

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:
Kansas Early Learning Standards
Building the Foundation for
Successful Children



References



Kansas State Department of Education. (2014). *Kansas early learning standards building the foundation for successful children*. KS: Author. Retrieved from <http://www.ksde.org/Portals/0/Early%20Childhood/Early%20Learning%20Standards/KsEarlyLearningStandards.pdf>

Kansas Early Learning Standards Building the Foundation for Successful Children	Vine Assessments by LifeCubby
Approaches to Learning	Vine Indicators
Engagement and Attention	
Young Infant	
ATL.i.1: Demonstrates awareness of happenings and surroundings.	ATL 1-1 Is Attentive <u>1-3 mos:</u> Watches faces <u>4-7 mos:</u> Pays attention to people, objects, and sounds
ATL.i.2: Controls caregiver's attention by babbling, looking at face, smiling or at times looking away to disengage.	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
ATL.i.3: Shows interest in 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
Mobile Infant	
ATL.mi.1: Focuses on an activity, but is easily distracted.	ATL 1-1 Is Attentive <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
ATL.mi.2: Actively participates in social games with adults, anticipating own turn (e.g., peekaboo).	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 <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
Toddler	
ATL.t.1: Begins to maintain focus, despite distractions, during brief delays in task.	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 <u>3-Year Old:</u> Pays attention during story time; focuses on an activity for 10 or more minutes
ATL.t.2: Plays side-by-side with another child, at times observing, imitating or engaging child in play.	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 <u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend
ATL.t.3: Continues to play when a caregiver leaves the area.	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 <u>3-Year Old:</u> Pays attention during story time; focuses on an activity for 10 or more minutes
Persistence	

Young Infant	
ATL.i.4: Tries to reproduce interesting and pleasurable effects and events (e.g., swats at mobile, reaches out for objects).	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
Mobile Infant	
ATL.mi.3: Repeats actions intentionally to achieve a goal (e.g., drops food on the floor so adult will engage in the 'pick it up' game).	ATL 1-3 Is Persistent <u>8-12 mos:</u> Repeats actions to achieve a goal <u>1-Year Old:</u> Works to complete a task
ATL.mi.4: Executes simple 2-step plan (i.e., means-to-end task).	ATL 1-3 Is Persistent <u>8-12 mos:</u> Repeats actions to achieve a goal <u>1-Year Old:</u> Works to complete a task
Toddler	
ATL.t.4: Engages in self-initiated activities for a sustained period of time.	ATL 1-3 Is Persistent <u>2-Year Old:</u> Finishes self-selected tasks, such as completing a puzzle or listening to a storybook <u>3-Year Old:</u> Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support
ATL.t.5: Returns to an activity after being distracted.	ATL 1-3 Is Persistent <u>2-Year Old:</u> Finishes self-selected tasks, such as completing a puzzle or listening to a storybook <u>3-Year Old:</u> Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support
Curiosity and Initiative	
Young Infant	
ATL.i.5: Shows preferences for certain toys or activities.	ATL 1-5 Shows Initiative <u>4-7 mos:</u> Accepts, reaches for, grasps, or handles familiar toys
ATL.i.6: Lifts arms toward caregiver to be picked up; explores own fingers and toes.	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
Mobile Infant	
ATL.mi.5: Explores the environment through a variety of senses.	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
ATL.mi.6: Chooses toys/things for play.	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)
Toddler	
ATL.t.6: Explores materials in the environment to cause a result (e.g., takes things apart, turns faucet on and off, pours water in sand box to fill a hole).	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 <u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities

ATL.t.7: Expresses preferences for familiar people, books, toys and activities; often insists on some choices.	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 <u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting
ATL.t.8: Asks questions about items/objects.	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 <u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities
Sense of Competence	
Young Infant	
ATL.i.7: Repeats an action to get more effect (e.g., kicking in crib to shake mobile or smiling and cooing to get attention).	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
ATL.i.8: Comforts self by cooing, babbling, clutching or mouthing favorite object (e.g., blanket or toy).	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
Mobile Infant	
ATL.mi.7: Shows a sense of satisfaction when making things happen (e.g., claps with delight after touching a toy to make the music play).	SED 4-2 Becomes Confident <u>1-Year Old:</u> Shows confidence in own abilities; is proud to demonstrate abilities
ATL.mi.8: Points or protests to indicate likes and dislikes.	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)
ATL.mi.9: Expresses and responds to a variety of emotions.	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
Toddler	
ATL.t.9: Refers to own abilities when communicating with others (e.g., "I'll do it!" or "Watch me!").	SED 4-2 Becomes Confident <u>2-Year Old:</u> Shows confidence in increasing abilities; enjoys showing others what he/she can do <u>3-Year Old:</u> Is pleased to complete daily routines and learn new skills
ATL.t.10: May show assertiveness (e.g., giving orders to others).	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

ATL.t.11: Feels comfortable in a variety of places with familiar adults.	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
Problem Solving	
Young Infant	
ATL.i.9: Begins to exhibit response inhibition (e.g., waits briefly if instructed not to touch something).	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
ATL.i.10: Looks for caregiver response in new or uncertain situation.	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
Mobile Infant	
ATL.mi.10: Seeks out trusted adult for comfort or support and/or accepts adult assistance.	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 <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
ATL.mi.11: Tries to do things on own.	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) <u>1-Year Old:</u> Tries several times to solve challenging problems, often using more than one approach
Toddler	
ATL.t.12: Seeks alternate method when first attempt fails and/or seeks adult assistance.	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 <u>3-Year Old:</u> Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float)
ATL.t.13: Observes and imitates how other people solve problems (e.g., blows on warm cereal after seeing someone blow on cereal).	SED 5-2 Learns from Adults <u>2-Year Old:</u> Uses role play to imitate behaviors by familiar adults <u>3-Year Old:</u> Imitates behaviors demonstrated by familiar adults; may say words or phrases often said by familiar adults
ATL.t.14: Sometimes remembers and follows simple rules and routines, with adult guidance; stops doing something when directed by an adult.	ATL 2-1 Understands Routines <u>2-Year Old:</u> Able to follow daily routines; easily makes common transitions that are part of a daily schedule <u>3-Year Old:</u> Follows daily routines, such as sitting for circle time; adjusts to changes in routines or usual activities when informed ahead of time
	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 <u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences

	from own actions, such as a re-direction, removal of an object, or revocation of a privilege
Creativity and Flexibility	
Young Infant	
ATL.i.11: Shows interest in looking at, feeling or exploring new 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
Mobile Infant	
ATL.mi.12: Makes discoveries about self, others and the environment through play (e.g., loudly bangs a spoon on the table, notices the sound and does it again).	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
ATL.mi.13: May apply something already learned to something new (e.g., bangs spoon on table, then bangs spoon on overturned bowl).	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 <u>1-Year Old:</u> Able to shift focus; participates in new activities; demonstrates imagination in using materials to create something new
ATL.mi.14: May test caregiver's response to new or uncertain situation (e.g., reaching for forbidden object and then checking adult response).	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 <u>1-Year Old:</u> Able to shift focus; participates in new activities; demonstrates imagination in using materials to create something new
Toddler	
ATL.t.15: Imitates others in using objects in new and/or unanticipated ways during play (e.g., imitates child who puts basket on head as a hat).	SED 5-2 Learns from Adults <u>2-Year Old:</u> Uses role play to imitate behaviors by familiar adults <u>3-Year Old:</u> Imitates behaviors demonstrated by familiar adults; may say words or phrases often said by familiar adults
ATL.t.16: May change behavior based on previous learning.	ATL 1-6 Thinks with Creativity & Flexibility <u>2-Year Old:</u> Accepts changes in routines or usual activities when informed ahead of time by adults; shows creativity, flexibility, and inventiveness in play experiences <u>3-Year Old:</u> Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation

Physical Health and Development	
Large Motor Skills	
Young Infant	
PHD.i.1: Crawls through and around objects	<p>PMP 17-2 Develops Lower Body Strength</p> <p><u>1-3 mos:</u> Stretches and kicks legs when lying down; pushes down on legs when feet are placed on a firm surface</p> <p><u>4-7 mos:</u> Explores new body positions; rolls over; crawls; supports weight on legs; kicks at objects</p>
PHD.i.2: Demonstrates strength and control of head, arms, legs and trunk using purposeful movements (e.g., rolls from stomach to back, holds head and torso up on two hands, rocks back and forward while on hands and knees, sits steadily unsupported).	<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> <p><u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands</p>
PHD.i.3: Reaches for objects.	<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> <p><u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands</p>
Mobile Infant	
PHD.mi.1: Creeps up/down stairs.	<p>PMP 17-5 Develops Large Motor Coordination Skills</p> <p><u>1-Year Old:</u> Climbs on furniture and crawls up and down stairs unassisted; can easily change body positions</p>
PHD.mi.2: Takes independent steps.	<p>PMP 17-2 Develops Lower Body Strength</p> <p><u>8-12 mos:</u> Progresses from rolling to sitting to crawling to pulling up to cruising; stands; takes first steps; may begin walking</p> <p><u>1-Year Old:</u> Begins to run before second year</p>
PHD.mi.3: Throws ball and other objects independently.	<p>PMP 17-4 Develops Gross Hand-Eye Coordination</p> <p><u>8-12 mos:</u> Bangs objects together; transfers objects from hand to hand</p> <p><u>1-Year Old:</u> Plays with ball, learning to throw and catch</p>
Toddler	
PHD.t.1: Maintains balance when performing actions (e.g., squats and stands back up, bends over, picks up objects and stacks back up).	<p>PMP 17-1 Develops Perception & Balance</p> <p><u>2-Year Old:</u> Adjusts sitting or standing position based on situation; maintains good posture and balance; avoids obstacles when in motion</p> <p><u>3-Year Old:</u> Stands on 1 foot for about 3 seconds; jumps with two feet</p>
PHD.t.2: Catches a ball with both hands.	<p>PMP 17-4 Develops Gross Hand-Eye Coordination</p> <p><u>2-Year Old:</u> Can use climber; plays with ball; learns to throw and catch</p> <p><u>3-Year Old:</u> Can go up climbing wall; catches a ball that has been bounced; throws a ball overhead</p>
PHD.t.3: Begins to run.	<p>PMP 17-2 Develops Lower Body Strength</p> <p><u>2-Year Old:</u> Able to adjust speed and direction while walking or running</p> <p><u>3-Year Old:</u> Runs; jumps; hops; balances on 1 foot for up to 3 seconds</p>

Fine Motor Skills	
Young Infant	
PHD.i.4: Transfers objects from one hand to other.	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
PHD.i.5: Grasps and releases object using entire hand.	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
Mobile Infant	
PHD.mi.4: Coordinates the use of arms, hands and fingers to accomplish tasks (e.g., drinks from bottle, cup by self, holds a spoon).	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 <u>1-Year Old:</u> Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker
PHD.mi.5: Coordinates eye-hand movements (e.g., putting things in a box).	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 <u>1-Year Old:</u> Demonstrates increasing fine motor ability, such as putting pegs into holes
Toddler	
PHD.t.4: Coordinates the use of arms, hands and fingers to accomplish more complex tasks (e.g., uses a spoon to scoop up food and bring it to mouth, uses scissors to snip small cuts on a piece of paper).	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 <u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay
Physical Fitness	
Young Infant	
PHD.i.6: Interacts with caregivers in physical activities (e.g., tummy time, reaches for toy, kicks arms and legs when on back).	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
	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
Mobile Infant	
PHD.mi.6: Participates in active physical play (e.g., crawls and climbs over and under).	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
Toddler	
PHD.t.5: Participates in active physical play (e.g., runs, uses playground equipment).	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times <u>2-Year Old:</u> No longer needs a morning nap <u>3-Year Old:</u> Is able to play for longer periods of time without needing to rest

Nutrition/Healthy Eating	
Young Infant	
PHD.i.7: Communicates hunger and when full (e.g., eagerly accepts bottle, turns head or pushes away when full).	PMP 19-1 Develops Meal Time Independence <u>1-3 mos:</u> Cries when hungry <u>4-7 mos:</u> Starts to eat solid food
Mobile Infant	
PHD.mi.7: Eats during regular meals and snack times; anticipates routine meals and asks for more if still hungry.	PMP 20-1 Learns about Nutrition <u>8-12 mos:</u> Diet includes healthy, nutritionally balanced solid food on an appropriate schedule <u>1-Year Old:</u> Is on a consistent schedule of three healthy meals per day, and may include a light, nutritious snack
Toddler	
PHD.t.6: Makes simple food choices and has food preferences, demonstrates a willingness to try new foods.	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 <u>3-Year Old:</u> Is learning the role of food and nutrition in daily routines; tries different kinds of nutritious foods
Personal Hygiene	
Young Infant	
PHD.i.8: Signals need by crying (e.g., wet, hungry, tired, etc.).	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
Mobile Infant	
PHD.mi.8: Indicates when pants are wet and need to be changed.	PMP 19-2 Develops Self-Care Skills <u>8-12 mos:</u> Helps with daily routines, such as washing hands and getting dressed <u>1-Year Old:</u> Shows increasing independence, such as dressing with help PMP 19-3 Becomes Toilet Trained <u>1-Year Old:</u> Shows interest in the process of toileting
Toddler	
PHD.t.7: Washes hands and face with assistance.	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 <u>3-Year Old:</u> Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat
PHD.t.8: May begin to initiate interest in self-toileting.	PMP 19-3 Becomes Toilet Trained <u>2-Year Old:</u> Toilet training is underway <u>3-Year Old:</u> Is fully or nearly toilet trained
Safety	
Young Infant	
PHD.i.9: Shows preference for major 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

PHD.i.10: Stops/waits when caregiver says “no” or gives a nonverbal cue for alarm/danger.	PMP 20-2 Learns Safety Rules <u>1-7 mos:</u> Is learning in a safe environment where caregivers are modeling safe behaviors
Mobile Infant	
PHD.mi.9: Follows adult interaction/guidance regarding safety (e.g., walk, gentle touch, climbs in car seat, holds caregivers hand).	PMP 20-2 Learns Safety Rules <u>8-12 mos:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; is learning classroom rules <u>1-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands classroom rules
Toddler	
PHD.t.9: Follows adult interaction/guidance regarding safety (e.g., walk, gentle touch, climbs in car seat, holds caregivers hand).	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 <u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher’s instructions when prompted
PHD.t.10: Alerts adults to potential harmful situations.	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 <u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher’s instructions when prompted

Social and Emotional Development	
Character Development	
Young Infant	
SED.CD.i.1: Initiates and engages in reciprocal (i.e., mutual give and take) interactions with familiar adults.	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
SED.CD.i.2: Begins to form relationships with consistent 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
Mobile Infant	
SED.CD.mi.1: Participates in routines and experiences that involve give and take interaction with familiar adults.	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 <u>1-Year Old:</u> Demonstrates interest in adult behavior, such as by saying "hello" and "goodbye" when coming and going
SED.CD.mi.2: Demonstrates a secure relationship with at least one consistent caregiver.	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 <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
Toddler	
SED.CD.t.1: Interacts with familiar adults to communicate about experiences, ideas or to solve problems.	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 <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems
SED.CD.t.2: Feels comfortable in a variety of places with familiar adults.	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 <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems
SED.CD.t.3: Begins to more easily separate from caregiver.	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 <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems
Responsible Decision Making & Problem Solving	
Young Infant	
SED.R.i.1: Initiates interactions and seeks close proximity to familiar adults who provide consistent nurturing.	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
Mobile Infant	
SED.R.mi.1: Shows emerging signs of responding positively to limits and choices offered by adults to help guide behavior.	ATL 2-2 Shows Responsibility <u>1-Year Old:</u> Accepts adult redirection; begins to respond to directives
SED.R.mi.2: Anticipates and participates in some familiar routines with adult assistance.	ATL 2-1 Understands Routines <u>8-12 mos:</u> Remembers daily routines; knows how to use familiar objects <u>1-Year Old:</u> Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat)
SED.R.mi.3: Explores environment in the presence of familiar adults with whom they have developed a	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

