

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:
**Florida Early Learning and
Developmental Standards**



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References



Florida Office of Early Learning. (2011). *Florida early learning and developmental standards*. FL: Author. Retrieved from <http://flbt5.floridaearlylearning.com/>

Florida Birth to Three Learning and Developmental Standards	Vine Assessments by LifeCubby
Physical Development	
Birth to 8 mos.	
A. Gross Motor	Vine Indicators
1. Shows characteristics of appropriate health and development	PMP 17-1 Develops Perception & Balance <u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes <u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands
2. Demonstrates beginning signs of balance, control, and coordination	PMP 17-1 Develops Perception & Balance <u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes <u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands
B. Fine Motor Development	
1. Demonstrates visual abilities that support healthy growth and development	PMP 18-2 Develops Fine Hand-Eye Coordination <u>1-3 mos:</u> Grasps objects <u>4-7 mos:</u> Grasps and releases objects from grasp
2. Demonstrates beginning signs of strength, control, and eye-hand coordination	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>1-3 mos:</u> Opens and shuts hands <u>4-7 mos:</u> Turns objects in hands; uses hands or feet to make contact with objects or people
C. Self-Help	
1. Demonstrates beginning participation in self-care	PMP 19-2 Develops Self-Care Skills <u>1-3 mos:</u> Lets caregivers know when there is a need, such as crying when awake or needing to be changed <u>4-7 mos:</u> Uses different cries for different needs, such as when tired or when needing to be changed
2. Participates in basic health and safety routines	PMP 19-2 Develops Self-Care Skills <u>1-3 mos:</u> Lets caregivers know when there is a need, such as crying when awake or needing to be changed <u>4-7 mos:</u> Uses different cries for different needs, such as when tired or when needing to be changed
D. Health	
1. Shows characteristics of good nutritional health	PMP 20-1 Learns about Nutrition <u>1-3 mos:</u> Is receiving a nutritious, age-appropriate diet of breastmilk and/or formula on an appropriate schedule <u>4-7 mos:</u> Diet includes some cereals and healthy baby food on an appropriate schedule
2. Exhibits auditory abilities that support healthy growth and development	LC 7-1 Develops Receptive Communication <u>1-3 mos:</u> Turns head in the direction of a familiar voice <u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others
3. Shows characteristics of good oral health	PMP 19-1 Develops Meal Time Independence <u>1-3 mos:</u> Cries when hungry <u>4-7 mos:</u> Starts to eat solid food
4. Shows basic physical needs are met	PMP 19-2 Develops Self-Care Skills <u>1-3 mos:</u> Lets caregivers know when there is a need, such as crying when awake or needing to be changed

	<u>4-7 mos:</u> Uses different cries for different needs, such as when tired or when needing to be changed
8-18 mos.	
A. Gross Motor Development	
1. Shows characteristics of appropriate health and development	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
2. Demonstrates increased balance, control, and coordination	PMP 17-1 Develops Perception & Balance <u>8-12 mos:</u> Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object <u>1-Year Old:</u> Increasingly gains balance, going from sitting to standing to running and even jumping
B. Fine Motor Development	
1. Demonstrates visual abilities that support healthy growth and development	PMP 18-2 Develops Fine Hand-Eye Coordination <u>8-12 mos:</u> Uses pincer grasp (thumb and forefinger) to pick up food or objects <u>1-Year Old:</u> Demonstrates increasing fine motor ability, such as putting pegs into holes
2. Demonstrates increased strength, control, and eye-hand coordination	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
C. Self-Help	
1. Demonstrates increased participation in self-care	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
2. Participates in basic health and safety 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
D. Health	
1. Shows characteristics of good nutritional health	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
2. Exhibits auditory abilities to support healthy growth and development	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”
3. Shows characteristics of good oral health	PMP 19-1 Develops Meal Time Independence <u>8-12 mos:</u> Shows interest in new foods; begins to finger-feed self; holds own bottle or cup; responds well when physical needs are met

