

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:
**Arkansas Child Development and Early
Learning Standards for Infant and
Toddler Care**



References



Arkansas Division of Child Care and Early Childhood Education, Arkansas Department of Human Services. (2002). *Arkansas framework for infant and toddler care*. AR: Author. Retrieved from [https://www.arheadstart.org/Ark_Early_Learning_Standards%20\(19\)%20\(1\).pdf](https://www.arheadstart.org/Ark_Early_Learning_Standards%20(19)%20(1).pdf)

Arkansas Child Development and Early Learning Standards	
SE1. RELATIONSHIPS WITH OTHERS	
SE1.1 Forms trusting relationships with nurturing adults	
Birth-18 months	
Engages in back-and-forth interactions with familiar adults (e.g., peek-a-boo, makes vocalizations in response to adult interaction, imitates facial expressions or sounds)	SED 5-1 Bonds with Adults
Communicates needs to familiar adults through a variety of behaviors ranging from crying, looking at object of interest and back at caregiver, smiling, pointing, dropping or banging objects, to leading adult by the hand	SED 5-1 Bonds with Adults
Forms strong emotional bonds (attachment) with one or more caregivers (e.g., shows preference for familiar adults, demonstrates pleasure during caregiver interactions, is soothed by caregiver)	SED 5-1 Bonds with Adults
9-36 months	
Looks to particular people for security, comfort, and protection and shows distress or uneasiness when separated from a special person (separation anxiety) or when encountering strangers (stranger anxiety)	SED 5-1 Bonds with Adults
Explores the environment while regularly checking in (visually or physically) with trusted adults and seeks these adults when experiencing stress or uncertainty	SED 5-1 Bonds with Adults
19-36 months	
Participates in longer back-and-forth interactions with adults to share experiences; imitates adults' actions; communicates ideas; seeks assistance; and engages in role play, games, or other activities	SED 5-1 Bonds with Adults

*Children’s ability to separate from caregivers may depend upon their previous experiences and personal characteristics. Children who have not experienced significant time away from their primary caregivers (e.g., in an early care and education setting) or who are generally more cautious may need additional time to adjust to being away from their primary caregivers and form secure relationships with other adults.

SE1. RELATIONSHIPS WITH OTHERS	
SE1.2 Interacts with peers	
Birth-18 months	
Shows interest in peers (e.g., watches other children, reaches out to touch them, imitates sounds or actions) with increasing participation in simple, brief back-and-forth interactions with peers	SED 6-1 Builds Empathy
9-36 months	
Begins to engage in parallel play (playing next to but not directly involved in another child’s play)	SED 6-2 Bonds with Peers
19-36 months	
Shows preferences for certain playmates and develops friendships with a small group of children that are more reciprocal, exclusive, and enduring over time	SED 6-2 Bonds with Peers
Participates in associative play (playing independently but engaging in the same activity as other children, sometimes interacting through talking or sharing toys)	SED 6-2 Bonds with Peers

SE2. EMOTIONAL EXPRESSION AND UNDERSTANDING	
SE2.1 Experiences, expresses, and regulates a range of emotions	
Birth-18 months	
Expresses a range of basic emotions (e.g., joy, sadness, contentment, distress, interest, disgust, surprise, anger, fear) through facial expressions, gestures, and sounds	SED 3-1 Expresses Emotion
Uses adult support to calm self (e.g., relaxes when picked up and held by a familiar adult) and demonstrates	SED 3-2 Manages Feelings & Demonstrates Self-Control

some self-soothing behaviors (e.g., thumb/fist sucking, rocking, turning away from source of overstimulation)	
9-36 months	
Comforts self by seeking a special toy, object, or caregiver when upset	SED 3-2 Manages Feelings & Demonstrates Self-Control
19-36 months	
Uses words, signs, other communication methods, and pretend play to express basic emotions as well as more complex, self-conscious emotions (e.g., pride, embarrassment, shame, guilt), with increasing awareness of their effects on others	SED 3-1 Expresses Emotion

*Children’s expressive behavior will depend in part on their culture’s emotion display rules (the social norms that specify when, where, and how it is appropriate to express emotion). For example, some cultures and families emphasize maximizing positive emotions, whereas some other cultures place greater value on appearing calm rather than happy or excited. Some cultures and families also tend to encourage minimizing negative emotions, although others emphasize experiencing a balance between positive and negative emotions.

SE2. EMOTIONAL EXPRESSION AND UNDERSTANDING	
SE2.2 Interprets and responds to the feelings of others	
Birth-18 months	
Reacts to and takes cues from others’ emotional expressions (e.g., cries when hears other children crying, smiles when someone laughs, stops an action when sees a worried or alarmed expression on caregiver’s or peer’s face)	SED 6-1 Builds Empathy
9-36 months	
Demonstrates interest or concern when others are hurt or in distress and may try to comfort or assist; at times actions may not always match needs of person (e.g., may bring stuffed animal to adult who has headache)	SED 6-1 Builds Empathy
19-36 months	
Recognizes and labels emotional reactions based on facial expressions, body language, and	SED 6-1 Builds Empathy

tone with increasing accuracy and precision	
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SE3. SELF-AWARENESS AND SELF-CONCEPT	
SE3.1 Shows awareness of self as unique individual	
Birth-8 months	
Develops beginning self awareness (e.g., explores own hands and feet, responds to name)	SED 4-1 Develops Awareness of Self
9-36 months	
Shows growing awareness of own physical characteristics (e.g., recognizes self in mirror and in photos; points to eyes, ears, or nose when asked)	SED 4-1 Develops Awareness of Self
Shows preferences for specific people, books, toys, food, and activities and indicates dislike or unwillingness by communicating “no” (verbally, signing, shaking head)	SED 4-1 Develops Awareness of Self
19-36 months	
Uses first-person pronouns (e.g., me, I) and own name to refer to themselves and shows growing understanding of “mine” and “not mine”	LC 7-2 Develops Receptive Communication
Recognizes similarities and differences in their own and others’ personal characteristics (e.g., communicates that a peers’ hair color is different than their own, labels self as boy or girl)	SED 4-1 Develops Awareness of Self
Communicates preferences and interests and shows increasing ability to explain their likes and dislikes (e.g., “I don’t like bananas” and later, “I like carrots because they’re crunchy.”)	LC 7-5 Expands Grammar and Pronunciation

*Children may show variation in these skills based on whether independence or interdependence is valued in their family and culture

SE3. SELF-AWARENESS AND SELF-CONCEPT	
SE3.2 Demonstrates competence and confidence	
Birth-18 months	
Experiments with ability to influence surroundings and behavior of others (e.g., shows pleasure and curiosity in making toys produce noise; repeats actions or sounds that receive attention)	SED 4-2 Becomes Confident
9-36 months	
Alternates between doing things independently and wanting help or comfort	SED 4-2 Becomes Confident
19-36 months	
Shows increasing confidence and competence in growing abilities by attempting to perform self-care activities without adult assistance (e.g., dressing self, pouring own juice)* and by selecting more challenging activities (e.g., choosing more difficult puzzles)	SED 4-2 Becomes Confident

*Children may show variation in these skills based on whether early self-help skills are expected and taught and whether independence or interdependence is valued in their family and culture