relationship over an extended period of time.	separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar 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
SED.R.mi.4: Shows emerging signs of responding positively to limits and choices offered by adults to help guide behavior.	ATL 2-2 Shows Responsibility <u>1-Year Old:</u> Accepts adult redirection; begins to respond to directives 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 <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
Toddler	
SED.R.t.1: Demonstrates increasing capacity to manage actions and emotional expressions with guidance from adults.	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>1-Year Old:</u> Begins to cope with strong emotions with help from familiar adults <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
SED.R.t.2: Remembers and follows expectations for familiar routines some of the time, but may find it hard to transition from preferred activities.	ATL 2-1 Understands Routines <u>2-Year Old:</u> Able to follow daily routines; easily makes common transitions that are part of a daily schedule <u>3-Year Old:</u> Follows daily routines, such as sitting for circle time; adjusts to changes in routines or usual activities when informed ahead of time
SED.R.t.3: Feels comfortable in a variety of places with familiar adults nearby.	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 <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems
SED.R.t.4: Continues to play when familiar adult leaves area.	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
Personal Development	
Young Infant	
SED.PD.i.1 Expresses a variety of emotions through facial expressions, gestures, movement and sounds.	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

SED.PD.i.2: Begins to understand self as separate person from others.	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
SED.PD.i.3: Comforts self in by rocking body or other simple ways.	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
SED.PD.i.4: Communicates needs for help through vocalizations and gestures.	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
SED.PD.i.5: Imitates the expression of feelings of those around them.	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
	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)
Mobile Infant	
SED.PD.mi.1 Communicates a variety of emotions purposefully and intentionally.	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
SED.PD.mi.2: Recognizes self as separate person with distinct characteristics.	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
SED.PD.mi.3: Comforts self in a variety of ways.	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
SED.PD.mi.4: Seeks close proximity to familiar adults for security and support, especially when distressed.	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 <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
SED.PD.mi.5: Demonstrates an awareness of others' feelings (e.g., cries or grimaces at the discomfort	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)

of others; matches facial expression of caregiver).	<u>1-Year Old:</u> Observes emotions of others; may respond to another's preferences, such as offering different objects until one is accepted
SED.PD.mi.6: Seeks to achieve a specific goal (e.g., stretches to reach toy).	ATL 1-3 Is Persistent <u>8-12 mos:</u> Repeats actions to achieve a goal <u>1-Year Old:</u> Works to complete a task
Toddler	
SED.PD.t.1: Shows awareness of own emotions and uses verbal and nonverbal ways to express simple (e.g., happy, sad, mad, afraid) and more complex emotions (e.g., pride, embarrassment, shame and guilt).	SED 3-1 Expresses Emotion <u>2-Year Old:</u> Expresses a variety of emotions; modifies expression according to reactions of familiar adults <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
SED.PD.t.2: Shows awareness of self as belonging to one or more groups.	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 <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family
SED.PD.t.3: Identifies own feelings, needs and interests.	SED 3-1 Expresses Emotion <u>2-Year Old:</u> Expresses a variety of emotions; modifies expression according to reactions of familiar adults <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
SED.PD.t.4: Anticipates the need for comfort and tries to prepare for changes in routine.	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
SED.PD.t.5: Seeks close proximity to familiar adults for security and support, especially when distressed.	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 <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems
SED.PD.t.6 Demonstrates increasing awareness of others' feelings	SED 6-1 Builds Empathy <u>2-Year Old:</u> Begins to care for the feelings and needs of others <u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress
SED.PD.t.7 May respond to peer's distress by doing something to make him/her feel better (e.g., say "hug" to crying peer; offer peer their blanket or toy).	SED 6-1 Builds Empathy <u>2-Year Old:</u> Begins to care for the feelings and needs of others <u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress
Social Development	

Young Infant	
SED.SD.i.1: Reacts to emotional expressions 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)
SED.SD.i.2: Responds to people and objects in their immediate environment based on past experience.	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)
SED.SD.i.3: Shows interest in 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
SED.SD.i.4: Repeats actions that elicit social responses from others.	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
SED.SD.i.5: Initiates and engages in reciprocal (i.e., mutual give and take) interactions with familiar adults.	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
Mobile Infant	
SED.SD.mi.1: Demonstrates awareness of feelings expressed by others.	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
SED.SD.mi.2: Identifies similarities and differences in objects and people by showing and pointing.	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
SED.SD.mi.3: Briefly engages in simple interaction with another child.	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) <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)
SED.SD.mi.4: Participates in routines and experiences that involve mutual give and take interactions with familiar adults.	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 <u>1-Year Old:</u> Demonstrates interest in adult behavior, such as by saying "hello" and "goodbye" when coming and going
SED.SD.mi.5: Shows emerging signs of responding positively to limits and choices offered by adults to help guide behavior.	ATL 2-2 Shows Responsibility <u>1-Year Old:</u> Accepts adult redirection; begins to respond to directives
Toddler	
	SED 3-1 Expresses Emotion

<p>SED.SD.t.1: Begins to identify own feelings, needs and interests and show awareness that others have feelings.</p>	<p><u>2-Year Old:</u> Expresses a variety of emotions; modifies expression according to reactions of familiar adults <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</p> <p>SED 6-1 Builds Empathy <u>2-Year Old:</u> Begins to care for the feelings and needs of others <u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress</p>
<p>SED.SD.t.2: Responds in caring ways to another's distress in some situations.</p>	<p>SED 6-1 Builds Empathy <u>2-Year Old:</u> Begins to care for the feelings and needs of others <u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress</p>
<p>SED.SD.t.3: Expresses preferences for familiar people, books, toys and activities.</p>	<p>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</p>
<p>SED.SD.t.4: Uses previous learning to inform new experiences with people and objects in their environment.</p>	<p>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 <u>3-Year Old:</u> Recalls some elements of a story</p>
<p>SED.SD.t.5: Plays side-by-side with another child, at times observing, imitating or engaging child in play.</p>	<p>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 <u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend</p>
<p>SED.SD.t.6: Seeks out trusted adult for comfort or support.</p>	<p>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 <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems</p>
<p>SED.SD.t.7: Shows interest in unfamiliar adults with support from familiar adults.</p>	<p>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 <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems</p>
<p>SED.SD.t.8: Demonstrates an increasing capacity to manage actions and emotional expressions with guidance from adults.</p>	<p>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</p>
<p>SED.SD.t.9: Seeks adult assistance when encountering a problem.</p>	<p>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</p>

	<u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems
--	---

Communication and Literacy Skill Development	
Literature	
Young Infant	
CL.L.i.1: Sits on adult's lap while being read to and gazes at pictures in books and pats individual pictures.	LKS 8-1 Develops Early Literacy <u>1-3 mos:</u> Experiences stories by being read to by caregivers <u>4-7 mos:</u> Explores books with caregivers; enjoys being read to by others
CL.L.i.2: Shows interest in books, pictures, songs and rhyming (e.g., cuddles and looks at caregiver's face while being read to, follows caregivers gaze to look at a picture in a book, babbles while being read to).	LKS 8-1 Develops Early Literacy <u>1-3 mos:</u> Experiences stories by being read to by caregivers <u>4-7 mos:</u> Explores books with caregivers; enjoys being read to by others
CL.L.i.3: Shows interest in photographs of familiar people/objects.	LKS 8-1 Develops Early Literacy <u>1-3 mos:</u> Experiences stories by being read to by caregivers <u>4-7 mos:</u> Explores books with caregivers; enjoys being read to by others
CL.L.i.4: Listens briefly to stories being read by an adult.	LKS 8-1 Develops Early Literacy <u>1-3 mos:</u> Experiences stories by being read to by caregivers <u>4-7 mos:</u> Explores books with caregivers; enjoys being read to by others
Mobile Infant	
CL.L.mi.1: Responds to a verbal prompt by pointing to requested picture (e.g., "Oh look there is a cow, can you show me the cow?").	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
CL.L.mi.2: Actively participates in book reading, story telling and singing (e.g., reaching for the pages of a board book when a caregiver is reading a book and looking at it with the child, points to picture of a dog and makes a barking noise).	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
CL.L.mi.3: Randomly points to 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

