

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:
Idaho Early Learning eGuidelines



References



Idaho Department of Health and Welfare. (2013). *Idaho early learning eGuidelines*. ID: Author. Retrieved from <http://healthandwelfare.idaho.gov/Children/InfantToddlerProgram/EarlyLearningeGuidelines/tabid/2280/Default.aspx>

Idaho Early Learning eGuidelines	Vine Assessments by LifeCubby
Approaches to Learning and Cognitive Development	Vine Indicators
Goal 1: Children show curiosity and interest in learning and experimenting	
Birth through 8 Months	
Seeks, initiates, and responds to interactions with people and objects.	ATL 1-4 Is Curious <u>1-3 mos:</u> Turns head toward the sound of a familiar voice <u>4-7 mos:</u> Explores with hands; finds objects that are partially hidden
6 to 18 Months	
Demonstrates curiosity through physical exploration and vocalization with objects, people, and environments.	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
16 to 38 Months	
Deliberately explores and experiments with people and objects.	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
36 to 60 Months	
Becomes inquisitive; seeks information and vocabulary to build understanding.	ATL 1-4 Is Curious <u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn
Goal 2: Children generate/create new ideas, approaches, and activities in daily routines.	
Birth through 8 Months	
Actively explores self and immediate surroundings.	CS 13-1 Explores Objects <u>1-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
6 to 18 Months	
Explores objects and sounds using sensory approaches, and by trying various movements.	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
16 to 36 Months	
Uses imagination and pretend play to experiment with objects and roles.	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
36 to 60 Months	

Expands personal expression through language, play, and creative exploration.	ATL 1-6 Thinks with Creativity & Flexibility <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 <u>Pre-K:</u> Able to transition thinking and behavior, such as during group play in response to a friend's suggestion or idea; generates creative ideas, suggestions
Goal 3: Children are confident to initiate and complete activities using a variety of approaches.	
Birth through 8 Months	
Engages in interactions with people and explores people and objects around them.	ATL 1-5 Shows Initiative <u>4-7 mos:</u> Accepts, reaches for, grasps, or handles familiar toys
6 to 18 Months	
Seeks out sustained, pleasurable activities with familiar people, objects, and activities.	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)
16 to 38 Months	
Uses a variety of strategies to initiate activities and seek out new experiences with familiar people, objects, and settings.	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
36 to 60 Months	
Initiates and sustains interactions and activities with increasing independence.	ATL 1-5 Shows Initiative <u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting <u>Pre-K:</u> Makes and conveys choices to friends and teachers
Goal 4: Children demonstrate persistence and sustain attention when faced with challenges and frustration.	
Birth through 8 Months	
Briefly sustains attention to caregiver's actions and objects 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
6 to 18 Months	
Focuses on stimulating activities and returns to them after distractions.	ATL 1-1 Is Attentive <u>8-12 mos:</u> Pays attention to a task or activity for a few minutes <u>1-Year Old:</u> Pays attention to a task or activity for a few minutes; repeats actions to complete a goal
16 to 38 Months	
Maintains attention to and extends favorite activities by repeating them.	ATL 1-1 Is Attentive <u>1-Year Old:</u> Pays attention to a task or activity for a few minutes; repeats actions to complete a goal

	<u>2-Year Old</u> : 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
36 to 60 Months	
Uses a variety of approaches to master complex challenging tasks.	ATL 1-3 Is Persistent <u>3-Year Old</u> : Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support <u>Pre-K</u> : Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult
Goal 5: Children develop and carry out plans	
Birth through 8 Months	
Responds to pleasurable experiences and repeats actions that stimulate pleasure.	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 <u>8-12 mos</u> : Repeats actions to achieve a goal
6 to 18 Months	
Initiates intentional action to meet personal wants and needs.	CS 14-3 Makes Plans <u>8-12 mos</u> : Tries alternative ideas when working with objects, such as putting blocks in one container then in a different container <u>1-Year Old</u> : Tries to direct caregiver toward a desired activity; leads caregiver to a specific location or to a desired toy
16 to 38 Months	
With assistance, uses multiple steps and strategies to plan for and persist in activities.	CS 14-3 Makes Plans <u>1-Year Old</u> : Tries to direct caregiver toward a desired activity; leads caregiver to a specific location or to a desired toy <u>2-Year Old</u> : Plans steps to achieve an idea, such as getting a favorite book and a doll in order to read the story to the doll
36 to 60 Months	
Develops ideas for how things work and attempts tasks that have unknown outcomes.	CS 14-3 Makes Plans <u>3-Year Old</u> : Has own ideas for play time and makes plans to carry out ideas; makes choices during free time <u>Pre-K</u> : Has own ideas on what to do during free choice time or free play, and carries out steps to follow the plan
Goal 6: Children change or adapt thought processes, applying previously learned concepts and skills to new situations	
Birth through 8 Months	
Self regulates around eating, sleeping, and sensory exploration.	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
6 to 18 Months	
Sustains play with objects. Use trial and error experimentation.	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
16 to 38 Months	
Uses increasing flexibility in thinking and actions to evoke new experiences with people and objects.	ATL 1-6 Thinks with Creativity & Flexibility <u>1-Year Old</u> : Able to shift focus; participates in new activities; demonstrates imagination in using materials to create something new <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
36 to 60 Months	
Takes risks in novel situations, extending previous learning to the exploration of new settings, people, and objects.	ATL 1-6 Thinks with Creativity & Flexibility <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 <u>Pre-K</u> : Able to transition thinking and behavior, such as during group play in response to a friend's suggestion or idea; generates creative ideas, suggestions
Goal 7: Children interact, understand, and view the world influenced by temperament	
Birth through 8 Months	
Expresses temperamental indicators of intensity, persistence, sensitivity, adaptability, activity level, approaches to newness, mood, and distractibility.	SED 3-1 Expresses Emotion <u>1-3 mos</u> : Begins to show emotions with face and body; may begin to smile <u>4-7 mos</u> : Becomes more assertive in conveying likes and dislikes
6 to 18 Months	
Explores familiar people, objects, places, and situations with temperament style prominent as the child expresses emotion, focuses attention, and adapts to changes.	SED 3-1 Expresses Emotion <u>8-12 mos</u> : Expresses a variety of emotions through facial expressions, sounds, and gestures <u>1-Year Old</u> : Expresses a range of emotions, including surprise, joy or pride; notices the effects of emotions on others
16 to 38 Months	
Gains skills in focusing, regulating feelings and emotions, and reacting to people, situations, and objects.	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
36 to 60 Months	
Adapts personal style to self-regulate behavior and explore a variety of social and physical settings.	SED 3-2 Manages Feelings & Demonstrates Self-Control <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 <u>Pre-K</u> : Has methods for coping with intense feelings (getting a comfort item; using words; counting to 5); seeks adult assistance in intense situations; is learning to control impulses and emotions; is able to wait turn
Goal 8: Children demonstrate awareness of cause and effect relationships	