	<u>1-Year Old:</u> Begins to feed self with spoon or drink from a sippy cup
4. Shows basic physical needs are met	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
18-24 mos.	
A. Gross Motor	
1. Shows characteristics of appropriate health and development	PMP 19-2 Develops Self-Care Skills <u>1-Year Old:</u> Helps with daily routines, such as washing hands and getting dressed <u>2-Year Old:</u> Shows increasing independence, such as dressing with help
2. Demonstrates improved signs of balance, control, and coordination	PMP 17-1 Develops Perception & Balance <u>1-Year Old:</u> Increasingly gains balance, going from sitting to standing to running and even jumping <u>2-Year Old:</u> Adjusts sitting or standing position based on situation; maintains good posture and balance; avoids obstacles when in motion
B. Fine Motor Development	
1. Demonstrates visual abilities to support healthy growth and development	PMP 18-2 Develops Fine Hand-Eye Coordination <u>1-Year Old:</u> Demonstrates increasing fine motor ability, such as putting pegs into holes <u>2-Year Old:</u> Demonstrates hand-eye coordination when doing knob puzzles or turning pages
2. Demonstrates improved strength, control, and eye-hand coordination	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>1-Year Old:</u> Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker <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
C. Self-Help	
1. Demonstrates participation in self-care	PMP 19-2 Develops Self-Care Skills <u>1-Year Old:</u> Helps with daily routines, such as washing hands and getting dressed <u>2-Year Old:</u> Shows increasing independence, such as dressing with help
2. Participates in basic health and safety routines	PMP 19-2 Develops Self-Care Skills <u>1-Year Old:</u> Helps with daily routines, such as washing hands and getting dressed <u>2-Year Old:</u> Shows increasing independence, such as dressing with help
D. Health	
1. Shows characteristics of good nutritional health	PMP 20-1 Learns about Nutrition <u>1-Year Old:</u> Is on a consistent schedule of three healthy meals per day, and may include a light, nutritious snack <u>2-Year Old:</u> Is on a consistent schedule of three healthy meals-per-day, and may include a light, nutritious snack
2. Exhibits auditory abilities to support healthy growth and development	LC 7-1 Develops Receptive Communication <u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book

	<u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions
3. Shows characteristics of good oral health	PMP 19-1 Develops Meal Time Independence <u>1-Year Old:</u> Begins to feed self with spoon or drink from a sippy cup <u>2-Year Old:</u> Uses spoon or fork for feeding; drinks from cup without lid
4. Shows basic physical needs are met	PMP 19-2 Develops Self-Care Skills <u>1-Year Old:</u> Helps with daily routines, such as washing hands and getting dressed <u>2-Year Old:</u> Shows increasing independence, such as dressing with help
Two-Year-Olds	
A. Gross Motor Development	
1. Shows characteristics of appropriate health and development	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
2. Demonstrates advancing balance, control, and coordination	PMP 17-1 Develops Perception & Balance <u>2-Year Old:</u> Adjusts sitting or standing position based on situation; maintains good posture and balance; avoids obstacles when in motion
B. Fine Motor Development	
1. Develops visual abilities to support healthy growth and development	PMP 18-2 Develops Fine Hand-Eye Coordination <u>2-Year Old:</u> Demonstrates hand-eye coordination when doing knob puzzles or turning pages
2. Demonstrates advancing strength, control, and eye-hand coordination	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
C. Self-Help	
1. Demonstrates advancing participation in self-care	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
2. Participates in basic health and safety 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
D. Health	
1. Exhibits auditory abilities to support healthy growth and development	LC 7-1 Develops Receptive Communication <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions
2. Shows characteristics of good oral health	PMP 19-1 Develops Meal Time Independence <u>2-Year Old:</u> Uses spoon or fork for feeding; drinks from cup without lid
3. Shows basic physical needs are met	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
Three-Year-Olds	
A. Gross Motor Development	
1. Shows characteristics of appropriate health and development	PMP 19-2 Develops Self-Care Skills <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
2. Demonstrates increasing control of large muscles	PMP 17-1 Develops Perception & Balance <u>3-Year Old:</u> Stands on 1 foot for about 3 seconds; jumps with two feet
3. Demonstrates increasing coordination of large muscles	PMP 17-5 Develops Large Motor Coordination Skills <u>3-Year Old:</u> Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors
B. Fine Motor Development	
1. Demonstrates increasing control of small muscles	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <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. Shows improving eye-hand coordination	PMP 18-2 Develops Fine Hand-Eye Coordination <u>3-Year Old:</u> Demonstrates increasing ability to complete fine motor activities, such as putting jumbo puzzles together or stringing beads
3. Uses various drawing and art tools with developing coordination	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay
C. Self-Help	
1. Actively participates in self-care	PMP 19-2 Develops Self-Care Skills <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
2. Actively takes part in basic health and safety routines	PMP 19-2 Develops Self-Care Skills <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
D. Health	
1. Exhibits auditory abilities to support healthy growth and development	LC 7-1 Develops Receptive Communication <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues
2. Shows characteristics of good oral health	PMP 19-1 Develops Meal Time Independence <u>3-Year Old:</u> Is independent with eating and drinking at meal times; uses utensils; uses cup
3. Shows physical needs are met	PMP 19-2 Develops Self-Care Skills <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

