

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:
**Colorado Early Learning & Development
Guidelines Ages 3-5**



References

Colorado Department of Education. (2012). *Colorado early learning & development guidelines*. CO: Author.
Retrieved from <https://www.cde.state.co.us/early/eldgs>

Domain: Physical Development & Health	
A. Physical Health Status: The maintenance of healthy and age-appropriate physical well-being.	
1. Possess good overall health, including oral, visual, and auditory health, and be free from communicable or preventable diseases.	PMP 17-1 Develops Perception & Balance PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times PMP 19-2 Develops Self-Care Skills PMP 20-1 Learns about Nutrition LC 7-1 Develops Receptive Communication
2. Participate in the prevention and management of chronic health conditions and avoid toxins, such as lead.	PMP 19-2 Develops Self-Care Skills
3. Maintain physical growth within the Centers for Disease Control and Prevention (CDC) recommended ranges for weight and height by age.	<i>Use LifeCubby's provided Growth Chart</i>
4. Get sufficient rest and exercise to support healthy development.	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times PMP 19-4 Develops Naptime Independence
B. Health Knowledge & Practice: The understanding of healthy and safe habits and practicing healthy habits.	
1. Complete personal care tasks, such as dressing, brushing teeth, toileting, and washing hands independently from adults.	PMP 19-2 Develops Self-Care Skills
2. Communicate an understanding of the importance of health and safety routines and rules.	PMP 19-2 Develops Self-Care Skills
3. Follow basic health and safety rules and respond appropriately to harmful or unsafe situations.	PMP 20-2 Learns Safety Rules
4. Distinguish food on a continuum from most healthy to less healthy.	PMP 20-1 Learns about Nutrition
5. Eat a variety of nutritious foods.	PMP 20-1 Learns about Nutrition
6. Participate in structured and unstructured physical activities.	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
7. Recognize the importance of doctor and dentist visits.	SS 16-4 Learns about Community Roles and Jobs

8. Cooperate during doctor and dentist visits and health and developmental screening.	ATL 2-2 Shows Responsibility
C. Gross Motor Skills: The control of large muscles for movement, navigation, and balance.	
1. Develop motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping.	PMP 17-1 Develops Perception & Balance
2. Develop motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle.	PMP 17-5 Develops Large Motor Coordination Skills
3. Understand movement concepts, such as control of the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in coordination with other objects.	PMP 17-5 Develops Large Motor Coordination Skills
D. Fine Motor Skills: The control of small muscles for such purposes as using utensils, self-care, building, and exploring.	
1. Develop hand strength and dexterity	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
2. Develop hand-eye coordination to use everyday tools, such as pitchers for pouring or utensils for eating.	PMP 18-2 Develops Fine Hand-Eye Coordination
3. Manipulate a range of objects, such as blocks or books.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
4. Manipulate writing, drawing, and art tools.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills

Domain: Social & Emotional Development	
A. Social Relationships: The healthy relationships and interactions with adults and peers.	
1. Communicate with familiar adults and accept or request guidance.	SED 5-1 Bonds with Adults
2. Cooperate with others.	SED 6-3 Cooperates with Peers
3. Develop friendships with peers.	SED 6-2 Bonds with Peers

4. Establish secure relationships with adults.	SED 5-1 Bonds with Adults
5. Use socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.	ATL 2-2 Shows Responsibility
6. Resolve conflict with peers alone and/or with adult intervention as appropriate.	SED 6-3 Cooperates with Peers
7. Recognize and label others' emotions.	SED 6-1 Builds Empathy
8. Express empathy and sympathy to peers.	SED 6-1 Builds Empathy
9. Recognize how actions affect others and accept consequences of one's actions.	ATL 2-2 Shows Responsibility
B. Self-Concept and Self-Efficacy: The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals.	
1. Identify personal characteristics, preferences, thoughts, and feelings.	SED 4-1 Develops Awareness of Self
2. Demonstrate age-appropriate independence in a range of activities, routines, and tasks.	ATL 1-5 Shows Initiative
3. Show confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks.	SED 4-2 Becomes Confident
4. Demonstrate age-appropriate independence in decision making regarding activities and materials.	ATL 1-5 Shows Initiative
C. Self-Regulation: The ability to recognize and regulate emotions, attention, impulses, and behavior.	
1. Recognize and label emotions.	SED 3-1 Expresses Emotion
2. Handle impulses and behavior with minimal direction from adults.	SED 3-2 Manages Feelings & Demonstrates Self-Control
3. Follow simple rules, routines, and directions.	ATL 2-1 Understands Routines
4. Shift attention between tasks and move through transitions with minimal direction from adults.	ATL 1-6 Thinks with Creativity & Flexibility
D. Emotional and Behavioral Health: A healthy range of emotional expression	