Birth through 8 Months	
Increasingly aware of self, primary caregivers, and objects.	ATL 1-1 Is Attentive <u>1-3 mos:</u> Watches faces <u>4-7 mos:</u> Pays attention to people, objects, and sounds
6 to 18 Months	
Intentionally explores self, others, and objects; recognizes the effect of actions.	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
16 to 38 Months	
Explores cause and effect with people, objects, and settings.	CS 14-2 Makes Predictions <u>1-Year Old:</u> Observes and experiments with cause and effect, such as pushing over a block tower <u>2-Year Old:</u> Makes predictions based on experience; explores materials and makes observations
36 to 60 Months	
Experiments with and uses words to describe simple causal relationships.	CS 14-2 Makes Predictions <u>3-Year Old:</u> Makes simple predictions about what will happen next, such as during activities or when hearing a story <u>Pre-K:</u> Able to make and test predictions (e.g., what color will we get if we mix the yellow dye and the blue dye?)
Goal 9: Children use prior relationships, experiences, and knowledge to build foundational memory.	
Birth through 8 Months	
Begins to anticipate routines through interactions with people and objects.	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
6 to 18 Months	
Builds foundational experiences, routines, relationships, and emotions to expand memory.	ATL 2-1 Understands Routines <u>8-12 mos:</u> Remembers daily routines; knows how to use familiar objects <u>1-Year Old:</u> Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat)
16 to 38 Months	
Uses past experiences to apply sequential memory and control impulses.	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 ATL 2-1 Understands Routines <u>1-Year Old:</u> Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat) <u>2-Year Old:</u> Able to follow daily routines; easily makes common transitions that are part of a daily schedule
36 to 60 Months	

Combining past experiences and familiar situations, explores, plans, problem solves, and carries out plans.	ATL 1-6 Thinks with Creativity & Flexibility <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 <u>Pre-K:</u> Able to transition thinking and behavior, such as during group play in response to a friend's suggestion or idea; generates creative ideas, suggestions
Goal 10: Children imitate behaviors that they have observed.	
Birth through 8 Months	
Initiates, sustains, and replicates brief interactions and expressions.	SED 5-2 Learns from Adults <u>1-3 mos:</u> Imitates some facial expressions <u>4-7 mos:</u> Participates in reciprocal imitation games; copies adult sounds, movements, or facial expressions
6 to 18 Months	
Initiates, sustains, and replicates interactions and expressions of familiar people.	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
16 to 38 Months	
Observes and replicates expressions, words, and actions of others in functional play, including familiar people, and characters from books, poetry, songs, or media.	SED 5-2 Learns from Adults <u>1-Year Old:</u> Demonstrates interest in adult behavior, such as by saying "hello" and "goodbye" when coming and going <u>2-Year Old:</u> Uses role play to imitate behaviors by familiar adults
36 to 60 Months	
Use imitation as a foundation for symbolic and constructive play.	SED 5-2 Learns from Adults <u>3-Year Old:</u> Imitates behaviors demonstrated by familiar adults; may say words or phrases often said by familiar adults <u>Pre-K:</u> Mirrors adult behavior in daily routines; seeks help or information when needed from adults
Goal 11: Children find multiple solutions to questions, tasks, problems, and challenges, including trial and error.	
Birth through 8 Months	
Use senses to explore environment and relationships.	CS 13-1 Explores Objects <u>1-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
6 to 18 Months	
Use sensory exploration to examine objects, and settings to observe outcomes.	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
16 to 38 Months	

Use goal-oriented exploration with novel objects and situations, and familiar people.	CS 14-1 Solves Problems <u>1-Year Old:</u> Tries several times to solve challenging problems, often using more than one approach <u>2-Year Old:</u> Able to solve problems by trying more than one approach; continues efforts to complete a challenging task
36 to 60 Months	
Tries multiple ways to solve problems and create play.	CS 14-1 Solves Problems <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) <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
Goal 12: Children use conjecture, hypothesizing, and guessing	
Birth through 8 Months	
Use all senses to explore environment and relationships.	CS 13-1 Explores Objects <u>1-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
6 to 18 Months	
Takes some risks to actively explore and interact with familiar people, objects, and settings.	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
16 to 38 Months	
Initiates actions to see reactions.	CS 14-2 Makes Predictions <u>1-Year Old:</u> Observes and experiments with cause and effect, such as pushing over a block tower <u>2-Year Old:</u> Makes predictions based on experience; explores materials and makes observations
36 to 60 Months	
Uses a repertoire of thinking and language skills for testing ideas about things and relationships.	CS 14-4 Draws Conclusions and Sorts Results <u>3-Year Old:</u> Is able to draw conclusions about experiments (e.g., since the wood block floated, other wood blocks will float) <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help
Goal 13: Children build knowledge using comparison, contrasts, examination, and evaluation.	
Birth through 8 Months	
Responds to and initiates actions with people and objects.	CS 13-1 Explores Objects <u>1-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
8 to 18 Months	
Explores and examines objects, people, and situations to see differences and similarities.	CS 13-1 Explores Objects

	<p><u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button</p> <p><u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound</p>
16 to 38 Months	
Observes and reacts to similarities and differences in people, places, and situations.	<p>CS 13-2 Classifies or Sorts Objects</p> <p><u>1-Year Old:</u> Helps with cleanup; begins to group objects, such as blocks in one pile and stuffed animals in another</p> <p><u>2-Year Old:</u> Recognizes similarities or differences between familiar and unfamiliar people, objects or events</p>
36 to 60 Months	
Combines observation, past experiences, and knowledge to address novel or unfamiliar situations.	<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> <p><u>Pre-K:</u> Able to transition thinking and behavior, such as during group play in response to a friend's suggestion or idea; generates creative ideas, suggestions</p>
Goal 14: Children Participate in exploratory play.	
Birth through 8 Months	
Gains stability and balance among senses and uses those senses to evoke relaxation and calmness that supports exploration.	<p>CS 13-1 Explores Objects</p> <p><u>1-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping</p>
6 to 18 Months	
Use sensory motor skills to engage with people and objects.	<p>CS 13-1 Explores Objects</p> <p><u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button</p> <p><u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound</p>
16 to 38 Months	
Use sensory motor play to extend the use of materials in functional ways.	<p>CS 13-1 Explores Objects</p> <p><u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound</p> <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>
36 to 60 Months	
Explore materials and actions with an intended purpose.	<p>CS 13-1 Explores Objects</p> <p><u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration</p> <p><u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses</p>
Goal 15: Children participate in pretend or symbolic play.	
Birth through 8 Months	
Sustains brief playful interactions with caregiver support.	<p>ATL 1-1 Is Attentive</p> <p><u>1-3 mos:</u> Watches faces</p>

