hair, hands).	SED 4-1 Develops Awareness of Self
Show preference for certain toys and activities.	ATL 1-5 Shows Initiative
Show interest in exploring, feeling and looking at objects new to the child.	ATL 1-4 Is Curious
Use all senses to explore.	CS 13-1 Explores Objects

Begin to act bored (cry, fussy) if activity doesn't change.	ATL 1-4 Is Curious
Start interactions with familiar adults and children (such as by smiling or making sounds).	SED 5-1 Bonds with Adults SED 6-2 Bonds with Peers
Start to show the ability to briefly hold in mind a memory of people and things that are out of sight.	ATL 1-2 Develops Memory
2. Building relationships	
Interactions with adults	
Smile at adults.	SED 5-1 Bonds with Adults
Respond to contact with adults, and later, initiate, by using vocalization, facial expressions and body movement.	SED 5-1 Bonds with Adults
Enjoy playing with adults (shown by happy gestures, smiles, gurgles, etc.).	SED 5-1 Bonds with Adults
Interactions with children	
Smile at other children.	SED 6-2 Bonds with Peers
Initiate contact with other children with vocalizations, facial expressions and body movements.	SED 6-2 Bonds with Peers
Enjoy interacting with other children (shown by happy gestures, smiles, gurgles, etc.).	SED 6-2 Bonds with Peers
Social behavior	
Notice others' physical characteristics (such as by patting a sibling's hair).	SED 6-2 Bonds with Peers
Notice emotional expressions of adults and other children. Imitate facial expressions.	SED 6-1 Builds Empathy
Play social games.	SED 6-2 Bonds with Peers
3. Touching, seeing, hearing and moving around	
Using the large muscles (gross motor skills)	
Lift head; lift head and chest with weight on hands, when lying on stomach.	PMP 17-1 Develops Perception & Balance
Hold head upright and steady without support.	PMP 17-1 Develops Perception & Balance
When lying on back, bend at hips to lift feet, reach with hands and arms, move head side to side; begin to notice own hands.	PMP 17-1 Develops Perception & Balance

Roll from back to side, back to front and front to back with increasing control.	PMP 17-2 Develops Lower Body Strength
Move to explore (roll, crawl, scoot, creep).	PMP 17-2 Develops Lower Body Strength
Sit with support; and later, sit without support.	PMP 17-1 Develops Perception & Balance
Stand with support.	PMP 17-2 Develops Lower Body Strength
Using the small muscles (fine motor skills)	
Grasp caregiver's fingers.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Play with own hands by touching them together.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Reach for toys, objects and bottles with both hands.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Transfer toys or objects from hand to hand.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Reach, grasp and release objects.	PMP 18-2 Develops Fine Hand-Eye Coordination
Using the senses (sensorimotor skills)	
Turn toward sound and touch.	LC 7-1 Develops Receptive Communication
Focus eyes on near and far objects; recognize familiar people and things at a distance.	PMP 17-1 Develops Perception & Balance
Follow moving things with eyes.	PMP 17-1 Develops Perception & Balance
Explore things nearby with mouth and hands.	CS 13-1 Explores Objects
Actively play, exploring and interacting with what's nearby.	CS 13-1 Explores Objects
4. Growing up healthy	
Daily living skills (personal health and hygiene)	
Soothe self and fall asleep.	PMP 19-4 Develops Naptime Independence
Participate in dressing.	PMP 19-2 Develops Self-Care Skills
Nutrition and health	
Suck and swallow.	PMP 20-1 Learns about Nutrition
Connect breast or bottle with getting fed.	PMP 20-1 Learns about Nutrition
Help caregiver hold the bottle.	PMP 19-1 Develops Meal Time Independence
Chew and bite; eat finger foods	PMP 19-1 Develops Meal Time Independence
Safety	
Prefer caregiver over a stranger.	SED 5-1 Bonds with Adults
Stop/wait when caregiver says "no" or gives a nonverbal cue for alarm/danger.	PMP 20-2 Learns Safety Rules

5. Communicating (literacy)	
Speaking and listening (language development)	
Show interest in speech of others.	LC 7-1 Develops Receptive Communication
Cry, coo and make other sounds.	LC 7-2 Develops Expressive Communication
Cry in different ways depending on whether hungry, in pain or tired.	LC 7-2 Develops Expressive Communication
Imitate adult facial expressions.	LC 7-2 Develops Expressive Communication
Respond when the child's name is called.	LC 7-1 Develops Receptive Communication
Vocalize, squeal, laugh and gesture to communicate.	LC 7-2 Develops Expressive Communication
Babble, try to talk and copy sounds.	LC 7-2 Develops Expressive Communication
Begin to say consonant sounds, such as "m," "b."	LC 7-2 Develops Expressive Communication
Pay attention to what adult is looking at or pointing to.	LC 7-1 Develops Receptive Communication
Use a variety of sounds to express emotions.	LC 7-2 Develops Expressive Communication
Reach and point to communicate.	LC 7-2 Develops Expressive Communication
Follow simple requests.	LC 7-1 Develops Receptive Communication
Take turn in "conversation" or vocal play with adults.	LC 7-6 Learns Conversation Structure
Say first word.	LC 7-2 Develops Expressive Communication
Reading	
Imitate sounds of language.	LC 7-2 Develops Expressive Communication
Show awareness of the sounds of spoken words by focusing on the person speaking.	LC 7-1 Develops Receptive Communication
Explore books' physical features (such as by chewing on cloth books).	LKS 8-1 Develops Early Literacy
Focus attention for a short period of time when looking at books.	LKS 8-1 Develops Early Literacy
Begin to participate in stories, songs and fingerplays.	LC 7-3 Develops Phonemic Awareness
Writing	
Watch when someone writes or draws.	LKS 9-1 Develops Emergent Writing
6. Learning about my world	
Knowledge (cognition)	
Pay attention to sights and sounds.	ATL 1-1 Is Attentive
Look for dropped object.	ATL 1-2 Develops Memory
Gaze at and track an object with his/her eyes.	CS 13-1 Explores Objects

Act to trigger a pleasing sight, sound or motion, such as kicking at a mobile; repeat actions many times to cause a desired effect.	CS 13-1 Explores Objects
Show curiosity about things and try to get things that are out of reach.	ATL 1-4 Is Curious
Imitate sounds; imitate actions, such as clapping hands, pushing a toy.	SED 5-2 Learns from Adults
Search for a hidden object.	ATL 1-2 Develops Memory
Math	
Play with toys and things of different sizes and shapes.	CM 11-1 Learns Measurement and Quantities CM 12-1 Learns Shapes & Sizes
Anticipate “more” during routines.	CM 11-1 Learns Measurement and Quantities
Science	
Use the senses (mouthing, watching, grasping, reaching) to get information and explore what’s nearby.	CS 13-1 Explores Objects
Use more than one sense at a time, such as when looking at, feeling and shaking a rattle	CS 13-1 Explores Objects
Repeat behaviors to figure out cause and effect. For example, a toy released high always goes down (law of gravity).	CS 14-2 Makes Predictions
Enjoy filling containers and dumping them out.	CM 11-1 Learns Measurement and Quantities
Show interest in animals and pictures of animals.	CS 15-1 Explores the Natural Environment
Social Studies	
Show interest in people.	SS 16-1 Explores Cultures
Notice daily routines.	ATL 2-1 Understands Routines
Arts	
Gaze at pictures, photos and mirror images.	CCA 21-1 Explores Art Media
Show interest in sounds, tones, voices, music, colors and shapes.	CCA 21-2 Explores Music
Notice and move to music and/or rhythms.	CCA 21-3 Explores Movement and Dance

Older Infants 9 to 18 Months	Vine Indicators
1. About me and my family and culture	
Family and culture	
Older Infants develop trusting relationships with familiar adults	

