

# 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:  
**Florida Early Learning and Developmental  
Standards for Four-Year-Olds**



OFFICE OF  
**Early Learning**  
LEARN EARLY. LEARN FOR LIFE.

## References



Florida Department of Human Resources. (2011). *Florida early learning and developmental standards for four-year-olds*. FL: Author. Retrieved from [http://fibt5.floridaearlylearning.com/BT5\\_Uploads/feldsfyo.pdf](http://fibt5.floridaearlylearning.com/BT5_Uploads/feldsfyo.pdf)

<b>Florida Early Learning and Developmental Standards for Four-Year-Olds (2011)</b>	<b>Vine Assessments by LifeCubby</b>
<b>I. Physical Development</b>	
<b>A. Health and Wellness</b>	<b>Vine Indicators</b>
1. Shows characteristics of good health to facilitate learning	<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
2. Shows visual abilities to facilitate learning and healthy growth and development	<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
3. Demonstrates auditory ability to facilitate learning and healthy growth and development	<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
4. Demonstrates characteristics of good oral health and performs oral hygiene routines	<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. Shows familiarity with health care providers in relation to health and wellness	<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
6. Demonstrates self-control, interpersonal, and social skills in relation to mental health	<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
7. Shows basic physical needs are met	<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
8. Actively takes part in basic health and safety routines	<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
9. Participates in physical fitness activities	<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
10. Makes 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
<b>B. Self-Help</b>	
1. Actively participates in self-care	<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
2. Helps carry out classroom 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>C. Gross Motor Development</b>	
1. Demonstrates increasing motor control and balance	<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
2. Demonstrates the ability to combine movements for gross motor skills	<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
<b>D. Fine Motor Development</b>	
1. Demonstrates increasing control of small motor muscles to perform simple tasks	<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. Uses eye-hand coordination to perform fine motor tasks	<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. Shows beginning control of writing by using various drawing and art tools with increasing coordination	<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

<b>II. Approaches to Learning</b>	
<b>A. Eagerness and Curiosity</b>	
1. Shows curiosity and is eager to learn new things and have new experiences	<b>ATL 1-4 Is Curious</b> <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn
<b>B. Persistence</b>	
1. Attends to tasks for a brief period and seeks help when needed	<b>ATL 1-3 Is Persistent</b> <u>Pre-K:</u> Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult
<b>C. Creativity</b>	

1. Approaches daily activities with creativity	<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
<b>D. Planning and Reflection</b>	
1. Shows initial signs of planning and learning from experiences	<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

<b>III. Social and Emotional Development</b>	
<b>A. Self-Regulation</b>	
<b>a. Affective</b>	
1. Demonstrates growing autonomy and independence, indicated by increasing self-care and willing participation in daily routines, when given a consistent and predictable environment	<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
2. Begins to recognize, then internally manage and regulate, the expression of emotions both positive and negative, with teacher support and multiple experiences over time	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <u>Pre-K:</u> Has methods for coping with intense feelings (getting a comfort item; using words; counting to 5); seeks adult assistance in intense situations; is learning to control impulses and emotions; is able to wait turn
<b>b. Life/Adaptive</b>	
1. Follows simple rules, agreements, and familiar routines, with teacher support and multiple experiences over time	<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
2. Begins to use materials with increasing care and safety	<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
3. Adapts to transitions with increasing independence	<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>B. Relationships</b>	
<b>a. Self</b>	
1. Shows increasing confidence in their own abilities	<b>SED 4-2 Becomes Confident</b> <u>Pre-K:</u> Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics
<b>b. Peers</b>	
1. Interacts with and develops positive relationships 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
2. Develops special friendships	<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
3. Shows care and concern 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
<b>c. Adults</b>	
1. Develops positive relationships and interacts comfortably with familiar adults	<b>SED 5-1 Bonds with Adults</b> <u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults
<b>C. Social Problem Solving</b>	
1. Shows developing ability to solve social problems with support from familiar adults	<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
2. Develops an initial understanding of bullying, with support from familiar adults	<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

<b>IV. Language, Communication, and Emergent Literacy</b>	
<b>A. Listening and Understanding</b>	
1. Increases knowledge through listening	<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
Benchmark a: Child shows understanding by asking and answering relevant questions, adding comments relevant to the topic, and reacting appropriately to what is said.	<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. Follows multi-step directions	<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
Benchmark a: Child achieves mastery of two-step directions and usually follows three-step directions, with teacher support and multiple experiences over time.	<b>LC 7-1 Develops Receptive Communication</b> <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations
<b>B. Speaking</b>	