	4-7 mos: Pays attention to people, objects, and sounds
6 to 18 Months	
Use senses and mobility to explore functions of objects and actions, with symbolic play evolving as a result of the functional exploration.	ATL 1-6 Thinks with Creativity & Flexibility 8-12 mos: 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 1-Year Old: Able to shift focus; participates in new activities; demonstrates imagination in using materials to create something new
16 to 38 Months	
Use objects symbolically in pretend play.	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
36 to 60 Months	
Develops plots, scripts, and takes on roles, with a mixture of reality and fantasy.	CCA 21-4 Participates in Dramatic Play 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 Pre-K: Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
Goal 16: Children represent experiences and thought through symbolic representation including play, movement, arts, numeracy, and literacy.	
Birth through 8 Months	
Infants initiate and respond to sensory stimulation which is a neurological precursor to symbolic representation.	PMP 17-1 Develops Perception & Balance 1-3 mos: From stomach position is able to lift head; follows moving objects with eyes 4-7 mos: Reaches for objects; sits with and then without support of hands
6 to 18 Months	
Engages in pre-symbolic play. (See Goal 14, Exploratory Play)	CS 13-1 Explores Objects 8-12 mos: Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button 1-Year Old: Observes and experiments with how things work, such as pushing a button on a toy to hear a sound
16 to 38 Months	
Uses symbolic expression in dramatic play and creative activities.	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
36 to 60 Months	
Use symbols in arts, communication, and numeracy.	LKS 9-1 Develops Emergent Writing 3-Year Old: Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in

	<p>written expression through scribbling and describing what was “written”</p> <p><u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters</p>
	<p>CM 10-4 Reads and Writes Numbers</p> <p><u>3-Year Old:</u> Can trace numbers; recognizes a few numbers in written form</p> <p><u>Pre-K:</u> Can write some numbers up to 10; recognizes a few numbers in written form; recognizes both numerals and number names</p>
	<p>CCA 21-4 Participates in Dramatic Play</p> <p><u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play</p> <p><u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers</p>

Motor Development, Physical Well-Being, and Health	
Goal 17: Children demonstrate strength and coordination of large motor muscles.	
Birth through 8 Months	
Gain control of head, trunk, arms, and legs.	<p>PMP 17-1 Develops Perception & Balance</p> <p><u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes</p> <p><u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands</p>
6 to 18 Months	
Develop strength, balance, and coordination to change the position of the body from lying to sitting, to standing, and then to walking, with or without support.	<p>PMP 17-1 Develops Perception & Balance</p> <p><u>8-12 mos:</u> Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object</p> <p><u>1-Year Old:</u> Increasingly gains balance, going from sitting to standing to running and even jumping</p>
16 to 38 Months	
Coordinate whole body to make complex movements for moving from place to place (walk, run, hop, and climb).	<p>PMP 17-1 Develops Perception & Balance</p> <p><u>1-Year Old:</u> Increasingly gains balance, going from sitting to standing to running and even jumping</p> <p><u>2-Year Old:</u> Adjusts sitting or standing position based on situation; maintains good posture and balance; avoids obstacles when in motion</p>
36 to 60 Months	
Coordinate whole body to move in complex ways with strength, agility, and balance.	<p>PMP 17-1 Develops Perception & Balance</p> <p><u>3-Year Old:</u> Stands on 1 foot for about 3 seconds; jumps with two feet</p> <p><u>Pre-K:</u> Stands on 1 foot for about 6 seconds; does a front roll (somersault); walks backwards without losing balance; walks heel-to-</p>

	toe, on tiptoe, and on a straight line; can walk on a balance board; hops on one foot
Goal 18: Children demonstrate strength and coordination of small motor skills	
Birth through 8 Months	
Bring hands and objects to mouth. Purposefully manipulate objects.	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
6 to 18 Months	
Demonstrate development in eye-hand coordination by grasping and manipulating objects in exploration, and including both hands in accomplishing a task.	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
16 to 38 Months	
Coordinate arms, hands, and fingers to accomplish purposeful fine-motor tasks.	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
36 to 60 Months	
Use fingers and hands for purposeful tasks.	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 <u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness
Goal 19: Children use their senses (Sight, Hearing, Smell, Taste, and Touch) to guide and integrate their interactions	
Birth through 8 Months	
Respond to sensory input.	CS 13-1 Explores Objects <u>1-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
6 to 18 Months	
Intentionally respond to sensory input and to coordinate actions based on input.	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
16 to 38 Months	
Regulate actions and responses based on sensory input.	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

36 to 60 Months	
Coordinate motor activities based on sensory input.	PMP 17-1 Develops Perception & Balance <u>3-Year Old:</u> Stands on 1 foot for about 3 seconds; jumps with two feet <u>Pre-K:</u> Stands on 1 foot for about 6 seconds; does a front roll (somersault); walks backwards without losing balance; walks heel-to-toe, on tiptoe, and on a straight line; can walk on a balance board; hops on one foot
Goal 20: Children demonstrate stamina and energy to participate in daily activities	
Birth through 8 Months	
Develop nerves and muscles to sustain movement.	PMP 17-2 Develops Lower Body Strength <u>1-3 mos:</u> Stretches and kicks legs when lying down; pushes down on legs when feet are placed on a firm surface <u>4-7 mos:</u> Explores new body positions; rolls over; crawls; supports weight on legs; kicks at objects
6 to 18 Months	
Explore environment with purposeful movement.	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 PMP 17-3 Develops Upper Body Strength <u>8-12 mos:</u> Pulls self up <u>1-Year Old:</u> Carries objects
16 to 38 Months	
Engage in new and familiar physical activities with and without adult prompting.	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
36 to 60 Months	
Engage in organized and spontaneous physical activity both indoors and outside.	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times <u>3-Year Old:</u> Is able to play for longer periods of time without needing to rest <u>Pre-K:</u> Can play for up to an hour of gross motor activity; is graduating off afternoon nap; understands the importance of exercise
Goal 21: Children engage in a variety of physical activities	
Birth through 8 Months	
Move reflexively, then with increasing intentionality.	PMP 17-2 Develops Lower Body Strength <u>1-3 mos:</u> Stretches and kicks legs when lying down; pushes down on legs when feet are placed on a firm surface <u>4-7 mos:</u> Explores new body positions; rolls over; crawls; supports weight on legs; kicks at objects
6 to 18 Months	
Advance from mostly stationary activities to becoming mobile and active.	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

