

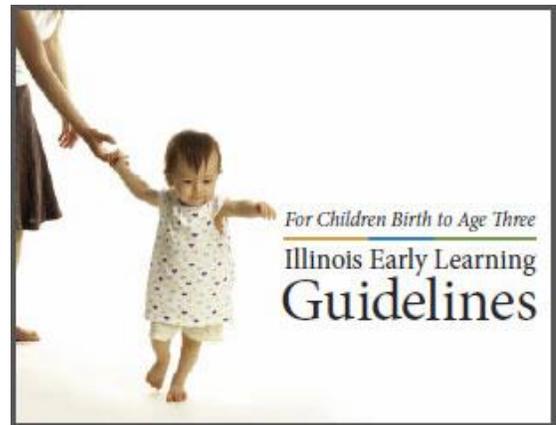
The Vine Assessment System™

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:
**Illinois Early Learning Guidelines
for Children Birth to Age 3**



References



Illinois Early Learning Council. (2013). *Illinois early learning guidelines for children birth to age 3*. Springfield, IL: Author. Retrieved from <http://www.isbe.state.il.us/earlychi/pdf/el-guidelines-0-3.pdf>

Illinois Early Learning Guidelines for Children Birth to Age 3	Vine Assessments by LifeCubby
Social & Emotional Development	Vine Indicators
Attachment Relationships	
Standard: Children form secure attachment relationships with caregivers who are emotionally available, responsive, and consistent in meeting their needs.	
Birth to 9 mos.: Children begin to build trust, initiate interaction, and seek proximity with one (or a few) primary caregiver(s).	
Establishes, maintains, and disengages eye contact	ATL 1-1 Is Attentive <u>1-3 mos:</u> Watches faces
Responds to caregiver(s) by smiling and cooing	SED 5-1 Bonds with Adults <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs
Seeks comfort from a familiar caregiver	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
Imitates familiar adults' gestures and sounds	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 <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
Demonstrates preference for familiar adults	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
Exhibits separation anxiety, e.g., does not want to be held by another person when being held by primary caregiver	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
7 - 18 mos.: Children trust in, engage with, and seek reassurance from their primary caregiver(s). Children can confidently explore their environment when in close physical proximity to an attachment figure.	
Distinguishes between primary caregivers and others	SED 5-1 Bonds with Adults <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger

Attempts to change the situation when separation anxiety occurs, e.g., follows caregiver(s) when he or she leaves the room	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
Uses social referencing with caregiver(s) when in uncertain situations, e.g., will glance at caregiver's face for cues on how to respond to an unfamiliar person or new situation	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
Uses key adults as a "secure base" when exploring the environment	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
Exhibits stranger anxiety and concern in presence of an unknown person or a new situation	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
Seeks comfort from caregiver(s) and/or a familiar object, e.g., blanket, stuffed animal	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
Initiates and maintains interactions with caregiver(s)	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
16-24 mos.: Children begin to use nonverbal and verbal communication to connect and reconnect with their attachment figure.	
Shows an emotional connection with familiar adults other than the primary caregiver	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
Uses imitation and pretend play to make sense of relationships, e.g., uses a toy to "brush" hair, or feeds and rocks a doll	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
Plays physically farther away from primary caregiver with increasing confidence; moves closer as needed	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
Seeks physical closeness when distressed	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
Actively seeks emotional responses from caregiver(s) by waving, hugging, and crying	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
21-36 mos.: Children demonstrate a desire for their attachment figure to share in their feelings, responses, and experiences. Behaviors that demonstrate a need for physical proximity with the primary caregiver decrease, while in certain instances of distress, some children seek to be close to their attachment figure.	
Uses glances and words to stay connected, without having to be physically near or touching the caregiver	SED 5-1 Bonds with Adults <u>2-Year Old:</u> Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy
Initiates activities that are meaningful in the relationship, e.g., brings over a favorite book to be read together	SED 5-2 Learns from Adults <u>2-Year Old:</u> Uses role play to imitate behaviors by familiar adults
Communicates thoughts, feelings, and plans to familiar adults	SED 5-1 Bonds with Adults <u>2-Year Old:</u> Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy
Seeks adult assistance with challenges	SED 5-1 Bonds with Adults <u>2-Year Old:</u> Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy
Separates with assistance from attachment figure with minimal anxiety	SED 5-1 Bonds with Adults <u>2-Year Old:</u> Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy
Emotional Expression	
Standard: Children demonstrate an awareness of and the ability to identify and express emotions.	
Birth to 9 mos.: Children begin to express a wide range of feelings through verbal and nonverbal communication, and begin to develop emotional expression with the assistance of their caregiver(s).	
Uses facial expressions and sounds to get needs met, e.g., cries, smiles, gazes, coos	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
Expresses emotions through sounds and gestures, e.g., squeals, laughs, claps	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
Demonstrates discomfort, stress, or unhappiness through body language and sounds, e.g., arches back, moves head, cries	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
7 - 18 mos: Children begin to express some emotions with intention, and with the help of their caregiver(s) children can increase their range of emotional expression.	
Expresses wants with intentionality, e.g., pushes an unwanted object out of the way, reaches for a familiar adult when wanting to be carried	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
Expresses fear by crying or turning toward caregiver(s) for comfort	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
Shows anger and frustration, e.g., cries when a toy is taken away	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
Recognizes and expresses emotion toward a familiar person, e.g., shows emotion by hugging a sibling	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 - 24 mos: Children continue to experience a wide range of emotions (e.g., affection, frustration, fear, anger, sadness). At this point in development, children will express and act on impulses, but begin to learn skills from their caregiver(s) on how to control their emotional expression.	
Demonstrates anger and frustration through a wide range of physical, vocal, and facial expressions, e.g., temper tantrums	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

Expresses pride, e.g., smiles, claps, or says, “I did it” after completing a task	SED 4-2 Becomes Confident <u>1-Year Old:</u> Shows confidence in own abilities; is proud to demonstrate abilities
Attempts to use a word to describe feelings to a familiar adult	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
Expresses wonder and delight while exploring the environment and engaging others	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
21 - 36 mos: Children begin to convey and express emotions through the use of nonverbal and verbal communication. Children also begin to apply learned strategies from their caregiver(s) to better regulate these emotions.	
Attempts to use words to describe feelings and names emotions	SED 3-1 Expresses Emotion <u>2-Year Old:</u> Expresses a variety of emotions; modifies expression according to reactions of familiar adults <u>3-Year Old:</u> Displays a range of emotions; can say how he/she is feeling (e.g., glad, sad, or mad); explores emotions through play, art, music, dance
Acts out different emotions while engaged in pretend play, e.g., cries when pretending to be sad, jumps up and down for excitement	SED 3-1 Expresses Emotion <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
Begins to express complex emotions such as pride, embarrassment, shame, and guilt	SED 3-1 Expresses Emotion <u>2-Year Old:</u> Expresses a variety of emotions; modifies expression according to reactions of familiar adults <u>3-Year Old:</u> Displays a range of emotions; can say how he/she is feeling (e.g., glad, sad, or mad); explores emotions through play, art, music, dance
Engages in play to express emotion, e.g., draws a picture for a caregiver because he or she misses them, hides a “monster” in a box due to a fear	SED 3-1 Expresses Emotion <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
Relationship with Adults	
Standard: Children demonstrate the desire and develop the ability to engage, interact, and build relationships with familiar adults.	
Birth to 9 mos: Children develop the ability to signal for caregivers. By the end of this age period, children begin to engage in playful communication with familiar adults.	
Uses signals to communicate needs, e.g., crying, body language, and facial expressions	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

Attempts to engage both unfamiliar and familiar adults	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
Engages in social interactions with adults through smiles, coos, and eye contact	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
Demonstrates preference for familiar adults, e.g., reaches hands out to signal for caregiver(s)	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
Cautious of unfamiliar adults	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
Begins to engage in simple, back-and-forth interactions with a familiar adult, e.g., plays “peek-a-boo,” babbles in response to an adult speaking and repeats this interaction	SED 5-2 Learns from Adults <u>4-7 mos:</u> Participates in reciprocal imitation games; copies adult sounds, movements, or facial expressions
7 - 18 mos: Children use familiar adults for guidance and reassurance. Children also initiate and engage in back-and-forth interactions with familiar adults.	
Looks for caregiver’s response in uncertain situations	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
Engages with adults during play, e.g., bangs on a toy drum and repeats action after an adult completes the same action	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
Uses key adults as a “secure base” when exploring the environment	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
Uses “social referencing” when encountering new experiences, e.g., glances at a caregiver’s face for cues on how to respond to an unfamiliar person or unknown object	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
Draws a familiar adult into an interaction, e.g., hands a book or toy to engage in together	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 - 24 mos: Children actively seek out familiar adults and begin to show an interest in adult tasks and roles.	
Builds emotional connections with other familiar adults, in addition to primary caregiver(s)	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
Seeks adult assistance with challenges but may refuse help and say “no”	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
Responds to guidance, e.g., places the shape into the shape sorter after caregiver demonstrates how to	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
Imitates a familiar adult’s actions, e.g., waves hands around while pretending to talk on the phone after seeing caregiver make those same actions	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
21 - 36 mos: Children interact with adults to communicate ideas, share feelings, and solve problems. Children also actively explore adult roles and tasks.	

Imitates adult roles and activities through pretend play, e.g., goes grocery shopping, or prepares a meal	SED 5-2 Learns from Adults <u>2-Year Old:</u> Uses role play to imitate behaviors by familiar adults
Initiates activities that are meaningful in the relationship, e.g., brings over a favorite book to be read together	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
Communicates thoughts, feelings, questions, and plans to both familiar and unfamiliar 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
Demonstrates desire to control or make decisions independent from adults	ATL 1-5 Shows Initiative <u>2-Year Old:</u> Initiates play with others <u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting
Self-Concept	
Standard: Children develop identity of self.	
Birth to 9 mos: Children begin to recognize themselves as individuals, separate from others. At first, young infants are not aware that they are separate beings. However, between six and nine months of age, the realization that they are separate people emerges.	
Demonstrates interest in faces and voices of others	ATL 1-1 Is Attentive <u>1-3 mos:</u> Watches faces <u>4-7 mos:</u> Pays attention to people, objects, and sounds
Explores his or her own hands and feet	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
Recognizes own name, e.g., looks up, or turns head toward a person who is saying his/her name	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
Recognizes and prefers familiar adults and siblings, e.g., leans toward caregiver when being held by someone else	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
Initiates interactions with others, e.g., imitates actions, plays peek-a-boo	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
Begins to display the beginning of joint attention, e.g., points to objects and people	ATL 1-1 Is Attentive <u>1-3 mos:</u> Watches faces <u>4-7 mos:</u> Pays attention to people, objects, and sounds
Demonstrates separation anxiety, e.g., cries when caregiver leaves the room	SED 5-1 Bonds with Adults

	<p><u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs</p> <p><u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger</p>
7 - 18 mos: Children begin to have a greater awareness of their own characteristics and begin to express themselves with their own thoughts and feelings.	
Shows awareness of significant people by calling them by name, e.g., "papa"	<p>SED 5-1 Bonds with Adults</p> <p><u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults</p>
Engages in joint attention with familiar others, e.g., shares in looking and engaging with objects and people	<p>ATL 1-1 Is Attentive</p> <p><u>4-7 mos:</u> Pays attention to people, objects, and sounds</p> <p><u>8-12 mos:</u> Pays attention to a task or activity for a few minutes</p>
Responds with vocalizations or gestures when hears name	<p>SED 4-1 Develops Awareness of Self</p> <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>
Demonstrates interest in looking in mirror	<p>SED 4-1 Develops Awareness of Self</p> <p><u>8-12 mos:</u> Enjoys watching self in mirror</p>
Uses gestures and some words to express feelings, e.g., "no"	<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>
Uses social referencing to guide actions and begins to test limits	<p>SED 5-2 Learns from Adults</p> <p><u>8-12 mos:</u> Mirrors caregiver's non-verbal communication, such as looking where the caregiver is looking or pointing where the caregiver is pointing</p> <p><u>1-Year Old:</u> Demonstrates interest in adult behavior, such as by saying "hello" and "goodbye" when coming and going</p>
Points to and identifies body parts on him or herself, e.g., points to eyes when asked, "Where are your eyes?"	<p>SED 4-1 Develops Awareness of Self</p> <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>
16 - 24 mos: Children become aware of themselves as distinct from others both physically and emotionally. During this period, children often struggle with the balance of being independent and needing nurturing from their caregiver(s).	
Demonstrates awareness of self, e.g., touches own nose in the mirror	<p>SED 4-1 Develops Awareness of Self</p> <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>
Able to express his or her name	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
Refers to self with gestures and language	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
Demonstrates understanding and use of concepts through words such as “mine,” “me,” and “you”	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!)
Points to self in images and other types of media	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
Frequently tests limits	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)
Asks for help from familiar adults but may begin to attempt to complete tasks autonomously	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
21 - 36 mos: Children begin to identify and discuss their connections to other people and things. Children can also identify their feelings and interests and communicate them to others.	
Names people in his/her family and shares stories about them	SED 4-1 Develops Awareness of Self <u>2-Year Old:</u> Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family
Asks for help from familiar adults but pushes away and refuses help	SED 5-1 Bonds with Adults <u>2-Year Old:</u> Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems
Incorporates roles of family members in play	SED 5-2 Learns from Adults <u>2-Year Old:</u> Uses role play to imitate behaviors by familiar adults <u>3-Year Old:</u> Imitates behaviors demonstrated by familiar adults; may say words or phrases often said by familiar adults
Begins to show an interest in describing physical characteristics, e.g., “I have blue eyes”	SED 4-1 Develops Awareness of Self <u>2-Year Old:</u> Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family

