

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:
**Nebraska Early Learning Guidelines
for Ages Birth to 3**



References



Nebraska Department of Education, Nebraska Health and Human Services System. (2006). *Nebraska early learning guidelines for ages birth to 3*. NE: Author. Retrieved from https://www.education.ne.gov/oec/pubs/elg/b_3_english.pdf

Nebraska Early Learning Guidelines for Ages Birth to 3	Vine Assessments by LifeCubby
Social & Emotional Development	Vine Indicators
Social Relationships	
Infants (Birth to 18 Months)	
Develops an attachment with caring adults	<p>SED 5-1 Bonds with Adults</p> <p><u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs</p> <p><u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger</p> <p><u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults</p> <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</p>
Begins to develop a curiosity about others	<p>SED 6-2 Bonds with Peers</p> <p><u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children</p> <p><u>8-12 mos:</u> Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play)</p> <p><u>1-Year Old:</u> Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play)</p>
Shows an interest in things in the environment	<p>ATL 1-4 Is Curious</p> <p><u>1-3 mos:</u> Turns head toward the sound of a familiar voice</p> <p><u>4-7 mos:</u> Explores with hands; finds objects that are partially hidden</p> <p><u>8-12 mos:</u> Shows interest in new toys; explores surroundings</p> <p><u>1-Year Old:</u> Shows interest in learning about new objects or experiences</p>
Displays pleasure when with familiar people	<p>SED 5-1 Bonds with Adults</p> <p><u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs</p> <p><u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger</p> <p><u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults</p> <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</p>
Toddlers (18 Months to 3 Years)	
Develops and maintains secure relationships with caring adults	<p>SED 5-1 Bonds with Adults</p> <p><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
Demonstrates growing interest in interactions with adults and other children	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
Imitates the social interactions of others	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
Shows awareness of and responds to the feelings of others	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
Develops social play (peek-a-boo, pat-a-cake, finger plays, etc.)	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
Sense of Self	
Infants (Birth to 18 Months)	
Child initiates, explores and plays with objects and materials	CS 13-1 Explores Objects <u>4-7 mos</u> : Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping <u>8-12 mos</u> : Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button <u>1-Year Old</u> : Observes and experiments with how things work, such as pushing a button on a toy to hear a sound
Child begins to distinguish self 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 <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
Child shows likes and dislikes for people and materials	ATL 1-5 Shows Initiative <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 <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)

Child shows growing independence in a range of activities, routines and tasks	ATL 1-5 Shows Initiative <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 <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)
Toddlers (18 Months to 3 Years)	
Likes self and shows pride in accomplishments	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
Shows growing independence and problem solving in a range of play activities, routines and tasks	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)
Shows initiative through decision making and exploration	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
Shows increasing concentration or persistence on tasks	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
Self Regulation	
Infants (Birth to 18 Months)	
Child expresses emotions and begins to initiate ways to calm self	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 <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
Child explores the environment freely, responding to supportive guidance	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 <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
Child provides cues indicating wants and needs through purposeful actions 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 <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
Child depends on frequent reminders to learn boundaries	ATL 2-2 Shows Responsibility <u>1-Year Old</u> : Accepts adult redirection; begins to respond to directives
Toddlers (18 Months to 3 Years)	
Expresses emotions nonverbally, eventually developing the communication skills to express self verbally or through other alternative means	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
Shows awareness and responds appropriately to the feelings of others	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
Calms self after excitement or frustration	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
Responds appropriately to supportive guidance	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
Anticipates daily events in a consistent routine	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

Approaches to Learning	
Initiative and Curiosity	
Infants (Birth to 18 Months)	
Explores the environment through movement and the use of senses including mouthing toys, kicking legs, waving arms, etc.	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 <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
Learns through discovery, imitation, and repetition	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