Respond when someone speaks the child's name.	SED 4-1 Develops Awareness of Self
Seek out trusted caregiver(s) for comfort and support.	SED 5-1 Bonds with Adults
Demonstrate fear of unknown people and places.	SED 5-1 Bonds with Adults
Self concept	
Older Infants show their preferences	
Protest when does not want to do something; know what he or she likes to do.	ATL 1-5 Shows Initiative
Point to indicate what he or she wants.	ATL 1-5 Shows Initiative
Choose things to play with.	ATL 1-5 Shows Initiative
Try to do things on own. Show joy when completing a simple task.	SED 4-2 Becomes Confident
Self management	
Older Infants use trusted adult as a secure base from which to explore	
Look for caregiver's response in uncertain situations or when trying something new. Test caregiver's response, such as reaching for a forbidden object, then looking to see how caregiver responds.	SED 5-1 Bonds with Adults
Move away from caregiver to explore environment; may do so repeatedly.	ATL 1-5 Shows Initiative
Pay attention to an object a caregiver is looking at or talking about.	SED 5-2 Learns from Adults
Make an effort at times to reengage a caregiver's attention if he or she is distracted.	SED 5-1 Bonds with Adults
Older Infants begin to participate in repeated routines	
Participate in repeated routines, such as lifting arms toward caregiver to be picked up.	ATL 2-1 Understands Routines
Follow some rules and routines, and simple directions	ATL 2-1 Understands Routines ATL 2-2 Shows Responsibility
Older infants continue to express emotions	
Either relax or cry harder when adult pays attention. Grow more confident when encouraged to release strong feelings.	SED 3-1 Expresses Emotion

Express and respond to a variety of emotions.	SED 3-1 Expresses Emotion
Learning to learn	
Use all senses and a variety of motions to explore.	CS 13-1 Explores Objects
Learn through play and interaction with others.	SED 6-2 Bonds with Peers
Try different approaches to reaching a desired object or achieving a goal.	ATL 1-6 Thinks with Creativity & Flexibility
Make creative use of items, such as turning a bucket upside down to be the base for a tower.	ATL 1-6 Thinks with Creativity & Flexibility
Actively play games with caregivers that involve repetition, such as peek-a-boo; anticipate own turn.	SED 5-2 Learns from Adults
Experiment to see if objects have the same effects, such as shaking a stuffed animal to see if it makes a noise like a rattle.	CS 13-1 Explores Objects
Apply something already learned to something new, such as banging on a drum to make a sound, then banging on a bucket.	ATL 1-6 Thinks with Creativity & Flexibility
Repeat a simple activity until successful.	ATL 1-3 Is Persistent
Say focused on an activity for a sustained period of time.	ATL 1-1 Is Attentive
Begin to be able to hold information in mind (such as the location of a hidden object) and keep track of simple changes (track the movement of a hidden object).	ATL 1-2 Develops Memory
2. Building relationships	
Interactions with adults	
Enjoy playing with adults.	SED 5-1 Bonds with Adults
Follow adult's pointing or gaze to share the same activity or topic.	SED 5-2 Learns from Adults
Initiate interactions by smiling, with vocalizations or gestures.	SED 5-1 Bonds with Adults
Interactions with peers	
Respond to others' smiles and emotions. React when someone is crying or upset.	SED 6-1 Builds Empathy
Show interest in other children by watching and trying to imitate them	SED 6-2 Bonds with Peers

(such as following an older sibling around).	
Recognize other children, their names and their family members.	SED 6-2 Bonds with Peers
Social behavior	
Laugh when others laugh.	SED 6-1 Builds Empathy
Interact with children; notice similarities and differences.	SED 6-2 Bonds with Peers
Take turns in social games.	SED 6-3 Cooperates with Peers
Problem solving, conflict resolution	
Accept adults stepping in when there are disputes over toys and play	ATL 2-2 Shows Responsibility SED 6-3 Cooperates with Peers
3. Touching, seeing, hearing and moving around	
Using the large muscles (gross motor skills)	
Rock back and forth on hands and knees; creep or crawl.	PMP 17-1 Develops Perception & Balance
Pull self up to a stand, holding onto something or someone.	PMP 17-3 Develops Upper Body Strength
Walk holding onto furniture ("cruising").	PMP 17-2 Develops Lower Body Strength
Walk.	PMP 17-2 Develops Lower Body Strength
Climb.	PMP 17-5 Develops Large Motor Coordination Skills
Dance or move to music.	CCA 21-3 Explores Movement and Dance
Using the small muscles (fine motor skills)	
Use fingers and toes in play.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Manipulate balls and other toys. Enjoy using different ways to manipulate, such as pounding, tapping, etc.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Pick up things (such as cereal O's) between thumb and forefinger	PMP 18-2 Develops Fine Hand-Eye Coordination
Coordinate eye and hand movements, such as putting things into a box.	PMP 18-2 Develops Fine Hand-Eye Coordination
Using the senses (sensorimotor skills)	
Use sense of smell, touch, taste, sight and hearing to experience objects.	CS 13-1 Explores Objects
Enjoy exploring and responding to different textures, such as hard tabletops or soft cushions.	CS 13-1 Explores Objects

4. Growing up healthy	
Daily living skills (personal health and hygiene)	
Begin to be aware of own needs (cry when need changing, get blanket when tired, etc.).	PMP 19-2 Develops Self-Care Skills
Soothe self and fall asleep.	PMP 19-4 Develops Naptime Independence
Help with dressing, undressing and diapering.	PMP 19-2 Develops Self-Care Skills
Wash and dry hands, with help.	PMP 19-2 Develops Self-Care Skills
Nutrition and health	
Grasp and drink from a cup.	PMP 19-1 Develops Meal Time Independence
Feed self with a spoon.	PMP 19-1 Develops Meal Time Independence
Eat finger foods.	PMP 19-1 Develops Meal Time Independence
Eat a variety of nutritious foods.	PMP 20-1 Learns about Nutrition
Be able to control the speed of eating.	PMP 19-1 Develops Meal Time Independence
Safety	
Be able to tell who are his or her main caregivers and family, and who are strangers.	PMP 20-2 Learns Safety Rules
Be distracted from unsafe behavior with words (such as “no-no” or “stop”) or signals from adults.	PMP 20-2 Learns Safety Rules
Look to adults before initiating an unsafe behavior	PMP 20-2 Learns Safety Rules
5. Communicating (literacy)	
Speaking and listening (language development)	
Turn to the person speaking, and pay attention to what the speaker is looking at or pointing to.	LC 7-1 Develops Receptive Communication
Turn, stop or speak when name is called.	LC 7-1 Develops Receptive Communication
Respond appropriately to familiar words (such as clapping when caregiver says “Clap”).	LC 7-1 Develops Receptive Communication
Point to familiar persons and things in answer to the question “Where is _____?”	LC 7-1 Develops Receptive Communication
Use words, sounds and gestures to get attention, make requests, comment, greet.	LC 7-2 Develops Expressive Communication
Use consistent sounds to indicate a specific person or thing, such as saying “dada” for daddy.	LC 7-2 Develops Expressive Communication

Name familiar people, animals and objects	LC 7-4 Expands Vocabulary
Use eight to 20 understandable words in home language.	LC 7-4 Expands Vocabulary
Use single-word speech (such as saying “Up” to be picked up) and short, two-word sentences (“Me go.”).	LC 7-2 Develops Expressive Communication
If learning two languages, may not use words in the second language, but communicate with gestures and facial expressions.	LC 7-2 Develops Expressive Communication
Take part in simple conversations.	LC 7-6 Learns Conversation Structure
Enjoy following single-step directions. (“Bring me the ball”)	LC 7-1 Develops Receptive Communication
Reading	
Make the sounds of familiar words when read to.	LKS 8-1 Develops Early Literacy
Show awareness of the sounds of spoken words by focusing on the person speaking.	LKS 8-1 Develops Early Literacy
Point to pictures and words in book; have favorite books; increasingly able to handle books, with help; try to turn pages.	LKS 8-1 Develops Early Literacy
Bring a book to an adult to read aloud.	LKS 8-1 Develops Early Literacy
Focus attention for a short period of time when looking at books.	LKS 8-1 Develops Early Literacy
Participate in stories, songs, finger plays and rhymes.	LC 7-3 Develops Phonemic Awareness
Writing	
Scribble or make marks on paper without help.	LKS 9-1 Develops Emergent Writing
Grasp marker or crayon with fist and mark on paper in any location.	LKS 9-1 Develops Emergent Writing
6. Learning about my world	
Knowledge (cognition)	
Observe others’ activities. Then imitate their actions, gestures and sounds.	SED 5-2 Learns from Adults
Use imitation to make a desired effect, such as activating a toy, or obtaining an object.	CS 13-1 Explores Objects
Explore things in many ways, such a shaking, banging, poking and throwing.	CS 13-1 Explores Objects