	<u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family
Demonstrates preferences, e.g., “I want the green cup”	SED 4-1 Develops Awareness of Self <u>2-Year Old:</u> Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family
Communicates feelings, e.g., may say “I’m sad,” or stomps feet when mad	SED 3-1 Expresses Emotion <u>2-Year Old:</u> Expresses a variety of emotions; modifies expression according to reactions of familiar adults <u>3-Year Old:</u> Displays a range of emotions; can say how he/she is feeling (e.g., glad, sad, or mad); explores emotions through play, art, music, dance
Begins to understand concept of possession, e.g., “yours,” “hers,” “his”	LC 7-5 Expands Grammar and Pronunciation <u>2-Year Old:</u> Begins to apply grammar in speech (e.g., plurals, prepositions, tense); can use pronouns such as “he” or “she” correctly <u>3-Year Old:</u> Can rhyme words (i.e., 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.)
Relationship with Peers	
Standard: Children demonstrate the desire and develop the ability to engage and interact with other children.	
Birth to 9 mos: Children begin to interact with their environment and people around them; an interest in other young children emerges.	
Demonstrates effort to interact and engage, e.g., uses eye contact, coos, smiles	SED 6-2 Bonds with Peers <u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children
Observes other children in the environment	SED 6-2 Bonds with Peers <u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children
Shows interest in both familiar and unfamiliar peers	SED 6-2 Bonds with Peers <u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children
Cries when hearing another child cry	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)
Reaches out to touch another child	SED 6-2 Bonds with Peers <u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children
Attempts to imitate actions, e.g., bangs a toy	SED 6-2 Bonds with Peers <u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children
7 - 18 mos: Children will begin to observe and imitate other children’s behaviors.	

Shows interest in another child by moving closer, e.g., rolls, crawls, or walks toward the child	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)
Imitates actions of another child, e.g., rolling a car	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)
Engages in a simple, reciprocal game such as “pat-a-cake”	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)
Begins to engage in parallel play, in closer proximity to other children but no interaction is attempted	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 - 24 mos: As play and communication matures, children begin to seek out interactions with peers.	
Gestures in order to communicate a desire to play near a peer	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
Demonstrates enthusiasm around other children	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
Expresses frustration when another child takes something away from him or her, e.g., a toy	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 <u>2-Year Old:</u> Expresses a variety of emotions; modifies expression according to reactions of familiar adults
Begins to engage in simple reciprocal interactions, e.g., rolls a ball back and forth	SED 6-2 Bonds with Peers

	<p><u>1-Year Old:</u> Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play)</p> <p><u>2-Year Old:</u> Enjoys being with other children; joins group play with other children; knows some names of peers</p>
Demonstrates a preference for parallel play, e.g., plays next to other children with similar toys with little or no interaction	<p>SED 6-2 Bonds with Peers</p> <p><u>1-Year Old:</u> Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play)</p> <p><u>2-Year Old:</u> Enjoys being with other children; joins group play with other children; knows some names of peers</p>
21 - 36 mos: Children engage and maintain interactions with their peers, through the use of developing social and play skills.	
Demonstrates a preference toward select peers	<p>SED 6-2 Bonds with Peers</p> <p><u>2-Year Old:</u> Enjoys being with other children; joins group play with other children; knows some names of peers</p> <p><u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend</p>
Becomes frustrated with peers, e.g., yells “no” if a peer tries to interfere in something he or she is engaged in	<p>SED 6-3 Cooperates with Peers</p> <p><u>2-Year Old:</u> Begins to cooperate with others (e.g. shares toys, works toward a common goal, such as building a block tower); is learning to take turns; is learning to use words with peers</p> <p><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</p>
Participates in sharing, when prompted	<p>SED 6-3 Cooperates with Peers</p> <p><u>2-Year Old:</u> Begins to cooperate with others (e.g. shares toys, works toward a common goal, such as building a block tower); is learning to take turns; is learning to use words with peers</p> <p><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</p>
Communicates with other children in different settings, e.g., talks to a peer during snack time, or hands a peer a book	<p>SED 6-2 Bonds with Peers</p> <p><u>2-Year Old:</u> Enjoys being with other children; joins group play with other children; knows some names of peers</p> <p><u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend</p>
Begins to engage in more complex play with two or three children	<p>SED 6-2 Bonds with Peers</p> <p><u>2-Year Old:</u> Enjoys being with other children; joins group play with other children; knows some names of peers</p> <p><u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend</p>
Empathy	
Standard: Children demonstrate an emerging ability to understand someone else’s feelings	

and to share in the emotional experiences of others.	
Birth to 9 mos: Children begin to build awareness of others' feelings by observing and reacting to sounds that others make. Toward the end of this age period, infants understand that they are individuals and separate from their caregiver(s), a crucial milestone in interpreting the feelings of others.	
Watches and observes adults and other children	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)
Cries when hearing another infant cry	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)
Responds to interactions from caregiver(s), e.g., smiles when caregiver smiles, looks toward a caregiver when he or she shakes a rattle	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)
Shows signs of separation anxiety, e.g., protests when a caregiver leaves the room	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)
Begins to share in simple emotions by reading facial and gestural cues, e.g., repeats activities that make others laugh	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)
7 - 18 mos: Children have more experience with a wide range of emotions, as they begin to recognize and respond to different facial and emotional expressions. Children also begin to demonstrate the understanding of how behavior brings out reactions and emotions from others.	
Smiles with intention to draw out a smile from a familiar other	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
Uses social referencing with caregiver(s) when in uncertain situations, e.g., glances at a caregiver's face for cues on how to respond to an unfamiliar person or new situation	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
Reacts to a child who is upset by observing or moving physically closer to the child	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
Shares in both positive and negative emotions with caregiver(s), e.g., shares in wonders, amazement, delight, and disappointment	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
Begins to have a greater awareness of own emotions, e.g., says or gestures "no" to refuse, squeals and continues to laugh when happy	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>8-12 mos:</u> Regulates feelings through behaviors, such as sucking thumb or carrying a favorite blanket or toy; looks to familiar adults for help with strong emotions <u>1-Year Old:</u> Begins to cope with strong emotions with help from familiar adults
16 - 24 mos: Children begin to notice different emotions that other children are expressing and may begin to respond to these emotions.	
Imitates comforting behaviors from caregiver(s), e.g., pats or hugs a child when upset	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
Recognizes some of his or her own emotions, e.g., grabs a comfort object when sad	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
Demonstrates awareness of different emotions and feelings during play, e.g., rocks a baby doll and whispers "shhh"	SED 3-1 Expresses Emotion <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
Shares in and communicates simple emotions of others, e.g., "mama sad", "papa happy"	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
21 - 36 mos: Children begin to exhibit an understanding that other people have feelings different from their own.	
Communicates how other children may be feeling and why, e.g., states that a peer is sad because his or her toy was taken away	SED 6-1 Builds Empathy <u>2-Year Old:</u> Begins to care for the feelings and needs of others <u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress
Responds to a child in distress in an attempted manner to make that child feel better, e.g.,	SED 6-1 Builds Empathy

gives a crying child a hug, uses soothing words, or uses distraction	<u>2-Year Old:</u> Begins to care for the feelings and needs of others <u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress
Shares in and shows an emotional response for peers' feelings, e.g., may show concern for a child who is hurt, or smile for a child who is happy and jumping up and down	SED 6-1 Builds Empathy <u>2-Year Old:</u> Begins to care for the feelings and needs of others <u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress

Physical Development & Health	
Gross Motor	
Standard: Children demonstrate strength, coordination, and controlled use of large muscles.	
Birth to 9 mos: Children are beginning to develop and coordinate the large muscles needed to purposefully move their bodies.	
Lifts head while on tummy	PMP 17-1 Develops Perception & Balance <u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes <u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands
Brings feet to mouth while lying on back	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
Rolls from back to stomach and from stomach to back	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
Brings both hands to midline, i.e., center of the body	PMP 17-3 Develops Upper Body Strength <u>1-3 mos:</u> Brings hands to mouth; swipes at dangling objects; shakes rattles or other hand toys <u>4-7 mos:</u> Uses raking grasp
Begins to gain balance, e.g., sits with and without support	PMP 17-1 Develops Perception & Balance <u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes <u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands

Scoots body to attempt to move from one point to another	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
7 -18 mos: Children develop mobility, as they purposefully move from one place to another with limited control and coordination.	
Moves from hands and knees to a sitting position	PMP 17-1 Develops Perception & Balance <u>8-12 mos:</u> Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object
Rocks back and forth on knees	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
Crawls from one point to another	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
Pulls to a stand using help from furniture or caregiver	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
	PMP 17-3 Develops Upper Body Strength <u>8-12 mos:</u> Pulls self up
Moves objects with large muscles, e.g., pushes a toy car with legs, rolls a ball	PMP 17-3 Develops Upper Body Strength <u>1-Year Old:</u> Carries objects
Cruises while holding on to furniture, e.g., walks around crib, holding on to railing	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
Briefly maintains balance when placed in a non-supported standing position	PMP 17-1 Develops Perception & Balance <u>8-12 mos:</u> Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object
Takes steps independently	PMP 17-1 Develops Perception & Balance <u>8-12 mos:</u> Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object <u>1-Year Old:</u> Increasingly gains balance, going from sitting to standing to running and even jumping
Gets into a standing position without support	PMP 17-1 Develops Perception & Balance <u>8-12 mos:</u> Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object <u>1-Year Old:</u> Increasingly gains balance, going from sitting to standing to running and even jumping
16 - 24 mos: Children now have gained more control over their movements and begin to explore different ways they can move their bodies.	
Attempts to climb objects, e.g., furniture, steps, simple climbing structures	PMP 17-5 Develops Large Motor Coordination Skills

	<u>1-Year Old:</u> Climbs on furniture and crawls up and down stairs unassisted; can easily change body positions
Holds objects or toys while walking, e.g., pulls a car by a string while walking around the room	PMP 17-3 Develops Upper Body Strength <u>1-Year Old:</u> Carries objects <u>2-Year Old:</u> Carries objects while walking
Kicks and attempts to catch a ball	PMP 17-4 Develops Gross Hand-Eye Coordination <u>1-Year Old:</u> Plays with ball, learning to throw and catch
Rides a toy by using his or her hands or feet	PMP 17-5 Develops Large Motor Coordination Skills <u>1-Year Old:</u> Climbs on furniture and crawls up and down stairs unassisted; can easily change body positions
21 - 36 mos: Children begin to master more complex movements as coordination of different types of muscles continues to develop.	
Stands on one foot with support and maintains balance for a brief period of time	PMP 17-2 Develops Lower Body Strength <u>2-Year Old:</u> Able to adjust speed and direction while walking or running <u>3-Year Old:</u> Runs; jumps; hops; balances on 1 foot for up to 3 seconds
Jumps forward a few inches; jumps from slightly elevated surface onto the ground	PMP 17-2 Develops Lower Body Strength <u>2-Year Old:</u> Able to adjust speed and direction while walking or running <u>3-Year Old:</u> Runs; jumps; hops; balances on 1 foot for up to 3 seconds
Walks up and down the stairs by placing both feet on each step	PMP 17-5 Develops Large Motor Coordination Skills <u>2-Year Old:</u> Walks up and down stairs with help; participates in physical activities indoors and outdoors <u>3-Year Old:</u> Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors
Throws a ball	PMP 17-4 Develops Gross Hand-Eye Coordination <u>2-Year Old:</u> Can use climber; plays with ball; learns to throw and catch <u>3-Year Old:</u> Can go up climbing wall; catches a ball that has been bounced; throws a ball overhead
Walks on tiptoes, walks backward, and runs	PMP 17-2 Develops Lower Body Strength <u>2-Year Old:</u> Able to adjust speed and direction while walking or running <u>3-Year Old:</u> Runs; jumps; hops; balances on 1 foot for up to 3 seconds
Pedals a tricycle with both feet	PMP 17-5 Develops Large Motor Coordination Skills <u>2-Year Old:</u> Walks up and down stairs with help; participates in physical activities indoors and outdoors <u>3-Year Old:</u> Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors
Fine Motor	
Standard: Children demonstrate the ability to coordinate their small muscles in order to move and control objects.	
Birth to 9 mos: Children begin to reach for, grasp, and move objects.	

