

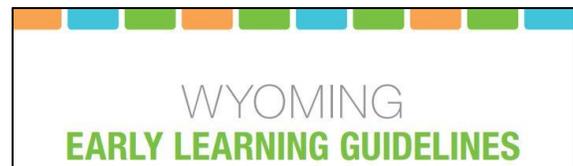
# The Vine Assessment System™

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:  
**Wyoming Early Learning Guidelines  
for Children Ages 0-3**



## References

Wyoming Early Childhood State Advisory Council. (2015). *Wyoming early learning guidelines for children ages 0-3*. WY: Author. Retrieved from <http://wyqualitycounts.org/wp-content/uploads/2015/01/Early-Learning-Guidelines.pdf>

Wyoming Early Learning Guidelines for Children Ages 0-3	Vine Assessments by LifeCubby
<b>Communication</b>	
Birth to 6 Months	
Language Comprehension (Receptive Language)	
Understanding the meaning of feelings and ideas expressed by others Increased vocabulary development	<b>Vine Indicators</b>
Responds to sounds in the environment—startles or cries to unexpected sound	<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
Watches speaker’s face or hands when she is talking or gesturing	<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
Prefers slower, high pitched 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
Turns and listens intently to familiar voices and 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
Language Expression (Expressive Language/ Production)	
Using sounds, gestures, words, phrases, and sentences to express self Initial expression occurs during social relationships	
Smiles or vocalizes to initiate social contact	<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
Makes sounds to try and continue interactions	<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
Babbles and talks to self, exploring and playing with many sounds, such as blowing bubbles, and bbb, mmm, etc	<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

	4-7 mos: Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure
<b>Literacy</b>	
The foundations of reading and writing (literacy) begin in infancy Infants and toddlers explore books, listen to songs and nursery rhymes, hear stories, draw and scribble as they build their literacy abilities	
Looks at pictures of familiar faces or babies	<b>LKS 8-1 Develops Early Literacy</b> 1-3 mos: Experiences stories by being read to by caregivers 4-7 mos: Explores books with caregivers; enjoys being read to by others
Listens to repetition of words, songs, or rhymes	<b>LC 7-3 Develops Phonemic Awareness</b> 4-7 mos: Pays attention during songs and chanted rhymes
Enjoys listening to caregiver read out loud while sitting on caregiver's lap and looking at pictures	<b>LKS 8-1 Develops Early Literacy</b> 1-3 mos: Experiences stories by being read to by caregivers 4-7 mos: Explores books with caregivers; enjoys being read to by others
<b>6 to 12 Months</b>	
<b>Language Comprehension</b>	
Language that children are able to understand or comprehend	
Quiets down or gets excited when hearing a familiar voice	<b>LC 7-1 Develops Receptive Communication</b> 8-12 mos: Begins to understand gestures, words, questions, or routines
Turns to look at familiar person or object when named	<b>LC 7-1 Develops Receptive Communication</b> 8-12 mos: Begins to understand gestures, words, questions, or routines
Responds appropriately to familiar words	<b>LC 7-1 Develops Receptive Communication</b> 8-12 mos: Begins to understand gestures, words, questions, or routines
Shows interest in conversations of others	<b>LC 7-1 Develops Receptive Communication</b> 8-12 mos: Begins to understand gestures, words, questions, or routines
<b>Language Expression</b>	
Language that children are able to say or produce on their own	
Babbles to self beginning to imitate changes in pitch	<b>LC 7-2 Develops Expressive Communication</b> 8-12 mos: Progresses from babbling with inflection to first words; uses exclamations like "uh-oh"; may sign certain words; may shake head for "no"; uses sounds, gestures, or actions to express needs and wants
Uses consistent sound combinations to label specific people or things—mama, dada, baba	<b>LC 7-2 Develops Expressive Communication</b> 8-12 mos: Progresses from babbling with inflection to first words; uses exclamations like "uh-oh"; may sign certain words; may shake head for "no"; uses sounds, gestures, or actions to express needs and wants

Responds to words or music with gestures—waves or kisses when saying hi or bye-bye, plays peekaboo, or dances to music	<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 <u>1-Year Old:</u> Demonstrates interest in adult behavior, such as by saying "hello" and "goodbye" when coming and going
Uses a few words to express objects or actions— up, go, baba	<b>LC 7-4 Expands Vocabulary</b> <u>8-12 mos:</u> Points to body parts when prompted; uses or signs an increasing number of words
<b>Literacy</b>	
The foundations of reading and writing (literacy) begin in infancy Infants and toddlers explore books, listen to songs and nursery rhymes, hear stories, draw and scribble as they build their literacy abilities	
Shows increased interest in stories, books, and songs	<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
Looks at books, can hold book, pats pages	<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
Points to objects, animals, or people in pictures	<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
Explores marking on paper with a variety of materials	<b>LKS 9-1 Develops Emergent Writing</b> <u>8-12 mos:</u> Can use a fat paint brush or celery stalk to "paint"
<b>12 to 18 Months</b>	
<b>Language Comprehension</b>	
Language that children are able to understand or comprehend	
Understands the words that are used to name common objects	<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?"
Enjoys listening to stories, songs and finger plays	<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
Follows simple instructions—"Please bring me the ball"	<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"
Understands over 50 words in his/her home language	<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?"
<b>Language Expression</b>	
Language that children are able to say or produce on their own	

