

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:
**Colorado Early Learning & Development
Guidelines**



References

Colorado Department of Education. (2012). *Colorado early learning & development guidelines*. CO: Author.
Retrieved from <https://www.cde.state.co.us/early/eldgs>

Domain: Physical Development and Health	
A. Perceptual Development: The developing ability to become aware of the social and physical environment through the senses.	
4-8 Months	
1. Use the senses to explore objects and people in the environment.	CS 13-1 Explores Objects <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
9-18 Months	
1. Use the information received from the senses to change the way they interact with the environment.	CS 13-1 Explores Objects <u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button <u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound
19-36 Months	
1. Quickly and easily combine the information received from the senses to inform the way they interact with the environment.	CS 13-1 Explores Objects <u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration
B. Gross Motor: The developing ability to move the large muscles.	
4-8 Months	
1. Maintain their posture in a sitting position and shift between sitting and other positions.	PMP 17-1 Develops Perception & Balance <u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands
2. Demonstrate control of their head and neck.	PMP 17-1 Develops Perception & Balance <u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands
9-18 Months	
1. Move from one place to another by walking and running with basic control and coordination.	PMP 17-2 Develops Lower Body Strength <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
19-36 Months	
1. Move with ease, coordinating movements, and performing a variety of movements.	PMP 17-5 Develops Large Motor Coordination Skills <u>1-Year Old:</u> Climbs on furniture and crawls up and down stairs unassisted; can easily change body positions <u>2-Year Old:</u> Walks up and down stairs with help; participates in physical activities indoors and outdoors <u>3-Year Old:</u> Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors
C. Fine Motor: The developing ability to move the small muscles.	

4-8 Months	
1. Easily reach for and grasp things.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>4-7 mos:</u> Turns objects in hands; uses hands or feet to make contact with objects or people
2. Use eyes and hands to explore objects actively.	PMP 18-2 Develops Fine Hand-Eye Coordination <u>4-7 mos:</u> Grasps and releases objects from grasp
9-18 Months	
1. Hold small objects in one hand and sometimes use both hands together to manipulate objects.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>8-12 mos:</u> Uses hands for more complex tasks, such as rotating objects, releasing objects, and feeling textures <u>1-Year Old:</u> Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker
19-36 Months	
1. Coordinate the fine movements of the fingers, wrists, and hands to skillfully manipulate a wide range of objects and materials in intricate ways.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>2-Year Old:</u> Uses hands for complex tasks such as building a block tower or removing a lid; works with clay; uses thumbs and fingers to manipulate objects <u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay
2. Use one hand to stabilize an object while manipulating it.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>2-Year Old:</u> Uses hands for complex tasks such as building a block tower or removing a lid; works with clay; uses thumbs and fingers to manipulate objects <u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay
D. Health: Maintenance of healthy growth and participation in physical activity.	
4-8 Months	
1. Maintain growth.	PMP 20-1 Learns about Nutrition <u>4-7 mos:</u> Diet includes some cereals and healthy baby food on an appropriate schedule
2. Engage in physical activity and movement.	PMP 17-2 Develops Lower Body Strength <u>4-7 mos:</u> Explores new body positions; rolls over; crawls; supports weight on legs; kicks at objects
3. Develop sleep routines and cycles.	SS 16-2 Understands Time <u>8-12 mos:</u> Is on a daily schedule that regulates feeding and sleeping
9-18 Months	
1. Demonstrate the stamina and energy to participate in daily activities.	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times <u>1-Year Old:</u> Is able to play for longer periods of time; is graduating off of morning nap
2. Show characteristics of healthy development and maintain growth.	PMP 20-1 Learns about Nutrition <u>8-12 mos:</u> Diet includes healthy, nutritionally balanced solid food on an appropriate schedule <u>1-Year Old:</u> Is on a consistent schedule of three healthy meals per day, and may include a light, nutritious snack
19-36 Months	

1. Participate in physical activity.	<p>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times <u>1-Year Old:</u> Is able to play for longer periods of time; is graduating off of morning nap <u>2-Year Old:</u> No longer needs a morning nap <u>3-Year Old:</u> Is able to play for longer periods of time without needing to rest</p>
2. Begin to practice health and safety behaviors.	<p>PMP 20-1 Learns about Nutrition <u>2-Year Old:</u> Is on a consistent schedule of three healthy meals-per-day, and may include a light, nutritious snack <u>3-Year Old:</u> Is learning the role of food and nutrition in daily routines; tries different kinds of nutritious foods</p>
	<p>PMP 20-2 Learns Safety Rules <u>2-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands safety rules; follows teacher's instructions with assistance <u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted</p>