Opens hands when in a relaxed state	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>1-3 mos:</u> Opens and shuts hands
Reaches for 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
Grasps, holds, and shakes objects	PMP 18-2 Develops Fine Hand-Eye Coordination <u>1-3 mos:</u> Grasps objects <u>4-7 mos:</u> Grasps and releases objects from grasp
Transfers an object from one hand to the other	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
Uses raking motion with hands to bring objects closer, e.g., uses all fingers to bring small objects closer to body	PMP 18-2 Develops Fine Hand-Eye Coordination <u>1-3 mos:</u> Grasps objects <u>4-7 mos:</u> Grasps and releases objects from grasp
Holds a small object in each hand; bangs them together	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
7 - 18 mos: Children begin to gain control of their small muscles and purposefully manipulate objects.	
Picks up objects	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
Uses pincer grasp, e.g., picks up a Cheerio with thumb and forefinger	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
Begins to use simple baby signs (if exposed to baby sign language), e.g., moves hands toward each other to signal more	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"
Uses hands in a purposeful manner, e.g., turns the pages of a board book, drops objects into a bucket	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
Coordinates increasingly complex hand movements to manipulate objects, e.g., crumples paper, connects and disconnects toy links, flips light switch on and off	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>8-12 mos:</u> Uses hands for more complex tasks, such as rotating objects, releasing objects, and feeling textures <u>1-Year Old:</u> Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker
Participates in finger plays, e.g., moves hands to imitate caregiver's hands when singing "Twinkle, Twinkle, Little Star"	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills

	<p><u>8-12 mos:</u> Uses hands for more complex tasks, such as rotating objects, releasing objects, and feeling textures</p> <p><u>1-Year Old:</u> Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker</p>
16 - 24 mos: Children begin to coordinate their movements when using their small muscles and begin to manipulate various types of objects.	
Attempts to fold various types of materials, e.g., paper, baby blanket	<p>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</p> <p><u>1-Year Old:</u> Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker</p> <p><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</p>
Uses baby sign to communicate various concepts, e.g., "all done," "more," "water"	<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>
Uses simple tools, e.g., scooper to scoop sand or water, crayon for scribbling	<p>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</p> <p><u>1-Year Old:</u> Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker</p>
Begins to imitate lines and circles when drawing	<p>LKS 9-1 Develops Emergent Writing</p> <p><u>1-Year Old:</u> Makes marks on paper with large crayon or marker</p> <p><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</p>
Controls placement of objects in a more effective manner, e.g., stacks blocks in a more orderly fashion	<p>PMP 18-2 Develops Fine Hand-Eye Coordination</p> <p><u>1-Year Old:</u> Demonstrates increasing fine motor ability, such as putting pegs into holes</p>
21 - 36 mos: Children effectively coordinate their small muscles to manipulate a wide array of objects, toys, and materials in different ways.	
Begins to use more complicated hand movements, e.g., uses eating utensils independently, stacks blocks	<p>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</p> <p><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</p> <p><u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay</p>
Attempts to help with dressing self, e.g., snaps buttons, pulls zipper, puts socks and shoes on	<p>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</p> <p><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</p> <p><u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay</p>

Scribbles with intent and begins to draw circles and lines on own	LKS 9-1 Develops Emergent Writing <u>2-Year Old:</u> Draws pictures using scribbles; makes or copies lines and curves, including letter-like marks with pencil or crayon; understands that people use writing to communicate <u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written”
Uses hand-eye coordination in a more controlled manner, e.g., completes puzzles, strings beads together	PMP 18-2 Develops Fine Hand-Eye Coordination <u>2-Year Old:</u> Demonstrates hand-eye coordination when doing knob puzzles or turning pages <u>3-Year Old:</u> Demonstrates increasing ability to complete fine motor activities, such as putting jumbo puzzles together or stringing beads
Perceptual	
Standard: Children demonstrate the ability to distinguish, process, and respond to sensory stimuli in their environment.	
Birth to 9 mos: Children begin to use their senses to explore and become aware of their environment.	
Responds to changes in the environment, e.g., startles when hearing a loud noise, turns head toward light	ATL 1-1 Is Attentive <u>1-3 mos:</u> Watches faces <u>4-7 mos:</u> Pays attention to people, objects, and sounds
Explores objects through senses, e.g., mouths, touches objects	CS 13-1 Explores Objects <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
Attempts to mimic sounds heard in the environment	LC 7-2 Develops Expressive Communication <u>4-7 mos:</u> Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure
Has a range of vision that extends to several feet, which in turn leads to seeing colors and seeing objects from a distance	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
Feels the sensation of being touched and looks around to identify the source of the touch, e.g., person or object	PMP 17-1 Develops Perception & Balance <u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes
Recognizes familiar objects and begins to demonstrate favoritism for certain toys	ATL 1-2 Develops Memory <u>1-3 mos:</u> Recognizes familiar objects and people
7 -18 mos: Children begin to use sensory information received from their environment to alter the way they interact and explore.	
Begins to manipulate materials, e.g., pounds at play dough, squeezes finger foods	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>8-12 mos:</u> Uses hands for more complex tasks, such as rotating objects, releasing objects, and feeling textures

	<u>1-Year Old:</u> Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker
Begins to show a preference for or aversion to particular sensory activities, e.g., pulls hand away from unfamiliar objects or unpleasant textures	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)
Becomes aware of obstacles in the environment, e.g., crawls around the table to get the ball	PMP 17-1 Develops Perception & Balance <u>8-12 mos:</u> Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object <u>1-Year Old:</u> Increasingly gains balance, going from sitting to standing to running and even jumping
Adjusts manner of walking depending on the surface, e.g., walks carefully across gravel	PMP 17-1 Develops Perception & Balance <u>8-12 mos:</u> Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object <u>1-Year Old:</u> Increasingly gains balance, going from sitting to standing to running and even jumping
16 - 24 mos: Children continue to work on using perceived sensory information to decide how to interact with their environment.	
Plays with water and sand tables; explores by pouring, digging, and filling	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
Enjoys physical play, e.g., wrestling, tickling	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
Recognizes situations that need to be approached cautiously, e.g., walks slowly with a cup of water, or with food on a plate	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
Adjusts approach to environment, e.g., changes volume of voice to adjust to noise level in the environment	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
21 - 36 mos: Children begin to process sensory information in a more efficient manner and use the information to modify behavior while interacting with the environment.	
Imitates familiar adults when coloring; draws lines and/or circles	LKS 9-1 Develops Emergent Writing <u>2-Year Old:</u> Draws pictures using scribbles; makes or copies lines and curves, including letter-like marks with pencil or crayon; understands that people use writing to communicate <u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written”

Adjusts approach to unknown objects, e.g., presses harder on a lump of clay	ATL 1-6 Thinks with Creativity & Flexibility <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 <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
Perceives and acts accordingly when holding a fragile object, both in the actual environment and in play, e.g., walks carefully when holding a pretend tea cup	ATL 1-6 Thinks with Creativity & Flexibility <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 <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
Self-Care	
Standard: Children demonstrate the desire and ability to participate in and practice self-care routines.	
Birth to 9 mos: Children have a growing awareness and interest in their own needs.	
Signals to indicate needs, e.g., cries when hungry, arches back when in pain or uncomfortable, turns head to disengage from object or person	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
Starts to develop self-soothing skills, e.g., sucks fingers for comfort and regulation	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
Attempts to feed self with a bottle	PMP 19-1 Develops Meal Time Independence <u>1-3 mos:</u> Cries when hungry <u>4-7 mos:</u> Starts to eat solid food
7 - 18 mos: Children signal caregivers about their needs through nonverbal and verbal communication and increase their ability to complete some self-care tasks on their own.	
Grasps and drinks from a cup	PMP 19-1 Develops Meal Time Independence <u>8-12 mos:</u> Shows interest in new foods; begins to finger-feed self; holds own bottle or cup; responds well when physical needs are met <u>1-Year Old:</u> Begins to feed self with spoon or drink from a sippy cup
Shakes head to demonstrate no; pushes objects away	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
Feeds self with foods that he or she can pick up	PMP 19-1 Develops Meal Time Independence

	<p><u>8-12 mos:</u> Shows interest in new foods; begins to finger-feed self; holds own bottle or cup; responds well when physical needs are met</p> <p><u>1-Year Old:</u> Begins to feed self with spoon or drink from a sippy cup</p>
Improves ability to calm self, may fall asleep on own	<p>SED 3-2 Manages Feelings & Demonstrates Self-Control</p> <p><u>8-12 mos:</u> Regulates feelings through behaviors, such as sucking thumb or carrying a favorite blanket or toy; looks to familiar adults for help with strong emotions</p>
16 - 24 mos: Children become active participants in addressing their own self-care needs with the support of the caregiver.	
Feeds self with assistance	<p>PMP 19-1 Develops Meal Time Independence</p> <p><u>1-Year Old:</u> Begins to feed self with spoon or drink from a sippy cup</p>
Starts to indicate needs with gestures or a word, e.g., tugs diaper when wet, says "milk" when thirsty	<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>
Assists in undressing and dressing	<p>PMP 19-2 Develops Self-Care Skills</p> <p><u>1-Year Old:</u> Shows increasing independence, such as dressing with help</p>
Attempts to brush teeth with support	<p>PMP 19-2 Develops Self-Care Skills</p> <p><u>1-Year Old:</u> Shows increasing independence, such as dressing with help</p>
21 - 36 mos: Children attempt to attend to their self-care needs independently with less support from their caregivers.	
Undresses independently but still needs assistance with dressing	<p>PMP 19-2 Develops Self-Care Skills</p> <p><u>2-Year Old:</u> Shows increasing independence with self-care, such as helping wash hands or brush teeth</p> <p><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</p>
Performs some self-care tasks regularly and mostly independently, e.g., brushes teeth, washes hands, places cup in sink	<p>PMP 19-2 Develops Self-Care Skills</p> <p><u>2-Year Old:</u> Shows increasing independence with self-care, such as helping wash hands or brush teeth</p> <p><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</p>
Makes choices pertaining to dressing and eating	<p>PMP 19-2 Develops Self-Care Skills</p> <p><u>2-Year Old:</u> Shows increasing independence with self-care, such as helping wash hands or brush teeth</p> <p><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</p>
Uses nonverbal and/or verbal communication to specify needs	<p>LC 7-2 Develops Expressive Communication</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> <p><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</p>
Begins to demonstrate an interest in using the bathroom, e.g., wants to sit on “potty”	<p>PMP 19-3 Becomes Toilet Trained</p> <p><u>2-Year Old:</u> Toilet training is underway</p> <p><u>3-Year Old:</u> Is fully or nearly toilet trained</p>
Attempts to put on shoes and socks without help	<p>PMP 19-2 Develops Self-Care Skills</p> <p><u>2-Year Old:</u> Shows increasing independence with self-care, such as helping wash hands or brush teeth</p> <p><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</p>