1. Speech is understood by both a familiar and an unfamiliar peer or adult.	<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
Benchmark a: Child's speech is understood by both a familiar and an unfamiliar adult.	<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>C. Vocabulary</b>	
1. Shows an understanding of words and their meanings	<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)
Benchmark a: Child has age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge: names of body parts, feelings, colors, shapes, jobs, tools, plants, animals and their habitats, and foods; words that describe: adjectives, verbs, and adverbs).	<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)
Benchmark b: Child has mastery of functional and organizational language of the classroom (e.g., same and different, in front of and behind, next to, opposite, below).	<b>LC 7-4 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
Benchmark c: Child understands or knows the meaning of many thousands of words, including disciplinary words (e.g., science, social studies, math, and literacy), many more than he or she routinely uses (receptive language).	<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)
2. Shows increased vocabulary to describe many objects, actions, and events	<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)
Benchmark a: Child uses a large speaking vocabulary, adding new words weekly.	<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)



Benchmark b: Child uses category labels (e.g., fruit, vegetable, animal, transportation, tool).	<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)
Benchmark c: Child uses a variety of word meaning relationships (e.g., part-whole, object-function, object-location).	<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>D. Sentences and Structure</b>	
1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences	<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
Benchmark a: Child typically uses complete sentences of four or more words, usually with subject, verb, and object order.	<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
Benchmark b: Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.	<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
2. Connects phrases and sentences to build ideas	<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
Benchmark a: Child uses sentences with more than one phrase.	<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
Benchmark b: Child combines more than one idea using complex sentences.	<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
Benchmark c: Child combines sentences that give lots of detail, stick to the topic, and clearly communicate intended meaning.	<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
<b>E. Conversation</b>	
1. Uses language to express needs and feelings, share experiences, predict outcomes, and resolve problems	<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
Benchmark a: Child demonstrates varied uses of language (e.g.,	<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

requesting, commenting, using manner words, problem-solving).	nonverbal conversational rules (e.g., takes turns, eye contact, loud and soft voice as appropriate, etc.); connects phrases and sentences to build ideas
2. Initiates, ask questions, and responds to adults and peers in a variety of settings	<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
Benchmark a: Child follows another's conversational lead, appropriately initiates or terminates conversations, or appropriately introduces new content.	<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
Benchmark b: Child provides appropriate information for the setting (e.g., introduces him or herself, requests assistance, answers questions by providing name and address to a police officer or other appropriate adult).	<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
3. Uses appropriate language and style for context	<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
Benchmark a: Child demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions, and uses appropriate intonation). expressions, and uses appropriate intonation)	<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
Benchmark b: Child demonstrates knowledge of non-verbal conversational rules (e.g., appropriate eye contact, appropriate facial expressions, maintaining a comfortable distance in conversation).	<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
Benchmark c: Child matches language to social and academic contexts (e.g., uses volume appropriate to context, addresses adults more formally than he or she addresses other children, and uses the more formal academic language of the classroom).	<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
<b>F. Emergent Reading</b>	



1. Shows motivation for reading	<p><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</p>
Benchmark a: Child enjoys reading and reading-related activities (e.g., selects reading and reading-related activities when given a choice, pretends to read to others).	<p><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</p>
Benchmark b: Child interacts appropriately with books and other materials in a print-rich environment.	<p><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</p>
Benchmark c: Child asks to be read to or asks the meaning of written text.	<p><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</p>
2. Shows age-appropriate phonological awareness	<p><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)</p>
Benchmark a: Child can distinguish individual words within spoken phrases or sentences.	<p><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)</p>
Benchmark b: Child combines words to make a compound word (e.g., “foot” + “ball” = “football”).	<p><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)</p>
Benchmark c: Child deletes a word from a compound word (e.g., “starfish” – “star” = “fish”).	<p><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)</p>
Benchmark d: Child combines syllables into words (e.g., “sis” + “ter” = “sister”).	<p><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)</p>
Benchmark e: Child can delete a syllable from a word (e.g., “trumpet” – “trum” = “pet” or “candy” – “dy” = “can”).	<p><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)</p>

