

# 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:  
**Massachusetts Early Learning Guidelines  
for Infants and Toddlers**



## References

Massachusetts Association for the Education of Young Children. (2010). *Massachusetts early learning guidelines for infants and toddlers*. MA: Author. Retrieved from [http://www.eec.state.ma.us/docs1/Workforce\\_Dev/Layout.pdf](http://www.eec.state.ma.us/docs1/Workforce_Dev/Layout.pdf)

<b>Massachusetts Early Learning Guidelines for Infants and Toddlers</b>	<b>Vine Assessments by LifeCubby</b>
<b>Social-Emotional Development Guidelines</b>	<b>Vine Indicators</b>
<b>Infants (Birth to 15 months)</b>	
Learning Guideline: The infant relates to, trusts and becomes attached to consistent educators	
SED1. The young infant shows preference for specific educators.	<p><b>SED 5-1 Bonds with Adults</b>  <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  <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>
SED2. The young infant develops a bond with both family and nonfamily members.	<p><b>SED 5-1 Bonds with Adults</b>  <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  <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>
SED3. The young infant responds to familiar adults.	<p><b>SED 5-1 Bonds with Adults</b>  <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  <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>
SED4. The older toddler demonstrates increasing comfort with most adults.	<p><b>SED 5-1 Bonds with Adults</b>  <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  <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>
SED5. The older infant checks in with familiar educator for reassurance	<p><b>SED 5-1 Bonds with Adults</b>  <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  <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>

SED6. The older infant becomes aware of the absence of familiar educators.	<p><b>SED 5-1 Bonds with Adults</b>  <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  <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>
SED7. The older infant becomes aware of strangers.	<p><b>SED 5-1 Bonds with Adults</b>  <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  <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>
SED8. The older infant seeks comfort or assistance from a familiar educator.	<p><b>SED 5-1 Bonds with Adults</b>  <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  <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>
Learning Guideline: The infant notices and interacts with children of a similar age.	
SED 9. The younger infant recognizes the differences between inanimate objects and facial expressions.	<p><b>SED 5-1 Bonds with Adults</b>  <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger</p>
SED 10. The younger infant notices other children.	<p><b>SED 6-2 Bonds with Peers</b>  <u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children  <u>8-12 mos:</u> Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play)</p>
SED 11. The younger infant begins to engage with peers.	<p><b>SED 6-2 Bonds with Peers</b>  <u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children  <u>8-12 mos:</u> Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play)</p>
SED 12. The younger infant responds to other children.	<p><b>SED 6-2 Bonds with Peers</b>  <u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children  <u>8-12 mos:</u> Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play)</p>
SED 13. The older infant responds to other children in increasing complex ways.	<p><b>SED 6-2 Bonds with Peers</b>  <u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children  <u>8-12 mos:</u> Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play)</p>

SED 14. The older infant begins to demonstrate interactions with peers.	<b>SED 6-2 Bonds with Peers</b> <u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children <u>8-12 mos:</u> Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play)
SED 15. The older infant begins to seek out peers.	<b>SED 6-2 Bonds with Peers</b> <u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children <u>8-12 mos:</u> Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play)
SED 16. The older infant begins to participate in simple parallel play near other children.	<b>SED 6-2 Bonds with Peers</b> <u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children <u>8-12 mos:</u> Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play)
Learning Guideline: The infant acts as a social being by engaging with others and the world around them.	
SED 17. The young infant seeks interactions from both adults and peers.	<b>SED 5-1 Bonds with Adults</b> <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
	<b>SED 6-2 Bonds with Peers</b> <u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children <u>8-12 mos:</u> Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play)
SED 18. The young infant begins to imitate both adults and peers.	<b>SED 5-2 Learns from Adults</b> <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 19. The young infant explores the environment around them.	<b>ATL 1-4 Is Curious</b> <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
SED 20. The older infant seeks interactions from both educators and peers in more complex ways.	<b>SED 6-2 Bonds with Peers</b> <u>8-12 mos:</u> Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play)
SED 21. The older infant begins to imitate both educators and peers frequently and in a variety of ways.	<b>SED 5-2 Learns from Adults</b> <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
SED 22. The older infant more actively explores the environment.	<b>ATL 1-4 Is Curious</b> <u>8-12 mos:</u> Shows interest in new toys; explores surroundings
Learning Guideline: The infant experiences and expresses a range of emotions.	

SED 23. The younger infant mirrors back others' expressions.	<b>SED 6-1 Builds Empathy</b> <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 24. The younger infant expresses a range of emotions.	<b>SED 3-1 Expresses Emotion</b> <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 25. The younger infant begins to develop strategies to manage his/her expression of feeling with support from educators.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <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 26. The younger infant begins to demonstrate an understanding of own likes and dislikes.	<b>ATL 1-5 Shows Initiative</b> <u>4-7 mos:</u> Accepts, reaches for, grasps, or handles familiar toys <u>8-12 mos:</u> Initiates activities, such as getting a toy independently from a low shelf or basket
SED 27. The older infant expresses of a range of emotions expanding to include more complex emotions.	<b>SED 3-1 Expresses Emotion</b> <u>8-12 mos:</u> Expresses a variety of emotions through facial expressions, sounds, and gestures
SED 28. The older infant begins to develop more complex strategies to manage expressions of feeling with support from educators.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <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
SED 29. The older infant is becoming aware of other's feelings.	<b>SED 6-1 Builds Empathy</b> <u>8-12 mos:</u> Responds to the emotions of others; may share emotional reactions (e.g., smiling when an adult smiles)
SED 30. The older infant continues to demonstrate likes and dislikes.	<b>ATL 1-5 Shows Initiative</b> <u>8-12 mos:</u> Initiates activities, such as getting a toy independently from a low shelf or basket
Learning Guideline: The infant begins to regulate own feelings and behavior	
SED 31. The younger infant begins to regulate emotions, with educator assistance.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <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 32. The younger infant begins to follow own schedule for sleeping, eating, and other basic needs, with educator's help.	<b>PMP 19-2 Develops Self-Care Skills</b> <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
	<b>PMP 20-1 Learns about Nutrition</b> <u>1-3 mos:</u> Is receiving a nutritious, age-appropriate diet of breastmilk and/or formula on an appropriate schedule

