

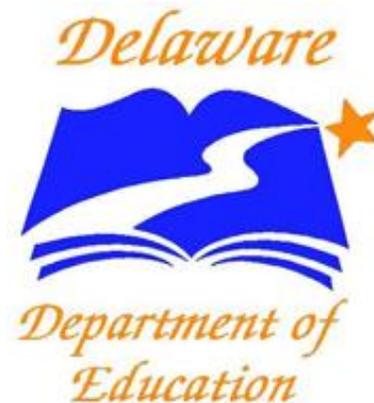
The Vine Assessment System™

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:
**Delaware early learning foundations:
Infant/Toddler**



References



Delaware Department of Education. (2010). *Delaware early learning foundations: Infant/toddler*. DE: Author.
Retrieved from <https://diecpd.org/static/uploads/files/elinfanttoddler9-10.pdf>

Delaware early learning foundations: Infant/Toddler	Vine Assessments by LifeCubby
Social Emotional	Vine Indicators
Young Infant (0-6 Months)	
Self-Awareness	
SE1 Express feelings, emotions, and needs in a responsive environment	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
SE2 Discover own body	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
SE3 Recognize and respond to name	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 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
SE4 Begin to develop independence	ATL 1-5 Shows Initiative <u>4-7 mos:</u> Accepts, reaches for, grasps, or handles familiar toys
SE5 Begin to develop a sense of accomplishment	CS 14-1 Solves Problems <u>4-7 mos:</u> Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth <u>8-12 mos:</u> Acts intentionally to achieve a goal (e.g., trying different ways to reach a toy under a table)
Self-Regulation	
SE6 Begin to develop calming and coping skills	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
SE7 Develop self-control	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
Attachments/ Social Relationships	
SE8 Express feelings through facial expressions, gestures and sound	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
SE9 Build a trusting relationship with a caring adult	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
SE10 Engage with other children	SED 6-2 Bonds with Peers <u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children
SE11 Respond to emotions of others	SED 6-1 Builds Empathy <u>1-3 mos:</u> May cry when someone seems upset or when another child cries <u>4-7 mos:</u> Shows interest in the emotions of others; may copy others (e.g., crying when another child cries)
Older Infant (6-12 Months)	
Self-Awareness	
SE1 Express feelings, emotions and needs in a responsive environment	SED 3-1 Expresses Emotion <u>8-12 mos:</u> Expresses a variety of emotions through facial expressions, sounds, and gestures
SE2 Discover own body	SED 4-1 Develops Awareness of Self <u>8-12 mos:</u> Enjoys watching self in mirror
SE3 Recognize and respond to name	SED 4-1 Develops Awareness of Self <u>8-12 mos:</u> Enjoys watching self in mirror
	LC 7-1 Develops Receptive Communication <u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines
SE4 Begin to develop independence	ATL 1-5 Shows Initiative <u>8-12 mos:</u> Initiates activities, such as getting a toy independently from a low shelf or basket
SE5 Begin to develop a sense of accomplishment	SED 4-2 Becomes Confident <u>1-Year Old:</u> Shows confidence in own abilities; is proud to demonstrate abilities
Self-Regulation	
SE6 Begin to develop calming and coping skills	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
SE7 Develop self-control	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
Attachments/ Social Relationships	
SE8 Express feelings through facial expressions, gestures, and sound	SED 3-1 Expresses Emotion <u>8-12 mos:</u> Expresses a variety of emotions through facial expressions, sounds, and gestures
SE9 Build a trusting relationship with a caring adult	SED 5-1 Bonds with Adults <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
SE10 Engage with other children	SED 6-2 Bonds with Peers <u>8-12 mos:</u> Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play)
SE11 Respond to emotions of others	SED 6-1 Builds Empathy

	8-12 mos: Responds to the emotions of others; may share emotional reactions (e.g., smiling when an adult smiles)
Young Toddler (12-24 Months)	
Self-Awareness	
SE1 Express feelings, emotions and needs in a responsive environment	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
SE2 Discover own body	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
SE3 Recognize and respond to name	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
	LC 7-1 Develops Receptive Communication <u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book”
SE4 Begin to develop independence	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)
SE5 Begin to develop a sense of accomplishment	SED 4-2 Becomes Confident <u>1-Year Old:</u> Shows confidence in own abilities; is proud to demonstrate abilities
Self-Regulation	
SE6 Begin to develop calming and coping skills	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>1-Year Old:</u> Begins to cope with strong emotions with help from familiar adults
SE7 Develop self-control	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>1-Year Old:</u> Begins to cope with strong emotions with help from familiar adults
Attachments/ Social Relationships	
SE8 Express feelings through facial expressions, gestures and sound	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
SE9 Build a trusting relationship with a caring adult	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
SE10 Engage with other children	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)
SE11 Respond to emotions of others	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
Older Toddler (24-36 Months)	

