

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:
**Iowa Early Learning Standards
Infant and Toddler**



References



Early Childhood Iowa. (2012). *Iowa early learning standards*. IA: Author. Retrieved from <https://www.educateiowa.gov/sites/files/ed/documents/IowaEarlyLearningStandards2012-Aug2013.pdf>

Iowa Early Learning Standards	Vine Assessments by LifeCubby
Physical Well-Being and Motor Development	Vine Indicators
1.1 Healthy and Safe Living	
Infant	
1. expresses satisfaction/dissatisfaction regarding care and play routines as well as participates in care routines based on appropriate developmental stages and family culture.	<p>PMP 19-2 Develops Self-Care Skills</p> <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> <p><u>8-12 mos:</u> Helps with daily routines, such as washing hands and getting dressed</p> <p><u>1-Year Old:</u> Shows increasing independence, such as dressing with help</p>
2. establishes healthy eating and sleeping patterns with the assistance of a responsive adult.	<p>PMP 20-1 Learns about Nutrition</p> <p><u>1-3 mos:</u> Is receiving a nutritious, age-appropriate diet of breastmilk and/or formula on an appropriate schedule</p> <p><u>4-7 mos:</u> Diet includes some cereals and healthy baby food on an appropriate schedule</p> <p><u>8-12 mos:</u> Diet includes healthy, nutritionally balanced solid food on an appropriate schedule</p> <p><u>1-Year Old:</u> Is on a consistent schedule of three healthy meals per day, and may include a light, nutritious snack</p>
3. ingests breast milk or formula, progressing to solid foods, to feeding self simple and age appropriate foods, and drinking from a cup.	<p>PMP 19-1 Develops Meal Time Independence</p> <p><u>1-3 mos:</u> Cries when hungry</p> <p><u>4-7 mos:</u> Starts to eat solid food</p> <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>
Toddler	
4. participates in healthy self-care routines, demonstrating increasing independence, such as washing hands and pouring own milk, with assistance from a caring adult.	<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>
5. eats healthy foods at a table with other children or adults.	<p>PMP 20-1 Learns about Nutrition</p> <p><u>2-Year Old:</u> Is on a consistent schedule of three healthy meals-per-day, and may include a light, nutritious snack</p> <p><u>3-Year Old:</u> Is learning the role of food and nutrition in daily routines; tries different kinds of nutritious foods</p>
6. participates in safe behaviors regarding the environment, such as around stairs or hot surfaces, or accepts redirection from adults	<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> <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</p>
1.2 Large Motor Development	

Infant	
1. shows increasing balance, strength, and coordination in activities such as gaining control of the head and body by turning head from side to side, lifting the head off the floor, sitting, and standing.	<p>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 <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</p>
2. shows increasing control in large motor skills such as reaching, rolling over, crawling, standing, and walking.	<p>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 <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</p>
Toddler	
3. shows increasing control in motor skills such as rolling, throwing, and kicking a ball and jumping.	<p>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</p>
4. shows increasing balance in activities such as running, climbing stairs, and moving a riding toy using his/her feet.	<p>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 <u>3-Year Old:</u> Stands on 1 foot for about 3 seconds; jumps with two feet</p>
1.3 Small Motor Development	
Infant	
1. uses hand-eye coordination to perform self-help and small motor tasks, such as eating food, picking up objects, placing objects on a surface, and transferring objects from hand to hand.	<p>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 <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</p>
Toddler	
2. uses hand-eye coordination to perform self-help and small motor tasks such as eating with a fork or spoon, completing simple puzzles, stacking blocks, dressing self with assistance, scribbling with crayons or markers, and participating in fingerplays.	<p>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</p>

