

# 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:  
**Rhode Island Early Learning and  
Development Standards**



## References

Rhode Island Department of Education. (2013). *Rhode Island early learning and development standards*. RI: Author. Retrieved from <http://rields.com/>

<b>Rhode Island Early Learning and Development Standards</b>	<b>Vine Assessments by LifeCubby</b>
<b>Physical Health and Motor Development</b>	<b>Vine Indicators</b>
<b>PH 1: Health and Safety Practices</b>	
PH 1.a: Children engage in structured and unstructured physical activity	<p><b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b></p> <p><u>1-Year Old:</u> Is able to play for longer periods of time; is graduating off of morning nap</p> <p><u>2-Year Old:</u> No longer needs a morning nap</p> <p><u>3-Year Old:</u> Is able to play for longer periods of time without needing to rest</p> <p><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</p>
PH 1.b: Children become increasingly able to identify unsafe situations and gradually learn strategies for responding to them.	<p><b>PMP 20-2 Learns Safety Rules</b></p> <p><u>1-7 mos:</u> Is learning in a safe environment where caregivers are modeling safe behaviors</p> <p><u>8-12 mos:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; is learning classroom rules</p> <p><u>1-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands classroom rules</p> <p><u>2-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands safety rules; follows teacher's instructions with assistance</p> <p><u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands &amp; follows safety rules; follows teacher's instructions when prompted</p> <p><u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands &amp; follows safety rules; follows teacher's instructions</p>
PH 1.c: Children develop self-help skills.	<p><b>PMP 19-2 Develops Self-Care Skills</b></p> <p><u>1-3 mos:</u> Lets caregivers know when there is a need, such as crying when awake or needing to be changed</p> <p><u>4-7 mos:</u> Uses different cries for different needs, such as when tired or when needing to be changed</p> <p><u>8-12 mos:</u> Helps with daily routines, such as washing hands and getting dressed</p> <p><u>1-Year Old:</u> Shows increasing independence, such as dressing with help</p> <p><u>2-Year Old:</u> Shows increasing independence with self-care, such as helping wash hands or brush teeth</p> <p><u>3-Year Old:</u> Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat</p> <p><u>Pre-K:</u> Knows to wash hands with soap before eating, after toileting, and after wiping nose; independently brushes teeth; shows preference for certain clothing and prefers to dress and undress self; able to zip, button, and snap; may be able to tie shoes</p>
<b>PH 2: Gross Motor Development</b>	

<p>PH 2.a: Children develop large-muscle control, strength, and coordination.</p>	<p><b>PMP 17-5 Develops Large Motor Coordination Skills</b>  <u>1-Year Old:</u> Climbs on furniture and crawls up and down stairs unassisted; can easily change body positions  <u>2-Year Old:</u> Walks up and down stairs with help; participates in physical activities indoors and outdoors  <u>3-Year Old:</u> Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors  <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</p>
<p>PH 2.b: Children develop traveling skills.</p>	<p><b>PMP 17-2 Develops Lower Body Strength</b>  <u>1-3 mos:</u> Stretches and kicks legs when lying down; pushes down on legs when feet are placed on a firm surface  <u>4-7 mos:</u> Explores new body positions; rolls over; crawls; supports weight on legs; kicks at objects  <u>8-12 mos:</u> Progresses from rolling to sitting to crawling to pulling up to cruising; stands; takes first steps; may begin walking  <u>1-Year Old:</u> Begins to run before second year  <u>2-Year Old:</u> Able to adjust speed and direction while walking or running  <u>3-Year Old:</u> Runs; jumps; hops; balances on 1 foot for up to 3 seconds  <u>Pre-K:</u> Can jump forward several times without falling</p>
<p><b>PH 3: Fine Motor Development</b></p>	
<p>PH 3.a: Children develop small-muscle control, strength, and coordination.</p>	<p><b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>  <u>1-3 mos:</u> Opens and shuts hands  <u>4-7 mos:</u> Turns objects in hands; uses hands or feet to make contact with objects or people  <u>8-12 mos:</u> Uses hands for more complex tasks, such as rotating objects, releasing objects, and feeling textures  <u>1-Year Old:</u> Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker  <u>2-Year Old:</u> Uses hands for complex tasks such as building a block tower or removing a lid; works with clay; uses thumbs and fingers to manipulate objects  <u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay  <u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness</p>
<p>PH 3.b: Children develop writing and drawing skills.</p>	<p><b>LKS 9-1 Develops Emergent Writing</b>  <u>8-12 mos:</u> Can use a fat paint brush or celery stalk to “paint”  <u>1-Year Old:</u> Makes marks on paper with large crayon or marker  <u>2-Year Old:</u> Draws pictures using scribbles; makes or copies lines and curves, including letter-like marks with pencil or crayon; understands that people use writing to communicate  <u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters;</p>