CD1. APPROACHES TO LEARNING	
CD1.1 Shows curiosity and a willingness to try new things	
Birth-18 months	
Uses senses and a variety of actions to explore the environment (e.g., turns head toward a sound, shakes or bangs a toy, mouths objects)	ATL 1-4 Is Curious
Shows pleasure or engagement when interesting or new things happen (e.g., laughs after shaking a toy that rattles, listens intently to a new song)	ATL 1-4 Is Curious
9-36 months	
Explores different ways to use objects or materials, investigates ways to make something happen,	ATL 1-4 Is Curious

experiments with different behaviors to see how others will react (e.g., repeatedly knocks pieces of cereal off high chair tray, tries to use basket as hat, turns faucets or switches on and off)	
19-36 months	
Asks increasingly complex questions, beginning with basic “wh-” questions related to the immediate world around them (e.g., “What is this?” “Why is it blue?”). Later in this age range also seeks explanations for future and past events and demonstrates interest in a range of topics and ideas (e.g., “When is lunch?”; “How do clouds get in the sky?”)	ATL 1-4 Is Curious
Demonstrates interest in exploring new experiences or materials with increasing willingness to participate in new activities or experiences, even if the child perceives them as challenging	ATL 1-4 Is Curious

CD1. APPROACHES TO LEARNING	
CD1.2 Shows persistence in approaching tasks	
Birth-18 months	
Repeats actions to produce similar results (e.g., repeatedly shakes toy to produce noise; puts objects in a container and dumps them out over and over again)	ATL 1-3 Is Persistent
Demonstrates increasing ability to continue interactions with others (e.g., attends to game of peek-a-boo for longer period of time, makes back-and-forth vocalizations with adult) and stays engaged with toys for more than just a brief time	ATL 1-3 Is Persistent
9-36 months	
Shows increasing willingness to repeat attempts at communication if	ATL 1-3 Is Persistent

not understood or repeat actions when encountering difficulties, with increasing ability to try different strategies until successful (e.g., repeatedly tries to force same shape into shape sorter; later in age range, tries a different shape after unsuccessful attempt)	
19-36 months	
Practices an activity many times with increasing independence to learn new skills and build mastery (e.g., chooses the same puzzle every day until they are able to assemble each piece quickly and easily)	ATL 1-3 Is Persistent
Persists in activities for longer periods of time and shows increasing tendency to engage in tasks from start-to-finish (e.g., insists on finishing a drawing before going outside, wants to continue building structure until all blocks are used) and later in this age range seeks to return to an activity after having been away from it in order to complete the task	ATL 1-3 Is Persistent

CD2. EXECUTIVE FUNCTION	
CD2.1 Focuses and sustains attention	
Birth-18 months	
Orients to and focuses on sounds, activities, people, and objects in the environment (e.g., attends to sounds, lights, etc.; turns head to follow caregiver with his or her gaze)	ATL 1-1 Is Attentive
Shows increasing ability to attend to people and objects and join others in a common focus (e.g., attends to a short, familiar storybook, though may not want to follow book page by page)	ATL 1-1 Is Attentive
19-36 months	
Maintains focus and attention for longer periods of time with increasing	ATL 1-1 Is Attentive

independence and ability to ignore distractions and resume task after interruptions*	
Focuses on something specific while ignoring irrelevant information (selective attention) with increasing skill (e.g., counts only yellow bears in a group that includes bears of other colors; carries on a conversation despite loud background noise on the playground)	ATL 1-1 Is Attentive

*Children's engagement and attention span will vary from activity to activity, depending in large part on their level of interest in the experience or topic. Children will need more support maintaining focus during non-preferred activities, but over time develop greater capacity and motivation to cooperate and attend during less desirable tasks.

CD2. EXECUTIVE FUNCTION	
CD2.2 Shows flexibility in adjusting thinking and behavior to different contexts	
Birth-36 months	
Uses familiar objects in new or unanticipated ways (e.g., drops or throws a rattle, uses an overturned pail as a drum, and later in this age range pretends a block is a phone)	ATL 1-6 Thinks with Creativity & Flexibility
19-36 months	
Transitions from one activity to the next (e.g., moving from center time to snack time) with increasing independence and ability to adjust to changes in routine when necessary with support and advance notice from adults	ATL 1-6 Thinks with Creativity & Flexibility

CD2. EXECUTIVE FUNCTION	
CD2.3 Regulates impulses and behaviors	
Birth-8 months	
Typical development of these skills tends to emerge after 8 months. However, foundations of this learning goal are built through: • SE2.1 Experiences, expresses, and regulates a range of emotions.	SED 3-2 Manages Feelings & Demonstrates Self-Control

9-36 months	
Responds to redirection and limit-setting with increasing consistency (e.g., pauses when an adult says “stop” or asks them not to do something)	SED 3-2 Manages Feelings & Demonstrates Self-Control
19-36 months	
Shows increasing control over impulsive actions, words, and behaviors with adult support (e.g., walks around instead of through a puddle when directed; avoids imitating negative behavior of peer with adult support; requests turn with a toy rather than grabbing it)	SED 3-2 Manages Feelings & Demonstrates Self-Control
Shows increasing understanding of phrases like “later” and “after lunch” and ability to comply with requests that involve waiting (e.g., “Eat your snack and then we’ll play with cars.”)	SED 3-2 Manages Feelings & Demonstrates Self-Control

CD2. EXECUTIVE FUNCTION	
CD2.4 Holds and manipulates information in memory	
Birth-18 months	
Shows awareness that people and objects still exist when they are out of sight and sound range (object permanence; e.g., reaches under a blanket to retrieve a stuffed animal that an adult has hidden while child watches; when older, watches at the window after a family member leaves)	ATL 1-2 Develops Memory
Anticipates familiar actions or routines (e.g., raises legs when diaper is changed; later in this age range, goes to table when it is time to eat)	ATL 1-2 Develops Memory
Responds to familiar people and objects (e.g., shows excitement about a toy that was played with days earlier; later in this age range looks for or points to familiar people or objects when they are named)	ATL 1-2 Develops Memory

19-36 months	
Searches for hidden or missing objects and notices when people are missing from a familiar group (e.g., when a peer is absent)	ATL 1-2 Develops Memory
Remembers and communicates about recent events (e.g., what happened earlier in the day; what has just happened in a story being read)	ATL 1-2 Develops Memory
Remembers and follows two-step directions (e.g., “Put all the crayons in the basket, then put the basket on the shelf”; “Touch your nose, then touch your ear”) with decreasing need for adult support	ATL 1-2 Develops Memory
Learns and recalls motor routines, songs, and rhymes over time with increasing accuracy (e.g., sings along with familiar song and performs accompanying actions)	ATL 1-2 Develops Memory
Tells some details about stories or personal experiences with adult support and modeling	ATL 1-2 Develops Memory

*working memory = the capacity to hold and manipulate information in our heads over short periods of time

CD3. LOGIC AND REASONING	
CD3.1 Uses reasoning and planning ahead to solve problems and reach goals	
Birth-18 months	
Uses own movements and actions to solve simple problems or reach goals (e.g., rolls to the side to reach an interesting object; pulls on an adult’s leg when wants to be picked up)	ATL 1-5 Shows Initiative
9-36 months	
Uses a variety of strategies to solve problems, such as trial-and-error, applying knowledge from previous experience, asking for help, or using objects as tools (e.g., using an object to reach something under a shelf)	ATL 1-5 Shows Initiative