Approaches to Learning	
2.1 Curiosity and Initiative	
Infant or Toddler	
1. shows interest in people, objects, and events.	<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> <p><u>8-12 mos:</u> Shows interest in new toys; explores surroundings</p> <p><u>1-Year Old:</u> Shows interest in learning about new objects or experiences</p> <p><u>2-Year Old:</u> Shows interest in new objects or activities; tries different ways of using objects or materials</p> <p><u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities</p>
2. uses their senses to choose, explore, and manipulate a variety of objects or toys in a variety of ways.	<p>CS 13-1 Explores Objects</p> <p><u>1-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping</p> <p><u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button</p> <p><u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound</p> <p><u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living</p> <p><u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration</p>
3. actively plays with or near adults, other children, and materials.	<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> <p><u>8-12 mos:</u> Shows interest in new toys; explores surroundings</p> <p><u>1-Year Old:</u> Shows interest in learning about new objects or experiences</p> <p><u>2-Year Old:</u> Shows interest in new objects or activities; tries different ways of using objects or materials</p> <p><u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities</p>
2.2 Engagement and Persistence	
Infant or Toddler	
1. holds attention of familiar adult; for example, through eye contact or vocalizations.	<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> <p><u>8-12 mos:</u> Pays attention to a task or activity for a few minutes</p> <p><u>1-Year Old:</u> Pays attention to a task or activity for a few minutes; repeats actions to complete a goal</p> <p><u>2-Year Old:</u> Maintains focus and attention on a simple task or activity for a short period of time; focuses on an activity for 5 or more minutes</p> <p><u>3-Year Old:</u> Pays attention during story time; focuses on an activity for 10 or more minutes</p>

2. repeats familiar and newly learned experiences.	<p>ATL 1-3 Is Persistent</p> <p><u>1-3 mos:</u> Will cry to indicate a need and will continue crying until that need is met</p> <p><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</p> <p><u>8-12 mos:</u> Repeats actions to achieve a goal</p> <p><u>1-Year Old:</u> Works to complete a task</p> <p><u>2-Year Old:</u> Finishes self-selected tasks, such as completing a puzzle or listening to a storybook</p> <p><u>3-Year Old:</u> Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support</p>
3. maintains focus on people or objects of interest, play experiences, or novel events.	<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> <p><u>8-12 mos:</u> Pays attention to a task or activity for a few minutes</p> <p><u>1-Year Old:</u> Pays attention to a task or activity for a few minutes; repeats actions to complete a goal</p> <p><u>2-Year Old:</u> Maintains focus and attention on a simple task or activity for a short period of time; focuses on an activity for 5 or more minutes</p> <p><u>3-Year Old:</u> Pays attention during story time; focuses on an activity for 10 or more minutes</p>
4. demonstrates persistence with challenging materials and experiences.	<p>ATL 1-3 Is Persistent</p> <p><u>1-3 mos:</u> Will cry to indicate a need and will continue crying until that need is met</p> <p><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</p> <p><u>8-12 mos:</u> Repeats actions to achieve a goal</p> <p><u>1-Year Old:</u> Works to complete a task</p> <p><u>2-Year Old:</u> Finishes self-selected tasks, such as completing a puzzle or listening to a storybook</p> <p><u>3-Year Old:</u> Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support</p>
2.3 Reasoning and Problem Solving	
Infant or Toddler	
1. uses an object, action, or adult to accomplish tasks, such as pulling a string to reach a toy or pushing a button to hear a sound.	<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> <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> <p><u>2-Year Old:</u> Able to solve problems by trying more than one approach; continues efforts to complete a challenging task</p> <p><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)</p>
2. experiments to find a solution to a problem.	<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> <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>