Benchmark f: Child combines onset and rime to form a familiar one-syllable word with and without pictorial support (e.g., when shown several pictures, and adult says /c/ + “at,” child can select the picture of the cat).	<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)
3. Shows alphabetic knowledge	<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
Benchmark a: Child recognizes almost all letters when named (e.g., when shown a group of letters, can accurately identify the letter that is 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
Benchmark b: Child names most letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name).	<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
Benchmark c: Child recognizes some letter sounds (e.g., when shown a group of letters, can accurately identify the letter of the sound given).	<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
Benchmark d: Child names some letter sounds (e.g., when shown a letter, can accurately say the sound the letter makes).	<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
4. Demonstrates comprehension of text read aloud	<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
Benchmark a: Child retells or reenacts story after it is read aloud.	<b>ATL 1-2 Develops Memory</b> <u>Pre-K:</u> Recalls part or all of a story, including characters and main events
Benchmark b: Child asks and answers appropriate questions about the story (e.g., “What just happened?” “What might happen next?” “What would happen if...?” “What was so silly about...?” “How would you feel if you...?”).	<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>G. Emergent Writing</b>	
1. Shows motivation to engage in written expression	<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
Benchmark a: Child demonstrates understanding of the connections among their own ideas, experiences, and written expression.	<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
Benchmark b: Child intentionally uses scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes).	<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 scribbling, letter-like shapes, and letters that are clearly different from drawing to represent thoughts and ideas	<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
Benchmark a: Child independently uses letter-like shapes or letters to write words or parts of words.	<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
Benchmark b: Child writes own name (e.g., first name, last name, or frequent nickname), not necessarily with full correct spelling or well-formed letters.	<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 age-appropriate ability to write letters	<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
Benchmark a: Child independently writes some letters on request.	<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. Demonstrates knowledge of purposes, functions, and structure of written composition	<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
Benchmark a: When writing or dictating, child uses appropriate writing conventions (e.g., a letter starts with "Dear"; a story has a beginning, middle, and end).	<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>V. Cognitive Development and General Knowledge</b>	
---	--

<b>A. Mathematical Thinking</b>	
<b>a. Number Sense</b>	
1. Demonstrates understanding of one-to-one correspondence	<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
Benchmark a: Child demonstrates one-to-one correspondence when counting.	<b>CM 10-1 Begins Counting</b> <u>3-Year Old:</u> Counts by rote to 10; counts sets of objects up to 10; may be able to count into the teens; understands and uses 1-1 correspondence <u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10
Benchmark b: Child demonstrates one-to-one correspondence to determine if two sets are equal.	<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
2. Shows understanding of how to count and construct sets	<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
Benchmark a: Child counts sets in the range of 10 to 15 objects.	<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
Benchmark b: Child constructs sets in the range of 10 to 15 objects.	<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
3. Shows understanding by participating in the comparison of quantities	<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
Benchmark a: Child compares two sets to determine if they are equal.	<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
Benchmark b: Child compares two sets to determine if one set has more.	<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
Benchmark c: Child compares two sets to determine if one set has fewer.	<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
Benchmark d: Child determines one set of objects is a lot more than another set of objects.	<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
4. Assigns and relates numerical representations among numerals	<b>CM 10-4 Reads and Writes Numbers</b>

(written), sets of objects, and number names (spoken) from zero to 10	<u>Pre-K</u> : Can write some numbers up to 10; recognizes a few numbers in written form; recognizes both numerals and number names
5. Counts and knows the sequence of number names (spoken)	<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
Benchmark a: Child counts and recognizes number names (spoken) in the range of 10 to 15.	<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
Benchmark b: Child counts up through 31 by understanding the pattern of adding by one, with teacher support and multiple experiences over time.	<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
6. Shows understanding of and uses appropriate terms to describe ordinal positions	<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
Benchmark a: Child demonstrates the concept of ordinal position with concrete objects (e.g., children or objects).	<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
Benchmark b: Child names ordinal positions (e.g., first, second, third, fourth, fifth).	<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>b. Number and Operations</b>	
1. Shows understanding of how to combine sets and remove from a concrete set of objects (receptive knowledge)	<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
Benchmark a: Child indicates there are more when combining (adding) sets of objects.	<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
Benchmark b: Child indicates there are less (fewer) when removing (subtracting) objects from a set.	<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. Shows understanding of addition and subtraction using a concrete set of objects (expressive knowledge) or story problems found in everyday classroom activities	<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
Benchmark a: Child combines sets of objects to equal a set no larger than 10.	<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