SED 33. The older infant increases strategies for regulating behavior.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <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
Learning Guideline: The infant develops positive sense of self.	
SED34. The younger infant becomes aware of self.	<b>SED 4-1 Develops Awareness of Self</b> <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
SED35. The younger infant develops a sense of confidence through abilities and achievements.	<b>SED 4-2 Becomes Confident</b> <u>1-Year Old:</u> Shows confidence in own abilities; is proud to demonstrate abilities
SED36. The older infant develops a growing sense of capabilities.	<b>SED 4-2 Becomes Confident</b> <u>1-Year Old:</u> Shows confidence in own abilities; is proud to demonstrate abilities
SED37. The older infant develops a growing sense of self confidence.	<b>SED 4-2 Becomes Confident</b> <u>1-Year Old:</u> Shows confidence in own abilities; is proud to demonstrate abilities
<b>Toddlers (12 – 33 months)</b>	
Learning Guideline: The toddler relates to, trusts, and becomes attached to consistent educators.	
SED1. The young toddler has positive relationships with several different adults, including educators and family members.	<b>SED 5-1 Bonds with Adults</b> <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 <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
SED2. The young toddler responds to directions from familiar adults.	<b>LC 7-1 Develops Receptive Communication</b> <u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book” <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions
SED3. The young toddler relates to adults through shared exploration of materials and environments.	<b>SED 5-1 Bonds with Adults</b> <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 <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
SED4. The older toddler demonstrates increasing comfort with most adults.	<b>SED 5-1 Bonds with Adults</b>

	<u>3-Year Old</u> : Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems
SED5. The older toddler demonstrates and labels relationships of others such as “Mommy, Daddy and me are a family. You are my teacher- I love all of you.”	<b>SED 4-1 Develops Awareness of Self</b> <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
SED6. The older toddler follows the directions of adults.	<b>LC 7-1 Develops Receptive Communication</b> <u>3-Year Old</u> : Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues
SED7. The older toddler seeks adults for information and support in understanding things	<b>SED 5-1 Bonds with Adults</b> <u>3-Year Old</u> : Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems
Learning Guideline: The toddler notices and interacts with toddlers their own age.	
SED8. The young toddler notices, relates to and engages with children around the same age.	<b>SED 6-2 Bonds with Peers</b> <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) <u>2-Year Old</u> : Enjoys being with other children; joins group play with other children; knows some names of peers
SED9. The young toddler is responsive to playing next to and with other children	<b>SED 6-2 Bonds with Peers</b> <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) <u>2-Year Old</u> : Enjoys being with other children; joins group play with other children; knows some names of peers
SED10. The older toddler becomes attached to people around their own age.	<b>SED 6-2 Bonds with Peers</b> <u>3-Year Old</u> : Interacts positively with other children in the group; begins to make friends; may have a favorite friend
SED11. The older toddler is responsive to other children.	<b>SED 6-2 Bonds with Peers</b> <u>3-Year Old</u> : Interacts positively with other children in the group; begins to make friends; may have a favorite friend
SED12. The older toddler begins to develop increased “cooperative” play with peers’ [sic].	<b>SED 6-3 Cooperates with Peers</b> <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
Learning Guideline: The toddler experiences and expresses a range of emotions.	
SED13. The young toddler expresses a range of emotions, sometimes with intensity.	<b>SED 3-1 Expresses Emotion</b> <u>1-Year Old</u> : Expresses a range of emotions, including surprise, joy or pride; notices the effects of emotions on others <u>2-Year Old</u> : Expresses a variety of emotions; modifies expression according to reactions of familiar adults

SED14. The young toddler recognizes his/her own feelings.	<b>SED 3-1 Expresses Emotion</b> <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
SED15. The young toddler begins to express their likes and dislikes.	<b>SED 3-1 Expresses Emotion</b> <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
SED16. The older toddler begins to label their feelings.	<b>SED 3-1 Expresses Emotion</b> <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
SED17. The older toddler begins to demonstrate need to complete tasks on his/her own.	<b>ATL 1-5 Shows Initiative</b> <u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting
Learning Guideline: The toddler progresses in regulating his own feelings and behavior.	
SED18. The young toddler is developing the ability to control his/her emotions.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <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
SED19. The young toddler begins to develop strategies to manage his/her expression of feelings.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <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
SED20. The older toddler is refining their ability to self-regulate.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <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
SED21. The older toddler is developing problem solving skills when challenged.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <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
Learning Guideline: The toddler develops a positive sense of self	
SED22. The young toddler recognizes her or himself as a person separate from his/her family or caregivers.	<b>SED 4-1 Develops Awareness of Self</b> <u>1-Year Old:</u> Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others <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
SED23. The young toddler develops a sense of self confidence through their abilities and achievements.	<b>SED 4-2 Becomes Confident</b> <u>1-Year Old:</u> Shows confidence in own abilities; is proud to demonstrate abilities <u>2-Year Old:</u> Shows confidence in increasing abilities; enjoys showing others what he/she can do



SED24. The young toddler develops self worth through respectful and responsive interactions.	<b>ATL 2-2 Shows Responsibility</b> <u>1-Year Old:</u> Accepts adult redirection; begins to respond to directives <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
SED25. The older toddler identifies themselves and familiar people.	<b>SED 4-1 Develops Awareness of Self</b> <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family
SED26. The older toddler develops a sense of community	<b>SED 4-1 Develops Awareness of Self</b> <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family
SED27. The older toddler begins to recognize physical, ethnic, and cultural differences between themselves and others.	<b>SS 16-1 Explores Cultures</b> <u>2-Year Old:</u> Participates in experiential opportunities that are culturally diverse <u>3-Year Old:</u> Learns about cultural differences, including clothing, food, art, and work
SED 28. The older toddler demonstrates awareness of behavior and its effects.	<b>ATL 2-2 Shows Responsibility</b> <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

<b>Language and Communication</b>	
<b>Infant Guidelines (birth – 15 months)</b>	
Learning Guideline: The infant demonstrates the meaning of language by listening.	
LC1. The young infant responds to frequently heard sounds and words.	<b>LC 7-1 Develops Receptive Communication</b> <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
LC2. The older infant shows increased understanding of gestures and words.	<b>LC 7-1 Develops Receptive Communication</b> <u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines
LC3. The older infant shows enjoyment of the sounds and rhythms of language.	<b>LC 7-1 Develops Receptive Communication</b> <u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines
Learning Guideline: The infant develops expressive language.	
LC4. The young infant uses motions and gestures to begin to communicate nonverbally.	<b>LC 7-2 Develops Expressive Communication</b> <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
LC5. The young infant uses simple sounds to express thoughts, wants and needs.	<b>LC 7-2 Develops Expressive Communication</b> <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
LC6. The older infant uses consistent sounds, gestures, signs, and some words to communicate.	<b>LC 7-2 Develops Expressive Communication</b> <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
LC7. The older infant uses the same "words" consistently to express wants, needs, and thoughts.	<b>LC 7-2 Develops Expressive Communication</b> <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
LC8. The young infant understands and uses social communication.	<b>LC 7-6 Learns Conversation Structure</b> <u>1-Year Old:</u> May participate in back-and-forths; may make eye contact
LC9. The older infant begins to comprehend and use social communication.	<b>LC 7-6 Learns Conversation Structure</b> <u>1-Year Old:</u> May participate in back-and-forths; may make eye contact
Learning Guidelines: The infant demonstrates phonological awareness.	
LC10. The young infant shows beginning sound awareness by reacting differently to different sounds.	<b>LC 7-1 Develops Receptive Communication</b> <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
LC11. The young infant shows enjoyment of the sounds and rhythms of language.	<b>LC 7-1 Develops Receptive Communication</b> <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
LC12. The young infant vocalizes familiar words when read to.	<b>LC 7-2 Develops Expressive Communication</b> <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
	<b>LKS 8-1 Develops Early Literacy</b> <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
LC13. The older infant recites last word of familiar rhymes, with assistance.	<b>LKS 8-1 Develops Early Literacy</b> <u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories

Learning Guideline: The infant develops grammar and syntax or watching if hearing impaired.	
LC14. The older infant demonstrates progression in grammar and syntax.	<b>LC 7-5 Expands Grammar and Pronunciation</b> <u>1-Year Old:</u> Begins to use inflection properly, usually to convey likes or dislikes (e.g., No! Yes! Give me! Mine! Please!)
Learning Guideline: The infant engages in pre-reading activities.	
LC15. The young infant listens to stories for short periods of time.	<b>LKS 8-1 Develops Early Literacy</b> <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
LC16. The older infant begins to explore physical features of a book.	<b>LKS 8-1 Develops Early Literacy</b> <u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories
LC17. The older infant builds and uses vocabulary through direct experiences and involvement with pictures and books.	<b>LKS 8-1 Develops Early Literacy</b> <u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories
Learning Guideline: The infant demonstrates interest and engagement in print literacy materials.	
LC18. The young infant attends to and/ or makes contact with age-appropriate books, when presented.	<b>LKS 8-1 Develops Early Literacy</b> <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
LC19. The older infant demonstrates interest in environmental print.	<b>LKS 8-1 Develops Early Literacy</b> <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
Learning Guideline: The infant develops in multiple language acquisitions when considered a dual language learner.	
LC22. The young infant demonstrates competency in home language.	<b>LC 7-2 Develops Expressive Communication</b> <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
LC23. The older infant demonstrates competency in home language while acquiring beginning proficiency in English.	<b>LC 7-2 Develops Expressive Communication</b> <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

<b>Toddlers (12 – 33 months)</b>	
Learning Guideline: The toddler demonstrates understanding of spoken (or signed) language (receptive language).	
LC28. The younger toddler responds to action words by performing the action.	<b>LC 7-1 Develops Receptive Communication</b> <u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book” <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions
LC29. The younger toddler understands educators’ simple requests and statements referring to the present situation.	<b>LC 7-1 Develops Receptive Communication</b> <u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book” <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions
LC30. The younger toddler listens to stories.	<b>LKS 8-1 Develops Early Literacy</b> <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 <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures
LC31. The older toddler continues to understand many more words than they can speak.	<b>LC 7-1 Develops Receptive Communication</b> <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues
LC32. The older toddler understands more abstract and complex statements and requests that refer to positions in space, reference to time, ideas, feelings and the future.	<b>LC 7-1 Develops Receptive Communication</b> <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues
Learning Guideline: The toddler develops expressive language.	
LC33. The younger toddler begins to use recognizable words.	<b>LC 7-2 Develops Expressive Communication</b> <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” <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
LC 34. The younger toddler uses a growing number of words and puts them together in short phrases and simple questions.	<b>LC 7-4 Expands Vocabulary</b> <u>1-Year Old:</u> Locates body parts or colors when prompted; begins to use the names of objects, body parts and familiar people; begins to ask questions, such as “what’s that?” <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
LC35. The younger toddler becomes frustrated trying to express him/herself.	<b>LC 7-2 Develops Expressive Communication</b> <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”

	<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
LC36. The older toddler communicates clearly enough to be understood by familiar and unfamiliar listeners.	<b>LC 7-5 Expands Grammar and Pronunciation</b> <u>3-Year Old:</u> Can rhyme words (i.e., 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.)
Learning Guideline: The toddler engages in social communication.	
LC37. The younger toddler uses sounds and words in social situations.	<b>LC 7-6 Learns Conversation Structure</b> <u>1-Year Old:</u> May participate in back-and-forths; may make eye contact <u>2-Year Old:</u> Asks questions frequently; engages in back-and-forths; learns to take turns in conversations; makes eye contact
LC38. The younger toddler attends to and tries to take part in conversations.	<b>LC 7-6 Learns Conversation Structure</b> <u>1-Year Old:</u> May participate in back-and-forths; may make eye contact <u>2-Year Old:</u> Asks questions frequently; engages in back-and-forths; learns to take turns in conversations; makes eye contact
LC39. The older toddler participates in conversations.	<b>LC 7-6 Learns Conversation Structure</b> <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
Learning Guideline: The toddler demonstrates phonological awareness.	
LC40. The younger toddler uses vocalization and words for a variety of reasons.	<b>LC 7-2 Develops Expressive Communication</b> <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" <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
LC41. The older toddler develops an awareness of word sounds and rhythms of language.	<b>LC 7-3 Develops Phonemic Awareness</b> <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted
Learning Guideline: The toddler develops grammar and syntax.	
LC42. The younger toddler moves from single words to two- and three-word combinations to telegraphic speech.	<b>LC 7-5 Expands Grammar and Pronunciation</b> <u>1-Year Old:</u> Begins to use inflection properly, usually to convey likes or dislikes (e.g., No! Yes! Give me! Mine! Please!) <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
LC43. The older toddler moves from telegraphic speech to grammatical sentences.	<b>LC 7-5 Expands Grammar and Pronunciation</b> <u>3-Year Old:</u> Can rhyme words (i.e., 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.)

Learning Guideline: The toddler engages in pre-reading activities.	
LC44. The younger toddler shows motivation to read.	<b>LKS 8-1 Develops Early Literacy</b> <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 <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures
LC45. The older toddler increases knowledge about books and how they are typically read.	<b>LKS 8-1 Develops Early Literacy</b> <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
Learning Guideline: The toddler demonstrates interest and engagement in print literacy materials.	
LC46. The younger toddler recognizes familiar environmental print.	<b>LKS 8-3 Develops Emergent Reading</b> <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
LC47. The older toddler demonstrates knowledge that a symbol can represent something else.	<b>LKS 8-3 Develops Emergent Reading</b> <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
Learning Guideline: The toddler develops emergent writing skills.	
LC48. The younger toddler makes purposeful marks on paper.	<b>LKS 9-1 Develops Emergent Writing</b> <u>1-Year Old:</u> Makes marks on paper with large crayon or marker <u>2-Year Old:</u> Draws pictures using scribbles; makes or copies lines and curves, including letter-like marks with pencil or crayon; understands that people use writing to communicate
LC49. The older toddler understands writing is a way of communicating.	<b>LKS 9-1 Develops Emergent Writing</b> <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"
Learning Guideline: The toddler develops multiple language acquisitions when considered a dual language learner.	
LC50. The younger toddler demonstrates competency in home language while acquiring beginning proficiency in English	<b>LC 7-2 Develops Expressive Communication</b> <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"