	<p><u>2-Year Old</u>: Able to solve problems by trying more than one approach; continues efforts to complete a challenging task</p> <p><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)</p>
3. imitates an adult action to solve a problem.	<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> <p><u>2-Year Old</u>: Uses role play to imitate behaviors by familiar adults</p> <p><u>3-Year Old</u>: Imitates behaviors demonstrated by familiar adults; may say words or phrases often said by familiar adults</p>
4. recognizes difficulties and adjusts actions to correct mistakes.	<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> <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> <p><u>2-Year Old</u>: Able to solve problems by trying more than one approach; continues efforts to complete a challenging task</p> <p><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)</p>
5. seeks and accepts help when encountering a problem beyond his/her ability to solve independently.	<p>SED 5-1 Bonds with Adults</p> <p><u>1-Year Old</u>: Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task</p> <p><u>2-Year Old</u>: Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy</p> <p><u>3-Year Old</u>: Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems</p>
2.4 Play and Senses	
Infant or Toddler	
1. uses sights, smells, sounds, textures, and tastes to explore and experience routines and materials within the environment.	<p>CS 13-1 Explores Objects</p> <p><u>1-7 mos</u>: Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping</p> <p><u>8-12 mos</u>: Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button</p> <p><u>1-Year Old</u>: Observes and experiments with how things work, such as pushing a button on a toy to hear a sound</p> <p><u>2-Year Old</u>: Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living</p> <p><u>3-Year Old</u>: Asks why, where, when, how, what, and seeks answers through exploration</p>

2. chooses and participates in a variety of play experiences.	<p>ATL 1-5 Shows Initiative <u>4-7 mos:</u> Accepts, reaches for, grasps, or handles familiar toys <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) <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</p>
3. imitates behaviors in play.	<p>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 <u>1-Year Old:</u> Demonstrates interest in adult behavior, such as by saying "hello" and "goodbye" when coming and going <u>2-Year Old:</u> Uses role play to imitate behaviors by familiar adults <u>3-Year Old:</u> Imitates behaviors demonstrated by familiar adults; may say words or phrases often said by familiar adults</p>
4. repeats experiences with materials, adults, and peers to build knowledge and understanding of the world around them.	<p>CS 14-2 Makes Predictions <u>8-12 mos:</u> Interacts purposefully with objects to cause an expected result, such as pushing a button on a toy to make a sound <u>1-Year Old:</u> Observes and experiments with cause and effect, such as pushing over a block tower <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</p>

Social and Emotional Development	
3.1 Self	
Infant or Toddler	
1. responds to familiar adults' and children's interactions through using behaviors such as gazing, cuddling, and accepting assistance.	<p>SED 5-1 Bonds with Adults <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger <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 <u>2-Year Old:</u> Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy</p>

	<p><u>3-Year Old</u>: Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems</p>
2. explores his/her own body.	<p>SED 4-1 Develops Awareness of Self <u>1-3 mos</u>: Shows interest in self, such as watching own hands or playing with feet <u>4-7 mos</u>: Learns about self by exploring hands, feet, body, and movement <u>8-12 mos</u>: Enjoys watching self in mirror <u>1-Year Old</u>: Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others</p>
3. shows awareness of self, such as responding to own image in mirror.	<p>SED 4-1 Develops Awareness of Self <u>1-3 mos</u>: Shows interest in self, such as watching own hands or playing with feet <u>4-7 mos</u>: Learns about self by exploring hands, feet, body, and movement <u>8-12 mos</u>: Enjoys watching self in mirror <u>1-Year Old</u>: Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others</p>
4. shows preferences for toys and experiences.	<p>SED 4-1 Develops Awareness of Self <u>1-Year Old</u>: Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others <u>2-Year Old</u>: Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family <u>3-Year Old</u>: Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family</p>
5. expresses enjoyment.	<p>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 <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 <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</p>
6. begins to recognize own power by showing interest in making choices or expressing preferences.	<p>ATL 1-5 Shows Initiative <u>4-7 mos</u>: Accepts, reaches for, grasps, or handles familiar toys <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) <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</p>

