

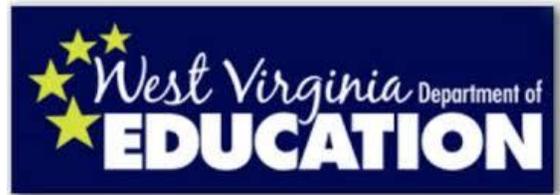
# The Vine Assessment System™

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:  
**Early Learning Standards Framework:  
West Virginia Pre-Kindergarten**



## References



West Virginia Department of Education. (2010). *Early learning standards framework: West Virginia pre-kindergarten*. WV: Author. Retrieved from [https://wvde.state.wv.us/oel/docs/earlylearning\\_standardsframework\\_brochureWEB.pdf](https://wvde.state.wv.us/oel/docs/earlylearning_standardsframework_brochureWEB.pdf)

<b>Early Learning Standards Framework: West Virginia Pre-Kindergarten</b>	<b>Vine Assessments by LifeCubby</b>
<b>Social and Emotional Development</b>	<b>Vine Indicators</b>
Self-Concept	
Development of Self-Concept	
1. Describe self by using several basic characteristics.	<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)
2. Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.	<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
3. Develops growing capacity for independence in a range of activities, routines, and tasks.	<b>ATL 1-5 Shows Initiative</b> <u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting <u>Pre-K:</u> Makes and conveys choices to friends and teachers
Development of Self-Expression and Self-Awareness	
4. Demonstrates progress in expressing needs, wants and feelings appropriately.	<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)
5. Acts out roles by imitating typical actions associated with the roles.	<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
Social Relationships	
Development and demonstration of pro-social behaviors	
1. Develops positive relationships with children and 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>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
2. Shows 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
3. Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully	<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
4. Shows progress in developing and sustaining friendship with peers.	<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

5. Manages transitions and begins to adapt to change in routines.	<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
<b>Cooperation</b>	
6. Uses appropriate communication skills to initiate or join classroom activities.	<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
7. Engages in cooperative group 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
8. Begins to share materials and experiences and take turns.	<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
9. Uses and accepts negotiation, compromise, and discussion to resolve conflicts.	<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
10. Accepts guidance and directions from a variety of familiar adults.	<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
11. Follows basic routines and rules for play and group participation.	<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
<b>Knowledge of Family and Community</b>	
<b>Progression of understanding of their role in the family and community</b>	
1. Understands and describes the interactive roles and relationships among family members.	<b>SS 16-4 Learns about Community Roles and Jobs</b> <u>3-Year Old:</u> Learns about family roles and relationships <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
2. Identifies and describes roles and relationships of community members.	<b>SS 16-4 Learns about Community Roles and Jobs</b> <u>3-Year Old:</u> Learns about family roles and relationships <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
3. Understands similarities and respects differences among people, such as genders, race, special	<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

needs, cultures, language, and family structures.	
4. Identifies themselves as a member of groups within a 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)
5. Identifies and describes locations and places in their environment.	<b>SS 16-3 Explores Geography</b> <u>3-Year Old:</u> Learns about community places, such as home, school, park, etc. <u>Pre-K:</u> Learns about how the local community is a part of a broader world, such as state and country; may study maps to learn about far-away cultures
<b>Dispositions to Learning</b>	
<b>Intrinsic Motivation for Learning</b>	
1. Participates in a variety of classroom activities and tasks.	<b>ATL 1-4 Is Curious</b> <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn
2. Develops increased ability to make independent choices.	<b>ATL 1-5 Shows Initiative</b> <u>Pre-K:</u> Makes and conveys choices to friends and teachers
3. Approaches tasks and activities with flexibility, imagination, and inventiveness.	<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
4. Persists in and completes tasks, activities, projects, and experiences.	<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
5. Demonstrates increasing ability to set goals and develop and follow through on plans.	<b>CS 14-3 Makes Plans</b> <u>Pre-K:</u> Has own ideas on what to do during free choice time or free play, and carries out steps to follow the plan
6. Maintains increasing concentration over a reasonable amount of time despite distractions and interruptions.	<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

<b>Language and Literacy</b>	
<b>Listening and Speaking</b>	
Utilization of receptive and expressive language for a variety of purposes	
1. Demonstrates an increasing ability to attend to and understand communication.	<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
2. Communicates needs and wants through a variety of verbal and symbolic forms.	<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
3. Understands and uses increasingly complex and varied vocabulary/sentences in listening and speaking.	<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>Comprehension and collaboration</b>	
4. Comprehends and expands on oral language.	<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
5. Participates in conversations with peers and adults about topics of interest.	<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
6. Listens to others and takes turns speaking.	<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
7. Asks questions to get information, seeks help, or clarifies something that 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>Foundational Skills for Reading</b>	
<b>Print Concepts</b>	
1. Holds book upright and identifies the front and back of a book.	<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
2. Progresses in learning how to handle and care for books; knows how to view one page at a time in sequence from front to back; and understands that a book has a title, author, and 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
3. Demonstrates increasing awareness of concepts of print, such as reading moves from top to bottom and from left to right, speech can be	<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;

written down, and print conveys a message.	identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
4. Develops an awareness of environmental print such as signs, letters, newspapers, lists, messages, and menus.	<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
5. Knows that letters of the alphabet are a special category of visual graphics that can be individually named.	<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
6. Recognizes and names letters such as those in his/her name, names of family and friends, and those seen in environmental print.	<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
7. Recognizes words as units of print that are separated by spaces.	<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
<b>Phonological Awareness</b>	
8. Listens to and identifies sounds that are in the environment.	<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)
9. Shows growing ability to hear and discriminate separate syllables in 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)
10. Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems.	<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)
11. Shows growing awareness of beginning and ending sounds of 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>Word Recognition</b>	
12. Recognizes a word as a unit of print.	<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

