

The Vine Assessment System™

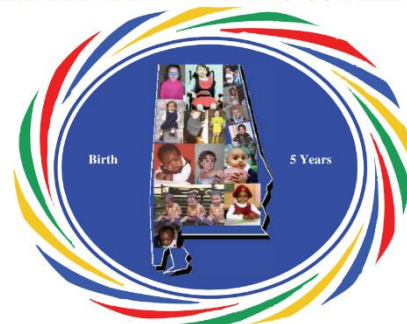
by LifeCubby

*A Fully Integrated Platform for Observation,
Daily Reporting, Communications and Assessment*

For Early Childhood Professionals and the Families that they Serve

Alignment Document for:
The Alabama Early Learning Guidelines

ALABAMA EARLY LEARNING GUIDELINES



ALABAMA DEPARTMENT OF HUMAN RESOURCES

References



Alabama Department of Human Resources. (2009). *Alabama early learning guidelines*. AL: Author. Retrieved from <http://dhr.alabama.gov/documents/AELG.pdf>

The Alabama Early Learning Guidelines		Vine Assessments by LifeCubby
Self-Concept/Emotional Development - As the child grows, she/he will...		
Birth to 6 Months		Vine Progress Indicator
1	be awake and active for longer times	ATL 1-1 Is Attentive 1-3 mos: Watches faces 4-7 mos: Pays attention to people, objects, and sounds
2	begin to establish emotional attachments or “bonding” relationships with parents/family and caregivers	SED 5-1 Bonds with Adults 1-3 mos: Enjoys interactions with familiar adults; smiles and laughs 4-7 mos: Knows and responds positively to familiar faces; begins to know if someone is a stranger
3	express her/his needs and emotions with different cries and vocal sounds	SED 3-1 Expresses Emotion 1-3 mos: Begins to show emotions with face and body; may begin to smile 4-7 mos: Becomes more assertive in conveying likes and dislikes
4	smile in response to a friendly face or voice	SED 5-1 Bonds with Adults 1-3 mos: Enjoys interactions with familiar adults; smiles and laughs 4-7 mos: Knows and responds positively to familiar faces; begins to know if someone is a stranger
5	coo, gurgle, and squeal when awake	LC 7-2 Develops Expressive Communication 1-3 mos: 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 4-7 mos: 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
6	stop crying when parents, family members, and/or caregivers come near	SED 3-2 Manages Feelings & Demonstrates Self-Control 1-3 mos: Calms when held, gently rocked or talked to by familiar adults; brings objects to mouth to calm self 4-7 mos: Can briefly calm self; brings hands to mouth; is able to be calmed by familiar adults
7	entertain self by playing with fingers, hands, and toes	SED 4-1 Develops Awareness of Self 1-3 mos: Shows interest in self, such as watching own hands or playing with feet 4-7 mos: Learns about self by exploring hands, feet, body, and movement
8	develop an awareness of self as a separate individual from others	SED 4-1 Develops Awareness of Self 1-3 mos: Shows interest in self, such as watching own hands or playing with feet 4-7 mos: Learns about self by exploring hands, feet, body, and movement
9	seek attention of parent or caregiver by using body movements and/or vocal sounds	SED 5-1 Bonds with Adults 1-3 mos: Enjoys interactions with familiar adults; smiles and laughs 4-7 mos: Knows and responds positively to familiar faces; begins to know if someone is a stranger
10	imitate sounds, facial expressions, and actions of others	SED 5-2 Learns from Adults 1-3 mos: Imitates some facial expressions 4-7 mos: Participates in reciprocal imitation games; copies adult sounds, movements, or facial expressions

11	spend less time crying, and will laugh out loud	SED 3-1 Expresses Emotion <u>1-3 mos:</u> Begins to show emotions with face and body; may begin to smile <u>4-7 mos:</u> Becomes more assertive in conveying likes and dislikes
6-12 Months		
1	cry when she/he needs help	SED 3-1 Expresses Emotion <u>4-7 mos:</u> Becomes more assertive in conveying likes and dislikes <u>8-12 mos:</u> Expresses a variety of emotions through facial expressions, sounds, and gestures
2	begin to hold her/his own bottle	PMP 19-1 Develops Meal Time Independence <u>8-12 mos:</u> Shows interest in new foods; begins to finger-feed self; holds own bottle or cup; responds well when physical needs are met
3	begin to try to feed herself/himself	PMP 19-1 Develops Meal Time Independence <u>8-12 mos:</u> Shows interest in new foods; begins to finger-feed self; holds own bottle or cup; responds well when physical needs are met
4	want to hold and try to use her/his drinking cup	PMP 19-1 Develops Meal Time Independence <u>8-12 mos:</u> Shows interest in new foods; begins to finger-feed self; holds own bottle or cup; responds well when physical needs are met
5	play	ATL 1-4 Is Curious <u>4-7 mos:</u> Explores with hands; finds objects that are partially hidden <u>8-12 mos:</u> Shows interest in new toys; explores surroundings
6	have emotional attachments to particular people	SED 5-1 Bonds with Adults <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger <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
7	become familiar with different types of sounds, tones of voices, and types of music	CCA 21-2 Explores Music <u>4-7 mos:</u> Explores musical instruments; bangs toy piano; rattles maracas <u>8-12 mos:</u> Plays with musical toys; may show preference for different sounds
8	indicate her/his wants through movements and sounds	SED 3-1 Expresses Emotion <u>4-7 mos:</u> Becomes more assertive in conveying likes and dislikes <u>8-12 mos:</u> Expresses a variety of emotions through facial expressions, sounds, and gestures
9	respond to her/his own image in a mirror	SED 4-1 Develops Awareness of Self <u>4-7 mos:</u> Learns about self by exploring hands, feet, body, and movement <u>8-12 mos:</u> Enjoys watching self in mirror
10	explore her/his environment	CS 13-1 Explores Objects <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
12-18 Months		
1	start to move freely	PMP 17-1 Develops Perception & Balance <u>8-12 mos:</u> Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object <u>1-Year Old:</u> Increasingly gains balance, going from sitting to standing to running to even jumping
2	ask for what she/he wants through sounds and motions	SED 3-1 Expresses Emotion <u>8-12 mos:</u> Expresses a variety of emotions through facial expressions, sounds, and gestures <u>1-Year Old:</u> Expresses a range of emotions, including surprise, joy or pride; notices the effects of emotions on others
3	begin to express that diaper needs changing	PMP 19-3 Becomes Toilet Trained <u>1-Year Old:</u> Shows interest in the process of toileting
4	be able to sit still for a short while	ATL 1-1 Is Attentive <u>4-7 mos:</u> Pays attention to people, objects, and sounds <u>8-12 mos:</u> Pays attention to a task or activity for a few minutes <u>1-Year Old:</u> Pays attention to a task or activity for a few minutes; repeats actions to complete a goal
5	try to achieve a sense of self-identity	SED 4-1 Develops Awareness of Self <u>8-12 mos:</u> Enjoys watching self in mirror <u>1-Year Old:</u> Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others
6	become more independent	ATL 1-5 Shows Initiative <u>8-12 mos:</u> Initiates activities, such as getting a toy independently from a low shelf or basket <u>1-Year Old:</u> Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read)
7	start to show different social emotions, such as affection, jealousy, anger, and sympathy	SED 6-1 Builds Empathy <u>8-12 mos:</u> Responds to the emotions of others; may share emotional reactions (e.g., smiling when an adult smiles) <u>1-Year Old:</u> Observes emotions of others; may respond to another's preferences, such as offering different objects until one is accepted
8	better control her/his own behaviors	SED 3-2 Manages Feelings & Demonstrates Self-Control <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 <u>1-Year Old:</u> Begins to cope with strong emotions with help from familiar adults
18-24 Months		
1	start to help when washing her/his hands	PMP 19-2 Develops Self-Care Skills <u>1-Year Old:</u> Shows increasing independence, such as dressing with help
2	be able to eat and drink with only a little spilling	PMP 19-1 Develops Meal Time Independence <u>1-Year Old:</u> Begins to feed self with spoon or drink from a sippy cup