CD3. LOGIC AND REASONING	
CD3.2 Engages in symbolic and abstract thinking	
Birth-8 months	
Typical development of these skills tends to emerge after 8 months. However, foundations of this learning goal are built through: <ul style="list-style-type: none"> • LD1.1 Understands and responds to language (in child's home language) • LD2.1 Uses increasingly complex vocabulary, grammar, and sentence structure 	ATL 1-6 Thinks with Creativity & Flexibility
9-18 months	
Uses realistic props in ways similar to the real objects they represent (e.g., talks on a toy phone) and imitates everyday actions of others	ATL 1-6 Thinks with Creativity & Flexibility
9-36 months	
Recognizes that illustrations and photographs are representations of real things (e.g., points to pictures in book rather than trying to grasp objects on page; identifies people in photographs; learns names of animals from book and extends knowledge to real animals they see)	ATL 1-6 Thinks with Creativity & Flexibility
19-36 months	
Uses familiar objects to represent something else (object substitution; e.g., uses a block as a pretend phone) and acts out routines, stories, or social roles alone or with peers	ATL 1-6 Thinks with Creativity & Flexibility
Shows awareness that symbols (e.g., sign, icon, drawing) have meaning and understands that print carries a message	ATL 1-6 Thinks with Creativity & Flexibility

PH1. GROSS MOTOR	
PH1.1 Demonstrates locomotor skills	
Birth-8 months	
Lifts head and chest off firm surface such as floor when on tummy; rolls over	PMP 17-1 Develops Perception & Balance

9-18 months	
Shifts between lying down, sitting, and balancing on hands and knees	PMP 17-2 Develops Lower Body Strength
Moves from crawling to cruising* to walking** showing increasing coordination for each skill	PMP 17-2 Develops Lower Body Strength
Crawls up stairs on hands or knees, later in this age range walks up and down stairs holding an adult's hand, stepping with both feet on each step	PMP 17-5 Develops Large Motor Coordination Skills
19-36 months	
Changes speed or direction while moving (walking, running, using walker), though may have difficulty stopping with control	PMP 17-2 Develops Lower Body Strength
Walks and runs with balance but may move unevenly (e.g., one arm may pump more) and has relatively wide space between feet	PMP 17-1 Develops Perception & Balance
Walks up and down stairs or climbing equipment by stepping with both feet on each step, with increasing ability to move without support from adult or handrail	PMP 17-5 Develops Large Motor Coordination Skills
Experiments with different ways of moving (e.g., walks on tiptoes, walks backwards, marches, uses walker, pushes or pedals riding toy with feet)	PMP 17-1 Develops Perception & Balance

*cruising = taking sliding steps while holding onto something for support. Some children progress from sideways cruising (e.g., taking sideways steps while holding on to furniture) to frontward cruising (e.g., taking steps forward with hands held by an adult or with one hand on furniture) whereas other children may move from sideways cruising directly to independent walking. **There is large variability in meeting these milestones and some children may skip some milestones, revert to earlier ones, or display multiple milestones simultaneously. For example some children may never crawl and go straight to cruising or learn to crawl and cruise simultaneously.

PH1. GROSS MOTOR	
PH1.2 Shows stability and balance	
Birth-18 months	
Sits independently with increasing stability and ability to change positions (e.g., get into sitting position from lying down or crawling, reach for a toy without falling, pull to a standing position from sitting)	PMP 17-1 Develops Perception & Balance

9-36 months	
Shows increased ability to maintain balance while in motion when moving from one position to another, changing directions, or stopping abruptly (e.g., carries a toy while walking, gets in and out of a chair, squats to pick up toys, “freezes” while running)	PMP 17-1 Develops Perception & Balance
19-36 months	
Coordinates increasingly complex movements while maintaining core stability (e.g., holds body upright while moving wheelchair forward, sits on and steers tricycle or other ride-on toy)	PMP 17-5 Develops Large Motor Coordination Skills
Balances (e.g., on beam or sandbox edge or while standing on one leg) for progressively longer periods of time with increasing stability and independence	PMP 17-1 Develops Perception & Balance
Shows increasing competence in jumping for height (e.g., up and down, off a low step) and distance (e.g., jumps over objects, jumps forward), with increasing ability to use two-footed takeoff and landing with arm swing	PMP 17-5 Develops Large Motor Coordination Skills

PH1. GROSS MOTOR	
PH1.3 Demonstrates gross-motor manipulative skills	
Birth-18 months	
Reaches for and drops objects, grasps a rolled ball or other object with two hands, pushes or rolls objects, bats or swipes at toys	PMP 17-4 Develops Gross Hand-Eye Coordination
19-36 months	
Catches medium- to large-size balls and similar objects by trapping ball against body with straight arms, showing increased ability to visually track objects in space	PMP 17-4 Develops Gross Hand-Eye Coordination
Tosses or throws balls or other objects (e.g., beanbag) with	PMP 17-4 Develops Gross Hand-Eye Coordination

increasing control of direction, aim, and speed	
Strikes a stationary ball or other object with hand or arm (e.g., strikes a ball off of a table with hand), may not follow through or have accurate aim	PMP 17-4 Develops Gross Hand-Eye Coordination
Kicks with increased control and range of movement, progressing from kicking a stationary ball from a standing position to stepping or running up to it	PMP 17-4 Develops Gross Hand-Eye Coordination

PH2. FINE MOTOR	
PH2.1 Demonstrates fine-motor strength, control, and coordination	
Birth-18 months	
Uses hand-eye coordination to reach for, touch, and explore properties of objects	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Grasps objects with increasing skill, adjusting grasp to match task (e.g., uses index finger and thumb [pincer grasp] to pick up pieces of cereal, uses whole hands to bang two blocks together)	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
19-36 months	
Uses hand-eye coordination to complete tasks (e.g., turning pages and pointing to pictures in books, turning knobs and unscrewing lids), though may lack precision in some actions (e.g., spills water when pouring)	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Handles medium-size blocks, puzzle pieces, and manipulatives (e.g., works on three- to four-piece puzzles, puts together large connecting blocks or linking toys, strings large beads)	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Manipulates a variety of fasteners with increasing skill, such as buttons, zippers, laces, and buckles	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills

PH2. FINE MOTOR	
PH2.2 Adjusts grasp and coordinates movements to use tools	
Birth-8 months	
Typical development of these skills tends to emerge after 8 months. However, foundations of this learning goal are built through: • PH2.1 Demonstrates fine motor strength, control, and coordination.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
9-36 months	
Scoops food with spoon with increasing control.*	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Holds large writing and drawing tools (e.g., crayons, sidewalk chalk) to make spontaneous dots and scribbles, progressing from whole hand grip to approximate thumb-and-finger grip (may still move whole arm to make marks)	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
19-36 months	
Uses eating utensils with increasing competence, including spearing food with a fork and cutting food with a butter knife*	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Snips paper with child safety scissors with increasing ability to make changes in the direction of cutting to cut out simple shapes like circles (though may not be perfectly round)	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Adjusts grasp to use different tools for different purposes (e.g., digs with shovel in sandbox, uses turkey baster at water table, scoops flour during food experiences) and uses increasingly complex tools such as stapler, hole punch, tape dispenser	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills

*Children may show variation in these skills based on whether early self-help skills are expected and taught in their family and culture and use of utensils may vary across cultures

PH3. HEALTH AND WELL-BEING	
PH3.1 Demonstrates interest in engaging in healthy eating habits and making nutritious food choices	
Birth-36 months	
Communicates to adults when hungry, thirsty, or has had enough to eat through actions (e.g., infant turns away from breast or bottle when full, crying when hungry) and later in this age range by using words or signs	PMP 19-1 Develops Meal Time Independence
9-36 months	
Shows a willingness to taste new foods (e.g., will take at least one bite of a new food, though may need to be offered several times) and expresses preferences about foods	PMP 19-1 Develops Meal Time Independence
19-36 months	
Engages in basic cooking tasks during food experiences or in dramatic play scenarios (e.g., stirring ingredients in a bowl; setting plates out for snack; cutting with a plastic knife; scooping and measuring, spreading, sprinkling or mashing)	PMP 20-1 Learns About Nutrition
Names an increasing variety of foods, begins to ask questions about where food comes from, and later makes connections among food items (e.g., calls an apple and a pear "fruit"; after working in the garden, notices that carrots and potatoes both grow in the ground)	PMP 20-1 Learns About Nutrition