Benchmark b: Child removes objects from a set no larger than 10.	<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
Benchmark c: Child uses concrete objects (e.g., fingers, blocks) to solve complex problems.	<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
3. Begins to develop an understanding of separating a set into a maximum of four parts, with teacher support and multiple experiences over time	<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>c. Patterns and Seriation</b>	
1. Understands characteristics of patterns and non-patterns and begins to reproduce them with at least two elements (e.g., red/blue, red/blue versus a non-pattern like a rainbow)	<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)
Benchmark a: Child recognizes patterns and non-patterns.	<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)
Benchmark b: Child duplicates identical patterns with at least two elements.	<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)
Benchmark c: Child recognizes pattern units (e.g., red/blue is the pattern unit of a red/blue/red/blue/red/blue pattern; dog/cat/cow is the pattern unit of a dog/cat/cow/dog/cat/cow pattern).	<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)
Benchmark d: Child begins to independently produce patterns with at least two elements (e.g., red/blue, red/blue), with teacher support and multiple experiences over time.	<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. Sorts, orders, compares, and describes objects according to characteristics or attribute(s) (seriation)	<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
Benchmark a: Child places objects in increasing order of size where the increasing unit is constant (e.g., unit blocks).	<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



Benchmark b: Child verbalizes why objects were placed in order (e.g., describes process of how and why), with teacher support and multiple experiences over time.	<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
d. Geometry	
1. Understands various two-dimensional shapes, including circle, triangle, square, rectangle, oval, and other less common shapes (e.g., trapezoid, rhombus)	<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
Benchmark a: Child categorizes (sorts) examples of two-dimensional shapes.	<b>CM 12-1 Learns Shapes &amp; Sizes</b> <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
Benchmark b: Child names two-dimensional shapes.	<b>CM 12-1 Learns Shapes &amp; Sizes</b> <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
Benchmark c: Child constructs examples of two-dimensional shapes.	<b>CM 12-1 Learns Shapes &amp; Sizes</b> <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
Benchmark d: Child identifies the number of sides of two-dimensional shapes.	<b>CM 12-1 Learns Shapes &amp; Sizes</b> <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
2. Shows understanding that two-dimensional shapes are equivalent (remain the same) in different orientations	<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
Benchmark a: Child slides shapes, with teacher support and multiple experiences over time.	<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
Benchmark b: Child flips shapes, with teacher support and multiple experiences over time.	<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
Benchmark c: Child rotates shapes, with teacher support and multiple experiences over time.	<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
3. Understands various three-dimensional shapes, including sphere, cube, cone, and other less common shapes (e.g., cylinder, pyramid)	<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
Benchmark a: Child categorizes (sorts) examples of three-dimensional shapes.	<b>CM 12-1 Learns Shapes &amp; Sizes</b> <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
Benchmark b: Child names three-dimensional shapes.	<b>CM 12-1 Learns Shapes &amp; Sizes</b> <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry

4. Analyzes and constructs examples of simple symmetry and non-symmetry in two dimensions, using concrete objects	<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>e. Spatial Relations</b>	
1. Shows understanding of spatial relationships and uses position words (e.g., above, below, next to, beside, on top of, inside, outside)	<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
Benchmark a: Child shows understanding of positional words (receptive knowledge).	<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
Benchmark b: Child uses the positional terms verbally (expressive knowledge) (e.g., in front of, behind, between, over, through, under), with teacher support and multiple experiences over time.	<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
2. Describes relative position from different perspectives (e.g., "I am on top of the climber and you are below me.")	<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. Understands and can tell the difference between orientation terms (e.g., horizontal, diagonal, vertical)	<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
4. Uses directions to move through space and find places in space (e.g., obstacle courses, Simon Says, Mother May I?, hopscotch, giving simple directions)	<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
<b>f. Measurement</b>	
1. Engages in activities that explore measurement	<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. Compares continuous quantities using length, weight, and height	<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

Benchmark a: Child measures or compares the length of one or more objects using a non-standard reference (e.g., paper clips), with teacher support and multiple experiences over time.	<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
Benchmark b: Child measures or compares the weight of one or more objects using non-standard reference (e.g., beans), with teacher support and multiple experiences over time.	<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
Benchmark c: Child measures or compares the height of one or more objects using non-standard reference (e.g., pencils), with teacher support and multiple experiences over time.	<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
Benchmark d: Child uses measurement vocabulary (e.g., length, weight, height) and comparative terminology (e.g., more, less, shorter, longer, heaviest, lightest), with teacher support and multiple experiences over time.	<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. Represents and analyzes data	<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
Benchmark a: Child assists with collecting and sorting materials to be graphed.	<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
Benchmark b: Child works with teacher and small groups to represent mathematical relations in charts and graphs.	<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
Benchmark c: Child analyzes, with teacher and small groups, the relationship between items/objects represented by charts and graphs.	<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