Domain: Social Development	
A. Interaction with Adults: The developing ability to respond to and engage with adults.	
4-8 Months	
1. Purposefully engage in reciprocal interactions and try to influence the behavior of others.	<p>SED 5-2 Learns from Adults <u>4-7 mos:</u> Participates in reciprocal imitation games; copies adult sounds, movements, or facial expressions</p>
2. Show both interest in and caution toward unfamiliar adults.	<p>SED 5-1 Bonds with Adults <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger</p>
9-18 Months	
1. Participate in routines and games that involve complex back-and-forth interaction.	<p>SED 5-2 Learns from Adults <u>4-7 mos:</u> Participates in reciprocal imitation games; copies adult sounds, movements, or facial expressions <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</p>
2. Follow the gaze of an adult to an object or person.	<p>SED 5-2 Learns from Adults <u>8-12 mos:</u> Mirrors caregiver's non-verbal communication, such as looking where the caregiver is looking or pointing where the caregiver is pointing</p>
3. Check with a familiar adult when uncertain about something or someone.	<p>SED 5-1 Bonds with Adults <u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults <u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort</p>

	when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task
19-36 Months	
1. Interact with adults to solve problems or communicate about experiences or ideas.	SED 5-1 Bonds with Adults <u>2-Year Old:</u> Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems
B. Interaction with Peers: The developing ability to respond to and engage with other children.	
4-8 Months	
1. Show interest in familiar and unfamiliar peers by staring at another child, exploring another child's face and body, or responding to siblings and older peers.	SED 6-2 Bonds with Peers <u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children
9-18 Months	
1. Engage in simple back-and-forth interactions with peers for short periods of time.	SED 6-2 Bonds with Peers <u>8-12 mos:</u> Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play) <u>1-Year Old:</u> Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play)
19-36 Months	
1. Engage in simple cooperative play with peers.	SED 6-3 Cooperates with Peers <u>2-Year Old:</u> Begins to cooperate with others (e.g. shares toys, works toward a common goal, such as building a block tower); is learning to take turns; is learning to use words with peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns
C. Relationships with Peers: The development of relationships with certain peers through interactions over time.	
4-8 Months	
1. Show interest in familiar and unfamiliar children.	SED 6-2 Bonds with Peers <u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children
9-18 Months	
1. Prefer to interact with one or two familiar children in the group and usually engage in the same kind of back-and-forth play when interacting with those children.	SED 6-2 Bonds with Peers <u>8-12 mos:</u> Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play) <u>1-Year Old:</u> Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play)
19-36 Months	

1. Develop friendships with a small number of children and engage in more complex play with those friends than with other peers.	SED 6-2 Bonds with Peers <u>2-Year Old:</u> Enjoys being with other children; joins group play with other children; knows some names of peers <u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend
D. Empathy: The developing ability to share in the emotional experiences of others.	
4-8 Months	
1. Demonstrate awareness of others' feelings by reacting to their emotional expressions.	SED 6-1 Builds Empathy <u>4-7 mos:</u> Shows interest in the emotions of others; may copy others (e.g., crying when another child cries)
9-18 Months	
1. Change their behavior in response to the feelings of others even though their actions may not always make the other person feel better.	SED 6-1 Builds Empathy <u>8-12 mos:</u> Responds to the emotions of others; may share emotional reactions (e.g., smiling when an adult smiles) <u>1-Year Old:</u> Observes emotions of others; may respond to another's preferences, such as offering different objects until one is accepted
2. Show an increased understanding of the reason for another's distress and may become distressed by the other's distress.	SED 6-1 Builds Empathy <u>8-12 mos:</u> Responds to the emotions of others; may share emotional reactions (e.g., smiling when an adult smiles) <u>1-Year Old:</u> Observes emotions of others; may respond to another's preferences, such as offering different objects until one is accepted
19-36 Months	
1. Understand that other people have feelings that are different from their own.	SED 6-1 Builds Empathy <u>2-Year Old:</u> Begins to care for the feelings and needs of others <u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress
2. Sometimes respond to another's distress in a way that might make that person feel better.	SED 6-1 Builds Empathy <u>2-Year Old:</u> Begins to care for the feelings and needs of others <u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress
E. Social Understanding: The developing understanding of the responses, communication, emotional expressions, and actions of other people.	
4-8 Months	
1. Know what to expect from familiar people.	SED 5-1 Bonds with Adults <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger
2. Understand what to do to get another's attention.	SED 3-1 Expresses Emotion <u>4-7 mos:</u> Becomes more assertive in conveying likes and dislikes
3. Engage in back-and-forth interactions with others.	SED 5-2 Learns from Adults <u>4-7 mos:</u> Participates in reciprocal imitation games; copies adult sounds, movements, or facial expressions
4. Imitate the simple actions or facial expressions of others.	SED 5-2 Learns from Adults <u>1-3 mos:</u> Imitates some facial expressions

