

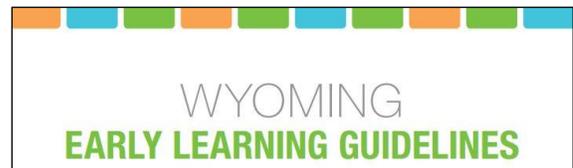
The Vine Assessment System™

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:
**Wyoming Early Learning Foundations
for Children Ages 3-5**



References



Wyoming Early Childhood State Advisory Council. (2013). *Wyoming early learning foundations for children ages 3-5*. WY: Author. Retrieved from <https://edu.wyoming.gov/downloads/early-childhood/2014/14-align-0009-early-learning-foundations-spreads-1.pdf>

Wyoming Early Learning Foundations for Children Ages 3-5	Vine Assessments by LifeCubby
Approaches to Learning	
Initiative and Curiosity	
An interest in varied activities, a desire to learn, creativeness, and independence in learning.	Vine Indicators
Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities.	ATL 1-6 Thinks with Creativity & Flexibility <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 <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
Demonstrates eagerness to learn about and discuss a range of topics, ideas, and tasks.	ATL 1-4 Is Curious <u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn
Asks questions and seeks new information.	ATL 1-4 Is Curious <u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn
Explores things in the environment and tries to figure out how they work (e.g., how they can be combined, new uses, etc.).	CS 13-1 Explores Objects <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
Persistence and Attention	
The ability to begin and finish activities with attention and persistence.	
When adults provide resources and activities that children are interested in and allow them to continue to stay involved in meaningful activities that they choose, children will stay interested and engaged for extended periods of time.	ATL 1-1 Is Attentive <u>3-Year Old:</u> Pays attention during story time; focuses on an activity for 10 or more minutes <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
Sets goals, develops and follows through on plans.	CS 14-3 Makes Plans <u>3-Year Old:</u> Has own ideas for play time and makes plans to carry out ideas; makes choices during free time <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
Resists distractions, maintains attention, and continues the task at	ATL 1-1 Is Attentive <u>3-Year Old:</u> Pays attention during story time; focuses on an activity for 10 or more minutes

hand through frustrations and distractions.	<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
Cooperation	
An interest and engagement in group experiences.	
Plans, initiates, and completes learning activities with peers.	SED 6-3 Cooperates with Peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns <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
Joins in cooperative play with others and invites others to play.	SED 6-3 Cooperates with Peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns <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
Models or teaches peers.	SED 6-3 Cooperates with Peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns <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
Helps, shares, and cooperates in a group.	SED 6-3 Cooperates with Peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns <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

Creative Arts Expression	
Music	
The use of the voice and instruments to create sounds.	
Participates in music activities, such as listening, singing, or performing.	CCA 21-2 Explores Music <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

	<u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
Experiments with musical instruments.	CCA 21-2 Explores Music <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 <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
Creative Movement and Dance	
The use of the body to move to music and express oneself.	
Expresses what is felt and heard in various musical tempos and styles.	CCA 21-3 Explores Movement and Dance <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities
Moves to different patterns of beat and rhythm in music.	CCA 21-3 Explores Movement and Dance <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities
Uses creative movement to express concepts, ideas, or feelings.	CCA 21-3 Explores Movement and Dance <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities
Visual Arts	
The use of a range of media and materials to create drawings, pictures, or other objects.	
Uses different materials and techniques to make art creations.	CCA 21-1 Explores Art Media <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 <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
Creates artistic work that reflects thoughts, feelings, experiences, or knowledge.	CCA 21-1 Explores Art Media <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 <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
Discusses one's artistic creations and those of others.	CCA 21-1 Explores Art Media <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 <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

Drama	
The portrayal of events, characters, or stories through acting or puppets, using props and language.	
Uses dialogue, actions, and objects to tell a story or express thoughts and feelings about one's self or a character.	CCA 21-4 Participates in Dramatic Play <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 <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
Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations.	CCA 21-4 Participates in Dramatic Play <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 <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

Language Development	
Receptive Language	
The ability to understand or comprehend language.	
Responds to language during conversations, songs, stories, or other learning experiences.	LC 7-1 Develops Receptive Communication <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations
Follows one- and two-step directions.	LC 7-1 Develops Receptive Communication <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations
Comprehends increasingly complex and varied vocabulary.	LC 7-4 Expands Vocabulary <u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words <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)
Comprehends different forms of language, such as questions or exclamations.	LC 7-1 Develops Receptive Communication <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations

Expressive Language	
The ability to use one or more languages to communicate.	
Engages in communication and conversation with peers and adults.	<p>LC 7-6 Learns Conversation Structure <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 <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>
Uses increasingly complex and varied vocabulary to express ideas and needs.	<p>LC 7-4 Expands Vocabulary <u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words <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)</p>
Uses different forms of language such as questions, comments, or explanations.	<p>LC 7-2 Develops Expressive Communication <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 <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</p>
Asks and answers questions in order to seek help, get information, or clarify something that is not understood.	<p>LC 7-2 Develops Expressive Communication <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 <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</p>
With guidance and support, uses the conventions of Standard English grammar when speaking.	<p>LC 7-5 Expands Grammar and Pronunciation <u>3-Year Old:</u> Can rhyme words (e.g., cat, sat); uses verbs in correct tense (e.g., she <u>walks</u> vs. she <u>walked</u>); may overcorrect grammar (e.g. “goed,” “mouses,” etc.) <u>Pre-K:</u> Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate</p>
Engages in storytelling by asking and answering questions about key details and requesting clarification.	<p>LKS 8-1 Develops Early Literacy <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</p>

	story to a personal experience; may predict the outcome of a story
Identifies and applies meanings for familiar words.	<p>LC 7-4 Expands Vocabulary</p> <p><u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words</p> <p><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)</p>
Identifies real-life connections between words and their use.	<p>LC 7-4 Expands Vocabulary</p> <p><u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words</p> <p><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)</p>

Literacy Knowledge + Skills	
Book Appreciation and Knowledge	
The interest in books and their features, and the ability to understand and get meaning from stories and information from books and other texts.	
Shows an interest in shared reading experiences and looking at books independently.	<p>LKS 8-1 Develops Early Literacy</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>
Recognizes how books are read (front to back and one page at a time) and recognizes basic features of books such as title, author, and illustrator.	<p>LKS 8-1 Develops Early Literacy</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</p>

	story to a personal experience; may predict the outcome of a story
Asks and answers questions and makes comments about printed materials.	LKS 8-1 Develops Early Literacy <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 <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
Shows interest in different kinds of literature—fiction, non-fiction, informational text, poetry—on a range of topics.	LKS 8-1 Develops Early Literacy <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 <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
Retells stories or information from books through conversation, artistic works, creative movement, or drama.	LKS 8-1 Develops Early Literacy <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
Relates content to real-life experience.	LKS 8-1 Develops Early Literacy <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
Makes connections between illustrations and text.	LKS 8-1 Develops Early Literacy <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
Print Concepts and Conventions	
The concepts about print and early decoding (identifying letter-sound relationships).	

Recognizes print in everyday life, such as numbers, letters, the child's name, words, and familiar logos and signs.	LKS 8-3 Develops Emergent Reading <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading <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
Points to writing and asks what it says.	LKS 8-3 Develops Emergent Reading <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading <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
Pretends to read following English print conventions of reading left to right and top to bottom of the page.	LKS 8-3 Develops Emergent Reading <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading <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
Can point to a word on a page in a book.	LKS 8-3 Develops Emergent Reading <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading <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
Recognizes the association between spoken or signed and written words and will ask an adult to write specific words.	LKS 8-3 Develops Emergent Reading <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading <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

Logic + Reasoning	
Reasoning and Problem Solving	
The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.	
Seeks multiple solutions to a question, task, or problem.	CS 14-1 Solves Problems <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)

	<u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
Recognizes cause-and-effect relationships.	CS 14-4 Draws Conclusions and Sorts Results <u>3-Year Old:</u> Is able to draw conclusions about experiments (e.g., since the wood block floated, other wood blocks will float) <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
Classifies, compares, and contrasts objects, events, and experiences.	CS 13-2 Classifies or Sorts Objects <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> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
Uses past knowledge to build new knowledge.	ATL 1-6 Thinks with Creativity & Flexibility <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
Symbolic Representation	
The use of symbols or objects to represent something else.	
Represents people, places, or things through drawings, movement, and three-dimensional objects.	CCA 21-4 Participates in Dramatic Play <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 <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
Engages in pretend play and acts out roles.	CCA 21-4 Participates in Dramatic Play <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 <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
Recognizes the difference between pretend or fantasy situations and reality.	CCA 21-4 Participates in Dramatic Play <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 <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