3	be able to dress self in simple clothing	PMP 19-2 Develops Self-Care Skills <u>1-Year Old:</u> Shows increasing independence, such as dressing with help
4	choose toys to play with and help pick up toys	ATL 1-5 Shows Initiative <u>1-Year Old:</u> Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read)
5	let you know when she/he needs to use the toilet	PMP 19-3 Becomes Toilet Trained <u>1-Year Old:</u> Shows interest in the process of toileting
6	recognize when people are feeling happy, sad, angry, or scared	SED 6-1 Builds Empathy <u>1-Year Old:</u> Observes emotions of others; may respond to another's preferences, such as offering different objects until one is accepted
7	show affection for you and others that she/he knows	SED 6-1 Builds Empathy <u>1-Year Old:</u> Observes emotions of others; may respond to another's preferences, such as offering different objects until one is accepted
8	show different emotions and moods	SED 3-1 Expresses Emotion <u>1-Year Old:</u> Expresses a range of emotions, including surprise, joy or pride; notices the effects of emotions on others
9	become aware of her/his own feelings	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>1-Year Old:</u> Begins to cope with strong emotions with help from familiar adults
2 Years		
1	be able to eat and drink with limited spilling	PMP 19-1 Develops Meal Time Independence <u>2-Year Old:</u> Uses spoon or fork for feeding; drinks from cup without lid
2	choose toys and begin to put them away when asked to do so	ATL 1-5 Shows Initiative <u>1-Year Old:</u> Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read) <u>2-Year Old:</u> Initiates play with others
3	be able to get own water	PMP 19-1 Develops Meal Time Independence <u>2-Year Old:</u> Uses spoon or fork for feeding; drinks from cup without lid
4	have "accidents" when toilet-trained	PMP 19-3 Becomes Toilet Trained <u>2-Year Old:</u> Toilet training is underway
5	change mind and moods quickly	SED 3-1 Expresses Emotion <u>2-Year Old:</u> Expresses a variety of emotions; modifies expression according to reactions of familiar adults
6	sometimes be able to make choices	ATL 1-5 Shows Initiative <u>2-Year Old:</u> Initiates play with others
7	sometimes want to hold onto the "old", rather than try the "new"	ATL 1-2 Develops Memory <u>2-Year Old:</u> Remembers actions and locations of familiar adults, objects and routines; notices and responds to things that are different
8	sometimes respond to what you ask her/him to do and sometimes do the opposite	ATL 2-2 Shows Responsibility <u>2-Year Old:</u> Follows adult directives; follows basic rules with the help of caregivers; helps pick up toys at cleanup time; is able to be redirected
9	enjoy playing	ATL 1-4 Is Curious

		<u>2-Year Old:</u> Shows interest in new objects or activities; tries different ways of using objects or materials
10	enjoy social interaction	SED 6-2 Bonds with Peers <u>2-Year Old:</u> Enjoys being with other children; joins group play with other children; knows some names of peers
11	display aggressive behaviors, such as hitting, biting and shoving	SED 3-1 Expresses Emotion <u>2-Year Old:</u> Expresses a variety of emotions; modifies expression according to reactions of familiar adults
3 Years		
1	be friendly, laugh often, and be eager to please	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
2	have occasional nightmares and fear of the dark	SED 3-1 Expresses Emotion <u>3-Year Old:</u> Displays a range of emotions; can say how he/she is feeling (e.g., glad, sad, or mad); explores emotions through play, art, music, dance
3	often talk to self	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
4	show affection toward children who are younger or get hurt	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
5	sometimes have a special security blanket, stuffed animal or toy for comfort	SED 3-2 Manages Feelings & Demonstrates Self-Control <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
6	need affection, support and comfort when she/he is afraid, hurt or sad	SED 3-2 Manages Feelings & Demonstrates Self-Control <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
7	want to do for herself/himself	ATL 1-5 Shows Initiative <u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting
8	possibly have difficulty adjusting to being away from parents	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
4 Years		
1	sometimes become physical/aggressive when angry	SED 3-1 Expresses Emotion <u>Pre-K:</u> Expresses a range of emotions; says how he/she is feeling and why; identifies emotions in photos (e.g., happy, sad, or confused)
2	show pride in accomplishments	SED 4-2 Becomes Confident <u>Pre-K:</u> Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics
3	often seem selfish and unable to understand taking turns	SED 3-2 Manages Feelings & Demonstrates Self-Control <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
4	demand doing many things for self	ATL 1-5 Shows Initiative <u>Pre-K:</u> Makes and conveys choices to friends and teachers
5	show very different emotions within a short period of time	SED 3-1 Expresses Emotion <u>Pre-K:</u> Expresses a range of emotions; says how he/she is feeling and why; identifies emotions in photos (e.g., happy, sad, or confused)
6	show jealousy of others who seem to be taking an adult's attention away from her/him	SED 5-1 Bonds with Adults <u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults
7	desire to please adults	SED 5-1 Bonds with Adults <u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults
8	enjoy being silly/playful	ATL 1-6 Thinks with Creativity & Flexibility <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
5 Years		
1	show many different feelings	SED 3-1 Expresses Emotion <u>Pre-K:</u> Expresses a range of emotions; says how he/she is feeling and why; identifies emotions in photos (e.g., happy, sad, or confused)
2	start to understand the feelings of others	SED 6-1 Builds Empathy <u>Pre-K:</u> Shares in the joy of others; expresses sadness when another adult or child is sad
3	often be able to express feelings in words	SED 3-1 Expresses Emotion <u>Pre-K:</u> Expresses a range of emotions; says how he/she is feeling and why; identifies emotions in photos (e.g., happy, sad, or confused)
4	take full responsibility for using the toilet	PMP 19-3 Becomes Toilet Trained <u>Pre-K:</u> Is completely independent with toileting
5	be caring and affectionate, especially toward injured children, younger children, and animals	SED 6-1 Builds Empathy <u>Pre-K:</u> Shares in the joy of others; expresses sadness when another adult or child is sad
6	have better self-control of emotions	SED 3-2 Manages Feelings & Demonstrates Self-Control <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
7	dress self completely, learn to tie shoes, and sometimes notice when clothing is on the wrong side	PMP 19-2 Develops Self-Care Skills <u>Pre-K:</u> Knows to wash hands with soap before eating, after toileting, and after wiping nose; independently brushes teeth; shows preference for certain clothing and prefers to dress and undress self; able to zip, button, and snap; may be able to tie shoes
8	enjoy responsibility and have a strong need to feel accepted and powerful	ATL 2-2 Shows Responsibility <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

9	plan and carry out activities and projects independently	CS 14-3 Makes Plans Pre-K: Has own ideas on what to do during free choice time or free play, and carries out steps to follow the plan
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Social Development		
Birth to 6 Months		Vine Progress Indicator
1	make babbling sounds	LC 7-2 Develops Expressive Communication <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
2	look for person who is talking	LC 7-1 Develops Receptive Communication <u>1-3 mos:</u> Turns head in the direction of a familiar voice
3	enjoy familiar routines	ATL 2-1 Understands Routines <u>1-3 mos:</u> Is sleeping and eating on a developmentally-appropriate schedule (<i>for questions, consult pediatric guides</i>) <u>4-7 mos:</u> Demonstrates awareness of daily routines with behavior; may open mouth for feeding or lift arms to be picked up
4	reach out to familiar people	SED 5-1 Bonds with Adults <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger
5	become more outgoing and social	SED 6-2 Bonds with Peers <u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children
6	become upset if toys or other objects are taken away	SED 3-1 Expresses Emotion <u>1-3 mos:</u> Begins to show emotions with face and body; may begin to smile <u>4-7 mos:</u> Becomes more assertive in conveying likes and dislikes
7	smile in response to a friendly face or voice	SED 5-1 Bonds with Adults <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger
8	usually stop crying when picked up and held	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>1-3 mos:</u> Calms when held, gently rocked or talked to by familiar adults; brings objects to mouth to calm self <u>4-7 mos:</u> Can briefly calm self; brings hands to mouth; is able to be calmed by familiar adults
9	begin to develop a sense of security and trust with parents and caregivers	SED 5-1 Bonds with Adults <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger
10	imitate, maintain, or avoid interactions	SED 5-2 Learns from Adults <u>1-3 mos:</u> Imitates some facial expressions <u>4-7 mos:</u> Participates in reciprocal imitation games; copies adult sounds, movements, or facial expressions
11	show individual responses to different people and situations	SED 5-1 Bonds with Adults <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs

		<u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger
12	respond to her/his name and caregiver's actions	LC 7-1 Develops Receptive Communication <u>1-3 mos:</u> Turns head in the direction of a familiar voice <u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others
13	respond to self in mirror	SED 4-1 Develops Awareness of Self <u>4-7 mos:</u> Learns about self by exploring hands, feet, body, and movement <u>8-12 mos:</u> Enjoys watching self in mirror
6-12 Months		
1	recognize and bond with primary caregivers	SED 5-1 Bonds with Adults <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger <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
2	recognize familiar people and may be shy of strangers	SED 5-1 Bonds with Adults <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger <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
3	begin to respond to more than one familiar person at a time	SED 5-1 Bonds with Adults <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger <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
4	begin to be sociable by initiating interactions with other children and adults	SED 6-2 Bonds with Peers <u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children <u>8-12 mos:</u> Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play)
5	show affection	SED 5-1 Bonds with Adults <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger <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
6	grab caregiver's hand or leg when frightened, or look at caregiver for reassurance	SED 5-1 Bonds with Adults <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger <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
7	identify family members, friends, and pets	SED 5-1 Bonds with Adults

		<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>
12-18 Months		
1	be sociable but able to play alone for a short time	<p>SED 6-2 Bonds with Peers</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>
2	imitate the actions and activities of others	<p>SED 5-2 Learns from Adults</p> <p><u>8-12 mos:</u> Mirrors caregiver's non-verbal communication, such as looking where the caregiver is looking or pointing where the caregiver is pointing</p> <p><u>1-Year Old:</u> Demonstrates interest in adult behavior, such as by saying "hello" and "goodbye" when coming and going</p>
3	show affectionate responses and begin social interactions	<p>SED 6-1 Builds Empathy</p> <p><u>8-12 mos:</u> Responds to the emotions of others; may share emotional reactions (e.g., smiling when an adult smiles)</p> <p><u>1-Year Old:</u> Observes emotions of others; may respond to another's preferences, such as offering different objects until one is accepted</p>
4	enjoy listening to and making music, dancing, and singing	<p>CCA 21-2 Explores Music</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>
5	begin to achieve a sense of self-identity	<p>SED 4-1 Develops Awareness of Self</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>
6	follow simple directions	<p>LC 7-1 Develops Receptive Communication</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>
7	begin to be eager and want to do more in her/his surroundings	<p>ATL 1-4 Is Curious</p> <p><u>8-12 mos:</u> Shows interest in new toys; explores surroundings</p> <p><u>1-Year Old:</u> Shows interest in learning about new objects or experiences</p>
8	begin to briefly wait for responses to her/his requests	<p>ATL 2-2 Shows Responsibility</p> <p><u>1-Year Old:</u> Accepts adult redirection; begins to respond to directives</p>
18-24 Months		
1	mostly play next to, but not with, other children	<p>SED 6-2 Bonds with Peers</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>

2	engage in make-believe or dramatic play	CCA 21-4 Participates in Dramatic Play <u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination
3	learn to seek help from caregivers, if needed	SED 5-1 Bonds with Adults <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
4	show tremendous curiosity about people and things in their surroundings	ATL 1-4 Is Curious <u>1-Year Old:</u> Shows interest in learning about new objects or experiences
5	alternate between clinging to parents and caregivers or resisting them	SED 5-1 Bonds with Adults <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
6	offer toys to other children, but usually be possessive of playthings	SED 6-3 Cooperates with Peers <u>1-Year Old:</u> May begin to play with other children (e.g., passing a toy back and forth)
7	display aggressive behaviors such as hitting, biting, shoving, and grabbing toys	SED 3-1 Expresses Emotion <u>1-Year Old:</u> Expresses a range of emotions, including surprise, joy or pride; notices the effects of emotions on others
2 Years		
1	use more imagination	CCA 21-4 Participates in Dramatic Play <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
2	enjoy being with other children, but may use unacceptable social behavior	SED 6-2 Bonds with Peers <u>2-Year Old:</u> Enjoys being with other children; joins group play with other children; knows some names of peers
3	imitate adults' activities	SED 5-2 Learns from Adults <u>2-Year Old:</u> Uses role play to imitate behaviors by familiar adults
4	enjoy small group activities	SED 6-2 Bonds with Peers <u>2-Year Old:</u> Enjoys being with other children; joins group play with other children; knows some names of peers
5	develop trusting relationships with caregivers	SED 5-1 Bonds with Adults <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
6	show interest in children of the same age	SED 6-2 Bonds with Peers <u>2-Year Old:</u> Enjoys being with other children; joins group play with other children; knows some names of peers
7	begin to cooperate with less physical aggressiveness	SED 6-3 Cooperates with Peers <u>2-Year Old:</u> Begins to cooperate with others (e.g. shares toys, works toward a common goal, such as building a block tower); is learning to take turns; is learning to use words with peers
3 Years		
1	sometimes take turns, but will not always be willing to do so	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
2	join in simple games and group activities	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
3	observe other children playing and may join in for a short time	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
4	use objects in pretend play	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
5	become defensive of toys and other possessions	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
6	sit and listen to stories up to ten minutes at a 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
7	not bother others and dislike being bothered by others while listening to stories	ATL 1-1 Is Attentive <u>3-Year Old:</u> Pays attention during story time; focuses on an activity for 10 or more minutes
8	engage in make-believe play	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
9	begin making friends	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
10	enjoy adult attention	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
11	enjoy sitting with arms around friends, or holding hands	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
4 Years		
1	be outgoing, friendly, and overly enthusiastic at times	SED 6-2 Bonds with Peers <u>Pre-K:</u> Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play
2	sometimes have imaginary playmates or companions	ATL 1-6 Thinks with Creativity & Flexibility <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
3	boast, exaggerate, and make up stories	ATL 1-6 Thinks with Creativity & Flexibility <u>Pre-K:</u> Able to transition thinking and behavior, such as during group play in response to a friend's suggestion or idea; generates creative ideas, suggestions
4	cooperate with others and participate in group activities	SED 6-3 Cooperates with Peers <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
5	enjoy make-believe activities and roleplaying	CCA 21-4 Participates in Dramatic 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
6	rely more on verbal expressions than physical aggression	SED 6-3 Cooperates with Peers <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
7	engage in name-calling and teasing	SED 3-1 Expresses Emotion <u>Pre-K:</u> Expresses a range of emotions; says how he/she is feeling and why; identifies emotions in photos (e.g., happy, sad, or confused)
8	develop close friendships with playmates	SED 6-2 Bonds with Peers <u>Pre-K:</u> Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play
5 Years		
1	enjoy friendships and often have one or two special playmates	SED 6-2 Bonds with Peers <u>Pre-K:</u> Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play
2	often play cooperatively	SED 6-3 Cooperates with Peers <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
3	participate in group play and shared activities	SED 6-3 Cooperates with Peers <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
4	enjoy telling jokes and making people laugh	SED 6-2 Bonds with Peers <u>Pre-K:</u> Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play
5	often follow directions and carry out responsibilities	ATL 2-2 Shows Responsibility <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
6	continue to ask many questions	ATL 1-4 Is Curious <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn
7	boast about accomplishments	SED 4-2 Becomes Confident <u>Pre-K:</u> Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics
8	argue about many things and have a strong sense of "fairness"	ATL 1-5 Shows Initiative <u>Pre-K:</u> Makes and conveys choices to friends and teachers