3.2 Self-Regulation	
Infant or Toddler	
1. indicates need for assistance through actions such as crying, gesturing, vocalizing, using words, or approaching familiar adults.	<p>SED 3-1 Expresses Emotion</p> <p><u>1-3 mos:</u> Begins to show emotions with face and body; may begin to smile</p> <p><u>4-7 mos:</u> Becomes more assertive in conveying likes and dislikes</p> <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> <p><u>2-Year Old:</u> Expresses a variety of emotions; modifies expression according to reactions of familiar adults</p> <p><u>3-Year Old:</u> Displays a range of emotions; can say how he/she is feeling (e.g., glad, sad, or mad); explores emotions through play, art, music, dance</p>
2. comforts him or herself when distressed or tired by actions such as sucking, stroking a blanket, or hugging a toy.	<p>SED 3-2 Manages Feelings & Demonstrates Self-Control</p> <p><u>1-3 mos:</u> Calms when held, gently rocked or talked to by familiar adults; brings objects to mouth to calm self</p> <p><u>4-7 mos:</u> Can briefly calm self; brings hands to mouth; is able to be calmed by familiar adults</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> <p><u>1-Year Old:</u> Begins to cope with strong emotions with help from familiar adults</p> <p><u>2-Year Old:</u> Able to use routines, favorite objects, or familiar adults to help in coping with strong feelings and emotions</p> <p><u>3-Year Old:</u> Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games</p>
3. responds to emotions expressed by others, for example, by comforting another child or crying in response to the cries of others.	<p>SED 6-1 Builds Empathy</p> <p><u>1-3 mos:</u> May cry when someone seems upset or when another child cries</p> <p><u>4-7 mos:</u> Shows interest in the emotions of others; may copy others (e.g., crying when another child cries)</p> <p><u>8-12 mos:</u> Responds to the emotions of others; may share emotional reactions (e.g., smiling when an adult smiles)</p> <p><u>1-Year Old:</u> Observes emotions of others; may respond to another's preferences, such as offering different objects until one is accepted</p> <p><u>2-Year Old:</u> Begins to care for the feelings and needs of others</p> <p><u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress</p>
4. shows increasing ability to recognize own feelings, including simple (e.g., mad, glad) and complex (e.g., excited, frustrated, disappointed) feelings.	<p>SED 3-1 Expresses Emotion</p> <p><u>1-Year Old:</u> Expresses a range of emotions, including surprise, joy or pride; notices the effects of emotions on others</p> <p><u>2-Year Old:</u> Expresses a variety of emotions; modifies expression according to reactions of familiar adults</p> <p><u>3-Year Old:</u> Displays a range of emotions; can say how he/she is feeling (e.g., glad, sad, or mad); explores emotions through play, art, music, dance</p>
5. begins to express a range and variety of feelings and emotions through body language, facial	<p>SED 3-1 Expresses Emotion</p> <p><u>1-3 mos:</u> Begins to show emotions with face and body; may begin to smile</p>

expressions, actions, and/or verbal responses.	<p><u>4-7 mos:</u> Becomes more assertive in conveying likes and dislikes</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> <p><u>2-Year Old:</u> Expresses a variety of emotions; modifies expression according to reactions of familiar adults</p> <p><u>3-Year Old:</u> Displays a range of emotions; can say how he/she is feeling (e.g., glad, sad, or mad); explores emotions through play, art, music, dance</p>
6. begins to control behavior through following simple rules and limits in a variety of settings.	<p>ATL 2-2 Shows Responsibility</p> <p><u>1-Year Old:</u> Accepts adult redirection; begins to respond to directives</p> <p><u>2-Year Old:</u> Follows adult directives; follows basic rules with the help of caregivers; helps pick up toys at cleanup time; is able to be redirected</p> <p><u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege</p>
7. begins to transition between feeling states with guidance from a caring adult.	<p>SED 3-2 Manages Feelings & Demonstrates Self-Control</p> <p><u>1-3 mos:</u> Calms when held, gently rocked or talked to by familiar adults; brings objects to mouth to calm self</p> <p><u>4-7 mos:</u> Can briefly calm self; brings hands to mouth; is able to be calmed by familiar adults</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> <p><u>1-Year Old:</u> Begins to cope with strong emotions with help from familiar adults</p> <p><u>2-Year Old:</u> Able to use routines, favorite objects, or familiar adults to help in coping with strong feelings and emotions</p> <p><u>3-Year Old:</u> Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games</p>
3.3 Relationships with Adults	
Infant or Toddler	
1. distinguishes between familiar and unfamiliar adults; for example, is comforted by the sight of the familiar adult or the sound of the familiar adult's voice.	<p>SED 5-1 Bonds with Adults</p> <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>
2. accepts assistance and comfort from familiar adults.	<p>SED 5-1 Bonds with Adults</p> <p><u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults</p> <p><u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task</p> <p><u>2-Year Old:</u> Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar</p>