13. Recognize words such as his/her name, names of family and friends, and familiar environmental print.	<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
<b>Literature</b>	
<b>Key Ideas and Details</b>	
1. Shows growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books 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
2. Looks through books independently and asks to have books read to them.	<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
3. Recognizes story elements such as characters, sequence of events, and theme of a 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
4. Demonstrates progress in retelling and dictating stories from books and experiences; acts out stories in dramatic play; asks to take home books; goes to the library; and engages in pretend reading with other children.	<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>	
5. Engages in questioning, reflecting, and relating a story to personal experiences including use of new vocabulary.	<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 Type and Purposes</b>	

1. Progresses from using scribble shapes or pictures to represent ideas, to using letter-like symbols or invented spelling, to copying or writing familiar words such as his/her own name.	<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
2. Uses a combination of drawing, dictating, and writing to communicate ideas, thoughts, and feelings.	<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
3. Demonstrates an understanding that writing relays a message that can be read.	<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
4. Begins to use functional print in play.	<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
5. Uses a variety of writing tools and materials, such as pencils, crayons and computers.	<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
6. Begins to recognize that writing patterns progress from top to bottom, left to right, and words are separated by spaces.	<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>Mathematics</b>	
Number - Counting and Cardinality	
Number Names	
1. Develops increased ability to count in sequence to ten and beyond.	<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
2. Begins to identify number symbols one to ten.	<b>CM 10-4 Reads and Writes Numbers</b> <u>Pre-K:</u> Can write some numbers up to 10; recognizes a few numbers in written form; recognizes both numerals and number names
Counting To Tell the Number of Objects	
3. Uses one-to-one correspondence in counting objects and matching groups of objects.	<b>CM 10-1 Begins Counting</b> <u>3-Year Old:</u> Counts by rote to 10; counts sets of objects up to 10; may be able to count into the teens; understands and uses 1-1 correspondence

4. Matches quantity with number symbols.	<b>CM 10-4 Reads and Writes Numbers</b> <u>Pre-K:</u> Can write some numbers up to 10; recognizes a few numbers in written form; recognizes both numerals and number names
<b>Comparing and Ordering Numbers</b>	
5. Uses comparative words such as more, less, fewer, equal to.	<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
6. Begins to recognize the order of numbers, e.g. before, after and between.	<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
<b>Number - Operations and the Problems they Solve</b>	
<b>Composing and decomposing numbers; addition and subtraction</b>	
1. Develops increased ability to recognize addition as putting objects together and subtraction as taking objects apart.	<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
2. Identifies parts in relationship to the whole.	<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
<b>Measurement and Data</b>	
<b>Direct Measurement</b>	
1. Understand that objects have measurable attributes, such as length or weight. A single object might have several measurable attributes of interest.	<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
2. Estimates the size of objects in comparison to a common unit of measurement, such as more/less, short/tall, long/short, big/little, and light/heavy.	<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
3. Begins to construct a sense of time through participation in daily activities.	<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
<b>Representing and Interpreting Data</b>	
4. Classify objects according to common characteristics, such as color, size, or shape.	<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

5. Begins to incorporate estimating and measuring activities into play.	<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
6. Begins to recognize and interpret information presented in tables, graphs and symbols.	<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
<b>Geometry</b>	
Shapes, their attributes, and spatial reasoning	
1. Recognizes, duplicates, and creates simple patterns using a variety of materials.	<b>CM 11-2 Understands Patterns</b> <u>Pre-K:</u> Can create, duplicate or extend more complex patterns, such as red-blue-green-red-blue-green; can fill in a missing piece of a pattern; seriates a group of like objects (small, medium, large, or light, medium, dark)
2. Progresses in ability to recognize terms of directionality, order, and positions of themselves and objects in their environment, such as up, down, over, under, top, bottom, inside, outside, in front, and behind.	<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
3. Recognizes, describes, compares, and names common 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
4. Determines whether or not two shapes are the same size and shape.	<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>	
Science as Inquiry	
Foundational Knowledge of Scientific Inquiry	
1. Expresses wonder and asks questions about the world around them.	<b>CS 13-1 Explores Objects</b> <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses
2. Observes and discusses similarities and differences among	<b>CS 13-1 Explores Objects</b> <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration

objects and materials, including cause and effect.	<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
3. Investigates and problem solves through active exploration of the environment.	<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
4. Progresses in ability to describe and discuss predictions, explanations, and generalizations.	<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?)
	<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>Utilization of Inquiry</b>	
5. Uses senses and a variety of tools to gather information, investigate materials, and observe processes and relationships.	<b>CS 15-1 Explores the Natural Environment</b> <u>3-Year Old</u> : Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things <u>Pre-K</u> : Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
6. Collects, describes, and records information through a variety of means to lead to new understanding of the world around them.	<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>Scientific Knowledge</b>	
<b>Understanding the living and physical world</b>	
1. Observes and describes the immediate and familiar world, such as the natural world, materials, living things, and natural processes.	<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.
2. Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships, such as recognize that materials can exist in several physical states.	<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
3. Demonstrates expanding knowledge of and respect for the environment.	<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