Self-Awareness	
SE1 Express feelings, emotions and needs in a responsive environment	SED 3-1 Expresses Emotion <u>2-Year Old:</u> Expresses a variety of emotions; modifies expression according to reactions of familiar adults
SE2 Discover own body	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
SE3 Recognize and respond to name	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
	LC 7-1 Develops Receptive Communication <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions
SE4 Begin to develop independence	ATL 1-5 Shows Initiative <u>2-Year Old:</u> Initiates play with others <u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting
SE5 Begin to develop a sense of accomplishment	SED 4-2 Becomes Confident <u>2-Year Old:</u> Shows confidence in increasing abilities; enjoys showing others what he/she can do
Self-Regulation	
SE6 Begin to develop calming and coping skills	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>2-Year Old:</u> Able to use routines, favorite objects, or familiar adults to help in coping with strong feelings and emotions
SE7 Develop self-control	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>2-Year Old:</u> Able to use routines, favorite objects, or familiar adults to help in coping with strong feelings and emotions <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
Attachments/ Social Relationships	
SE8 Express feelings through facial expressions, gestures and sound	SED 3-1 Expresses Emotion <u>2-Year Old:</u> Expresses a variety of emotions; modifies expression according to reactions of familiar adults
SE9 Build a trusting relationship with a caring adult	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
SE10 Engage with other children	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
SE11 Respond to emotions of others	SED 6-1 Builds Empathy <u>2-Year Old:</u> Begins to care for the feelings and needs of others

Language and Literacy	
Young Infant (0-6 Months)	
Receptive Language	
LL1 Show interest in 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
LL2 Show interest in language of others	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
LL3 Begin to understand gestures, words, routines, communication	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
LL4 Respond to communication of others	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
Expressive Language	
LL5 Use sounds, gestures or actions to communicate wants and needs	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
LL6 Imitate sounds, words, signs, facial expressions, and gestures	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
LL7 Communicate using words, sounds, and/or signs leading to communicating using phrases and short sentences	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
LL8 Use sounds, words or signs for a variety of purposes, including expressing emotions and physical states	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
LL9 Engage in turn-taking back- and-forth exchanges leading to conversation	LC 7-6 Learns Conversation Structure <u>1-Year Old:</u> May participate in back-and-forths; may make eye contact
Emergent Literacy	

LL10 Show interest in rhymes, books, stories, and songs	LC 7-3 Develops Phonemic Awareness 4-7 mos: Pays attention during songs and chanted rhymes
LL11 Actively participate and show appreciation for book reading, story sharing and singing	LKS 8-1 Develops Early Literacy 1-3 mos: Experiences stories by being read to by caregivers 4-7 mos: Explores books with caregivers; enjoys being read to by others
LL12 Interact with books appropriately	LKS 8-1 Develops Early Literacy 1-3 mos: Experiences stories by being read to by caregivers 4-7 mos: Explores books with caregivers; enjoys being read to by others
Emergent Writing	
LL13 Use and experiment with different writing materials	CCA 21-1 Explores Art Media 1-3 mos: Is learning in a creative environment with opportunity to study colors and shapes 4-7 mos: Uses age-appropriate art materials, such as “edible art” or other safe materials
LL14 Notice and show interest in signs and words in the classroom environment	LKS 8-1 Develops Early Literacy 1-3 mos: Experiences stories by being read to by caregivers 4-7 mos: Explores books with caregivers; enjoys being read to by others
Older Infant (6-12 Months)	
Receptive Language	
LL1 Show interest in sounds	LC 7-1 Develops Receptive Communication 8-12 mos: Begins to understand gestures, words, questions, or routines
LL2 Show interest in language of others	LC 7-1 Develops Receptive Communication 8-12 mos: Begins to understand gestures, words, questions, or routines
LL3 Begin to understand gestures, words, routines, communication	LC 7-1 Develops Receptive Communication 8-12 mos: Begins to understand gestures, words, questions, or routines
LL4 Respond to communication of others	LC 7-1 Develops Receptive Communication 8-12 mos: Begins to understand gestures, words, questions, or routines
Expressive Language	
LL5 Use sounds, gestures, or actions to communicate wants and needs	LC 7-2 Develops Expressive Communication 8-12 mos: 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
LL6 Imitate sounds, words, signs, facial expressions and gestures	SED 5-2 Learns from Adults 8-12 mos: Mirrors caregiver's non-verbal communication, such as looking where the caregiver is looking or pointing where the caregiver is pointing
LL7 Communicate using words, sounds, and/or signs leading to communicating using phrases and short sentences	LC 7-2 Develops Expressive Communication 8-12 mos: 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