Mathematics Knowledge + Skills	
Number Concepts and Quantities	
The understanding that numbers represent quantities and have ordinal properties (number words represent	

a rank order, particular size, or position in a list).	
Recognizes numbers and quantities in the everyday environment.	<p>CM 10-1 Begins Counting <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</p>
Recites numbers in the correct order and understands that numbers come “before” or “after” one another.	<p>CM 10-1 Begins Counting <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</p>
Associates quantities and the names of numbers with written numerals.	<p>CM 10-4 Reads and Writes Numbers <u>3-Year Old:</u> Can trace numbers: recognizes a few numbers in written form <u>Pre-K:</u> Can write some numbers up to 10; recognizes a few numbers in written form; recognizes both numerals and number names</p>
Uses one-to-one counting and subitizing (identifying the number of objects without counting) to determine quantity.	<p>CM 10-2 Builds and Observes Sets <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>
Uses the number name of the last object counted to represent the number of objects in the set.	<p>CM 10-3 Learns Addition, Subtraction and Division <u>3-Year Old:</u> When counting objects, understands that the last number counted represents the total</p>
Number Relations and Operations	
The use of numbers to describe relationships and solve problems.	
Uses a range of strategies, such as counting, subitizing (“seeing” how many objects without counting), or matching, to compare quantity in two sets of objects and describes the comparison with terms, such as “more,” “less,” “greater than,” “fewer,” or “equal to.”	<p>CM 10-2 Builds and Observes Sets <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>
Recognizes that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects.	<p>CM 10-2 Builds and Observes Sets <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>

Identifies the number of items in a set that is created when items are combined or separated.	<p>CM 10-2 Builds and Observes Sets</p> <p><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</p> <p><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>
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Physical Development + Health	
Physical Health Status	
The maintenance of healthy and age-appropriate physical well-being.	
Possesses good overall health, including oral, visual, and auditory health, and is free from communicable or preventable diseases.	<p>PMP 19-2 Develops Self-Care Skills</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>
Participates in prevention and management of chronic health conditions and avoids toxins such as lead.	<p>PMP 19-2 Develops Self-Care Skills</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>
Maintains physical growth within the Centers for Disease Control and Prevention (CDC) recommended ranges for weight by height and age.	<p>PMP 19-2 Develops Self-Care Skills</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>
Gets sufficient rest and exercise to support healthy development.	<p>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</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>
	<p>PMP 19-4 Develops Naptime Independence</p> <p><u>3-Year Old:</u> Puts self to sleep at naptime</p>

	<u>Pre-K:</u> Puts self to sleep at naptime; may not nap every afternoon; likely not napping by age 5 (note current level)
Health Knowledge and Practice	
The understanding of healthy, safe habits and practicing healthy habits.	
Completes personal care tasks, such as dressing, brushing teeth, toileting, and washing hands independently from adults.	<p>PMP 19-2 Develops Self-Care Skills</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>
Communicates an understanding of the importance of health and safety routines and rules.	<p>PMP 19-2 Develops Self-Care Skills</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>
Follows basic health and safety rules and responds appropriately to harmful or unsafe situations.	<p>PMP 20-2 Learns Safety Rules</p> <p><u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & 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 & follows safety rules; follows teacher's instructions</p>
Distinguishes food on a continuum from most healthy to least healthy.	<p>PMP 20-1 Learns about Nutrition</p> <p><u>3-Year Old:</u> Is learning the role of food and nutrition in daily routines; tries different kinds of nutritious foods</p> <p><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</p>
Eats a variety of nutritious foods.	<p>PMP 20-1 Learns about Nutrition</p> <p><u>3-Year Old:</u> Is learning the role of food and nutrition in daily routines; tries different kinds of nutritious foods</p> <p><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</p>
Participates in structured and unstructured physical activities.	<p>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</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>

Recognizes the importance of doctor and dentist visits.	<p>PMP 19-2 Develops Self-Care Skills <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 <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>
Cooperates during doctor and dentist visits and health and developmental screenings.	<p>PMP 19-2 Develops Self-Care Skills <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 <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>

Science Knowledge + Skills	
Scientific Skills and Method	
The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions.	
Uses senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships.	<p>CS 13-1 Explores Objects <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>
Observes and discusses common properties, differences, and comparisons among objects.	<p>CS 13-1 Explores Objects <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>
Participates in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations.	<p>CS 14-4 Draws Conclusions and Sorts Results <u>3-Year Old:</u> Is able to draw conclusions about experiments (e.g., since the wood block floated, other wood blocks will float) <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>

Collects, describes, and records information through discussions, drawings, maps, and charts.	CS 14-4 Draws Conclusions and Sorts Results <u>3-Year Old:</u> Is able to draw conclusions about experiments (e.g., since the wood block floated, other wood blocks will float) <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
Describes and discusses predictions, explanations, and generalizations based on past experience.	CS 14-2 Makes Predictions <u>3-Year Old:</u> Makes simple predictions about what will happen next, such as during activities or when hearing a story <u>Pre-K:</u> Able to make and test predictions (e.g., what color will we get if we mix the yellow dye and the blue dye?)
Conceptual Knowledge of the Natural and Physical World	
The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally occurring relationships.	
Observes, describes, and discusses living things and natural processes.	CS 15-1 Explores the Natural Environment <u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
Observes, describes, and discusses properties of materials and transformation of substances.	CS 15-1 Explores the Natural Environment <u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
Begins to learn concepts related to: Physical Sciences, Life Sciences, Earth and Space Sciences, and Engineering/Technology/Applications of Science.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things <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