and learning positive alternatives to aggressive or isolating behaviors.	
1. Express a range of emotions appropriately, such as excitement, happiness, sadness, and fear.	SED 3-1 Expresses Emotion
2. Refrain from disruptive, aggressive, angry, or defiant behaviors.	SED 3-2 Manages Feelings & Demonstrates Self-Control
3. Adapt to new environments with appropriate emotions and behaviors.	ATL 1-6 Thinks with Creativity & Flexibility

Domain: English Language Development	
A. Receptive English Language Skills: The ability to comprehend or understand the English language.	
1. Participate with movement and gestures while other children and the teachers dance and sing in English.	CCA 21-3 Explores Movement and Dance
2. Acknowledge or respond nonverbally to common words or phrases, such as “hello,” “good bye,” “snack time,” and “bathroom,” when accompanied by adult gestures.	LC 7-1 Develops Receptive Communication
3. Point to body parts when asked, “Where is your nose, hand, leg...?”	LC 7-4 Expands Vocabulary
4. Comprehend and respond to increasingly complex and varied English vocabulary, such as “Which stick is the longest?” and “Why do you think the caterpillar is hungry?”	LC 7-1 Develops Receptive Communication
5. Follow multi-step directions in English with minimal cues or assistance.	LC 7-1 Develops Receptive Communication
B. Expressive English Language Skills: The ability to speak or use English.	
1. Repeat word or phrase to self, such as “bus” while the group sings the song “Wheels on the Bus” or “brush teeth” after lunch.	LC 7-2 Develops Expressive Communication
2. Request items in English, such as “car,” “milk,” “book,” or “ball.”	LC 7-2 Develops Expressive Communication
3. Use one or two English words, sometimes joined to represent a bigger idea, such as “throwball.”	LC 7-2 Develops Expressive Communication

4. Use increasingly complex and varied English vocabulary.	LC 7-4 Expands Vocabulary
5. Construct sentences, such as “The apple is round.” or “I see a fire truck with lights on.”	LC 7-5 Expands Grammar and Pronunciation
C. Engagement in English Literacy Activities: Understanding and responding to books, storytelling, and songs presented in English.	
1. Demonstrate eagerness to participate in songs, rhymes, and stories in English.	LC 7-3 Develops Phonemic Awareness
2. Point to pictures and says the word in English, such as “frog,” “baby,” “run.”	LC 7-4 Expands Vocabulary
3. Learn part of a song or poem in English and repeat it.	LC 7-3 Develops Phonemic Awareness
4. Talk with peers or adults about a story read in English.	LKS 8-1 Develops Early Literacy
5. Tell a story in English with a beginning, middle, and end from a book or about a personal experience.	LKS 8-1 Develops Early Literacy

Domain: Language Development	
A. Receptive English Language Skills: The ability to comprehend or understand the English language.	
1. Attend to language during conversations, songs, stories, or other learning experiences.	LC 7-1 Develops Receptive Communication
2. Comprehend increasingly complex and varied vocabulary.	LC 7-4 Expands Vocabulary
3. Comprehend different forms of language, such as questions or exclamations.	LC 7-1 Develops Receptive Communication
4. Comprehend different grammatical structures or rules for using language.	LC 7-5 Expands Grammar and Pronunciation
B. Expressive Language: The ability to use language.	
1. Engage in communication and conversation with others.	LC 7-6 Learns Conversation Structure
2. Use language to express ideas and needs.	LC 7-2 Develops Expressive Communication
3. Use increasingly complex and varied vocabulary.	LC 7-4 Expands Vocabulary
4. Use different forms of language.	LC 7-5 Expands Grammar and Pronunciation

5. Use different grammatical structures for a variety of purposes.	LC 7-5 Expands Grammar and Pronunciation
6. Engage in storytelling.	LC 7-2 Develops Expressive Communication
7. Engage in conversations with peers and adults.	LC 7-6 Learns Conversation Structure