	<p>adults in new or difficult situations, such as moving an object that is too heavy</p> <p><u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems</p>
<p>3. seeks and maintains contact with familiar adults; for example, by looking at the adult, hearing the adult's voice, or touching the adult.</p>	<p>SED 5-1 Bonds with Adults</p> <p><u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults</p> <p><u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task</p> <p><u>2-Year Old:</u> Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy</p>
<p>4. shows discomfort at separations from familiar adults.</p>	<p>SED 5-1 Bonds with Adults</p> <p><u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults</p> <p><u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task</p> <p><u>2-Year Old:</u> Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy</p>
<p>5. seeks help from familiar adults in unfamiliar situations.</p>	<p>SED 5-1 Bonds with Adults</p> <p><u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task</p> <p><u>2-Year Old:</u> Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy</p> <p><u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems</p>
<p>6. explores the environment, both indoors and outdoors, but may return to a caring adult periodically for security.</p>	<p>SED 5-1 Bonds with Adults</p> <p><u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults</p> <p><u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task</p>
<p>7. begins to imitate or portray roles and relationships.</p>	<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>

	<p><u>2-Year Old:</u> Uses role play to imitate behaviors by familiar adults</p> <p><u>3-Year Old:</u> Imitates behaviors demonstrated by familiar adults; may say words or phrases often said by familiar adults</p>
8. imitates adult behaviors.	<p>SED 5-2 Learns from Adults</p> <p><u>1-3 mos:</u> Imitates some facial expressions</p> <p><u>4-7 mos:</u> Participates in reciprocal imitation games; copies adult sounds, movements, or facial expressions</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> <p><u>2-Year Old:</u> Uses role play to imitate behaviors by familiar adults</p> <p><u>3-Year Old:</u> Imitates behaviors demonstrated by familiar adults; may say words or phrases often said by familiar adults</p>
3.4 Relationships with Children	
Infant or Toddler	
1. initiates interactions with other children through gestures, vocalizations, facial expressions, and/or body movements.	<p>SED 6-2 Bonds with Peers</p> <p><u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children</p> <p><u>8-12 mos:</u> Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play)</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> <p><u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend</p>
2. accepts help from familiar adults in interactions with other children.	<p>SED 6-3 Cooperates with Peers</p> <p><u>1-Year Old:</u> May begin to play with other children (e.g., passing a toy back and forth)</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>
3. begins to demonstrate empathy for others.	<p>SED 6-1 Builds Empathy</p> <p><u>1-3 mos:</u> May cry when someone seems upset or when another child cries</p> <p><u>4-7 mos:</u> Shows interest in the emotions of others; may copy others (e.g., crying when another child cries)</p> <p><u>8-12 mos:</u> Responds to the emotions of others; may share emotional reactions (e.g., smiling when an adult smiles)</p> <p><u>1-Year Old:</u> Observes emotions of others; may respond to another's preferences, such as offering different objects until one is accepted</p> <p><u>2-Year Old:</u> Begins to care for the feelings and needs of others</p> <p><u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress</p>