Enjoy playing hiding games; locate an object that has been hidden from view.	ATL 1-2 Develops Memory
Use objects as intended, such as pushing buttons on a toy phone, or drinking from a cup.	CS 13-1 Explores Objects
Use objects as a means to an end, such as using a bucket to take toys from one place to another.	CS 14-1 Solves Problems
Seek caregiver's help by making sounds, words, facial expressions or gestures to obtain an object or start an activity.	SED 5-1 Bonds with Adults
Match similar objects.	CS 13-2 Classifies or Sorts Objects
Begin make-believe play and imitate the actions of others, such as rocking and feeding a baby doll.	CCA 21-4 Participates in Dramatic Play
Explore objects in nonconventional ways.	ATL 1-6 Thinks with Creativity & Flexibility
Math	
Understand the idea of "more" related to food or play. Use gestures to ask for more.	CM 11-1 Learns Measurement and Quantities
Imitate rote counting using some names of numbers.	CM 10-1 Begins Counting
Play with toys and objects of different size and shape.	CM 12-1 Learns Shapes & Sizes
Put things together, such as simple matching puzzles, nesting cups.	CM 12-1 Learns Shapes & Sizes
Follow simple directions that use words like "in," "on," "up" and "down."	CM 12-2 Develops Spatial Awareness
Science	
Take action to achieve a goal, such as fitting puzzle pieces together, or activating a toy.	CS 14-1 Solves Problems
Express surprise and delight to play outdoors and with natural elements, such as water, sand and mud.	CS 15-1 Explores the Natural Environment
Express excitement when seeing animals, birds and fish. Show interest in animals and representations of animals.	CS 15-1 Explores the Natural Environment
Notice the characteristics of natural things, such as leaves, or events, such as rain or wind.	CS 15-1 Explores the Natural Environment

Respond to caregiver's guidance on how to act appropriately toward and around living things.	CS 15-1 Explores the Natural Environment
Enjoy using or playing with technology objects, such as a wind-up toy.	CS 13-1 Explores Objects
Social Studies	
Be eager for regular daily activities.	ATL 2-1 Understands Routines
Recognize the start and end of an event (such as by clapping at the end of a song).	SS 16-2 Understands Time
Explore spaces, such as trying to fit into an open cardboard box.	CM 12-2 Develops Spatial Awareness
Recognize some familiar places, such as home, store, grandma's house.	SS 16-3 Explores Geography
Know where favorite toys or foods are kept.	ATL 1-2 Develops Memory
Know where the trash can and recycle bin are.	ATL 1-2 Develops Memory
Arts	
Try a variety of art materials, such as paint, crayons, markers, play dough, clay.	CCA 21-1 Explores Art Media
Try a variety of sound sources, such as rattles, bells, drums.	CCA 21-2 Explores Music
Show interest in sounds, tones, voices, music, colors and shapes.	CCA 21-2 Explores Music
Enjoy rhythms and movement.	CCA 21-3 Explores Movement and Dance

Toddlers 16 to 36 Months	Vine Indicators
1. About me and my family and culture	
Family and culture	
Have a relationship with caregivers or family other than the parents or main caregiver.	SED 5-1 Bonds with Adults
Show preference for familiar adults and peers.	SED 5-1 Bonds with Adults
Feel comfortable in a variety of places with familiar adults (such as at home, in the car, store or playground).	SED 5-1 Bonds with Adults
Express caution or fear toward unfamiliar people.	SED 5-1 Bonds with Adults

Recognize roles within the family.	SS 16-4 Learns about Community Roles and Jobs
Participate in family routines.	SED 4-1 Develops Awareness of Self
Enjoy stories, songs and poems about a variety of people and cultures.	SS 16-1 Explores Cultures
Self concept	
Separate from main caregiver when in familiar settings outside the home.	ATL 1-5 Shows Initiative
Recognize and call attention to self in a mirror or in photographs.	SED 4-1 Develops Awareness of Self
Show awareness of being seen by others (such as repeating an action when sees someone is watching).	SED 4-1 Develops Awareness of Self
Show self-confidence; try new things.	SED 4-2 Becomes Confident
Make choices (such as what clothes to wear) and have favorite books, toys and activities.	ATL 1-5 Shows Initiative
Take pride in showing completed projects (such as a drawing or stack of blocks) to caregiver.	SED 4-2 Becomes Confident
Name and express many emotions in self, familiar people, pets.	SED 3-1 Expresses Emotion
Seek the comfort of adults significant to him/her when in new or uncomfortable situations, or needing help, or feeling strong emotions.	SED 5-1 Bonds with Adults
Self management	
Remember and follow simple routines and rules some of the time.	ATL 2-1 Understands Routines ATL 2-2 Shows Responsibility
Direct others to follow simple rules and routines, even when he or she does not follow them.	ATL 2-2 Shows Responsibility
Have trouble learning new behavior when routines are changed.	ATL 1-6 Thinks with Creativity & Flexibility
Respond well to adult guidance, most of the time. Test limits and try to be independent.	ATL 2-2 Shows Responsibility
Stop an activity or avoid doing something if directed.	ATL 2-2 Shows Responsibility
Express strong feelings through tantrums.	SED 3-1 Expresses Emotion
Do things the child has been told not to do.	ATL 1-5 Shows Initiative
Show assertiveness, such as giving orders to others.	ATL 1-5 Shows Initiative

Show growing ability to remember past experiences and tell an adult about them, including information about simple emotions.	ATL 1-2 Develops Memory
Learning to learn	
Actively explore the environment.	ATL 1-4 Is Curious
Ask questions.	ATL 1-4 Is Curious
Try new ways of doing things. Experiment with the effect of own actions on objects and people.	ATL 1-6 Thinks with Creativity & Flexibility
Insist on some choices. Choose an activity and keep at it for longer periods of time.	ATL 1-3 Is Persistent
Want to do favorite activities over and over	ATL 1-5 Shows Initiative
Seek and accept help when encountering a problem.	CS 14-1 Solves Problems
Invent new ways to use everyday items.	ATL 1-6 Thinks with Creativity & Flexibility
Enjoy pretend play and creating things.	CCA 21-4 Participates in Dramatic Play
Change behavior based on something the child learned before.	ATL 1-6 Thinks with Creativity & Flexibility
2. Building relationships	
Interactions with adults	
Start interactions and play with adults.	SED 5-1 Bonds with Adults
Seek out attention from adults.	SED 5-1 Bonds with Adults
Enjoy turn-taking games with caregivers and may direct adult in his or her role.	SED 5-1 Bonds with Adults
Interactions with peers	
Play side-by-side with another child, at times.	SED 6-2 Bonds with Peers
Remember and use the names of familiar peers.	SED 6-2 Bonds with Peers
Start interacting with peers. Show interest in and call them by name. Recognize and want to be with playmates the child knows. Observe and imitate other children's play.	SED 6-2 Bonds with Peers
Begin to include other children in play, such as chase games.	SED 6-2 Bonds with Peers
Social behavior	

Be excited to see friends and familiar people. Have a preferred playmate.	SED 6-2 Bonds with Peers
Notice when someone familiar is absent ("Where is Simon?").	SED 6-2 Bonds with Peers
Notice when others are happy or sad and name emotions. ("Mia sad.")	SED 6-1 Builds Empathy
Notice that what the child likes might not be the same as what others like.	SED 6-3 Cooperates with Peers
Follow family routines, such as what the family does at dinner time.	ATL 2-1 Understands Routines
Be upset when family routines are not followed or change.	ATL 2-1 Understands Routines
Start to act appropriately as a member of various communities, such as family, classroom, neighborhood, faith community.	SED 6-3 Cooperates with Peers
Help with simple chores in the family or classroom community.	ATL 2-2 Shows Responsibility
Problem solving, conflict resolution	
Find it hard to wait for a turn. Use adult help to share and take turns.	SED 6-3 Cooperates with Peers
Respond appropriately (most of the time) when another child expresses wants, such as to look at a book with him or her.	SED 6-3 Cooperates with Peers
3. Touching, seeing, hearing and moving around	
Using the large muscles (gross motor skills)	
Walk and run well, or use a mobility device, if needed. Change speed and direction.	PMP 17-1 Develops Perception & Balance
Climb into and out of bed or onto a steady chair.	PMP 17-5 Develops Large Motor Coordination Skills
Jump up and down. Squat. Stand on tiptoe.	PMP 17-2 Develops Lower Body Strength
Pull toys while walking.	PMP 17-3 Develops Upper Body Strength
Walk up and down stairs one at a time.	PMP 17-5 Develops Large Motor Coordination Skills
Kick a ball that is not moving.	PMP 17-5 Develops Large Motor Coordination Skills
Throw a ball or beanbag. Catch a large, bounced ball against the body.	PMP 17-4 Develops Gross Hand-Eye Coordination
Enjoy being active. Join in active games, dance, outdoor play and other physical activity.	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times