9	be independent, yet still want and need help	ATL 1-5 Shows Initiative <u>Pre-K:</u> Makes and conveys choices to friends and teachers
10	enjoy pretend-play	CCA 21-4 Participates in Dramatic 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 and Literacy Development		
Birth to 6 Months		Vine Progress Indicator
1	communicate by blinking, moving a body part, stopping a movement, shifting eyes about or making a startle response	LC 7-1 Develops Receptive Communication <u>1-3 mos:</u> Turns head in the direction of a familiar voice <u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others
2	show a preference for certain sounds, especially for human speech	LC 7-1 Develops Receptive Communication <u>1-3 mos:</u> Turns head in the direction of a familiar voice <u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others
3	turn head in response to sound from either side	LC 7-1 Develops Receptive Communication <u>1-3 mos:</u> Turns head in the direction of a familiar voice <u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others
4	hear and make different sounds	LC 7-1 Develops Receptive Communication <u>1-3 mos:</u> Turns head in the direction of a familiar voice <u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others
5	make sounds other than crying	LC 7-2 Develops Expressive Communication <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 <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
6	communicate by crying in different ways when hungry, hurt, scared, or uncomfortable	LC 7-2 Develops Expressive Communication <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 <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
7	react to sounds and make sounds by cooing and blowing bubbles	LC 7-2 Develops Expressive Communication <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 <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
8	make sounds (coo) and move body when engaging in a face-to-face exchange with parents and others	LC 7-2 Develops Expressive Communication <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

		<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
9	search for source of sounds in immediate surroundings	LC 7-1 Develops Receptive Communication <u>1-3 mos:</u> Turns head in the direction of a familiar voice <u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others
10	laugh out loud	LC 7-2 Develops Expressive Communication <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 <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
6-12 Months		
1	imitate some non-speech sounds	LC 7-2 Develops Expressive Communication <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 <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
2	begin babble (baby talk) to communicate	LC 7-2 Develops Expressive Communication <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 <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
3	turn head when called by name or when familiar objects or persons are named	LC 7-1 Develops Receptive Communication <u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others <u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines
4	begin to repeat sounds or words of more than one syllable that have meaning to her/him	LC 7-2 Develops Expressive Communication <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 <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
5	begin to say recognizable words	LC 7-2 Develops Expressive Communication <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 <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

6	begin to communicate and name many things	LC 7-4 Expands Vocabulary <u>8-12 mos:</u> Points to body parts when prompted; uses or signs an increasing number of words
7	listen to conversations and understand what is being said	LC 7-1 Develops Receptive Communication <u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others <u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines
8	show emotions by making different sounds and expressions	LC 7-2 Develops Expressive Communication <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 <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
9	notice pictures	LKS 8-1 Develops Early Literacy <u>4-7 mos:</u> Explores books with caregivers; enjoys being read to by others <u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories
10	be aware of daily routines and activities	ATL 2-1 Understands Routines <u>4-7 mos:</u> Demonstrates awareness of daily routines with behavior; may open mouth for feeding or lift arms to be picked up <u>8-12 mos:</u> Remembers daily routines; knows how to use familiar objects
12-18 Months		
1	babble words and try using words to describe actions	LC 7-2 Develops Expressive Communication <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 <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"
2	begin to name familiar objects and their owners	ATL 1-2 Develops Memory <u>8-12 mos:</u> Looks for someone or something that is missing <u>1-Year Old:</u> Finds hidden or missing people or objects; looks in multiple locations for missing objects
3	begin to name and point out familiar pictures in a book	LKS 8-1 Develops Early Literacy <u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories <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
4	show increased interest in music and rhythm	CCA 21-2 Explores Music <u>8-12 mos:</u> Plays with musical toys; may show preference for different sounds <u>1-Year Old:</u> Shows interest in and participates in a wide variety of music and songs
5	show increased interest in conversational turn-taking	LC 7-6 Learns Conversation Structure

		<u>1-Year Old:</u> May participate in back-and-forths; may make eye contact
6	begin to point to and name body parts and learn about self	SED 4-1 Develops Awareness of Self <u>1-Year Old:</u> Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others
7	begin to understand when asked to do something	LC 7-1 Develops Receptive Communication <u>1-Year Old:</u> Responds to simple instructions such as "come here" or "bring me a book"
8	respond to simple questions with "yes" or "no" and/or appropriate head movements	LC 7-2 Develops Expressive Communication <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
9	use one word questions to ask for or name something	LC 7-2 Develops Expressive Communication <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"
10	greet people with a smile or concern	LC 7-2 Develops Expressive Communication <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"
18-24 Months		
1	begin to actually understand how to use language to communicate	LC 7-2 Develops Expressive Communication <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"
2	begin to make phrases or short sentences of two or three words	LC 7-2 Develops Expressive Communication <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"
3	be able to recognize, name, and/or pick out common objects	LC 7-4 Expands Vocabulary <u>1-Year Old:</u> Locates body parts or colors when prompted; begins to use the names of objects, body parts and familiar people; begins to ask questions, such as "what's that?"
4	begin to use appropriate manners in speech and/or action	LC 7-6 Learns Conversation Structure <u>1-Year Old:</u> May participate in back-and-forths; may make eye contact
5	begin to express her/his needs using simple sentences and/or actions	LC 7-2 Develops Expressive Communication <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"
6	ask many questions	LC 7-2 Develops Expressive Communication <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"
7	speak 50 to 300 different words	LC 7-4 Expands Vocabulary <u>1-Year Old:</u> Locates body parts or colors when prompted; begins to use the names of objects, body parts and familiar people; begins to ask questions, such as "what's that?"
8	enjoy stories about self and family	SED 4-1 Develops Awareness of Self

		<u>1-Year Old:</u> Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others
9	sing along with familiar tunes	LC 7-3 Develops Phonemic Awareness <u>1-Year Old:</u> Participates in group time with songs and chanted rhymes
2 Years		
1	understand longer sentences and use we, she, he, I	LC 7-5 Expands Grammar and Pronunciation <u>2-Year Old:</u> Begins to apply grammar in speech (e.g., plurals, prepositions, tense); can use pronouns such as “he” or “she” correctly
2	talk more and use phrases and clauses to create more adult-like sentences	LC 7-2 Develops Expressive Communication <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
3	sing and/or say nursery rhymes, songs, and fingerplays	LC 7-3 Develops Phonemic Awareness <u>2-Year Old:</u> Follows along or repeats parts of songs or nursery rhymes
4	begin to name and match colors, sizes, and shapes	LC 7-4 Expands Vocabulary <u>2-Year Old:</u> Begins to recognize and possibly name classmates, familiar objects, body parts, colors, and animals; shows rapid growth in number of words or signs used in conversation with others
5	use sentences to say “no”	LC 7-2 Develops Expressive Communication <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
6	continue to ask many questions	LC 7-2 Develops Expressive Communication <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
7	begin to communicate the difference between one and many	CM 11-1 Learns Measurement and Quantities <u>2-Year Old:</u> Begins to notice differences in size, quantity, and distance (more, all gone, big, little, near, far, long, short, etc.)
8	respond to verbal and nonverbal signals for routines and changes	LC 7-1 Develops Receptive Communication <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions
9	talk with other children while playing together	LC 7-2 Develops Expressive Communication <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
10	begin to communicate feelings when having conflicts with others	LC 7-2 Develops Expressive Communication <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
3 Years		
1	answer simple questions appropriately	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