CL.L.mi.4: Names familiar people/ objects in photographs.	<p>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</p>
CL.L.mi.5: Listens to stories being read by an adult	<p>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</p>
Toddler	
CL.L.t.1: With prompting and support, asks and answers simple questions about story content using pictures.	<p>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 <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book</p>
CL.L.t.2: Retells some events from a familiar story with close adult prompting (e.g., T: Tell me what happened to baby bear’s chair?” C: “It broke”).	<p>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 <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book</p>
CL.L.t.3: Shows an appreciation for reading books, telling stories and singing (e.g., initiates reading a book, telling a story or singing a song, listens as caregiver reads a short story).	<p>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 <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book</p>
CL.L.t.4: Given a familiar repetitive and predictable story, anticipates what comes next based on pictures and begins to fill in words in the story.	<p>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 <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book</p>
CL.L.t.5: Relates characteristics or actions of the characters in a story to self (e.g., Daddy has a big chair like that).	<p>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 <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book</p>
CL.L.t.6 : Engages in reading activities with an adult and possibly one or two peers.	<p>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 <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as</p>

	a book is read; asks what printed words say; may request a particular book
Informational Text (Non-Fiction)	
Young Infant	
CL.IT.i.2: Shows interest in books and pictures (e.g., cuddles and looks at caregiver's face while being read to; follows caregiver's gaze to look at a picture in a book; babbles while being read to).	LKS 8-1 Develops Early Literacy <u>1-3 mos:</u> Experiences stories by being read to by caregivers <u>4-7 mos:</u> Explores books with caregivers; enjoys being read to by others
CL.IT.i.3: Randomly points to pictures in a book.	LKS 8-1 Develops Early Literacy <u>1-3 mos:</u> Experiences stories by being read to by caregivers <u>4-7 mos:</u> Explores books with caregivers; enjoys being read to by others
CL.IT.i.4: Listens briefly to texts being read with an adult.	LKS 8-1 Develops Early Literacy <u>1-3 mos:</u> Experiences stories by being read to by caregivers <u>4-7 mos:</u> Explores books with caregivers; enjoys being read to by others
Mobile Infant	
CL.IT.mi.1: Responds to a verbal prompt by pointing to requested picture. (e.g., "Oh look there is a cow, can you show me the cow?")	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
CL.IT.mi.2: Actively participates in book reading, storytelling and singing (e.g., reaching for the pages of a board book when a caregiver is reading a book and looking at it with the child, points to a picture of a dog and makes a barking noise).	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
CL.IT.mi.4: Listens to texts being read by an adult.	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
Toddler	
CL.IT.t.1: With prompting and support, asks and answers simple questions about text using pictures.	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 <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
CL.IT.t.2: Retells some information from a familiar text using pictures or props as a support with close	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

adult prompting (e.g., T: Here is a picture of a fire truck, what do you know about fire trucks?).	3-Year Old: 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
CL.IT.t.3: Exhibits curiosity and interest in learning new vocabulary.	LC 7-4 Expands Vocabulary 2-Year Old: 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 3-Year Old: 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
CL.IT.t.4: Identifies the front cover of a book in order to orient the book correctly for reading.	LKS 8-1 Develops Early Literacy 2-Year Old: Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures 3-Year Old: 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
CL.IT.t.5: Draws meaning from pictures, print and text.	LKS 8-1 Develops Early Literacy 2-Year Old: Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures 3-Year Old: 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
Foundational Skills	
Young Infant	
CL.F.i.1: Explores books by touching, patting and mouthing.	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
CL.F.i.2: Plays and experiments with sounds through cooing, babbling and simple sounds (e.g., “ee, ah, da, pa, ma”).	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
	LC 7-3 Develops Phonemic Awareness 4-7 mos: Pays attention during songs and chanted rhymes
Mobile Infant	
CL.F.mi.1: Explores a book by turning the pages (may be more than one at a time or back to front).	LKS 8-1 Develops Early Literacy 8-12 mos: Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories 1-Year Old: Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings
CL.F.mi.2: Plays with objects with letters on them (e.g., alphabet blocks).	LKS 8-2 Develops Alphabetic Knowledge 8-12 mos: Hears the ABC song as sung by caregivers or audio device; may make humming sounds to participate 1-Year Old: Attempts to sing the ABC song

CL.F.mi.3: Shows a varied response to sounds in the environment.	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”
CL.F.mi.4: Demonstrates enjoyment when listening to nursery rhymes, finger plays, jingles, songs and books that are read to them (e.g., smiles, laughs, pats pictures with hand).	LC 7-3 Develops Phonemic Awareness <u>8-12 mos:</u> Listens and responds to rhymes and rhythms, including songs and chanted rhymes <u>1-Year Old:</u> Participates in group time with songs and chanted rhymes
CL.F.mi.5: Begins to vocalize as if reading when looking at 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
Toddler	
CL.F.t.1 : Holds book right side up to look at pictures.	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 <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
CL.F.t.2: Begins to demonstrate an understanding that print conveys meaning (e.g., pretends to read a favorite book).	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 <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading
CL.F.t.3: Differentiates between sounds that are the same and different (e.g., bell vs. drum).	LC 7-3 Develops Phonemic Awareness <u>2-Year Old:</u> Follows along or repeats parts of songs or nursery rhymes <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted
CL.F.t.4: Participates in saying words in nursery rhymes, finger plays, jingles, songs and books that are read to them.	LC 7-3 Develops Phonemic Awareness <u>2-Year Old:</u> Follows along or repeats parts of songs or nursery rhymes <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted
CL.F.t.5: “Reading” may capture the tone of voice and stress on words the caregivers have when reading a book.	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 <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading
Writing	
Young Infant	
CL.W.i.1: Shows ability to transfer and manipulate an object with	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>1-3 mos:</u> Opens and shuts hands

hands (e.g., grasps a rattle, lets go of it and tries to grasp it again).	<u>4-7 mos:</u> Turns objects in hands; uses hands or feet to make contact with objects or people
CL.W.i.2: Grasps objects using entire hand.	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
Mobile Infant	
CL.W.mi.1: Picks up objects between thumb and finger (i.e., pincer grasp).	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 <u>1-Year Old:</u> Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker
CL.W.mi.2: Uses a full-hand grasp to hold a writing tool to make scribbles.	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
Toddler	
CL.W.t.1: Uses thumb and fingers of one hand to hold writing tool.	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 <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”
CL.W.t.2: Begins to use drawing to represent objects and ideas (e.g., scribbles a picture and labels it after the fact, pretends to write own name, draws a circle and straight line after watching someone else do it).	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 <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”
CL.W.t.3: Participates in conversations about past events.	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 <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 SS 16-2 Understands Time <u>2-Year Old:</u> Understands that the day is separated into different segments, such as snack time, naptime, bed time, morning, and evening <u>3-Year Old:</u> Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school)
Speaking & Listening	
Young Infant	
CL.SL.i.1: Reacts to adults through vocalizations and/or facial expressions in response to social	LC 7-1 Develops Receptive Communication <u>1-3 mos:</u> Turns head in the direction of a familiar voice