4. starts interacting and playing with peers, including showing interest in them or calling them by name.	<p>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) <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 <u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend</p>
5. develops an awareness of his/her behavior and how it affects others.	<p>SED 6-3 Cooperates with Peers <u>1-Year Old:</u> May begin to play with other children (e.g., passing a toy back and forth) <u>2-Year Old:</u> Begins to cooperate with others (e.g. shares toys, works toward a common goal, such as building a block tower); is learning to take turns; is learning to use words with peers <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>
6. imitates other children's behaviors.	<p>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) <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>

Communication, Language, and Literacy	
4.1 Language Understanding and Use	
Infant or Toddler	
1. responds to the vocalizations and communications, verbal and nonverbal, of familiar adults.	<p>LC 7-1 Develops Receptive Communication <u>1-3 mos:</u> Turns head in the direction of a familiar voice <u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others <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”</p>
2. uses vocalizations and gestures to gain attention from others.	<p>LC 7-2 Develops Expressive Communication <u>1-3 mos:</u> Alerts caregivers when there is a need, such as crying when awake or needing to be changed; begins to babble, coo or gurgle; may imitate some sounds <u>4-7 mos:</u> Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure</p>

	<p><u>8-12 mos:</u> Progresses from babbling with inflection to first words; uses exclamations like "uh-oh"; may sign certain words; may shake head for "no"; uses sounds, gestures, or actions to express needs and wants</p> <p><u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down"</p>
3. uses vocalizations and gestures to communicate wants and 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> <p><u>8-12 mos:</u> Progresses from babbling with inflection to first words; uses exclamations like "uh-oh"; may sign certain words; may shake head for "no"; uses sounds, gestures, or actions to express needs and wants</p> <p><u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down"</p>
4. increases both listening (receptive) and speaking (expressive) vocabulary.	<p>LC 7-4 Expands Vocabulary</p> <p><u>8-12 mos:</u> Points to body parts when prompted; uses or signs an increasing number of words</p> <p><u>1-Year Old:</u> Locates body parts or colors when prompted; begins to use the names of objects, body parts and familiar people; begins to ask questions, such as "what's that?"</p>
Toddler	
5. progresses to using words then simple sentences to communicate.	<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>
6. participates in conversations, using both receptive (listening) and expressive (speaking) language skills.	<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> <p><u>2-Year Old:</u> Asks questions frequently; engages in back-and-forths; learns to take turns in conversations; makes eye contact</p> <p><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</p>
7. answers simple questions.	<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>
8. follows simple directions.	<p>LC 7-1 Develops Receptive Communication</p>

	<p><u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions</p> <p><u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues</p>
4.2 Early Literacy	
Infant or Toddler	
1. explores or shows interest in books by picking them up, mouthing them, carrying them, or flipping through pages.	<p>LKS 8-1 Develops Early Literacy</p> <p><u>1-3 mos:</u> Experiences stories by being read to by caregivers</p> <p><u>4-7 mos:</u> Explores books with caregivers; enjoys being read to by others</p> <p><u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories</p> <p><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</p>
2. focuses on a book or the reader when hearing stories read to him/her	<p>LKS 8-1 Develops Early Literacy</p> <p><u>1-3 mos:</u> Experiences stories by being read to by caregivers</p> <p><u>4-7 mos:</u> Explores books with caregivers; enjoys being read to by others</p> <p><u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories</p> <p><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</p>
3. gazes at or points to pictures in books.	<p>LKS 8-1 Develops Early Literacy</p> <p><u>1-3 mos:</u> Experiences stories by being read to by caregivers</p> <p><u>4-7 mos:</u> Explores books with caregivers; enjoys being read to by others</p> <p><u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories</p> <p><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</p>
4. responds to or engages in songs, rhyming games, or fingerplays with a familiar adult.	<p>LC 7-3 Develops Phonemic Awareness</p> <p><u>4-7 mos:</u> Pays attention during songs and chanted rhymes</p> <p><u>8-12 mos:</u> Listens and responds to rhymes and rhythms, including songs and chanted rhymes</p> <p><u>1-Year Old:</u> Participates in group time with songs and chanted rhymes</p>
Toddler	
5. points to, labels, and/or talks about objects, events, or people within books.	<p>LKS 8-1 Develops Early Literacy</p> <p><u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures</p> <p><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</p>
6. enjoys and repeats songs, rhymes, or fingerplays.	<p>LC 7-3 Develops Phonemic Awareness</p> <p><u>2-Year Old:</u> Follows along or repeats parts of songs or nursery rhymes</p> <p><u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted</p>