16 to 38 Months	
Engage in a variety of sequenced movements with increased balance.	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
36 to 60 Months	
Engage in complex physical movements embedded in play activities.	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 <u>Pre-K:</u> Walks up and down stairs with alternating feet; can pedal a tricycle, climb a ladder, and or swing without assistance; can kick, throw, bounce or catch a ball; skips or claps
Goal 22: Children practice basic personal care routines	
Birth through 8 Months	
Begin to develop an awareness of basic physical needs related to personal 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
6 to 18 Months	
Participate in routines to meet basic personal needs.	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
16 to 38 Months	
Participate in meeting personal care needs.	PMP 19-2 Develops Self-Care Skills <u>1-Year Old:</u> Shows increasing independence, such as dressing with help <u>2-Year Old:</u> Shows increasing independence with self-care, such as helping wash hands or brush teeth
36 to 60 Months	
Initiate and carry out personal care routines, with and without assistance.	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 <u>Pre-K:</u> Knows to wash hands with soap before eating, after toileting, and after wiping nose; independently brushes teeth; shows preference for certain clothing and prefers to dress and undress self; able to zip, button, and snap; may be able to tie shoes
Goal 23: Children demonstrate personal health and hygiene skills	
Birth through 8 Months	
Infants react and respond to an adult performing hygiene care giving.	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
6 to 18 Months	
Anticipate, respond, and participate in basic hygiene tasks, with assistance.	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
16 to 38 Months	
Show some awareness of personal health and hygiene skills.	PMP 19-2 Develops Self-Care Skills <u>1-Year Old:</u> Shows increasing independence, such as dressing with help <u>2-Year Old:</u> Shows increasing independence with self-care, such as helping wash hands or brush teeth
36 to 60 Months	
Demonstrate independence in personal hygiene skills.	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 <u>Pre-K:</u> Knows to wash hands with soap before eating, after toileting, and after wiping nose; independently brushes teeth; shows preference for certain clothing and prefers to dress and undress self; able to zip, button, and snap; may be able to tie shoes
Goal 24: Children eat a variety of nutritious food	
Birth through 8 Months	
Self-regulate food intake, and indicate hunger and fullness.	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
6 to 18 Months	
Consume a variety of foods and indicate preferences.	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
16 to 38 Months	
Choose how much food to eat. Participate in mealtime routines, with support.	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 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
36 to 60 Months	

Participate in mealtime routines with increasing independence and using utensils.	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 <u>Pre-K:</u> Able to serve portions to self; uses utensils; adds own condiments, cuts food with table knife
Goal 25: Children demonstrate knowledge about and avoid harmful objects and situations	
Birth through 8 Months	
Show discomfort or anxiousness in stressful situations.	SED 3-1 Expresses Emotion <u>1-3 mos:</u> Begins to show emotions with face and body; may begin to smile <u>4-7 mos:</u> Becomes more assertive in conveying likes and dislikes
	PMP 20-2 Learns Safety Rules <u>1-7 mos:</u> Is learning in a safe environment where caregivers are modeling safe behaviors
6 to 18 Months	
Rely on adults to maintain safe environments and respond to adult indicators of unsafe or dangerous situations.	PMP 20-2 Learns Safety Rules <u>8-12 mos:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; is learning classroom rules <u>1-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands classroom rules
16 to 38 Months	
Begin to develop an awareness of harmful objects and situations.	PMP 20-2 Learns Safety Rules <u>1-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands classroom 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
36 to 60 Months	
Demonstrate an awareness and understanding of harmful objects and situations and respond to the danger, with and without assistance.	PMP 20-2 Learns Safety Rules <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 <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions
Goal 26: Children demonstrate awareness and understanding of safety rules	
Birth through 8 Months	
Rely on adults for safety.	PMP 20-2 Learns Safety Rules <u>1-7 mos:</u> Is learning in a safe environment where caregivers are modeling safe behaviors
6 to 18 Months	
Rely on caregivers for safety and protection. Responds to adult cues/directions when feeling unsafe.	PMP 20-2 Learns Safety Rules <u>8-12 mos:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; is learning classroom rules <u>1-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands classroom rules
16 to 38 Months	

Develop an awareness of safety rules and respond to safety rules, with assistance.	PMP 20-2 Learns Safety Rules <u>1-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands classroom 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
36 to 60 Months	
Follow safety rules, with and without assistance.	PMP 20-2 Learns Safety Rules <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 <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions

Social and Emotional Development	
Goal 27: Children trust, interact, and seek assistance from adults	
Birth through 8 Months	
Shows secure primary attachments.	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
6 to 18 Months	
Shows sense of self in relation to familiar adults.	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
16 to 38 Months	
Shows a desire for autonomy and self-action when with familiar adults.	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
36 to 60 Months	
Shows confidence in seeking assistance from 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 <u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults
Goal 28: Children develop friendships with peers	

Birth through 8 Months	
Shows interest in other babies and children.	SED 6-2 Bonds with Peers <u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children
6 to 18 Months	
Shows interest in interacting with peers.	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)
16 to 38 Months	
Engages in play with peers.	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
36 to 60 Months	
Engages in mutual social play that involves cooperation and shared purpose.	SED 6-2 Bonds with Peers <u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend <u>Pre-K:</u> Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play
Goal 29: Children demonstrate positive negotiation skills	
Birth through 8 Months	
Initiates interactions with caregivers and responds to caregiver's interactions.	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
6 to 18 Months	
Gives cues to initiate interactions with caregiver and peers.	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 6-3 Cooperates with Peers <u>1-Year Old:</u> May begin to play with other children (e.g., passing a toy back and forth)
16 to 38 Months	
Engages with caregivers and peers to solve problems or communicate solutions.	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) <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

36 to 60 Months	
Solves problems and communicate ideas with a peer, with adult supervision.	SED 6-3 Cooperates 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 <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
Goal 30: Children demonstrate awareness of behavior and its effects on others	
Birth through 8 Months	
Becomes aware that their actions may be linked to another's response.	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)
6 to 18 Months	
Anticipates reactions to their actions.	SED 3-1 Expresses Emotion <u>1-Year Old:</u> Expresses a range of emotions, including surprise, joy or pride; notices the effects of emotions on others
16 to 38 Months	
Modifies self behavior to solicit others' actions or responses.	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
36 to 60 Months	
Anticipates the impact of self actions on others.	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 <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
Goal 31: Children participate positively in group activities	
Birth through 8 Months	
Shows awareness of self and others.	SED 4-1 Develops Awareness of Self <u>1-3 mos:</u> Shows interest in self, such as watching own hands or playing with feet <u>4-7 mos:</u> Learns about self by exploring hands, feet, body, and movement
	SED 6-2 Bonds with Peers <u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children <u>8-12 mos:</u> Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play)

6 to 18 Months	
Makes connections and associations with people, places, and regular routines.	<p>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</p> <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>
16 to 38 Months	
Uses most behaviors that are socially acceptable within a defined social environment.	<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) <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</p>
36 to 60 Months	
Participate cooperatively in group activities.	<p>SED 6-3 Cooperates 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 <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language</p>
Goal 32: Children demonstrate sympathy and empathy	
Birth through 8 Months	
Gazes at others and responds to variation in nonverbal and verbal sounds of others.	<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>
6 to 18 Months	
Reacts to emotions and actions of familiar children and adults.	<p>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</p>
16 to 38 Months	
Gains simple vocabulary to accurately describe own and others' emotions.	<p>SED 6-1 Builds Empathy <u>1-Year Old:</u> Observes emotions of others; may respond to another's preferences, such as offering different objects until one is accepted <u>2-Year Old:</u> Begins to care for the feelings and needs of others</p> <p>LC 7-4 Expands Vocabulary</p>