Domain: Literacy Knowledge & Skills	
A. Book Appreciation and Knowledge: The interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts.	
1. Show interest in shared reading experiences and looking at books independently.	LKS 8-1 Develops Early Literacy
2. Recognize how books are read, such as front-to- back and one page at a time, and recognize basic characteristics, such as title, author, and illustrator.	LKS 8-1 Develops Early Literacy
3. Ask and answer questions and make comments about print materials.	LKS 8-1 Develops Early Literacy
4. Demonstrate interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.	LKS 8-1 Develops Early Literacy
5. Retell stories or information from books through conversation, artistic works, creative movement, or drama.	ATL 1-2 Develops Memory
6. Make predictions based on illustrations or portions of story or text.	CS 14-2 Makes Predictions
B. Phonological Awareness: An awareness that language can be broken into words, syllables, and smaller pieces of sound.	
1. Identify and discriminate between words in language.	LC 7-3 Develops Phonemic Awareness
2. Identify and discriminate between separate syllables in words.	LC 7-3 Develops Phonemic Awareness
3. Identify and discriminate between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition	LC 7-3 Develops Phonemic Awareness

that different words begin or end with the same sound.	
4. Recognize patterns of sounds in songs, storytelling, and poetry.	LC 7-3 Develops Phonemic Awareness
C. Alphabet Knowledge: The names and sounds associated with letters.	
1. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.	LKS 8-2 Develops Alphabetic Knowledge
2. Recognize that letters of the alphabet have distinct sound(s) associated with them.	LKS 8-2 Develops Alphabetic Knowledge
3. Attend to the beginning letters and sounds in familiar words.	LKS 8-2 Develops Alphabetic Knowledge
4. Identify letters and associate correct sounds with letters.	LKS 8-2 Develops Alphabetic Knowledge
D. Print Concepts and Conventions: The concepts about print and early decoding (identifying letter-sound relationships).	
1. Recognize print in everyday life, such as numbers, letters, one's name, words, and familiar logos and signs.	LKS 8-3 Develops Emergent Reading
2. Understand that print conveys meaning.	LKS 8-3 Develops Emergent Reading
3. Understand conventions, such as print moves from left to right and top to bottom of a page.	LKS 8-1 Develops Early Literacy
4. Recognize words as a unit of print and understand that letters are grouped to form words.	LKS 8-3 Develops Emergent Reading
5. Recognize the association between spoken or signed and written words.	LKS 8-3 Develops Emergent Reading
E. Early Writing: The familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.	
1. Experiment with writing tools and materials.	LKS 9-1 Develops Emergent Writing
2. Recognize that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion.	LKS 9-1 Develops Emergent Writing
3. Use scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas.	LKS 9-1 Develops Emergent Writing

4. Copy, trace, or independently write letters or words.	LKS 9-1 Develops Emergent Writing
5. Dictate ideas to an adult.	LC 7-2 Develops Expressive Communication
6. Identify information that is relevant.	LKS 8-1 Develops Early Literacy

Domain: Logic & Reasoning	
A. Reasoning and Problem-Solving: The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.	
1. Seek multiple solutions to a question, task, or problem.	CS 14-1 Solves Problems
2. Recognize cause-and-effect relationships.	CS 14-4 Draws Conclusions and Sorts Results
3. Classify, compare, and contrast objects, events, and experiences.	CS 13-2 Classifies or Sorts Objects
4. Use past knowledge to build new knowledge.	ATL 1-6 Thinks with Creativity & Flexibility
5. Know that problems can be identified and possible solutions can be created.	CS 14-1 Solves Problems
B. Symbolic Representation: The use of symbols or objects to represent something else.	
1. Represent people, places, or things through drawings, movement, and three-dimensional objects.	LKS 9-1 Develops Emergent Writing
2. Engage in pretend play and act out roles.	CCA 21-4 Participates in Dramatic Play
3. Recognize the difference between pretend or fantasy situations and reality.	CCA 21-4 Participates in Dramatic Play

Domain: Mathematics Knowledge & Skills	
A. Number Concepts and Quantities: The understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list).	
1. Recognize numbers and quantities in the everyday environment.	CM 10-4 Reads and Writes Numbers