<b>The Arts</b>	
Music and Movement	
Self Expression	
1. Participates in music activities, including listening, singing and finger plays.	<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.
2. Creates music through a variety of techniques.	<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.
Foundations of Music and Movement	
3. Demonstrates an understanding of movement as it relates to music.	<b>CCA 21-3 Explores Movement and Dance</b> <u>Pre-K:</u> Begins to show individual expression in creative movement activities
4. Uses a variety of instruments including non-traditional and natural objects.	<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.
5. Responds to and identifies particular musical elements such as rhythm and style.	<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.
Visual Art	
Self Expression	
1. Progresses in ability to express emotion and communicates ideas through creative artwork.	<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
2. Demonstrates growing ability to plan, work independently, and demonstrate care and persistence in a variety of art project.	<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
3. Develops growing ability to create artwork that reflects an idea, theme, or story.	<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
Foundations of Visual Arts	
4. Explores color and texture using different mediums, including clay, natural materials, wood, paper, crayons, chalk, paint, glue, paste, etc.	<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
5. Begins to demonstrate increased detail in a variety of artwork, including drawings, paintings, models, and other multi-dimensional artwork.	<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
Dramatic Play	
Self Expression	

1. Participates in a variety of dramatic play activities throughout the day in a variety of settings that becomes more extended and complex.	<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
2. Expresses ideas, feelings, and emotions through dramatic 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
3. Shows growing creativity and imagination in using materials and assuming roles, e.g. interaction with costume pieces, props, puppets, fabric, etc.	<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
4. Tells and re-enacts stories and experiences through dramatic 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

<b>Physical Health and Development</b>	
Fine Motor	
Fine Motor Development	
1. Demonstrates increased ability, strength, dexterity, and control to manipulate and use tools such as scissors, staplers, hammers, and fastening 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
2. Demonstrates increased accuracy of eye-hand coordination and use of opposing hand movements to build with blocks, string beads, cut with scissors, or put together puzzles.	<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
3. Progress in ability to use writing, drawing and art tools, including pencils, markers, chalk, paint brushes, and various types of technology.	<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
4. Begins to demonstrate self help skills such as buttoning and zipping.	<b>PMP 19-2 Develops Self-Care Skills</b> <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
Gross Motor	
Gross Motor Development	
1. Demonstrates increased control and proficiency in walking, running,	<b>PMP 17-2 Develops Lower Body Strength</b> <u>3-Year Old:</u> Runs; jumps; hops; balances on 1 foot for up to 3 seconds

jumping, hopping, skipping, marching, and galloping.	<u>Pre-K:</u> Can jump forward several times without falling
2. Demonstrates increased abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and ascending and descending stairs.	<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
3. Moves with emergent balance on lines, balance beams, curbs, riding equipment, and play structures.	<b>PMP 17-1 Develops Perception &amp; Balance</b> <u>Pre-K:</u> Stands on 1 foot for about 6 seconds; does a front roll (somersault); walks backwards without losing balance; walks heel-to-toe, on tiptoe, and on a straight line; can walk on a balance board; hops on one foot
<b>Health and Safety Practices</b>	
<b>Healthy Development</b>	
1. Demonstrates ability to identify and make healthy food choices.	<b>PMP 20-1 Learns about Nutrition</b> <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
2. Participates actively in games, outdoor play and other forms of exercise that enhances physical fitness.	<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
3. Exhibits increased physical growth, strength, stamina, endurance and flexibility.	<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
4. Demonstrates growing independence in daily health routines and habits in hygiene, nutrition and personal care when eating, dressing, washing hands, brushing teeth, and toileting.	<b>PMP 19-2 Develops Self-Care Skills</b> <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
5. Demonstrates an understanding of the need for different apparel in different climates and weather conditions.	<b>PMP 19-2 Develops Self-Care Skills</b> <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
<b>Safety Practices</b>	
6. Participates in safety games, songs and stories.	<b>PMP 20-2 Learns Safety Rules</b> <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions
7. Recognizes symbols indicating danger.	<b>PMP 20-2 Learns Safety Rules</b> <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions
8. Follows classroom and community safety rules, such as fire drills, traffic	<b>PMP 20-2 Learns Safety Rules</b>

and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities.	<u>Pre-K</u> : Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions
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**DISCLAIMER:**

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

[contact@lifecubby.me](mailto:contact@lifecubby.me)