	<p><u>8-12 mos:</u> Shows interest in new toys; explores surroundings</p> <p><u>1-Year Old:</u> Shows interest in learning about new objects or experiences</p>
Child communicates through sounds, gestures, and beginning oral language	<p>LC 7-2 Develops Expressive Communication</p> <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> <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>
Child chooses from a variety of materials and methods of exploration	<p>CS 13-1 Explores Objects</p> <p><u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping</p> <p><u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button</p> <p><u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound</p>
Toddlers (18 Months to 3 Years)	
Explores the environment through movement and the use of senses	<p>CS 15-1 Explores the Natural Environment</p> <p><u>2-Year Old:</u> Uses objects of the natural environment in art, sensory, and play</p> <p><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</p>
Learns through discovery, imitation, and repetition	<p>ATL 1-4 Is Curious</p> <p><u>2-Year Old:</u> Shows interest in new objects or activities; tries different ways of using objects or materials</p> <p><u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities</p>
Child learns through imaginative and interactive play	<p>CCA 21-4 Participates in Dramatic Play</p> <p><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</p> <p><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</p>
Child uses oral language or other alternative methods of communication to ask questions or find solutions	<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>
Child chooses from a variety of materials and methods of exploration	<p>CS 13-1 Explores Objects</p>

	<p><u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living</p> <p><u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration</p>
Sensory Exploration & Problem Solving	
Infants (Birth to 18 Months)	
Child notices and shows interest in and excitement with familiar objects, people and events	<p>ATL 1-4 Is Curious</p> <p><u>1-3 mos:</u> Turns head toward the sound of a familiar voice</p> <p><u>4-7 mos:</u> Explores with hands; finds objects that are partially hidden</p> <p><u>8-12 mos:</u> Shows interest in new toys; explores surroundings</p> <p><u>1-Year Old:</u> Shows interest in learning about new objects or experiences</p>
Child explores environment and persists when facing challenges	<p>ATL 1-4 Is Curious</p> <p><u>1-3 mos:</u> Turns head toward the sound of a familiar voice</p> <p><u>4-7 mos:</u> Explores with hands; finds objects that are partially hidden</p> <p><u>8-12 mos:</u> Shows interest in new toys; explores surroundings</p> <p><u>1-Year Old:</u> Shows interest in learning about new objects or experiences</p>
Child Experiments with cause and effect	<p>CS 14-2 Makes Predictions</p> <p><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</p> <p><u>1-Year Old:</u> Observes and experiments with cause and effect, such as pushing over a block tower</p>
Toddlers (18 Months to 3 Years)	
Uses active exploration, trial and error, and words to solve problems	<p>CS 14-1 Solves Problems</p> <p><u>2-Year Old:</u> Able to solve problems by trying more than one approach; continues efforts to complete a challenging task</p> <p><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)</p>
Demonstrates persistence in problem solving	<p>CS 14-1 Solves Problems</p> <p><u>2-Year Old:</u> Able to solve problems by trying more than one approach; continues efforts to complete a challenging task</p> <p><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)</p>
Increases ability to find more than one solution	<p>CS 14-1 Solves Problems</p> <p><u>2-Year Old:</u> Able to solve problems by trying more than one approach; continues efforts to complete a challenging task</p> <p><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)</p>
Uses previously successful methods to solve a problem	<p>CS 14-1 Solves Problems</p> <p><u>2-Year Old:</u> Able to solve problems by trying more than one approach; continues efforts to complete a challenging task</p> <p><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)</p>

Child Experiments with cause and effect	<p>CS 14-2 Makes Predictions <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</p>
Child shows increasing ability to identify similar objects from a variety of materials	<p>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</p>

Health and Physical Development	
Fine (Small) Motor Skills	
Infants (Birth to 18 Months)	
Increases eye-hand coordination to perform a variety of simple activities	<p>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 <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</p>
Begins to develop fine (small) motor skills through playing with toys and materials	<p>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 <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</p>
Discovers the properties of objects (texture, sound, taste, etc.)	<p>CS 13-1 Explores Objects <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping <u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button <u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound</p>
Toddlers (18 Months to 3 Years)	
Increases eye-hand coordination skills to perform a variety of tasks	<p>PMP 18-2 Develops Fine Hand-Eye Coordination <u>2-Year Old:</u> Demonstrates hand-eye coordination when doing knob puzzles or turning pages <u>3-Year Old:</u> Demonstrates increasing ability to complete fine motor activities, such as putting jumbo puzzles together or stringing beads</p>
Develops fine (small) motor skills through playing with toys and materials	<p>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</p>