2. Recite numbers in the correct order and understand that numbers come “before” or “after” one another.	CM 10-1 Begins Counting
3. Associate quantities and the names of numbers with written numerals.	CM 10-4 Reads and Writes Numbers
4. Use one-to-one counting and subitizing (identifying the number of objects without counting) to determine quantity.	CM 10-1 Begins Counting
5. Use the number name of the last object counted to represent the number of objects in the set.	CM 10-3 Learns Addition, Subtraction and Division
B. Number Relationships and Operations: The use of numbers to describe relationships and solve problems.	
1. Use a range of strategies, such as counting, subitizing, or matching, to compare quantity in two sets of objects and describe the comparison with terms, such as more, less, greater than, fewer, or equal to.	CM 10-2 Builds and Observes Sets
2. Recognize that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects.	CM 10-3 Learns Addition, Subtraction and Division
3. Identify the new number created when numbers are combined or separated.	CM 10-3 Learns Addition, Subtraction and Division
C. Geometry and Spatial Sense: The understanding of shapes, their properties, and how objects are related to one another.	
1. Recognize and name common shapes, their parts, and attributes.	CM 12-1 Learns Shapes & Sizes
2. Combine and separates shapes to make other shapes.	CM 12-1 Learns Shapes & Sizes
3. Compare objects in size and shape.	CM 12-1 Learns Shapes & Sizes
4. Understand directionality, order, and position of objects, such as up, down, in front, and behind.	CM 12-2 Develops Spatial Awareness
D. Patterns: The recognition of patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern.	

1. Sort, classify, and serialize (put in a pattern) objects using attributes, such as color, shape, or size.	CM 11-2 Understands Patterns
2. Recognize, duplicate, and extend simple patterns.	CM 11-2 Understands Patterns
3. Create patterns through the repetition of a unit.	CM 11-2 Understands Patterns
E. Measurement and Comparison: The understanding of attributes and relative properties of objects as related to size, capacity, and area.	
1. Compare objects using attributes of length, weight, and size (e.g., bigger, longer, taller, heavier).	CM 11-1 Learns Measurement and Quantities
2. Order objects by size or length.	CM 11-1 Learns Measurement and Quantities
3. Use nonstandard and standard techniques and tools to measure and compare.	CM 11-1 Learns Measurement and Quantities
4. Describe the order of common events.	SS 16-2 Understands Time
5. Sequence a simple set of activities or events.	SS 16-2 Understands Time

Domain: Science Knowledge & Skills	
A. Scientific Skills and Method: The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions.	
1. Use senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships.	CS 13-1 Explores Objects
2. Observe and discuss common properties, differences, and comparisons among objects	CS 13-2 Classifies or Sorts Objects
3. Participate in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations.	CS 14-4 Draws Conclusions and Sorts Results
4. Collect, describe, and record information through discussions, drawings, maps, and charts.	CS 14-4 Draws Conclusions and Sorts Results

5. Describe and discuss predictions, explanations, and generalizations based on past experience.	CS 14-2 Makes Predictions
B. Conceptual Knowledge of the Natural and Physical World: The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally-occurring relationships.	
1. Observe, describe, and discuss living things and natural processes.	CS 15-1 Explores the Natural Environment
2. Predict, explain, and infer patterns based on observations and representations of living things, their needs, and life cycles.	CS 15-2 Develops an Understanding of and Care for the Natural World
3. Observe, describe, and discuss properties of materials and transformation of substances.	CS 15-1 Explores the Natural Environment
4. Identify, predict, and extend patterns based on observations and representations of objects in the sky, daily weather, and seasonal changes.	CS 15-2 Develops an Understanding of and Care for the Natural World
5. Observe and describe patterns observed over the course of a number of days and nights, possibly including differences in the activities or appearance of plants and animals.	CS 15-1 Explores the Natural Environment
6. Recognize and investigate cause-and-effect relationships in everyday experiences – pushing, pulling, kicking, rolling, or blowing objects.	CS 14-4 Draws Conclusions and Sorts Results

Domain: Social Studies Knowledge & Skills	
A. Self, Family, and Community: The understanding of one’s relationship to the family and community, roles in the family and community, and respect for diversity.	
1. Identify personal and family structure.	SS 16-4 Learns about Community Roles and Jobs
2. Understand similarities and respect differences among people.	SS 16-1 Explores Cultures
3. Recognize a variety of jobs and the work associated with them.	SS 16-4 Learns about Community Roles and Jobs