Approaches to Learning	
Birth to 8 mos.	
A. Eagerness & Curiosity	Vine Indicators
1. Shows awareness of and interest in the environment	ATL 1-1 Is Attentive <u>1-3 mos:</u> Watches faces <u>4-7 mos:</u> Pays attention to people, objects, and sounds
B. Persistence	
1. Attends to sights, sounds, and people for brief and increasing periods of time and tries to produce interesting and pleasurable outcomes	ATL 1-3 Is Persistent <u>1-3 mos:</u> Will cry to indicate a need and will continue crying until that need is met <u>4-7 mos:</u> Will vocalize or use baby sign to indicate a need and will continue until that need is met; will hold on to preferred items
C. Creativity & Inventiveness	
1. Notices and shows interest in and excitement with familiar objects, people, and events	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)
8 to 18 mos.	
A. Eagerness & Curiosity	
1. Shows eagerness and curiosity as a learner	ATL 1-4 Is Curious <u>8-12 mos:</u> Shows interest in new toys; explores surroundings <u>1-Year Old:</u> Shows interest in learning about new objects or experiences
B. Persistence	
1. Pays attention briefly and persists in repetitive tasks	ATL 1-3 Is Persistent <u>8-12 mos:</u> Repeats actions to achieve a goal <u>1-Year Old:</u> Works to complete a task
C. Creativity & Inventiveness	
1. Approaches and explores new experiences in familiar settings	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 <u>1-Year Old:</u> Able to shift focus; participates in new activities; demonstrates imagination in using materials to create something new
18 to 24 mos.	
A. Eagerness & Curiosity	
1. Shows increased eagerness and curiosity as a learner	ATL 1-4 Is Curious <u>1-Year Old:</u> Shows interest in learning about new objects or experiences <u>2-Year Old:</u> Shows interest in new objects or activities; tries different ways of using objects or materials
B. Persistence	
1. Pays attention for longer periods of time and persists at preferred activities	ATL 1-3 Is Persistent <u>1-Year Old:</u> Works to complete a task <u>2-Year Old:</u> Finishes self-selected tasks, such as completing a puzzle or listening to a storybook
C. Creativity & Inventiveness	
1. Explores the various new properties and uses for familiar objects and experiences	ATL 1-6 Thinks with Creativity & Flexibility

	<p><u>1-Year Old:</u> Able to shift focus; participates in new activities; demonstrates imagination in using materials to create something new</p> <p><u>2-Year Old:</u> Accepts changes in routines or usual activities when informed ahead of time by adults; shows creativity, flexibility, and inventiveness in play experiences</p>
Two-Year-Olds	
A. Eagerness & Curiosity	
1. Shows eagerness and curiosity as a learner	<p>ATL 1-4 Is Curious</p> <p><u>2-Year Old:</u> Shows interest in new objects or activities; tries different ways of using objects or materials</p>
B. Persistence	
1. Spends more time engaging in child-initiated activities and seeks and accepts help when encountering a problem	<p>ATL 1-3 Is Persistent</p> <p><u>2-Year Old:</u> Finishes self-selected tasks, such as completing a puzzle or listening to a storybook</p>
C. Creativity and Inventiveness	
1. Explores the environment with purpose and flexibility	<p>ATL 1-6 Thinks with Creativity & Flexibility</p> <p><u>2-Year Old:</u> Accepts changes in routines or usual activities when informed ahead of time by adults; shows creativity, flexibility, and inventiveness in play experiences</p>
Three-Year-Olds	
A. Eagerness and Curiosity	
1. Shows curiosity and is eager to learn new things and have new experiences	<p>ATL 1-4 Is Curious</p> <p><u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities</p>
B. Persistence	
1. Sustains attention for brief periods and finds help when needed	<p>ATL 1-3 Is Persistent</p> <p><u>3-Year Old:</u> Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support</p>
C. Creativity and inventiveness	
1. Approaches daily activities with creativity and inventiveness	<p>ATL 1-6 Thinks with Creativity & Flexibility</p> <p><u>3-Year Old:</u> Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation</p>
D. Planning and Reflection	
1. Shows initial signs of planning and learning from their experiences	<p>CS 14-3 Makes Plans</p> <p><u>3-Year Old:</u> Has own ideas for play time and makes plans to carry out ideas; makes choices during free time</p>