	<u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay
Uses strength and control to perform simple tasks	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
Explores drawing and writing by scribbling and painting	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"
Puts puzzles together, sets table with dishes and play food, etc.	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
Gross (Large) Motor Skills	
Infants (Birth to 18 Months)	
Waves arms, kicks legs, rolls over, sits up, etc.	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 <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
Child builds skills in coordination, balance, body awareness and coordination	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 <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
Crawls, cruises, walks with increasing ability	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 <u>8-12 mos:</u> Progresses from rolling to sitting to crawling to pulling up to cruising; stands; takes first steps; may begin walking <u>1-Year Old:</u> Begins to run before second year
Toddlers (18 Months to 3 Years)	

Runs, jumps, hops, throws, etc.	<p>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</p>
Coordinates both hands to manipulate large objects	<p>PMP 17-4 Develops Gross Hand-Eye Coordination <u>2-Year Old:</u> Can use climber; plays with ball; learns to throw and catch <u>3-Year Old:</u> Can go up climbing wall; catches a ball that has been bounced; throws a ball overhead</p>
Child demonstrates coordination, balance, and body awareness	<p>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</p>
Walks, runs, climbs, hops, rolls, etc.	<p>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</p>
Child shows growing skill in climbing up and down steps	<p>PMP 17-5 Develops Large Motor Coordination Skills <u>2-Year Old:</u> Walks up and down stairs with help; participates in physical activities indoors and outdoors <u>3-Year Old:</u> Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors</p>
Health Behaviors & Practices	
Infants (Birth to 18 Months)	
Child shows increasing awareness of health and safety practices through repetition, imitation and adult conversation about what is happening	<p>PMP 20-2 Learns Safety Rules <u>1-7 mos:</u> Is learning in a safe environment where caregivers are modeling safe behaviors <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</p>
Child shows interest in physical activities that promote health	<p>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</p>
Child begins to understand and initiate good hygiene practices (offers hands to be washed, mimics cleaning, etc.)	<p>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 <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</p>
Toddlers (18 Months to 3 Years)	
	<p>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</p>

Child shows increasing awareness of health and safety practices and guidelines	<p><u>3-Year Old:</u> Is learning the role of food and nutrition in daily routines; tries different kinds of nutritious foods</p> <p>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</p>
Begins to understand the benefits of exercise	<p>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</p>
Child begins to understand and initiate good hygiene practices (washes hands, offers to help with cleaning, etc.)	<p>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</p>
Nutrition	
Infants (Birth to 18 Months)	
Child gains weight within normal growth range	<p>PMP 20-1 Learns about Nutrition <u>1-3 mos:</u> Is receiving a nutritious, age-appropriate diet of breastmilk and/or formula on an appropriate schedule <u>4-7 mos:</u> Diet includes some cereals and healthy baby food on an appropriate schedule <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</p>
Successfully transitions from breast milk or formula to milk or milk substitute, such as soy	<p>PMP 20-1 Learns about Nutrition <u>1-3 mos:</u> Is receiving a nutritious, age-appropriate diet of breastmilk and/or formula on an appropriate schedule <u>4-7 mos:</u> Diet includes some cereals and healthy baby food on an appropriate schedule <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</p>
Begins eating solid food	<p>PMP 20-1 Learns about Nutrition <u>1-3 mos:</u> Is receiving a nutritious, age-appropriate diet of breastmilk and/or formula on an appropriate schedule <u>4-7 mos:</u> Diet includes some cereals and healthy baby food on an appropriate schedule <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</p>
Child shows increasing independence in ability to feed self	<p>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</p>