4. Understand the reasons for rules in the home and classroom and for laws in the community.	SS 16-5 Learns about Government and Economics
5. Describe or draw aspects of the geography of the classroom, home, and community.	SS 16-3 Explores Geography
6. Recognize money and identify its purpose.	SS 16-5 Learns about Government and Economics
B. People and the Environment: The understanding of the relationship between people and the environment in which they live.	
1. Recognize aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations.	CS 15-2 Develops an Understanding of and Care for the Natural World
2. Recognize that people share the environment with other people, animals, and plants.	CS 15-2 Develops an Understanding of and Care for the Natural World
3. Understand that people can take care of the environment through activities, such as recycling.	CS 15-2 Develops an Understanding of and Care for the Natural World
C. History and Events: The understanding that events happened in the past and how these events relate to one's self, family, and community.	
1. Differentiate between past, present, and future.	SS 16-2 Understands Time
2. Recognize events that happened in the past, such as family or personal history.	SS 16-2 Understands Time
3. Understand that how people live and what they do changes over time.	SS 16-2 Understands Time

Domain: Creative Arts Expression	
A. Music: The use of voice and instruments to create sounds.	
1. Participate in music activities, such as listening, singing, or performing.	CCA 21-2 Explores Music
2. Experiment with musical instruments.	CCA 21-2 Explores Music
3. Respond to rhythmic patterns and elements of music using expressive movement.	CCA 21-2 Explores Music

4. Improvise movement and sound responses to music.	CCA 21-2 Explores Music
5. Describe and respond to musical elements.	CCA 21-2 Explores Music
6. Recognize a wide variety of sounds and sound sources.	CCA 21-2 Explores Music
7. Express feeling responses to music.	CCA 21-2 Explores Music
8. Recognize music in daily life.	CCA 21-2 Explores Music
B. Creative Movement and Dance: The use of the body to move to music and express oneself	
1. Express what is felt and heard in various musical tempos and styles.	CCA 21-3 Explores Movement and Dance
2. Move to different patterns of beat and rhythm in music.	CCA 21-3 Explores Movement and Dance
3. Use creative movement to express concepts, ideas, or feelings.	CCA 21-3 Explores Movement and Dance
4. Demonstrate simple phrases of movement in time and space.	CCA 21-3 Explores Movement and Dance
5. Attentively observe a dance performance.	CCA 21-3 Explores Movement and Dance
6. Recognize dances from around the world.	SS 16-1 Explores Cultures
C. Art: The use of a range of media and materials to create drawings, pictures, or other objects.	
1. Use different materials and techniques to make art creations.	CCA 21-1 Explores Art Media
2. Discuss one's own artistic creations and those of others.	CCA 21-1 Explores Art Media
3. Know that works of art can represent people, places, and things.	CCA 21-1 Explores Art Media
4. Identify art in daily life.	CCA 21-1 Explores Art Media
5. Understand that artists have an important role in communities.	SS 16-4 Learns about Community Roles and Jobs
D. Drama & Theatre Arts: The portrayal of events, characters, or stories through acting and using props and language.	
1. Use dialogue, actions, and objects to tell a story or express thoughts and feelings about one's self or a character.	CCA 21-4 Participates in Dramatic Play

2. Use creativity and imagination to manipulate materials and assume roles in dramatic play situations.	CCA 21-4 Participates in Dramatic Play
3. Respond to stories and plays.	CCA 21-4 Participates in Dramatic Play

Domain: Approaches to Learning	
A. Initiative and Curiosity: An interest in varied topics and activities, a desire to learn, creativity, and independence in learning.	
1. Demonstrate flexibility, imagination, and inventiveness in approaching tasks and activities.	ATL 1-6 Thinks with Creativity & Flexibility
2. Demonstrate eagerness to learn about and discuss a range of topics, ideas, and tasks.	ATL 1-4 Is Curious
3. Ask questions and seek new information.	ATL 1-4 Is Curious
B. Persistence and Attentiveness: The ability to begin and finish activities with persistence and attention.	
1. Maintain interest in a project or activity until completed.	ATL 1-1 Is Attentive
2. Set goals and develop and follow through on plans.	CS 14-3 Makes Plans
3. Resist distractions, maintain attention, and continue the task at hand through frustration or challenges.	ATL 1-3 Is Persistent
C. Cooperation: An interest and engagement in group experiences.	
1. Plan, initiate, and complete learning activities with peers.	SED 6-2 Bonds with Peers
2. Join in cooperative play with others and invite others to play.	SED 6-3 Cooperates with Peers
3. Model or teach peers.	SED 6-3 Cooperates with Peers
4. Help, share, and cooperate in a group.	SED 6-3 Cooperates with Peers

DISCLAIMER:

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