	<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
LC51. The older toddler demonstrates competency in home language while acquiring proficiency in English.	<b>LC 7-2 Develops Expressive Communication</b> <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

<b>Cognitive Development</b>	
<b>Infant Guidelines (birth – 15 months)</b>	
Learning Guideline: The infant refines reflexes into purposeful actions.	
CD1. The young infant displays reflexive actions (sucking, eye movements, and hand and body movements).	<b>PMP 17-1 Develops Perception &amp; Balance</b> <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
CD2. The young infant responds to sensory stimuli, such as touch, sounds, light, and voices.	<b>ATL 1-1 Is Attentive</b> <u>1-3 mos:</u> Watches faces <u>4-7 mos:</u> Pays attention to people, objects, and sounds
CD3. The young infant begins to coordinate behaviors, e.g., a sound heard stimulates a response.	<b>LC 7-1 Develops Receptive Communication</b> <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
CD4. The young infant moves from passive responses to actively searching for desired people and items.	<b>ATL 1-2 Develops Memory</b> <u>1-3 mos:</u> Recognizes familiar objects and people <u>4-7 mos:</u> Begins to develop object permanence (the understanding that people and objects out of sight still exist) <u>8-12 mos:</u> Looks for someone or something that is missing
Learning Guideline: The infant develops memory skills.	
CD5. The young infant recognizes familiar people, places and things.	<b>ATL 1-2 Develops Memory</b> <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)
CD6. The young infant recalls and uses information in new situations.	<b>ATL 1-2 Develops Memory</b> <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)
CD7. The young infant searches for missing or hidden favorite objects.	<b>ATL 1-2 Develops Memory</b> <u>1-3 mos:</u> Recognizes familiar objects and people <u>4-7 mos:</u> Begins to develop object permanence (the understanding that people and objects out of sight still exist) <u>8-12 mos:</u> Looks for someone or something that is missing

CD8. The older infant demonstrates a response to favorite songs, stories, or people.	<b>LKS 8-1 Develops Early Literacy</b> 8-12 mos: Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories
CD9. The older infant looks for the educator when he or she steps out of sight.	<b>ATL 1-2 Develops Memory</b> 8-12 mos: Looks for someone or something that is missing
CD10. The older infant imitates hand motions of the educator.	<b>SED 5-2 Learns from Adults</b> 8-12 mos: Mirrors caregiver's non-verbal communication, such as looking where the caregiver is looking or pointing where the caregiver is pointing
Learning Guideline: The infant performs simple actions to make things happen and displays a beginning understanding of cause and effect.	
CD11. The young infant explores objects or observes people and begins to notice how they react.	<b>CS 13-1 Explores Objects</b> 4-7 mos: Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
CD12. The young infant repeats a pleasing sound or motion.	<b>CS 14-1 Solves Problems</b> 4-7 mos: Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth
CD13. The young infant discovers that repeated actions yield similar results.	<b>CS 14-1 Solves Problems</b> 4-7 mos: Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth
CD14. The older infant closely observes actions and discovers that repeated actions yield similar results	<b>CS 13-1 Explores Objects</b> 8-12 mos: Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button
CD15. The older infant performs an action to get a resulting event to occur.	<b>CS 14-1 Solves Problems</b> 4-7 mos: Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth 8-12 mos: Acts intentionally to achieve a goal (e.g., trying different ways to reach a toy under a table)
CD16. The older infant increasingly experiments with cause and effect.	<b>CS 14-2 Makes Predictions</b> 8-12 mos: Interacts purposefully with objects to cause an expected result, such as pushing a button on a toy to make a sound
Learning Guideline: The infant develops problem solving skills.	
CD17. The young infant demonstrates the awareness of a problem.	<b>CS 14-1 Solves Problems</b> 4-7 mos: Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth
CD18. The young infant uses: self; objects; and others to attain a goal.	<b>CS 14-1 Solves Problems</b> 4-7 mos: Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth
	<b>CS 14-1 Solves Problems</b>



CD19. The older infant watches others and imitates the way they solved a problem.	<u>8-12 mos:</u> Acts intentionally to achieve a goal (e.g., trying different ways to reach a toy under a table) <b>SED 5-2 Learns from Adults</b> <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
CD20. The older infant experiments with trial and error approaches to problem solving.	<b>CS 14-2 Makes Predictions</b> <u>8-12 mos:</u> Interacts purposefully with objects to cause an expected result, such as pushing a button on a toy to make a sound <u>1-Year Old:</u> Observes and experiments with cause and effect, such as pushing over a block tower
Learning Guideline: The infant explores materials and discover mathematical concepts.	
CD21. The young infant focuses on or plays with one thing at a time.	<b>CM 11-1 Learns Measurement and Quantities</b> <u>4-7 mos:</u> Plays with more than one object at a time
CD22. The young infant attends to colors, shapes, patterns or pictures.	<b>CS 13-1 Explores Objects</b> <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
CD23. The young infant begins to understand the concept of "more".	<b>CM 11-1 Learns Measurement and Quantities</b> <u>4-7 mos:</u> Plays with more than one object at a time <u>8-12 mos:</u> Uses words to identify amounts, such as asking for "more" or saying "all gone"
CD24. The young infant becomes aware of patterns in the environment.	<b>CS 13-1 Explores Objects</b> <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
CD25. The older infant explores and manipulates objects with different shapes and sizes sometimes fitting shapes into place.	<b>CM 12-1 Learns Shapes &amp; Sizes</b> <u>8-12 mos:</u> Works with shape sorter or size stacker
CD26. The older infant becomes aware of similarities and differences in objects.	<b>CS 13-2 Classifies or Sorts Objects</b> <u>1-Year Old:</u> Helps with cleanup; begins to group objects, such as blocks in one pile and stuffed animals in another
CD27. The older infant becomes aware that there are different amounts of things.	<b>CM 11-1 Learns Measurement and Quantities</b> <u>8-12 mos:</u> Uses words to identify amounts, such as asking for "more" or saying "all gone"
CD28. The older infant begins to recognize patterns.	<b>CS 13-1 Explores Objects</b> <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
Learning Guideline: The infant explores the environment making new discoveries.	
CD29. The young infant explores the environment and	<b>CS 13-1 Explores Objects</b>