	4-7 mos: Participates in reciprocal imitation games; copies adult sounds, movements, or facial expressions
9-18 Months	
1. Know how to get adults to respond in a specific way through gestures, vocalizations, and shared attention.	SED 5-1 Bonds with Adults 8-12 mos: 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 1-Year Old: 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
2. Use another's emotional expressions to guide their own responses to unfamiliar events.	SED 6-1 Builds Empathy 8-12 mos: Responds to the emotions of others; may share emotional reactions (e.g., smiling when an adult smiles) 1-Year Old: Observes emotions of others; may respond to another's preferences, such as offering different objects until one is accepted
3. Learn more complex behavior through imitation.	SED 5-2 Learns from Adults 8-12 mos: Mirrors caregiver's non-verbal communication, such as looking where the caregiver is looking or pointing where the caregiver is pointing 1-Year Old: Demonstrates interest in adult behavior, such as by saying "hello" and "goodbye" when coming and going
4. Engage in more complex social interactions and have developed expectations for a greater number of familiar people.	SED 6-2 Bonds with Peers 8-12 mos: Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play) 1-Year Old: 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)
19-36 Months	
1. Talk about their own wants and feelings and those of other people.	SED 3-1 Expresses Emotion 2-Year Old: Expresses a variety of emotions; modifies expression according to reactions of familiar adults 3-Year Old: 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
2. Describe familiar routines.	ATL 2-1 Understands Routines 2-Year Old: Able to follow daily routines; easily makes common transitions that are part of a daily schedule 3-Year Old: Follows daily routines, such as sitting for circle time; adjusts to changes in routines or usual activities when informed ahead of time
3. Participate in coordinated episodes of pretend play with peers.	CCA 21-4 Participates in Dramatic Play 1-Year Old: Uses imitation or pretend play to express creativity and imagination 2-Year Old: Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others 3-Year Old: Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play
4. Interact with adults in more complex ways.	SED 5-1 Bonds with Adults

	<p><u>2-Year Old:</u> Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy</p> <p><u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems</p>
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Domain: Emotional Development	
A. Relationships with Adults: The development of close relationships with certain adults who provide consistent nurturance.	
4-8 Months	
1. Seek a special relationship with one (or a few) familiar adult(s) by initiating interactions and seeking proximity, especially when distressed.	<p>SED 5-1 Bonds with Adults</p> <p><u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger</p>
9-18 Months	
1. Feel secure exploring the environment in the presence of important adults with whom they have developed a relationship over an extended period of time.	<p>SED 5-1 Bonds with Adults</p> <p><u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults</p> <p><u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task</p>
2. When distressed, seek to be physically close to familiar adults.	<p>SED 5-1 Bonds with Adults</p> <p><u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults</p> <p><u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task</p>
19-36 Months	
1. When exploring the environment, from time to time reconnect, in a variety of ways, with the adult(s) with whom they have developed a special relationship: through eye contact; facial expressions; shared feelings; or conversations about feelings, shared activities, or plans.	<p>SED 5-1 Bonds with Adults</p> <p><u>2-Year Old:</u> Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy</p> <p><u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems</p>
2. When distressed, still seek to be physically close to these adults.	<p>SED 5-1 Bonds with Adults</p> <p><u>2-Year Old:</u> Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy</p>

	<u>3-Year Old</u> : Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems
B. Identity of Self in Relation to Others: The developing concept that the child is an individual operating with social relationships.	
4-8 Months	
1. Show clear awareness of being a separate person and of being connected with other people.	SED 4-1 Develops Awareness of Self <u>4-7 mos</u> : Learns about self by exploring hands, feet, body, and movement
	SED 6-2 Bonds with Peers <u>4-7 mos</u> : Enjoys social play; may reach, touch, or make sounds toward other children
2. Identify others as both distinct from and connected to themselves.	SED 4-1 Develops Awareness of Self <u>4-7 mos</u> : Learns about self by exploring hands, feet, body, and movement
	SED 6-2 Bonds with Peers <u>4-7 mos</u> : Enjoys social play; may reach, touch, or make sounds toward other children
9-18 Months	
1. Demonstrate awareness of their characteristics and express themselves as distinct persons with thoughts and feelings.	SED 4-1 Develops Awareness of Self <u>8-12 mos</u> : Enjoys watching self in mirror <u>1-Year Old</u> : Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others
2. Demonstrate expectations of others' behaviors, responses, and characteristics on the basis of previous experiences with them.	SED 5-1 Bonds with Adults <u>8-12 mos</u> : Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults <u>1-Year Old</u> : Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task
	SED 6-2 Bonds with Peers <u>8-12 mos</u> : Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play) <u>1-Year Old</u> : Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play)
19-36 Months	
1. Identify their feelings, needs, and interests.	SED 3-1 Expresses Emotion <u>2-Year Old</u> : Expresses a variety of emotions; modifies expression according to reactions of familiar adults <u>3-Year Old</u> : Displays a range of emotions; can say how he/she is feeling (e.g., glad, sad, or mad); explores emotions through play, art, music, dance
2. Identify themselves and others as members of one or more groups by referring to categories.	SED 4-1 Develops Awareness of Self <u>2-Year Old</u> : Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family