Social and Emotional Development	
Birth to 8 mos.	
A. Trust & Emotional Security	
Vine Indicators	
1. Experiences and develops secure relationships	<p>SED 5-1 Bonds with Adults <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger</p> <p>SED 6-2 Bonds with Peers <u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children</p>
2. Responds to the environment	<p>CS 13-1 Explores Objects <u>1-3 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping</p>
B. Self-Regulation	
1. Develops early emotional regulation	<p>SED 3-2 Manages Feelings & Demonstrates Self-Control <u>1-3 mos:</u> Calms when held, gently rocked or talked to by familiar adults; brings objects to mouth to calm self <u>4-7 mos:</u> Can briefly calm self; brings hands to mouth; is able to be calmed by familiar adults</p>
2. Develops early behavior regulation	<p>SED 3-2 Manages Feelings & Demonstrates Self-Control <u>1-3 mos:</u> Calms when held, gently rocked or talked to by familiar adults; brings objects to mouth to calm self <u>4-7 mos:</u> Can briefly calm self; brings hands to mouth; is able to be calmed by familiar adults</p>
3. Develops early social problem-solving	<p>SED 6-1 Builds Empathy <u>1-3 mos:</u> May cry when someone seems upset or when another child cries <u>4-7 mos:</u> Shows interest in the emotions of others; may copy others (e.g., crying when another child cries)</p>
C. Self-Concept	
1. Forms and maintains mutual relationships with others	<p>SED 5-1 Bonds with Adults <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger</p> <p>SED 6-2 Bonds with Peers <u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children</p>
2. Becomes aware of oneself as a unique individual while still connected to others	<p>SED 4-1 Develops Awareness of Self <u>1-3 mos:</u> Shows interest in self, such as watching own hands or playing with feet <u>4-7 mos:</u> Learns about self by exploring hands, feet, body, and movement</p>
3. Demonstrates emerging sense of competence and confidence in growing abilities	<p>SED 4-1 Develops Awareness of Self <u>1-3 mos:</u> Shows interest in self, such as watching own hands or playing with feet</p>

	<u>4-7 mos:</u> Learns about self by exploring hands, feet, body, and movement
8 to 18 mos.	
A. Trust & Emotional Security	
1. Experiences and develops secure relationships	<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 when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task</p> <p>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)</p>
2. Responds to the environment	<p>CS 15-1 Explores the Natural Environment <u>8-12 mos:</u> Observes objects of the natural environment through the senses by touching, mouthing, watching <u>1-Year Old:</u> Explores objects of the natural environment through the senses; shows interest in natural objects or processes</p>
B. Self-Regulation	
1. Demonstrates developing emotional regulation	<p>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</p>
2. Demonstrates developing behavior regulation	<p>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</p>
3. Demonstrates developing social problem-solving	<p>SED 6-3 Cooperates with Peers <u>1-Year Old:</u> May begin to play with other children (e.g., passing a toy back and forth)</p>
C. Self-Concept	
1. Forms and maintains mutual relationships with others	<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 when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task</p>

	<p>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)</p>
2. Becomes aware of oneself as a unique individual while still connected to others	<p>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</p>
3. Demonstrates increasing sense of competence and confidence in growing abilities	<p>SED 4-2 Becomes Confident <u>1-Year Old:</u> Shows confidence in own abilities; is proud to demonstrate abilities</p>
18 to 24 mos.	
A. Trust & Emotional Security	
1. Forms and maintains secure relationships with others	<p>SED 5-1 Bonds with 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 <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>SED 6-2 Bonds with Peers <u>1-Year Old:</u> Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play) <u>2-Year Old:</u> Enjoys being with other children; joins group play with other children; knows some names of peers</p>
2. Responds to the environment	<p>CS 15-1 Explores the Natural Environment <u>1-Year Old:</u> Explores objects of the natural environment through the senses; shows interest in natural objects or processes <u>2-Year Old:</u> Uses objects of the natural environment in art, sensory, and play</p>
B. Self-Regulation	
1. Demonstrates increasing emotional regulation	<p>SED 3-2 Manages Feelings & Demonstrates Self-Control <u>1-Year Old:</u> Begins to cope with strong emotions with help from familiar adults <u>2-Year Old:</u> Able to use routines, favorite objects, or familiar adults to help in coping with strong feelings and emotions</p>
2. Demonstrates increasing behavior regulation	<p>ATL 2-2 Shows Responsibility <u>1-Year Old:</u> Accepts adult redirection; begins to respond to directives <u>2-Year Old:</u> Follows adult directives; follows basic rules with the help of caregivers; helps pick up toys at cleanup time; is able to be redirected</p>
3. Demonstrates increasing social problem-solving	<p>SED 6-3 Cooperates with Peers <u>1-Year Old:</u> May begin to play with other children (e.g., passing a toy back and forth)</p>