gathers information through the use of the senses (touch, sight, sound, smell, taste).	<u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
CD30. The young infant begins to learn how objects work by handling them and watching others use them.	<b>CS 13-1 Explores Objects</b> <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
CD31. The older infant actively explores the environment to make new discoveries.	<b>CS 15-1 Explores the Natural Environment</b> <u>8-12 mos:</u> Observes objects of the natural environment through the senses by touching, mouthing, watching
CD32. The older infant uses simple tools.	<b>CS 13-1 Explores Objects</b> <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
Learning Guideline: The infant discovers creative expression through music, drama, dance and art experiences.	
CD33. The young infant responds to a variety of music and sounds.	<b>CCA 21-2 Explores Music</b> <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
CD34. The young infant explores the feeling of different textures.	<b>CS 13-1 Explores Objects</b> <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
CD35. The young infant focuses on and responds to adult facial expressions.	<b>ATL 1-1 Is Attentive</b> <u>1-3 mos:</u> Watches faces <u>4-7 mos:</u> Pays attention to people, objects, and sounds
CD36. The older infant responds to music.	<b>CCA 21-2 Explores Music</b> <u>8-12 mos:</u> Plays with musical toys; may show preference for different sounds
CD37. The older infant begins to experiment and explore with various art media (paint, finger-paint, playdough, markers, crayons, chalk).	<b>CCA 21-1 Explores Art Media</b> <u>8-12 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials
CD38. The older infant imitates the actions of the educator or other adults.	<b>SED 5-2 Learns from Adults</b> <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
Learning Guideline: The infant becomes aware of family and others in the community.	
CD.39 The younger infant begins to recognize familiar people and places (i.e., home,	<b>ATL 1-2 Develops Memory</b> <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)

grandparent's house, educator's house).	
CD.40 The older infant demonstrates an awareness of family characteristics.	<b>SED 4-1 Develops Awareness of Self</b> <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
CD. 41 The older infant becomes aware of unfamiliar people and environments.	<b>SED 5-1 Bonds with Adults</b> <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger <u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults
<b>Toddlers (12 – 33 months)</b>	
Learning Guideline: The toddler develops increasing memory of past events and knowledge.	
CD42. The younger toddler recalls names of familiar people, animals and things; recalls parts of familiar songs, fingerplays and stories.	<b>ATL 1-2 Develops Memory</b> <u>1-Year Old:</u> Finds hidden or missing people or objects; looks in multiple locations for missing objects <u>2-Year Old:</u> Remembers actions and locations of familiar adults, objects and routines; notices and responds to things that are different
CD43. The younger toddler follows routines and recalls the location of objects with assistance.	<b>ATL 2-1 Understands Routines</b> <u>1-Year Old:</u> Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat) <u>2-Year Old:</u> Able to follow daily routines; easily makes common transitions that are part of a daily schedule
CD44. The older toddler recalls past information, such as repetitive parts to familiar songs, stories and fingerplays, and shares past events.	<b>ATL 1-2 Develops Memory</b> <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
CD45. The older toddler improves memory for details; looks for favorite objects.	<b>ATL 1-2 Develops Memory</b> <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
Learning Guideline: The toddler demonstrates an awareness that predictable things happen as a result of actions.	
CD46. The younger toddler repeats actions watching for results.	<b>CS 14-2 Makes Predictions</b> <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
CD47. The younger toddler expects certain things to happen as a result of his actions.	<b>CS 14-2 Makes Predictions</b> <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
CD48. The older toddler demonstrates an awareness of the effects of certain actions.	<b>CS 14-2 Makes Predictions</b> <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
CD49. The older toddler begins to investigate the reasons why something unexpected happens.	<b>CS 14-2 Makes Predictions</b> <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
Learning Guideline: The toddler experiments with a variety of problem-solving strategies.	
CD50. The younger toddler persists with trial-and-error approaches to solve a problem.	<b>CS 14-1 Solves Problems</b> <u>1-Year Old</u> : Tries several times to solve challenging problems, often using more than one approach <u>2-Year Old</u> : Able to solve problems by trying more than one approach; continues efforts to complete a challenging task
CD51. The younger toddler begins to understand through trial and error that certain behaviors can cause results.	<b>CS 14-2 Makes Predictions</b> <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
CD52. The older toddler creates and carries out a plan for solving simple problems.	<b>CS 14-3 Makes Plans</b> <u>2-Year Old</u> : Plans steps to achieve an idea, such as getting a favorite book and a doll in order to read the story to the doll <u>3-Year Old</u> : Has own ideas for play time and makes plans to carry out ideas; makes choices during free time
CD53. The older toddler can choose a solution to a problem from more than one possibility.	<b>CS 14-1 Solves Problems</b> <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)
Learning Guideline: The toddler explores with materials and discovers mathematical concepts.	
CD54. The younger toddler shows interest in matching and sorting according to color, shape and size.	<b>CS 13-2 Classifies or Sorts Objects</b> <u>1-Year Old</u> : Helps with cleanup; begins to group objects, such as blocks in one pile and stuffed animals in another <u>2-Year Old</u> : Recognizes similarities or differences between familiar and unfamiliar people, objects or events
CD55. The younger toddler shows an awareness of quantity.	<b>CM 11-1 Learns Measurement and Quantities</b> <u>1-Year Old</u> : Begins to say numbers for amounts; begins to use quantity phrases (e.g., "more") <u>2-Year Old</u> : Begins to notice differences in size, quantity, and distance (more, all gone, big, little, near, far, long, short, etc.)

CD56. The younger toddler demonstrates an awareness of simple patterns.	<b>CS 13-1 Explores Objects</b> 8-12 mos: Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button
CD57. The older toddler matches and sorts according to color, shape or size.	<b>CS 13-2 Classifies or Sorts Objects</b> 3-Year Old: Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function
CD58. The older toddler shows an understanding of number concepts one, two, more and less.	<b>CM 11-1 Learns Measurement and Quantities</b> 2-Year Old: Begins to notice differences in size, quantity, and distance (more, all gone, big, little, near, far, long, short, etc.) 3-Year Old: 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)
CD59. The older toddler recognizes and creates simple patterns.	<b>CM 11-2 Understands Patterns</b> 3-Year Old: Can complete simple patterns, such as red-blue-red-blue-red-blue; can tell what comes next
Learning Guideline: The toddler develops early scientific skills through exploration and discovery.	
CD60. The younger toddler experiments with various wet and dry materials to discover their properties.	<b>CS 13-1 Explores Objects</b> 1-Year Old: Observes and experiments with how things work, such as pushing a button on a toy to hear a sound 2-Year Old: Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living
CD61. The younger toddler discovers living things found in nature.	<b>CS 15-1 Explores the Natural Environment</b> 1-Year Old: Explores objects of the natural environment through the senses; shows interest in natural objects or processes 2-Year Old: Uses objects of the natural environment in art, sensory, and play
CD62. The older toddler asks questions and develops inquiry skills.	<b>CS 13-1 Explores Objects</b> 3-Year Old: Asks why, where, when, how, what, and seeks answers through exploration
CD63. The older toddler uses simple tools to continue exploration.	<b>CS 15-1 Explores the Natural Environment</b> 3-Year Old: Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things
CD64. The older toddler observes and identifies living things and begins to identify their basic needs.	<b>CS 15-1 Explores the Natural Environment</b> 3-Year Old: Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things
Learning Guideline: The toddler discovers creative expression through music, drama, dance and art experiences.	
CD65. The younger toddler responds to and participates in music, rhythm and songs.	<b>CCA 21-2 Explores Music</b> 1-Year Old: Shows interest in and participates in a wide variety of music and songs