LL8 Use sounds, words or signs for a variety of purposes, including expressing emotions and physical states	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
LL9 Engage in turn-taking back-and-forth exchanges leading to conversation	LC 7-6 Learns Conversation Structure <u>1-Year Old:</u> May participate in back-and-forths; may make eye contact
Emergent Literacy	
LL10 Show interest in rhymes, books, stories, and songs	LC 7-3 Develops Phonemic Awareness <u>8-12 mos:</u> Listens and responds to rhymes and rhythms, including songs and chanted rhymes
LL11 Actively participate and show appreciation for book reading, story sharing and singing	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
LL12 Interact with books appropriately	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
Emergent Writing	
LL13 Use and experiment with different writing materials	LKS 9-1 Develops Emergent Writing <u>8-12 mos:</u> Can use a fat paint brush or celery stalk to "paint"
LL14 Notice and show interest in signs and words in the classroom environment	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
Young Toddler (12-24 Months)	
Receptive Language	
LL1 Show interest in sounds	LC 7-1 Develops Receptive Communication <u>1-Year Old:</u> Responds to simple instructions such as "come here" or "bring me a book"
LL2 Show interest in language of others	LC 7-1 Develops Receptive Communication <u>1-Year Old:</u> Responds to simple instructions such as "come here" or "bring me a book"
LL3 Begin to understand gestures, words, routines, communication	LC 7-1 Develops Receptive Communication <u>1-Year Old:</u> Responds to simple instructions such as "come here" or "bring me a book"
LL4 Respond to communication of others	LC 7-1 Develops Receptive Communication <u>1-Year Old:</u> Responds to simple instructions such as "come here" or "bring me a book"
Expressive Language	
LL5 Use sounds, gestures or actions to communicate wants and needs	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"
LL6 Imitate sounds, words, signs, facial expressions and gestures	SED 5-2 Learns from Adults <u>1-Year Old:</u> Demonstrates interest in adult behavior, such as by saying "hello" and "goodbye" when coming and going
LL7 Communicate using words, sounds, and/or signs leading to communicating using phrases and short sentences	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"

LL8 Use sounds, words or signs for a variety of purposes, including expressing emotions and physical states	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"
LL9 Engage in turn-taking back-and-forth exchanges leading to conversation	LC 7-6 Learns Conversation Structure <u>1-Year Old:</u> May participate in back-and-forths; may make eye contact
Emergent Literacy	
LL10 Show interest in rhymes, books, stories, and songs	LC 7-3 Develops Phonemic Awareness <u>1-Year Old:</u> Participates in group time with songs and chanted rhymes
LL11 Actively participate and show appreciation for book reading, story sharing, and singing	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
LL12 Interact with books appropriately	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
Emergent Writing	
LL13 Use and experiment with different writing materials	LKS 9-1 Develops Emergent Writing <u>1-Year Old:</u> Makes marks on paper with large crayon or marker
LL14 Notice and show interest in signs and words in the classroom environment	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
Older Toddler (24-36 Months)	
Receptive Language	
LL1 Show interest in sounds	LC 7-1 Develops Receptive Communication <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions
LL2 Show interest in language of others	LC 7-1 Develops Receptive Communication <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions
LL3 Begin to understand gestures, words, routines, communication	LC 7-1 Develops Receptive Communication <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions
LL4 Respond to communication of others	LC 7-1 Develops Receptive Communication <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions
Expressive Language	
LL5 Use sounds, gestures, or actions to communicate wants and needs	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
LL6 Imitate sounds, words, signs, facial expressions and gestures	SED 5-2 Learns from Adults <u>1-Year Old:</u> Demonstrates interest in adult behavior, such as by saying "hello" and "goodbye" when coming and going <u>2-Year Old:</u> Uses role play to imitate behaviors by familiar adults

LL7 Communicate using words, sounds, and/or signs leading to communicating using phrases and short 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
LL8 Use sound, words or signs for a variety of purposes, including expressing emotions and physical states	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
LL9 Engage in turn taking back and forth exchanges leading to conversation	LC 7-6 Learns Conversation Structure <u>2-Year Old:</u> Asks questions frequently; engages in back-and-forths; learns to take turns in conversations; makes eye contact
Emergent Literacy	
LL10 Show interest in rhymes, books, stories, and songs	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
LL11 Actively participate and show appreciation for book reading, story sharing and singing	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
LL12 Interact with books appropriately	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
Emergent Writing	
LL13 Use and experiment with different writing materials	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
LL14 Notice and show interest in signs and words in the classroom environment	LKS 8-3 Develops Emergent Reading <u>2-Year Old:</u> Identifies some of the letters in own name; begins to recognize and understand that pictures or symbols can be "read" by others and have meaning

Discoveries	
Young Infant (0-6 Months)	
Sensory Awareness	
DS1 Use vision to respond to light and focus on details such as faces, movement and color	CS 13-1 Explores Objects <u>1-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
DS2 Use taste and smell to learn about foods, people and objects	CS 13-1 Explores Objects <u>1-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
DS3 Explore people and objects through touch	CS 13-1 Explores Objects <u>1-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping

DS4 Use hearing to gain information about people, places, language, and things	CS 13-1 Explores Objects <u>1-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
DS5 Use all senses to learn about cultures and ways of doing things	SS 16-1 Explores Cultures <u>1-7 mos:</u> Participates in experiential opportunities that are culturally diverse
Spatial Awareness	
DS6 Discover how their own bodies fit into spaces	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
DS7 Explore how objects can fit into a variety of spaces as they build, stack, fill, and dump	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
Memory	
DS8 Focus on people in their immediate world	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)
DS9 Focus on objects in their immediate world and when they disappear, they no longer exist for the infant	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)
DS10 Realize that people and objects that have disappeared still remain in the infant's memory	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)
Cause and Effect	
DS11 Realize that a specific action (Ex: cry) is caused either through their own body or their own actions	CS 14-1 Solves Problems <u>4-7 mos:</u> Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth
DS12 Recognize that people and specific parts of objects can cause things to happen	CS 14-1 Solves Problems <u>4-7 mos:</u> Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth
DS13 Use their own body to get what they want or need (Ex: hands for feeding or reaching out, voice for crying to get attention)	PMP 19-2 Develops Self-Care Skills <u>1-3 mos:</u> Lets caregivers know when there is a need, such as crying when awake or needing to be changed <u>4-7 mos:</u> Uses different cries for different needs, such as when tired or when needing to be changed
DS14 Watch people and see how they can be used to get what they want	CS 14-1 Solves Problems <u>4-7 mos:</u> Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth
DS15 Use objects as a way to get what they want	CS 14-1 Solves Problems <u>4-7 mos:</u> Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth
Attention and Persistence	

DS16 Notice and pay attention to objects and people of interest	ATL 1-1 Is Attentive <u>1-3 mos:</u> Watches faces <u>4-7 mos:</u> Pays attention to people, objects, and sounds
DS17 Choose to stay with an activity that interests them	ATL 1-3 Is Persistent <u>1-3 mos:</u> Will cry to indicate a need and will continue crying until that need is met <u>4-7 mos:</u> Will vocalize or use baby sign to indicate a need and will continue until that need is met; will hold on to preferred items
Curiosity and Problem Solving	
DS18 Explore objects to see how they work, using trial and error to meet challenges	SS 16-1 Explores Cultures <u>1-7 mos:</u> Participates in experiential opportunities that are culturally diverse
DS19 Make connections with people and use what they know from other situations to solve a problem	CS 14-1 Solves Problems <u>4-7 mos:</u> Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth
DS20 Try a variety of approaches in problem solving using own body and objects	CS 14-1 Solves Problems <u>4-7 mos:</u> Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth
Play	
DS21 Play with hands	ATL 1-4 Is Curious <u>1-3 mos:</u> Turns head toward the sound of a familiar voice <u>4-7 mos:</u> Explores with hands; finds objects that are partially hidden
DS22 Imitate and practice what happens in their life as they watch people and events	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
DS23 Use props and people as they engage in make believe play and act out simple themes	ATL 1-6 Thinks with Creativity & Flexibility <u>8-12 mos:</u> Able to participate in new activities; uses classroom toys in creative ways, such as using a wooden block as a car or a bucket as a hat
Older Infant (6-12 Months)	
Sensory Awareness	
DS1 Use vision to respond to light and focus on details such as faces, movement and color	CS 13-1 Explores Objects <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
DS2 Use taste and smell to learn about foods, people, and objects	CS 13-1 Explores Objects <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
DS3 Explore people and objects through touch	CS 13-1 Explores Objects <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
DS4 Use hearing to gain information about people, places, language, and things	CS 13-1 Explores Objects <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

DS5 Use all senses to learn about cultures and ways of doing things	CS 13-1 Explores Objects 8-12 mos: 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
Spatial Awareness	
DS6 Discover how their own bodies fit into spaces	CM 12-2 Develops Spatial Awareness 8-12 mos: Explores ways objects and people move and fit in space
DS7 Explore how objects can fit into a variety of spaces as they build, stack, fill and dump	CM 12-2 Develops Spatial Awareness 8-12 mos: Explores ways objects and people move and fit in space
Memory	
DS8 Focus on people in their immediate world and when they disappear, they no longer exist for the infant	ATL 1-2 Develops Memory 8-12 mos: Looks for someone or something that is missing
DS9 Focus on objects in their immediate world and when they disappear, they no longer exist for the infant	ATL 1-2 Develops Memory 8-12 mos: Looks for someone or something that is missing
DS10 Realize that people and objects that have disappeared still remain in the infant's memory	ATL 1-2 Develops Memory 8-12 mos: Looks for someone or something that is missing
Cause and Effect	
DS11 Realize that a specific action (Ex: cry) is caused either through their own body or their own actions	CS 14-2 Makes Predictions 8-12 mos: Interacts purposefully with objects to cause an expected result, such as pushing a button on a toy to make a sound
DS12 Recognize that people and specific parts of objects can cause things to happen	CS 14-2 Makes Predictions 8-12 mos: Interacts purposefully with objects to cause an expected result, such as pushing a button on a toy to make a sound
DS13 Use their own body to get what they want or need (Ex: hands for feeding or reaching out, voice for crying to get attention)	PMP 19-2 Develops Self-Care Skills 4-7 mos: Uses different cries for different needs, such as when tired or when needing to be changed 8-12 mos: Helps with daily routines, such as washing hands and getting dressed
DS14 Watch people and see how they can be used to get what they want	CS 14-1 Solves Problems 8-12 mos: Acts intentionally to achieve a goal (e.g., trying different ways to reach a toy under a table)
DS15 Use objects as a way to get what they want	CS 14-1 Solves Problems 8-12 mos: Acts intentionally to achieve a goal (e.g., trying different ways to reach a toy under a table)
Attention and Persistence	
DS16 Notice and pay attention to objects and people of interest	ATL 1-1 Is Attentive 8-12 mos: Pays attention to a task or activity for a few minutes
DS17 Choose to stay with an activity that interests them	ATL 1-3 Is Persistent 8-12 mos: Repeats actions to achieve a goal
Curiosity and Problem Solving	