	<p><u>8-12 mos:</u> Points to body parts when prompted; uses or signs an increasing number of words</p> <p><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?"</p>
36 to 60 Months	
Recognizes and responds to another's emotions and situation.	<p>SED 6-1 Builds Empathy</p> <p><u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress</p> <p><u>Pre-K:</u> Shares in the joy of others; expresses sadness when another adult or child is sad</p>
Goal 33: Children develop a sense of humor	
Birth through 8 Months	
Smiles and laughs with pleasure, often in response to primary caregiver.	<p>SED 3-1 Expresses Emotion</p> <p><u>1-3 mos:</u> Begins to show emotions with face and body; may begin to smile</p> <p><u>4-7 mos:</u> Becomes more assertive in conveying likes and dislikes</p>
6 to 18 Months	
Initiates and responds to caregiver with smiles and laughter. Responds to absurdity.	<p>SED 3-1 Expresses Emotion</p> <p><u>8-12 mos:</u> Expresses a variety of emotions through facial expressions, sounds, and gestures</p> <p><u>1-Year Old:</u> Expresses a range of emotions, including surprise, joy or pride; notices the effects of emotions on others</p>
16 to 38 Months	
Uses language and body to initiate social humor.	<p>SED 3-1 Expresses Emotion</p> <p><u>1-Year Old:</u> Expresses a range of emotions, including surprise, joy or pride; notices the effects of emotions on others</p> <p><u>2-Year Old:</u> Expresses a variety of emotions; modifies expression according to reactions of familiar adults</p>
36 to 60 Months	
Uses novel language, sounds, and meanings to initiate interaction with adults and peers. Uses physical humor for social purposes.	<p>SED 3-1 Expresses Emotion</p> <p><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</p> <p><u>Pre-K:</u> Expresses a range of emotions; says how he/she is feeling and why; identifies emotions in photos (e.g., happy, sad, or confused)</p>
Goal 34: Children adapt to diverse settings	
Birth through 8 Months	
Reacts differentially to people, events, and settings.	<p>ATL 1-6 Thinks with Creativity & Flexibility</p> <p><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</p>
6 to 18 Months	
Shows awareness of safe relationships and environments.	<p>ATL 1-6 Thinks with Creativity & Flexibility</p> <p><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</p> <p><u>1-Year Old:</u> Able to shift focus; participates in new activities; demonstrates imagination in using materials to create something new</p>

16 to 38 Months	
Adapts to new settings and people with some assistance.	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 <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
36 to 60 Months	
Adjusts to unfamiliar settings and people, with minimal adult assistance.	ATL 1-6 Thinks with Creativity & Flexibility <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 <u>Pre-K:</u> Able to transition thinking and behavior, such as during group play in response to a friend's suggestion or idea; generates creative ideas, suggestions
Goal 35: Children recognize, appreciate, and respect similarities and differences in people	
Birth through 8 Months	
Shows habituation to sameness in sounds, voices, and environmental conditions, and reacts to changes when differences occur.	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
6 to 18 Months	
Chooses primary caregivers and familiar people, but shows interest in unfamiliar people.	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
16 to 38 Months	
Become aware of simple similarities and differences between self and others.	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
36 to 60 Months	
Shows curiosity about differences and similarities between self and others.	SED 4-1 Develops Awareness of Self <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family <u>Pre-K:</u> Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class)

Goal 36: Children perceive themselves as unique individuals	
Birth through 8 Months	
Shows attachment with primary caregivers.	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
6 to 18 Months	
Show awareness of self as separate from primary caregiver.	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
16 to 38 Months	
Acts to show personal characteristics and preferences.	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
36 to 60 Months	
Uses strategies to differentiate themselves from others, and to get their needs met.	SED 4-1 Develops Awareness of Self <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family <u>Pre-K:</u> Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class)
Goal 37: Children demonstrate belief in their abilities	
Birth through 8 Months	
Calms self for brief periods.	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
6 to 18 Months	
Views self as capable of influencing the near environment.	SED 4-2 Becomes Confident <u>1-Year Old:</u> Shows confidence in own abilities; is proud to demonstrate abilities
16 to 38 Months	
Views self as capable of attempting everyday tasks.	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
36 to 60 Months	
Shows confidence and competence in managing simple, everyday skills for daily living, with and without assistance.	SED 4-2 Becomes Confident <u>3-Year Old:</u> Is pleased to complete daily routines and learn new skills <u>Pre-K:</u> Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics

Goal 38: Children regulate their feelings and impulses	
Birth through 8 Months	
Calms and soothes self for brief periods of time.	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
6 to 18 Months	
Recognizes and responds to emotional cues of others.	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
16 to 38 Months	
Accepts some limits and boundaries, with adult support.	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
36 to 60 Months	
With adult assistance and guidance, controls aggressive actions, words, and emotions.	SED 3-2 Manages Feelings & Demonstrates Self-Control <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 <u>Pre-K:</u> Has methods for coping with intense feelings (getting a comfort item; using words; counting to 5); seeks adult assistance in intense situations; is learning to control impulses and emotions; is able to wait turn

General Knowledge	
Goal 39: Children demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems	
Birth through 8 Months	
Begins to show awareness of quantity.	CM 11-1 Learns Measurement and Quantities <u>4-7 mos:</u> Plays with more than one object at a time <u>8-12 mos:</u> Uses words to identify amounts, such as asking for "more" or saying "all gone"
6 to 18 Months	
Manipulate objects with a variety of attributes and quantities.	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")
16 to 38 Months	

Compare differences between two or more objects, groups of objects, and quantity of objects.	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 <u>2-Year Old:</u> Recognizes similarities or differences between familiar and unfamiliar people, objects or events
36 to 60 Months	
Uses number words and concepts to explore and manipulate quantity, size, and relationships.	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) <u>Pre-K:</u> Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map
Goal 40: Children demonstrate understanding of measurable attributes of objects and the units, systems, and processes of measurement (including size, volume, height, length, area, and time)	
Birth through 8 Months	
Uses sensory exploration to investigate environment and spatial relationships.	CS 13-1 Explores Objects <u>1-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
6 to 18 Months	
Investigates environments to compare spatial relationships among objects.	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
16 to 38 Months	
Orders and sequences objects according to different dimensions.	CM 12-1 Learns Shapes & Sizes <u>1-Year Old:</u> Identifies shapes; begins to sort by size <u>2-Year Old:</u> Sorts objects by shape, size, and/or weight
36 to 60 Months	
Uses geometric modeling and spatial reasoning according to different dimensions.	CM 12-2 Develops Spatial Awareness <u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind <u>Pre-K:</u> Uses location words (in, on, under, etc.); uses standard or nonstandard units of measurement to determine length, height, capacity etc. of object(s); compares length, height, capacity of a container, such as how many scoops are needed to fill a bucket
Goal 41: Children demonstrate understanding of patterns, relations, and functions used to organize their world and facilitate problem solving	
Birth through 8 Months	