Language Development, Communication, & Literacy	
Social Communication	
Standard: Children demonstrate the ability to engage with and maintain communication with others.	
Birth to 9 mos: Children demonstrate effort in engaging others in both verbal and nonverbal communication and interactions.	
Uses sounds, cries, facial expressions, and body language to convey needs	<p>LC 7-2 Develops Expressive Communication</p> <p><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</p> <p><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>
Attempts to engage in early forms of turn-taking with caregiver, e.g., coos and stares at caregiver	<p>LC 7-6 Learns Conversation Structure</p> <p><u>1-Year Old:</u> May participate in back-and-forths; may make eye contact</p>
Smiles and uses other facial expressions to initiate interactions with caregiver	<p>LC 7-2 Develops Expressive Communication</p> <p><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</p> <p><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>
Participates in back-and-forth communication, e.g., babbles back and forth and/or plays peek-a-boo with caregiver	<p>LC 7-2 Develops Expressive Communication</p> <p><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</p>

	<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
7 - 18 mos: Children are participating in interactions with familiar others. Children also begin to demonstrate simple turn-taking skills while interacting.	
Communicates and responds by grunting, nodding, and pointing	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"
Demonstrates understanding of a familiar sound or word, e.g., looks toward a caregiver after hearing name	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"
Responds with "yes" or "no," using sounds, words, and/or gestures to answer simple questions	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"
Uses facial expressions, vocalizations, and gestures to initiate interactions 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"
Participates in simple back-and-forth communication, using words and/or gestures	LC 7-6 Learns Conversation Structure <u>1-Year Old:</u> May participate in back-and-forths; may make eye contact
16 - 24 mos: Children increase their capacity for complex interactions as they use a greater number of words and actions, in addition to better understanding the rules of conversational turn-taking.	
Engages in short back-and-forth interactions with familiar others using verbal and nonverbal communication, e.g., says or signs "more" after each time a caregiver completes an action the child is enjoying	LC 7-6 Learns Conversation Structure <u>1-Year Old:</u> May participate in back-and-forths; may make eye contact

Initiates and engages in social interaction with simple words and actions	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"
Connects gestures and/or sounds to comment about a familiar object, e.g., makes a crying sound after the caregiver hugs a baby doll and says, "Hush, baby"	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"
Pays attention to the person communicating for a brief period of time	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"
Demonstrates an understanding of turn-taking in conversations, e.g., asks and answers simple questions	LC 7-6 Learns Conversation Structure <u>1-Year Old:</u> May participate in back-and-forths; may make eye contact
21 - 36 mos: Children maintain social interactions through the pattern of turn-taking, and are able to build upon ideas and thoughts conveyed.	
Responds verbally to an adult's questions or comments	LC 7-2 Develops Expressive Communication <u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic
Begins to make formal requests or responses based on his or her context and culture	LC 7-2 Develops Expressive Communication <u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic
Uses repetition to maintain the conversation and obtain responses from familiar others	LC 7-6 Learns Conversation Structure <u>2-Year Old:</u> Asks questions frequently; engages in back-and-forths; learns to take turns in conversations; makes eye contact <u>3-Year Old:</u> Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact
Communicates related ideas when in interactions with others	LC 7-2 Develops Expressive Communication <u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic

Uses “w” questions to initiate and expand conversations, e.g., “who,” “what,” “why”	LC 7-2 Develops Expressive Communication <u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic
Initiates and engages others using meaningful objects or ideas, e.g., points out his/her artwork or favorite toy to a caregiver to begin conversing	LC 7-2 Develops Expressive Communication <u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic
Receptive Communication	
Standard: Children demonstrate the ability to comprehend both verbal and nonverbal communication.	
Birth to 9 mos: Children begin to respond to verbal and nonverbal communication through the use of sounds and physical movements.	
Responds to sounds found in the environment, e.g., cries if hears a loud bang, will turn toward a familiar voice	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
Calms down when crying after hearing a soothing and familiar voice or receiving physical reassurance, e.g., a hug or gentle pats on back	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
Looks or turns toward the familiar person who says his or her name	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
Responds to gestures, e.g., waves hello after a familiar person waves to him or her	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
7 - 18 mos: Children begin to understand and respond to the meaning of actions and sounds.	
Engages in joint attention with a caregiver, e.g., joins in looking at the same object or shifts gaze to where someone is pointing	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
Follows a one-step, simple request when a gesture is used	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”

Responds appropriately to familiar words, e.g., hears the words “so big,” and puts arms in air	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”
Understands approximately 100 words relevant to their experiences and cultural context	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 - 24 mos: Children begin to demonstrate a complex understanding of meaning in words, facial expressions, gestures, and pictures.	
Recognizes and demonstrates understanding of familiar pictures, people, and objects, e.g., says “mama” while pointing to mother	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?”
Understands simple commands and questions and can follow two-step requests with the support of gestures and prompting	LC 7-1 Develops Receptive Communication <u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book”
Demonstrates understanding of familiar words or phrases by responding appropriately, e.g., sits in chair after hearing it is snack time	LC 7-1 Develops Receptive Communication <u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book”
Points to body parts when prompted	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?”
Responds to personal pronouns, e.g., me, her, him	LC 7-5 Expands Grammar and Pronunciation <u>2-Year Old:</u> Begins to apply grammar in speech (e.g., plurals, prepositions, tense); can use pronouns such as “he” or “she” correctly
21 - 36 mos: Children continue to expand their comprehension across a variety of contexts through the use of words, actions, and symbols.	
Names most objects and people in a familiar environment	LC 7-4 Expands Vocabulary <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 <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
Comprehends compound statements and can follow multi-step directions	LC 7-1 Develops Receptive Communication <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues
Demonstrates understanding of a story by reacting with sounds, facial expressions, and	LC 7-1 Develops Receptive Communication

physical movement, e.g., laughing, widening eyes, or clapping	<u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues
Understands simple sentences or directions with prepositions, e.g., “Put cup in sink”	LC 7-1 Develops Receptive Communication <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues
Responds verbally and/or nonverbally to comments or questions while engaged in conversations with both peers and adults	LC 7-1 Develops Receptive Communication <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues
Expressive Communication	
Standard: Children demonstrate the ability to understand and convey thoughts through both nonverbal and verbal expression.	
Birth to 9 mos: Children begin to experiment with sounds and other various forms of communication to show interest in and exert influence on their environment.	
Cries to signal hunger, pain, or distress	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
Uses smiles and other facial expressions to initiate social contact	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
Coos and uses physical movements to engage familiar 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
Babbles and experiments with all types of sounds (two-lip sounds: “p,” “b,” “m”)	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
Combines different types of babbles	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
Begins to point to objects in his/her environment	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
7 - 18 mos: Children's language progresses from babbling to utterances and to first words. Toward the end of this age period, babbling decreases as children begin to build their vocabulary.	
Babbles using the sounds of the home language	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
Creates long, babbled sentences	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
Uses nonverbal communication to express ideas, e.g., waves bye-bye, signs "more" when eating	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
Utters first words; these words are for familiar objects and people, e.g., "mama," "bottle"	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
Names a few familiar objects in his/her environment	LC 7-4 Expands Vocabulary <u>8-12 mos:</u> Points to body parts when prompted; uses or signs an increasing number of words
Uses one word to convey a message, e.g., "milk" for "I want milk"	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

16 - 24 mos: Children continue to experiment with language and expand their vocabulary as they begin to speak in two-word utterances.	
Uses more words than gestures when speaking	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"
Repeats overheard words	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"
Has a vocabulary of approximately 80 words	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?"
Begins to use telegraphic speech, consisting of phrases with words left out, e.g., "baby sleep" for "The baby is sleeping"	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"
21 - 36 mos: Children communicate about present themes and begin to combine a few words into mini-sentences to express needs and wants.	
Speaks in three-word utterances, e.g., "I want ball"	LC 7-2 Develops Expressive Communication <u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic
Begins to use pronouns and prepositions, e.g., "He took my toy" and "on the table"	LC 7-5 Expands Grammar and Pronunciation <u>2-Year Old:</u> Begins to apply grammar in speech (e.g., plurals, prepositions, tense); can use pronouns such as "he" or "she" correctly <u>3-Year Old:</u> Can rhyme words (i.e., 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.)
Makes mistakes, which signal that he or she is working out complex grammar rules	LC 7-5 Expands Grammar and Pronunciation <u>2-Year Old:</u> Begins to apply grammar in speech (e.g., plurals, prepositions, tense); can use pronouns such as "he" or "she" correctly <u>3-Year Old:</u> Can rhyme words (i.e., 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.)
Uses adjectives in speech, e.g., "blue car"	LC 7-5 Expands Grammar and Pronunciation <u>2-Year Old:</u> Begins to apply grammar in speech (e.g., plurals, prepositions, tense); can use pronouns such as "he" or "she" correctly <u>3-Year Old:</u> Can rhyme words (i.e., 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.)

Uses simple sentences, e.g., “I want the yellow cup”	LC 7-2 Develops Expressive Communication <u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic
Has a vocabulary of more than 300 words	LC 7-4 Expands Vocabulary <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 <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
Early Literacy	
Standard: Children demonstrate interest in and comprehension of printed materials.	
Birth to 9 mos: Children begin to build the foundation for early literacy by exploring printed materials and building a capacity for reading printed materials.	
Shows awareness of printed materials, e.g., stares at a picture in a book	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
Reaches out to grasp and mouth books	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
Uses multiple senses to explore books, e.g., explores books with different textures	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
Uses hands to manipulate printed materials, e.g., attempts to turn pages of a board book, grasps objects in hands	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
Points or makes sounds while looking at picture books	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
Focuses attention while looking at printed materials for brief periods of time	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
7 - 18 mos: Children become participants as they actively engage in literacy activities with printed materials.	
Points to pictures in a book and reacts, e.g., smiles when sees a picture of a dog	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
Initiates literacy activities, e.g., gestures toward a book or attempts to turn pages of a paper book or magazine	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
Imitates gestures and sounds during activities, e.g., hand actions during singing, babbles as caregiver reads book	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
Increases ability to focus for longer periods of time on printed materials	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
Grasps objects and attempts to scribble, e.g., makes a slight mark with a crayon on a piece of paper	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 - 24 mos: Children begin to demonstrate an understanding of printed words and materials.	
Turns the pages of a board book, one by one	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
Points to familiar pictures and actions in books	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
Repeats familiar words in a book when being read to	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
Begins to anticipate what may happen next in a familiar book, e.g., generates sounds and movements and/or uses words for 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
Randomly scribbles	LKS 9-1 Develops Emergent Writing

	<u>1-Year Old:</u> Makes marks on paper with large crayon or marker
Identifies a favorite book and signals familiar others to read with him or her, e.g., brings the book over, or points and gestures	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
21 - 36 mos: Children engage others in literacy activities, and have an increased awareness and understanding of the variety of different types of print found in their environment	
Imitates adult role when engages with printed materials, e.g., pretends to read a book or newspaper to stuffed animals or dolls	LKS 8-1 Develops Early Literacy <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book
Participates in early literacy activities independently, e.g., sits in a reading nook and browses through the pages	LKS 8-1 Develops Early Literacy <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book
Recites parts of a book from memory	ATL 1-2 Develops Memory <u>3-Year Old:</u> Recalls some elements of a story
Scribbles in a more orderly fashion and begins to name what he or she has drawn	LKS 9-1 Develops Emergent Writing <u>2-Year Old:</u> Draws pictures using scribbles; makes or copies lines and curves, including letter-like marks with pencil or crayon; understands that people use writing to communicate <u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written”
Expresses what happens next when reading a familiar book with a caregiver, e.g., uses gestures, words, and/or sounds	LKS 8-1 Develops Early Literacy <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book