DS18 Explore objects to see how they work, using trial and error to meet challenges	ATL 1-4 Is Curious <u>8-12 mos:</u> Shows interest in new toys; explores surroundings
DS19 Make connections with people and use what they know from other situations to solve a problem	CS 14-1 Solves Problems <u>8-12 mos:</u> Acts intentionally to achieve a goal (e.g., trying different ways to reach a toy under a table)
DS20 Try a variety of approaches in problem solving using own body and objects	CS 14-1 Solves Problems <u>8-12 mos:</u> Acts intentionally to achieve a goal (e.g., trying different ways to reach a toy under a table)
Play	
DS21 Play with hands, feet, and objects in their immediate world	ATL 1-4 Is Curious <u>8-12 mos:</u> Shows interest in new toys; explores surroundings
DS22 Imitate and practice what happens in their life as they watch people and events	SED 5-2 Learns from Adults <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
DS23 Use props and people as they engage in make believe play and act out simple themes	CCA 21-4 Participates in Dramatic Play <u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination
Young Toddler (12-24 Months)	
Sensory Awareness	
DS1 Use vision to respond to light and focus on details such as faces, movement and color	CS 13-1 Explores Objects <u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button <u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound
DS2 Use taste and smell to learn about foods, people and objects	CS 13-1 Explores Objects <u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button <u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound
DS3 Explore people and objects through touch	CS 13-1 Explores Objects <u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button <u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound
DS4 Use hearing to gain information about people, places, language, and things	CS 13-1 Explores Objects <u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button <u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound
DS5 Use all senses to learn about cultures and ways of doing things	CS 13-1 Explores Objects <u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button <u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound

Spatial Awareness	
DS6 Discover how their own bodies fit into spaces	CM 12-2 Develops Spatial Awareness <u>8-12 mos:</u> Explores ways objects and people move and fit in space <u>1-Year Old:</u> Is learning how shapes fit together, such as working with shape sorters or knob puzzles
DS7 Explore how objects can fit into a variety of spaces as they build, stack, fill, and dump	CM 12-2 Develops Spatial Awareness <u>8-12 mos:</u> Explores ways objects and people move and fit in space <u>1-Year Old:</u> Is learning how shapes fit together, such as working with shape sorters or knob puzzles
Memory	
DS8 Focus on people in their immediate world and when they disappear, they no longer exist	ATL 1-2 Develops Memory <u>1-Year Old:</u> Finds hidden or missing people or objects; looks in multiple locations for missing objects
DS9 Focus on objects in their immediate world and when they disappear, they no longer exist	ATL 1-2 Develops Memory <u>1-Year Old:</u> Finds hidden or missing people or objects; looks in multiple locations for missing objects
DS10 Realize that people and objects that have disappeared still remain in the toddler's memory	ATL 1-2 Develops Memory <u>1-Year Old:</u> Finds hidden or missing people or objects; looks in multiple locations for missing objects
Cause and Effect	
DS11 Realize that a specific action (Ex: cry) is caused either through their own body or their own actions	CS 14-2 Makes Predictions <u>1-Year Old:</u> Observes and experiments with cause and effect, such as pushing over a block tower
DS12 Recognize that people and specific parts of objects can cause things to happen	CS 14-2 Makes Predictions <u>1-Year Old:</u> Observes and experiments with cause and effect, such as pushing over a block tower
DS13 Use their own body to get what they want or need (Ex: hands for feeding or reaching out, voice for crying to get attention)	CS 14-1 Solves Problems <u>1-Year Old:</u> Tries several times to solve challenging problems, often using more than one approach
DS14 Watch people and see how they can be used to get what they want	CS 14-1 Solves Problems <u>1-Year Old:</u> Tries several times to solve challenging problems, often using more than one approach
DS15 Use objects as a way to get what they want	CS 14-1 Solves Problems <u>1-Year Old:</u> Tries several times to solve challenging problems, often using more than one approach
Attention and Persistence	
DS16 Notice and pay attention to objects and people of interest	ATL 1-1 Is Attentive <u>1-Year Old:</u> Pays attention to a task or activity for a few minutes; repeats actions to complete a goal
DS17 Choose to stay with an activity that interests them	ATL 1-3 Is Persistent <u>1-Year Old:</u> Works to complete a task
Curiosity and Problem Solving	
DS18 Explore objects to see how they work, using trial and error to meet challenges	ATL 1-4 Is Curious <u>1-Year Old:</u> Shows interest in learning about new objects or experiences