contact and sounds produced by others.	<u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others
CL.SL.i.2: Listens to and begins to respond to familiar words (e.g., own name, bottle, mom).	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
CL.SL.i.3: Uses gestures, movements or vocalizations to gain attention of a familiar person.	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
CL.SL.i.4: Uses gestures, movements or vocalizations 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
CL.SL.i.5: Uses differing cries to signal various 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
CL.SL.i.6: Uses some consonant-vowel (CV) combinations (e.g., ba, pa,ma).	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
Mobile Infant	
CL.SL.mi.1: Interacts with caregivers and peers using gestures, sounds and words (e.g., waves, shakes head “no”, reaches to be lifted up).	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"
CL.SL.mi.2: Shows understanding of simple requests and of statements referring to people and objects around him or her (e.g., shakes head for “no”, says “mama”).	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”
CL.SL.mi.3: Uses gestures, movements or vocalizations to initiate interactions to get needs	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

met (e.g., reaches to be lifted up, points to desired item).	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"
CL.SL.mi.4: Demonstrates an understanding of a few simple concepts (e.g., puts hands up to indicate they are “so big” or pulls hand away when something is hot).	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”
CL.SL.mi.5: Speaks so that familiar adults can understand about 50% of what child says.	LC 7-5 Expands Grammar and Pronunciation <u>1-Year Old:</u> Begins to use inflection properly, usually to convey likes or dislikes (e.g., No! Yes! Give me! Mine! Please!)
Toddler	
CL.SL.t.1: In a conversation with a peer or caregiver.	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 <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
CL.SL.t.1a: Answers simple questions and begins to ask questions using inflection and intonation.	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 <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
CL.SL.t.1b: Sustains a conversation with two or more turns.	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 <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
CL.SL.t.2: Confirms understanding of information presented orally through verbalizations of one or two words or actions.	LC 7-1 Develops Receptive Communication <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues
CL.SL.t.3: Uses language to seek help, get information or clarify something that is not understood.	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 <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
CL.SL.t.4: Uses words to label actions.	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 <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
CL.SL.t.5: Expresses wants and needs, likes and dislikes.	<p>LC 7-2 Develops Expressive Communication</p> <p><u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more</p> <p><u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic</p>
CL.SL.t.6: Speaks so that familiar listeners are able to understand ideas, feeling and need.	<p>LC 7-5 Expands Grammar and Pronunciation</p> <p><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</p> <p><u>3-Year Old:</u> Can rhyme words (e.g., cat, sat); uses verbs in correct tense (e.g., she <u>walks</u> vs. she <u>walked</u>); may overcorrect grammar (e.g. “goed,” “mouses,” etc.)</p>
Language Standards	
Young Infant	
CL.LS.i.1: Recognizes the names of familiar people and objects (e.g., looks at mommy when someone says “where’s mommy?”, reaches for bottle when asked “do you want your bottle?”).	<p>LC 7-4 Expands Vocabulary</p> <p><u>8-12 mos:</u> Points to body parts when prompted; uses or signs an increasing number of words</p>
Mobile Infant	
CL.LS.mi.1: Shows understanding of simple requests and of statements referring to familiar people and objects around him/her (e.g., looks toward door when caregiver says, “Your daddy’s here”).	<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>
Toddler	
CL.LS.t.1: Shows an understanding of requests and statements referring to familiar people and objects (e.g., when asked “Where is your bear,” child is able to retrieve the bear and show it to the caregiver or friend).	<p>LC 7-1 Develops Receptive Communication</p> <p><u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions</p> <p><u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues</p> <p>LC 7-4 Expands Vocabulary</p> <p><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</p> <p><u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words</p>

Mathematical Knowledge	
Counting and Cardinality	
Young Infant	
M.CC.i.1: Holds an object in each hand.	<p>CM 10-1 Begins Counting <u>1-3 mos:</u> Experiences counting as caregivers count 1-2-3 in play time <u>4-7 mos:</u> Pays attention as an adult counts</p> <p>CM 11-1 Learns Measurement and Quantities <u>4-7 mos:</u> Plays with more than one object at a time</p>
Mobile Infant	
M.CC.mi.1: Names some number words but not in sequence.	<p>CM 10-1 Begins Counting <u>8-12 mos:</u> Babbles while an adult counts <u>1-Year Old:</u> Can say numbers 1-3 with help; shows interest in and awareness of numbers and counting during daily routines and activities</p>
M.CC.mi.2: Attends to quantities when interacting with objects (e.g., communicates “more” and “all gone” when eating from a bowl of cheerios, fills containers of different sizes with objects).	<p>CM 11-1 Learns Measurement and Quantities <u>8-12 mos:</u> Uses words to identify amounts, such as asking for “more” or saying “all gone” <u>1-Year Old:</u> Begins to say numbers for amounts; begins to use quantity phrases (e.g., “more”)</p>
M.CC.mi.3: Places objects using one to one correspondence but does not fully understand this created equal groups (e.g., child places one toy in each container during play but doesn’t understand there are the same number of toys and containers).	<p>CM 11-1 Learns Measurement and Quantities <u>8-12 mos:</u> Uses words to identify amounts, such as asking for “more” or saying “all gone” <u>1-Year Old:</u> Begins to say numbers for amounts; begins to use quantity phrases (e.g., “more”)</p>
Toddler	
M.CC.t.1: Verbally counts in sequence to 3.	<p>CM 10-1 Begins Counting <u>2-Year Old:</u> Can count up to 5 <u>3-Year Old:</u> Counts by rote to 10; counts sets of objects up to 10; may be able to count into the teens; understands and uses 1-1 correspondence</p>
M.CC.t.2: Shows understanding that numbers represent quantity and demonstrate understanding of words that identify how much (e.g., uses words such as “one, two, more, little, a lot”).	<p>CM 10-1 Begins Counting <u>2-Year Old:</u> Can count up to 5 <u>3-Year Old:</u> Counts by rote to 10; counts sets of objects up to 10; may be able to count into the teens; understands and uses 1-1 correspondence</p>
M.CC.t.3: Matches large pegs to holes using one-to-one correspondence.	<p>CM 10-1 Begins Counting <u>2-Year Old:</u> Can count up to 5 <u>3-Year Old:</u> Counts by rote to 10; counts sets of objects up to 10; may be able to count into the teens; understands and uses 1-1 correspondence</p>
M.CC.t.4: Demonstrates an understanding that one collection has more than another when the	<p>CM 10-2 Builds and Observes Sets <u>2-Year Old:</u> Counts sets of objects (2-3); may count the same object twice or use numbers out of order</p>

collections are quite different in size (one collection is at least twice the other).	<u>3-Year Old:</u> Begins to see groups of 2 or 3 objects and knows the amount without counting (subitizing); counts and builds sets
Operations and Algebraic Thinking	
Young Infant	
M.OA.i.1: Initiates repeated movements (e.g., makes cooing sound repeatedly when interacting with an adult, kicks repeated times at an object).	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 <u>8-12 mos:</u> Repeats actions to achieve a goal
Mobile Infant	
M.OA.mi.1: Imitates adult-initiated movement patterns (e.g., copies adult movements such as clapping, puts hands near eyes during a game of peek a boo).	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 <u>1-Year Old:</u> Demonstrates interest in adult behavior, such as by saying "hello" and "goodbye" when coming and going
Toddler	
M.OA.t.1: Demonstrates an understanding that adding to a group increases the number of objects in the group (e.g., adds more blocks to their collection and indicates "I have more").	CM 10-3 Learns Addition, Subtraction and Division <u>2-Year Old:</u> Knows own age and can hold up the correct number of fingers <u>3-Year Old:</u> When counting objects, understands that the last number counted represents the total
M.OA.t.2: Copies and anticipates a repeating pattern (e.g., follows and remembers movements in familiar songs or rhymes, recognizes a repeating pattern in a storybook (e.g., "Brown Bear, Brown Bear, What do You See?").	CM 11-2 Understands Patterns <u>3-Year Old:</u> Can complete simple patterns, such as red-blue-red-blue-red-blue; can tell what comes next
Measurement & Data	
Young Infant	
M.MD.i.1: Explores properties of objects (e.g., looks for what is making a sound, drops a toy and watches it fall).	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
M.MD.i.2: Notices the difference between familiar and unfamiliar people, objects and places (e.g., looks back and forth between people or objects as if comparing them; explores objects by banging, shaking or hitting them).	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)
Mobile Infant	
M.MD.mi.1: Shows awareness of the size of objects where the size	CS 13-1 Explores Objects