PH3. HEALTH AND WELL-BEING	
PH3.2 Shows awareness of safe behavior	
Birth-18 months	
Uses sensory information and cues from caregivers to assess safety of environment (e.g., startles at a loud noise, looks to caregiver when approached by an unfamiliar adult, shows awareness of steep drop-offs when crawling or walking)	PMP 20-2 Learns Safety Rules

9-36 months	
Stops unsafe behavior when prompted by an adult, though often needs additional support and redirection (e.g., when distracted or caught up in emotion)	PMP 20-2 Learns Safety Rules
19-36 months	
Follows basic safety rules, practices, and routines with adult guidance and support (e.g., holds on to rope with knots or loops when moving with group from indoors to outdoors, keeps a safe distance from the swings when reminded)	PMP 20-2 Learns Safety Rules

PH3. HEALTH AND WELL-BEING	
PH3.3 Engages in a variety of developmentally appropriate physical activities	
Birth-8 months	
Participates in simple physical play with an adult (e.g., flexes legs while lying down as adult gently pushes feet back and forth, plays patty cake)	PMP 17-2 Develops Lower Body Strength
9-36 months	
Shows interest and enjoyment in physical activity, movement games, and dances*	PMP 17-2 Develops Lower Body Strength
19-36 months	
Sustains physical activity (e.g., games, dances, running, other movement activities) for increasing periods of time without tiring*	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times

*The National Association of Sport and Physical Education recommends that toddlers and preschoolers should engage in at least 60 minutes total (and up to several hours) of unstructured free play physical activity each day and should not be sedentary for more than 60 minutes at a time except when sleeping. In addition, preschoolers should engage in at least 60 minutes of structured play (physical activity in which an adult is providing activities, instruction, and feedback to help with skill development).

PH3. HEALTH AND WELL-BEING	
PH3.4 Takes appropriate actions to meet basic needs*	
Birth-18 months	
Indicates needs and wants using gestures, body language, vocalizations, and later words (e.g., cries when tired; signs or points to food when wanting more; reaches for adult to be held or hugged)	PMP 19-2 Develops Self-Care Skills
Anticipates and cooperates during daily care routines (e.g., opens mouth when food is offered, raises legs when diaper is changed)	PMP 19-2 Develops Self-Care Skills
9-36 months	
Participates in personal hygiene and self-care routines with adult assistance (e.g., holds hands under faucet and waits for adult to turn it on, holds toothbrush with adult while brushing, sits on toilet with help, pulls off own socks)	PMP 19-2 Develops Self-Care Skills
19-36 months	
Communicates with increasing specificity and detail to get needs met (e.g., says "My tummy hurts," "I need help reaching my toothbrush") and later may communicate about specific health needs (e.g., "I can't have peanuts because they make me sick")	PMP 19-2 Develops Self-Care Skills
Shows increasing responsibility for personal self-care routines (e.g., handwashing, toothbrushing, toileting, dressing and undressing) with some support from adults	PMP 19-2 Develops Self-Care Skills
Engages in health habits (e.g., blows nose, throws away tissue, and washes hands; covers mouth with arm when coughing and washes hands, uses drinking fountain without touching spout with mouth) with decreasing need for adult support, guidance, and modeling	PMP 19-2 Develops Self-Care Skills

*Children may show variation in these skills based on whether early self-help skills are expected and taught in their family and culture.

LD1. RECEPTIVE LANGUAGE	
LD1.1 Understands and responds to language (in child's home language)*	
Birth-8 months	
Responds to noises and voices in the environment (e.g., startles or cries at unexpected sounds; smiles or coos when "parentese*" is used)	LC 7-1 Develops Receptive Communication
Shows excitement at familiar words such as "mommy," "bottle," or "bebé" (baby in Spanish)	LC 7-1 Develops Receptive Communication
Engages in reciprocal face-to-face interactions and responds to adults through gestures, looking in a specific direction, or vocalizations	LC 7-1 Develops Receptive Communication
9-18 months	
Follows simple one- or two-word requests like "Wave bye-bye" with decreasing need for adult gestures	LC 7-1 Develops Receptive Communication
9-36 months	
Attends to familiar objects or people that have been named and understands the meaning of an increasing number of simple words, especially objects encountered in everyday life	LC 7-1 Develops Receptive Communication
19-36 months	
Identifies (e.g., points to) people, animals, and objects when prompted (e.g., points to a cow in a book when adult asks "Where's the cow?")	LC 7-1 Develops Receptive Communication
Follows one- or two-step directions that involve familiar experiences or objects (e.g., "Pick up the ball and roll it to me," or "Dame la mano" ["Give me your hand" in Spanish for dual language learners])	LC 7-1 Develops Receptive Communication

*A child's home language can include any language that the child is primarily exposed to at home, including languages such as Spanish, Marshallese, American Sign Language, etc. *Parentese = Commonly referred to as a "baby talk," and sometimes referred to as "motherese," it is a form of speaking used by adults in most cultures when speaking with very young children. When adults speak in parentese, they use real words but at a higher pitch, elongating words, and using longer pauses between words (e.g., "Wheeeeeere's baby? Heeeere you are!")

*Symbolic context = environments other than the one that the child experiences in everyday life including those that are in books and created during dramatic play

LD2. EXPRESSIVE LANGUAGE	
LD2.1 Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language)*	
Birth-8 months	
Experiments with making sounds (e.g., babbling), often repeating consonant sounds (e.g., da da and ba ba)	LC 7-2 Develops Expressive Communication
Uses vocalizations (e.g., cooing) and gestures to communicate needs, interests, and emotions	LC 7-2 Develops Expressive Communication
9-18 months	
Begins to say a number of simple words (e.g., "nana," "go," "hi," and "leche" [milk in Spanish for dual language learners])	LC 7-2 Develops Expressive Communication
May combine two words to express a want or interest (e.g. says "go side" when wanting to go outside)	LC 7-2 Develops Expressive Communication
Uses a small number of real and made-up words that can be understood by familiar adults who speak the same language	LC 7-2 Develops Expressive Communication
19-36 months	
Begins to use two- and threesyllable words and names specific people, animals, and toys	LC 7-2 Develops Expressive Communication
Begins to use plurals, past tense, subject-verb agreement, and the possessive form* although often incorrectly (e.g., "Mommy goed work")	LC 7-2 Develops Expressive Communication
Increasingly combines simple words into sentence-like structures (e.g., "Me milk please") and when older, sentences (e.g., "Let's go to Grammy's house!" or "Léeme un cuento" ["Read me a story" in Spanish for dual language learners])	LC 7-2 Develops Expressive Communication
Speaks or signs clearly enough most of the time that unfamiliar adults who speak the same language can understand; still mispronounces many words (e.g., says "buhshgetti" for spaghetti)	LC 7-2 Develops Expressive Communication

*A child’s home language can include any language that the child is primarily exposed to at home, including languages such as Spanish, Marshallese, American Sign Language, etc. *Possessive form = words that are used for showing possession like “mine,” “yours,” “hers,” and “theirs.” *Phrase = a group of words that do not express a complete thought (e.g., ‘the car’ and ‘is going fast’ are both phrases in the sentence ‘The car is going fast’)