	<p><u>8-12 mos:</u> Shows interest in new foods; begins to finger-feed self; holds own bottle or cup; responds well when physical needs are met</p> <p><u>1-Year Old:</u> Begins to feed self with spoon or drink from a sippy cup</p>
Toddlers (18 Months to 3 Years)	
Eats a variety of table foods	<p>PMP 20-1 Learns about Nutrition</p> <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><u>3-Year Old:</u> Is learning the role of food and nutrition in daily routines; tries different kinds of nutritious foods</p>
Eats own food at the table with other children and/or adults	<p>PMP 19-1 Develops Meal Time Independence</p> <p><u>2-Year Old:</u> Uses spoon or fork for feeding; drinks from cup without lid</p> <p><u>3-Year Old:</u> Is independent with eating and drinking at meal times; uses utensils; uses cup</p>
Asks for more	<p>PMP 20-1 Learns about Nutrition</p> <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><u>3-Year Old:</u> Is learning the role of food and nutrition in daily routines; tries different kinds of nutritious foods</p>
Names foods that are served	<p>PMP 20-1 Learns about Nutrition</p> <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><u>3-Year Old:</u> Is learning the role of food and nutrition in daily routines; tries different kinds of nutritious foods</p>
Self-Help Skills	
Infants (Birth to 18 Months)	
Child calms self with familiar, comforting items and adult support	<p>SED 3-2 Manages Feelings & Demonstrates Self-Control</p> <p><u>1-3 mos:</u> Calms when held, gently rocked or talked to by familiar adults; brings objects to mouth to calm self</p> <p><u>4-7 mos:</u> Can briefly calm self; brings hands to mouth; is able to be calmed by familiar adults</p> <p><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</p> <p><u>1-Year Old:</u> Begins to cope with strong emotions with help from familiar adults</p>
Puts tissue to nose, toothbrush to mouth	<p>PMP 19-2 Develops Self-Care Skills</p> <p><u>1-3 mos:</u> Lets caregivers know when there is a need, such as crying when awake or needing to be changed</p> <p><u>4-7 mos:</u> Uses different cries for different needs, such as when tired or when needing to be changed</p> <p><u>8-12 mos:</u> Helps with daily routines, such as washing hands and getting dressed</p> <p><u>1-Year Old:</u> Shows increasing independence, such as dressing with help</p>
Dressing, bathing, feeding	<p>PMP 19-2 Develops Self-Care Skills</p> <p><u>1-3 mos:</u> Lets caregivers know when there is a need, such as crying when awake or needing to be changed</p> <p><u>4-7 mos:</u> Uses different cries for different needs, such as when tired or when needing to be changed</p>

	<p><u>8-12 mos:</u> Helps with daily routines, such as washing hands and getting dressed</p> <p><u>1-Year Old:</u> Shows increasing independence, such as dressing with help</p>
Toddlers (18 Months to 3 Years)	
Uncomfortable when wet or soiled; may hide to have bowel movement	<p>PMP 19-3 Becomes Toilet Trained</p> <p><u>1-Year Old:</u> Shows interest in the process of toileting</p> <p><u>2-Year Old:</u> Toilet training is underway</p> <p><u>3-Year Old:</u> Is fully or nearly toilet trained</p>
Knows how various self-care items are used (toothbrush, towel, hairbrush/ comb, etc.)	<p>PMP 19-2 Develops Self-Care Skills</p> <p><u>2-Year Old:</u> Shows increasing independence with self-care, such as helping wash hands or brush teeth</p> <p><u>3-Year Old:</u> Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat</p>
Begins to dress self, brush teeth, etc., with assistance from adult	<p>PMP 19-2 Develops Self-Care Skills</p> <p><u>2-Year Old:</u> Shows increasing independence with self-care, such as helping wash hands or brush teeth</p> <p><u>3-Year Old:</u> Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat</p>

Language and Literacy Development	
Listening and Understanding	
Infants (Birth to 18 Months)	
Turns in the directions of sounds	<p>LC 7-1 Develops Receptive Communication</p> <p><u>1-3 mos:</u> Turns head in the direction of a familiar voice</p>
Begins to identify sounds with particular objects (phone, doorbell, car horn, 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> <p><u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines</p>
Child begins to listen to words with understanding	<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>
Child begins to follow simple directions	<p>LC 7-1 Develops Receptive Communication</p> <p><u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book”</p>
Begins to attach meaning to the sounds, gestures, signs and words heard or seen	<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>
Toddlers (18 Months to 3 Years)	