difference is great (e.g., communicates “big ball”, shows a preference for the bigger over the smaller toy).	<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
M.MD.mi.2 Matches two objects that are the same and selects similar items from a group (e.g., matches two identical toys, points out all the blue plates at snack).	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
Toddler	
M.MD.t.1: Starts to use words to describe measurable attributes (e.g., big, heavy, empty).	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.) <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)
M.MD.t.2: Groups two or more objects by one attribute (e.g., labels all the big animals “mama” and the small animals “baby”, puts all the red items in one pile and the non red items in another).	CS 13-2 Classifies or Sorts Objects <u>2-Year Old:</u> Recognizes similarities or differences between familiar and unfamiliar people, objects or events <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function
M.MD.t.3: Names groups of 1-2 items (e.g., shown a pair of shoes says “two shoes”) (precursor to subitizing).	CM 10-2 Builds and Observes Sets <u>2-Year Old:</u> Counts sets of objects (2-3); may count the same object twice or use numbers out of order <u>3-Year Old:</u> Begins to see groups of 2 or 3 objects and knows the amount without counting (subitizing); counts and builds sets
Geometry	
Young Infant	
M.G.i.1: Exhibits some sense of size, color and shape recognition of objects in the environment.	CM 12-1 Learns Shapes & Sizes <u>8-12 mos:</u> Works with shape sorter or size stacker
M.G.i.2: Explores the properties of objects by reaching for and grasping a toy or by mouthing the object.	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
Mobile Infant	
M.G.mi.1: Explores geometric shapes through manipulating objects (e.g., blocks, containers, other objects).	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
M.G.mi.2: Uses trial and error strategies to fit objects together (e.g., experiments with how objects	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

fit in space: stack, sorts, dumps, pushes, pulls, twists, turns).	
Toddler	
M.G.t.1: Demonstrates an understanding of simple location/ position words (e.g., under, in, out).	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 <u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind
M.G.t.2: Matches basic shapes with different orientations and sizes (e.g., point to a group of various size circles and communicates that they are all circles).	CM 12-1 Learns Shapes & Sizes <u>2-Year Old:</u> Sorts objects by shape, size, and/or weight <u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated
M.G.t.3: Manipulates shapes to place in a form board or simple puzzle.	CM 12-1 Learns Shapes & Sizes <u>2-Year Old:</u> Sorts objects by shape, size, and/or weight <u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated

Science	
Motion & Stability: Forces & Interactions	
Young Infant	
S.i.1: Occasionally uses simple problem-solving to reach objects (e.g., pulls on blanket on which object lies).	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
S.i.2: Repeats behaviors to figure out cause and effect (e.g., shakes a rattle to make the sound; toy released from up high always drops down).	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
Mobile Infant	
S.mi.1: Purposefully initiates actions on objects to make things happen (e.g., banging on pots / pan, touches different parts of a musical toy to make the music start again).	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) <u>1-Year Old:</u> Tries several times to solve challenging problems, often using more than one approach
S.mi.2: Notices objects in motion and acts on that object to replicate the motion (e.g., pushes button on pop up toy, dropping items).	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
Toddler	

S.t.1: Demonstrates an understanding of basic cause and effect.	CS 14-2 Makes Predictions <u>1-Year Old:</u> Observes and experiments with cause and effect, such as pushing over a block tower <u>2-Year Old:</u> Makes predictions based on experience; explores materials and makes observations <u>3-Year Old:</u> Makes simple predictions about what will happen next, such as during activities or when hearing a story
S.t.2: Acts upon objects to see any novel movement their action causes (e.g., throwing a ball hard vs. soft, kicking a ball, hammering, push toys on sloped surfaces).	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 <u>3-Year Old:</u> Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float)
From Molecules to Organisms: Structures & Processes	
Young Infant	
S.i.3: Shows interest in animals.	CS 15-1 Explores the Natural Environment <u>8-12 mos:</u> Observes objects of the natural environment through the senses by touching, mouthing, watching
Mobile Infant	
S.mi.3: Shows interest in living things and observes and/or engages with them in a respectful way (e.g., is gentle with animals, plants).	CS 15-1 Explores the Natural Environment <u>8-12 mos:</u> Observes objects of the natural environment through the senses by touching, mouthing, watching <u>1-Year Old:</u> Explores objects of the natural environment through the senses; shows interest in natural objects or processes
Toddler	
S.t.3: Names familiar objects, animals, body parts (e.g., arm, hand, arm).	CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; shows respect for living things
S.t.4: Begins to identify traits of living things (e.g., the sound a duck makes).	CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; shows respect for living things
S.t.5: Demonstrates an understanding that people and animals need food and water to live.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; shows respect for living things
Earth's Systems	
Young Infant	
S.i.4: Turns head toward or away from weather.	ATL 1-1 Is Attentive <u>1-3 mos:</u> Watches faces <u>4-7 mos:</u> Pays attention to people, objects, and sounds
Mobile Infant	
S.mi.4: Demonstrates a variety of responses to changes in weather	CS 15-1 Explores the Natural Environment <u>8-12 mos:</u> Observes objects of the natural environment through the senses by touching, mouthing, watching <u>1-Year Old:</u> Explores objects of the natural environment through the senses; shows interest in natural objects or processes
Toddler	

S.t.6: Beginning to identify weather occurrences (e.g., sun, rain, snow).	CS 15-1 Explores the Natural Environment <u>2-Year Old:</u> Uses objects of the natural environment in art, sensory, and play <u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things
Earth & Human Activity	
Toddler	
S.t.7: Demonstrates an understanding that people and animals can live in different places (e.g., fish live in the water).	CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; shows respect for living things
S.t.8: Enacts animals' activities (e.g., eating, sleeping) in pretend play. Moves toy animals to mimic animals in the wild.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; shows respect for living things 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 <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

Social Studies	
Government	
Young Infant	
SS.i.1: Shows awareness of self and of other people.	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
Mobile Infant	
SS.mi.1: Prefers familiar adults over strangers.	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 <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
Toddler	
SS.t.1: Identifies family members by 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 <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family
Economics	

Young Infant	
SS.i.2: Demonstrates beginning awareness of objects in the environment.	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
Mobile Infant	
SS.mi.2: Identifies objects as “mine.”	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
	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
Toddler	
SS.t.2: Shares with others and takes turns with adult guidance.	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 <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
Geography	
Mobile Infant	
SS.mi.3: Demonstrates an understanding that objects and persons exist when not in sight.	ATL 1-2 Develops Memory <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 <u>1-Year Old:</u> Finds hidden or missing people or objects; looks in multiple locations for missing objects
Toddler	
SS.t.3: Talks about objects and people in familiar environments (e.g., home, grocery store).	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 <u>3-Year Old:</u> Recalls some elements of a story
Kansas, United States & World History	
Mobile Infant	
SS.mi.4: Recognizes and anticipates familiar routines.	ATL 2-1 Understands Routines <u>8-12 mos:</u> Remembers daily routines; knows how to use familiar objects <u>1-Year Old:</u> Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat)
Toddler	
SS.t.4: Identifies routines and common occurrences in his/her life.	ATL 2-1 Understands Routines <u>2-Year Old:</u> Able to follow daily routines; easily makes common transitions that are part of a daily schedule

	<u>3-Year Old:</u> Follows daily routines, such as sitting for circle time; adjusts to changes in routines or usual activities when informed ahead of time
SS.t.5: Recognizes the start and end of an event (e.g., clapping at the end of a song).	ATL 2-1 Understands Routines <u>2-Year Old:</u> Able to follow daily routines; easily makes common transitions that are part of a daily schedule <u>3-Year Old:</u> Follows daily routines, such as sitting for circle time; adjusts to changes in routines or usual activities when informed ahead of time