Using the small muscles (fine motor skills)	
Reach, grasp and release with more control.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Use tools such as spoon, crayon, toy hammer.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Use fingers to paint, play with clay, line up blocks. Stack a few blocks.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Grasp small items with thumb and finger.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Nest up to five cups or other items.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Using the senses (sensorimotor skills)	
Dance or move to music and rhythms.	CCA 21-3 Explores Movement and Dance
Show eye-hand coordination—build with blocks, work simple puzzles, string large beads, put together and take apart items like pop beads.	PMP 18-2 Develops Fine Hand-Eye Coordination
Become aware of where the body is in relation to other things, such as walking around a table without bumping into it.	PMP 17-1 Develops Perception & Balance
4. Growing up healthy	
Daily living skills (personal health and hygiene)	
Want to take care of self.	PMP 19-2 Develops Self-Care Skills
Dress and undress completely (except for fasteners), with help.	PMP 19-2 Develops Self-Care Skills
Have sleeping routines, such as getting and arranging soft toys to take to bed.	PMP 19-4 Develops Naptime Independence
Sleep well. Wake up rested and ready to be active.	PMP 19-4 Develops Naptime Independence
Show interest in toilet training. Use the toilet by about age 3 years, with help.	PMP 19-3 Becomes Toilet Trained
Wash and dry hands, with only a little help needed.	PMP 19-2 Develops Self-Care Skills
Cooperate with tooth-brushing.	PMP 19-2 Develops Self-Care Skills
Nutrition and health	
Feed self with a spoon, without help.	PMP 19-1 Develops Meal Time Independence
Feed self a sandwich, taking bites.	PMP 19-1 Develops Meal Time Independence

Recognize and eat a variety of healthy foods. Choose among food options.	PMP 20-1 Learns about Nutrition
Name five or six of own body parts.	SED 4-1 Develops Awareness of Self LC 7-4 Expands Vocabulary
Safety	
Recognize safety rules, but not always follow them.	PMP 20-2 Learns Safety Rules
5. Communicating (literacy)	
Speaking and listening (language development)	
Respond appropriately to familiar words. Respond to directions that include verbs, such as run, jump, reach, open.	LC 7-1 Develops Receptive Communication
Touch correct body parts in songs or games where you identify parts of the body.	LC 7-4 Expands Vocabulary
Use more than 100 words. When learning more than one language, the child might not use words equally in both languages.	LC 7-4 Expands Vocabulary
Enjoy learning new words.	LC 7-4 Expands Vocabulary
Point to and name objects when told their use (“What do you drink with?”).	LC 7-4 Expands Vocabulary
Name items in a picture book, such as a cat or tree.	LC 7-4 Expands Vocabulary
Use mostly one- and two-syllable words, with some three-syllable words.	LC 7-2 Develops Expressive Communication
Use three- or four-word sentences with a noun and verb.	LC 7-2 Develops Expressive Communication
Use negatives (“I don’t want it”).	LC 7-2 Develops Expressive Communication
Use adjectives in phrases (such as a big bag, or a green hat).	LC 7-2 Develops Expressive Communication
Ask and answer simple questions, as appropriate for the culture.	LC 7-2 Develops Expressive Communication
Speak clearly enough in home language to be understood most of the time.	LC 7-5 Expands Grammar and Pronunciation
Begin to follow grammatical rules, though not always correctly.	LC 7-5 Expands Grammar and Pronunciation
Change tone to communicate meaning.	LC 7-5 Expands Grammar and Pronunciation
Recount an event, with help. Communicate about recent activities.	LC 7-2 Develops Expressive Communication

Remember and follow simple directions in home language and attempt to make sense of directions that include gestures (such as the gesture for “come here”) in a second language.	LC 7-1 Develops Receptive Communication
Follow two-step directions with complex sentence structure (noun + verb + adverb, such as “Put the toys away quickly”). Struggle if too many directions are given at once.	LC 7-1 Develops Receptive Communication
Take turns in longer conversations.	LC 7-6 Learns Conversation Structure
Use gestures or phrases to show respect for others, though need adult prompts sometimes.	LC 7-6 Learns Conversation Structure
Enjoy making animal sounds to represent familiar animals.	LC 7-2 Develops Expressive Communication
Reading	
Enjoy reciting phrases from familiar rhymes, stories and fingerplays. Say the last word of a familiar rhyme to complete it.	LC 7-3 Develops Phonemic Awareness
Join in rhyming games and songs with other children.	LC 7-3 Develops Phonemic Awareness
Sing songs with or recite letters of the alphabet.	LKS 8-2 Develops Alphabetic Knowledge
Begin to understand that print represents words (for example, pretend to read text).	LKS 8-3 Develops Emergent Reading
Know the right side up of a book. Turn pages, usually one at a time. Imitate reading by turning pages, remembering and telling the story.	LKS 8-1 Develops Early Literacy
Notice both words and pictures on a page. Describe the action in pictures.	LKS 8-1 Develops Early Literacy
Recite familiar words in a book when read to.	LKS 8-1 Develops Early Literacy
Recall characters or actions from familiar stories.	ATL 1-2 Develops Memory
Anticipate what comes next in known stories.	CS 14-2 Makes Predictions
Recognize print in the neighborhood (such as stop signs, signs on buildings, etc.).	LKS 8-3 Develops Emergent Reading

Ask to be read to, or for storytelling. Request a favorite book or story many times.	LKS 8-1 Develops Early Literacy
Writing	
Label pictures using scribble writing or ask an adult to label the pictures.	LKS 9-1 Develops Emergent Writing
Use symbols or pictures to represent oral language and ideas.	LKS 9-1 Develops Emergent Writing
Scribble and make marks on paper, and tell others what the scribble means.	LKS 9-1 Develops Emergent Writing
Draw horizontal and vertical lines.	LKS 9-1 Develops Emergent Writing
Use a variety of writing tools (pencil, marker, paint brush).	LKS 9-1 Develops Emergent Writing
6. Learning about my world	
Knowledge (cognition)	
Experiment with the effect of own actions on things and people.	CS 14-2 Makes Predictions
Know that playing with certain desirable or forbidden things will get adults' attention.	CS 14-2 Makes Predictions
Make choices, such as which toy to play with.	ATL 1-5 Shows Initiative
Take action based on past experience. For example, if the caregiver blows on hot food before eating it, child will blow on food at the next meal.	ATL 1-2 Develops Memory
Connect objects with actions (such as a broom for sweeping).	CS 13-1 Explores Objects
Repeat an action over and over until successful, such as stacking blocks until they no longer fall down.	ATL 1-3 Is Persistent
Explore and use trial and error to solve problems.	CS 14-1 Solves Problems
Imitate how others solve problems.	CS 14-1 Solves Problems
Ask for help when needed.	CS 14-1 Solves Problems
Show recall of people and events, such as by clapping hands when told that a favorite person will visit.	ATL 1-2 Develops Memory
Recall and follow the order of routines, such as washing and drying hands before eating.	ATL 2-1 Understands Routines
Play make-believe with props, such as dolls or stuffed animals.	CCA 21-4 Participates in Dramatic Play