DS19 Make connections with people and use what they know from other situations to solve a problem	CS 14-1 Solves Problems <u>1-Year Old:</u> Tries several times to solve challenging problems, often using more than one approach
DS20 Try a variety of approaches in problem solving using own body and objects	CS 14-1 Solves Problems <u>1-Year Old:</u> Tries several times to solve challenging problems, often using more than one approach
Play	
DS21 Play with hands, feet and objects in their immediate world	ATL 1-4 Is Curious <u>1-Year Old:</u> Shows interest in learning about new objects or experiences
DS22 Imitate and practice what happens in their life as they watch people and events	SED 5-2 Learns from Adults <u>1-Year Old:</u> Demonstrates interest in adult behavior, such as by saying "hello" and "goodbye" when coming and going
DS23 Use props and people as they engage in make believe play and act out simple themes	CCA 21-4 Participates in Dramatic Play <u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination
Older Toddler (24-36 Months)	
Sensory Awareness	
DS1 Use vision to respond to light and focus on details such as faces, movement, and color	CS 13-1 Explores Objects <u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living
DS2 Use taste and smell to learn about foods, people, and objects	CS 13-1 Explores Objects <u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living
DS3 Explore people and objects through touch	CS 13-1 Explores Objects <u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living
DS4 Use hearing to gain information about people, places, language, and things	CS 13-1 Explores Objects <u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living
DS5 Use all senses to learn about cultures and ways of doing things	CS 13-1 Explores Objects <u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living
Spatial Awareness	
DS6 Discover how their own bodies fit into spaces	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
DS7 Explore how objects can fit into a variety of spaces as they build, stack, fill, and dump	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
Memory	
DS8 Focus on people in their immediate world and when they disappear, they no longer exist for the infant	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
DS9 Focus on objects in their immediate world and when they disappear, they no longer exist for the infant	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
DS10 Realize that people and objects that have disappeared still remain in the infant's memory	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
Cause and Effect	
DS11 Realize that a specific action (Ex: cry) is caused either through their own body or their own actions	CS 14-2 Makes Predictions <u>2-Year Old</u> : Makes predictions based on experience; explores materials and makes observations
DS12 Recognize that people and specific parts of objects can cause things to happen	CS 14-2 Makes Predictions <u>2-Year Old</u> : Makes predictions based on experience; explores materials and makes observations
DS13 Use their own body to get what they want or need (Ex: hands for feeding or reaching out, voice for crying to get attention)	CS 14-1 Solves Problems <u>2-Year Old</u> : Able to solve problems by trying more than one approach; continues efforts to complete a challenging task
DS14 Watch people and see how they can be used to get what they want	CS 14-1 Solves Problems <u>2-Year Old</u> : Able to solve problems by trying more than one approach; continues efforts to complete a challenging task
DS15 Use objects as a way to get what they want	CS 14-1 Solves Problems <u>2-Year Old</u> : Able to solve problems by trying more than one approach; continues efforts to complete a challenging task
Attention and Persistence	
DS16 Notice and pay attention to objects and people of interest	ATL 1-1 Is Attentive <u>2-Year Old</u> : Maintains focus and attention on a simple task or activity for a short period of time; focuses on an activity for 5 or more minutes
DS17 Choose to stay with an activity that interests them	ATL 1-3 Is Persistent <u>2-Year Old</u> : Finishes self-selected tasks, such as completing a puzzle or listening to a storybook
Curiosity and Problem Solving	
DS18 Explore objects to see how they work, using trial and error to meet challenges	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
DS19 Make connections with people and uses what they know from other situations to solve a problem	CS 14-1 Solves Problems <u>2-Year Old</u> : Able to solve problems by trying more than one approach; continues efforts to complete a challenging task
DS20 Try a variety of approaches in problem solving using own body and objects	CS 14-1 Solves Problems <u>2-Year Old</u> : Able to solve problems by trying more than one approach; continues efforts to complete a challenging task
Play	
DS21 Play with hands, feet and objects in their immediate world	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
DS22 Imitate and practice what happens in their life as they watch people and events	SED 5-2 Learns from Adults <u>2-Year Old:</u> Uses role play to imitate behaviors by familiar adults
DS23 Use props and people as they engage in make believe play and act out simple themes	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