	<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
C. Self- Concept	
1. Forms and maintains mutual relationships with others	<p>SED 5-1 Bonds with 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 <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>SED 6-2 Bonds with Peers <u>1-Year Old:</u> Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play) <u>2-Year Old:</u> Enjoys being with other children; joins group play with other children; knows some names of peers</p>
2. Becomes aware of self as a unique individual while still connected to others	<p>SED 4-1 Develops Awareness of Self <u>1-Year Old:</u> Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others <u>2-Year Old:</u> Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family</p>
3. Demonstrates increasing sense of competence and confidence in growing abilities	<p>SED 4-2 Becomes Confident <u>1-Year Old:</u> Shows confidence in own abilities; is proud to demonstrate abilities <u>2-Year Old:</u> Shows confidence in increasing abilities; enjoys showing others what he/she can do</p>
Two-Year-Olds	
A. Trust & Emotional Security	
1. Forms and maintains secure relationships with others	<p>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</p> <p>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</p>
2. Responds to the environment	<p>CS 13-1 Explores Objects <u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living</p>
B. Self-Regulation	
1. Demonstrates increasing emotional regulation	<p>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</p>
2. Demonstrates increasing behavior regulation	<p>ATL 2-2 Shows Responsibility</p>

	<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
3. Demonstrates increasing social problem-solving	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
C. Self-Concept	
1. Forms and maintains mutual relationships with others	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
	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
2. Becomes aware of oneself as a unique individual while still connected to others	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. Demonstrates increasing sense of competence and confidence in growing abilities	SED 4-2 Becomes Confident <u>2-Year Old</u> : Shows confidence in increasing abilities; enjoys showing others what he/she can do
Three-Year-Olds	
A. Pro-Social Behaviors	
1. Develops positive relationships and interacts comfortably with familiar adults	SED 5-1 Bonds with Adults <u>3-Year Old</u> : Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems
2. Interacts with and develops positive relationships with peers	SED 6-2 Bonds with Peers <u>3-Year Old</u> : Enjoys being with other children; joins group play with other children; knows some names of peers
3. Joins in group activities and experiences within early learning environments	SED 6-2 Bonds with Peers <u>3-Year Old</u> : Enjoys being with other children; joins group play with other children; knows some names of peers
4. Shows care and concern for others	SED 6-1 Builds Empathy <u>3-Year Old</u> : Recognizes the feelings of others; asks an adult for help when another child is in distress
B. Self-Regulation	
1. Follows simple rules and familiar routines with support	ATL 2-1 Understands Routines <u>3-Year Old</u> : Follows daily routines, such as sitting for circle time; adjusts to changes in routines or usual activities when informed ahead of time
2. Begins to use materials with increasing care and safety	ATL 2-2 Shows Responsibility <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
3. Adapts to transitions with support	ATL 1-6 Thinks with Creativity & Flexibility

	3-Year Old: Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation
4. Shows developing ability to solve social problems with support from familiar adults	SED 6-3 Cooperates with Peers 3-Year Old: 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. Self-Concept	
1. Shows growing confidence in their abilities	SED 4-2 Becomes Confident 3-Year Old: Is pleased to complete daily routines and learn new skills
2. Begins to independently initiate and direct some experiences	ATL 1-5 Shows Initiative 3-Year Old: Enjoys new experiences; works independently for brief periods of time without adult prompting