	<p>shows interest in written expression through scribbling and describing what was “written”</p> <p><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</p>
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<b>Social and Emotional Development</b>	
<b>SE 1: Relationships with Others</b>	
SE 1.a: Children develop trust in and engage positively with adults who are familiar and consistently present in children’s lives.	<p><b>SED 5-1 Bonds with Adults</b></p> <p><u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs</p> <p><u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger</p> <p><u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults</p> <p><u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task</p> <p><u>2-Year Old:</u> Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy</p> <p><u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems</p> <p><u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults</p>
SE 1.b: Children engage in positive relationships and interactions with other children.	<p><b>SED 6-2 Bonds with Peers</b></p> <p><u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children</p> <p><u>8-12 mos:</u> Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play)</p> <p><u>1-Year Old:</u> Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play)</p> <p><u>2-Year Old:</u> Enjoys being with other children; joins group play with other children; knows some names of peers</p> <p><u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend</p> <p><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</p>
<b>SE 2: Sense of Self</b>	
SE 2.a: Children develop an awareness of themselves as an individual with unique thoughts, feelings, and perspectives.	<p><b>SED 4-1 Develops Awareness of Self</b></p> <p><u>1-3 mos:</u> Shows interest in self, such as watching own hands or playing with feet</p> <p><u>4-7 mos:</u> Learns about self by exploring hands, feet, body, and movement</p>

	<p><u>8-12 mos:</u> Enjoys watching self in mirror</p> <p><u>1-Year Old:</u> Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others</p> <p><u>2-Year Old:</u> Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family</p> <p><u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family</p> <p><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)</p>
SE 2.b: Children develop the confidence to complete an action successfully or independently.	<p><b>SED 4-2 Becomes Confident</b></p> <p><u>1-Year Old:</u> Shows confidence in own abilities; is proud to demonstrate abilities</p> <p><u>2-Year Old:</u> Shows confidence in increasing abilities; enjoys showing others what he/she can do</p> <p><u>3-Year Old:</u> Is pleased to complete daily routines and learn new skills</p> <p><u>Pre-K:</u> Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics</p>
<b>SE 3: Self-regulation</b>	
SE 3.a: Children develop the ability to express and regulate their own emotions.	<p><b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b></p> <p><u>1-3 mos:</u> Calms when held, gently rocked or talked to by familiar adults; brings objects to mouth to calm self</p> <p><u>4-7 mos:</u> Can briefly calm self; brings hands to mouth; is able to be calmed by familiar adults</p> <p><u>8-12 mos:</u> Regulates feelings through behaviors, such as sucking thumb or carrying a favorite blanket or toy; looks to familiar adults for help with strong emotions</p> <p><u>1-Year Old:</u> Begins to cope with strong emotions with help from familiar adults</p> <p><u>2-Year Old:</u> Able to use routines, favorite objects, or familiar adults to help in coping with strong feelings and emotions</p> <p><u>3-Year Old:</u> Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games</p> <p><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</p>
SE 3.b: Children develop the ability to control impulses.	<p><b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b></p> <p><u>1-3 mos:</u> Calms when held, gently rocked or talked to by familiar adults; brings objects to mouth to calm self</p> <p><u>4-7 mos:</u> Can briefly calm self; brings hands to mouth; is able to be calmed by familiar adults</p> <p><u>8-12 mos:</u> Regulates feelings through behaviors, such as sucking thumb or carrying a favorite blanket or toy; looks to familiar adults for help with strong emotions</p> <p><u>1-Year Old:</u> Begins to cope with strong emotions with help from familiar adults</p>