Social + Emotional Development	
Social Relationships	
The healthy relationships and interactions with adults and peers.	
Communicates with familiar adults and accepts or requests guidance.	SED 5-1 Bonds with Adults <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems

	<u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults
Cooperates with others.	SED 6-3 Cooperates with Peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns <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
Develops friendships with peers.	SED 6-2 Bonds with Peers <u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend <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
Establishes secure relationships with adults	SED 5-1 Bonds with Adults <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems <u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults
Uses socially appropriate behavior with peers and adults. Socially appropriate behavior in this age group means participating in activities that promote helping, sharing, and taking turns.	SED 6-3 Cooperates with Peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns <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
Resolves conflict with peers alone and/or with adult intervention as appropriate.	SED 6-3 Cooperates with Peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns <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
Uses words and actions to assert self in socially appropriate ways.	SED 6-3 Cooperates with Peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns <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
Recognizes and labels others' emotions.	SED 6-1 Builds Empathy <u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress

	<u>Pre-K:</u> Shares in the joy of others; expresses sadness when another adult or child is sad
Expresses empathy and sympathy to peers.	SED 6-1 Builds Empathy <u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress <u>Pre-K:</u> Shares in the joy of others; expresses sadness when another adult or child is sad
Recognizes how actions affect others and accepts consequences of one's actions.	ATL 2-2 Shows Responsibility <u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege <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
Demonstrates affection in socially appropriate ways by offering compliments, choosing to sit next to a peer, offering a toy, etc.	SED 6-2 Bonds with Peers <u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend <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
Self-Concept and Self-Efficacy	
The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals.	
Identifies personal characteristics, preferences, thoughts, and feelings.	SED 4-1 Develops Awareness of Self <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family <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)
Demonstrates age-appropriate independence in a range of activities, routines, and tasks.	ATL 1-5 Shows Initiative <u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting <u>Pre-K:</u> Makes and conveys choices to friends and teachers
Shows confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks.	SED 4-2 Becomes Confident <u>3-Year Old:</u> Is pleased to complete daily routines and learn new skills <u>Pre-K:</u> Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics
Demonstrates age-appropriate independence in decision making regarding activities and materials.	ATL 1-5 Shows Initiative <u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting <u>Pre-K:</u> Makes and conveys choices to friends and teachers

Social Studies Knowledge + Skills	
Self, Family, and Community	
The understanding of one's relationship to the family and community, roles in the family and community, and respect for diversity	
Identifies personal and family structure.	<p>SED 4-1 Develops Awareness of Self <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family <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>
Identifies similarities and respects differences among people.	<p>SS 16-1 Explores Cultures <u>3-Year Old:</u> Learns about cultural differences, including clothing, food, art, and work <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>
Recognizes a variety of jobs and the work associated with them.	<p>SS 16-4 Learns about Community Roles and Jobs <u>3-Year Old:</u> Learns about family roles and relationships <u>Pre-K:</u> Learns about community helpers; studies different types of careers and jobs; understands the need for various roles in a society; learns about important contributions of historical figures</p>
Explains (or tells) reasons for rules in the home and classroom and for laws in the community.	<p>SS 16-5 Learns about Government and Economics <u>3-Year Old:</u> Uses pretend money in games and play; pretends societal roles in play <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</p>
Describes or draws aspects of the geography of the classroom, home, and community	<p>SS 16-3 Explores Geography <u>3-Year Old:</u> Learns about community places, such as home, school, park, etc. <u>Pre-K:</u> Learns about how the local community is a part of a broader world, such as state and country; may study maps to learn about far-away cultures</p>
People and the Environment	
The understanding of the relationship between people and the environment in which they live.	
Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations.	<p>CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things <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</p>

Recognizes that people share the environment with other people, animals, and plants.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things <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
Recognizes how people can take care of the environment through activities, such as recycling.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things <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
History and Events	
The understanding that events happened in the past and how these events relate to one's self, family, and community	
Differentiates between past, present, and future.	SS 16-2 Understands Time <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) <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
Recognizes events that happened in the past, such as family or personal history.	SS 16-2 Understands Time <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) <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
Identifies that how people live and what they do changes over time.	SS 16-2 Understands Time <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) <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

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