Demonstrates understanding of the meaning of stories, social games, songs and poems	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
Follows single- and two-step 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
Responds to simple, direct, conversational sentences, either verbally or by actions or gestures	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
Builds a growing vocabulary of everyday events, people, and things	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
Speaking and Communicating	
Infants (Birth to 18 Months)	
Cries to indicate different 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
Begins to use words and gestures to communicate (coos, babbles, makes sounds, uses sign language, etc.)	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"
Begins to initiate interactions with adults and peers	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
Signals for more	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"
Greets adults and peers	LC 7-6 Learns Conversation Structure <u>1-Year Old</u> : May participate in back-and-forths; may make eye contact
Toddlers (18 Months to 3 Years)	
Uses words, phrases, short sentences and gestures to communicate	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
Asks questions	LC 7-2 Develops Expressive Communication <u>2-Year Old</u> : Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more <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
Initiates social interactions with other children and adults	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
Communicates to show or share with adult	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
Child uses new vocabulary words that have been learned	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
Book Knowledge & Appreciation	
Infants (Birth to 18 Months)	
Child responds to language and shows enjoyment of the sounds and rhythms of language	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

	<u>1-Year Old</u> : Participates in group time with songs and chanted rhymes
Mouths, touches, shakes, throws	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 <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
Points at 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 <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
Names pictures in books	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 <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
Toddlers (18 Months to 3 Years)	
Explores books	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
Shows interest when stories are read	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
Relates events in story to own knowledge and experience	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
Holds book right side up	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
Turns pages front to back	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
Describes pictures in books	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
Print Awareness & Early Writing	
Infants (Birth to 18 Months)	
Child begins to develop eye-hand coordination	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 <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
Child manipulates materials with increasing precision (reaches for toys, plays with toys, shakes keys to make sound, carries blanket, etc.)	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 <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
Child explores with writing materials	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
Toddlers (18 Months to 3 Years)	
Child manipulates materials with increasing precision	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
Environmental print (road signs, signs on stores, symbols, etc.)	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

Uses scribbles, shapes or pictures to represent specific thoughts, ideas, stories	<p>LKS 9-1 Develops Emergent Writing</p> <p><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</p> <p><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”</p>
Child begins to recognize own name on artwork or possessions	<p>LKS 8-3 Develops Emergent Reading</p> <p><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</p> <p><u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading</p>

Mathematics	
Number and Operations	
Infants (Birth to 18 Months)	
Explores a variety of materials	<p>CS 13-1 Explores Objects</p> <p><u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping</p> <p><u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button</p> <p><u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound</p>
Puts toys into containers of various sizes	<p>CM 12-2 Develops Spatial Awareness</p> <p><u>8-12 mos:</u> Explores ways objects and people move and fit in space</p> <p><u>1-Year Old:</u> Is learning how shapes fit together, such as working with shape sorters or knob puzzles</p>
Understands the concept of “more” in reference to food or play	<p>CM 11-1 Learns Measurement and Quantities</p> <p><u>4-7 mos:</u> Plays with more than one object at a time</p> <p><u>8-12 mos:</u> Uses words to identify amounts, such as asking for “more” or saying “all gone”</p> <p><u>1-Year Old:</u> Begins to say numbers for amounts; begins to use quantity phrases (e.g., “more”)</p>
Child begins to imitate counting using some names of numbers	<p>CM 10-1 Begins Counting</p> <p><u>1-3 mos:</u> Experiences counting as caregivers count 1-2-3 in play time</p> <p><u>4-7 mos:</u> Pays attention as an adult counts</p> <p><u>8-12 mos:</u> Babbles while an adult counts</p> <p><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>
Toddlers (18 Months to 3 Years)	
Counts up to five	<p>CM 10-1 Begins Counting</p> <p><u>2-Year Old:</u> Can count up to 5</p> <p><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>

Uses one to one correspondence	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
Understands quantities up to 3	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
Uses counting words	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
Imitates counting rhymes or songs	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
Spatial Sense	
Infants (Birth to 18 Months)	
Explores materials	CS 13-1 Explores Objects <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping <u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button <u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound
Experiments with gravity and space	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
Child develops sense of self in relation to the environment	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
Toddlers (18 Months to 3 Years)	
Begins to recognize buildings, stores, signs, parks, etc.	SS 16-3 Explores Geography <u>3-Year Old:</u> Learns about community places, such as home, school, park, etc.
Uses comparison words correctly (more, less, bigger, smaller, etc.)	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)