Vocalizes familiar words when read or sung to	<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"
Begins to speak in short sentences — "Me go"	<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"
Uses 8–10 understandable words, e.g. dada, ball, up, baba, etc.	<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"
Imitates words and adult actions that go along with simple songs and rhymes—Row, row, row your boat	<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"
Uses non-verbal gestures, and begins to combine words and gestures	<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"
Begins to change volume and reflect emotion to communicate meaning	<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!)
<b>Literacy</b>	
The foundations of reading and writing (literacy) begin in infancy Infants and toddlers explore books, listen to songs and nursery rhymes, hear stories, draw and scribble as they build their literacy abilities	
Sits on caregiver's lap and pays attention as she reads a simple book	<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
Pats pages and likes books with flaps, textures	<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
Shows preference for certain books	<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
Begins to imitate writing by making own mark or scribble	<b>LKS 9-1 Develops Emergent Writing</b> <u>1-Year Old:</u> Makes marks on paper with large crayon or marker
Makes strokes on paper with paint brush and picks up crayons and markers using fist	<b>LKS 9-1 Develops Emergent Writing</b> <u>1-Year Old:</u> Makes marks on paper with large crayon or marker
<b>18 to 24 Months</b>	
<b>Language Comprehension</b>	

Language that children are able to understand or comprehend	
Uses actions in chants and finger plays started by caregiver	<b>LC 7-3 Develops Phonemic Awareness</b> <u>2-Year Old:</u> Follows along or repeats parts of songs or nursery rhymes
Responds to action words by performing the action—waves when caregiver says, “Wave bye bye”; dances when caregiver says, “Let’s dance to the music”	<b>SED 5-2 Learns from Adults</b> <u>2-Year Old:</u> Uses role play to imitate behaviors by familiar adults
Enjoys learning new vocabulary and new concepts. Identifies some people, objects, and actions by name	<b>LC 7-4 Expands Vocabulary</b> <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
Responds to questions such as “What is she doing?” or “What do you want for a snack?”	<b>LC 7-6 Learns Conversation Structure</b> <u>2-Year Old:</u> Asks questions frequently; engages in back-and-forths; learns to take turns in conversations; makes eye contact
Language Expression	
Language that children are able to say or produce on their own	
Needs are met by asking for objects by name	<b>LC 7-2 Develops Expressive Communication</b> <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
Puts words together to make 2–3 word simple sentences	<b>LC 7-2 Develops Expressive Communication</b> <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
Talks about what is happening in a familiar book	<b>LKS 8-1 Develops Early Literacy</b> <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures
Uses 2–3 words to talk to self or others about things they are working on, things they are doing and events of the day	<b>LC 7-2 Develops Expressive Communication</b> <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
Learns and says new words building toward a base of 50 words	<b>LC 7-4 Expands Vocabulary</b> <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
Literacy	
The foundations of reading and writing (literacy) begin in infancy Infants and toddlers explore books, listen to songs and nursery rhymes, hear stories, and scribble as they build their literacy abilities	

Listens to short and simple stories Looks at and names pictures in a book	<b>LKS 8-1 Develops Early Literacy</b> <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures
Requests favorite story and wants it read repeatedly	<b>LKS 8-1 Develops Early Literacy</b> <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures
Recalls parts of previously heard story	<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
	<b>LKS 8-1 Develops Early Literacy</b> <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures
Explores using different writing materials	<b>LKS 9-1 Develops Emergent Writing</b> <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
Scribbles purposefully and will tell others what they mean and makes vertical and horizontal lines	<b>LKS 9-1 Develops Emergent Writing</b> <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
<b>24 to 36 Months</b>	
<b>Language Comprehension</b>	
Language that children are able to understand or comprehend	
Learns new words quickly	<b>LC 7-4 Expands Vocabulary</b> <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
Understands contrasting words such as stop/go, yes/no, come/go, and up/down	<b>LC 7-4 Expands Vocabulary</b> <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
Follows multi-step daily routines when prompted	<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
Responds to questions	<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
<b>Language Expression</b>	
Language that children are able to say or produce on their own	
Vocalizes familiar words when read or sung to	<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