	3-Year Old: Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family
C. Recognition of Ability: The developing understanding that the child can take action to influence the environment.	
4-8 Months	
1. Understand that they are able to make things happen.	CS 14-1 Solves Problems 4-7 mos: Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth
9-18 Months	
1. Experiment with different ways of making things happen.	CS 14-2 Makes Predictions 8-12 mos: Interacts purposefully with objects to cause an expected result, such as pushing a button on a toy to make a sound 1-Year Old: Observes and experiments with cause and effect, such as pushing over a block tower
2. Persist in trying to do things even when faced with difficulty.	ATL 1-3 Is Persistent 8-12 mos: Repeats actions to achieve a goal 1-Year Old: Works to complete a task
3. Show a sense of satisfaction with what they can do.	SED 4-2 Becomes Confident 1-Year Old: Shows confidence in own abilities; is proud to demonstrate abilities
19-36 Months	
1. Show an understanding of their own abilities and refer to those abilities when describing themselves.	SED 4-2 Becomes Confident 2-Year Old: Shows confidence in increasing abilities; enjoys showing others what he/she can do 3-Year Old: Is pleased to complete daily routines and learn new skills
D. Expression of Emotion: The developing ability to express a variety of feelings through facial expressions, movements, gestures, sounds, or words	
4-8 Months	
1. Express a variety of primary emotions such as contentment, distress, joy, sadness, interest, surprise, disgust, anger, and fear.	SED 3-1 Expresses Emotion 4-7 mos: Becomes more assertive in conveying likes and dislikes
9-18 Months	
1. Express emotions in a clear and intentional way.	SED 3-1 Expresses Emotion 8-12 mos: Expresses a variety of emotions through facial expressions, sounds, and gestures 1-Year Old: Expresses a range of emotions, including surprise, joy or pride; notices the effects of emotions on others
2. Begin to express some complex emotions, such as pride.	SED 3-1 Expresses Emotion 8-12 mos: Expresses a variety of emotions through facial expressions, sounds, and gestures 1-Year Old: Expresses a range of emotions, including surprise, joy or pride; notices the effects of emotions on others
19-36 Months	

1. Express complex, self-conscious emotions such as pride, embarrassment, shame, and guilt.	SED 3-1 Expresses Emotion <u>2-Year Old:</u> Expresses a variety of emotions; modifies expression according to reactions of familiar adults <u>3-Year Old:</u> Displays a range of emotions; can say how he/she is feeling (e.g., glad, sad, or mad); explores emotions through play, art, music, dance
2. Demonstrate awareness of their feelings by using words to describe feelings to others or acting them out in pretend play.	SED 3-1 Expresses Emotion <u>2-Year Old:</u> Expresses a variety of emotions; modifies expression according to reactions of familiar adults <u>3-Year Old:</u> Displays a range of emotions; can say how he/she is feeling (e.g., glad, sad, or mad); explores emotions through play, art, music, dance
E. Emotion Regulation: The developing ability to manage emotional responses, with assistance from others and independently.	
4-8 Months	
1. Use simple behaviors to comfort themselves and begin to communicate the need for help to alleviate discomfort or distress.	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>4-7 mos:</u> Can briefly calm self; brings hands to mouth; is able to be calmed by familiar adults
9-18 Months	
1. Demonstrate a variety of responses to comfort themselves and actively avoid or ignore situations that cause discomfort.	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>8-12 mos:</u> Regulates feelings through behaviors, such as sucking thumb or carrying a favorite blanket or toy; looks to familiar adults for help with strong emotions <u>1-Year Old:</u> Begins to cope with strong emotions with help from familiar adults
2. Communicate needs and wants through the use of a few words and gestures.	LC 7-2 Develops Expressive Communication <u>8-12 mos:</u> Progresses from babbling with inflection to first words; uses exclamations like "uh-oh"; may sign certain words; may shake head for "no"; uses sounds, gestures, or actions to express needs and wants <u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down"
19-36 Months	
1. Anticipate the need for comfort and try to prepare themselves for changes in routine.	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>2-Year Old:</u> Able to use routines, favorite objects, or familiar adults to help in coping with strong feelings and emotions <u>3-Year Old:</u> Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games
2. Have many self-comforting behaviors to choose from, depending on the situation, and be able to communicate specific needs and wants.	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>2-Year Old:</u> Able to use routines, favorite objects, or familiar adults to help in coping with strong feelings and emotions <u>3-Year Old:</u> Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games
F. Impulse Control: The developing capacity to wait for needs to be met, to	