4. Child predicts the results of a data collection, with teacher support and multiple experiences over time.	<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>B. Scientific Inquiry</b>	
<b>a. Investigation and Inquiry</b>	
1. Demonstrates the use of simple tools and equipment for observing and investigating	<b>CS 13-1 Explores Objects</b> <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses
2. Examines objects and makes comparisons	<b>CS 13-1 Explores Objects</b> <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses
<b>b. Physical Science</b>	
1. Explores the physical properties and creative use of objects or matter	<b>CS 13-1 Explores Objects</b> <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses
<b>c. Life Science</b>	
1. Explores growth and change of living things	<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. Identifies the characteristics of living things	<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. Identifies the five senses and explore functions of each	<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>d. Earth and Space</b>	
1. Explores the outdoor environment and begins to recognize changes (e.g., weather conditions) in the environment, with teacher support and multiple experiences over time	<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. Discovers and explores objects (e.g., rocks, twigs, leaves, seashells) that are naturally found in the environment	<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.
<b>e. Environmental Awareness</b>	

1. Demonstrates ongoing environmental awareness and responsibility (e.g., reduce, reuse, recycle), with teacher support and multiple experiences over time	<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>C. Social Studies</b>	
<b>a. Individual Development and Identity</b>	
1. Begins to recognize and appreciate similarities and differences in people	<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
2. Begins to understand family characteristics, roles, and functions	<b>SS 16-4 Learns about Community Roles and Jobs</b> <u>Pre-K:</u> Learns about community helpers; studies different types of careers and jobs; understands the need for various roles in a society; learns about important contributions of historical figures
3. Shows awareness and describes some social roles and jobs that people do	<b>SS 16-4 Learns about Community Roles and Jobs</b> <u>Pre-K:</u> Learns about community helpers; studies different types of careers and jobs; understands the need for various roles in a society; learns about important contributions of historical figures
<b>b. People, Places, and Environments</b>	
1. Demonstrates awareness of geographic thinking	<b>SS 16-3 Explores Geography</b> <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>c. Technology and Our World</b>	
1. Shows awareness of technology and its impact on how people live	<b>CS 13-3 Learns Using Technology</b> <u>Pre-K:</u> May be learning how to play educational games using a computer and keyboard or tablet
<b>d. Civic Ideals and Practices</b>	
1. Demonstrates awareness of group rules (civics)	<b>SS 16-5 Learns about Government and Economics</b> <u>Pre-K:</u> Demonstrates a growing awareness of community rules and types of governance; learns about how money is used to obtain goods or services; learns about different types of money, including coins, paper bills, checks, credit cards, and digital transactions
2. Begins to understand and take on leadership roles	<b>SS 16-5 Learns about Government and Economics</b> <u>Pre-K:</u> Demonstrates a growing awareness of community rules and types of governance; learns about how money is used to obtain goods or services; learns about different types of money, including coins, paper bills, checks, credit cards, and digital transactions
<b>D. Creative Expression Through The Arts</b>	
<b>a. Visual Arts</b>	
1. Explores visual arts	<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. Creates visual arts to communicate an idea	<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. Discusses and responds to the feelings caused by an 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
<b>b. Music</b>	
1. Explores music	<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 to communicate an idea	<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.
3. Discusses and responds to the feelings caused by music	<b>CCA 21-2 Explores Music</b> <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
<b>c. Creative Movement and Dance</b>	
1. Explores creative movement and dance	<b>CCA 21-3 Explores Movement and Dance</b> <u>Pre-K:</u> Begins to show individual expression in creative movement activities
2. Creates creative movement and dance to communicate an idea	<b>CCA 21-3 Explores Movement and Dance</b> <u>Pre-K:</u> Begins to show individual expression in creative movement activities
3. Discusses and responds to the feelings caused by creative movement and dance	<b>CCA 21-3 Explores Movement and Dance</b> <u>Pre-K:</u> Begins to show individual expression in creative movement activities
<b>d. Dramatic Play and Theatre</b>	
1. Explores dramatic play and theatre	<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. Creates dramatic play and theatre to communicate an idea	<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. Discusses and responds to the feelings caused by dramatic play and theatre	<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

**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)