	<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
CD66. The younger toddler explores with sensory art materials and uses them to create visual effects.	<b>CCA 21-1 Explores Art Media</b> <u>1-Year Old</u> : Uses art materials; makes marks with a crayon; finger paints <u>2-Year Old</u> : Uses a variety of art materials to create artwork or other inventions
CD67. The younger toddler begins to use pretend and dramatic play to act out familiar scenes.	<b>CCA 21-4 Participates in Dramatic Play</b> <u>1-Year Old</u> : Uses imitation or pretend play to express creativity and imagination <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
CD68. The older toddler responds to and participates in music and dance with increasing skill in rhythm and movement.	<b>CCA 21-2 Explores Music</b> <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 <b>CCA 21-3 Explores Movement and Dance</b> <u>1-Year Old</u> : May move when music is playing and “bounce” to the music <u>2-Year Old</u> : Moves when music is playing; begins to move in time to music
CD69. The older toddler creatively explores and experiments using a variety of sensory materials and art mediums.	<b>CCA 21-1 Explores Art Media</b> <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
CD70. The older toddler expands on pretend play and recreates familiar settings through the imaginative use of props and clothing.	<b>CCA 21-4 Participates in Dramatic Play</b> <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
Learning Guideline: The toddler begins to develop the foundations for social science.	
CD71. The younger toddler follows daily routines and anticipates upcoming routine activities.	<b>ATL 2-1 Understands Routines</b> <u>1-Year Old</u> : Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat) <u>2-Year Old</u> : Able to follow daily routines; easily makes common transitions that are part of a daily schedule
CD72. The younger toddler recalls recent events.	<b>SS 16-2 Understands Time</b> <u>1-Year Old</u> : Is learning that the day follows a routine of time, such as “time for snack” <u>2-Year Old</u> : Understands that the day is separated into different segments, such as snack time, naptime, bed time, morning, and evening
CD73. The younger toddler is able to name self, body parts and significant people.	<b>SED 4-1 Develops Awareness of Self</b> <u>1-Year Old</u> : Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others

	<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
CD74. The younger toddler begins to recognize individual preferences and differences.	<b>SED 4-1 Develops Awareness of Self</b> <u>1-Year Old</u> : Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others <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
CD75. The older toddler begins to explore and become aware of the immediate community.	<b>SS 16-4 Learns about Community Roles and Jobs</b> <u>3-Year Old</u> : Learns about family roles and relationships
CD76. The older toddler begins to understand rules and routines.	<b>ATL 2-1 Understands Routines</b> <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
	<b>ATL 2-2 Shows Responsibility</b> <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
CD77. The older toddler engages in activities that build a basic understanding of words for location and direction.	<b>SS 16-3 Explores Geography</b> <u>3-Year Old</u> : Learns about community places, such as home, school, park, etc.
CD78. The older toddler notices similarities and differences in others.	<b>SED 4-1 Develops Awareness of Self</b> <u>3-Year Old</u> : Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family
	<b>SS 16-1 Explores Cultures</b> <u>3-Year Old</u> : Learns about cultural differences, including clothing, food, art, and work

<b>Physical Health and Wellbeing Development</b>	
Infant Guidelines (birth – 15 months)	
Learning Guideline: The infant develops ability to move the large muscles (gross motor).	
PW1. The young infant moves arms and legs unconsciously.	<b>PMP 17-2 Develops Lower Body Strength</b> <u>1-3 mos</u> : Stretches and kicks legs when lying down; pushes down on legs when feet are placed on a firm surface
PW2. The young infant begins to use arms and legs purposefully.	<b>PMP 17-2 Develops Lower Body Strength</b> <u>1-3 mos</u> : Stretches and kicks legs when lying down; pushes down on legs when feet are placed on a firm surface <u>4-7 mos</u> : Explores new body positions; rolls over; crawls; supports weight on legs; kicks at objects

PW3. The young infant gains control of head and body.	<b>PMP 17-1 Develops Perception &amp; Balance</b> <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
PW4. The young infant demonstrates beginning coordination and balance.	<b>PMP 17-1 Develops Perception &amp; Balance</b> <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
PW5. The older infant moves arms and legs unconsciously.	<b>PMP 17-2 Develops Lower Body Strength</b> <u>1-3 mos:</u> Stretches and kicks legs when lying down; pushes down on legs when feet are placed on a firm surface <u>4-7 mos:</u> Explores new body positions; rolls over; crawls; supports weight on legs; kicks at objects
PW6. The older infant begins to use arms and legs purposefully.	<b>PMP 17-2 Develops Lower Body Strength</b> <u>8-12 mos:</u> Progresses from rolling to sitting to crawling to pulling up to cruising; stands; takes first steps; may begin walking
	<b>PMP 17-3 Develops Upper Body Strength</b> <u>8-12 mos:</u> Pulls self up
PW7. The older infant gains control of head and body.	<b>PMP 17-1 Develops Perception &amp; Balance</b> <u>8-12 mos:</u> Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object
PW8. The older infant demonstrates beginning coordination and balance.	<b>PMP 17-1 Develops Perception &amp; Balance</b> <u>8-12 mos:</u> Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object
Learning Guideline: The infant develops ability to control and refine small muscles (fine motor).	
PW9. The young infant demonstrates strength and coordination of small motor muscles.	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <u>1-3 mos:</u> Opens and shuts hands <u>4-7 mos:</u> Turns objects in hands; uses hands or feet to make contact with objects or people
PW10. The older infant demonstrates strength and coordination of small motor muscles.	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <u>8-12 mos:</u> Uses hands for more complex tasks, such as rotating objects, releasing objects, and feeling textures
Learning Guideline: The infant develops sensorimotor skills where children use their senses: sight, hearing, smell, taste and touch, to guide and integrate their interactions.	
PW11. The young infant will show increased visual ability and perception.	<b>PMP 17-1 Develops Perception &amp; Balance</b> <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