inhibit potentially hurtful behavior, and to act according to social expectations, including safety rules.	
4-8 Months	
1. Act on impulses.	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>4-7 mos:</u> Can briefly calm self; brings hands to mouth; is able to be calmed by familiar adults
9-18 Months	
1. Respond positively to choices and limits set by an adult to help control their behavior.	ATL 2-2 Shows Responsibility <u>1-Year Old:</u> Accepts adult redirection; begins to respond to directives
19-36 Months	
1. Sometimes exercise voluntary control over actions and emotional expressions.	ATL 2-2 Shows Responsibility <u>2-Year Old:</u> Follows adult directives; follows basic rules with the help of caregivers; helps pick up toys at cleanup time; is able to be redirected <u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege

Domain: Language & Literacy Development	
A. Receptive Language: The developing ability to understand words and increasingly complex utterances.	
4-8 Months	
1. Show understanding of a small number of familiar words and react to an adult's overall tone of voice.	LC 7-1 Develops Receptive Communication <u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others
9-18 Months	
1. Show understanding of one-step requests that have to do with the current situation.	LC 7-1 Develops Receptive Communication <u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines <u>1-Year Old:</u> Responds to simple instructions such as "come here" or "bring me a book"
19-36 Months	
1. Demonstrate understanding of the meaning of others' comments, questions, requests, or stories.	LC 7-1 Develops Receptive Communication <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues
B. Expressive Language: The developing ability to produce the sounds of language and use vocabulary and increasingly complex utterances.	
4-8 Months	

1. Experiment with sounds, practice making sounds, and use sounds or gestures to communicate needs, wants, or interests.	LC 7-2 Develops Expressive Communication <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
9-18 Months	
1. Say a few words and use conventional gestures to tell others about their needs, wants, and interests.	LC 7-2 Develops Expressive Communication <u>8-12 mos:</u> Progresses from babbling with inflection to first words; uses exclamations like "uh-oh"; may sign certain words; may shake head for "no"; uses sounds, gestures, or actions to express needs and wants <u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down"
19-36 Months	
1. Communicate in a way that is understandable to most adults who speak the same language they do.	LC 7-2 Develops Expressive Communication <u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic
2. Combine words into simple sentences.	LC 7-2 Develops Expressive Communication <u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic
3. Demonstrate the ability to follow some grammatical rules of the home language.	LC 7-5 Expands Grammar and Pronunciation <u>2-Year Old:</u> Begins to apply grammar in speech (e.g., plurals, prepositions, tense); can use pronouns such as "he" or "she" correctly <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.)
C. Communication Skills and Knowledge: The developing ability to communicate nonverbally and verbally.	
4-8 Months	
1. Participate in back-and-forth communication and games.	SED 5-2 Learns from Adults <u>4-7 mos:</u> Participates in reciprocal imitation games; copies adult sounds, movements, or facial expressions
9-18 Months	
1. Use conventional gestures and words to communicate meaning in short back-and-forth interactions.	LC 7-6 Learns Conversation Structure <u>1-Year Old:</u> May participate in back-and-forths; may make eye contact
2. Use the basic rules of conversational turn-taking when communicating.	LC 7-6 Learns Conversation Structure <u>1-Year Old:</u> May participate in back-and-forths; may make eye contact

19-36 Months	
1. Engage in back-and-forth conversations that contain a number of turns, with each turn building upon what was said in the previous turn.	LC 7-6 Learns Conversation Structure <u>2-Year Old:</u> Asks questions frequently; engages in back-and-forths; learns to take turns in conversations; makes eye contact <u>3-Year Old:</u> Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact
D. Interest in Print: The developing interest in engaging with print in books and the environment.	
4-8 Months	
1. Explore books and show interest in adult-initiated literacy activities, such as looking at photos and exploring books together with an adult.	LKS 8-1 Develops Early Literacy <u>4-7 mos:</u> Explores books with caregivers; enjoys being read to by others
9-18 Months	
1. Listen to the adult and participate while being read to by pointing, turning pages, or making one or two-word comments.	LKS 8-1 Develops Early Literacy <u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories <u>1-Year Old:</u> Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings
2. Actively notice print in the environment.	LKS 8-1 Develops Early Literacy <u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories <u>1-Year Old:</u> Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings
19-36 Months	
1. Listen, ask questions, or make comments while being read to.	LKS 8-1 Develops Early Literacy <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book
2. Look at books on their own.	LKS 8-1 Develops Early Literacy <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book
3. Make scribble marks on paper and pretending to read what is written.	LKS 9-1 Develops Emergent Writing <u>2-Year Old:</u> Draws pictures using scribbles; makes or copies lines and curves, including letter-like marks with pencil or crayon; understands that people use writing to communicate <u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was "written"