Recites phrases from familiar rhymes and songs or fills in the missing word	<b>LC 7-3 Develops Phonemic Awareness</b> <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted
Tries to initiate conversations with others about objects, people	<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
Uses sound effects in play	<b>LC 7-3 Develops Phonemic Awareness</b> <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted
Uses adjectives in speech—soft blanket, big dog	<b>LC 7-5 Expands Grammar and Pronunciation</b> <u>3-Year Old:</u> Can rhyme words (e.g., cat, sat); uses verbs in correct tense (e.g., she <u>walks</u> vs. she <u>walked</u> ); may overcorrect grammar (e.g. “goed,” “mouses,” etc.)
Asks simple questions—What? Where? Why?	<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
<b>Literacy</b>	
The foundations of reading and writing (literacy) begin in infancy Infants and toddlers explore books, listen to songs and nursery rhymes, hear stories, and draw and scribble as they build their literacy abilities	
Begins to identify common sounds that he hears in the environment—animal sounds, car horns, etc	<b>LC 7-3 Develops Phonemic Awareness</b> <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted
Imitates speed and tempo of sounds—talks fast and slow, claps hands fast and slow	<b>LC 7-5 Expands Grammar and Pronunciation</b> <u>3-Year Old:</u> Can rhyme words (e.g., cat, sat); uses verbs in correct tense (e.g., she <u>walks</u> vs. she <u>walked</u> ); may overcorrect grammar (e.g. “goed,” “mouses,” etc.)
Recognizes signs and symbols in the everyday environment	<b>LKS 8-3 Develops Emergent Reading</b> <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading
Holds book right side up and turns pages one at a time	<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
Retells a story by looking at pictures	<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
Imitates adult’s writing motions through scribbling	<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”

Participates in rhyming games and notices sounds that are the same and different	<b>LC 7-3 Develops Phonemic Awareness</b> <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted
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<b>Sense of Self and Relationships Social + Emotional Development</b>	
Birth to 6 Months	
Developing a Sense of Self	
Children learn about themselves as unique individuals through interactions with the world around them They develop an awareness of their bodies, feelings, and ability to influence the world around them	
Begins to show attachment to primary caregiver(s)	<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
Develops awareness of hands, fingers, feet, toes, and face. Enjoys looking at own face in a mirror	<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
Recognizes that adults respond to baby's cues	<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
Begins to develop social skills by smiling back at caregiver(s), imitating facial expressions, and smiling at familiar people	<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
Social Interactions & Feelings	
Infants and toddlers develop the beginnings of social skills as they observe and interact with other people. They form attachments, show care and concern for others, and learn how to play with others. They learn to express their wants, needs, and emotions. As they grow and develop, they gain control over some of their feelings and learn new ways to express them.	

Shows increasing alertness during waking periods and is awake for longer periods of time	<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
Calms when rocked, swaddled, or held. Enjoys being gently bounced or moved around	<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
Communicates being overwhelmed through yawning, fussing, turning away, arching back, and extending arms and legs	<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
Smiles and coos to show happiness. Cries to communicate distress or pain	<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
Becomes upset or irritable when regular routine is disrupted	<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
Demonstrates increasing ability to calm self	<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
Shows distress when another baby is crying	<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)
Uses whole body to express emotion	<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
<b>6 to 12 Months</b>	
<b>Developing a Sense of Self</b>	
Children learn about themselves as unique individuals through interactions with the world around them. They develop an awareness of their bodies, feelings, and ability to influence the world around them.	
Shows interest in their image in a mirror (stares, smiles, reaches out to touch image)	<b>SED 4-1 Develops Awareness of Self</b> <u>8-12 mos:</u> Enjoys watching self in mirror

Explores face and body parts of others—touches face, pats cheek, explores hands, etc.	<b>SED 4-1 Develops Awareness of Self</b> <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
Responds to own name	<b>SED 4-1 Develops Awareness of Self</b> <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
Shows preference for certain foods, textures, sounds, and music	<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
<b>Social Interactions &amp; Feelings</b>	
Infants and toddlers develop the beginnings of social skills as they observe and interact with other people. They form attachments, show care and concern for others, and learn how to play with others. They learn to express their wants, needs, and emotions. As they grow and develop, they gain control over some of their feelings and learn new ways to express them.	
Begins to sleep for extended/longer periods during the night by exploring ways to go back to sleep, such as pacifier, comfort object, thumb-sucking, or music	<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
Prefers to be with a familiar person and reacts when separated	<b>SED 5-1 Bonds with Adults</b> <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
Reacts to changes in established routines by fussing, crying, or showing discontent	<b>ATL 2-1 Understands Routines</b> <u>8-12 mos:</u> Remembers daily routines; knows how to use familiar objects
	<b>SED 3-1 Expresses Emotion</b> <u>8-12 mos:</u> Expresses a variety of emotions through facial expressions, sounds, and gestures
Communicates needs through gestures, vocalizations, and cries	<b>SED 3-1 Expresses Emotion</b> <u>8-12 mos:</u> Expresses a variety of emotions through facial expressions, sounds, and gestures
Responds to other baby's feelings and interactions	<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)
Begins to respond to supportive guidance— distraction, accepting a substitute item, etc	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <u>8-12 mos:</u> Able to participate in new activities; uses classroom toys in creative ways, such as using a wooden block as a car or a bucket as a hat

<b>12 to 18 Months</b>	
<b>Developing a Sense of Self</b>	
Children learn about themselves as unique individuals through interactions with the world around them. They develop an awareness of their bodies, feelings, and ability to influence the world around them.	
Recognizes self in mirror by smiling, patting, and vocalizing	<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
Can touch parts of the body when asked such as nose, ear, toe, and head	<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
Explores environment and shows preference for certain toys, activities, clothing, and experiences	<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
Repeats behaviors to get attention—banging, vocalizing, etc	<b>ATL 1-5 Shows Initiative</b> <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)
Begins to demonstrate strong will and tests limits as she develops independence	<b>ATL 1-5 Shows Initiative</b> <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)
Allows adults to distract him or negotiate disputes	<b>ATL 2-2 Shows Responsibility</b> <u>1-Year Old:</u> Accepts adult redirection; begins to respond to directives
<b>Social Interactions &amp; Feelings</b>	
Infants and toddlers develop the beginnings of social skills as they observe and interact with other people. They form attachments, show care and concern for others, and learn how to play with others. They learn to express their wants, needs, and emotions. As they grow and develop, they gain control over some of their feelings and learn new ways to express them.	
Clings to primary caregiver upon separation	<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