PW12. The young infant will show increased integration of sensory stimulation.	<b>PMP 17-1 Develops Perception &amp; Balance</b> <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
PW13. The older infant will show increased visual ability and perception.	<b>PMP 17-1 Develops Perception &amp; Balance</b> <u>8-12 mos:</u> Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object
PW14. The older infant will show increased integration of sensory stimulation.	<b>PMP 17-1 Develops Perception &amp; Balance</b> <u>8-12 mos:</u> Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object
Learning Guideline: The infant develops skills that will develop into healthy practices for life.	
PW15. The young infant demonstrates the stamina and energy to participate in daily activities.	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b> <u>1-Year Old:</u> Is able to play for longer periods of time; is graduating off of morning nap
PW16. The young infant engages in a variety of physical activities.	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b> <u>1-Year Old:</u> Is able to play for longer periods of time; is graduating off of morning nap
PW17. The older infant demonstrates personal health and hygiene skills.	<b>PMP 19-2 Develops Self-Care Skills</b> <u>8-12 mos:</u> Helps with daily routines, such as washing hands and getting dressed
PW18. The older infant practices basic personal care routines.	<b>PMP 19-2 Develops Self-Care Skills</b> <u>8-12 mos:</u> Helps with daily routines, such as washing hands and getting dressed
PW19. The older infant demonstrates the stamina and energy to participate in daily activities.	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b> <u>1-Year Old:</u> Is able to play for longer periods of time; is graduating off of morning nap
PW20. The older infant engages in a variety of physical activities.	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b> <u>1-Year Old:</u> Is able to play for longer periods of time; is graduating off of morning nap
PW21. The older infant demonstrates personal health and hygiene skills.	<b>PMP 19-2 Develops Self-Care Skills</b> <u>8-12 mos:</u> Helps with daily routines, such as washing hands and getting dressed
PW22. The older infant practices basic personal care routines.	<b>PMP 19-2 Develops Self-Care Skills</b> <u>8-12 mos:</u> Helps with daily routines, such as washing hands and getting dressed
Learning Guideline: The infant gains control over their movements as they reach out, grasp, and release objects.	
PW23. The young infant develops eye-hand coordination	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b> <u>1-3 mos:</u> Grasps objects

and more intentional hand control.	<u>4-7 mos</u> : Grasps and releases objects from grasp
PW 24. The young infant grasps a variety of objects for eating and playing in his/her environment, with and without handles, such as blocks, spoons, markers, etc.	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b> <u>1-3 mos</u> : Grasps objects <u>4-7 mos</u> : Grasps and releases objects from grasp
PW25. The older infant develops eye-hand coordination and more intentional hand control.	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b> <u>8-12 mos</u> : Uses pincer grasp (thumb and forefinger) to pick up food or objects
PW 26. The older infant grasps a variety of objects for eating and play in his/her environment, with and without handles, such as blocks, spoons, markers, etc.	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b> <u>8-12 mos</u> : Uses pincer grasp (thumb and forefinger) to pick up food or objects
<b>Toddlers (12 – 33 months)</b>	
Learning Guideline: The toddler develops the ability to move the large muscles (gross motor).	
PW27. The young toddler moves body, arms and legs with coordination.	<b>PMP 17-5 Develops Large Motor Coordination Skills</b> <u>1-Year Old</u> : Climbs on furniture and crawls up and down stairs unassisted; can easily change body positions <u>2-Year Old</u> : Walks up and down stairs with help; participates in physical activities indoors and outdoors
PW28. The young toddler demonstrates large muscle balance, stability, control and coordination.	<b>PMP 17-1 Develops Perception &amp; Balance</b> <u>1-Year Old</u> : Increasingly gains balance, going from sitting to standing to running and even jumping <u>2-Year Old</u> : Adjusts sitting or standing position based on situation; maintains good posture and balance; avoids obstacles when in motion
PW29. The young toddler moves body with purpose to achieve a goal.	<b>PMP 17-5 Develops Large Motor Coordination Skills</b> <u>1-Year Old</u> : Climbs on furniture and crawls up and down stairs unassisted; can easily change body positions <u>2-Year Old</u> : Walks up and down stairs with help; participates in physical activities indoors and outdoors
PW30. The older toddler moves body, arms and legs with coordination.	<b>PMP 17-5 Develops Large Motor Coordination Skills</b> <u>3-Year Old</u> : Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors
PW31. The older toddler demonstrates large muscle balance, stability, control and coordination.	<b>PMP 17-1 Develops Perception &amp; Balance</b> <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
PW32. The older toddler moves body with purpose to achieve a goal.	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>

	<b>3-Year Old:</b> Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors
Learning Guideline: The toddler develops an ability to control and refine small muscles (fine motor).	
PW33. The young toddler coordinates eye and hand movements.	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b> <b>1-Year Old:</b> Demonstrates increasing fine motor ability, such as putting pegs into holes <b>2-Year Old:</b> Demonstrates hand-eye coordination when doing knob puzzles or turning pages
PW34. The young toddler controls small muscles in hand.	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <b>1-Year Old:</b> Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker <b>2-Year Old:</b> 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
PW35. The older toddler coordinates eye and hand movements.	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b> <b>3-Year Old:</b> Demonstrates increasing ability to complete fine motor activities, such as putting jumbo puzzles together or stringing beads
PW36. The older toddler controls small muscles in hand.	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <b>3-Year Old:</b> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay
Learning Guideline: The toddler develops skills that will become healthy practices for life.	
PW37. The young toddler participates in physical care routines.	<b>PMP 19-2 Develops Self-Care Skills</b> <b>1-Year Old:</b> Shows increasing independence, such as dressing with help <b>2-Year Old:</b> Shows increasing independence with self-care, such as helping wash hands or brush teeth
PW38. The young toddler begins to develop toileting and dressing skills.	<b>PMP 19-2 Develops Self-Care Skills</b> <b>1-Year Old:</b> Shows increasing independence, such as dressing with help <b>2-Year Old:</b> Shows increasing independence with self-care, such as helping wash hands or brush teeth
	<b>PMP 19-3 Becomes Toilet Trained</b> <b>1-Year Old:</b> Shows interest in the process of toileting <b>2-Year Old:</b> Toilet training is underway
PW39. The young toddler follows familiar sleep routines.	<b>PMP 19-4 Develops Naptime Independence</b> <b>1-Year Old:</b> Can put self to sleep at naptime <b>2-Year Old:</b> Puts self to sleep at naptime
PW40. The young toddler's lifestyle is characterized by active, physical play.	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b> <b>1-Year Old:</b> Is able to play for longer periods of time; is graduating off of morning nap <b>2-Year Old:</b> No longer needs a morning nap
	<b>PMP 20-1 Learns about Nutrition</b> <b>1-Year Old:</b> Is on a consistent schedule of three healthy meals per day, and may include a light, nutritious snack