2	engage in conversation by taking turns talking and listening	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
3	say nursery rhymes and sing songs	LC 7-3 Develops Phonemic Awareness <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted
4	ask/gesture for desired objects or assistance	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
5	talk about known objects and people not present	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
6	show interest in books	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
7	show interest in written words	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
8	begin to learn “directional” words	CM 12-2 Develops Spatial Awareness <u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind
9	talk about the actions of others	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
10	continue to ask many questions	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
11	join in social interactions	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
12	show interest in seeing her/his name	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
4 Years		
1	answer “who?”, “what?”, “when?” “where”, “how?”, and “why?” questions during conversation	LC 7-2 Develops Expressive Communication <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

2	refer to activities and events in the past tense	SS 16-2 Understands Time <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
3	match listener's level of understanding by changing tone of voice and sentence structure	LC 7-6 Learns Conversation Structure <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
4	want to write her/his name	LKS 9-1 Develops Emergent Writing <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
5	begin to make the connection between spoken and written words	LKS 9-1 Develops Emergent Writing <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
6	use detailed sentence structure to describe events and activities	LC 7-2 Develops Expressive Communication <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
7	recite rhymes and sing simple songs	LC 7-3 Develops Phonemic Awareness <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)
8	answer appropriately when asked what to do if tired, cold, or hungry	LC 7-2 Develops Expressive Communication <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
9	give first and last name, family members' names, gender (girl or boy), and telephone number	SED 4-1 Develops Awareness of Self <u>Pre-K:</u> Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class)
5 Years		
1	have a vocabulary of 1500 words or more	LC 7-4 Expands Vocabulary <u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)
2	tell familiar stories using pictures	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
3	identify and name colors	LC 7-4 Expands Vocabulary <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)
4	use sentences with 7 words or more	LC 7-2 Develops Expressive Communication <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
5	state the name of city/ town where child lives, birthday, and family members' names	SED 4-1 Develops Awareness of Self <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)
6	want to read and act out stories	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
7	have speech that is nearly 100% understandable	LC 7-5 Expands Grammar and Pronunciation <u>Pre-K:</u> Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
8	practice writing skills	LKS 9-1 Develops Emergent Writing <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
9	use past tense of verbs	LC 7-5 Expands Grammar and Pronunciation <u>Pre-K:</u> Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
10	understand singular and plural nouns	LC 7-5 Expands Grammar and Pronunciation <u>Pre-K:</u> Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
11	define simple words by their use	LC 7-4 Expands Vocabulary <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)
12	answer telephone appropriately and call person to the telephone or take a message	LC 7-6 Learns Conversation Structure <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
13	use “would” and “could” appropriately	LC 7-2 Develops Expressive Communication Pre-K: 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
14	ask “why?” questions	LC 7-2 Develops Expressive Communication Pre-K: 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
15	write her/his name	LKS 9-1 Develops Emergent Writing Pre-K: 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
16	speak home language	LC 7-2 Develops Expressive Communication Pre-K: 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
17	show interest in social and workplace roles	SS 16-4 Learns about Community Roles and Jobs Pre-K: 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

Physical Development		
Birth to 6 Months		Vine Progress Indicator
1	engage in motor activities that are primarily uncontrollable	PMP 17-2 Develops Lower Body Strength 1-3 mos: Stretches and kicks legs when lying down; pushes down on legs when feet are placed on a firm surface
2	hold hand(s) in a fist	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills 1-3 mos: Opens and shuts hands
3	turn head from side to side when placed in a face down position	PMP 17-1 Develops Perception & Balance 1-3 mos: From stomach position is able to lift head; follows moving objects with eyes
4	grasp objects with entire hand	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills 4-7 mos: Turns objects in hands; uses hands or feet to make contact with objects or people
5	hold hands in an open or semi-open position	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills 1-3 mos: Opens and shuts hands 4-7 mos: Turns objects in hands; uses hands or feet to make contact with objects or people
6	develop muscle tone	PMP 17-3 Develops Upper Body Strength 1-3 mos: Brings hands to mouth; swipes at dangling objects; shakes rattles or other hand toys 4-7 mos: Uses raking grasp
7	improve in muscle strength and control	PMP 17-1 Develops Perception & Balance 1-3 mos: From stomach position is able to lift head; follows moving objects with eyes

		<u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands
8	raise head and upper body on arms when in a face down position	PMP 17-1 Develops Perception & Balance <u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes <u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands
9	turn head to either side when on back	PMP 17-1 Develops Perception & Balance <u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes <u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands
10	clasp hands above face, wave arms about, and reach for objects	PMP 17-3 Develops Upper Body Strength <u>1-3 mos:</u> Brings hands to mouth; swipes at dangling objects; shakes rattles or other hand toys <u>4-7 mos:</u> Uses raking grasp
11	improve in eye coordination	PMP 17-4 Develops Gross Hand-Eye Coordination <u>1-3 mos:</u> Starts to use hands and eyes together <u>4-7 mos:</u> Transfers objects from hand to hand
12	surprisingly roll onto side and then from front to back to side at will	PMP 17-2 Develops Lower Body Strength <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
13	progress from sitting with full support to sitting with little support	PMP 17-2 Develops Lower Body Strength <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
6-12 Months		
1	crawl to get from one place to another	PMP 17-2 Develops Lower Body Strength <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
2	pull himself upright, and stand firmly while holding on	PMP 17-2 Develops Lower Body Strength <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
3	crawl up and down steps	PMP 17-2 Develops Lower Body Strength <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
4	gradually gain control of back muscles	PMP 17-1 Develops Perception & Balance <u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands <u>8-12 mos:</u> Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object
5	bring hands in front of body and hold them together	PMP 17-4 Develops Gross Hand-Eye Coordination <u>4-7 mos:</u> Transfers objects from hand to hand

		<u>8-12 mos:</u> Bangs objects together; transfers objects from hand to hand
6	turn body and grab an object with both hands	PMP 17-1 Develops Perception & Balance <u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands <u>8-12 mos:</u> Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object
7	be able to hold a toy in each hand at the same time	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <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
8	learn about things by handling them	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <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
9	look all around at things near and far	PMP 17-1 Develops Perception & Balance <u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands <u>8-12 mos:</u> Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object
10	spend time looking at own hand	PMP 17-1 Develops Perception & Balance <u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands <u>8-12 mos:</u> Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object
11	enjoy playing with all kinds of objects	CS 13-1 Explores Objects <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
12	use different actions with different objects	CS 13-1 Explores Objects <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
13	hold onto objects, look at them, and put them in mouth	CS 13-1 Explores Objects <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
14	hold cup with both hands and drink from it	PMP 19-1 Develops Meal Time Independence <u>8-12 mos:</u> Shows interest in new foods; begins to finger-feed self; holds own bottle or cup; responds well when physical needs are met

15	like to play with many objects, dropping one and picking up another, one by one	CS 13-1 Explores Objects <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
16	throw objects	CS 13-1 Explores Objects <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
17	begin to use thumb and forefinger to grip	PMP 18-2 Develops Fine Hand-Eye Coordination <u>8-12 mos:</u> Uses pincer grasp (thumb and forefinger) to pick up food or objects
18	play simple games	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>8-12 mos:</u> Uses hands for more complex tasks, such as rotating objects, releasing objects, and feeling textures
12-18 Months		
1	hold cup with both hands and drink from it	PMP 19-1 Develops Meal Time Independence <u>8-12 mos:</u> Shows interest in new foods; begins to finger-feed self; holds own bottle or cup; responds well when physical needs are met <u>1-Year Old:</u> Begins to feed self with spoon or drink from a sippy cup
2	try to stack blocks on top of each other	PMP 17-4 Develops Gross Hand-Eye Coordination <u>8-12 mos:</u> Bangs objects together; transfers objects from hand to hand <u>1-Year Old:</u> Plays with ball, learning to throw and catch
3	scribble on paper while holding crayon in fist	LKS 9-1 Develops Emergent Writing <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
4	begin to turn pages in books	LKS 8-1 Develops Early Literacy <u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories <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
5	develop overhand throwing	PMP 17-4 Develops Gross Hand-Eye Coordination <u>8-12 mos:</u> Bangs objects together; transfers objects from hand to hand <u>1-Year Old:</u> Plays with ball, learning to throw and catch
6	like to run around and sit still for a short period of time to play	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times <u>1-Year Old:</u> Is able to play for longer periods of time; is graduating off of morning nap
7	walk well unsupported	PMP 17-2 Develops Lower Body Strength <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