React to puppets as if they are real and not operated by an adult or another child.	ATL 1-6 Thinks with Creativity & Flexibility
Math	
Count to at least 10 from memory.	CM 10-1 Begins Counting
Begin counting small groups of items (up to five).	CM 10-2 Builds and Observes Sets
Understand the concepts of “one” and “two,” such as by following directions to take one cracker.	CM 11-1 Learns Measurement and Quantities
Recognize and name a few numerals.	CM 10-4 Reads and Writes Numbers
Identify quantity and comparisons, such as all, some, none. Use comparison words correctly, such as bigger and smaller, more and less.	CM 11-1 Learns Measurement and Quantities
Explore measuring tools, such as measuring cups, or a ruler.	CM 11-1 Learns Measurement and Quantities
Match simple flat shapes (circles, squares, triangles).	CM 12-1 Learns Shapes & Sizes
Identify two geometric shapes, such as a circle and a square.	CM 12-1 Learns Shapes & Sizes
Follow simple directions for position, such as up, down, in, on.	CM 12-2 Develops Spatial Awareness
Science	
Look at and handle things to identify what’s the same and what’s different about them.	CS 13-1 Explores Objects
Explore nature using the senses, such as looking at and feeling different leaves.	CS 15-1 Explores the Natural Environment
Ask simple questions about the natural world (“Where did the rainbow go?”).	CS 15-1 Explores the Natural Environment
Show interest in animals and other living things. Begin to label them by name and to identify traits (such as the sound a cow makes).	CS 15-1 Explores the Natural Environment
Enact animals’ activities (such as eating, sleeping) in pretend play. Move toy animals to mimic animals in the wild.	CS 15-1 Explores the Natural Environment
Explore the parts of living things, such as the petals on a flower.	CS 15-1 Explores the Natural Environment
Engage with plants and animals in a respectful way, without adult	CS 15-1 Explores the Natural Environment

prompting. Express concern if an animal is injured or sick. Comment on what it takes to make things grow (“That plant needs water”).	
Identify weather, such as sun, rain, snow.	CS 15-1 Explores the Natural Environment
Know that people and animals can live in different kinds of places, such as fish living in the water.	CS 15-1 Explores the Natural Environment
Social Studies	
Eager for recurring events (“After lunch, I will hear a story”).	SS 16-2 Understands Time
Connect new experiences to past experiences.	SS 16-2 Understands Time
Experiment with physical relationships, such as on/under, inside/ outside.	CM 12-2 Develops Spatial Awareness
Help with home and class routines that keep things clean.	ATL 2-2 Shows Responsibility
Understand roles of various people in the community.	SS 16-4 Learns about Community Roles and Jobs
Arts	
Use a variety of materials to express self, such as paint, crayons and musical instruments.	CCA 21-4 Participates in Dramatic Play
Sing and make up simple songs and/or music with instruments.	CCA 21-2 Explores Music
Explore various ways of moving the body with and without music.	CCA 21-3 Explores Movement and Dance
Imitate movement after watching others perform games or dance.	CCA 21-3 Explores Movement and Dance
Act out familiar stories or events.	CCA 21-4 Participates in Dramatic Play

Ages 3 to 4 Years	Vine Indicators
1. About me and my family and culture	
Family and culture	
Remember the people who are important in the child’s life.	SED 5-1 Bonds with Adults
Name most family members, including extended family.	SED 5-1 Bonds with Adults
Recognize the importance of cultural celebrations and traditions.	SS 16-1 Explores Cultures
Show or talk about objects from family or culture.	SED 4-1 Develops Awareness of Self

Self concept	
Proud to say own first and last name.	SED 4-1 Develops Awareness of Self
Know self as a part of the family, spiritual group, culture, community, and/or other group to which the family belongs.	SED 4-1 Develops Awareness of Self
Notice self as an important person to family and friends.	SED 4-2 Becomes Confident
Self management	
Show personal likes and dislikes.	SED 4-1 Develops Awareness of Self
Identify favorite and familiar activities.	SED 4-1 Develops Awareness of Self
Find it hard to cooperate when tense, hungry, scared, sad, angry, etc., resulting in behavior that is hurtful, harmful or withdrawn.	SED 3-2 Manages Feelings & Demonstrates Self-Control
Release or redirect emotional tensions—cry, laugh, tremble, yawn, sing, jump, walk—becoming more relaxed and cooperative afterward.	SED 3-1 Expresses Emotion
Remember and cooperate in daily routines, such as getting into a car seat, and in changes from one activity to another, with occasional reminders.	ATL 2-1 Understands Routines
Manage changes in routines and learn new behaviors with a little practice.	ATL 1-6 Thinks with Creativity & Flexibility
Identify simple rules and expect others to follow them.	ATL 2-2 Shows Responsibility
Predict what comes next in the day, when there is a consistent schedule.	ATL 2-2 Shows Responsibility
Express delight in own abilities. (“I did it myself!”)	SED 4-2 Becomes Confident
Be able to identify when something is hard to do.	SED 3-2 Manages Feelings & Demonstrates Self-Control
Sometimes turn down a treat now if a better treat will be available later.	SED 3-2 Manages Feelings & Demonstrates Self-Control
Learning to learn	
Copy adults and playmates.	SED 5-2 Learns from Adults
Enjoy creating own play activities.	ATL 1-5 Shows Initiative
Explore objects new to the child while playing.	CS 13-1 Explores Objects
Become engrossed in an activity and ignore distractions briefly	ATL 1-1 Is Attentive
Imitate real-life roles/experiences in simple role plays.	CCA 21-4 Participates in Dramatic Play

Develop own thought processes and ways to figure things out.	ATL 1-6 Thinks with Creativity & Flexibility
Identify questions and puzzles, and have ideas about ways to figure them out. Try some of these ideas.	CS 14-1 Solves Problems
Recognize when making a mistake and sometimes adjust behavior to correct it.	ATL 1-6 Thinks with Creativity & Flexibility
2. Building relationships	
Interactions with adults	
Separate from important adults, sometimes relying on another adult to feel safe. Release tensions through laughter, tears, trembling, talking, or yawning.	SED 5-1 Bonds with Adults
Initiate interactions and engage in play with adults.	SED 5-1 Bonds with Adults
Show affection for important adults.	SED 5-1 Bonds with Adults
Interactions with peers	
Engage in play with other children. Join in group activities.	SED 6-2 Bonds with Peers
Initiate play with friends, siblings, cousins and/or others.	SED 6-2 Bonds with Peers
Share and take turns with other children.	SED 6-3 Cooperates with Peers
Show affection or closeness with peers.	SED 6-2 Bonds with Peers
Make decisions with other children, with adult help.	SED 6-3 Cooperates with Peers
Social behaviors	
Respond to directions from adults about putting items away or being careful with them.	ATL 2-2 Shows Responsibility
Begin to remember and follow multistep directions.	LC 7-1 Develops Receptive Communication
Notice where things belong and help put them away (such as toys, putting own dishes in the wash basin).	ATL 2-2 Shows Responsibility
Work with others as part of a team.	SED 6-3 Cooperates with Peers
Explore, practice and understand social roles through play. Adopt a variety of roles and feelings during pretend play.	CCA 21-4 Participates in Dramatic Play
Plan play by identifying different roles needed and who will fill these roles.	CCA 21-4 Participates in Dramatic Play

Consider changing roles to fit the interests of children playing.	
Tell stories and give other children the chance to tell theirs.	SED 6-3 Cooperates with Peers
Sing, drum and/or dance with others.	CCA 21-3 Explores Movement and Dance
React to peers' feelings (empathy).	SED 6-1 Builds Empathy
Problem solving, conflict resolution	
Accept/reach out to children who are different.	SED 6-2 Bonds with Peers
Identify ways to change behavior to respond to another's desires or needs. Remember and follow through on the agreement without further reminders, some of the time.	SED 6-3 Cooperates with Peers
Wait for a turn.	SED 6-3 Cooperates with Peers
3. Touching, seeing, hearing and moving around	
Using the large muscles (gross motor skills)	
Further develop movement skills using the whole body, such as walking, jumping, running, throwing and climbing. A child in a wheelchair might start and stop the chair, and hold the body upright.	PMP 17-5 Develops Large Motor Coordination Skills
Use both hands to grasp an object, such as catching a large ball.	PMP 17-4 Develops Gross Hand-Eye Coordination
Balance briefly on one leg, such as for kicking a ball.	PMP 17-1 Develops Perception & Balance
Show coordination and balance, such as in walking along a line or a beam.	PMP 17-1 Develops Perception & Balance
Enjoy vigorous play with peers and/or adults.	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
Enjoy the challenge of trying new skills.	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
Using the small muscles (fine motor skills)	
Draw some shapes and lines using a crayon or pencil.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Work puzzles of three or four pieces.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Develop eye-hand coordination, such as in stringing large beads.	PMP 18-2 Develops Fine Hand-Eye Coordination
Button large buttons, zip and unzip clothing, and open and close other fasteners.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills

Persist some of the time in practicing skills that are difficult.	ATL 1-3 Is Persistent
Using the senses (sensorimotor skills)	
Move body to music or rhythm.	CCA 21-3 Explores Movement and Dance
Drum, sing, play musical instruments and listen to music from different cultures.	CCA 21-2 Explores Music
4. Growing up healthy	
Daily living skills (personal health and hygiene)	
Dress and undress with help. Take off coat and put it where it belongs.	PMP 19-2 Develops Self-Care Skills
Begin to take care of own toileting needs.	PMP 19-3 Becomes Toilet Trained
Wash hands and use a towel to dry them.	PMP 19-2 Develops Self-Care Skills
Nutrition and health	
Try different healthy foods from a variety of cultures.	PMP 20-1 Learns about Nutrition
Help to set and clear the table for meals. Self serve meal items.	PMP 19-1 Develops Meal Time Independence
Engage in a variety of active play and movement activities. Play outdoor games.	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
Safety	
Hold parent's/caregiver's hand when walking in public places.	PMP 20-2 Learns Safety Rules
Begin to learn safety rules for the child's daily activities.	PMP 20-2 Learns Safety Rules
5. Communicating (literacy)	
Speaking and listening (language development)	
Communicate with body language, facial expression, tone of voice and in words.	LC 7-2 Develops Expressive Communication
Say name, tribal or religious name if the child has one, age and sex.	SED 4-1 Develops Awareness of Self
Show preference for the home language.	LC 7-2 Develops Expressive Communication
Name most familiar things.	LC 7-4 Expands Vocabulary
Name one or more friends and relatives.	SED 6-2 Bonds with Peers
Ask the meaning of new words, then try using them.	LC 7-4 Expands Vocabulary

Speak so most people can understand.	LC 7-5 Expands Grammar and Pronunciation
Use words like “I,” “me,” “we,” and “you” and some plurals (such as cars, dogs).	LC 7-5 Expands Grammar and Pronunciation
Use multi-word sentences, phrases, and gestures to communicate needs, ideas, actions and feelings.	LC 7-2 Develops Expressive Communication
Respond to questions verbally or with gestures.	LC 7-2 Develops Expressive Communication
Ask questions for information or clarification.	LC 7-2 Develops Expressive Communication
Enjoy repeating rhyming words or word patterns in songs, poems or stories.	LC 7-3 Develops Phonemic Awareness
Show awareness of separate syllables in words by tapping or clapping for each syllable.	LC 7-3 Develops Phonemic Awareness
Remember and follow directions of one or two steps. Struggle to remember and follow complicated or multi-step directions.	LC 7-1 Develops Receptive Communication
Know three to seven words in tribal language (if the family has one) and use them regularly.	LC 7-4 Expands Vocabulary
Participate in conversations. Take turn in group conversations, and listen to others in group for a short period of time.	LC 7-6 Learns Conversation Structure
Recognize rising and falling intonations, and what these mean.	LC 7-1 Develops Receptive Communication
Reading	
Identify print on signs, etc., asking “What does that say?”	LKS 8-3 Develops Emergent Reading
Identify own name as a whole word.	LKS 8-3 Develops Emergent Reading
Match the beginning sounds of some words. Find objects in a picture that have the same beginning sound, with some adult help.	LC 7-3 Develops Phonemic Awareness
Decide whether two words rhyme.	LC 7-3 Develops Phonemic Awareness
Request a favorite book.	LKS 8-1 Develops Early Literacy
Enjoy picture books and being read to. Enjoy looking at books on own. Use pictures to predict a story.	LKS 8-1 Develops Early Literacy
Listen to and follow along with books in a different language.	LKS 8-1 Develops Early Literacy

Turn book pages one at a time.	LKS 8-1 Develops Early Literacy
Use own experiences to comment on a story, though the comments might not follow the story line.	LKS 8-1 Develops Early Literacy
Retell simple, familiar stories from memory while looking at the book.	LKS 8-1 Develops Early Literacy
Writing	
Make marks or scribbles when an adult suggests writing.	LKS 9-1 Develops Emergent Writing
Attempt to copy one or more letters or characters of the home language.	LKS 9-1 Develops Emergent Writing
Draw pictures and tell their story.	LKS 9-1 Develops Emergent Writing
6. Learning about my world	
Knowledge (cognition)	
Ask a lot of “why” and “what” questions.	ATL 1-4 Is Curious
Learn by doing hands-on and through the senses.	CS 13-1 Explores Objects
Learn through play.	CS 13-1 Explores Objects
Recall several items after they have been put out of sight.	ATL 1-2 Develops Memory
Draw on own past experiences to choose current actions.	ATL 1-2 Develops Memory
Make plans for ways to do something. May or may not follow through.	CS 14-3 Makes Plans
Think of a different way to do something, when confronting a problem, with adult help.	ATL 1-6 Thinks with Creativity & Flexibility
Math	
Count to 10 and beyond by rote. Count up to five items. Point to objects while counting.	CM 10-1 Begins Counting
Identify by sight how many are in a small group of items, up to three.	CM 10-2 Builds and Observes Sets
Understand that the whole is larger than one of its parts (for example, an apple is larger than an apple slice).	CM 11-1 Learns Measurement and Quantities
Identify up to four objects or pictures that are the same. Take objects or pictures that are different out of the group.	CS 13-2 Classifies or Sorts Objects
Sort and describe items by size, color and/or shape.	CS 13-2 Classifies or Sorts Objects
Match simple flat shapes (circles, squares, triangles).	CM 12-1 Learns Shapes & Sizes

Compare size by sight, feel and comparing to hands, feet, etc. (visual and tactile math).	CM 12-1 Learns Shapes & Sizes
Use gestures or words to make comparisons (larger, smaller, shorter, taller).	CM 11-1 Learns Measurement and Quantities
Compare two objects by length, weight or size.	CM 11-1 Learns Measurement and Quantities
Find the total sum of small groups of items.	CM 10-3 Learns Addition, Subtraction and Division
Understand words that tell where things are (such as behind, under, in, on). Use these words to identify locations.	CM 12-2 Develops Spatial Awareness
Science	
Play with materials of different texture (such as sand, water, leaves) and conditions (such as wet, dry, warm, cold), with adult encouragement and supervision.	CS 13-1 Explores Objects
Recognize that different forms of life have different needs.	CS 15-2 Develops an Understanding of and Care for the Natural World
Begin to understand that some animals share similar characteristics (for example, a tiger and a pet cat share common features).	CS 15-2 Develops an Understanding of and Care for the Natural World
Notice and ask questions about what is the same and different between categories of plants and animals. Notice their appearance, behavior and habitat.	CS 15-1 Explores the Natural Environment
Social Studies	
Name family members by relationship (such as father, sister, cousin, auntie, etc.).	SED 4-1 Develops Awareness of Self
Make a drawing of own family as the child sees it.	SED 4-1 Develops Awareness of Self
Recognize whose parent is whose when parents come for their children or in photos of each others' families	ATL 1-2 Develops Memory
Take on family roles in play, identify how each person should behave and act out the part for a brief time. Enjoy changing roles.	SS 16-4 Learns about Community Roles and Jobs
Arts	

Draw something familiar. Begin to draw representational figures.	CCA 21-1 Explores Art Media
Do beadwork with appropriately sized beads.	CCA 21-1 Explores Art Media
Play make-believe with dolls, toy animals and people.	CCA 21-4 Participates in Dramatic Play
Dance, sing, drum, use rattles, draw or paint.	CCA 21-2 Explores Music
Look at artwork from different cultures.	SS 16-1 Explores Cultures