Language and Communication	
Birth to 8 mos.	
A. Listening & Understanding	
Vine Indicators	
1. Responds to frequently heard sounds and words	LC 7-1 Develops Receptive Communication 1-3 mos: Turns head in the direction of a familiar voice 4-7 mos: Listens and responds with interest to verbal and nonverbal communication of others
B. Communicating & Speaking	
1. Uses a variety of sounds and movements to communicate	LC 7-2 Develops Expressive Communication 1-3 mos: Alerts caregivers when there is a need, such as crying when awake or needing to be changed; begins to babble, coo or gurgle; may imitate some sounds 4-7 mos: Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure
C. Early Reading	
1. Shows enjoyment of the sounds and rhythms of language	LKS 8-1 Develops Early Literacy 1-3 mos: Experiences stories by being read to by caregivers 4-7 mos: Explores books with caregivers; enjoys being read to by others
D. Early Writing	
1. Develops eye-hand coordination and more intentional hand control	PMP 18-2 Develops Fine Hand-Eye Coordination 1-3 mos: Grasps objects 4-7 mos: Grasps and releases objects from grasp
2. Watches activities of others and imitates sounds, facial expressions, and actions	SED 5-2 Learns from Adults 1-3 mos: Imitates some facial expressions 4-7 mos: Participates in reciprocal imitation games; copies adult sounds, movements, or facial expressions
8 to 18 mos.	
A. Listening & Understanding	
1. Shows an increased understanding of gestures and words	LC 7-1 Develops Receptive Communication 8-12 mos: 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”
B. Communication & Speaking	
1. Uses consistent sounds, gestures, and some words to communicate	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"
C. Early Reading	
1. Builds and uses vocabulary with language, pictures, and books	LC 7-4 Expands Vocabulary <u>8-12 mos:</u> Points to body parts when prompted; uses or signs an increasing number of words <u>1-Year Old:</u> Locates body parts or colors when prompted; begins to use the names of objects, body parts and familiar people; begins to ask questions, such as "what's that?"
	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
D. Early Writing	
1. Uses tools to make scribbles	LKS 9-1 Develops Emergent Writing <u>8-12 mos:</u> Can use a fat paint brush or celery stalk to “paint” <u>1-Year Old:</u> Makes marks on paper with large crayon or marker
2. Repeats actions that symbolize ideas	CCA 21-4 Participates in Dramatic Play <u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination
18 to 24 mos.	
A. Listening & Understanding	
1. Gains meaning through listening	LC 7-1 Develops Receptive Communication <u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book” <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions
B. Communicating & Speaking	
1. Uses a number of words and uses words together	LC 7-2 Develops Expressive Communication <u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down" <u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more
2. Attends to and tries to take part in conversations	LC 7-6 Learns Conversation Structure <u>1-Year Old:</u> May participate in back-and-forths; may make eye contact <u>2-Year Old:</u> Asks questions frequently; engages in back-and-forths; learns to take turns in conversations; makes eye contact
C. Early Reading	

1. Learns that pictures represent real objects, events, and ideas (stories)	LKS 8-3 Develops Emergent Reading <u>2-Year Old:</u> Identifies some of the letters in own name; begins to recognize and understand that pictures or symbols can be “read” by others and have meaning
2. Shows motivation to “read”	LKS 8-1 Develops Early Literacy <u>1-Year Old:</u> Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures
D. Early Writing	
1. Makes purposeful marks on paper	LKS 9-1 Develops Emergent Writing <u>1-Year Old:</u> Makes marks on paper with large crayon or marker <u>2-Year Old:</u> Draws pictures using scribbles; makes or copies lines and curves, including letter-like marks with pencil or crayon; understands that people use writing to communicate
2. Uses beginning representation through play that imitates familiar routines	CCA 21-4 Participates in Dramatic Play <u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination <u>2-Year Old:</u> Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others
Two-Year-Olds	
A. Listening & Understanding	
1. Gains meaning through listening	LC 7-1 Develops Receptive Communication <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions
B. Communicating & Speaking	
1. Speaks clearly enough to be understood by most listeners	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
2. Participates in conversations	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
C. Early Reading	
1. Shows growing interest in print and books	LKS 8-1 Develops Early Literacy <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures
2. Shows motivation to “read”	LKS 8-3 Develops Emergent Reading <u>2-Year Old:</u> Identifies some of the letters in own name; begins to recognize and understand that pictures or symbols can be “read” by others and have meaning
D. Early Writing	
1. Uses scribbles, marks, and drawings to convey messages	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
2. Uses more complicated imitative play as symbolic thought processes and mental concepts or pictures are developed	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

Three-Year-Olds	
A. Listening and Understanding	
1. Listens to and understands spoken language	LC 7-1 Develops Receptive Communication <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues
2. Shows understanding by following simple directions	LC 7-1 Develops Receptive Communication <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues
B. Communicating and Speaking	
1. Shows improving expressive communication skills	LC 7-2 Develops Expressive Communication <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. Shows increased vocabulary and uses language for many purposes	LC 7-4 Expands Vocabulary <u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words
C. Early Reading	
1. Shows an appreciation and enjoyment of reading	LKS 8-1 Develops Early Literacy <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. Demonstrates beginning phonological awareness	LC 7-3 Develops Phonemic Awareness <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted
3. Shows awareness of letters and symbols	LKS 8-2 Develops Alphabetic Knowledge <u>3-Year Old:</u> Says or sings ABCs
4. Demonstrates comprehension and responds to stories	LKS 8-1 Develops Early Literacy <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
D. Early Writing	
1. Begins to use writing, pictures, and play to express ideas	LKS 9-1 Develops Emergent Writing <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”
	CCA 21-4 Participates in Dramatic Play <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. Shows beginning writing skills by making letter-like shapes and scribbles to write	LKS 9-1 Develops Emergent Writing <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”