LD3. COMMUNICATION SKILLS	
LD3.1 Communicates using social and conversational rules	
Birth-8 months	
Uses eye contact, facial expressions, gestures, and sounds to engage in turntaking “conversations” with adults	LC 7-6 Learns Conversations Structure
9-18 months	
Initiates interaction or “conversation” with adults by pointing at objects, speaking or signing a word, sharing a toy, or calling attention to an object or person	LC 7-6 Learns Conversations Structure
Shows joint attention* by shifting gaze to where an adult is looking or gesturing (e.g., looks at an object an adult is pointing to and looking at) and when older, initiates bids for joint attention (e.g., holds up a toy and looks at it, looks at adult for eye contact, then returns gaze to toy)	LC 7-6 Learns Conversations Structure
19-36 months	
Engages in brief back-and-forth conversations, often repeating or imitating words, tone, and actions of adults	LC 7-6 Learns Conversations Structure
Begins to use polite forms of communication by saying “please,” “thank you,” and “excuse me” with modeling	LC 7-6 Learns Conversations Structure

*Joint attention = the shared focus on an object by two individuals **Conversational exchanges = Each exchange is a “turn” taken by someone participating in a conversation. Here is an example of a conversation with five conversational turns: (1) Child: “Look at the castle I made!” (2) Teacher: That’s a big castle! Who lives there? (3) Child: Only cats. One hundred cats live in the castle. (4) Teacher: One hundred cats. I wonder what they all eat. (5) Child: There’s a cook that makes them fish and chicken cookies every day. ***Social rules of language = making eye contact while speaking, taking turns in conversation, keeping an appropriate distance from the conversational partner, speaking with appropriate voice volume for the context, etc. It should be noted that conversational rules can vary by culture. For example, in some cultures, it is not appropriate to make eye contact during conversation. Cultural norms regarding volume of speech and physical proximity and contact between conversational partners may also vary.

LD4. ENGLISH LANGUAGE DEVELOPMENT	
LD4.1 Demonstrates Progress in Attending to, Understanding, and Responding to English	
Early-Stage English Language Development*	
Pays attention to and observes other children and adults as English is spoken	LC 7-1 Develops Receptive Communication
Attends to English in small- and large-group activities, such as circle time, storybook reading, etc.	LC 7-1 Develops Receptive Communication
Imitates behaviors of other children to get the same result (e.g. sees child make the sign for “me too” in sign language and makes the same sign)	LC 7-2 Develops Expressive Communication
Early to Mid-Stage English Language Development	
Responds to simple, commonly used words and phrases when accompanied by gestures and other supports	LC 7-1 Develops Receptive Communication
Mid-Stage English Language Development	
Demonstrates an understanding of English words related to basic concepts (e.g., colors, some animal classifications, foods, etc.)	LC 7-4 Expands Vocabulary
Responds appropriately to requests in English that involve one-step directions (e.g., “clean up”) when personally directed by others (these requests may occur with or without contextual cues)	LC 7-1 Develops Receptive Communication
Mid to Late-Stage English Language Development	
Responds to words, phrases, and directions in English when they are not accompanied by gestures or other visual aids	LC 7-1 Develops Receptive Communication
Late-Stage English Language Development	
Demonstrates an understanding of a larger set of words in English (for objects and actions, personal	LC 7-4 Expands Vocabulary

pronouns, and possessives) in both real and pretend activities	
Demonstrates an understanding of words in English related to more advanced concepts (e.g., abstract emotions and ideas)	LC 7-4 Expands Vocabulary
Follows directions that involve a one- or two-step sequence, relying less on contextual cues	LC 7-1 Develops Receptive Communication
Early, Mid and Late English Language Development	
Continues to make developmentally appropriate progress in receptive language skills in home language, including increasing ability to comprehend and respond to directions in home language	LC 7-1 Develops Receptive Communication

*Unlike the other developmental progressions outlined for other learning goals, English Language Development is not dependent on a child's age, but on a child's exposure to English. For example, a four year old who has recently immigrated to the United State is likely to have less command of the English language than a three-year-old who immigrated when he or she was one. As such, the progression of English Language Development is defined by stages of development rather than by what should occur within a certain age range.

LD4. ENGLISH LANGUAGE DEVELOPMENT	
LD4.2 Demonstrates progress in speaking and expressing self in English	
Early-Stage English Language Development*	
Relies on nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others	LC 7-2 Develops Expressive Communication
Repeats sounds and words in English	LC 7-2 Develops Expressive Communication
Mid-Stage English Language Development	
Combines nonverbal with some verbal communication to be understood by others	LC 7-2 Develops Expressive Communication
Engages in codeswitching* during conversations	LC 7-2 Develops Expressive Communication
Uses telegraphic speech**	LC 7-2 Develops Expressive Communication

Uses formulaic speech (expressions that are learned whole, e.g., “I don’t know”)	LC 7-2 Develops Expressive Communication
Uses English vocabulary that mainly consists of concrete nouns and some verbs and pronouns	LC 7-5 Expands Grammar and Pronunciation
Converses with others in English using two or three words at a time but switches back and forth between English and their home language	LC 7-2 Develops Expressive Communication
Uses some English grammatical markers (e.g., “-ing” or the plural-forming “-s”) and applies at times the rules of grammar of the home language to English	LC 7-5 Expands Grammar and Pronunciation
Uses “what” and “why” questions in English, sometimes with errors	LC 7-2 Develops Expressive Communication
Late-Stage English Language Development	
Demonstrates increasing reliance on verbal communication in English to be understood by others while still making some mistakes	LC 7-4 Expands Vocabulary
Uses new English vocabulary to share knowledge of concepts, including conversational and academic vocabulary	LC 7-6 Learns Conversation Structure
Sustains a conversation in English with increasingly complex syntax, adding conjunctions, adjectives, adverbs, subject-verb-object patterns, and other more advanced elements of English sentence construction	LC 7-6 Learns Conversation Structure
Expands use of different forms of grammar in English (e.g., plurals; possessive pronouns; simple past-tense verbs), sometimes with errors	LC 7-5 Expands Grammar and Pronunciation
Uses “what,” “why,” “how,” “when,” and “where” questions in more complete forms in English, sometimes with mistakes	LC 7-2 Develops Expressive Communication
Early, Mid and Late English Language Development	
Uses age-appropriate vocabulary and grammar in the home language	LC 7-5 Expands Grammar and Pronunciation

Listens to and converses in age appropriate way in home language	LC 7-6 Learns Conversation Structure
Asks a variety of age-appropriate questions (e.g., “what,” “why,” “how,” “when,” and “where”) in home language	LC 7-2 Develops Expressive Communication

* Codeswitching = the act of switching back and forth between English and the child’s home language. Children often insert a home language word into an English sentence to get the point across when they don’t know the word in English. **Telegraphic speech = two-word phrases rather than full sentences, such as “want food”

EL1. ENGAGEMENT IN LITERACY EXPERIENCES AND UNDERSTANDING OF STORIES AND BOOKS	
EL1.1 Shows interest in literacy experiences	
Birth-18 months	
Demonstrates listening by becoming quiet or shows pleasure when listening to a familiar story, rhyme, or song	LK 8-1 Develops Early Literacy
19-36 months	
Participates in and actively seeks out a variety of literacy experiences such as telling and listening to stories, singing and saying rhymes, engaging with writing materials, and incorporating books or other print into play	LK 8-1 Develops Early Literacy

EL1. ENGAGEMENT IN LITERACY EXPERIENCES AND UNDERSTANDING OF STORIES AND BOOKS	
EL1.2 Engages in read-alouds and conversations about books and stories	
Birth-8 months	
Attends to caregiver’s voice when being held and read to	LK 8-1 Develops Early Literacy
9-36 months	
Actively participates in book reading experiences by pointing to pictures,	LK 8-1 Develops Early Literacy

turning pages, and making sounds or simple comments	
19-36 months	
Shows comprehension by making comments, asking and answering questions, and responding to prompts during book reading experiences	LK 8-1 Develops Early Literacy
Pretends to read, describing what is happening and using some language from the book with pictures as cues	LK 8-1 Develops Early Literacy
Retells stories (e.g., favorite book, personal experience) with increasing use of proper sequence and inclusion of major story elements in their narratives such as main characters, setting, story problems, and cause-and-effect relationships	LK 8-1 Develops Early Literacy

Informational text = type of non-fiction that uses both text and illustrations to convey meaning about the natural and social world, provide facts, and explain processes. Illustrations in these texts are realistic and can include photographs, diagrams, charts, graphs, labels and captions.