Ages 4 to 5 Years	Vine Indicators
1. About me and my family and culture	
Family and culture	
Take pride in own family composition and interest in others'. Understand that families are diverse.	SS 16-1 Explores Cultures
Recognize and respect similarities and differences between self and other people, such as gender, race, special needs, cultures, languages, communities and family structures.	SS 16-1 Explores Cultures
Self concept	
Describe what he or she likes and is interested in.	SED 4-1 Develops Awareness of Self
Choose activities to do alone or with others (such as puzzles, painting, etc.).	SED 4-2 Becomes Confident
Self management	
Release emotional tensions in the arms or presence of a caring adult. (By this age, the child may have been discouraged from doing so and find it more difficult than before.) Still is able to cry, laugh, tremble, yawn and/or have non-hurtful tantrums. Is relaxed and cooperative afterward.	SED 3-1 Expresses Emotion
Associate emotions with words and facial expressions.	SED 3-1 Expresses Emotion
Express one or two feelings in role playing life experiences. Adopt a variety of roles in pretend play.	CCA 21-4 Participates in Dramatic Play
Anticipate consequences of own behavior. With help, consider	ATL 2-2 Shows Responsibility

possibilities and plan effective approaches to problems.	
Begin to enjoy games where the child has to change behavior in response to changing directions.	SED 3-2 Manages Feelings & Demonstrates Self-Control
Learning to learn	
Be curious; interested in trying things out.	ATL 1-4 Is Curious
Stay with a task for more than five minutes and attempt to solve problems that arise.	ATL 1-1 Is Attentive
Use imagination to create a variety of ideas.	ATL 1-6 Thinks with Creativity & Flexibility
Enjoy pretend play (such as using dolls or stuffed animals, or playing “house” or “explorers”).	CCA 21-4 Participates in Dramatic Play
Use play as a way to explore and understand life experiences and roles.	ATL 1-6 Thinks with Creativity & Flexibility
Recognize when making mistakes and fix these errors during a task.	ATL 1-6 Thinks with Creativity & Flexibility
2. Building relationships	
Interactions with adults	
Seek emotional support from caregivers.	SED 5-1 Bonds with Adults
Understand that adults may want the child to do something different than he/she wants to do.	ATL 2-2 Shows Responsibility
Interactions with peers	
Play with children the same age and of different ages.	SED 6-2 Bonds with Peers
Initiate an activity with another child.	SED 6-2 Bonds with Peers
Invite other children to join groups or other activities.	SED 6-2 Bonds with Peers
Make and follow plans for games with other children.	CS 14-3 Makes Plans
Social behaviors	
Adjust behavior to different settings (such as using an outdoor voice or an indoor voice), sometimes with reminders.	ATL 1-6 Thinks with Creativity & Flexibility
Be able to think about behavior, being cooperative and non-hurtful. Able to talk about the best ways to do things.	SED 3-2 Manages Feelings & Demonstrates Self-Control

Cooperate with other children, share and take turns.	SED 6-3 Cooperates with Peers
Connect emotions with facial expressions.	SED 3-1 Expresses Emotion
Care about other children when they are hurt or upset. Describe other children's thoughtful behaviors.	SED 6-1 Builds Empathy
Listen to what other children want and make plans that take these desires into account.	SED 6-3 Cooperates with Peers
Wait for a turn without getting angry or grabbing. May lose interest in the object or activity before getting a turn.	SED 6-3 Cooperates with Peers
Problem solving, conflict resolution	
Ask for help from another child or an adult to solve a problem.	SED 6-3 Cooperates with Peers
Make decisions and solve problems with other children, with adult help.	SED 6-3 Cooperates with Peers
Observe that others may have ideas or feelings that differ from the child's own.	SED 6-1 Builds Empathy
Be able to talk about ways to solve a problem or help another child, and keep in mind the personality and preferences of that child.	SED 6-3 Cooperates with Peers
3. Touching, seeing, hearing and moving around	
Using the large muscles (gross motor skills)	
Move with purpose from one place to another using the whole body. This might include walking, running, marching, jumping, hopping or climbing. For child in a wheelchair, skills might include steering the chair into different spaces.	PMP 17-5 Develops Large Motor Coordination Skills
Use both hands to catch. Throw with good aim. Kick an object.	PMP 17-4 Develops Gross Hand-Eye Coordination
Show good balance and coordination, such as walking on a wide beam or line.	PMP 17-1 Develops Perception & Balance
Enjoy challenging him- or herself to try new and increasingly difficult activities.	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
Using the small muscles (fine motor skills)	

Open and close a blunt scissors with one hand, and cut a straight line.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Show increasing skill with small materials. Screw and unscrew jar lids, and turn door handles. Use zippers, buttons and snaps. String large beads; fold paper; open and close containers.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Work puzzles of up to 10 pieces.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Write some letters or numbers.	LKS 9-1 Develops Emergent Writing
Spend time practicing skills that are difficult. Be aware of what he/ she finds difficult and try to do it better	ATL 1-3 Is Persistent
Using the senses (sensorimotor skills)	
Delight in playing with materials of different texture (such as sand, water, fabric) and conditions (wet, dry, warm, cold).	CS 13-1 Explores Objects
4. Growing up healthy	
Daily living skills (personal health and hygiene)	
Participate easily and know what to do in routine activities (such as meal time, bed time).	ATL 2-1 Understands Routines
Communicate need to rest, drink and eat.	LC 7-2 Develops Expressive Communication
Stay awake all day except, for some children, during nap time.	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
Dress and undress, with only a little help needed.	PMP 19-2 Develops Self-Care Skills
Decide, with a few prompts from adults, when to carry out self-help tasks (such as washing hands).	PMP 19-2 Develops Self-Care Skills
Wash and dry hands before eating and after toileting, with some adult help.	PMP 19-2 Develops Self-Care Skills
Cooperate while caregiver assists with brushing teeth.	PMP 19-2 Develops Self-Care Skills
Cover mouth when coughing.	PMP 19-2 Develops Self-Care Skills
Nutrition and health	
Help prepare healthy snacks.	PMP 19-1 Develops Meal Time Independence
Eat a variety of nutritious foods and eat independently. Try healthy foods from different cultures.	PMP 20-1 Learns about Nutrition

Serve self at family-style meals.	PMP 19-1 Develops Meal Time Independence
Know what self-care items are used for (such as comb and toothbrush).	PMP 19-2 Develops Self-Care Skills
Safety	
Identify trusted adults who can help in dangerous situations.	PMP 20-2 Learns Safety Rules
Follow safety rules indoors and outdoors.	PMP 20-2 Learns Safety Rules
Keep a distance from wildlife.	PMP 20-2 Learns Safety Rules
5. Communicating (literacy)	
Speaking and listening (language development)	
Know and use several hundred words in home language. Use new words on own.	LC 7-4 Expands Vocabulary
Use words to describe actions (such as “running fast”) and emotions (such as happy, sad, tired and scared).	LC 7-4 Expands Vocabulary
Talk in sentences of five or six words.	LC 7-2 Develops Expressive Communication
Know when it is appropriate to ask questions and whom to ask. Ask questions to get information or clarification.	LC 7-6 Learns Conversation Structure
Remember and follow directions involving two or three steps, including steps that are not related (such as “Please pick up your toys and put on your shoes”).	LC 7-1 Develops Receptive Communication
Remember all parts and respond correctly to a request (such as “Bring me the green towel”).	LC 7-1 Develops Receptive Communication
Tell some details of a recent event in sequence.	LC 7-2 Develops Expressive Communication
Tell a short make-believe story, with adult help.	LC 7-2 Develops Expressive Communication
Listen to others and respond in a group discussion for a short period. Remember what was said and gain information through listening.	LC 7-6 Learns Conversation Structure
State own point of view, and likes and dislikes using words, gestures and/or pictures.	LC 7-2 Develops Expressive Communication
Join in and make up songs, chants, rhymes and games that play with the sounds of language (such as clapping out the rhythm).	LC 7-3 Develops Phonemic Awareness