Has strong feelings that may be demonstrated physically—hitting, pulling hair, and biting	<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
Expresses different emotions such as affection, delight, frustration, and shyness	<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
Uses body language and facial expressions to communicate feelings	<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
Begins to respond to supportive guidance—may need help to stop unsafe behavior	<b>ATL 2-2 Shows Responsibility</b> <u>1-Year Old:</u> Accepts adult redirection; begins to respond to directives
Looks to caregiver(s) for help and for cues about behavior	<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
Shows interest in other children by watching and tracking behavior—follows them around, imitates behavior, begins to play alongside peers	<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)
<b>18 to 24 Months</b>	
<b>Developing a Sense of Self</b>	
Children learn about themselves as unique individuals through interactions with the world around them. They develop an awareness of their bodies, feelings, and ability to influence the world around them.	
Expresses thoughts and feelings by saying “no” as a way of showing independence	<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
Prefers certain toys, games, activities, comfort objects, and clothing	<b>ATL 1-5 Shows Initiative</b> <u>1-Year Old:</u> Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read) <u>2-Year Old:</u> Initiates play with others
Needs adult help to take turns or to share toys	<b>SED 6-3 Cooperates with Peers</b> <u>2-Year Old:</u> Begins to cooperate with others (e.g. shares toys, works toward a common goal, such as building a block tower); is learning to take turns; is learning to use words with peers
Developing ability to respond positively to choices	<b>ATL 1-5 Shows Initiative</b> <u>1-Year Old:</u> Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read) <u>2-Year Old:</u> Initiates play with others
Asserts ownership by saying “mine”	<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
Notices likeness and differences between self and others: hair color and texture, boys and girls, family members	<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
<b>Social Interactions &amp; Feelings</b>	
Infants and toddlers develop the beginnings of social skills as they observe and interact with other people. They form attachments, show care and concern for others, and learn how to play with others. They learn to express their wants, needs, and emotions. As they grow and develop, they gain control over some of their feelings and learn new ways to express them.	
Initiates simple social interactions with peers	<b>SED 6-2 Bonds with Peers</b> <u>2-Year Old:</u> Enjoys being with other children; joins group play with other children; knows some names of peers
Imitates actions to express emotions: Stomps feet like brother when frustrated, raises arms like sister when excited	<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
Begins to separate from parent or main caregiver without being overcome by stress	<b>SED 5-1 Bonds with Adults</b> <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
Responds to others' verbal, physical, and facial expressions of emotion	<b>SED 6-1 Builds Empathy</b> <u>1-Year Old:</u> Observes emotions of others; may respond to another's preferences, such as offering different objects until one is accepted <u>2-Year Old:</u> Begins to care for the feelings and needs of others
Calms self after excitement or frustration with familiar comfort items and reminders	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <u>2-Year Old:</u> Able to use routines, favorite objects, or familiar adults to help in coping with strong feelings and emotions
<b>24 to 36 Months</b>	
<b>Developing a Sense of Self</b>	
Children learn about themselves as unique individuals through interactions with the world around them. They develop an awareness of their bodies, feelings, and ability to influence the world around them.	

Recognizes own identity—"Do it myself", "me big boy", or using own name	<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
Begins to recognize family members, roles, and names	<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
Demonstrates a growing sense of competence and confidence in own abilities	<b>SED 4-2 Becomes Confident</b> <u>3-Year Old:</u> Is pleased to complete daily routines and learn new skills
Indicates likes and dislikes such as with food, playmates, activities	<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
Makes comparisons between self and 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>Social Interactions &amp; Feelings</b>	
Infants and toddlers develop the beginnings of social skills as they observe and interact with other people. They form attachments, show care and concern for others, and learn how to play with others. They learn to express their wants, needs, and emotions. As they grow and develop, they gain control over some of their feelings and learn new ways to express them.	
Shows new fears based on new understanding about the world—monsters, animals, etc	<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
Uses words, signs, or gestures to communicate emotions such as frustration, anger, sadness, and love	<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
Stays occupied in a self-chosen activity for a short period of time	<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
Includes others in play. Play begins to include imitating familiar people, activities, or animals—pretending to be a kitty, drive a truck, or cook soup	<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