Creative Arts	
Dance	
Young Infant	
CA.i.1a: Moves body parts (e.g., sits with support).	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
CA.i.1b: Can focus on an object and follow it with focus.	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
CA.i.2a: Responds to sounds, visual images and motions.	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
CA.i.3a: Reaches for caregiver and objects.	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
CA.i.4a: Moves body when happy and excited.	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 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
Mobile Infant	
CA.mi.1a: Pulls up to standing.	PMP 17-3 Develops Upper Body Strength <u>8-12 mos:</u> Pulls self up <u>1-Year Old:</u> Carries objects
CA.mi.1b: Sits without support.	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 and even jumping

CA.mi.2a: Reacts to vocal or observed cues.	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”
CA.mi.2b: Responds to movement that has a beat or rhythm.	CCA 21-3 Explores Movement and Dance <u>8-12 mos:</u> May move when music is playing <u>1-Year Old:</u> May move when music is playing and “bounce” to the music
CA.mi.2c: Follows some observed actions.	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 <u>1-Year Old:</u> Demonstrates interest in adult behavior, such as by saying “hello” and “goodbye” when coming and going
CA.mi.3a: Starts and stops with music cues with adult guidance.	CCA 21-3 Explores Movement and Dance <u>8-12 mos:</u> May move when music is playing <u>1-Year Old:</u> May move when music is playing and “bounce” to the music
CA.mi.3b: Explores bending, stretching, small and big.	CCA 21-3 Explores Movement and Dance <u>8-12 mos:</u> May move when music is playing <u>1-Year Old:</u> May move when music is playing and “bounce” to the music
CA.mi.4a: Controls some body movements.	CCA 21-3 Explores Movement and Dance <u>8-12 mos:</u> May move when music is playing <u>1-Year Old:</u> May move when music is playing and “bounce” to the music
CA.mi.4b: Demonstrates following simple directions.	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”
Toddler	
CA.t.1a: Moves head, arms, legs, knees, elbows, fingers, toes in isolation.	CCA 21-3 Explores Movement and Dance <u>2-Year Old:</u> Moves when music is playing; begins to move in time to music <u>3-Year Old:</u> Participates in dance or creative movement activities
CA.t.1b: Walks, runs, jumps.	PMP 17-2 Develops Lower Body Strength <u>2-Year Old:</u> Able to adjust speed and direction while walking or running <u>3-Year Old:</u> Runs; jumps; hops; balances on 1 foot for up to 3 seconds
CA.t.2a: When asked, moves forward, backwards, up and, down.	CCA 21-3 Explores Movement and Dance <u>2-Year Old:</u> Moves when music is playing; begins to move in time to music <u>3-Year Old:</u> Participates in dance or creative movement activities
CA.t.2b: Begins to balance on one foot.	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 <u>3-Year Old:</u> Stands on 1 foot for about 3 seconds; jumps with two feet

CA.t.2c: Bends, reaches, stretches, rocks, sways, shakes, kicks, different parts of the body.	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 <u>3-Year Old:</u> Stands on 1 foot for about 3 seconds; jumps with two feet
CA.t.3a: Stops and starts with music cues.	CCA 21-3 Explores Movement and Dance <u>2-Year Old:</u> Moves when music is playing; begins to move in time to music <u>3-Year Old:</u> Participates in dance or creative movement activities
CA.t.3b: Improvises movement to fast and slow music.	CCA 21-3 Explores Movement and Dance <u>2-Year Old:</u> Moves when music is playing; begins to move in time to music <u>3-Year Old:</u> Participates in dance or creative movement activities
CA.t.2a: Stops and starts with music cues.	CCA 21-3 Explores Movement and Dance <u>2-Year Old:</u> Moves when music is playing; begins to move in time to music <u>3-Year Old:</u> Participates in dance or creative movement activities
CA.t.2b: Improvises movement to fast and slow music.	CCA 21-3 Explores Movement and Dance <u>2-Year Old:</u> Moves when music is playing; begins to move in time to music <u>3-Year Old:</u> Participates in dance or creative movement activities
Music	
Young Infant	
CA.i.5a: Attends to sounds.	CCA 21-2 Explores Music <u>1-3 mos:</u> Listens and responds to singing and music <u>4-7 mos:</u> Explores musical instruments; bangs toy piano; rattles maracas
CA.i.5b: Begins to make vocal 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
CA.i.6a: Moves body to music.	CCA 21-2 Explores Music <u>1-3 mos:</u> Listens and responds to singing and music <u>4-7 mos:</u> Explores musical instruments; bangs toy piano; rattles maracas
CA.i.7a: Demonstrates shaking or banging objects or toys.	CCA 21-2 Explores Music <u>1-3 mos:</u> Listens and responds to singing and music <u>4-7 mos:</u> Explores musical instruments; bangs toy piano; rattles maracas
CA.i.8a: Attends to music and rhythm patterns through caregiver touch and music exposure.	CCA 21-2 Explores Music <u>1-3 mos:</u> Listens and responds to singing and music <u>4-7 mos:</u> Explores musical instruments; bangs toy piano; rattles maracas
Mobile Infant	
CA.mi.5a: Responds physically to various rhythmic patterns in sound.	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
CA.mi.5b: Vocalizes in response to rhythm.	CCA 21-2 Explores Music

	<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>
CA.mi.6a: Identifies sources of sounds (i.e., dog, cat, car, etc.).	<p>LC 7-1 Develops Receptive Communication</p> <p><u>1-3 mos:</u> Turns head in the direction of a familiar voice</p> <p><u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others</p>
CA.mi.6b: Moves to music-rhythm.	<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>
CA.mi.7a: Chooses from variety of objects (instruments/toys).	<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>
CA.mi.7b: Explores bringing objects together to make sounds.	<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>
CA.mi.8a: Follows and tracks various types of music through movement, facial expressions, verbalizes.	<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>
CA.mi.8b: Creates rhythmic patterns (e.g., rhythmic poems, simple songs, etc).	<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>
Toddler	
CA.t.5a: Begins to verbalize words to simple songs.	<p>CCA 21-2 Explores Music</p> <p><u>2-Year Old:</u> Joins in class exploration of musical instruments; may try to join in singing songs; may play with instruments or props during music time</p> <p><u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat</p>
CA.t.6a: Responds to tempos presented in a variety of ways: physically, verbally, with instruments.	<p>CCA 21-2 Explores Music</p> <p><u>2-Year Old:</u> Joins in class exploration of musical instruments; may try to join in singing songs; may play with instruments or props during music time</p> <p><u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat</p>
CA.t.7a: Follows simple rhythmic patterns with musical instruments.	<p>CCA 21-2 Explores Music</p> <p><u>2-Year Old:</u> Joins in class exploration of musical instruments; may try to join in singing songs; may play with instruments or props during music time</p>

	<u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat
CA.t.7b: Explores simple music - concepts: tempo, music scale-up to 5 note scale.	CCA 21-2 Explores Music <u>2-Year Old:</u> Joins in class exploration of musical instruments; may try to join in singing songs; may play with instruments or props during music time <u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat
CA.t.8a: Follows and tracks various types of music through movement, facial expressions, verbalize.	CCA 21-2 Explores Music <u>2-Year Old:</u> Joins in class exploration of musical instruments; may try to join in singing songs; may play with instruments or props during music time <u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat
CA.t.8b: Creates rhythmic patterns (e.g., rhythmic poems, simple songs, etc.).	CCA 21-2 Explores Music <u>2-Year Old:</u> Joins in class exploration of musical instruments; may try to join in singing songs; may play with instruments or props during music time <u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat
Acting/Theatre	
Young Infant	
CA.i.9a: Responds to 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
CA.i.9b: Expresses needs with different 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 <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
CA.i.10a: Responds to voices.	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
CA.i.10b: Repeats sounds vocally and physically.	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
CA.i.10c: Responds to songs, chants, nursery rhymes, rhythms, pictures in books.	LC 7-3 Develops Phonemic Awareness <u>4-7 mos:</u> Pays attention during songs and chanted rhymes <u>8-12 mos:</u> Listens and responds to rhymes and rhythms, including songs and chanted rhymes
CA.i.11a: Begins cooing, babbling.	LC 7-2 Develops Expressive Communication