Develops awareness of sounds, sights, or motor activities that occur regularly in daily routines.	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
6 to 18 Months	
Notices and responds to patterns in daily routines.	ATL 2-1 Understands Routines <u>8-12 mos:</u> Remembers daily routines; knows how to use familiar objects <u>1-Year Old:</u> Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat)
16 to 38 Months	
Recalls and anticipates familiar sequences of events and objects and uses this to predict and respond to events.	ATL 2-1 Understands Routines <u>1-Year Old:</u> Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat) <u>2-Year Old:</u> Able to follow daily routines; easily makes common transitions that are part of a daily schedule
36 to 60 Months	
Sorts, orders, classifies, and forms simple patterns among objects using color, number, size, and shape.	CM 11-2 Understands Patterns <u>3-Year Old:</u> Can complete simple patterns, such as red-blue-red-blue-red-blue; can tell what comes next <u>Pre-K:</u> Can create, duplicate or extend more complex patterns, such as red-blue-green-red-blue-green; can fill in a missing piece of a pattern; seriates a group of like objects (small, medium, large, or light, medium, dark)
Goal 42: Children observe, describe, and collect information by exploring the world around them	
Birth through 8 Months	
Shows interest in familiar people, objects, and events in the immediate environment.	ATL 1-4 Is Curious <u>1-3 mos:</u> Turns head toward the sound of a familiar voice <u>4-7 mos:</u> Explores with hands; finds objects that are partially hidden
6 to 18 Months	
Observes events, actions, objects and people. Responds nonverbally and with one word responses to comments and reactions of, others, and shows preferences for people, events, actions, and objects.	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
16 to 38 Months	
Describes observable characteristics of objects, people, and events.	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
36 to 60 Months	
Calls attention to, describes, discusses, and explains similarities and differences among objects or events.	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

	<u>Pre-K</u> : Compares objects based on attributes, such as weight, odor, color, texture, function or sound
Goal 43: Children further engage in exploring and making sense of the natural world by asking questions and making predictions about cause and effect relations that can lead to generalizations	
Birth through 8 Months	
Engages and explores the physical and natural world.	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
6 to 18 Months	
Explores cause and effect relations through observation and trial and error.	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
16 to 38 Months	
Varies actions to see what happens as a result (cause and effect).	CS 14-2 Makes Predictions <u>1-Year Old</u> : Observes and experiments with cause and effect, such as pushing over a block tower <u>2-Year Old</u> : Makes predictions based on experience; explores materials and makes observations
36 to 60 Months	
Investigates unfamiliar phenomena using both trial and error and systematic trials, with assistance.	CS 14-1 Solves Problems <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) <u>Pre-K</u> : Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
Goal 44: Children differentiate between people, places, activities, and events in the past and present that relate to self, group identity, and a sense of their community	
Birth through 8 Months	
Show comfort with the familiar.	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
6 to 18 Months	
Engages and responds to familiar people, places, activities, and events in their family, program, community, and culture.	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
16 to 38 Months	
	SED 4-1 Develops Awareness of Self

Intentionally selects and participates in daily activities and routines reflecting cultural traditions and values with adults and peers.	<p><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> <p><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> <p>SS 16-1 Explores Cultures</p> <p><u>1-2-Year Old:</u> Participates in experiential opportunities that are culturally diverse</p>
36 to 60 Months	
Shows awareness of personal membership of self and others in family, community, program, and culture.	<p>SED 4-1 Develops Awareness of Self</p> <p><u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family</p> <p><u>Pre-K:</u> Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class)</p> <p>SS 16-1 Explores Cultures</p> <p><u>3-Year Old:</u> Learns about cultural differences, including clothing, food, art, and work</p> <p><u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work</p>
Goal 45: Children demonstrate awareness and understanding of individual fairness, group rights, and responsibilities (democratic ideals) for membership and participation in group activities (successful citizenship)	
Birth through 8 Months	
Show range of emotions.	<p>SED 3-1 Expresses Emotion</p> <p><u>1-3 mos:</u> Begins to show emotions with face and body; may begin to smile</p> <p><u>4-7 mos:</u> Becomes more assertive in conveying likes and dislikes</p>
6 to 18 Months	
Shows awareness of emotions for self and others.	<p>SED 3-1 Expresses Emotion</p> <p><u>8-12 mos:</u> Expresses a variety of emotions through facial expressions, sounds, and gestures</p> <p><u>1-Year Old:</u> Expresses a range of emotions, including surprise, joy or pride; notices the effects of emotions on others</p>
16 to 38 Months	
With adult assistance, regulates self behavior to participate in groups with familiar people, objects, and play.	<p>SED 3-2 Manages Feelings & Demonstrates Self-Control</p> <p><u>1-Year Old:</u> Begins to cope with strong emotions with help from familiar adults</p> <p><u>2-Year Old:</u> Able to use routines, favorite objects, or familiar adults to help in coping with strong feelings and emotions</p>
36 to 60 Months	
Engages cooperatively in organized, culturally acceptable practices with familiar people, objects, settings, and play.	<p>ATL 2-2 Shows Responsibility</p> <p><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</p>

	<u>Pre-K</u> : Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel	
Birth through 8 Months	
Responds to light, color, sound, texture, and motion.	CCA 21-1 Explores Art Media <u>1-3 mos</u> : Is learning in a creative environment with opportunity to study colors and shapes <u>4-7 mos</u> : Uses age-appropriate art materials, such as “edible art” or other safe materials
6 to 18 Months	
Actively seeks out visual, auditory, and tactile stimulation through kinesthetic and sensory exploration.	CCA 21-1 Explores Art Media <u>8-12 mos</u> : Uses age-appropriate art materials, such as “edible art” or other safe materials <u>1-Year Old</u> : Uses art materials; makes marks with a crayon; finger paints
16 to 38 Months	
Uses singing, drawing/painting, and movement to express self and to find meaning in experiences.	CCA 21-1 Explores Art Media <u>1-Year Old</u> : Uses art materials; makes marks with a crayon; finger paints <u>2-Year Old</u> : Uses a variety of art materials to create artwork or other inventions
36 to 60 Months	
Uses artistic expression and language to communicate emotions and make meaning of experiences.	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 <u>Pre-K</u> : Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
Goal 47: Children demonstrate understanding and appreciation of creative arts	
Birth through 8 Months	
Responds reflexively to sensory stimulation.	CCA 21-1 Explores Art Media <u>1-3 mos</u> : Is learning in a creative environment with opportunity to study colors and shapes <u>4-7 mos</u> : Uses age-appropriate art materials, such as “edible art” or other safe materials
6 to 18 Months	
Responds to visual, auditory, and tactile stimulation with kinesthetic and sensory exploration.	CCA 21-1 Explores Art Media <u>8-12 mos</u> : Uses age-appropriate art materials, such as “edible art” or other safe materials <u>1-Year Old</u> : Uses art materials; makes marks with a crayon; finger paints
16 to 38 Months	
Explores tools and materials to create with light, color, image, music, movement, and textures.	CCA 21-1 Explores Art Media <u>1-Year Old</u> : Uses art materials; makes marks with a crayon; finger paints

	<u>2-Year Old</u> : Uses a variety of art materials to create artwork or other inventions
36 to 60 Months	
Responds to and creates symbolic and representation art, music, dance, and dramatic themes.	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 <u>Pre-K</u> : Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes

Communication, Language by Listening	
Goal 48: Children demonstrate the meaning of language by listening	
Birth through 8 Months	
Responds to environmental sounds and recognizes familiar voices.	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
6 to 18 Months	
Recognizes names for familiar people and objects. Responds to simple requests.	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”
16 to 38 Months	
Understands increasingly complex statements and requests.	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
36 to 60 Months	
Receives messages in conversations, directions, music, and stories.	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 <u>Pre-K</u> : Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations
Goal 49: Children communicate effectively	
Birth through 8 Months	
Displays intentional and unintentional facial expressions, cries, smiles, babbles using repetitious syllables, and uses simple gestures.	LC 7-2 Develops Expressive Communication <u>1-3 mos</u> : Alerts caregivers when there is a need, such as crying when awake or needing to be changed; begins to babble, coo or gurgle; may imitate some sounds <u>4-7 mos</u> : Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure
6 to 18 Months	

Uses structured sounds, words, and gestures to interact with others.	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"
16 to 38 Months	
Communicates with simple two to three word combinations and gestures, increasing to more complex utterances.	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
36 to 60 Months	
Uses a variety of communication forms with purpose to convey a message.	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 <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
Goal 50: Children comprehend and use conventions of social communication	
Birth through 8 Months	
Initiates and responds to social communication with caregivers and others.	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 LC 7-2 Develops Expressive Communication <u>1-3 mos:</u> Alerts caregivers when there is a need, such as crying when awake or needing to be changed; begins to babble, coo or gurgle; may imitate some sounds <u>4-7 mos:</u> Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure
6 to 18 Months	
Sustains shared interactions.	LC 7-6 Learns Conversation Structure <u>1-Year Old:</u> May participate in back-and-forths; may make eye contact
16 to 38 Months	
Initiates interactions using social convention.	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
36 to 60 Months	

Sustains interactions using social conventions.	<p>LC 7-6 Learns Conversation Structure <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 <u>Pre-K:</u> Participates in multi-turn conversations with friends and adults; mirrors tone, volume and tense; uses verbal and nonverbal conversational rules (e.g., takes turns, eye contact, loud and soft voice as appropriate, etc.); connects phrases and sentences to build ideas</p>
Goal 51: Children use receptive vocabulary	
Birth through 8 Months	
Responds to voices and environmental sounds.	<p>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</p>
6 to 18 Months	
Responds to spoken language in context.	<p>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?"</p>
16 to 38 Months	
Recognizes and responds to increasingly complex vocabulary and gestures.	<p>LC 7-4 Expands Vocabulary <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?" <u>2-Year Old:</u> Begins to recognize and possibly name classmates, familiar objects, body parts, colors, and animals; shows rapid growth in number of words or signs used in conversation with others</p>
36 to 60 Months	
Demonstrates increased comprehension of spoken language, vocabulary, and gestures.	<p>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 <u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)</p>
Goal 52: Children use expressive vocabulary	
Birth through 8 Months	
Initiates sounds and facial expressions.	<p>LC 7-2 Develops Expressive Communication <u>1-3 mos:</u> Alerts caregivers when there is a need, such as crying when awake or needing to be changed; begins to babble, coo or gurgle; may imitate some sounds <u>4-7 mos:</u> Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure</p>

6 to 18 Months	
Uses purposeful vocalizations and gestures. Use words with intent.	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?"
16 to 38 Months	
Uses words and simple phrases with intent.	LC 7-4 Expands Vocabulary <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?" <u>2-Year Old:</u> Begins to recognize and possibly name classmates, familiar objects, body parts, colors, and animals; shows rapid growth in number of words or signs used in conversation with others
36 to 60 Months	
Uses phrases and sentences with functional and descriptive vocabulary.	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 <u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)
Goal 53: Children demonstrate progression in grammar and syntax	
Birth through 8 Months	
Initiates and responds to change and variety in sounds.	LC 7-2 Develops Expressive Communication <u>1-3 mos:</u> Alerts caregivers when there is a need, such as crying when awake or needing to be changed; begins to babble, coo or gurgle; may imitate some sounds <u>4-7 mos:</u> Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure
6 to 18 Months	
Intentionally uses intonation and single words to communicate.	LC 7-5 Expands Grammar and Pronunciation <u>1-Year Old:</u> Begins to use inflection properly, usually to convey likes or dislikes (e.g., No! Yes! Give me! Mine! Please!)
16 to 38 Months	
Moves from using simple words to more complex word order, word combinations, and word endings.	LC 7-5 Expands Grammar and Pronunciation <u>1-Year Old:</u> Begins to use inflection properly, usually to convey likes or dislikes (e.g., No! Yes! Give me! Mine! Please!) <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
36 to 60 Months	
Uses basic conventions of grammar and syntax.	LC 7-5 Expands Grammar and Pronunciation <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.)

	<u>Pre-K</u> : Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
Goal 54: Children demonstrate comprehension and meaning in language	
Birth through 8 Months	
Responds to voices and environmental sounds.	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
6 to 18 Months	
Responds and attends to verbal and nonverbal communication.	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"
16 to 38 Months	
Recognizes and responds to more complex concepts and meaning in language.	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
36 to 60 Months	
Demonstrates increased comprehension of language structure and content and vocabulary.	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 <u>Pre-K</u> : Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations
Goal 55: Children use language for a variety of purposes	
Birth through 8 Months	
Uses a variety of vocalizations and gestures.	LC 7-2 Develops Expressive Communication <u>1-3 mos</u> : Alerts caregivers when there is a need, such as crying when awake or needing to be changed; begins to babble, coo or gurgle; may imitate some sounds <u>4-7 mos</u> : Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure
6 to 18 Months	
Uses vocalizations and words to express wants, needs, and feelings.	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"
16 to 38 Months	

Uses words, phrases, and sentences to meet emotional, social, and physical needs.	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
36 to 60 Months	
Follows social conventions of language to access, gain, and share information.	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 <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
Goal 56: Children develop phonological awareness	
Birth through 8 Months	
Responds differentially to sounds.	LC 7-3 Develops Phonemic Awareness <u>4-7 mos:</u> Pays attention during songs and chanted rhymes
6 to 18 Months	
Uses sounds for a variety of purposes.	LC 7-3 Develops Phonemic Awareness <u>8-12 mos:</u> Listens and responds to rhymes and rhythms, including songs and chanted rhymes <u>1-Year Old:</u> Participates in group time with songs and chanted rhymes
16 to 38 Months	
Produces and imitates sounds (phonemes).	LC 7-3 Develops Phonemic Awareness <u>1-Year Old:</u> Participates in group time with songs and chanted rhymes <u>2-Year Old:</u> Follows along or repeats parts of songs or nursery rhymes
36 to 60 Months	
Recognizes phonemes as both initial and ending sounds.	LC 7-3 Develops Phonemic Awareness <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted <u>Pre-K:</u> Can "clap" syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
Goal 57: Reading – Children make connections between sounds, symbols, and letters	
Birth through 8 Months	
Responds to visual and auditory stimuli in the environment.	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
6 to 18 Months	