<b>Curious Minds Cognitive Skills, General Knowledge + Approaches to Learning</b>	
Birth to 6 Months	
Exploration and Discovery	
Experiencing things, developing curiosity, and inquiring about the world	
Reacts to touch by moving feet, hands, and head	<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
Turns head toward caregiver's voice—gazes, moves arms or legs	<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
Responds to touch or sound with purposeful movements—kicks feet, moves arms, or coos in response to caregiver's interaction	<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
Watches people, objects, and activities intently	<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
Reacts to new objects, voices, sounds, and touches by becoming more active or quiet	<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
Explores single object held nearby or in own grasp	<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
Problem Solving and Creative Expression	
Developing the ability to find a solution to a simple problem and learning to be creative in self-expression	
Reacts to the rhythm of simple daily routines—rocking to sleep, listening to familiar adult talking or singing, being carried and handed to caregiver	<b>ATL 2-1 Understands Routines</b> <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
Engages in self-soothing activities—sucks thumb, fingers, or fist; cries softly and rhythmically; rubs hand over soft texture	<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
Prepares body to be lifted by familiar adult—reaches with arms, moves body in anticipation	<b>ATL 2-1 Understands Routines</b> <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
Experiments with behaviors that make something happen: Splashes water to make object move or Makes sounds or moves to keep familiar adult's attention	<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
Concept Development and Memory	
Understanding cause and effect and the permanence of things. Developing memory skills.	
Holds attention of adults by smiling, vocalizing, and gesturing	<b>ATL 1-5 Shows Initiative</b> <u>4-7 mos:</u> Accepts, reaches for, grasps, or handles familiar toys
Uses more than one sense at a time—when holding a toy will shake it, look at it, and listen for a sound	<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
Follows path of dropped object—looks down when dropping a toy	<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
Enjoys repeating sounds and actions; Transfers an object from hand to hand; Bangs an object again to repeat the sound	<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
<b>6 to 12 Months</b>	
Exploration and Discovery	
Experiencing things, developing curiosity, and inquiring about the world	
Manipulates things in the environment and watches what happens—bangs on table with object or hand; fingers, touches, and mouths objects	<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
Notices new people and objects in familiar environment	<b>ATL 1-4 Is Curious</b> <u>8-12 mos:</u> Shows interest in new toys; explores surroundings
Uses several senses at once to explore environment—mouths and holds a toy	<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
Demonstrates intense curiosity through constant exploration	<b>ATL 1-4 Is Curious</b> <u>8-12 mos:</u> Shows interest in new toys; explores surroundings
Problem Solving and Creative Expression	

Developing the ability to find a solution to a simple problem and learning to be creative in self-expression	
Problem solves by moving body towards object of interest—rolls toward an item of interest	<b>CS 14-1 Solves Problems</b> <u>8-12 mos.</u> : Acts intentionally to achieve a goal (e.g., trying different ways to reach a toy under a table)
Begins to stay with an activity until successful by trying different approaches	<b>ATL 1-3 Is Persistent</b> <u>8-12 mos.</u> : Repeats actions to achieve a goal
Picks up piece of food and tries to put it in mouth	<b>PMP 19-1 Develops Meal Time Independence</b> <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
Begins to explore art materials	<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
Seeks assistance from caregiver to solve problem using vocalizations, gestures, and facial expressions	<b>SED 5-1 Bonds with Adults</b> <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
Concept Development and Memory	
Understanding cause and effect and the permanence of things. Developing memory skills.	
Remembers simple games and objects from the day before—Pat-a-Cake, So-Big, Peek-a-Boo	<b>ATL 1-2 Develops Memory</b> <u>8-12 mos.</u> : Looks for someone or something that is missing
Discovers repeated actions have similar effects; Someone picks up dropped toy each time; Pushing a button on a toy causes a noise	<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
Uses some objects for their real purpose/function— cup for drinking, spoon for eating	<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
Understands “more” in reference to food or play	<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”
In play, imitates aspects of daily routine—rocks baby doll to sleep, feeds stuffed animal	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <u>8-12 mos.</u> : Able to participate in new activities; uses classroom toys in creative ways, such as using a wooden block as a car or a bucket as a hat
Imitates older peer’s or caregiver’s actions—clapping hands, using baby sign language, hugging stuffed animal	<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

12 to 18 Months	
Exploration and Discovery	
Experiencing things, developing curiosity, and inquiring about the world	
Explores different textures in the natural environment on their own	<b>CS 15-1 Explores the Natural Environment</b> <u>1-Year Old:</u> Explores objects of the natural environment through the senses; shows interest in natural objects or processes
Continues to show curiosity about surroundings and becomes more interested in exploring new activities and environments	<b>CS 15-1 Explores the Natural Environment</b> <u>1-Year Old:</u> Explores objects of the natural environment through the senses; shows interest in natural objects or processes
Notices changes in play materials—adding more play dough, cutting pieces, pounding with object	<b>CS 13-1 Explores Objects</b> <u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound
Problem Solving and Creative Expression	
Developing the ability to find a solution to a simple problem and learning to be creative in self-expression	
Begins to solve simple problems: Tries to climb to reach a desired object; Tries to open doors and cupboards	<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
Uses active exploration and trial and error to figure out how things work	<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
Engages in imaginative play using props—pretends to feed the baby, drive the car, build a house	<b>CCA 21-4 Participates in Dramatic Play</b> <u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination
Concept Development and Memory	
Understanding cause and effect and the permanence of things. Developing memory skills.	
Understanding cause and effect and the permanence of things. Developing memory skills.	<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
Remembers the games and objects from the day before	<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
Points to an object when named by the caregiver(s)— Child points in response when asked, "Where's the doggie?"	<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?"
	<b>LC 7-4 Expands Vocabulary</b>