Sing a song or say a poem from memory.	LC 7-3 Develops Phonemic Awareness
Reading	
Know some basic rules of grammar (such as correctly using “me” and “I”).	LC 7-5 Expands Grammar and Pronunciation
Understand that alphabet letters are a special kind of picture and that they have names. Begin to identify individual letters of the alphabet (or characters of the home language) in text.	LKS 8-2 Develops Alphabetic Knowledge
Understand which symbols are letters and which are numbers.	LKS 8-2 Develops Alphabetic Knowledge CM 10-4 Reads and Writes Numbers
Identify three or more letters with their sound at the beginning of a word (such as “day,” “dog” and “David” all begin with “d”).	LC 7-3 Develops Phonemic Awareness
Recognize some signs and symbols in the classroom and community (such as a Stop sign), and use them for information.	LKS 8-3 Develops Emergent Reading
Begin to recite some words in familiar books from memory.	LKS 8-1 Develops Early Literacy
Know that print has meaning.	LKS 8-3 Develops Emergent Reading
Recognize own name in print.	LKS 8-3 Develops Emergent Reading
Begin to understand the order in which a page is read (for example, English is read from left to right and top to bottom).	LKS 8-1 Develops Early Literacy
Tell you what is going to happen next in a story. Make up an ending.	CS 14-2 Makes Predictions
Identify a variety of printed material (such as books, newspapers, magazines, cereal boxes).	LKS 8-1 Develops Early Literacy
Use actions to show ideas from stories, signs, pictures, etc.	CCA 21-4 Participates in Dramatic Play
Retell more complicated, familiar stories from memory.	ATL 1-2 Develops Memory
Writing	
Make marks, scribbles or letter-like shapes and identify them as words. Use pretend writing activities during play.	LKS 9-1 Develops Emergent Writing
Use letter-like symbols to make lists, letters and stories or to label pictures.	LKS 9-1 Develops Emergent Writing

Attempt to copy one or more letters of the alphabet.	LKS 9-1 Develops Emergent Writing
Begin to print or copy own name, and identify at least some of the letters.	LKS 9-1 Develops Emergent Writing
Explore writing letters in different languages.	LKS 9-1 Develops Emergent Writing
6. Learning about my world	
Knowledge (cognition)	
Ask adults questions to get information (as appropriate in the family's culture).	ATL 1-4 Is Curious
Describe likes and interests.	SED 4-1 Develops Awareness of Self
Apply new information or words to an activity or interaction.	ATL 1-6 Thinks with Creativity & Flexibility
Build on and adapt to what the child learned before. For example, change the way of stacking blocks after a tower continues to fall.	ATL 1-6 Thinks with Creativity & Flexibility
Be able to explain what he or she has done and why, including any changes made to his/ her plans.	CS 14-4 Draws Conclusions and Sorts Results
Seek to understand cause and effect ("If I do this, why does that happen?").	CS 14-2 Makes Predictions
Understand the ideas of "same" and "different."	CS 13-2 Classifies or Sorts Objects
Recognize objects, places and ideas by symbols (for example, recognize which is the men's room and which is the women's by looking at the stick figure symbols).	LKS 8-3 Develops Emergent Reading
Name more than three colors.	LC 7-4 Expands Vocabulary
Group some everyday objects that go together (such as shoe and sock, pencil and paper).	CS 13-2 Classifies or Sorts Objects
Predict what comes next in the day when there is a consistent schedule.	ATL 2-1 Understands Routines
Math	
Count to 20 and beyond. Count 10 or more objects accurately.	CM 10-1 Begins Counting
Give the next number in the sequence 1 through 10.	CM 10-1 Begins Counting
Count out 10 items; may use fingers, body parts or other counters, as used in the child's home culture. Count and group things by number.	CM 10-1 Begins Counting

Compare groups of up to 10 objects.	CM 10-2 Builds and Observes Sets
Find the sum when joining two sets of up to five objects.	CM 10-3 Learns Addition, Subtraction and Division
Identify by sight how many are in a small group of objects, up to four.	CM 10-2 Builds and Observes Sets
Use measuring tools in play (such as a ruler, measuring cups, or parts of the body).	CM 11-1 Learns Measurement and Quantities
Match and sort simple shapes (circles, squares, triangles).	CM 12-1 Learns Shapes & Sizes
Compare size (such as, "I'm as tall as the yellow bookshelf.") Describe objects using size words (big, small, tall, short).	CM 11-1 Learns Measurement and Quantities
Compare two objects using comparison words such as smaller, faster and heavier.	CM 11-1 Learns Measurement and Quantities
Order three objects by one characteristic, (such as from smallest to largest).	CM 11-2 Understands Patterns
Work puzzles with up to 10 pieces.	CM 12-2 Develops Spatial Awareness
Create own patterns with a variety of materials. Describe what the pattern is.	CM 11-2 Understands Patterns
Follow simple directions for position (beside, next to, between, etc.)	CM 12-2 Develops Spatial Awareness
Science	
Ask questions and identify ways to find answers. Try out these activities and think about what to do next to learn more.	CS 14-1 Solves Problems
Predict what will happen in science and nature experiences. Consider whether these predictions were right, and explain why or why not.	CS 14-2 Makes Predictions
Use tools to explore the environment (a magnifying glass, magnets, sifters, etc.).	CS 13-1 Explores Objects
Measure sand or water using a variety of containers.	CM 11-1 Learns Measurement and Quantities
Use one sense (such as smell) to experience something and make one or two comments to describe this.	CS 13-1 Explores Objects
Investigate the properties of things in nature. Begin to understand what	CS 15-1 Explores the Natural Environment

various life forms need in order to grow and live.	
Take responsibility in taking care of living things, such as feeding the fish, watering plants, etc.	CS 15-2 Develops an Understanding of and Care for the Natural World
Talk about changes in the weather and seasons, using common words, such as rainy and windy.	CS 15-2 Develops an Understanding of and Care for the Natural World
Look at where the sun is in the morning, afternoon, evening and night.	CS 15-1 Explores the Natural Environment
Take walks outside and gather different types of leaves, name colors he/she sees outdoors.	CS 15-1 Explores the Natural Environment
Participate (with adult direction) in activities to preserve the environment, such as disposing of litter properly, saving paper and cans to be recycled, etc.	CS 15-2 Develops an Understanding of and Care for the Natural World
Social Studies	
Describe family members and understand simple relationships (such as, "Marika is my sister.")	SS 16-4 Learns about Community Roles and Jobs
Adopt the roles of different family members during dramatic play. Plan what each role does and then enact it.	SS 16-4 Learns about Community Roles and Jobs
Draw own family, as the child understands it.	SED 4-1 Develops Awareness of Self
Ask questions about similarities and differences in other people (such as language, hair style, clothing).	SS 16-1 Explores Cultures
Talk about the past and the future, such as what the child did this morning and what his or her family will do this weekend.	SS 16-2 Understands Time
Recognize some people in the community by their jobs (such as grocery store clerk, bus driver, doctor).	SS 16-4 Learns about Community Roles and Jobs
Enjoy taking the roles of different jobs in pretend play.	SS 16-4 Learns about Community Roles and Jobs
Talk about what the child wants to be when he or she grows up.	SS 16-4 Learns about Community Roles and Jobs
Play store or restaurant, with empty food containers, receipts, etc.	SS 16-4 Learns about Community Roles and Jobs

Match objects to their normal locations (for example, a stove in the kitchen, a bed in the bedroom, a tree in the forest).	SS 16-3 Explores Geography
Recognize where he or she is when traveling in familiar areas, most of the time.	SS 16-3 Explores Geography
Recognize that roads have signs or a name, and houses and apartments usually have numbers to help identify their locations.	SS 16-3 Explores Geography
Arts	
Show an increasing ability to use art materials safely and with purpose.	CCA 21-1 Explores Art Media
Understand that different art forms (such as dance, music or painting) can be used to tell a story.	CCA 21-1 Explores Art Media
Express self through art and music. Take pride in showing others own creations (“Look at my picture.”	CCA 21-1 Explores Art Media CCA 21-2 Explores Music SED 4-2 Becomes Confident
Use a variety of materials to create representations of people and things (such as drawing a person showing two to four body parts).	CCA 21-1 Explores Art Media
Show creativity and imagination.	ATL 1-6 Thinks with Creativity & Flexibility
Hum or move to the rhythm of recorded music.	CCA 21-2 Explores Music CCA 21-3 Explores Movement and Dance
Ask to sing a particular song.	CCA 21-2 Explores Music
Remember the words to a familiar song.	CCA 21-2 Explores Music
Enjoy participating in a variety of music activities, such as listening, singing, finger plays, chants, playing musical instruments, games and performances.	CCA 21-2 Explores Music
Enjoy learning songs and dances from other cultures.	SS 16-1 Explores Cultures
Watch other children dance; try to mimic the movements.	CCA 21-3 Explores Movement and Dance
Express feelings through movement and dancing in various musical tempos and styles.	CCA 21-3 Explores Movement and Dance
Perform simple elements of drama (such as audience, actors).	CCA 21-4 Participates in Dramatic Play

Participate in dramatic play activities (such as acting out familiar activities, stories or events from own life).	CCA 21-4 Participates in Dramatic Play
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