	<p><u>2-Year Old:</u> Able to use routines, favorite objects, or familiar adults to help in coping with strong feelings and emotions</p> <p><u>3-Year Old:</u> Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games</p> <p><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</p>
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Language Development	
LD 1: Receptive Language	
LD 1.a: Young children attend to, understand, and respond to increasingly complex language.	<p><b>LC 7-1 Develops Receptive Communication</b></p> <p><u>1-3 mos:</u> Turns head in the direction of a familiar voice</p> <p><u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others</p> <p><u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines</p> <p><u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book”</p> <p><u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions</p> <p><u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues</p> <p><u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations</p>
LD 2: Expressive Language	
LD 2.a: Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.	<p><b>LC 7-2 Develops Expressive Communication</b></p> <p><u>1-3 mos:</u> Alerts caregivers when there is a need, such as crying when awake or needing to be changed; begins to babble, coo or gurgle; may imitate some sounds</p> <p><u>4-7 mos:</u> Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure</p> <p><u>8-12 mos:</u> Progresses from babbling with inflection to first words; uses exclamations like “uh-oh”; may sign certain words; may shake head for “no”; uses sounds, gestures, or actions to express needs and wants</p> <p><u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as “my book,” “more juice,” or “I want down”</p> <p><u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more</p> <p><u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic</p> <p><u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple</p>

	clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
<b>LD 3: Pragmatics</b>	
LD 3.a: Young children understand, follow, and use appropriate social and conversational rules.	<p><b>LC 7-6 Learns Conversation Structure</b></p> <p><u>1-Year Old:</u> May participate in back-and-forths; may make eye contact</p> <p><u>2-Year Old:</u> Asks questions frequently; engages in back-and-forths; learns to take turns in conversations; makes eye contact</p> <p><u>3-Year Old:</u> Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact</p> <p><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</p>
<b>LD 4: Language Development of Dual Language Learners</b>	
LD 4.a: Young children attend to, understand, and respond to increasingly complex language as well as a range of topics and types of texts (including digital texts) in English.	<p><b>LC 7-1 Develops Receptive Communication</b></p> <p><u>1-3 mos:</u> Turns head in the direction of a familiar voice</p> <p><u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others</p> <p><u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines</p> <p><u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book”</p> <p><u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions</p> <p><u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues</p> <p><u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations</p>
LD 4.b: Young children become increasingly proficient in expressing their thoughts and ideas in English.	<p><b>LC 7-2 Develops Expressive Communication</b></p> <p><u>1-3 mos:</u> Alerts caregivers when there is a need, such as crying when awake or needing to be changed; begins to babble, coo or gurgle; may imitate some sounds</p> <p><u>4-7 mos:</u> Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure</p> <p><u>8-12 mos:</u> Progresses from babbling with inflection to first words; uses exclamations like “uh-oh”; may sign certain words; may shake head for “no”; uses sounds, gestures, or actions to express needs and wants</p> <p><u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as “my book,” “more juice,” or “I want down”</p> <p><u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more</p> <p><u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic</p>