Recognizes position words such as in, out, up, down, under, behind	<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?" <b>CM 12-2 Develops Spatial Awareness</b> <u>1-Year Old</u> : Is learning how shapes fit together, such as working with shape sorters or knob puzzles
Begins to build an understanding of quantity, such as "all", "all gone", "more", "one more"	<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")
<b>18 to 24 Months</b>	
<b>Exploration and Discovery</b>	
Experiencing things, developing curiosity, and inquiring about the world	
Explores different textures in the natural environment on her own	<b>CS 15-1 Explores the Natural Environment</b> <u>2-Year Old</u> : Uses objects of the natural environment in art, sensory, and play
Continues to show curiosity about surroundings and becomes more interested in exploring new activities and environments	<b>ATL 1-4 Is Curious</b> <u>2-Year Old</u> : Shows interest in new objects or activities; tries different ways of using objects or materials
Notices changes in play materials—adding more play dough, cutting pieces, pounding with object	<b>CS 13-1 Explores Objects</b> <u>2-Year Old</u> : Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living
Searches for a favorite object	<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
<b>Problem Solving and Creative Expression</b>	
Developing the ability to find a solution to a simple problem and learning to be creative in self-expression	
Begins to solve simple problems: Tries to climb to reach a desired object; Tries to open doors and cupboards	<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
Uses active exploration and trial and error to figure out how things work	<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
Engages in imaginative play using props: Pretends to eat, sleep, drink; Pretends to feed the baby, drive the car, build a house	<b>CCA 21-4 Participates in Dramatic Play</b> <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
<b>Concept Development and Memory</b>	

Understanding cause and effect and the permanence of things. Developing memory skills.	
Uses familiar objects in combination—spoon in bowl, doll in bed, and person in car	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <u>2-Year Old:</u> Accepts changes in routines or usual activities when informed ahead of time by adults; shows creativity, flexibility, and inventiveness in play experiences
Fills and empties containers with sand, water, small toys	<b>CM 11-1 Learns Measurement and Quantities</b> <u>2-Year Old:</u> Begins to notice differences in size, quantity, and distance (more, all gone, big, little, near, far, long, short, etc.)
Shows some understanding of daily time sequence— time for nap, lunch, outdoor play	<b>SS 16-2 Understands Time</b> <u>2-Year Old:</u> Understands that the day is separated into different segments, such as snack time, naptime, bed time, morning, and evening
Tries to put large single puzzle pieces into the matching space	<b>CM 12-2 Develops Spatial Awareness</b> <u>2-Year Old:</u> Is learning how shapes fit together, such as working with shape sorters or knob puzzles
In play imitates the use of most everyday objects	<b>CCA 21-4 Participates in Dramatic Play</b> <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
Stays with the same self-chosen activity on occasion	<b>ATL 1-3 Is Persistent</b> <u>2-Year Old:</u> Finishes self-selected tasks, such as completing a puzzle or listening to a storybook
Knows the name or sound of many animals	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; shows respect for living things
<b>24 to 36 Months</b>	
<b>Exploration and Discovery</b>	
Experiencing things, developing curiosity, and inquiring about the world	
Tries new activities, materials and equipment— different or unfamiliar art materials or new musical instruments	<b>ATL 1-4 Is Curious</b> <u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities
Explores and notices ways that materials can change —snow melting, water freezing, wind moving leaves and other things, sand holding its shape when it gets wet, etc	<b>CS 15-1 Explores the Natural Environment</b> <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
Takes time to investigate and complains if interrupted	<b>CS 15-1 Explores the Natural Environment</b> <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
Tries to make objects move or work—opening a container or using a faucet	<b>CS 14-1 Solves Problems</b> <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)

Problem Solving and Creative Expression	
Developing the ability to find a solution to a simple problem and learning to be creative in self-expression	
Matches simple shapes using foam boards or puzzles—circles, squares, triangle	<b>CM 12-1 Learns Shapes &amp; Sizes</b> <u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated
Classifies, labels, sorts objects by characteristics— size, color, shape	<b>CS 13-2 Classifies or Sorts Objects</b> <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function
Can use words when asked, “What happened?”	<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
During pretend play, uses objects for other than their intended purpose, such as using a small block for a cell phone	<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
Plays house, plays store	<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
Expresses self creatively through singing, dancing, drawing	<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
Concept Development and Memory	
Understanding cause and effect and the permanence of things. Developing memory skills.	
Engages in make believe play, acting out simple dramatic play themes with others—playing store, house, animal hospital	<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
Enjoys simple sorting activities, such as sorting mixed up pairs of mittens, animals go in this box and cars go in that box	<b>CS 13-2 Classifies or Sorts Objects</b> <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function
Uses some number words during play or activity— “I want two”	<b>CM 11-1 Learns Measurement and Quantities</b> <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)