Physical Development and Health	
Young Infant (0-6 Months)	
Sensory	
PD1 Experience different sensory activities (touch, smell, see, hear, taste, etc.)	CS 13-1 Explores Objects <u>1-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
PD2 Organize and discriminate sensory experiences	CS 13-1 Explores Objects <u>1-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
PD3 Engage in sensory activities and play	CS 13-1 Explores Objects <u>1-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
Fine Motor	
PD4 Develop strength, small motor control, and coordination through daily activities	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>1-3 mos:</u> Opens and shuts hands <u>4-7 mos:</u> Turns objects in hands; uses hands or feet to make contact with objects or people
PD5 Touch, grasp, reach and explore people and objects	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>1-3 mos:</u> Opens and shuts hands <u>4-7 mos:</u> Turns objects in hands; uses hands or feet to make contact with objects or people
PD6 Develop and use eye-hand coordination to perform a variety of tasks	PMP 18-2 Develops Fine Hand-Eye Coordination <u>1-3 mos:</u> Grasps objects <u>4-7 mos:</u> Grasps and releases objects from grasp
PD7 Use and manipulate objects purposefully	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>1-3 mos:</u> Opens and shuts hands <u>4-7 mos:</u> Turns objects in hands; uses hands or feet to make contact with objects or people
PD8 Use two hands in a coordinated, purposeful fashion	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>1-3 mos:</u> Opens and shuts hands <u>4-7 mos:</u> Turns objects in hands; uses hands or feet to make contact with objects or people
Gross Motor	

PD9 Move freely as they begin to control their own bodies starting with the head and back and progressing to the arms and legs	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
PD10 Increase the strength, balance, and coordination of their bodies	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
PD11 Ability to coordinate their bodies to perform increasingly complex movements	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
PD12 Interact with people and environment through movement and body awareness	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
Health Awareness and Practice	
PD13 Learn about and respect their bodies	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
PD14 Engage in daily physical activity, both indoors and outdoors	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
PD15 Experience and learn about hygiene routines	PMP 19-2 Develops Self-Care Skills <u>1-3 mos:</u> Lets caregivers know when there is a need, such as crying when awake or needing to be changed <u>4-7 mos:</u> Uses different cries for different needs, such as when tired or when needing to be changed
PD16 Experience and learn about healthy lifestyle practices	PMP 19-2 Develops Self-Care Skills <u>1-3 mos:</u> Lets caregivers know when there is a need, such as crying when awake or needing to be changed <u>4-7 mos:</u> Uses different cries for different needs, such as when tired or when needing to be changed
PD17 Learn about and demonstrate safe behaviors and accident prevention	PMP 20-2 Learns Safety Rules <u>1-7 mos:</u> Is learning in a safe environment where caregivers are modeling safe behaviors
Older Infant (6-12 Months)	
Sensory	
PD1 Experience different sensory activities (touch, smell, see, hear, taste, etc.)	CS 13-1 Explores Objects <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
PD2 Organize and discriminate sensory experiences	CS 13-1 Explores Objects

	<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
PD3 Engage in sensory activities and play	CS 13-1 Explores Objects <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
Fine Motor	
PD4 Develop strength, small motor control, and coordination through daily activities	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
PD5 Touch, grasp, reach and explore people and objects	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
PD6 Develop and use eye-hand coordination to perform a variety of tasks	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
PD7 Use and manipulate objects purposefully	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
PD8 Use two hands in a coordinated, purposeful fashion	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
Gross Motor	
PD9 Move freely as they begin to control their own bodies starting with the head and back and progressing to the arms and legs	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
PD10 Increase the strength, balance, and coordination of their bodies	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
PD11 Ability to coordinate their bodies to perform increasingly complex movements	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
PD12 Interact with people and environment through movement and body awareness	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
Health Awareness and Practice	
PD13 Learn about and respect their bodies	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
PD14 Engage in daily physical activity, both indoors and outdoors	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

PD15 Experience and learn about hygiene routines	PMP 19-2 Develops Self-Care Skills 8-12 mos: Helps with daily routines, such as washing hands and getting dressed
PD16 Experience and learn about healthy lifestyle practices	PMP 19-2 Develops Self-Care Skills 8-12 mos: Helps with daily routines, such as washing hands and getting dressed
PD17 Learn about and demonstrate safe behaviors and accident prevention	PMP 20-2 Learns Safety Rules 8-12 mos: Is learning in a safe environment where caregivers are modeling safe behaviors; is learning classroom rules
Young Toddler (12-24 Months)	
Sensory	
PD1 Experience different sensory activities (touch, smell, see, hear, taste, etc.)	CS 13-1 Explores Objects 8-12 mos: 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 1-Year Old: Observes and experiments with how things work, such as pushing a button on a toy to hear a sound
PD2 Organize and discriminate sensory experiences	CS 13-1 Explores Objects 8-12 mos: 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 1-Year Old: Observes and experiments with how things work, such as pushing a button on a toy to hear a sound
PD3 Engage in sensory activities and play	CS 13-1 Explores Objects 8-12 mos: 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 1-Year Old: Observes and experiments with how things work, such as pushing a button on a toy to hear a sound
Fine Motor	
PD4 Develop strength, small motor control, and coordination through daily activities	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills 1-Year Old: Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker
PD5 Touch, grasp, reach, and explore people and objects	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills 1-Year Old: Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker
PD6 Develop and use eye-hand coordination to perform a variety of tasks	PMP 18-2 Develops Fine Hand-Eye Coordination 1-Year Old: Demonstrates increasing fine motor ability, such as putting pegs into holes
PD7 Use and manipulate objects purposefully	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills 1-Year Old: Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker
PD8 Use two hands in a coordinated, purposeful fashion	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills 1-Year Old: Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker
Gross Motor	