PW41. The young toddler begins to practice healthy and safe behaviors.	<p><u>2-Year Old:</u> Is on a consistent schedule of three healthy meals-per-day, and may include a light, nutritious snack</p> <p><b>PMP 20-2 Learns Safety Rules</b>  <u>1-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands classroom 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</p>
PW42. The young toddler demonstrates the stamina and energy to participate in daily activities.	<p><b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b>  <u>1-Year Old:</u> Is able to play for longer periods of time; is graduating off of morning nap  <u>2-Year Old:</u> No longer needs a morning nap</p>
PW43. The young toddler engages in a variety of physical activities.	<p><b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b>  <u>1-Year Old:</u> Is able to play for longer periods of time; is graduating off of morning nap  <u>2-Year Old:</u> No longer needs a morning nap</p>
PW44. The older toddler participates in physical care routines.	<p><b>PMP 19-2 Develops Self-Care Skills</b>  <u>3-Year Old:</u> Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat</p>
PW45. The older toddler develops self-help skills.	<p><b>PMP 19-2 Develops Self-Care Skills</b>  <u>3-Year Old:</u> Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat</p>
PW46. The older toddler follows familiar sleep routines	<p><b>PMP 19-4 Develops Naptime Independence</b>  <u>3-Year Old:</u> Puts self to sleep at naptime</p>
PW47. The older toddler's lifestyle is characterized by active, physical play.	<p><b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b>  <u>3-Year Old:</u> Is able to play for longer periods of time without needing to rest</p>
PW48. The older toddler begins to practice healthy and safe behaviors.	<p><b>PMP 20-1 Learns about Nutrition</b>  <u>3-Year Old:</u> Is learning the role of food and nutrition in daily routines; tries different kinds of nutritious foods</p> <p><b>PMP 20-2 Learns Safety Rules</b>  <u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands &amp; follows safety rules; follows teacher's instructions when prompted</p>
PW49. The older toddler demonstrates the stamina and energy to participate in daily activities.	<p><b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b>  <u>3-Year Old:</u> Is able to play for longer periods of time without needing to rest</p>
PW50. The older toddler engages in a variety of physical activities.	<p><b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b>  <u>3-Year Old:</u> Is able to play for longer periods of time without needing to rest</p>
Learning Guideline: The toddler develops sensorimotor skills	

(children use their senses: sight, hearing, smell, taste and touch, to guide and integrate their interactions.)	
PW51. The young toddler will show increased visual ability and perception.	<b>PMP 17-1 Develops Perception &amp; Balance</b> <u>1-Year Old:</u> Increasingly gains balance, going from sitting to standing to running and even jumping <u>2-Year Old:</u> Adjusts sitting or standing position based on situation; maintains good posture and balance; avoids obstacles when in motion
PW52. The young toddler will show increased integration of sensory stimulation.	<b>PMP 17-1 Develops Perception &amp; Balance</b> <u>1-Year Old:</u> Increasingly gains balance, going from sitting to standing to running and even jumping <u>2-Year Old:</u> Adjusts sitting or standing position based on situation; maintains good posture and balance; avoids obstacles when in motion
PW53. The older toddler will show increased visual ability and perception.	<b>PMP 17-1 Develops Perception &amp; Balance</b> <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
PW54. The older toddler will show increased integration of sensory stimulation.	<b>PMP 17-1 Develops Perception &amp; Balance</b> <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

<b>Approaches to Learning</b>	
<b>Infant Guidelines (birth – 15 months)</b>	
Learning Guideline: The infant shows eagerness and curiosity as a learner.	
AL1. The young infant shows curiosity by exploring with the senses.	<b>ATL 1-4 Is Curious</b> <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
AL2. The young infant reacts to new voices or sounds.	<b>ATL 1-4 Is Curious</b> <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
AL3. The older infant shows curiosity by exploring with the senses.	<b>ATL 1-4 Is Curious</b> <u>8-12 mos:</u> Shows interest in new toys; explores surroundings
AL4. The older infant reacts to new voices or sounds.	<b>ATL 1-4 Is Curious</b> <u>8-12 mos:</u> Shows interest in new toys; explores surroundings
Learning Guideline: The infant becomes intentional and persistent.	

AL5. The young infant pays attention and tries to reproduce interesting and pleasurable effects and events.	<b>ATL 1-3 Is Persistent</b> <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
AL6. The young infant behaves in consistent ways to elicit desired response.	<b>ATL 1-3 Is Persistent</b> <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
AL7. The young infant shows a willingness to overcome frustration when faced with initial failure	<b>ATL 1-3 Is Persistent</b> <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
AL8. The older infant pays attention and tries to reproduce interesting and pleasurable effects and events.	<b>ATL 1-1 Is Attentive</b> <u>8-12 mos:</u> Pays attention to a task or activity for a few minutes
AL9. The older infant behaves in consistent ways to elicit desired response.	<b>ATL 1-3 Is Persistent</b> <u>8-12 mos:</u> Repeats actions to achieve a goal
AL10. The older infant shows a willingness to overcome frustration when faced with initial failure.	<b>ATL 1-3 Is Persistent</b> <u>8-12 mos:</u> Repeats actions to achieve a goal
<b>Toddlers (12 – 33 months)</b>	
Learning Guideline: The toddler shows eagerness and curiosity as a learner.	
AL11. The young toddler expands his exploration of the environment.	<b>ATL 1-4 Is Curious</b> <u>1-Year Old:</u> Shows interest in learning about new objects or experiences <u>2-Year Old:</u> Shows interest in new objects or activities; tries different ways of using objects or materials
AL12. The young toddler shows curiosity in new and familiar objects.	<b>ATL 1-4 Is Curious</b> <u>1-Year Old:</u> Shows interest in learning about new objects or experiences <u>2-Year Old:</u> Shows interest in new objects or activities; tries different ways of using objects or materials
AL13. The older toddler expands his exploration of the environment.	<b>ATL 1-4 Is Curious</b> <u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities
AL14. The older toddler shows curiosity in new and familiar objects.	<b>ATL 1-4 Is Curious</b> <u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities
Learning Guideline: The toddler becomes intentional and	

persistent in their learning and discovery.	
AL15. The young toddler attends for longer periods of time and persists at preferred activities.	<p><b>ATL 1-1 Is Attentive</b></p> <p><u>1-Year Old:</u> Pays attention to a task or activity for a few minutes; repeats actions to complete a goal</p> <p><u>2-Year Old:</u> Maintains focus and attention on a simple task or activity for a short period of time; focuses on an activity for 5 or more minutes</p>
AL16. The young toddler begins to take risks.	<p><b>ATL 1-5 Shows Initiative</b></p> <p><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)</p> <p><u>2-Year Old:</u> Initiates play with others</p>
AL17. The older toddler attends for longer periods of time and persists at preferred activities.	<p><b>ATL 1-1 Is Attentive</b></p> <p><u>3-Year Old:</u> Pays attention during story time; focuses on an activity for 10 or more minutes</p>
AL18. The older toddler begins to take risks.	<p><b>ATL 1-5 Shows Initiative</b></p> <p><u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting</p>

**DISCLAIMER:**

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

[contact@lifecubby.me](mailto:contact@lifecubby.me)