8	move from sitting or stooping to standing without help	PMP 17-1 Develops Perception & Balance <u>8-12 mos:</u> Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object <u>1-Year Old:</u> Increasingly gains balance, going from sitting to standing to running to even jumping
9	hit/pound objects	PMP 17-3 Develops Upper Body Strength <u>8-12 mos:</u> Pulls self up <u>1-Year Old:</u> Carries objects
10	travel and carry objects from one place to another	PMP 17-3 Develops Upper Body Strength <u>8-12 mos:</u> Pulls self up <u>1-Year Old:</u> Carries objects
18-24 Months		
1	turn pages of book one by one	LKS 8-1 Develops Early Literacy <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
2	string beads together	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>1-Year Old:</u> Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker
3	roll, pound, and squeeze clay	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>1-Year Old:</u> Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker
4	correctly place shapes in a form board/puzzle	CM 12-2 Develops Spatial Awareness <u>1-Year Old:</u> Is learning how shapes fit together, such as working with shape sorters or knob puzzles
5	imitate a vertical stroke on paper	LKS 9-1 Develops Emergent Writing <u>1-Year Old:</u> Makes marks on paper with large crayon or marker
6	walk directly to places she/he knows and remembers	ATL 1-2 Develops Memory <u>1-Year Old:</u> Finds hidden or missing people or objects; looks in multiple locations for missing objects
		PMP 17-2 Develops Lower Body Strength <u>1-Year Old:</u> Begins to run before second year
7	kick or throw a ball forward	PMP 17-4 Develops Gross Hand-Eye Coordination <u>1-Year Old:</u> Plays with ball, learning to throw and catch
8	walk up and down stairs alone, both feet on one step at a time and holding onto railing	PMP 17-5 Develops Large Motor Coordination Skills <u>1-Year Old:</u> Climbs on furniture and crawls up and down stairs unassisted; can easily change body positions
9	look at magazines and tear paper	LKS 8-1 Develops Early Literacy <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
10	remove hat and mittens, snap large snaps, and unzip a large zipper	PMP 19-2 Develops Self-Care Skills <u>1-Year Old:</u> Shows increasing independence, such as dressing with help
2 Years		
1	stand on either foot and balance, jump, and stand on tiptoes	PMP 17-1 Develops Perception & Balance <u>2-Year Old:</u> Adjusts sitting or standing position based on situation; maintains good posture and balance; avoids obstacles when in motion

2	walk between two straight lines about 8 inches apart	PMP 17-2 Develops Lower Body Strength <u>2-Year Old:</u> Able to adjust speed and direction while walking or running
3	be very active and more coordinated	PMP 17-5 Develops Large Motor Coordination Skills <u>2-Year Old:</u> Walks up and down stairs with help; participates in physical activities indoors and outdoors
4	imitate you folding paper or clothing	SED 5-2 Learns from Adults <u>2-Year Old:</u> Uses role play to imitate behaviors by familiar adults
5	fit things into one another and take things apart and put them back together	CM 12-2 Develops Spatial Awareness <u>2-Year Old:</u> Is learning how shapes fit together, such as working with shape sorters or knob puzzles
6	draw a circle	LKS 9-1 Develops Emergent Writing <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
3 Years		
1	walk, jump, hop, and run on two feet	PMP 17-2 Develops Lower Body Strength <u>3-Year Old:</u> Runs; jumps; hops; balances on 1 foot for up to 3 seconds
2	throw and catch a large ball with some success	PMP 17-4 Develops Gross Hand-Eye Coordination <u>3-Year Old:</u> Can go up climbing wall; catches a ball that has been bounced; throws a ball overhead
3	hold crayon or marker between first two fingers and thumb	LKS 9-1 Develops Emergent Writing <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"
4	begin to cut with scissors	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay
5	feed self without assistance	PMP 19-1 Develops Meal Time Independence <u>3-Year Old:</u> Is independent with eating and drinking at meal times; uses utensils; uses cup
6	walk up and down stairs independently, using alternating feet	PMP 17-5 Develops Large Motor Coordination Skills <u>3-Year Old:</u> Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors
7	balance momentarily on one foot	PMP 17-1 Develops Perception & Balance <u>3-Year Old:</u> Stands on 1 foot for about 3 seconds; jumps with two feet
8	hop on one foot, kick a large ball, and jump in place	PMP 17-2 Develops Lower Body Strength <u>3-Year Old:</u> Runs; jumps; hops; balances on 1 foot for up to 3 seconds
4 Years		
1	walk forward on a straight line, hop on one foot, and cross legs when sitting on the floor	PMP 17-2 Develops Lower Body Strength <u>Pre-K:</u> Can jump forward several times without falling
2	pedal and steer a wheeled toy with confidence and skill	PMP 17-5 Develops Large Motor Coordination Skills

		<u>Pre-K:</u> Walks up and down stairs with alternating feet; can pedal a tricycle, climb a ladder, and or swing without assistance; can kick, throw, bounce or catch a ball; skips or claps
3	climb ladders, steps, trees, and playground equipment	PMP 17-5 Develops Large Motor Coordination Skills <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
4	throw a ball overhand	PMP 17-4 Develops Gross Hand-Eye Coordination <u>Pre-K:</u> Can use monkey bars; catches a ball that has been bounced; throws a ball overhead
5	jump over or from objects five or six inches high and land with both feet together	PMP 17-1 Develops Perception & Balance <u>Pre-K:</u> Stands on 1 foot for about 6 seconds; does a front roll (somersault); walks backwards without losing balance; walks heel-to-toe, on tiptoe, and on a straight line; can walk on a balance board; hops on one foot
6	run, stop, start, and move around objects with ease	PMP 17-1 Develops Perception & Balance <u>Pre-K:</u> Stands on 1 foot for about 6 seconds; does a front roll (somersault); walks backwards without losing balance; walks heel-to-toe, on tiptoe, and on a straight line; can walk on a balance board; hops on one foot
7	build a tower with ten or more blocks, using dominant hand	PMP 17-4 Develops Gross Hand-Eye Coordination <u>Pre-K:</u> Can use monkey bars; catches a ball that has been bounced; throws a ball overhead
8	form shapes and objects out of clay/play dough	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay
9	paint, draw, and describe the picture	CCA 21-1 Explores Art Media <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
10	make shapes and letters	LKS 9-1 Develops Emergent Writing <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
11	hold a crayon or marker, using the first two fingers and thumb	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness
12	become more accurate at hitting nails and pegs with a hammer	PMP 18-2 Develops Fine Hand-Eye Coordination <u>Pre-K:</u> Works with fine motor manipulatives, such as jigsaw puzzles or beads; ties knots and loops; uses a keyboard
13	thread small beads on a string	PMP 18-2 Develops Fine Hand-Eye Coordination <u>Pre-K:</u> Works with fine motor manipulatives, such as jigsaw puzzles or beads; ties knots and loops; uses a keyboard
14	pick up puzzle pieces and manipulate the pieces into place	PMP 18-2 Develops Fine Hand-Eye Coordination <u>Pre-K:</u> Works with fine motor manipulatives, such as jigsaw puzzles or beads; ties knots and loops; uses a keyboard
5 Years		