EL2. PHONOLOGICAL AWARENESS	
EL2.1 Notices and manipulates the sounds of language	
Birth-18 months	
Shows increasing awareness of and interest in the sounds of spoken language by focusing on the speaker	LC 7-3 Develops Phonemic Awareness
Experiments with the sounds of language	LC 7-3 Develops Phonemic Awareness
9-36 months	
Joins in and repeats songs, fingerplays, and poems with rhyming or alliterative phrases (words with same initial sound)	LC 7-3 Develops Phonemic Awareness
19-36 months	
Fills in the missing rhyming word of a song, fingerplay, or story and can generate rhyming words spontaneously (real or nonsense words)	LC 7-3 Develops Phonemic Awareness

*Children learn to manipulate units of language (e.g., words within compound words, syllables) in different ways, progressing from easier to more difficult manipulation tasks (in an overlapping sequence rather than by mastering

one level before the next): **Identifying** = e.g., counts or claps syllables in classmates' names **Blending** = e.g., says lavaplatos (dishwasher in Spanish) when asked what word you get when you put lava (wash) and platos (dishes) together; puts together com-pu-ter and says computer **Segmenting** = e.g., finds pictures of a cama (bed in Spanish) and a león (lion in Spanish) when asked what two words make camaleon (chameleon in Spanish); says pen- and -cil when asked to take apart the word pencil **Deleting** = e.g., points to picture of a cup when asked "What's cupcake without cake?"; says no when asked, "What's mono (monkey in Spanish) without mo-?"

EL3. KNOWLEDGE AND USE OF BOOKS, PRINT, AND LETTERS	
EL3.1 Responds to features of books and print	
Birth-18 months	
Explores books with all senses (e.g., sight, touch, even taste)	LKS 8-1 Develops Early Literacy
19-36 months	
Shows beginning book handling skills (e.g., holds books right-side-up, turns pages one at a time from front-to-back) with adult support	LKS 8-1 Develops Early Literacy

EL3. KNOWLEDGE AND USE OF BOOKS, PRINT, AND LETTERS	
EL3.2 Shows knowledge of the shapes, names, and sounds of letters	
Birth-18 months	
Typical development of these skills tends to emerge after 18 months. However, foundations of this learning goal are built through: • EL1.1 Shows interest in literacy experiences • EL2.1 Notices and manipulates the sounds of language • EL3.1 Responds to features of books and print	LKS 8-2 Develops Alphabetic Knowledge
19-36 months	
Shows interest in letters by singing the alphabet song, playing with alphabet blocks, looking at alphabet books, etc.	LKS 8-2 Develops Alphabetic Knowledge
Attends to and recognizes simple environmental print (e.g., recognizes stop sign or Walmart® or Lego® logos, although may not say letters)	LKS 8-2 Develops Alphabetic Knowledge

*When learning letter names, children tend to learn uppercase letters before lowercase. When they learn lowercase, they most quickly learn names of letters they already know in the uppercase. Children also learn the

letters in their own name more quickly than other letters. Children have an easier time learning the sounds for letters when the letter name provides a “clue” to the sound. For example, learning that the letter B (“bee”) makes the sound /b/ is easier than learning that F (“eff”) makes the sound /f/. Children also have more difficulty with letter–sound connections for letters that represent more than one sound (e.g., the letter C can make the /s/ sound as in city as well as the /k/ sound as in cat.

EL3. KNOWLEDGE AND USE OF BOOKS, PRINT, AND LETTERS	
EL3.3 Demonstrates emergent writing skills	
Birth-8 months	
Typical development of these skills tends to emerge after 8 months. However, foundations of this learning goal are built through: • EL1.1 Shows interest in literacy experiences • EL2.1 Notices and manipulates the sounds of language • EL3.1 Responds to features of books and print • PH2.1 Demonstrates fine motor strength, control, and coordination	LKS 9-1 Develops Emergent Writing
9-36 months	
Explores writing tools and movements, making scribble marks with increasing control	LKS 9-1 Develops Emergent Writing
19-36 months	
Shows increasing understanding that writing carries a message and uses scribbles, letter-like shapes, or letters to represent words or ideas	LKS 9-1 Develops Emergent Writing

MT1. NUMBER CONCEPTS AND OPERATIONS	
MT1.1 Demonstrates number sense and an understanding of quantity	
Birth-8 months	
Attends to quantity while playing with objects (e.g., reaches or looks for more than one object)	CM 10-1 Begins Counting
9-18 months	
Places objects in one-to-one correspondence; later in this age period, begins to use the words more, “less,” or “the same	CM 10-1 Begins Counting

Shows early one-to-one correspondence* when supported by context (e.g., places one plastic egg in each indentation in a muffin tin)	CM 10-1 Begins Counting
9-36 months	
Knows some number names (e.g., joins in counting songs, says or gestures “two” when asked age), and later in this age range says or signs more number words in sequence with occasional errors (e.g., says “one, two, three, five”)	CM 10-1 Begins Counting
19-36 months	
Visually determines (without counting) which group of objects has more or less for groups of five or fewer objects (e.g., chooses a group that has more of a preferred item; indicates which group of crackers has more when prompted)	CM 10-1 Begins Counting
Shows increasing ability to count objects using one number for each object (one-to-one correspondence) and with increasing consistency uses the last number counted to represent how many objects are in a group (cardinality)	CM 10-1 Begins Counting
Instantly recognizes without counting (subitizes) the number of objects in sets of one to three objects	CM 10-1 Begins Counting

One-to-one correspondence: matching each item in a set to one—and only one—item in another set or, in counting, matching one number word to each object in a set being counted.