Uses words that describe the relative position of things (close, far, up, down, etc.)	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
Learns about shapes (circle, square, triangle, etc.)	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
Child groups objects together that are the same in some way	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
Child uses language to demonstrate understanding of space and time (next to, on top of, in, etc.)	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
Patterns and Measurement	
Infants (Birth to 18 Months)	
Child begins to create own patterns of self-regulation for sleeping, eating and wakeful play	ATL 2-1 Understands Routines <u>1-3 mos:</u> Is sleeping and eating on a developmentally-appropriate schedule (<i>for questions, consult pediatric guides</i>) <u>4-7 mos:</u> Demonstrates awareness of daily routines with behavior; may open mouth for feeding or lift arms to be picked up <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)
Plays with toys and objects of different sizes and shapes	CS 13-1 Explores Objects <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping <u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button <u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound
Orders a few objects by size, with assistance	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
Child begins to understand time words (after, before, etc.)	SS 16-2 Understands Time <u>8-12 mos:</u> Is on a daily schedule that regulates feeding and sleeping <u>1-Year Old:</u> Is learning that the day follows a routine of time, such as “time for snack”
Toddlers (18 Months to 3 Years)	
Begins to complete simple puzzles with varying sizes and shapes	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

Understands concepts of big/little, short/tall, heavy/light	<p>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)</p>
Child shows some understanding of time sequence within the daily routine	<p>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)</p>
Child compares the size of various everyday objects (puts different people's shoes side by side to see which is longest, etc.)	<p>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</p>

Science	
Scientific Skills & Methods	
Infants (Birth to 18 Months)	
Child shows interest in surroundings by focusing on faces and objects in close range	<p>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 <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</p>
Child gathers information through the senses (mouthing, grasping, reaching, etc.)	<p>CS 13-1 Explores Objects <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping <u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button <u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound</p>
Uses cause and effect strategies (drops toys over side of highchair, etc.)	<p>CS 14-2 Makes Predictions <u>8-12 mos:</u> Interacts purposefully with objects to cause an expected result, such as pushing a button on a toy to make a sound <u>1-Year Old:</u> Observes and experiments with cause and effect, such as pushing over a block tower</p>
Toddlers (18 Months to 3 Years)	
Makes observations, describes objects and actions in the environment	<p>CS 13-1 Explores Objects <u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living</p>

	<u>3-Year Old</u> : Asks why, where, when, how, what, and seeks answers through exploration
Begins to make comparisons between objects that have been observed	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
Demonstrates initiative and curiosity in exploring the environment	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
Child uses descriptive words in speech	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
Child uses senses, materials, events in nature, and the environment to investigate and expand knowledge	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
Scientific Knowledge	
Infants (Birth to 18 Months)	
Child uses all five senses to explore and understand surroundings	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
Child begins forming a basic understanding of simple cause and effect relationships	CS 14-2 Makes Predictions <u>8-12 mos</u> : Interacts purposefully with objects to cause an expected result, such as pushing a button on a toy to make a sound <u>1-Year Old</u> : Observes and experiments with cause and effect, such as pushing over a block tower
Child begins to name common objects in the environment	LC 7-4 Expands Vocabulary <u>8-12 mos</u> : Points to body parts when prompted; uses or signs an increasing number of words <u>1-Year Old</u> : Locates body parts or colors when prompted; begins to use the names of objects, body parts and familiar people; begins to ask questions, such as "what's that?"
Toddlers (18 Months to 3 Years)	
Shows interest in the natural world	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

Interacts with materials to gain knowledge about them	<p>CS 13-1 Explores Objects <u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration</p>
Child develops understanding of simple cause and effect relationships	<p>CS 14-2 Makes Predictions <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</p>
Child shows interest in scientific concepts related to space and time	<p>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)</p>
Child shows increased knowledge and memory for details and routines	<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>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</p>