Cognitive Development and General Knowledge	
Birth to 8 mos.	
A. Exploration & Discovery	Vine 2015
1. Responds in simple ways to people and objects	CS 13-1 Explores Objects <u>1-3 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping <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. Establishes primary relationships	SED 5-1 Bonds with Adults <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger
3. Begins to actively seek out responses	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
B. Concept Development and Memory	
1. Responds in simple ways to people and objects	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)
2. Establishes primary relationships	SED 5-1 Bonds with Adults <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger
3. Begins to make things happen	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
C. Problem-Solving & Creative Expression	
1. Responds in simple ways to people and objects	SED 5-1 Bonds with Adults <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger
2. Establishes primary relationships	SED 5-1 Bonds with Adults <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger
3. Begins to make things happen	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
8 to 18 mos.	
A. Exploration & Discovery	
1. Responds in varied ways to people and objects	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
2. Establishes more complex relationships	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
3. Initiates more events	ATL 1-5 Shows Initiative <u>8-12 mos:</u> Initiates activities, such as getting a toy independently from a low shelf or basket <u>1-Year Old:</u> Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read)
B. Concept Development and Memory	
1. Responds in varied ways to people and objects	ATL 1-2 Develops Memory <u>8-12 mos:</u> Finds hidden or missing people or objects; looks in multiple locations for missing objects <u>1-Year Old:</u> Remembers actions and locations of familiar adults, objects and routines; notices and responds to things that are different
2. Establishes more complex relationships	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
3. Initiates more events	ATL 1-5 Shows Initiative <u>8-12 mos:</u> Initiates activities, such as getting a toy independently from a low shelf or basket <u>1-Year Old:</u> Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read)
C. Problem-Solving & Creative Expression	
1. Responds in varied ways to people and objects	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. Establishes more complex relationships	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
3. Initiates more events	ATL 1-5 Shows Initiative <u>8-12 mos:</u> Initiates activities, such as getting a toy independently from a low shelf or basket <u>1-Year Old:</u> Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read)
18 to 24 mos.	
A. Exploration & Discovery	
1. Shows more complex responses to people and objects	CS 13-1 Explores Objects <u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound <u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living
2. Expands relationships	SED 5-1 Bonds with 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 <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 SED 6-2 Bonds with Peers <u>1-Year Old:</u> Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play) <u>2-Year Old:</u> Enjoys being with other children; joins group play with other children; knows some names of peers
3. Initiates more complex interactions	ATL 1-5 Shows Initiative <u>1-Year Old:</u> Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read) <u>2-Year Old:</u> Initiates play with others
B. Concept Development and Memory	
1. Shows more complex responses to people and objects	ATL 1-2 Develops Memory <u>1-Year Old:</u> Finds hidden or missing people or objects; looks in multiple locations for missing objects <u>2-Year Old:</u> Remembers actions and locations of familiar adults, objects and routines; notices and responds to things that are different
2. Expands relationships	SED 5-1 Bonds with 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 <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 SED 6-2 Bonds with Peers

	<p><u>1-Year Old:</u> Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play)</p> <p><u>2-Year Old:</u> Enjoys being with other children; joins group play with other children; knows some names of peers</p>
3. Initiates more complex interactions	<p>ATL 1-5 Shows Initiative</p> <p><u>1-Year Old:</u> Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read)</p> <p><u>2-Year Old:</u> Initiates play with others</p>
C. Problem-Solving & Creative Expression	
1. Shows more complex responses to people and objects	<p>CS 14-1 Solves Problems</p> <p><u>1-Year Old:</u> Tries several times to solve challenging problems, often using more than one approach</p> <p><u>2-Year Old:</u> Able to solve problems by trying more than one approach; continues efforts to complete a challenging task</p>
2. Expands relationships	<p>SED 5-1 Bonds with 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> <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>SED 6-2 Bonds with Peers</p> <p><u>1-Year Old:</u> Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play)</p> <p><u>2-Year Old:</u> Enjoys being with other children; joins group play with other children; knows some names of peers</p>
3. Initiates more complex interactions	<p>ATL 1-5 Shows Initiative</p> <p><u>1-Year Old:</u> Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read)</p> <p><u>2-Year Old:</u> Initiates play with others</p>
Two-Year-Olds	
A. Exploration & Discovery	
1. Demonstrates varying responses to people and objects	<p>CS 13-1 Explores Objects</p> <p><u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living</p>
2. Engages in multiple productive relationships	<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>SED 6-2 Bonds with Peers</p> <p><u>2-Year Old:</u> Enjoys being with other children; joins group play with other children; knows some names of peers</p>
3. Initiates rich and varied events	<p>ATL 1-5 Shows Initiative</p> <p><u>2-Year Old:</u> Initiates play with others</p>