MT1. NUMBER CONCEPTS AND OPERATIONS	
MT1.2 Explores combining and separating groups (numerical operations)	
Birth-8 months	
Typical development of these skills tends to emerge after 8 months. However, foundations of this learning goal are built through: • MT1.1 Demonstrates number sense and an understanding of quantity	CM 11-1 Learns Measurement and Quantities

9-36 months	
Shows increasing understanding of changes in quantity by using and responding to phrases like “more,” “less,” and “all gone” and later in this age range “one fewer” and “one more” (e.g., when prompted, child hands peer one more block)	CM 11-1 Learns Measurement and Quantities
With increasing independence creates larger and smaller groups of objects (e.g., placing and removing rings on a vertical peg) and later in this age range adds and subtracts with sets of objects smaller than three with adult support (e.g., “subtracts” from a group of three toys by offering one to an adult, then pointing to the remaining toys and communicating “Two”)	CM 11-1 Learns Measurement and Quantities

MT2. ALGEBRAIC THINKING	
MT2.1 Uses classification and patterning skills	
Birth-18 months	
Explores the characteristics of objects through various means (e.g., banging, mouthing, dropping) and shows different responses to familiar and unfamiliar people and situations	CS 13-1 Explores Objects
Enjoys and anticipates repetition in activities and daily routines (e.g., smiles in anticipation of adult revealing face during peeka-boo; makes vocalizations upon hearing a familiar song that is sung each time they are diapered)	CS 13-1 Explores Objects
9-36 months	
Forms groups of like objects based on broad categories (e.g., puts toy cars in one pile and toy animals in another) and later in this age range, child can name the attribute used in sorting	CS 13-1 Explores Objects
Repeats certain action sequences intuitively (e.g., fills up and dumps out	CS 13-1 Explores Objects

container repeatedly) and joins in or copies simple patterns (e.g., does stomp-clap-stomp-clap movements during a song with modeling and support) Later in this age range, shows recognition of simple ABAB patterns (e.g., points to stripes on a shirt and communicates, “Black, white, black, white.”)	
19-36 months	
Sorts objects based on a single, simple characteristic (e.g., color, shape, size) with increasing ability to sort into more than two categories (e.g., making three color groups instead of two color groups)	CS 13-2 Classifies or Sorts Objects

*Simple patterns include ABAB format (e.g., cat, cow, cat, cow) and AAB or ABB patterns (ABB Pattern: red, blue, blue, red, blue, blue). It is important when presenting patterns to children that the pattern unit be repeated twice to establish the pattern (e.g., AAB pattern: square, square, circle, square, square, circle).

MT3. MEASUREMENT AND COMPARISON	
MT3.1 Participates in exploratory measurement activities and compares objects	
Birth-8 months	
Explores the size and shape of objects in various ways (e.g., grasping, mouthing, banging, dropping)	CS 13-1 Explores Objects
9-36 months	
Investigates properties of objects and materials (e.g., volume, relative size) through exploration and play (e.g., tries to squeeze large object into smaller container, pours liquid from one container to another); later in this age range labels some attributes of objects (e.g., recognizes length by communicating “I’m tall”)	CM 11-1 Learns Measurements and Quantities
Uses descriptive words or signs of increasing complexity including “big,” “little,” “hot,” “cold,” and makes simple comparisons (e.g., indicates which ball is bigger, correctly)	CM 11-1 Learns Measurements and Quantities

compares collections that are quite - different in size)	
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MT4. GEOMETRY AND SPATIAL SENSE	
MT4.1 Explores and describes shapes and spatial relationships*	
Birth-8 months	
Explores the size and shape of objects in various ways (e.g., grasping, mouthing, banging, dropping)	CS 13-1 Explores Objects
Birth-18 months	
Explores how objects move (e.g., tracking objects with eyes and head, pushing cars down a ramp) and their own spatial sense (e.g., rolling over, bumping into things, trying to sit on chair that is too small)	CS 12-2 Develops Spatial Awareness
9-36 months	
Matches and sorts familiar shapes with increasing ability to do so with shapes of different sizes or orientations (e.g., puts small square and large square together; picks up triangle block to put in shape sorter even if block is rotated at a different orientation, e.g., ^ and >)	CS 12-1 Learns Shapes & Sizes
Responds to and uses basic spatial directions (e.g., “reach up,” “slide down”) and simple prepositions (e.g., on, in, under, up), especially when accompanied by gestures	CS 12-2 Develops Spatial Awareness

Spatial relationships = the positions of objects in space and how objects are oriented in relation to one another (e.g., whether something is over, under, beside, or on another object)

ST1. SCIENTIFIC PRACTICES	
ST1.1 Engages in the scientific process to collect, analyze, and communicate information	
Birth-18 months	
Explores and manipulates objects using multiple senses (e.g. touch, taste, sight, smell, sound)	CS 13-1 Explores Objects

Recognizes ability to make things happen (e.g., hits or kicks an object and it moves) and intentionally repeats actions to observe the reaction (e.g., bangs block on floor repeatedly to hear the sound it makes; flips switches on and off; splashes hands in water to see toys move)	CS 14-2 Makes Predictions
19-36 months	
Asks questions, makes observations, and predictions about the world around them with adult support (e.g., "Where snow go?"; describes texture of fabrics as soft, scratchy, or bumpy when prompted; predicts that apples will be served for snack)	CS 14-2 Makes Predictions
Explores cause-and-effect relationships by varying actions to change the reaction (e.g., mixes red paint with blue paint, then mixes red paint with green paint; changes the size and/or orientation of blocks used when attempting to build a tall structure that doesn't fall down)	CS 14-2 Makes Predictions

ST2. KNOWLEDGE OF SCIENCE CONCEPTS	
ST2.1 Demonstrates knowledge of core science ideas and concepts	
Birth-18 months	
Shows beginning awareness of parts of own body and how to use them to interact with the world in specific ways (e.g., using hands to pick up things; later in this age range leans ear closer to window when adult says, "Listen! Can you hear that outside?")	CS 14-4 Draws Conclusions and Sorts Results
Explores characteristics of different animals, materials, and objects (e.g., explores different textures in touch-and-feel books; touches mouth of caregiver who is singing to see where sound is coming from)	CS 14-4 Draws Conclusions and Sorts Results

Anticipates familiar routines and activities (e.g., mealtimes) and notices changes in the environment (e.g., later in this age range points to a piece of furniture that has been moved)	CS 14-4 Draws Conclusions and Sorts Results
19-36 months	
Identifies parts of a whole (e.g., labels parts of a toy car such as door, wheel, headlight) and with adult support can describe their basic functions	CS 14-4 Draws Conclusions and Sorts Results
Observes and describes basic features and functions of living things, objects, and materials (e.g., talks about body parts and their uses; describes attributes of materials related to their function by using words like strong, squishy, round, soft; communicates, "Windows are clear so we can see through them")	CS 14-4 Draws Conclusions and Sorts Results
Describes changes in the environment with adult support (e.g., talks about weather conditions such as rain, snow, and wind; notices clouds changing shape and moving across the sky)	CS 14-4 Draws Conclusions and Sorts Results

ST3. KNOWLEDGE OF SCIENCE CONTENT	
ST3.1 Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials	
Birth-36 months	
Responds to and explores characteristics of living things (e.g., Observes with interest fish swimming in a bowl or aquarium; points and squeals when sees a dog; runs hand over bark of a tree; later in this age range, chases or follows a butterfly, ladybug, or bird)	CS 15-1 Explores the Natural Environment

Shows interest in the natural world (e.g., closes eyes and tilts head up to feel breeze on face; touches flowers and plants; investigates natural materials such as water, dirt, and leaves)	CS 15-1 Explores the Natural Environment
Actively explores and experiments with the physical properties of objects and materials (e.g., combines different substances such as water and dirt; stacks and knocks down towers; bounces balls; explores fabrics with different textures)	CS 15-1 Explores the Natural Environment
9-36 months	
Helps care for the environment (e.g., throws away a used paper towel; participates in some way in clean-up time)	CS 15-2 Develops an Understanding of and Care for the Natural World

ST3. KNOWLEDGE OF SCIENCE CONTENT	
ST3.2 Uses tools and engineering practices to explore and solve problems	
Birth-8 months	
Uses body parts as tools to obtain a result (e.g., reaches out and grasps a rattle)	CS 14-1 Solves Problems
9-36 months	
Uses own body, other people, or objects to make something happen (e.g., pulls an adult's hand and guides it to push a button on a toy; later in this age range uses an object to reach something under a chair)	CS 14-1 Solves Problems
19-36 months	
Explores and later in this age range identifies simple machines such as ramps, gears, wheels, pulleys, and levers through play experiences (e.g., plays with ramps and vehicles in the block area; uses pulleys in the sand table; explores manipulative toys that use gears)	CS 14-1 Solves Problems

Explores principles such as stability and balance (e.g., building block structure) and force and motion (e.g., rolling a car down a ramp)	CS 14-1 Solves Problems
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***Engineering Practice** = the application of scientific principles to determine criteria for a successful solution to a problem and identify constraints.