1	walk, run, hop on one foot, jump, slide from side to side and begin to skip	PMP 17-1 Develops Perception & Balance <u>Pre-K:</u> Stands on 1 foot for about 6 seconds; does a front roll (somersault); walks backwards without losing balance; walks heel-to-toe, on tiptoe, and on a straight line; can walk on a balance board; hops on one foot
2	throw and catch a large ball easily	PMP 17-4 Develops Gross Hand-Eye Coordination <u>Pre-K:</u> Can use monkey bars; catches a ball that has been bounced; throws a ball overhead
3	hold crayons, pencils and paint brushes in more adult-like grasp	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness
4	use thumb and individual fingers to pick up small objects	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness
5	walk backwards, heel to toe, balance on either foot with good control for ten seconds and walk a balance beam	PMP 17-1 Develops Perception & Balance <u>Pre-K:</u> Stands on 1 foot for about 6 seconds; does a front roll (somersault); walks backwards without losing balance; walks heel-to-toe, on tiptoe, and on a straight line; can walk on a balance board; hops on one foot
6	probably learn to do a forward roll	PMP 17-1 Develops Perception & Balance <u>Pre-K:</u> Stands on 1 foot for about 6 seconds; does a front roll (somersault); walks backwards without losing balance; walks heel-to-toe, on tiptoe, and on a straight line; can walk on a balance board; hops on one foot
7	bend to touch toes without flexing knees	PMP 17-1 Develops Perception & Balance <u>Pre-K:</u> Stands on 1 foot for about 6 seconds; does a front roll (somersault); walks backwards without losing balance; walks heel-to-toe, on tiptoe, and on a straight line; can walk on a balance board; hops on one foot
8	ride a tricycle or wheeled toy with speed and skillful steering, and probably learn to ride a bicycle	PMP 17-5 Develops Large Motor Coordination Skills <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
9	build three-dimensional structures with small cubes by copying from a model	PMP 18-2 Develops Fine Hand-Eye Coordination <u>Pre-K:</u> Works with fine motor manipulatives, such as jigsaw puzzles or beads; ties knots and loops; uses a keyboard

Cognitive Development		
Birth to 6 Months		Vine Progress Indicator
1	distinguish between different sounds and voices	LC 7-1 Develops Receptive Communication <u>1-3 mos:</u> Turns head in the direction of a familiar voice
2	prefer to listen to mother's and primary caregiver's voices	LC 7-1 Develops Receptive Communication <u>1-3 mos:</u> Turns head in the direction of a familiar voice
3	often move body to speech of a parent or caregiver	SED 5-1 Bonds with Adults <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger

4	look about, even in a darkened area	ATL 1-1 Is Attentive <u>4-7 mos:</u> Pays attention to people, objects, and sounds
5	follow a slowly moving object through a complete arc of 180 degrees	ATL 1-1 Is Attentive <u>4-7 mos:</u> Pays attention to people, objects, and sounds
6	continue to gaze in direction of moving objects that seem to disappear	PMP 17-1 Develops Perception & Balance <u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes
7	distinguish between objects	CS 13-1 Explores Objects <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
8	correctly find the source of a sound	ATL 1-1 Is Attentive <u>4-7 mos:</u> Pays attention to people, objects, and sounds
9	watch hand movements	SED 4-1 Develops Awareness of Self <u>1-3 mos:</u> Shows interest in self, such as watching own hands or playing with feet <u>4-7 mos:</u> Learns about self by exploring hands, feet, body, and movement
10	focus on and reach for object, and distinguish between textures, solids, and liquids	CS 13-1 Explores Objects <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
11	make same type of gesture as one that was modeled	SED 5-2 Learns from Adults <u>1-3 mos:</u> Imitates some facial expressions <u>4-7 mos:</u> Participates in reciprocal imitation games; copies adult sounds, movements, or facial expressions
12	correctly find the source of a sound	ATL 1-1 Is Attentive <u>4-7 mos:</u> Pays attention to people, objects, and sounds
13	connect sound and rhythms with movements	LC 7-3 Develops Phonemic Awareness <u>4-7 mos:</u> Pays attention during songs and chanted rhymes
14	become aware of starting and stopping	LC 7-3 Develops Phonemic Awareness <u>4-7 mos:</u> Pays attention during songs and chanted rhymes
15	experience different environments	CS 13-1 Explores Objects <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
6-12 Months		
1	continue to look toward the source of sounds	LC 7-1 Develops Receptive Communication <u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others <u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines
2	smile and respond to faces or objects	ATL 1-2 Develops Memory <u>1-3 mos:</u> Recognizes familiar objects and people <u>4-7 mos:</u> Begins to develop object permanence (the understanding that people and objects out of sight still exist) <u>8-12 mos:</u> Looks for someone or something that is missing
3	recognize that objects can change	CS 13-1 Explores Objects

		<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>
4	follow a moving object with eyes, and will briefly look for an object that has disappeared	<p>ATL 1-2 Develops Memory</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>
5	recognize and anticipate activities	<p>ATL 2-1 Understands Routines</p> <p><u>4-7 mos:</u> Demonstrates awareness of daily routines with behavior; may open mouth for feeding or lift arms to be picked up</p> <p><u>8-12 mos:</u> Remembers daily routines; knows how to use familiar objects</p>
6	reject an object or toy after playing with it many times	<p>ATL 1-5 Shows Initiative</p> <p><u>4-7 mos:</u> Accepts, reaches for, grasps, or handles familiar toys</p> <p><u>8-12 mos:</u> Initiates activities, such as getting a toy independently from a low shelf or basket</p>
7	watch a fast-moving object as it goes up, down, or sideways	<p>PMP 17-1 Develops Perception & Balance</p> <p><u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes</p>
8	usually not turn objects over to see the other side	<p>CS 13-1 Explores Objects</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>
9	be able to line up an object in one hand with another object in other hand	<p>PMP 17-4 Develops Gross Hand-Eye Coordination</p> <p><u>4-7 mos:</u> Transfers objects from hand to hand</p> <p><u>8-12 mos:</u> Bangs objects together; transfers objects from hand to hand</p>
10	be able to grab an object which moves after she/he begins to reach for it	<p>PMP 17-4 Develops Gross Hand-Eye Coordination</p> <p><u>4-7 mos:</u> Transfers objects from hand to hand</p> <p><u>8-12 mos:</u> Bangs objects together; transfers objects from hand to hand</p>
11	imitate simple movements	<p>SED 5-2 Learns from Adults</p> <p><u>8-12 mos:</u> Mirrors caregiver's non-verbal communication, such as looking where the caregiver is looking or pointing where the caregiver is pointing</p>
12-18 Months		
1	look at and point to pictures in a book	<p>LKS 8-1 Develops Early Literacy</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>
2	find an object by looking in the right place when it is hidden in first one place, then another, and then a third place	<p>ATL 1-2 Develops Memory</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>

3	understand and follow simple requests	LC 7-1 Develops Receptive Communication <u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines <u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book”
4	point to three body parts when asked	LC 7-4 Expands Vocabulary <u>8-12 mos:</u> Points to body parts when prompted; uses or signs an increasing number of words <u>1-Year Old:</u> Locates body parts or colors when prompted; begins to use the names of objects, body parts and familiar people; begins to ask questions, such as "what's that?"
5	point to and tell you a specific object she/he wants	ATL 1-5 Shows Initiative <u>8-12 mos:</u> Initiates activities, such as getting a toy independently from a low shelf or basket <u>1-Year Old:</u> Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read)
6	notice features of sameness and differences	CS 13-2 Classifies or Sorts Objects <u>1-Year Old:</u> Helps with cleanup; begins to group objects, such as blocks in one pile and stuffed animals in another
7	have an interest when others point out objects in her/his surroundings	ATL 1-4 Is Curious <u>8-12 mos:</u> Shows interest in new toys; explores surroundings <u>1-Year Old:</u> Shows interest in learning about new objects or experiences
8	give you several common objects when asked for by name	LC 7-4 Expands Vocabulary <u>1-Year Old:</u> Locates body parts or colors when prompted; begins to use the names of objects, body parts and familiar people; begins to ask questions, such as "what's that?"
9	have an interest in exchanging objects with others	SED 6-2 Bonds with Peers <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)
10	have an interest in pointing to objects	ATL 1-5 Shows Initiative <u>8-12 mos:</u> Initiates activities, such as getting a toy independently from a low shelf or basket <u>1-Year Old:</u> Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read)
11	have an interest in the ability to make changes	CS 14-2 Makes Predictions <u>8-12 mos:</u> Interacts purposefully with objects to cause an expected result, such as pushing a button on a toy to make a sound <u>1-Year Old:</u> Observes and experiments with cause and effect, such as pushing over a block tower
12	notice same/different and some/all	CS 13-2 Classifies or Sorts Objects <u>1-Year Old:</u> Helps with cleanup; begins to group objects, such as blocks in one pile and stuffed animals in another CM 11-1 Learns Measurement and Quantities <u>1-Year Old:</u> Begins to say numbers for amounts; begins to use quantity phrases (e.g., "more")
13	have an interest in using objects as tools	CS 13-1 Explores Objects <u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound

18-24 Months		
1	follow simple directions in the order given	LC 7-1 Develops Receptive Communication <u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book”
2	refer to self by name, and name other familiar objects	SED 4-1 Develops Awareness of Self <u>1-Year Old:</u> Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others
3	be able to understand longer sentences	LC 7-1 Develops Receptive Communication <u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book”
4	understand amount words, such as more, less, and another	CM 11-1 Learns Measurement and Quantities <u>1-Year Old:</u> Begins to say numbers for amounts; begins to use quantity phrases (e.g., "more")
5	continue to use objects as tools	CS 13-1 Explores Objects <u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound
6	point to matching or similar objects	CS 13-2 Classifies or Sorts Objects <u>1-Year Old:</u> Helps with cleanup; begins to group objects, such as blocks in one pile and stuffed animals in another
7	develop a sense of ownership	SED 4-1 Develops Awareness of Self <u>1-Year Old:</u> Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others
8	understand that words can label sameness and differences	LC 7-4 Expands Vocabulary <u>1-Year Old:</u> Locates body parts or colors when prompted; begins to use the names of objects, body parts and familiar people; begins to ask questions, such as "what's that?"
9	understand that some have more, and some have less	CM 11-1 Learns Measurement and Quantities <u>1-Year Old:</u> Begins to say numbers for amounts; begins to use quantity phrases (e.g., "more")
10	begin to understand that parts of an object can make a whole	CM 11-1 Learns Measurement and Quantities <u>1-Year Old:</u> Begins to say numbers for amounts; begins to use quantity phrases (e.g., "more")
2 Years		
1	be able to say what gender she or he is	SED 4-1 Develops Awareness of Self <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
2	point to smaller body parts when asked	SED 4-1 Develops Awareness of Self <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
3	recognize and sort familiar objects with the same color, shape, or size	CS 13-2 Classifies or Sorts Objects <u>2-Year Old:</u> Recognizes similarities or differences between familiar and unfamiliar people, objects or events
4	become interested in how many objects she/he has	CM 11-1 Learns Measurement and Quantities <u>2-Year Old:</u> Begins to notice differences in size, quantity, and distance (more, all gone, big, little, near, far, long, short, etc.)
5	join in singing nursery rhymes and songs	LC 7-3 Develops Phonemic Awareness

		<u>2-Year Old:</u> Follows along or repeats parts of songs or nursery rhymes
6	point out small details in a picture	LKS 8-1 Develops Early Literacy <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures
7	frequently ask the names of various objects and activities	LC 7-4 Expands Vocabulary <u>2-Year Old:</u> Begins to recognize and possibly name classmates, familiar objects, body parts, colors, and animals; shows rapid growth in number of words or signs used in conversation with others
8	become more interested in the concept of some and all	CM 11-1 Learns Measurement and Quantities <u>2-Year Old:</u> Begins to notice differences in size, quantity, and distance (more, all gone, big, little, near, far, long, short, etc.)
3 Years		
1	listen attentively to age-appropriate stories	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
2	sort objects based on shape or color	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
3	enjoy interaction, stories, and activities with riddles, guessing, and suspense	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
4	name and match primary colors	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
5	pretend to read to others	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
6	act out real life 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
7	draw a circle, a square, and some letters	LKS 9-1 Develops Emergent Writing <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"
8	understand and point to a triangle, a circle, and a square	CM 12-1 Learns Shapes & Sizes <u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated
9	enjoy stories that give real information	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
10	have an interest in changing things in her/his environment	ATL 1-5 Shows Initiative <u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting
11	be interested in who has more or less	CM 11-1 Learns Measurement and Quantities <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)
12	continue to have an interest in counting	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
13	notice how people are alike and different	SS 16-1 Explores Cultures <u>3-Year Old:</u> Learns about cultural differences, including clothing, food, art, and work
4 Years		
1	have an interest in the order of things	CM 11-2 Understands Patterns <u>Pre-K:</u> Can create, duplicate or extend more complex patterns, such as red-blue-green-red-blue-green; can fill in a missing piece of a pattern; seriates a group of like objects (small, medium, large, or light, medium, dark)
2	have an interest in how stories, finger plays, and songs look in writing	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
3	have an interest in acting out stories	CCA 21-4 Participates in Dramatic 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
4	name about 10 letters, especially those in their name	LKS 8-2 Develops Alphabetic Knowledge <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
5	enjoy using words and creating silly language	LC 7-2 Develops Expressive Communication <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
6	be interested in books	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
7	enjoy learning about how things grow and operate	CS 15-2 Develops an Understanding of and Care for the Natural World

		<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
8	understand the sequence of daily events	ATL 2-1 Understands Routines <u>Pre-K:</u> Anticipates daily routines, such as meal time, clean-up time, etc.; transitions smoothly when instructed it is time to do something else
9	have an interest in playing school	CCA 21-4 Participates in Dramatic 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
10	have a growing interest in letters and numbers	CM 10-4 Reads and Writes Numbers <u>Pre-K:</u> Can write some numbers up to 10; recognizes a few numbers in written form; recognizes both numerals and number names
11	have a vivid imagination	ATL 1-6 Thinks with Creativity & Flexibility <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
12	have an interest in day and night, before and after, and coming and going	SS 16-2 Understands Time <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
13	have an interest in things real and not real	CCA 21-4 Participates in Dramatic 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
14	follow a two-step direction	LC 7-1 Develops Receptive Communication <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations
15	begin to picture read very simple picture books with a few words	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
16	recognize several printed words	LKS 8-3 Develops Emergent 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
17	tell if paired words are the same or different in sound	LC 7-3 Develops Phonemic Awareness <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)
18	write a few capital letters	LKS 9-1 Develops Emergent Writing <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
19	possibly print own name	LKS 9-1 Develops Emergent Writing <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
20	understand the concept of size and amount	CM 11-1 Learns Measurement and Quantities <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
5 Years		
1	build with small and large blocks	CM 12-1 Learns Shapes & Sizes <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
2	understand the concept of same shape and size	CM 12-1 Learns Shapes & Sizes <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
3	sort objects on the basis of both color and shape	CS 13-2 Classifies or Sorts Objects <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
4	sort a variety of objects in a group that have one thing in common	CS 13-2 Classifies or Sorts Objects <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
5	understand the concept of smallest and shortest	CM 11-1 Learns Measurement and Quantities <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)
6	recognize many letters and some sounds	LC 7-3 Develops Phonemic Awareness <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)
7	begin to understand time concepts	SS 16-2 Understands Time <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
8	begin to relate clock time to the daily schedule	SS 16-2 Understands Time <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
9	probably be able to tell time on the hour	SS 16-2 Understands Time <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
10	count to 20 and above	CM 10-1 Begins Counting

		<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
11	recognize numbers from one to ten	CM 10-1 Begins Counting <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
12	identify objects in a series (first, second, last)	CM 10-1 Begins Counting <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
13	understand the concept of “less than”	CM 10-2 Builds and Observes 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
14	understand the concept of “one-half”	CM 10-3 Learns Addition, Subtraction and Division <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
15	know the purpose of a calendar	SS 16-2 Understands Time <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
16	recognize and identify a penny, a nickel, and a dime	SS 16-5 Learns about Government and Economics <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

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