Cognitive Development	
Concept Development	
Standard: Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.	
Birth to 9 mos: Children begin to receive and organize information through social interactions and sensory exploration.	
Turns head toward sounds	ATL 1-1 Is Attentive <u>1-3 mos:</u> Watches faces <u>4-7 mos:</u> Pays attention to people, objects, and sounds
Begins to focus on objects, sounds, and people	ATL 1-1 Is Attentive <u>1-3 mos:</u> Watches faces <u>4-7 mos:</u> Pays attention to people, objects, and sounds
Actively explores the environment through the five senses	CS 13-1 Explores Objects <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
Attempts to repeat an action, e.g., pats the table and tries to pat it again	CS 14-1 Solves Problems <u>4-7 mos:</u> Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth
Focuses and begins to distinguish between familiar and unfamiliar objects, sounds, and people	ATL 1-1 Is Attentive <u>1-3 mos:</u> Watches faces <u>4-7 mos:</u> Pays attention to people, objects, and sounds
7 - 18 mos: Children begin to recognize object characteristics, and build awareness of simple concepts through interactions and exploration.	
Develops object permanence, aware that an object still exists even when it is not physically visible, e.g., pulls the blanket off the pacifier, cries when caregiver leaves the room	ATL 1-2 Develops Memory <u>4-7 mos:</u> Begins to develop object permanence (the understanding that people and objects out of sight still exist) <u>8-12 mos:</u> Looks for someone or something that is missing
Uses physical actions while exploring objects, e.g., rolls a ball back and forth on the floor, purposefully throws object repeatedly onto floor to be picked up	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
Identifies and indicates objects and people in pictures, e.g., points	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?"
Focuses attention on objects, people, and sounds for increasing amounts of time	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 - 24 mos: Children begin to understand object representation and begin to use verbal and nonverbal communication with object use.	
Pretends to use objects in their intended manner, e.g., holds a play phone to ear and engages in a conversation by babbling	CCA 21-4 Participates in Dramatic Play <u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination
Begins to identify and name objects and people	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?"
Uses an object to represent another during play, e.g., uses block as a phone	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
Begins to identify characteristics of the object, e.g., "red ball"	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
With assistance, groups a few objects by similar characteristics, e.g., color, shape, or size	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
21 - 36 mos: Children begin to demonstrate the ability to classify objects based on common characteristics, and begin to apply knowledge of simple concepts to new situations.	
Identifies characteristics of objects and people when named, e.g., colors	CS 13-1 Explores Objects <u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration
Begins to arrange objects in a line, e.g., lines up toy cars, one after the other	CS 13-2 Classifies or Sorts Objects <u>2-Year Old:</u> Recognizes similarities or differences between familiar and unfamiliar people, objects or events <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function
Uses symbolic representation during play, e.g., grabs a hair brush and uses it as a telephone	CCA 21-4 Participates in Dramatic Play <u>2-Year Old:</u> Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play
Purposefully arranges similar objects, e.g., divides plastic blocks into a red group, a blue group, and a yellow group	CS 13-2 Classifies or Sorts Objects <u>2-Year Old:</u> Recognizes similarities or differences between familiar and unfamiliar people, objects or events

	<u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function
Identifies categories, e.g., able to point out all the animals within a picture even with different types of objects represented	CS 13-2 Classifies or Sorts Objects <u>2-Year Old:</u> Recognizes similarities or differences between familiar and unfamiliar people, objects or events <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function
Memory	
Standard: Children demonstrate the ability to acquire, store, recall, and apply past experiences.	
Birth to 9 mos: Children begin to form memories from their experiences and will begin to anticipate certain patterns for occurrences.	
Turns toward familiar voices, sounds, and/or 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
Anticipates familiar events, e.g., reaches for bottle and brings to mouth	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
Finds an object that it is partially hidden	ATL 1-2 Develops Memory <u>1-3 mos:</u> Recognizes familiar objects and people <u>4-7 mos:</u> Begins to develop object permanence (the understanding that people and objects out of sight still exist)
Remembers that objects and people still exist even when they are no longer physically present, e.g., looks around for parent when parent leaves the room	ATL 1-2 Develops Memory <u>1-3 mos:</u> Recognizes familiar objects and people <u>4-7 mos:</u> Begins to develop object permanence (the understanding that people and objects out of sight still exist)
7 - 18 mos: Children remember familiar people, routines, actions, places, and objects.	
Finds hidden objects, e.g., lifts a blanket to uncover a toy after seeing the caregiver hide it	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
Shows awareness of non-present, familiar adults, e.g., while in childcare, asks for mom and dad throughout the day	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
Searches for objects in their usual location, e.g., finds their favorite book on the bookshelf	ATL 1-2 Develops Memory <u>8-12 mos:</u> Looks for someone or something that is missing <u>1-Year Old:</u> Finds hidden or missing people or objects; looks in multiple locations for missing objects

Anticipates what event comes next in his or her daily routine, e.g., sits down for a morning snack after a music activity	ATL 2-1 Understands Routines 8-12 mos: Remembers daily routines; knows how to use familiar objects 1-Year Old: Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat)
16 - 24 mos: Children recognize and anticipate the series of steps in familiar activities.	
Remembers several steps in familiar routines and carries out these routines with little or no prompting	ATL 2-1 Understands Routines 1-Year Old: Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat)
Recalls an event in the past, e.g., a special visitor, or a friend's birthday party	ATL 1-2 Develops Memory 1-Year Old: Finds hidden or missing people or objects; looks in multiple locations for missing objects
Searches for objects in different places	ATL 1-2 Develops Memory 1-Year Old: Finds hidden or missing people or objects; looks in multiple locations for missing objects
21 - 36 mos: Children anticipate the steps in experiences and activities, and understand the sequence of events. They may also remember and recall past events and translate knowledge of past experiences to new experiences.	
Shares with adult what happened in school that day	ATL 1-2 Develops Memory 2-Year Old: Remembers actions and locations of familiar adults, objects and routines; notices and responds to things that are different 3-Year Old: Recalls some elements of a story
Carries out routines independently without being reminded what comes next in the daily routine.	ATL 2-1 Understands Routines 2-Year Old: Able to follow daily routines; easily makes common transitions that are part of a daily schedule 3-Year Old: Follows daily routines, such as sitting for circle time; adjusts to changes in routines or usual activities when informed ahead of time
Uses play to communicate about previous events or experiences, including the sequence of events that took place, e.g., a friend's birthday party	SS 16-2 Understands Time 2-Year Old: Understands that the day is separated into different segments, such as snack time, naptime, bed time, morning, and evening 3-Year Old: Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school)
Translates past knowledge to new experiences, e.g., recalls a trip to the dentist, and narrates and acts out each step of the experience on a peer during play	ATL 1-6 Thinks with Creativity & Flexibility 2-Year Old: Accepts changes in routines or usual activities when informed ahead of time by adults; shows creativity, flexibility, and inventiveness in play experiences 3-Year Old: Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation
Spatial Relationships	
Standard: Children demonstrate an awareness of how objects and people move and fit in space.	

Birth to 9 mos: Children use observation and sensory exploration to begin building an understanding of how objects and people move in relationship to each other.	
Observes objects and people in the immediate environment, e.g., looks at own hands and feet, tracks caregiver with eyes, turns head toward sounds	CS 13-1 Explores Objects <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
Reaches and grasps for objects	PMP 17-1 Develops Perception & Balance <u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes <u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands
Explores through the use of different senses, e.g., begins to mouth and/or pat objects	CS 13-1 Explores Objects <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
Focuses attention on an object in motion and follows it, e.g., watches a toy roll away after it falls	PMP 17-1 Develops Perception & Balance <u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes <u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands
7 - 18 mos: Children begin to use trial and error in discovering how objects and people move and fit in relationship to each other.	
Puts objects in a bucket and then dumps them out; repeats this action	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
Begins to identify physical obstacles and possible solutions when moving around, e.g., crawls around a chair instead of under it	PMP 17-1 Develops Perception & Balance <u>8-12 mos:</u> Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object <u>1-Year Old:</u> Increasingly gains balance, going from sitting to standing to running and even jumping
Drops objects such as toys and watches them move	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
Discriminates between small and large objects, e.g., uses one hand or two hands in a variety of ways	CM 12-1 Learns Shapes & Sizes <u>8-12 mos:</u> Works with shape sorter or size stacker <u>1-Year Old:</u> Identifies shapes; begins to sort by size
16 - 24 mos: Children have a clearer sense of size and direction and use this knowledge to expand their understanding of how objects move and fit in relationship to each other.	
Understands words that characterize size, e.g., big, small	CM 12-1 Learns Shapes & Sizes <u>1-Year Old:</u> Identifies shapes; begins to sort by size

Uses simple trial and error to complete simple puzzles, e.g., matches piece, orients and attempts to turn to make a puzzle piece fit	CM 12-2 Develops Spatial Awareness <u>1-Year Old:</u> Is learning how shapes fit together, such as working with shape sorters or knob puzzles
Recognizes the proper direction of objects, e.g., will turn over an upside-down cup	CM 12-2 Develops Spatial Awareness <u>1-Year Old:</u> Is learning how shapes fit together, such as working with shape sorters or knob puzzles
Begins to understand simple prepositions, e.g., under, in, behind	CM 12-2 Develops Spatial Awareness <u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind
21 - 36 mos: Children can better predict how objects and people will fit and move in relationship to each other. Children have knowledge of object properties and apply this knowledge without having to rely on physical trial and error.	
Uses words and gestures to describe size of objects	CM 12-1 Learns Shapes & Sizes <u>2-Year Old:</u> Sorts objects by shape, size, and/or weight <u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated
Recognizes where his or her body is in relation to objects, e.g., squeezing in behind a chair	CM 12-2 Develops Spatial Awareness <u>2-Year Old:</u> Is learning how shapes fit together, such as working with shape sorters or knob puzzles <u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind
Completes simple puzzles with less trial and error, e.g., can match a puzzle piece to its correct slot by identifying the size and shape by simply looking at it.	CM 12-2 Develops Spatial Awareness <u>2-Year Old:</u> Is learning how shapes fit together, such as working with shape sorters or knob puzzles <u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind
Actively uses body to change where he or she is in relation to objects, e.g., climbs to sit on the couch	PMP 17-1 Develops Perception & Balance <u>2-Year Old:</u> Adjusts sitting or standing position based on situation; maintains good posture and balance; avoids obstacles when in motion
Symbolic Thought	
Standard: Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation.	
Birth to 9 mos: Children use observation, exploration, and social interaction to learn about objects, actions, and people.	
Uses senses to explore objects, e.g., observes, mouths, touches	CS 13-1 Explores Objects <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
Interacts with caregiver(s) and the environment	CS 13-1 Explores Objects <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping

Physically manipulates objects, e.g., twists and turns toys, drops items	CS 13-1 Explores Objects <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
Combines objects in play	CS 13-1 Explores Objects <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
Locates an object that has been partially hidden	ATL 1-2 Develops Memory <u>1-3 mos:</u> Recognizes familiar objects and people <u>4-7 mos:</u> Begins to develop object permanence (the understanding that people and objects out of sight still exist)
7 - 18 mos: Children use social interaction to continue to gather meaning from objects, actions, and people. Children move from exploring objects to learning how to play with objects in ways they are intended to be used. Toward the end of this age period, children begin to use one object to represent another object.	
Demonstrates object permanence , e.g., realizes objects and people still exist, even when they are not physically visible	ATL 1-2 Develops Memory <u>8-12 mos:</u> Looks for someone or something that is missing <u>1-Year Old:</u> Finds hidden or missing people or objects; looks in multiple locations for missing objects
Imitates adult's actions, e.g., bangs a drum with a rattle, after observing an adult complete the action	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
Engages in simple pretend play, e.g., pretends to drink tea from a pretend tea cup, pretends to feed baby doll with toy bottle, uses a toy block as a phone, pretends to talk to mama	CCA 21-4 Participates in Dramatic Play <u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination
Recognizes familiar people and/or objects in photographs	ATL 1-2 Develops Memory <u>8-12 mos:</u> Looks for someone or something that is missing <u>1-Year Old:</u> Finds hidden or missing people or objects; looks in multiple locations for missing objects
16 - 24 mos: Children demonstrate the beginning of symbolic thinking as they start to label objects in everyday life. Children also use more complex social interactions and engage in imaginary play to make sense of the world around them.	
Pretends one object is really another by using substitution, e.g., a napkin for a baby's diaper	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

Finds objects after they are hidden in close proximity	ATL 1-2 Develops Memory <u>8-12 mos:</u> Looks for someone or something that is missing <u>1-Year Old:</u> Finds hidden or missing people or objects; looks in multiple locations for missing objects
Engages in pretend play with familiar objects and experiences, e.g., places baby doll in stroller and pushes the stroller	CCA 21-4 Participates in Dramatic Play <u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination
Identifies or names his or her drawings, e.g., points to scribble and says, "mama and dada"	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?"
Communicates labels to familiar objects and/or people, e.g., says "dog" when seeing four-legged animals	LC 7-4 Expands Vocabulary <u>8-12 mos:</u> Points to body parts when prompted; uses or signs an increasing number of words <u>1-Year Old:</u> Locates body parts or colors when prompted; begins to use the names of objects, body parts and familiar people; begins to ask questions, such as "what's that?"
	LKS 9-1 Develops Emergent Writing <u>2-Year Old:</u> Draws pictures using scribbles; makes or copies lines and curves, including letter-like marks with pencil or crayon; understands that people use writing to communicate
21 - 36 mos: Children use their ability to label and think symbolically to engage in increasingly complex social interactions, exploration, and play. Children use these skills to recreate experiences, problem-solve, and explore relationships and roles.	
Assigns roles to peers while engaged in imaginary play	CCA 21-4 Participates in Dramatic Play <u>2-Year Old:</u> Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play
Builds in sequencing while engaged in play, e.g., beginning, middle, and end	CCA 21-4 Participates in Dramatic Play <u>2-Year Old:</u> Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play
Communicates descriptors of people or objects that are not present, e.g., says "My mommy has blue eyes"	ATL 1-2 Develops Memory <u>2-Year Old:</u> Remembers actions and locations of familiar adults, objects and routines; notices and responds to things that are different <u>3-Year Old:</u> Recalls some elements of a story
Projects feelings and words onto stuffed animals, e.g., "The horse is sad"	CCA 21-4 Participates in Dramatic Play