	<p><u>1-3 mos:</u> Alerts caregivers when there is a need, such as crying when awake or needing to be changed; begins to babble, coo or gurgle; may imitate some sounds</p> <p><u>4-7 mos:</u> Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure</p>
CA.i.12a: Listens to stories, books, etc.	<p>LKS 8-1 Develops Early Literacy</p> <p><u>1-3 mos:</u> Experiences stories by being read to by caregivers</p> <p><u>4-7 mos:</u> Explores books with caregivers; enjoys being read to by others</p>
CA.i.12b: Looks at pictures and points.	<p>LKS 8-1 Develops Early Literacy</p> <p><u>1-3 mos:</u> Experiences stories by being read to by caregivers</p> <p><u>4-7 mos:</u> Explores books with caregivers; enjoys being read to by others</p>
CA.i.12c: Recognizes songs and specific books or pictures.	<p>LKS 8-1 Develops Early Literacy</p> <p><u>1-3 mos:</u> Experiences stories by being read to by caregivers</p> <p><u>4-7 mos:</u> Explores books with caregivers; enjoys being read to by others</p>
Mobile Infant	
CA.mi.9a: Imitates words.	<p>LC 7-2 Develops Expressive Communication</p> <p><u>8-12 mos:</u> Progresses from babbling with inflection to first words; uses exclamations like "uh-oh"; may sign certain words; may shake head for "no"; uses sounds, gestures, or actions to express needs and wants</p> <p><u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down"</p>
CA.mi.9b: Responds to another voice.	<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>
CA.mi.9c: Follows 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>
CA.mi.10a: Enjoys listening to stories, songs.	<p>LC 7-3 Develops Phonemic Awareness</p> <p><u>8-12 mos:</u> Listens and responds to rhymes and rhythms, including songs and chanted rhymes</p> <p><u>1-Year Old:</u> Participates in group time with songs and chanted rhymes</p>
CA.mi.10b: Understands and responds to pictures in books that create story.	<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>
CA.mi.10c: Initiates interaction with familiar people.	<p>SED 5-1 Bonds with Adults</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>

	<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
CA.mi.11a: Uses vocal intonation.	LC 7-5 Expands Grammar and Pronunciation <u>1-Year Old:</u> Begins to use inflection properly, usually to convey likes or dislikes (e.g., No! Yes! Give me! Mine! Please!)
CA.mi.11b: Demonstrates simple character/animal sounds with motions.	CCA 21-4 Participates in Dramatic Play <u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination
CA.mi.12a: Responds to favorite stories.	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
CA.mi.12b: Repeats repetitive phrases of stories at appropriate times or anticipates and verbalizes action of story.	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
Toddler	
CA.t.9a: Beginning to follow more complex directions.	LC 7-1 Develops Receptive Communication <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues
CA.t.9b: Initiates 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 <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
CA.t.9c: Asks questions to understand order of world's story.	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 <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
CA.t.10: Responding: CA.t.10a: Participates in acting out nursery rhymes, fingerplays, songs (e.g., Jack Be Nimble, Jack in the Box).	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 <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
CA.t.10b: Recreates plot of familiar stories or movies.	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

	<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
CA.t.11a: Talks in play situations.	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 <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
CA.t.11b: Moves inanimate objects (e.g., toy characters) in a play situation.	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 <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
CA.t.11c: Changes voice, emotion, body in play situations.	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 <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
CA.t.11.d: Likes to wear costumes to pretend to be other than self.	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 <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
CA.t.12a: Participates in acting out nursery rhymes, fingerplays, songs (e.g., Jack Be Nimble, Jack in the Box).	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 <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
CA.t.12b: Recreates plot of familiar stories or movies.	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 <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
Visual Arts	
Young Infant	
CA.i.13a: Responds to light, color.	CCA 21-1 Explores Art Media <u>1-3 mos:</u> Is learning in a creative environment with opportunity to study colors and shapes <u>4-7 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials
CA.i.13b: Explores sensory materials.	CCA 21-1 Explores Art Media <u>1-3 mos:</u> Is learning in a creative environment with opportunity to study colors and shapes <u>4-7 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials

CA.i.14a: Responds to various textures and sensory materials - fabric, water, sand, etc.	CCA 21-1 Explores Art Media <u>1-3 mos:</u> Is learning in a creative environment with opportunity to study colors and shapes <u>4-7 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials
CA.i.15a: Splashes water, blows bubbles.	CCA 21-1 Explores Art Media <u>1-3 mos:</u> Is learning in a creative environment with opportunity to study colors and shapes <u>4-7 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials
CA.i.16a: Beginning to imitate sounds.	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
CA.i.16b: Favors objects/sensory materials.	CCA 21-1 Explores Art Media <u>1-3 mos:</u> Is learning in a creative environment with opportunity to study colors and shapes <u>4-7 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials
CA.i.16c: May attach to a special object - blanket, “lovey.”	ATL 1-5 Shows Initiative <u>4-7 mos:</u> Accepts, reaches for, grasps, or handles familiar toys
Mobile Infant	
CA.mi.13a: Scribbles with crayon.	CCA 21-1 Explores Art Media <u>8-12 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials <u>1-Year Old:</u> Uses art materials; makes marks with a crayon; finger paints
CA.mi.13b: Crawls on textures - fabric, wood, bubble wrap.	CCA 21-1 Explores Art Media <u>8-12 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials <u>1-Year Old:</u> Uses art materials; makes marks with a crayon; finger paints
CA.mi.14a: Examines small objects and details.	CCA 21-1 Explores Art Media <u>8-12 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials <u>1-Year Old:</u> Uses art materials; makes marks with a crayon; finger paints
CA.mi.14b: Grasps objects with thumb and pointer finger.	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 <u>1-Year Old:</u> Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker
CA.mi.15a: Explores sensory materials - non-toxic paint, fingerpaint, paper, playdough, sand.	CCA 21-1 Explores Art Media <u>8-12 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials <u>1-Year Old:</u> Uses art materials; makes marks with a crayon; finger paints
CA.mi.16a: Repeats actions, sounds, activities, etc.	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)

	<u>1-Year Old:</u> Tries several times to solve challenging problems, often using more than one approach
Toddler:	
CA.t.13a: Grips paint brush, crayons, pipette, spray bottle.	CCA 21-1 Explores Art Media <u>2-Year Old:</u> Uses a variety of art materials to create artwork or other inventions <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create
CA.t.13b: Makes random and disordered scribbles.	CCA 21-1 Explores Art Media <u>2-Year Old:</u> Uses a variety of art materials to create artwork or other inventions <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create
CA.t.14a: Explores variety of art media: painting, gluing, printing, fingerpainting, clay, etc.	CCA 21-1 Explores Art Media <u>2-Year Old:</u> Uses a variety of art materials to create artwork or other inventions <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create
CA.t.14b: Shows control of paint, brushes, markers, etc.	CCA 21-1 Explores Art Media <u>2-Year Old:</u> Uses a variety of art materials to create artwork or other inventions <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create
CA.t.15a: Explores and manipulates sensory materials.	CCA 21-1 Explores Art Media <u>2-Year Old:</u> Uses a variety of art materials to create artwork or other inventions <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create
CA.t.15b: Demonstrates self-expression with art materials.	CCA 21-1 Explores Art Media <u>2-Year Old:</u> Uses a variety of art materials to create artwork or other inventions <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create
CA.t.16a: Explores and manipulates sensory materials.	CCA 21-1 Explores Art Media <u>2-Year Old:</u> Uses a variety of art materials to create artwork or other inventions <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create
CA.t.16b: Demonstrates self-expression with art materials.	CCA 21-1 Explores Art Media <u>2-Year Old:</u> Uses a variety of art materials to create artwork or other inventions <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create

DISCLAIMER:

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

contact@lifecubby.me