7. answers simple questions related to books.	LKS 8-1 Develops Early Literacy <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures <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
4.3 Early Writing	
Infant	
1. grasps and/or manipulates a variety of objects in his/her environment.	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
Older Infant and Toddler	
2. scribbles spontaneously, usually using a fist grip.	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”
3. shows increasing skill in manipulating objects such as stacking several items, using pegboards, and mastering the use of eating utensils.	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”

Mathematics and Science	
5.1 Comparison and Number	
Infant	
1. begins to notice characteristics of objects such as size, color, shape, or quantity.	CS 13-1 Explores Objects <u>1-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping <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
Toddler	
2. matches and sorts objects by size, color, shape, or quantity.	CS 13-2 Classifies or Sorts Objects <u>1-Year Old:</u> Helps with cleanup; begins to group objects, such as blocks in one pile and stuffed animals in another <u>2-Year Old:</u> Recognizes similarities or differences between familiar and unfamiliar people, objects or events <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function

3. begins to use simple counting in play and interactions, although numbers may occur out of order.	<p>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 <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</p>
5.2 Patterns	
Infant	
1. demonstrates expectations for familiar sequences of routines and experiences such as crying when it is near feeding time.	<p>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 <u>8-12 mos:</u> Remembers daily routines; knows how to use familiar objects <u>1-Year Old:</u> Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat)</p>
Toddler	
2. shows recognition of sequence in events or objects.	<p>ATL 2-1 Understands Routines <u>2-Year Old:</u> Able to follow daily routines; easily makes common transitions that are part of a daily schedule <u>3-Year Old:</u> Follows daily routines, such as sitting for circle time; adjusts to changes in routines or usual activities when informed ahead of time</p>
3. repeats actions in sequence, such as fingerplays.	<p>ATL 2-1 Understands Routines <u>2-Year Old:</u> Able to follow daily routines; easily makes common transitions that are part of a daily schedule <u>3-Year Old:</u> Follows daily routines, such as sitting for circle time; adjusts to changes in routines or usual activities when informed ahead of time</p>
4. notices patterns and objects in the environment.	<p>CM 11-2 Understands Patterns <u>3-Year Old:</u> Can complete simple patterns, such as red-blue-red-blue-red-blue; can tell what comes next</p>
5. organizes objects into groups during play and exploration.	<p>CS 13-2 Classifies or Sorts Objects <u>1-Year Old:</u> Helps with cleanup; begins to group objects, such as blocks in one pile and stuffed animals in another <u>2-Year Old:</u> Recognizes similarities or differences between familiar and unfamiliar people, objects or events <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function</p>
5.3 Shapes and Spatial Relationships	
Infant	
1. takes objects apart.	<p>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</p>
2. fills and empties containers.	<p>CM 12-2 Develops Spatial Awareness <u>8-12 mos:</u> Explores ways objects and people move and fit in space</p>