	<p><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</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>
Takes on different adult roles during play and uses appropriate mannerisms, e.g., pretends to be the teacher and speaks in a more adult-like voice, while pretending to read a book to students	<p>CCA 21-4 Participates in Dramatic Play</p> <p><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</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>
Creative Expression	
Standard: Children demonstrate the ability to convey ideas and emotions through creative expression.	
Birth to 9 mos: Children build the beginnings of creative expression through everyday interactions with their caregivers.	
Actively explores sensory objects in the environment	<p>CS 13-1 Explores Objects</p> <p><u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping</p>
Participates in interactions with caregiver(s), e.g., observes, smiles, coos	<p>ATL 1-1 Is Attentive</p> <p><u>1-3 mos:</u> Watches faces</p> <p><u>4-7 mos:</u> Pays attention to people, objects, and sounds</p>
Demonstrates interest in sounds, songs, music, and colors	<p>CCA 21-2 Explores Music</p> <p><u>1-3 mos:</u> Listens and responds to singing and music</p> <p><u>4-7 mos:</u> Explores musical instruments; bangs toy piano; rattles maracas</p>
Listens and moves to music	<p>CCA 21-3 Explores Movement and Dance</p> <p><u>8-12 mos:</u> May move when music is playing</p>
Manipulates objects, e.g., turns, shakes, bangs	<p>CS 13-1 Explores Objects</p> <p><u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping</p>
7 - 18 mos: Children increasingly engage with their caregiver(s) and show enjoyment in activities and interactions that focus on music, movement, building, and play.	
Enjoys familiar songs and word rhymes	<p>CCA 21-2 Explores Music</p> <p><u>8-12 mos:</u> Plays with musical toys; may show preference for different sounds</p> <p><u>1-Year Old:</u> Shows interest in and participates in a wide variety of music and songs</p>
Begins to use symbolic play while interacting, e.g., holds a play phone to ear and has a “conversation” with grandma	<p>CCA 21-4 Participates in Dramatic Play</p> <p><u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination</p>
Begins to stack large blocks with or without support	<p>CS 14-3 Makes Plans</p>

	<p><u>1-Year Old:</u> Tries to direct caregiver toward a desired activity; leads caregiver to a specific location or to a desired toy</p> <p><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</p>
Participates in music activities by performing some accompanying hand movements	<p>CCA 21-2 Explores Music</p> <p><u>8-12 mos:</u> Plays with musical toys; may show preference for different sounds</p> <p><u>1-Year Old:</u> Shows interest in and participates in a wide variety of music and songs</p>
Engages in art activities such as coloring or finger painting	<p>CCA 21-1 Explores Art Media</p> <p><u>8-12 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials</p> <p><u>1-Year Old:</u> Uses art materials; makes marks with a crayon; finger paints</p>
16 - 24 mos: Children continue to show increasing ability as they engage with their caregiver(s) in music, movement, building, and play activities.	
Imitates basic movements during an activity, e.g., places beanbag on head	<p>CCA 21-3 Explores Movement and Dance</p> <p><u>8-12 mos:</u> May move when music is playing</p> <p><u>1-Year Old:</u> May move when music is playing and “bounce” to the music</p>
Engages in more intricate pretend play, e.g., uses a toy banana as a phone	<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>
Enjoys using instruments while listening to music	<p>CCA 21-2 Explores Music</p> <p><u>8-12 mos:</u> Plays with musical toys; may show preference for different sounds</p> <p><u>1-Year Old:</u> Shows interest in and participates in a wide variety of music and songs</p>
Builds by using different objects and materials, e.g., lines up cars, stacks small boxes	<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>
Enjoys breaking down what he or she has built, e.g., knocking over a stack of blocks with his or her arm	<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>
Creates artwork; focuses and enjoys the process rather than the final product	<p>CCA 21-1 Explores Art Media</p> <p><u>8-12 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials</p>

	<u>1-Year Old:</u> Uses art materials; makes marks with a crayon; finger paints
21 - 36 mos: Children initiate and engage in music, movement, building, and play activities to interact with others and express ideas, feelings, and emotions.	
Selects movements that reflect mood, e.g., jumps up and down when excited	CCA 21-3 Explores Movement and Dance <u>2-Year Old:</u> Moves when music is playing; begins to move in time to music <u>3-Year Old:</u> Participates in dance or creative movement activities
Identifies and discusses characters that are meaningful to him and her	LKS 8-1 Develops Early Literacy <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book
Builds increasingly complex structures and expands upon them, e.g., uses smaller blocks to build taller towers, lines up materials and adds other components to create a “road” leading up to the tower	ATL 1-6 Thinks with Creativity & Flexibility <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 <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
Uses imaginary play to cope with fears, e.g., puts monster in a closet	CCA 21-4 Participates in Dramatic Play <u>2-Year Old:</u> Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play
Plays dress-up and invites caregiver(s) to play along	CCA 21-4 Participates in Dramatic Play <u>2-Year Old:</u> Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play
Logic & Reasoning	
Standard: Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.	
Birth to 9 mos: Children begin to build awareness and use simple actions to have an impact on objects and people in their environment.	

Uses nonverbal and verbal communication to generate responses from caregiver(s), e.g., coos, reaches, laughs	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
Repeats similar actions on different objects, e.g., shakes stuffed animal in the same manner as a rattle to hear noise	CS 14-1 Solves Problems <u>4-7 mos:</u> Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth
Looks for and finds an object that has fallen	ATL 1-2 Develops Memory <u>1-3 mos:</u> Recognizes familiar objects and people <u>4-7 mos:</u> Begins to develop object permanence (the understanding that people and objects out of sight still exist) <u>8-12 mos:</u> Looks for someone or something that is missing
7 - 18 mos: Children combine specific actions to have an effect on people and objects, and interact with people and objects in different ways to discover what will happen.	
Uses objects as they are intended, e.g., pretends to drink milk out of a toy bottle	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
Attempts different ways to move an object to see what happens, e.g., rolls a ball gently at first and then hard to see how fast and far it will move	CS 14-1 Solves Problems <u>8-12 mos:</u> Acts intentionally to achieve a goal (e.g., trying different ways to reach a toy under a table) <u>1-Year Old:</u> Tries several times to solve challenging problems, often using more than one approach
Uses different actions for an intended result, e.g., builds tower with blocks and then knocks it down with his or her hand, repeats the activity and uses his/her head to make the tower tumble	CS 14-1 Solves Problems <u>8-12 mos:</u> Acts intentionally to achieve a goal (e.g., trying different ways to reach a toy under a table) <u>1-Year Old:</u> Tries several times to solve challenging problems, often using more than one approach
Imitates adult's body language and simple actions, e.g., puts hands on hips or pretends to brush crumbs off table	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 - 24 mos: Children understand how purposeful and select actions can affect different objects and people. Children also begin to connect objects and ideas based on repetition and experience.	
Repeats actions over and over to cause desired effect, e.g., dumps out a bucket and refills it with objects	CS 14-1 Solves Problems <u>4-7 mos:</u> Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth <u>8-12 mos:</u> Acts intentionally to achieve a goal (e.g., trying different ways to reach a toy under a table)

	<u>1-Year Old</u> : Tries several times to solve challenging problems, often using more than one approach
Starts to predict the consequence of simple and familiar actions, e.g., knows that flipping the light switch will either turn on or turn off the light	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
Understands functionality of objects, e.g., mop is used to clean the floor	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
Begins to understand certain behaviors are related to certain contexts, e.g., behaves differently at childcare than at home	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
21 - 36 mos : Children have a greater understanding of causation and can predict and choose specific actions to attain a desired result. Children also begin to apply past experiences and knowledge to form ideas.	
Recognizes actions and objects and can generalize meaning, e.g., sees someone opening an umbrella and can attribute that to the fact that it may be raining	ATL 1-6 Thinks with Creativity & Flexibility <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 <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
Makes a prediction of what will happen next in a sequence of events	CS 14-2 Makes Predictions <u>2-Year Old</u> : Makes predictions based on experience; explores materials and makes observations <u>3-Year Old</u> : Makes simple predictions about what will happen next, such as during activities or when hearing a story
Applies past experiences to new situations	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
Expresses cause and effect in certain situations, e.g., "I fell down and now I have a boo-boo."	CS 14-2 Makes Predictions <u>2-Year Old</u> : Makes predictions based on experience; explores materials and makes observations <u>3-Year Old</u> : Makes simple predictions about what will happen next, such as during activities or when hearing a stor
Quantity & Numbers	
Standard : Children demonstrate awareness of quantity, counting, and numeric competencies.	
Birth to 9 mos : Children are developing an understanding of quantity and number concepts as they explore and interact with objects and people in their everyday environment.	

Uses sounds and body language to signal for more, e.g., begins to cry when finishing a bottle of milk and is still hungry	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
Explores objects one at a time, e.g., mouths one toy and drops it to grab hold of another, or drops toys in a container	CM 11-1 Learns Measurement and Quantities <u>4-7 mos:</u> Plays with more than one object at a time
Expresses desire for more through facial cues, sounds, gestures, and actions, e.g., bangs, opens mouth, points, reaches	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
Holds on to more than one object at a time, e.g., grasps a rattle in one hand, and reaches for block	CM 11-1 Learns Measurement and Quantities <u>4-7 mos:</u> Plays with more than one object at a time
7 - 18 mos: Children begin to identify that there are different quantities of objects and people, and may attempt to match quantities with numbers through the use of words, symbols, and gestures.	
Understands the concept of “more” in regard to food and play; signs or says, “more”	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")
Imitates counting, e.g., climbs stairs and mimics “one, two”	CM 10-1 Begins Counting <u>8-12 mos:</u> Babbles while an adult counts <u>1-Year Old:</u> Can say numbers 1-3 with help; shows interest in and awareness of numbers and counting during daily routines and activities
Uses nonverbal and verbal communication to express more complex concepts, e.g., “some,” “again,” “all done”	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")
Begins to understand descriptive words and apply attributes to people, e.g., points to himself when asked, “Who’s a big boy?”	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?"
Begins to use number words to label quantities, even though incorrect	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 - 24 mos: Children recognize various quantities of objects and people, and begin to accurately match number words to the correct amount.	
Communicates amount of familiar objects, e.g., sees two apples and says, "two"	CM 11-1 Learns Measurement and Quantities <u>1-Year Old:</u> Begins to say numbers for amounts; begins to use quantity phrases (e.g., "more")
Uses nonverbal gestures to demonstrate understanding of quantities, e.g., holds up two fingers to express two of something	CM 11-1 Learns Measurement and Quantities <u>1-Year Old:</u> Begins to say numbers for amounts; begins to use quantity phrases (e.g., "more")
Begins to use "one," "two," and "three" to identify very small quantities without counting them	CM 10-1 Begins Counting <u>1-Year Old:</u> Can say numbers 1-3 with help; shows interest in and awareness of numbers and counting during daily routines and activities
Begins to use descriptive words for people in a more complex fashion, e.g., "he big," "she baby"	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?"
21 - 36 mos: Children use language to demonstrate a basic understanding of number representation and quantity identification.	
Understands progressive number order, e.g., recites the number series to ten	CM 10-1 Begins Counting <u>2-Year Old:</u> Can count up to 5 <u>3-Year Old:</u> Counts by rote to 10; counts sets of objects up to 10; may be able to count into the teens; understands and uses 1-1 correspondence
Begins to count objects; may count objects twice and/or skip numbers	CM 10-1 Begins Counting <u>2-Year Old:</u> Can count up to 5 <u>3-Year Old:</u> Counts by rote to 10; counts sets of objects up to 10; may be able to count into the teens; understands and uses 1-1 correspondence
Begins to identify quantity comparison, e.g., "Which group has more blocks?"	CM 10-2 Builds and Observes Sets <u>2-Year Old:</u> Counts sets of objects (2-3); may count the same object twice or use numbers out of order <u>3-Year Old:</u> Begins to see groups of 2 or 3 objects and knows the amount without counting (subitizing); counts and builds sets
Assigns meaning to numbers; understands the concept of a small number or big number, e.g., communicates "wow" when a caregiver shares that he or she is 35 years old	CM 10-1 Begins Counting <u>2-Year Old:</u> Can count up to 5 <u>3-Year Old:</u> Counts by rote to 10; counts sets of objects up to 10; may be able to count into the teens; understands and uses 1-1 correspondence
Uses descriptive words when communicating about others, e.g., "She ran fast," "He is short," "Look how far away I am"	LC 7-4 Expands Vocabulary <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 <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
Science Concepts & Exploration	
Standard: Children demonstrate a basic awareness of and use scientific concepts.	
Birth to 9 mos: Children use social interactions along with their five senses to discover and explore the world around them.	
Observes people and objects in his or her environment	CS 13-1 Explores Objects <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
Engages in social interactions with familiar adults	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
Actively explores new objects found in the environment, e.g., mouths, pats, grasps	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
Uses all of his or her senses to explore and discover new things, e.g., reaches out to touch rain or snow	CS 13-1 Explores Objects <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
7 - 18 mos: Children use all of their five senses to purposefully collect and act on information received through interactions with their environment.	
Actively explores objects and experiences their properties through the different senses, e.g., color, texture, weight, taste	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
Repeats actions that attracts his or her attention, e.g., drops object onto floor to hear the sound it makes	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
Experiments with different textures found in the outside environment, e.g., runs fingers through dirt, crumbles dry leaves	CS 15-1 Explores the Natural Environment <u>8-12 mos:</u> Observes objects of the natural environment through the senses by touching, mouthing, watching <u>1-Year Old:</u> Explores objects of the natural environment through the senses; shows interest in natural objects or processes
16 - 24 mos: Children begin to use experimentation to interact and engage with their environment in different ways. In addition, a new, distinct interest in living things emerges.	