Creative Arts	
Music	
Infants (Birth to 18 Months)	
Child becomes calm when sung to, or talked with in a soothing voice	<p>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 <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</p>
Child shows interest in and responds to music	<p>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 <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</p>
Child enjoys producing music and other sounds with rattles, bells, music boxes, etc.	<p>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</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>
Child delights in new ability to produce sounds (smacks lips, squeals on purpose, etc.)	<p>CCA 21-2 Explores Music</p> <p><u>1-3 mos:</u> Listens and responds to singing and music</p> <p><u>4-7 mos:</u> Explores musical instruments; bangs toy piano; rattles maracas</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>
Toddlers (18 Months to 3 Years)	
Child shows interest and participates in music activities through gestures, movement and dancing	<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>
Child expresses self creatively to variations in music in the environment (rhythm, volume, tempo, etc.)	<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>
Child enjoys producing music with instruments and singing 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>
Child enjoys repetition of favorite songs and other musical experiences	<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>
Art	
Infants (Birth to 18 Months)	
Child responds to visual elements present in the environment (light, color, patterns, etc.)	<p>CCA 21-1 Explores Art Media</p> <p><u>1-3 mos:</u> Is learning in a creative environment with opportunity to study colors and shapes</p> <p><u>4-7 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials</p> <p><u>8-12 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials</p> <p><u>1-Year Old:</u> Uses art materials; makes marks with a crayon; finger paints</p>

Child participates in and enjoys a variety of tactile/sensory experiences such as water, textures, etc.	<p>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 <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</p>
Child begins to use art media such as large crayons, finger paint, etc.	<p>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 <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</p>
Child explores the shape of objects	<p>CS 13-1 Explores Objects <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping <u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button</p>
Toddlers (18 Months to 3 Years)	
Child experiments with art media by painting, scribbling, using play dough, etc.	<p>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</p>
Child shows pride in ability to use art materials	<p>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</p>
Child uses a variety of materials creatively to represent other items (blocks, dramatic play materials, clay, etc.)	<p>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</p>
Child shows preferences for colors or pictures	<p>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</p>
Child uses various tools to make marks (fingers, crayons, big brushes, etc.)	<p>CCA 21-1 Explores Art Media <u>2-Year Old:</u> Uses a variety of art materials to create artwork or other inventions</p>

	3-Year Old: Uses a variety of art materials and media to convey an idea; creates something different from what other children create
Movement	
Infants (Birth to 18 Months)	
Child begins to discover own body	SED 4-1 Develops Awareness of Self <u>1-3 mos:</u> Shows interest in self, such as watching own hands or playing with feet <u>4-7 mos:</u> Learns about self by exploring hands, feet, body, and movement <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
Changes positions smoothly	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 <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
Progresses from rolling over to creeping, crawling, standing with help, cruising around furniture, to walking	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 <u>8-12 mos:</u> Progresses from rolling to sitting to crawling to pulling up to cruising; stands; takes first steps; may begin walking
Toddlers (18 Months to 3 Years)	
Child demonstrates balance and body coordination in movement	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
Child represents experiences and concepts through movement	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
Child runs with ease, stops and starts with precision	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
Dramatic Play	
Infants (Birth to 18 Months)	
Child responds to pretend play activities initiated by adult (facial expressions, animal and vehicle sounds, peek-a-boo, etc.)	CCA 21-4 Participates in Dramatic Play <u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination

Child uses body to make sounds (slaps tray, bangs blocks, splashes water, etc.)	CS 13-1 Explores Objects 8-12 mos: Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button 1-Year Old: Observes and experiments with how things work, such as pushing a button on a toy to hear a sound
Child plays with dramatic play materials (animals, vehicles, dolls, etc.)	CCA 21-4 Participates in Dramatic Play 1-Year Old: Uses imitation or pretend play to express creativity and imagination
Toddlers (18 Months to 3 Years)	
Uses words and/or actions to portray a role, situation, or setting	CCA 21-4 Participates in Dramatic Play 2-Year Old: Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others 3-Year Old: Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play
Uses a variety of dramatic play materials (dishes, dolls, cars/trucks, telephone)	CCA 21-4 Participates in Dramatic Play 2-Year Old: Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others 3-Year Old: Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play
Uses an object to represent something else (block becomes a phone, ball becomes an apple, etc)	CCA 21-4 Participates in Dramatic Play 2-Year Old: Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others 3-Year Old: Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play
Engages in role play independently or next to other children	CCA 21-4 Participates in Dramatic Play 2-Year Old: Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others 3-Year Old: Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play
Acts out simple games or stories with adult support	CCA 21-4 Participates in Dramatic Play 2-Year Old: Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others 3-Year Old: Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play

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