Imitates counting rhymes—"One, Two, Buckle My Shoe", "Five Little Monkeys"	<b>CM 10-1 Begins Counting</b> <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
Remembers past events that happened and were meaningful such as own birthday, getting shots, going to the doctor	<b>SS 16-2 Understands Time</b> <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)
	<b>SS 16-2 Understands Time</b> <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)
Notices how things are different and the same Can put/stack a series of 2-4 nesting cups or blocks in order	<b>CS 13-2 Classifies or Sorts Objects</b> <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function

<b>Strong &amp; Healthy Bodies Physical Health and Development</b>	
Birth to 6 Months	
Gross Motor	
Turns head toward nipple or caregiver's face while being held	<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
Actively explores moving arms, legs, and head while on tummy or back	<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
Rolls from back to stomach and stomach to back	<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
May move from place to place by rolling	<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
Sits with support on caregiver's lap or cushions	<b>PMP 17-1 Develops Perception &amp; Balance</b> <u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands
Enjoys bouncing when held in standing position on caregiver's lap	<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
Fine Motor	

Grasps finger when placed in her hand	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b> 1-3 mos: Grasps objects 4-7 mos: Grasps and releases objects from grasp
Shows awareness of hands and begins to use hands to hold breast/bottle during feeding time	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> 1-3 mos: Opens and shuts hands 4-7 mos: Turns objects in hands; uses hands or feet to make contact with objects or people
Follows a slowly moving object with eyes	<b>PMP 17-1 Develops Perception &amp; Balance</b> 1-3 mos: From stomach position is able to lift head; follows moving objects with eyes
Uses hands to bring objects to mouth, such as toes, fingers, toys placed in hands	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> 1-3 mos: Opens and shuts hands 4-7 mos: Turns objects in hands; uses hands or feet to make contact with objects or people

<b>Health, Safety, and Nutrition</b>	
Physical Health, Oral Health, Vision Health, Safe Sleep, Safety, Nutrition	
6 to 12 Months	
Gross Motor	
Able to sit up without support	<b>PMP 17-1 Develops Perception &amp; Balance</b> 8-12 mos: Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object
May crawl, scoot, or creep to get where baby wants to go	<b>PMP 17-2 Develops Lower Body Strength</b> 8-12 mos: Progresses from rolling to sitting to crawling to pulling up to cruising; stands; takes first steps; may begin walking
Develops ability to stand (usually in this order); Pulls to stand; Stands and “cruises” while holding onto furniture; Stands alone	<b>PMP 17-2 Develops Lower Body Strength</b> 8-12 mos: Progresses from rolling to sitting to crawling to pulling up to cruising; stands; takes first steps; may begin walking
Fine Motor	
Swipes at and gets desired object	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> 8-12 mos: Uses hands for more complex tasks, such as rotating objects, releasing objects, and feeling textures
Manipulates object in hand, moves object from one hand to the other	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> 8-12 mos: Uses hands for more complex tasks, such as rotating objects, releasing objects, and feeling textures
Picks up and looks at small object using thumb and index finger	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b> 8-12 mos: Uses pincer grasp (thumb and forefinger) to pick up food or objects
Begins to grasp, release, and manipulate objects, such as putting blocks in a container	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> 8-12 mos: Uses hands for more complex tasks, such as rotating objects, releasing objects, and feeling textures

<b>Self-Help</b>	
Begins finger feeding self small pieces of food, such as a piece of biscuit or other finger foods	<b>PMP 19-1 Develops Meal Time Independence</b> <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
Cooperates with caregiver during care routines such as diapering, dressing, etc	<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
<b>12 to 18 Months</b>	
<b>Gross Motor</b>	
Walks alone with increasing confidence	<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 <u>1-Year Old:</u> Begins to run before second year
Throws, carries, pushes, and pulls objects	<b>PMP 17-3 Develops Upper Body Strength</b> <u>1-Year Old:</u> Carries objects
Walks up stairs holding a hand	<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
Climbs simple structures	<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
Squats and stands again	<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 <u>1-Year Old:</u> Begins to run before second year
Begins to run, but awkwardly	<b>PMP 17-2 Develops Lower Body Strength</b> <u>1-Year Old:</u> Begins to run before second year
<b>Fine Motor</b>	
Uses thumb and forefinger to pick up small items	<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
Turns pages in a book	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <u>1-Year Old:</u> Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker
Shows interest in exploring sensory and art materials	<b>CCA 21-1 Explores Art Media</b> <u>1-Year Old:</u> Uses art materials; makes marks with a crayon; finger paints
<b>Self-Help</b>	
Undresses self with some assistance	<b>PMP 19-2 Develops Self-Care Skills</b> <u>1-Year Old:</u> Shows increasing independence, such as dressing with help
Picks up food with fingers—exploring different textures or tastes	<b>PMP 19-1 Develops Meal Time Independence</b> <u>1-Year Old:</u> Begins to feed self with spoon or drink from a sippy cup