	<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
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<b>Literacy</b>	
<b>L 1: Phonological Awareness</b>	
L 1.a: Children notice and discriminate the sounds of spoken language.	<p><b>LC 7-3 Develops Phonemic Awareness</b></p> <p><u>4-7 mos</u>: Pays attention during songs and chanted rhymes</p> <p><u>8-12 mos</u>: Listens and responds to rhymes and rhythms, including songs and chanted rhymes</p> <p><u>1-Year Old</u>: Participates in group time with songs and chanted rhymes</p> <p><u>2-Year Old</u>: Follows along or repeats parts of songs or nursery rhymes</p> <p><u>3-Year Old</u>: Can say rhymes; can give a rhyming word when prompted</p> <p><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>
<b>L 2: Alphabet Knowledge</b>	
L 2.a: Children recognize and identify letters and make letter-sound connections.	<p><b>LKS 8-2 Develops Alphabetic Knowledge</b></p> <p><u>8-12 mos</u>: Hears the ABC song as sung by caregivers or audio device; may make humming sounds to participate</p> <p><u>1-Year Old</u>: Attempts to sing the ABC song</p> <p><u>2-Year Old</u>: Partially sings ABCs</p> <p><u>3-Year Old</u>: Says or sings ABCs</p> <p><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</p>
<b>L 3: Print Knowledge</b>	
L 3.a: Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.	<p><b>LKS 8-1 Develops Early Literacy</b></p> <p><u>1-3 mos</u>: Experiences stories by being read to by caregivers</p> <p><u>4-7 mos</u>: Explores books with caregivers; enjoys being read to by others</p> <p><u>8-12 mos</u>: Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories</p> <p><u>1-Year Old</u>: Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings</p> <p><u>2-Year Old</u>: Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures</p> <p><u>3-Year Old</u>: Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book</p> <p><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>

<b>L 4: Comprehension and Interest</b>	
L 4.a: Children show interest in and an understanding of a variety of literacy experiences.	<p><b>LKS 8-1 Develops Early Literacy</b></p> <p><u>1-3 mos:</u> Experiences stories by being read to by caregivers</p> <p><u>4-7 mos:</u> Explores books with caregivers; enjoys being read to by others</p> <p><u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories</p> <p><u>1-Year Old:</u> Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings</p> <p><u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures</p> <p><u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book</p> <p><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>
<b>L 5: Literacy Development for Dual Language Learners</b>	
L 5.a: Children become increasingly engaged in literacy experiences in English.	<p><b>LKS 8-1 Develops Early Literacy</b></p> <p><u>1-3 mos:</u> Experiences stories by being read to by caregivers</p> <p><u>4-7 mos:</u> Explores books with caregivers; enjoys being read to by others</p> <p><u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories</p> <p><u>1-Year Old:</u> Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings</p> <p><u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures</p> <p><u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book</p> <p><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>
<b>L 6: Emergent Writing</b>	
L 6.a: Children learn writing skills and show knowledge of writing conventions; they demonstrate an understanding of writing as a means of communication.	<p><b>LKS 9-1 Develops Emergent Writing</b></p> <p><u>8-12 mos:</u> Can use a fat paint brush or celery stalk to “paint”</p> <p><u>1-Year Old:</u> Makes marks on paper with large crayon or marker</p>

	<p><u>2-Year Old:</u> Draws pictures using scribbles; makes or copies lines and curves, including letter-like marks with pencil or crayon; understands that people use writing to communicate</p> <p><u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written”</p> <p><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</p>
L 6.b: Children use writing to represent and communicate ideas in a variety of contexts; they use a combination of drawing, dictating, and writing to communicate; they participate in shared writing.	<p><b>LKS 9-1 Develops Emergent Writing</b></p> <p><u>8-12 mos:</u> Can use a fat paint brush or celery stalk to “paint”</p> <p><u>1-Year Old:</u> Makes marks on paper with large crayon or marker</p> <p><u>2-Year Old:</u> Draws pictures using scribbles; makes or copies lines and curves, including letter-like marks with pencil or crayon; understands that people use writing to communicate</p> <p><u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written”</p> <p><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</p>