Shows interest in own body; may know names for certain body parts	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
Begins simple categorizing, e.g., cats and dogs are animals	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
Asks simple questions about nature	CS 15-1 Explores the Natural Environment <u>1-Year Old:</u> Explores objects of the natural environment through the senses; shows interest in natural objects or processes
Attempts new tasks during familiar activities, e.g., plays at the water table, and instead of using hands, tries to use head to make the water move	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
Uses motion and sound to represent an observation, e.g., "snake, ssssss!"	CS 15-1 Explores the Natural Environment <u>1-Year Old:</u> Explores objects of the natural environment through the senses; shows interest in natural objects or processes <u>2-Year Old:</u> Uses objects of the natural environment in art, sensory, and play
21 - 36 mos: Children use their communication skills to indicate interests in observations, experiences, and engagement with the world around them. Children actively experiment with their environment to make new discoveries happen.	
Begins to identify characteristics of animals, e.g., "The dog barks"	CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; shows respect for living things
Identifies various attributes of objects, food, and materials, e.g., color, shapes, size	CS 13-1 Explores Objects <u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration
Draws on past experience to describe and communicate about observations and experiences, e.g., knows what happens when one blows on a candle, discusses what happens to snow when the temperature is warmer	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)
Engages in processes to reach an outcome, e.g., mixes three different colors of paint to see what color emerges	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)
Safety & Well-Being	

Standard: Children demonstrate the emerging ability to recognize risky situations and respond accordingly.	
Birth to 9 mos: Children first rely on their natural reflexes to signal basic survival needs to their caregiver(s). Toward the end of this age period, an emerging awareness in their own bodies and trust in their caregiver(s) support children in meeting needs and protecting them in uncertain and potentially unsafe situations.	
Signals needs through reflexes and sounds, e.g., demonstrates rooting reflex when hungry, cries when uncomfortable	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
Actively observes and explores environment	CS 13-1 Explores Objects <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
Demonstrates interest in own body, e.g., stares at hands, mouths feet, pokes at belly button	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
Uses physical movements to explore environment, e.g., reaching, sitting, rolling	CS 13-1 Explores Objects <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
Demonstrates trust in caregiver(s), e.g., reaches for adult, comforted when soothed, looks for caregiver in novel situations	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
	PMP 20-2 Learns Safety Rules <u>1-7 mos:</u> Is learning in a safe environment where caregivers are modeling safe behaviors
7 - 18 mos: Children's increasing physical abilities allow them to explore new ways of interacting with the environment around them. Motivated by these new skills, children take risks to explore and learn, and demonstrate through nonverbal and verbal communication trust in their caregiver(s) to keep them safe.	
Uses social referencing to assess uncertain situations, e.g., looks at a caregiver for social cues as to whether or not to proceed	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
Actively climbs to reach for wanted objects during play	PMP 17-1 Develops Perception & Balance

	<p><u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands</p> <p><u>8-12 mos:</u> Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object</p>
Responds to cues from caregiver in uncertain and unsafe situations	<p>PMP 20-2 Learns Safety Rules</p> <p><u>8-12 mos:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; is learning classroom rules</p>
Hesitates and demonstrates caution in new and/or changing situations, e.g., stops crawling when reaches the edge of an uneven surface	<p>MP 20-2 Learns Safety Rules</p> <p><u>8-12 mos:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; is learning classroom rules</p>
Responds to warnings and changes in tone of voice; needs assistance and redirection to stop unsafe behavior, e.g., looks up after hearing a stern “no” but does not necessarily stop the behavior or action	<p>MP 20-2 Learns Safety Rules</p> <p><u>8-12 mos:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; is learning classroom rules</p>
16 - 24 mos: Children begin to build a basic understanding of their physical limits and unsafe situations. Children are still motivated to interact and explore the environment with little regard to risks, and continue to rely on caregiver(s) to help manage their impulses	
Understands when “no” and “stop” is communicated through either words or gestures	<p>ATL 2-2 Shows Responsibility</p> <p><u>1-Year Old:</u> Accepts adult redirection; begins to respond to directives</p>
Responds to warnings and begins to change behavior accordingly, e.g., moves away from the outlet after caregiver communicates “no”	<p>PMP 20-2 Learns Safety Rules</p> <p><u>1-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands classroom rules</p>
Seeks comfort when fearful	<p>SED 5-1 Bonds with Adults</p> <p><u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task</p>
Imitates adults’ actions during play, e.g., tells baby doll “no touch” when walking by the pretend stove	<p>SED 5-2 Learns from Adults</p> <p><u>1-Year Old:</u> Demonstrates interest in adult behavior, such as by saying “hello” and “goodbye” when coming and going</p>
21 - 36 mos: Children will begin to demonstrate a limited ability to internalize what caregiver(s) communicates in relation to safety, rules, and well-being. Children continue to act upon impulses but begin to develop strategies to protect themselves in uncertain and potentially unsafe situations.	
Pays attention to safety rules but still needs supervision to keep self safe	<p>PMP 20-2 Learns Safety Rules</p> <p><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</p>

	<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
Communicates to an adult if something is wrong, e.g., a peer is hurt or missing	SED 5-1 Bonds with Adults <u>2-Year Old:</u> Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems
Remembers and begins to apply past experiences to future situations, e.g., walks carefully and slowly when there is snow on the ground	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
Reminds younger peers of rules, e.g., holds hands with a younger peer while walking outside	PMP 20-2 Learns Safety Rules <u>2-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands safety rules; follows teacher's instructions with assistance <u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted

Approaches to Learning	
Curiosity & Initiative	
Standard: Children demonstrate interest and eagerness in learning about their world.	
Birth to 9 mos: Children are discovering the world through exploration and social interaction. Children react with special interest to new objects, people, and experiences.	
Observes the environment and people; tracks a toy as it moves from one point to another	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; Explores with hands; finds objects that are partially hidden
Shows interest in him- or herself, e.g., gazes at hands, places feet in mouth	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
Actively explores new objects found in the environment, e.g., touches, pats, and mouths	CS 13-1 Explores Objects <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
Attempts to initiate interaction with others, e.g., smiles, reaches for a caregiver	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)
Participates in joint attention with caregiver(s), e.g., focuses on the same object	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 <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
7 - 18 mos: Children's newly acquired physical control allows them to explore and initiate interactions in a more purposeful and meaningful manner.	
Demonstrates an interest in new objects by manipulating and turning the object	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
Uses familiar objects in new ways, e.g., places a toy basket on head	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
Moves toward a new activity by crawling or walking	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)
Begins to demonstrate preferences for objects and/or materials, e.g., selects a book to read when given options	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)
Engages familiar adults in meaningful interactions, e.g., points to favorite toy, brings a book over to be read	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
16 - 24 mos: Children become increasingly curious about new experiences and activities that include peers and adults; they begin to interact and seek involvement with others.	
Demonstrates an interest in new activities and a willingness to try out new experiences	ATL 1-4 Is Curious <u>1-Year Old:</u> Shows interest in learning about new objects or experiences

Engages in active exploration in new environments, e.g., walks over to a toy shelf in an unfamiliar home or classroom	ATL 1-4 Is Curious <u>1-Year Old:</u> Shows interest in learning about new objects or experiences
Initiates play with others, e.g., a grandparent, sibling, or teacher	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)
Experiments with different ways to use materials 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
21 - 36 mos: Children demonstrate initiative by participating and maintaining engagement in novel experiences. Children use observation, communication, and inquiry to make sense of these experiences.	
Observes other children in play	SED 6-2 Bonds with Peers <u>2-Year Old:</u> Enjoys being with other children; joins group play with other children; knows some names of peers <u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend
Enjoys accomplishing simple goals, e.g., completing a puzzle, blowing a bubble	ATL 1-3 Is Persistent <u>2-Year Old:</u> Finishes self-selected tasks, such as completing a puzzle or listening to a storybook <u>3-Year Old:</u> Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support
Asks questions while interacting with others, e.g., “why,” “what,” “how”	ATL 1-4 Is Curious <u>2-Year Old:</u> Shows interest in new objects or activities; tries different ways of using objects or materials <u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities
Participates in a broader array of experiences, e.g., outdoor jungle gyms, art projects	ATL 1-4 Is Curious <u>2-Year Old:</u> Shows interest in new objects or activities; tries different ways of using objects or materials <u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities
Problem Solving	
Standard: Children attempt a variety of strategies to accomplish tasks, overcome obstacles, and find solutions to tasks, questions, and challenges.	
Birth to 9 mos: Children are building the foundation for problem solving through active exploration and social interaction.	
Focuses on getting a caregiver’s attention through the use of sounds, cries, gestures, and facial expressions	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

Enjoys repeating actions, e.g., continues to drop toy from highchair after it is picked up by a caregiver or sibling	CS 14-1 Solves Problems <u>4-7 mos:</u> Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth
Communicates the need for assistance through verbal and/or nonverbal cues, e.g., pointing, reaching, vocalizing	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
7 - 18 mos: Children begin to discover that certain actions and behaviors can be solutions to challenges and obstacles they encounter. Children also recognize how to engage their caregiver(s) to assist in managing these challenges.	
Repeats actions over and over again to figure out how an object works	CS 14-1 Solves Problems <u>4-7 mos:</u> Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth <u>8-12 mos:</u> Acts intentionally to achieve a goal (e.g., trying different ways to reach a toy under a table)
Begins to recognize that certain actions will draw out certain responses, e.g., laughing and smiling will often result in an adult responding in the same manner	CS 14-1 Solves Problems <u>4-7 mos:</u> Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth <u>8-12 mos:</u> Acts intentionally to achieve a goal (e.g., trying different ways to reach a toy under a table)
Attempts a variety of physical strategies to reach simple goals, e.g., pulls the string of a toy train to move it closer or crawls to get a ball that has rolled away	CS 14-1 Solves Problems <u>4-7 mos:</u> Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth <u>8-12 mos:</u> Acts intentionally to achieve a goal (e.g., trying different ways to reach a toy under a table)
16 - 24 mos: Children have an enhanced capacity to solve challenges they encounter through the use of objects and imitation. Children may take on a more autonomous role during this stage, yet, reach out to caregiver(s) in most instances.	
Imitates a caregiver's behavior to accomplish a task, e.g., attempts to turn a doorknob	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
	CS 14-1 Solves Problems <u>1-Year Old:</u> Tries several times to solve challenging problems, often using more than one approach
Increases ability to recognize and solve problems through active exploration, play, and trial and error, e.g., tries inserting a shape at different angles to make it fit in a sorter	CS 14-2 Makes Predictions <u>1-Year Old:</u> Observes and experiments with cause and effect, such as pushing over a block tower
Uses objects in the environment to solve problems, e.g., uses a pail to move numerous books to the other side of the room	CS 14-1 Solves Problems <u>1-Year Old:</u> Tries several times to solve challenging problems, often using more than one approach