Feeds self by handling a cup with minimal spilling or a spoon for self-feeding	<b>PMP 19-1 Develops Meal Time Independence</b> <u>1-Year Old:</u> Begins to feed self with spoon or drink from a sippy cup
Assists with dressing, undressing, diapering	<b>PMP 19-2 Develops Self-Care Skills</b> <u>1-Year Old:</u> Shows increasing independence, such as dressing with help
Washes and dries hands with assistance	<b>PMP 19-2 Develops Self-Care Skills</b> <u>1-Year Old:</u> Shows increasing independence, such as dressing with help
<b>18 to 24 Months</b>	
<b>Gross Motor</b>	
Pounds object with intention such as hammering a peg	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b> <u>2-Year Old:</u> Can use climber; plays with ball; learns to throw and catch
Walks and runs with increasing control	<b>PMP 17-2 Develops Lower Body Strength</b> <u>2-Year Old:</u> Able to adjust speed and direction while walking or running
Squats to pick up a toy and stands again	<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
Walks upstairs and downstairs holding onto a hand or railing	<b>PMP 17-5 Develops Large Motor Coordination Skills</b> <u>2-Year Old:</u> Walks up and down stairs with help; participates in physical activities indoors and outdoors
Pushes large objects such as boxes, chairs, wagons, strollers	<b>PMP 17-3 Develops Upper Body Strength</b> <u>2-Year Old:</u> Carries objects while walking
Enjoys climbing, swinging, sliding, walking up in	<b>PMP 17-5 Develops Large Motor Coordination Skills</b> <u>2-Year Old:</u> Walks up and down stairs with help; participates in physical activities indoors and outdoors
<b>Fine Motor</b>	
May alternate left and right hands for eating and grasping	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <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
Can use a crayon or large paint brush with an overhand grasp (fist) to scribble and imitate marks	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <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
Uses both hands to control or manipulate objects— stack blocks, roll a ball	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <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
Pours liquid from one container to another	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b> <u>2-Year Old:</u> Demonstrates hand-eye coordination when doing knob puzzles or turning pages
<b>Self-Help</b>	

Cooperates in dressing and undressing self. Can put on some easy clothing	<b>PMP 19-2 Develops Self-Care Skills</b> <u>2-Year Old:</u> Shows increasing independence with self-care, such as helping wash hands or brush teeth
Uses spoon and child-sizes cup	<b>PMP 19-1 Develops Meal Time Independence</b> <u>2-Year Old:</u> Uses spoon or fork for feeding; drinks from cup without lid
Indicates wet or soiled diaper by pointing, verbalizing, pulling on diaper	<b>PMP 19-3 Becomes Toilet Trained</b> <u>2-Year Old:</u> Toilet training is underway
Communicates wanting dry clothes if wet or muddy	<b>PMP 19-2 Develops Self-Care Skills</b> <u>2-Year Old:</u> Shows increasing independence with self-care, such as helping wash hands or brush teeth
<b>24 to 36 Months</b>	
<b>Gross Motor</b>	
Can jump up and down in place	<b>PMP 17-2 Develops Lower Body Strength</b> <u>3-Year Old:</u> Runs; jumps; hops; balances on 1 foot for up to 3 seconds
Climbs on jungle gym and ladders	<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
Throws a ball using whole body. Catches a ball by trapping it with arms and hands	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b> <u>3-Year Old:</u> Can go up climbing wall; catches a ball that has been bounced; throws a ball overhead
Has increasing control over body movement and is beginning to change speed and direction when running	<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
Plans and completes movements that require a series of steps—climbing a ladder and going down a slide, crawling under a table and backing out	<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
<b>Fine Motor</b>	
Holds object with one hand while manipulating it with the other such as twisting a lid off a container	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay
Shows more control of drawing materials	<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”
Enjoys messy, creative play, such as finger painting, scribbling, gluing, ripping, taping	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <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 eyes and hands together with more control, such as with stacking blocks or threading beads with large holes	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b> <u>3-Year Old:</u> Demonstrates increasing ability to complete fine motor activities, such as putting jumbo puzzles together or stringing beads
<b>Self-Help</b>	
Continues to progress with self-feeding and uses a spoon or a fork more independently	<b>PMP 19-1 Develops Meal Time Independence</b> <u>3-Year Old:</u> Is independent with eating and drinking at meal times; uses utensils; uses cup
Pours liquid from a small pitcher into a cup with some help	<b>PMP 19-1 Develops Meal Time Independence</b> <u>3-Year Old:</u> Is independent with eating and drinking at meal times; uses utensils; uses cup
Continues to work on dressing self: Able to put on clothing except for buttoning; Puts on shoes (does not lace, but can manage Velcro fastening); Puts on own jacket and hat	<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
Shows increased interest and success with toileting skills: Increasing bowel and bladder control; Willingness to use toilet; Willingness to wash hands	<b>PMP 19-3 Becomes Toilet Trained</b> <u>3-Year Old:</u> Is fully or nearly toilet trained
Participates in sleeping routines—getting book, arranging pillows or comfort items	<b>PMP 19-4 Develops Naptime Independence</b> <u>3-Year Old:</u> Puts self to sleep at naptime
Cooperates/assists with tooth brushing	<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
Uses tissue to wipe nose with assistance	<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
Shows interest in helping or imitating caregiver tasks —can help clean up toys with caregiver assistance	<b>SED 5-2 Learns from Adults</b> <u>3-Year Old:</u> Imitates behaviors demonstrated by familiar adults; may say words or phrases often said by familiar adults

**DISCLAIMER:**

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

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