<b>Cognitive Development</b>	
<b>CD 1: Logic and Reasoning</b>	
CD 1.a Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.	<p><b>CS 14-1 Solves Problems</b></p> <p><u>4-7 mos:</u> Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth</p> <p><u>8-12 mos:</u> Acts intentionally to achieve a goal (e.g., trying different ways to reach a toy under a table)</p> <p><u>1-Year Old:</u> Tries several times to solve challenging problems, often using more than one approach</p> <p><u>2-Year Old:</u> Able to solve problems by trying more than one approach; continues efforts to complete a challenging task</p> <p><u>3-Year Old:</u> Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float)</p> <p><u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems</p>
<b>CD 2: Memory and Working Memory</b>	
CD 2.a Children hold information in their mind and manipulate it to perform tasks.	<p><b>ATL 1-2 Develops Memory</b></p> <p><u>1-3 mos:</u> Recognizes familiar objects and people</p> <p><u>4-7 mos:</u> Begins to develop object permanence (the understanding that people and objects out of sight still exist)</p> <p><u>8-12 mos:</u> Looks for someone or something that is missing</p> <p><u>1-Year Old:</u> Finds hidden or missing people or objects; looks in multiple locations for missing objects</p>

	<p><u>2-Year Old:</u> Remembers actions and locations of familiar adults, objects and routines; notices and responds to things that are different</p> <p><u>3-Year Old:</u> Recalls some elements of a story</p> <p><u>Pre-K:</u> Recalls part or all of a story, including characters and main events</p>
<b>CD 3: Attention and Inhibitory Control</b>	
CD 3.a Children’s skills increase in filtering impulses and sustaining attention on a task.	<p><b>ATL 1-1 Is Attentive</b></p> <p><u>1-3 mos:</u> Watches faces</p> <p><u>4-7 mos:</u> Pays attention to people, objects, and sounds</p> <p><u>8-12 mos:</u> Pays attention to a task or activity for a few minutes</p> <p><u>1-Year Old:</u> Pays attention to a task or activity for a few minutes; repeats actions to complete a goal</p> <p><u>2-Year Old:</u> Maintains focus and attention on a simple task or activity for a short period of time; focuses on an activity for 5 or more minutes</p> <p><u>3-Year Old:</u> Pays attention during story time; focuses on an activity for 10 or more minutes</p> <p><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</p>
<b>CD 4: Cognitive Flexibility</b>	
CD 4.a Children’s skills increase at adjusting to changes in demands, priorities, and perspectives.	<p><b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b></p> <p><u>8-12 mos:</u> Able to participate in new activities; uses classroom toys in creative ways, such as using a wooden block as a car or a bucket as a hat</p> <p><u>1-Year Old:</u> Able to shift focus; participates in new activities; demonstrates imagination in using materials to create something new</p> <p><u>2-Year Old:</u> Accepts changes in routines or usual activities when informed ahead of time by adults; shows creativity, flexibility, and inventiveness in play experiences</p> <p><u>3-Year Old:</u> Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation</p> <p><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</p>

<b>Mathematics</b>	
<b>M 1: Number Sense and Quantity</b>	
M 1.a Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.	<p><b>CM 10-1 Begins Counting</b></p> <p><u>1-3 mos:</u> Experiences counting as caregivers count 1-2-3 in play time</p> <p><u>4-7 mos:</u> Pays attention as an adult counts</p> <p><u>8-12 mos:</u> Babbles while an adult counts</p> <p><u>1-Year Old:</u> Can say numbers 1-3 with help; shows interest in and awareness of numbers and counting during daily routines and activities</p> <p><u>2-Year Old:</u> Can count up to 5</p> <p><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</p>