Recognizes that pictures can be paired with words and sounds.	LKS 8-1 Develops Early Literacy 8-12 mos: Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories 1-Year Old: Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings
16 to 38 Months	
Recognizes visual symbols in their environment.	LKS 8-3 Develops Emergent Reading 2-Year Old: 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
36 to 60 Months	
Recognizes letters as special symbols to represent spoken language.	LKS 8-2 Develops Alphabetic Knowledge 3-Year Old: Says or sings ABCs Pre-K: Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print LKS 8-3 Develops Emergent Reading 3-Year Old: Recognizes own name in print; understands left to right, top to bottom process of reading Pre-K: Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
Goal 58: Reading – Children demonstrate awareness of print concepts	
Birth through 8 Months	
Builds foundational experiences for later print concept development.	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
6 to 18 Months	
Attends to visual features of a book.	LKS 8-1 Develops Early Literacy 8-12 mos: Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories 1-Year Old: Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings
16 to 38 Months	
Displays awareness of the function and use of printed materials.	LKS 8-1 Develops Early Literacy 1-Year Old: Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings 2-Year Old: Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures LKS 8-3 Develops Emergent Reading 2-Year Old: 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
36 to 60 Months	

Knows that languages and words have a written form that can be read, and shows awareness of reading conventions.	LKS 8-3 Develops Emergent Reading <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
Goal 59: Reading – Children demonstrate comprehension of printed materials and oral stories	
Birth through 8 Months	
Builds background experiences for later comprehension skill development.	LKS 8-1 Develops Early Literacy <u>1-3 mos:</u> Experiences stories by being read to by caregivers <u>4-7 mos:</u> Explores books with caregivers; enjoys being read to by others
6 to 18 Months	
Engages actively with stories and pictures.	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
16 to 38 Months	
Begins to attach meaning to stories and pictures.	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
36 to 60 Months	
Understands information from oral stories, reading books, and pictures.	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 <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
Goal 60: Reading – Children demonstrate awareness that written materials can be used for a variety of purposes	
Birth through 8 Months	
Develops sensory skills beyond reflexes to explore language, including tools for listening, speaking, reading, and writing.	LKS 8-1 Develops Early Literacy <u>1-3 mos:</u> Experiences stories by being read to by caregivers <u>4-7 mos:</u> Explores books with caregivers; enjoys being read to by others
6 to 18 Months	

Participates actively in looking at picture books and written materials with support.	LKS 8-1 Develops Early Literacy 8-12 mos: Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories 1-Year Old: Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings
16 to 38 Months	
Engages independently in exploring books and actively listening to stories.	LKS 8-1 Develops Early Literacy 1-Year Old: Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings 2-Year Old: Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures
36 to 60 Months	
Uses books and written materials to gain information and enjoyment in a variety of settings.	LKS 8-1 Develops Early Literacy 3-Year Old: 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 Pre-K: Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
Goal 61: Writing – Children demonstrate knowledge and use of letters and symbols	
Birth through 8 Months	
Acquires visual and motor foundational experiences for later concept development.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills 1-3 mos: Opens and shuts hands 4-7 mos: Turns objects in hands; uses hands or feet to make contact with objects or people
6 to 18 Months	
Begins to produce marks with a variety of tools.	LKS 9-1 Develops Emergent Writing 8-12 mos: Can use a fat paint brush or celery stalk to “paint” 1-Year Old: Makes marks on paper with large crayon or marker
16 to 38 Months	
Begins to draw and scribble to express self and ideas.	LKS 9-1 Develops Emergent Writing 1-Year Old: Makes marks on paper with large crayon or marker 2-Year Old: 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
36 to 60 Months	
Represents ideas and spoken language using drawing, scribbles, symbols, and letters.	LKS 9-1 Develops Emergent Writing 3-Year Old: 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” Pre-K: Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters

Goal 62: Writing – Children use writing skills and demonstrate knowledge of writing conventions	
Birth through 8 Months	
Moves from reflexive to controlled hand and finger skills.	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
6 to 18 Months	
Manipulates objects with increasing control and intentionality.	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
16 to 38 Months	
Intentionally uses tools to write and draw.	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
36 to 60 Months	
Writes and draws with increasing coordination using a variety of tools.	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” <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
Goal 63: Children use writing for a variety of purposes	
Birth through 8 Months	
Progresses from reflexive movement to intentional movement, especially in hand skills.	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
6 to 18 Months	
Develops eye/hand coordination, basic grasps, and hand and finger strength that support making marks and scribbles.	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
16 to 38 Months	
Makes scribbles and marks in imitation of writing during play.	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
36 to 60 Months	

Makes scribbles, pictures, symbols and letters with meaning and purpose.	<p>LKS 9-1 Develops Emergent Writing</p> <p><u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written”</p> <p><u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters</p>
Goal 64: Children demonstrate competency in home language while acquiring beginning proficiency in English	
Birth through 8 Months	
Initiates and responds to differences in sounds including intonation.	<p>LC 7-1 Develops Receptive Communication</p> <p><u>1-3 mos:</u> Turns head in the direction of a familiar voice</p> <p><u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others</p>
6 to 18 Months	
Demonstrates varying competency in learning English depending on age, onset, and amount of language exposure.	<p>LC 7-1 Develops Receptive Communication</p> <p><u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines</p> <p><u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book”</p>
	<p>LC 7-2 Develops Expressive Communication</p> <p><u>8-12 mos:</u> Progresses from babbling with inflection to first words; uses exclamations like “uh-oh”; may sign certain words; may shake head for “no”; uses sounds, gestures, or actions to express needs and wants</p> <p><u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as “my book,” “more juice,” or “I want down”</p>
Develops communication skills in home language, including words and gestures.	<p>LC 7-2 Develops Expressive Communication</p> <p><u>8-12 mos:</u> Progresses from babbling with inflection to first words; uses exclamations like “uh-oh”; may sign certain words; may shake head for “no”; uses sounds, gestures, or actions to express needs and wants</p> <p><u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as “my book,” “more juice,” or “I want down”</p>
16 to 38 Months	
Demonstrates varying competency in learning English depending on age, onset, and amount of language exposure.	<p>LC 7-1 Develops Receptive Communication</p> <p><u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book”</p> <p><u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions</p>
	<p>LC 7-2 Develops Expressive Communication</p> <p><u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as “my book,” “more juice,” or “I want down”</p> <p><u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more</p>

Develop vocabulary and fluency in home language.	<p>LC 7-4 Expands Vocabulary <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?" <u>2-Year Old:</u> Begins to recognize and possibly name classmates, familiar objects, body parts, colors, and animals; shows rapid growth in number of words or signs used in conversation with others</p>
36 to 60 Months	
Demonstrates varying competency in learning English depending on age, onset, and amount of language exposure.	<p>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 <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations</p> <p>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 <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas</p>
Communicates with purpose to convey information, and uses phrases and sentences with more complex vocabulary in home language.	<p>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 <u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)</p>

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