B. Concept Development and Memory	
1. Demonstrates varying responses to people and objects	ATL 1-2 Develops Memory <u>2-Year Old:</u> Remembers actions and locations of familiar adults, objects and routines; notices and responds to things that are different
2. Engages in multiple productive relationships	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
	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
3. Initiates rich and varied events	ATL 1-5 Shows Initiative <u>2-Year Old:</u> Initiates play with others
C. Problem-Solving & Creative Expression	
1. Demonstrates varying responses to people and things	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
2. Engages in multiple productive relationships	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
	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
3. Initiates rich and varied events	ATL 1-5 Shows Initiative <u>2-Year Old:</u> Initiates play with others
Three-Year-Olds	
A. Mathematical Thinking	
1. Demonstrates interest in mathematical problem solving	CM 10-3 Learns Addition, Subtraction and Division <u>3-Year Old:</u> When counting objects, understands that the last number counted represents the total
2. Sorts objects into groups by one characteristic	CS 13-2 Classifies or Sorts Objects <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function
3. Shows knowledge of numbers and counting	CM 10-1 Begins Counting <u>3-Year Old:</u> Counts by rote to 10; counts sets of objects up to 10; may be able to count into the teens; understands and uses 1-1 correspondence
4. Recognizes some geometric shapes	CM 12-1 Learns Shapes & Sizes <u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated
5. Shows beginning understanding of spatial relationships and position words	CM 12-2 Develops Spatial Awareness <u>3-Year Old:</u> Is learning how shapes fit together, such as working with shape sorters or knob puzzles
6. Demonstrates beginning ability to compare and contrast	CS 13-2 Classifies or Sorts Objects <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function
	CM 11-1 Learns Measurement and Quantities

	<u>3-Year Old:</u> Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)
7. Engages in activities that explore measurement	CM 11-1 Learns Measurement and Quantities <u>3-Year Old:</u> Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)
B. Scientific Thinking	
1. Uses senses to collect information through observation and Exploration	CS 13-1 Explores Objects <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration
2. Begins to use simple tools for observing and investigating	CS 15-1 Explores the Natural Environment <u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things
3. Begins to compare objects	CS 13-2 Classifies or Sorts Objects <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function
C. Social Studies	
1. Begins to recognize and appreciate similarities and differences in people	SS 16-1 Explores Cultures <u>3-Year Old:</u> Learns about cultural differences, including clothing, food, art, and work
	SS 16-4 Learns about Community Roles and Jobs <u>3-Year Old:</u> Learns about family roles and relationships
2. Begins to understand family characteristics, roles, and functions	SS 16-4 Learns about Community Roles and Jobs <u>3-Year Old:</u> Learns about family roles and relationships
3. Shows awareness of some social roles and jobs that people do	SS 16-4 Learns about Community Roles and Jobs <u>3-Year Old:</u> Learns about family roles and relationships
4. Demonstrates awareness of group rules	SS 16-1 Explores Cultures <u>3-Year Old:</u> Learns about cultural differences, including clothing, food, art, and work
5. Demonstrates awareness of the environment around them	CS 15-1 Explores the Natural Environment <u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things
	SS 16-3 Explores Geography <u>3-Year Old:</u> Learns about community places, such as home, school, park, etc.
D. The arts	
1. Uses many different creative art materials to express and explore	CCA 21-1 Explores Art Media <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create
2. Engages in musical experiences	CCA 21-2 Explores Music <u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat

3. Engages in creative movement and dramatic play	CCA 21-3 Explores Movement and Dance <u>3-Year Old:</u> Participates in dance or creative movement activities
4. Shows understanding and appreciation of artistic creations or events	CCA 21-1 Explores Art Media <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create

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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