	<p><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</p>
<b>M 2: Number Relationships and Operations</b>	
M 2.a Children learn to use numbers to compare quantities and solve problems.	<p><b>CM 10-2 Builds and Observes Sets</b>  <u>2-Year Old</u>: Counts sets of objects (2-3); may count the same object twice or use numbers out of order  <u>3-Year Old</u>: Begins to see groups of 2 or 3 objects and knows the amount without counting (subitizing); counts and builds sets  <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</p> <p><b>CM 10-3 Learns Addition, Subtraction and Division</b>  <u>2-Year Old</u>: Knows own age and can hold up the correct number of fingers  <u>3-Year Old</u>: When counting objects, understands that the last number counted represents the total  <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</p>
<b>M 3: Classification and Patterning</b>	
M 3.a Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.	<p><b>CS 13-2 Classifies or Sorts Objects</b>  <u>1-Year Old</u>: Helps with cleanup; begins to group objects, such as blocks in one pile and stuffed animals in another  <u>2-Year Old</u>: Recognizes similarities or differences between familiar and unfamiliar people, objects or events  <u>3-Year Old</u>: Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function  <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</p>
<b>M 4: Measurement, Comparison, and Ordering</b>	
M 4.a Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make comparisons.	<p><b>CM 11-1 Learns Measurement and Quantities</b>  <u>4-7 mos</u>: Plays with more than one object at a time  <u>8-12 mos</u>: Uses words to identify amounts, such as asking for "more" or saying "all gone"  <u>1-Year Old</u>: Begins to say numbers for amounts; begins to use quantity phrases (e.g., "more")  <u>2-Year Old</u>: Begins to notice differences in size, quantity, and distance (more, all gone, big, little, near, far, long, short, etc.)  <u>3-Year Old</u>: Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)  <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</p>

<b>M 5: Geometry and Spatial Sense</b>	
<p>M 5.a Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.</p>	<p><b>CM 12-1 Learns Shapes &amp; Sizes</b>  <u>8-12 mos:</u> Works with shape sorter or size stacker  <u>1-Year Old:</u> Identifies shapes; begins to sort by size  <u>2-Year Old:</u> Sorts objects by shape, size, and/or weight  <u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated  <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry</p> <p><b>CM 12-2 Develops Spatial Awareness</b>  <u>8-12 mos:</u> Explores ways objects and people move and fit in space  <u>1-Year Old:</u> Is learning how shapes fit together, such as working with shape sorters or knob puzzles  <u>2-Year Old:</u> Is learning how shapes fit together, such as working with shape sorters or knob puzzles  <u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind  <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</p>

<b>Science</b>	
<b>S 1: Scientific Inquiry and Application</b>	
<p>S 1.a: Children learn to plan for and carry out investigations and to collect, evaluate, and communicate information.</p>	<p><b>CS 13-1 Explores Objects</b>  <u>1-3 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping  <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping  <u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button  <u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound  <u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living  <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</p> <p><b>CS 14-1 Solves Problems</b>  <u>4-7 mos:</u> Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth  <u>8-12 mos:</u> Acts intentionally to achieve a goal (e.g., trying different ways to reach a toy under a table)</p>

	<p><u>1-Year Old</u>: Tries several times to solve challenging problems, often using more than one approach</p> <p><u>2-Year Old</u>: Able to solve problems by trying more than one approach; continues efforts to complete a challenging task</p> <p><u>3-Year Old</u>: Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float)</p> <p><u>Pre-K</u>: Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems</p> <p><b>CS 14-4 Draws Conclusions and Sorts Results</b></p> <p><u>3-Year Old</u>: Is able to draw conclusions about experiments (e.g., since the wood block floated, other wood blocks will float)</p> <p><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</p>
<p><b>S 2: Knowledge of Science Concepts</b></p>	
<p>S 2.a: Children explore the characteristic of objects and materials that are living, non-living, man-made, or naturally occurring.</p>	<p><b>CS 13-1 Explores Objects</b></p> <p><u>1-3 mos</u>: Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping</p> <p><u>4-7 mos</u>: Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping</p> <p><u>8-12 mos</u>: Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button</p> <p><u>1-Year Old</u>: Observes and experiments with how things work, such as pushing a button on a toy to hear a sound</p> <p><u>2-Year Old</u>: Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living</p> <p><u>3-Year Old</u>: Asks why, where, when, how, what, and seeks answers through exploration</p> <p><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</p> <p><b>CS 15-1 Explores the Natural Environment</b></p> <p><u>8-12 mos</u>: Observes objects of the natural environment through the senses by touching, mouthing, watching</p> <p><u>1-Year Old</u>: Explores objects of the natural environment through the senses; shows interest in natural objects or processes</p> <p><u>2-Year Old</u>: Uses objects of the natural environment in art, sensory, and play</p> <p><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</p> <p><u>Pre-K</u>: Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.</p>