ST3. KNOWLEDGE OF SCIENCE CONTENT	
ST3.3 Engages in developmentally appropriate interactions with technology* and media that support creativity, exploration, and play	
Birth-8 months	
Typical development of these skills tends to emerge after 8 months. However, foundations of this learning goal are built through: • CD1.1 Shows curiosity and a willingness to try new things	
9-36 months	
Explores and uses simple tools (e.g., spoons, hairbrushes, crayons) and later in this age range common devices such as sinks and toilets	CS 13-3 Learns Using Technology
19-36 months	
Incorporates technology tools into their pretend play (e.g., pretends to call someone on a toy phone, uses a keyboard in the “office” prop box to pretend to write someone a letter	CS 13-3 Learns Using Technology

*Arkansas’s child care licensing requirements prohibit the use of television, DVDs, video cassettes and computer/video games and other screen time activities for children younger than two years of age. New recommendations published in the fall of 2015 by the American Academy of Pediatrics (AAP) reinforce this regulation and suggest that optimal educational media opportunities begin after age 2. The guidance discourages the use of screen media for children under the age of 2 as neuroscience suggests that very young children learn best through two-way, social, and language-rich interactions. However, the AAP guidance does acknowledge some appropriate uses of technology for infants and toddlers such as viewing digital photos, participating in Skype interactions with loved ones, co-viewing e-books, and engaging with some interactive apps.¹ **Children’s proficiency using technology tools will differ in large part due to varying amounts of exposure and modeling they receive in their home environment, which may depend on family values and attitudes toward technology as well as access to technology tools and associated resources (e.g., broadband internet connection) 1 Brown, A., Shifrin, D.L., & Hill, D.L. (2015). Beyond “turn it off”: How to advise families on media use. AAP News, 36, 10, 5 55. doi: 10.1542/aapnews.20153610-54

SS1. FAMILY, COMMUNITY, AND CULTURE	
SS1.1 Demonstrates positive connection to family and community	
Birth-18 months	
Typical development of these skills tends to emerge after 18 months. However, foundations of this learning goal are built through: • SE1.1 Forms trusting relationships with nurturing adults • SE1.2 Interacts with peers • SE3.1 Shows awareness of self as unique individual • CD 3.2 Engages in symbolic and abstract thinking	
19-36 months	
Begins to identify as a member of a classroom or group (e.g., “I’m a Ladybug [class name]”) and follows simple rules with adult support	SED 6-3 Cooperates with Peers
Recognizes similarities and differences among individual people and groups of people (e.g., notices when another language is spoken; says “Everyone in my family has brown hair”)	SED 4-1 Develops Awareness of Self
Engages in increasingly complex pretend play acting out family or community roles and events (e.g., pretends to be a “daddy” sweeping the house or feeding the baby; later in this age range, acts out scenes at a restaurant, beauty salon, or doctor’s office)	CCA 21-4 Participates in Dramatic Play

SS2. HISTORY AND GEOGRAPHY	
SS2.1 Shows awareness of sequence and change over time	
Birth-36 months	
Shows anticipation for regularly scheduled daily activities (e.g., when bottle is seen, kicks feet and smiles in anticipation of being fed; later in this age range, moves to the table after handwashing without the caregiver’s instruction	ATL 2-1 Understands Routines

19-36 months	
Understands and, later in this age range, uses increasingly complex time-related words and concepts (e.g., “now/later,” “day/night”, “last time/next time”	ATL 2-1 Understands Routines

SS2. HISTORY AND GEOGRAPHY	
SS2.2 Demonstrates simple geographic knowledge	
Birth-8 months	
Typical development of these skills tends to emerge after 8 months. However, foundations of this learning goal are built through: • MT4.1 Explores and describes shapes and spatial relationships	
9-36 months	
Knows where some favorite toys or foods are stored in familiar places (e.g., home, classroom)	SS 16-3 Explores Geography
19-36 months	
Shows awareness of familiar buildings and landmarks (e.g., home, school, library, grocery store, parks, sculptures or statues, lakes or rivers	SS 16-3 Explores Geography
Understands and uses words indicating relative distances (e.g., near, far, close)	SS 16-3 Explores Geography

CA1. MUSIC AND MOVEMENT	
CA1.1 Explores through listening, singing, creating, and moving to music	
Birth-8 months	
Responds to music by turning head and reacting with body movements	CCA 21-3 Explores Movement and Dance
Uses objects and tools to make sounds (e.g., shakes rattle)	CCA 21-3 Explores Movement and Dance
9-36 months	
Enjoys producing music and other sounds with voice and simple instruments (e.g., explores making	CCA 21-3 Explores Movement and Dance

noises with tambourine, attempts to blow into a whistle or harmonica)	
Moves body in response to rhythms and music (e.g., sways to the sound of music, claps along with song, though may not be on the beat)	CCA 21-3 Explores Movement and Dance
Imitates and begins to demonstrate understanding of fast/slow and loud/soft as they relate to playing music and singing	CCA 21-3 Explores Movement and Dance
Develops preferences for favorite songs and fingerplays (e.g., claps and smiles or communicates "Again! Again!" when a song is finished; requests certain songs or fingerplays be played or sung)	CCA 21-3 Explores Movement and Dance

***Tempo** = how slow or fast a song should be sung or played

***Dynamics** = loudness or softness of a piece of music

***Pitch** = how high or low a note or tone is

CA2. VISUAL ARTS	
CA2.1 Explores, manipulates, creates, and responds to a variety of art media	
Birth-8 months	
Explores textures and other sensory experiences	CCA 21-1 Explores Art Media
Shows interest in gazing at pictures, photographs, and bright and/or contrasting colors	CCA 21-1 Explores Art Media
9-36 months	
Participates in child-initiated visual art activities* and with adult support experiments with a variety of media and materials (e.g. crayons, markers, colored pencils, chalk, paints, collage materials, play dough, clay)	CCA 21-1 Explores Art Media
19-36 months	
Shows increasing range and intentionality in art creations (e.g., draws multiple simple shapes; uses a variety of tools to make different textures in play dough; shows preferences and makes choices about colors)	CCA 21-1 Explores Art Media

Tells about their artistic creations with increasing detail	CCA 21-1 Explores Art Media
Recognizes and states that objects in the environment are beautiful and later in this age range, can articulate why they believe it is beautiful	CCA 21-1 Explores Art Media

***Visual art activities** = a broad category of art activities that include drawing, painting, printmaking, sculpture, graphic art, and other art forms.

***Texture** = the way an object feels to the touch or looks as it may feel if it were touched

CA3. DRAMA	
CA3.1 Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play	
Birth-8 months	
Engages in social play (e.g., peek-a-boo) with adults)	CCA 21-4 Participates in Dramatic Play
9-36 months	
Tries out roles and relationships through imitation and pretend play using real objects (e.g. uses cup to pretend to drink) and later in this age range uses objects to represent other things (e.g. pretends a block is a telephone)	CCA 21-4 Participates in Dramatic Play

***Dialogue** = the interactions both spoken and unspoken (facial expressions) that convey intent, feeling, or thought

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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