PD9 Move freely as they begin to control their own bodies starting with the head and back and progressing to the arms and legs	PMP 17-1 Develops Perception & Balance <u>1-Year Old:</u> Increasingly gains balance, going from sitting to standing to running and even jumping
PD10 Increase the strength, balance, and coordination of their bodies	PMP 17-1 Develops Perception & Balance <u>1-Year Old:</u> Increasingly gains balance, going from sitting to standing to running and even jumping
PD11 Ability to coordinate their bodies to perform increasingly complex movements	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
PD12 Interact with people and environment through movement and body awareness	PMP 17-1 Develops Perception & Balance <u>1-Year Old:</u> Increasingly gains balance, going from sitting to standing to running and even jumping
Health Awareness and Practice	
PD13 Learn about and respect their bodies	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
PD14 Engage in daily physical activity, both indoors and outdoors	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
PD15 Experience and learn about hygiene routines	PMP 19-2 Develops Self-Care Skills <u>1-Year Old:</u> Shows increasing independence, such as dressing with help
PD16 Experience and learn about healthy lifestyle practices	PMP 19-2 Develops Self-Care Skills <u>1-Year Old:</u> Shows increasing independence, such as dressing with help
PD17 Learn about and demonstrate safe behaviors and accident prevention	PMP 20-2 Learns Safety Rules <u>1-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands classroom rules
Older Toddler (24-36 Months)	
Sensory	
PD1 Experience different sensory activities (touch, smell, see, hear, taste, etc.)	CS 13-1 Explores Objects <u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living
PD2 Organize and discriminate sensory experiences	CS 13-1 Explores Objects <u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living
PD3 Engage in sensory activities and play	CS 13-1 Explores Objects <u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living
Fine Motor	
PD4 Develop strength, small motor control, and coordination through daily activities	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills

	<u>2-Year Old:</u> Uses hands for complex tasks such as building a block tower or removing a lid; works with clay; uses thumbs and fingers to manipulate objects
PD5 Touch, grasp, reach, and explore people and objects	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>2-Year Old:</u> Uses hands for complex tasks such as building a block tower or removing a lid; works with clay; uses thumbs and fingers to manipulate objects
PD6 Develop and use eye-hand coordination to perform a variety of tasks	PMP 18-2 Develops Fine Hand-Eye Coordination <u>2-Year Old:</u> Demonstrates hand-eye coordination when doing knob puzzles or turning pages
PD7 Use and manipulate objects purposefully	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>2-Year Old:</u> Uses hands for complex tasks such as building a block tower or removing a lid; works with clay; uses thumbs and fingers to manipulate objects
PD8 Use two hands in a coordinated, purposeful fashion	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>2-Year Old:</u> Uses hands for complex tasks such as building a block tower or removing a lid; works with clay; uses thumbs and fingers to manipulate objects
Gross Motor	
PD9 Move freely as they begin to control their own bodies starting with the head and back and progressing to the arms and legs	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
PD10 Increase the strength, balance, and coordination of their bodies	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
PD11 Ability to coordinate their bodies to perform increasingly complex movements	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
PD12 Interact with people and environment through movement and body awareness	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
Health Awareness and Practice	
PD13 Learn about and respect their bodies	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
PD14 Engage in daily physical activity, both indoors and outdoors	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 <u>2-Year Old:</u> No longer needs a morning nap
PD15 Experience and learn about hygiene routines	PMP 19-2 Develops Self-Care Skills <u>2-Year Old:</u> Shows increasing independence with self-care, such as helping wash hands or brush teeth

PD16 Experience and learn about healthy lifestyle practices	PMP 20-1 Learns about Nutrition <u>2-Year Old:</u> Is on a consistent schedule of three healthy meals-per-day, and may include a light, nutritious snack
PD17 Learn about and demonstrate safe behaviors and accident prevention	PMP 20-2 Learns Safety Rules <u>2-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands safety rules; follows teacher's instructions with assistance

DISCLAIMER:

This Alignment Document provides information that is current as of the publication date, pursuant to the state information available at that time. If this document is out-of-date, please be aware that we are likely working on an updated version. Should you like to alert us to the need to update this alignment document pursuant to any new rules/regulations or updates, please contact us at:

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