Domain: Cognitive Development	
A. Cause-and-Effect: The developing understanding that one event brings about another.	
4-8 Months	
1. Perform simple actions to make things happen, notice the relationships between events, and notice the effects of others on the immediate environment.	CS 14-1 Solves Problems <u>4-7 mos:</u> Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth
9-18 Months	
1. Combine simple actions to cause things to happen.	CS 14-2 Makes Predictions <u>8-12 mos:</u> Interacts purposefully with objects to cause an expected result, such as pushing a button on a toy to make a sound <u>1-Year Old:</u> Observes and experiments with cause and effect, such as pushing over a block tower
2. Change the way they interact with objects and people in order to see how it changes the outcome.	CS 14-1 Solves Problems <u>8-12 mos:</u> Acts intentionally to achieve a goal (e.g., trying different ways to reach a toy under a table) <u>1-Year Old:</u> Tries several times to solve challenging problems, often using more than one approach
19-36 Months	
1. Demonstrate an understanding of cause-and-effect by making predictions about what could happen and reflect upon what caused something to happen.	CS 14-2 Makes Predictions <u>2-Year Old:</u> Makes predictions based on experience; explores materials and makes observations <u>3-Year Old:</u> Makes simple predictions about what will happen next, such as during activities or when hearing a story
B. Spatial Relationships: The developing understanding of how things move and fit in space.	
4-8 Months	
1. Move their bodies, explore the size and shape of objects, and observe people and objects as they move through space.	CM 12-2 Develops Spatial Awareness <u>8-12 mos:</u> Explores ways objects and people move and fit in space
9-18 Months	
1. Use trial and error to discover how things move and fit in space.	CM 12-2 Develops Spatial Awareness <u>8-12 mos:</u> Explores ways objects and people move and fit in space <u>1-Year Old:</u> Is learning how shapes fit together, such as working with shape sorters or knob puzzles
19-36 Months	
1. Predict how things will fit and move in space without having to try out every possible solution.	CM 12-2 Develops Spatial Awareness <u>2-Year Old:</u> Is learning how shapes fit together, such as working with shape sorters or knob puzzles <u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind

2. Show understanding of words used to describe size and locations in space.	<p>CM 12-2 Develops Spatial Awareness <u>2-Year Old:</u> Is learning how shapes fit together, such as working with shape sorters or knob puzzles <u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind</p>
C. Imitation: The developing ability to mirror, repeat, and practice the actions of others, either immediately or later.	
4-8 Months	
1. Imitate simple actions and expressions of others during interactions.	<p>SED 5-2 Learns from Adults <u>4-7 mos:</u> Participates in reciprocal imitation games; copies adult sounds, movements, or facial expressions</p>
9-18 Months	
1. Imitate others' actions that have more than one step.	<p>SED 5-2 Learns from Adults <u>8-12 mos:</u> Mirrors caregiver's non-verbal communication, such as looking where the caregiver is looking or pointing where the caregiver is pointing <u>1-Year Old:</u> Demonstrates interest in adult behavior, such as by saying "hello" and "goodbye" when coming and going</p>
2. Imitate simple actions that they have observed others doing at an earlier time.	<p>SED 5-2 Learns from Adults <u>8-12 mos:</u> Mirrors caregiver's non-verbal communication, such as looking where the caregiver is looking or pointing where the caregiver is pointing <u>1-Year Old:</u> Demonstrates interest in adult behavior, such as by saying "hello" and "goodbye" when coming and going</p>
19-36 Months	
1. Reenact multiple steps of others' actions that they have observed at an earlier time.	<p>SED 5-2 Learns from Adults <u>2-Year Old:</u> Uses role play to imitate behaviors by familiar adults <u>3-Year Old:</u> Imitates behaviors demonstrated by familiar adults; may say words or phrases often said by familiar adults</p>
D. Number Sense: The developing understanding of number and quantity.	
4-8 Months	
1. Focus on one object or person at a time, yet they may at times hold two objects, one in each hand.	<p>CM 11-1 Learns Measurement and Quantities <u>4-7 mos:</u> Plays with more than one object at a time</p>
9-18 Months	
1. Demonstrate understanding that there are different amounts of things.	<p>CM 11-1 Learns Measurement and Quantities <u>8-12 mos:</u> Uses words to identify amounts, such as asking for "more" or saying "all gone" <u>1-Year Old:</u> Begins to say numbers for amounts; begins to use quantity phrases (e.g., "more")</p>
19-36 Months	
1. Show some understanding that numbers represent how many and demonstrate understanding of words that identify how much.	<p>CM 11-1 Learns Measurement and Quantities <u>1-Year Old:</u> Begins to say numbers for amounts; begins to use quantity phrases (e.g., "more") <u>2-Year Old:</u> Begins to notice differences in size, quantity, and distance (more, all gone, big, little, near, far, long, short, etc.) <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,</p>

	thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)
E. Classification: The developing ability to group, sort, categorize, connect, and have expectations of objects and people according to their attributes	
4-8 Months	
1. Distinguish between familiar and unfamiliar people, places, and objects, and explore the differences between them.	ATL 1-2 Develops Memory <u>1-3 mos:</u> Recognizes familiar objects and people <u>4-7 mos:</u> Begins to develop object permanence (the understanding that people and objects out of sight still exist)
9-18 Months	
1. Show awareness when objects are in some way connected to each other.	CS 13-2 Classifies or Sorts Objects <u>1-Year Old:</u> Helps with cleanup; begins to group objects, such as blocks in one pile and stuffed animals in another
2. Match two objects that are the same, and separate a pile of objects into two groups based on one attribute.	CS 13-2 Classifies or Sorts Objects <u>1-Year Old:</u> Helps with cleanup; begins to group objects, such as blocks in one pile and stuffed animals in another
19-36 Months	
1. Group objects into multiple piles based on one attribute at a time.	CS 13-2 Classifies or Sorts Objects <u>2-Year Old:</u> Recognizes similarities or differences between familiar and unfamiliar people, objects or events <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function
2. Put things that are similar but not identical into one group, even though sometimes these labels are overgeneralized.	CS 13-2 Classifies or Sorts Objects <u>2-Year Old:</u> Recognizes similarities or differences between familiar and unfamiliar people, objects or events <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function
F. Symbolic Play: The developing ability to use actions, objects, or ideas to represent other actions, objects, or ideas.	
4-8 Months	
1. Use active exploration to become familiar with objects and actions.	CS 13-1 Explores Objects <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
2. Build knowledge of people, actions, objects, and ideas through observation.	ATL 1-4 Is Curious <u>4-7 mos:</u> Explores with hands; finds objects that are partially hidden
9-18 Months	
1. Use one object to represent another object.	ATL 1-6 Thinks with Creativity & Flexibility <u>8-12 mos:</u> Able to participate in new activities; uses classroom toys in creative ways, such as using a wooden block as a car or a bucket as a hat
2. Engage in one or two simple actions of pretend play.	CCA 21-4 Participates in Dramatic Play <u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination

19-36 Months	
1. Engage in make-believe play involving several sequenced steps, assigned roles, and an overall plan.	CCA 21-4 Participates in Dramatic Play <u>2-Year Old:</u> Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play
2. Sometimes pretend by imagining an object without needing the concrete object present.	CCA 21-4 Participates in Dramatic Play <u>2-Year Old:</u> Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play
G. Routines: The developing ability to understand and participate in personal care and sleep routines.	
4-8 Months	
1. Be responsive during the steps of personal care routines.	PMP 19-2 Develops Self-Care Skills <u>4-7 mos:</u> Uses different cries for different needs, such as when tired or when needing to be changed <u>8-12 mos:</u> Helps with daily routines, such as washing hands and getting dressed
2. Develop sleep routines and cycles.	ATL 2-1 Understands Routines <u>1-3 mos:</u> Is sleeping and eating on a developmentally-appropriate schedule (<i>for questions, consult pediatric guides</i>) <u>4-7 mos:</u> Demonstrates awareness of daily routines with behavior; may open mouth for feeding or lift arms to be picked up
9-18 Months	
1. Show awareness of familiar personal care routines and participate in the steps of these routines.	PMP 19-2 Develops Self-Care Skills <u>8-12 mos:</u> Helps with daily routines, such as washing hands and getting dressed <u>1-Year Old:</u> Shows increasing independence, such as dressing with help
19-36 Months	
1. Initiate and follow through with some personal care routines.	PMP 19-2 Develops Self-Care Skills <u>2-Year Old:</u> Shows increasing independence with self-care, such as helping wash hands or brush teeth <u>3-Year Old:</u> Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat

Domain: Approaches to Learning	
A. Problem Solving: The developing ability to engage in a purposeful effort to reach a goal or figure out how something works.	
4-8 Months	

1. Use simple actions to try to solve problems involving objects, their bodies, or other people.	CS 14-1 Solves Problems <u>4-7 mos:</u> Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth
9-18 Months	
1. Physically try out possible solutions before finding one that works.	CS 14-1 Solves Problems <u>8-12 mos:</u> Acts intentionally to achieve a goal (e.g., trying different ways to reach a toy under a table) <u>1-Year Old:</u> Tries several times to solve challenging problems, often using more than one approach
2. Use objects as tools.	CS 14-1 Solves Problems <u>8-12 mos:</u> Acts intentionally to achieve a goal (e.g., trying different ways to reach a toy under a table) <u>1-Year Old:</u> Tries several times to solve challenging problems, often using more than one approach
3. Watch someone else solve the problem and then apply the same solution.	SED 5-2 Learns from Adults <u>8-12 mos:</u> Mirrors caregiver's non-verbal communication, such as looking where the caregiver is looking or pointing where the caregiver is pointing <u>1-Year Old:</u> Demonstrates interest in adult behavior, such as by saying "hello" and "goodbye" when coming and going
	CS 14-1 Solves Problems <u>8-12 mos:</u> Acts intentionally to achieve a goal (e.g., trying different ways to reach a toy under a table) <u>1-Year Old:</u> Tries several times to solve challenging problems, often using more than one approach
4. Gesture or vocalize to someone else for help.	LC 7-2 Develops Expressive Communication <u>8-12 mos:</u> Progresses from babbling with inflection to first words; uses exclamations like "uh-oh"; may sign certain words; may shake head for "no"; uses sounds, gestures, or actions to express needs and wants <u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down"
19-36 Months	
1. Solve some problems without having to physically try out every possible solution and ask for help when needed.	CS 14-1 Solves Problems <u>2-Year Old:</u> Able to solve problems by trying more than one approach; continues efforts to complete a challenging task <u>3-Year Old:</u> Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float)
B. Memory: The developing ability to store and later retrieve information about past experiences.	
4-8 Months	
1. Recognize familiar people, objects, and routines in the environment and show awareness that familiar people still exist even when they are no longer physically present.	ATL 1-2 Develops Memory <u>1-3 mos:</u> Recognizes familiar objects and people <u>4-7 mos:</u> Begins to develop object permanence (the understanding that people and objects out of sight still exist)
9-18 Months	

1. Remember typical actions of people, the location of objects, and steps of routines.	ATL 1-2 Develops Memory 8-12 mos: Looks for someone or something that is missing 1-Year Old: Finds hidden or missing people or objects; looks in multiple locations for missing objects 2-Year Old: Remembers actions and locations of familiar adults, objects and routines; notices and responds to things that are different
19-36 Months	
1. Anticipate the series of steps in familiar activities, events, or routines.	ATL 2-1 Understands Routines 2-Year Old: Able to follow daily routines; easily makes common transitions that are part of a daily schedule 3-Year Old: Follows daily routines, such as sitting for circle time; adjusts to changes in routines or usual activities when informed ahead of time
2. Remember characteristics of the environment or people in it.	ATL 1-2 Develops Memory 2-Year Old: Remembers actions and locations of familiar adults, objects and routines; notices and responds to things that are different 3-Year Old: Recalls some elements of a story
3. Briefly describe recent past events or act them out.	ATL 1-2 Develops Memory 2-Year Old: Remembers actions and locations of familiar adults, objects and routines; notices and responds to things that are different 3-Year Old: Recalls some elements of a story
C. Attention Maintenance: The developing ability to attend to people and things while interacting with others and exploring the environment	
4-8 Months	
1. Pay attention to different things and people in the environment in specific, distinct ways.	ATL 1-1 Is Attentive 4-7 mos: Pays attention to people, objects, and sounds
9-18 Months	
1. Rely on order and predictability in the environment to help organize their thoughts and focus attention.	ATL 1-1 Is Attentive 8-12 mos: Pays attention to a task or activity for a few minutes 1-Year Old: Pays attention to a task or activity for a few minutes; repeats actions to complete a goal
19-36 Months	
1. Sometimes demonstrate an ability to pay attention to more than one thing at a time.	ATL 1-1 Is Attentive 2-Year Old: Maintains focus and attention on a simple task or activity for a short period of time; focuses on an activity for 5 or more minutes 3-Year Old: Pays attention during story time; focuses on an activity for 10 or more minutes

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