<b>Social Studies</b>	
<b>SS 1: Self, Family, and Community</b>	
SS 1.a: Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.	<p><b>SED 4-1 Develops Awareness of Self</b></p> <p><u>1-3 mos:</u> Shows interest in self, such as watching own hands or playing with feet</p> <p><u>4-7 mos:</u> Learns about self by exploring hands, feet, body, and movement</p> <p><u>8-12 mos:</u> Enjoys watching self in mirror</p> <p><u>1-Year Old:</u> Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others</p> <p><u>2-Year Old:</u> Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family</p> <p><u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family</p> <p><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)</p>
	<p><b>SS 16-1 Explores Cultures</b></p> <p><u>1 mos to 2-Year Old:</u> Participates in experiential opportunities that are culturally diverse</p> <p><u>3-Year Old:</u> Learns about cultural differences, including clothing, food, art, and work</p> <p><u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work</p>
	<p><b>SS 16-4 Learns about Community Roles and Jobs</b></p> <p><u>3-Year Old:</u> Learns about family roles and relationships</p> <p><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</p>
<b>SS 2: Self, History, and Geography</b>	
SS 2.a: Children understand the concepts of time (past, present, and future) and place.	<p><b>SS 16-2 Understands Time</b></p> <p><u>8-12 mos:</u> Is on a daily schedule that regulates feeding and sleeping</p> <p><u>1-Year Old:</u> Is learning that the day follows a routine of time, such as “time for snack”</p> <p><u>2-Year Old:</u> Understands that the day is separated into different segments, such as snack time, naptime, bed time, morning, and evening</p> <p><u>3-Year Old:</u> Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school)</p> <p><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</p>

<b>Creative Arts</b>	
CA 1: Experimentation and Participation in the Creative Arts	
CA 1.a: Children gain an appreciation for and participate in the creative arts.	<p><b>CCA 21-1 Explores Art Media</b></p> <p><u>1-3 mos:</u> Is learning in a creative environment with opportunity to study colors and shapes</p> <p><u>4-7 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials</p> <p><u>8-12 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials</p> <p><u>1-Year Old:</u> Uses art materials; makes marks with a crayon; finger paints</p> <p><u>2-Year Old:</u> Uses a variety of art materials to create artwork or other inventions</p> <p><u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create</p> <p><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</p>
	<p><b>CCA 21-2 Explores Music</b></p> <p><u>1-3 mos:</u> Listens and responds to singing and music</p> <p><u>4-7 mos:</u> Explores musical instruments; bangs toy piano; rattles maracas</p> <p><u>8-12 mos:</u> Plays with musical toys; may show preference for different sounds</p> <p><u>1-Year Old:</u> Shows interest in and participates in a wide variety of music and songs</p> <p><u>2-Year Old:</u> Joins in class exploration of musical instruments; may try to join in singing songs; may play with instruments or props during music time</p> <p><u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat</p> <p><u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.</p>
	<p><b>CCA 21-3 Explores Movement and Dance</b></p> <p><u>8-12 mos:</u> May move when music is playing</p> <p><u>1-Year Old:</u> May move when music is playing and “bounce” to the music</p> <p><u>2-Year Old:</u> Moves when music is playing; begins to move in time to music</p> <p><u>3-Year Old:</u> Participates in dance or creative movement activities</p> <p><u>Pre-K:</u> Begins to show individual expression in creative movement activities</p>

	<p><b>CCA 21-4 Participates in Dramatic Play</b></p> <p><u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination</p> <p><u>2-Year Old:</u> Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others</p> <p><u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play</p> <p><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</p>
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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)