Uses communication to solve problems, e.g., runs out of glue during an art project and gestures to a caregiver for more	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"
21 - 36 mos: Children begin to discriminate which solutions work, with fewer trials. Children increasingly become more autonomous and will attempt to first overcome obstacles on their own or with limited support from caregiver(s).	
Asks for help from a caregiver when needed	SED 5-1 Bonds with Adults <u>2-Year Old:</u> Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems
Begins to solve problems with less trial and error	CS 14-1 Solves Problems <u>2-Year Old:</u> Able to solve problems by trying more than one approach; continues efforts to complete a challenging task <u>3-Year Old:</u> Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float)
Refuses assistance, e.g., calls for help but then pushes a hand away	ATL 1-5 Shows Initiative <u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting
Shows pride when accomplishing a task	SED 4-2 Becomes Confident <u>2-Year Old:</u> Shows confidence in increasing abilities; enjoys showing others what he/she can do <u>3-Year Old:</u> Is pleased to complete daily routines and learn new skills
Uses increasingly refined skills while solving problems, e.g., uses own napkin to clean up a spill without asking an adult for help	CS 14-1 Solves Problems <u>2-Year Old:</u> Able to solve problems by trying more than one approach; continues efforts to complete a challenging task <u>3-Year Old:</u> Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float)
Confidence and Risk-Taking	
Standard: Children demonstrate a willingness to participate in new experiences and confidently engage in risk-taking.	
Birth to 9 mos: Children begin to build confidence through the everyday interactions they experience with their caregivers. These interactions form special relationships, which in turn build the "secure base" for children to take risks and try new experiences.	
Cries and/or uses body language to signal and get needs met, e.g., averts gaze, arches back	PMP 19-2 Develops Self-Care Skills

	<p><u>1-3 mos:</u> Lets caregivers know when there is a need, such as crying when awake or needing to be changed</p> <p><u>4-7 mos:</u> Uses different cries for different needs, such as when tired or when needing to be changed</p>
Explores new objects with eagerness, e.g., squeals and/or squeezes a toy	<p>ATL 1-4 Is Curious</p> <p><u>1-3 mos:</u> Turns head toward the sound of a familiar voice</p> <p><u>4-7 mos:</u> Explores with hands; finds objects that are partially hidden</p>
Uses different approaches for accomplishing a simple task, e.g., reaching, kicking, vocalizing	<p>CS 14-1 Solves Problems</p> <p><u>4-7 mos:</u> Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth</p>
Attempts new skills on his or her own while “checking in” with a familiar adult, e.g., a new crawler begins to move, then turns toward the caregiver for reassurance before crawling away	<p>ATL 1-5 Shows Initiative</p> <p><u>4-7 mos:</u> Accepts, reaches for, grasps, or handles familiar toys</p>
7 - 18 mos: Children begin to use their developing confidence to engage in simple risk-taking behavior as they physically explore their environment in the context of a secure relationship.	
Begins to take great risks with little regard for danger, e.g., lunging off a couch to reach for an object	<p>ATL 1-5 Shows Initiative</p> <p><u>1-Year Old:</u> Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read)</p>
Becomes more intentional and confident when playing and interacting, e.g., grabs, pushes, throws	<p>SED 4-2 Becomes Confident</p> <p><u>1-Year Old:</u> Shows confidence in own abilities; is proud to demonstrate abilities</p>
Uses trial and error to solve a problem, e.g., tries different angles when attempting to place a shape in a shape sorter	<p>CS 14-1 Solves Problems</p> <p><u>8-12 mos:</u> Acts intentionally to achieve a goal (e.g., trying different ways to reach a toy under a table)</p> <p><u>1-Year Old:</u> Tries several times to solve challenging problems, often using more than one approach</p>
16 - 24 mos: Children increase their confidence in the context of a secure relationship, and begin to engage in more complex tasks and seek out new situations.	
Plays and explores farther away from attachment figure; continues to “check in” for reassurance, e.g., plays across the room and glances toward caregiver, then re-engages in playing	<p>ATL 1-5 Shows Initiative</p> <p><u>1-Year Old:</u> Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read)</p>
Seeks out assistance and reassurance from familiar others	<p>SED 5-1 Bonds with Adults</p> <p><u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task</p>
Demonstrates confidence in abilities and achievements, e.g., cheers or claps when	<p>SED 4-2 Becomes Confident</p> <p><u>1-Year Old:</u> Shows confidence in own abilities; is proud to demonstrate abilities</p>

accomplishing a goal such as completing a simple puzzle	
Joins in a new activity after cautiously observing at first	ATL 1-4 Is Curious <u>1-Year Old:</u> Shows interest in learning about new objects or experiences
21 - 36 mos: Children use their confidence to begin taking emotional risks in addition to physical risks, with support from their caregiver(s).	
Attempts to independently resolve social conflicts without automatically running to the caregiver, e.g., tries to retrieve an object that was taken away by a peer	SED 6-3 Cooperates with Peers <u>2-Year Old:</u> Begins to cooperate with others (e.g. shares toys, works toward a common goal, such as building a block tower); is learning to take turns; is learning to use words with peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns
Demonstrates eagerness and determination when problem-solving during new tasks, e.g., the child who pushes the caregiver's hand away and refuses help until he or she is ready to ask for it	SED 4-2 Becomes Confident <u>2-Year Old:</u> Shows confidence in increasing abilities; enjoys showing others what he/she can do <u>3-Year Old:</u> Is pleased to complete daily routines and learn new skills
Persistence, Effort, & Attentiveness	
Standard: Children demonstrate the ability to remain engaged in experiences and develop a sense of purpose and follow-through.	
Birth to 9 mos: Children observe, explore, attend and interact with the world around them.	
Establishes and sustains eye contact with caregiver(s)	ATL 1-1 Is Attentive <u>1-3 mos:</u> Watches faces <u>4-7 mos:</u> Pays attention to people, objects, and sounds
Focuses attention on sounds, people, 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
Repeats interesting actions over and over	CS 14-1 Solves Problems <u>4-7 mos:</u> Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth
Indicates preferences by using nonverbal cues, e.g., turning head, kicking feet	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
7 - 18 mos: Children begin to become more persistent in interacting with people, exploring objects, and accomplishing tasks. While their ability to sustain attention increases, they are still easily distracted by other objects and events in the environment.	

Participates in back-and-forth interactions, e.g., plays peek-a-boo with an adult	SED 5-2 Learns from Adults <u>4-7 mos:</u> Participates in reciprocal imitation games; copies adult sounds, movements, or facial expressions <u>8-12 mos:</u> Mirrors caregiver's non-verbal communication, such as looking where the caregiver is looking or pointing where the caregiver is pointing
Repeats activities over and over, e.g., successfully inserts all the shape sorter's pieces, dumps them out, and starts again	ATL 1-3 Is Persistent <u>8-12 mos:</u> Repeats actions to achieve a goal
Begins to attempt assisting in self-help activities, e.g., feeding, grooming	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
Demonstrates preferences, e.g., gestures to the bean bag and says "no" when presented with something else	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 - 24 mos: Children increase their ability to remain focused on goal-oriented tasks. At this stage, persistence is evidenced by the process the child engages in to discover how to accomplish the goal, instead of by the end result.	
Focuses for longer periods of time on activities	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
Engages for longer periods of time when trying to work through tasks, e.g., fits puzzle pieces together	ATL 1-3 Is Persistent <u>1-Year Old:</u> Works to complete a task
Repeats experiences he or she enjoys, e.g., says "more" after reading his or her favorite book	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)
Demonstrates preferences for activities, e.g., reads with a caregiver, plays at the sand table, prefers to sit by certain caregivers	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)
21 - 36 mos: Children can attend to tasks for longer periods of time, and their ability to persist in increasingly difficult tasks increases. In addition, children are now able to attend to more than one event in their environment; this skill enables them to stay focused even when there are distractions.	
Makes choices based on preferences, and at times, in opposition to adult choices, e.g., "No milk, want juice"	ATL 1-5 Shows Initiative <u>2-Year Old:</u> Initiates play with others

	<u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting
Attempts to try a difficult task for an increasing amount of time	ATL 1-3 Is Persistent <u>2-Year Old:</u> Finishes self-selected tasks, such as completing a puzzle or listening to a storybook <u>3-Year Old:</u> Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support
Practices an activity many times in order to master it, even if setbacks occur	ATL 1-3 Is Persistent <u>2-Year Old:</u> Finishes self-selected tasks, such as completing a puzzle or listening to a storybook <u>3-Year Old:</u> Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support
Shows interest in completing routine tasks independently, e.g., zips up coat, puts on shoes	PMP 19-2 Develops Self-Care Skills <u>2-Year Old:</u> Shows increasing independence with self-care, such as helping wash hands or brush teeth <u>3-Year Old:</u> Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat
Creativity, Inventiveness, & Imagination	
Standard: Children demonstrate the ability to use creativity, inventiveness, and imagination to increase their understanding and knowledge of the world.	
Birth to 9 mos: Children observe and interact with their surrounding environment, and begin to build the skills needed to manipulate objects and materials in different ways.	
Observes materials, objects, and people with curiosity	CS 13-1 Explores Objects <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
Actively explores new objects found in the environment by touching, patting, and mouthing	CS 13-1 Explores Objects <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
Reaches for objects in close proximity	CS 13-1 Explores Objects <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
Imitates sounds, movements, and facial expressions, e.g., moves body up and down after caregiver initially moves in that manner	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
7 - 18 mos: Children first begin using most objects and materials for their intended use. As they develop, children begin to experiment with using these objects and materials in new and unexpected ways.	

Imitates a peer's actions, e.g., bangs on table with cup	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)
Uses objects as they're intended to be used, e.g., rolls a toy car	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
Spends increasing amounts of time exploring and learning about objects, e.g., will attend to a new toy for longer periods of time in order to make sense of it	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
Begins to use objects in new and unexpected ways, e.g., places a basket on head	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
Imitates actions of other people in a playful manner, e.g., wags finger at baby doll and says, "no, no, no"	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 - 24 mos: Children begin to expand how they use creativity, imagination, and inventiveness through the use of symbolic representation in play.	
Pretends one object is really another by using substitution, e.g., using a toy car to brush hair	CCA 21-4 Participates in Dramatic Play <u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination
Engages in pretend play with familiar objects and experiences, e.g., places baby doll in stroller and pushes the stroller	CCA 21-4 Participates in Dramatic Play <u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination
Engages familiar adults in pretend play, e.g., hands the adult a play cup and pretends to pour "tea" into it	CCA 21-4 Participates in Dramatic Play <u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination
Communicates in creative ways, e.g., plays with words by rhyming, chanting, or making up songs; uses movement and dance	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
21 - 36 mos: Children incorporate their use of creativity, inventiveness, and imagination in a more complex manner while they play, communicate, and problem-solve.	
Expands use of objects and toys in new and unexpected ways; makes a road out of a few blocks; or substitutes an object for another to solve a problem	ATL 1-6 Thinks with Creativity & Flexibility <u>2-Year Old:</u> Accepts changes in routines or usual activities when informed ahead of time by adults; shows creativity, flexibility, and inventiveness in play experiences

	<p><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>
Takes on familiar roles during play, e.g., cooks in the pretend kitchen	<p>CCA 21-4 Participates in Dramatic Play <u>2-Year Old:</u> Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play</p>
Expresses inventive ideas to peers while playing; becomes directive, e.g., “You will be the police officer and you have to wear this.”	<p>ATL 1-6 Thinks with Creativity & Flexibility <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 <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>
Creates an art project and creates a simple story to accompany the artwork	<p>CCA 21-1 Explores Art Media <u>2-Year Old:</u> Uses a variety of art materials to create artwork or other inventions <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</p>

DISCLAIMER:

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

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