	1-Year Old: Is learning how shapes fit together, such as working with shape sorters or knob puzzles
Toddler	
3. takes objects apart and attempts to put them together.	CM 12-2 Develops Spatial Awareness 2-Year Old: Is learning how shapes fit together, such as working with shape sorters or knob puzzles 3-Year Old: Understands conditional locations such as over/under, inside/outside, in front/behind
4. shows awareness of his/her own body space.	CM 12-2 Develops Spatial Awareness 2-Year Old: Is learning how shapes fit together, such as working with shape sorters or knob puzzles 3-Year Old: Understands conditional locations such as over/under, inside/outside, in front/behind
5.4 Scientific Reasoning	
Infant or Toddler	
1. engages in a variety of play experiences and exploration within inside and outside environments.	CS 13-1 Explores Objects 1-7 mos: Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping 8-12 mos: Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button 1-Year Old: Observes and experiments with how things work, such as pushing a button on a toy to hear a sound 2-Year Old: Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living 3-Year Old: Asks why, where, when, how, what, and seeks answers through exploration
2. demonstrates curiosity in learning about the world around them.	ATL 1-4 Is Curious 1-3 mos: Turns head toward the sound of a familiar voice 4-7 mos: Explores with hands; finds objects that are partially hidden 8-12 mos: Shows interest in new toys; explores surroundings 1-Year Old: Shows interest in learning about new objects or experiences 2-Year Old: Shows interest in new objects or activities; tries different ways of using objects or materials 3-Year Old: Shows interest in new toys or experiences; asks questions about new opportunities
3. shows understanding of object permanence (that people exist when they cannot be seen, and objects exist even when hidden under a blanket) by looking for people and objects that have disappeared.	ATL 1-2 Develops Memory 1-3 mos: Recognizes familiar objects and people 4-7 mos: Begins to develop object permanence (the understanding that people and objects out of sight still exist) 8-12 mos: Looks for someone or something that is missing 1-Year Old: Finds hidden or missing people or objects; looks in multiple locations for missing objects 2-Year Old: Remembers actions and locations of familiar adults, objects and routines; notices and responds to things that are different 3-Year Old: Recalls some elements of a story
4. notices his/her own individual needs such as hunger or thirst.	PMP 19-2 Develops Self-Care Skills 1-3 mos: Lets caregivers know when there is a need, such as crying when awake or needing to be changed

	<p><u>4-7 mos:</u> Uses different cries for different needs, such as when tired or when needing to be changed</p> <p><u>8-12 mos:</u> Helps with daily routines, such as washing hands and getting dressed</p> <p><u>1-Year Old:</u> Shows increasing independence, such as dressing with help</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>
5. begins to notice and label objects and events in the indoor and outdoor environments.	<p>CS 15-1 Explores the Natural Environment</p> <p><u>8-12 mos:</u> Observes objects of the natural environment through the senses by touching, mouthing, watching</p> <p><u>1-Year Old:</u> Explores objects of the natural environment through the senses; shows interest in natural objects or processes</p> <p><u>2-Year Old:</u> Uses objects of the natural environment in art, sensory, and play</p> <p><u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things</p>
6. explores and engages in problem solving.	<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> <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> <p><u>2-Year Old:</u> Able to solve problems by trying more than one approach; continues efforts to complete a challenging task</p> <p><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)</p>

Creative Arts	
6.1 Art	
Infant	
1. gazes at a picture, photo, or mirror images.	<p>CCA 21-1 Explores Art Media</p> <p><u>1-3 mos:</u> Is learning in a creative environment with opportunity to study colors and shapes</p> <p><u>4-7 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials</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>
2. manipulates and explores play materials within the environment.	<p>CCA 21-1 Explores Art Media</p> <p><u>1-3 mos:</u> Is learning in a creative environment with opportunity to study colors and shapes</p> <p><u>4-7 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials</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>
Older Infant and Toddler	
3. expresses interest in art-related experiences and media.	<p>CCA 21-1 Explores Art Media</p> <p><u>2-Year Old:</u> Uses a variety of art materials to create artwork or other inventions</p> <p><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>
4. engages in experiences that support creative expression.	<p>CCA 21-1 Explores Art Media</p> <p><u>2-Year Old:</u> Uses a variety of art materials to create artwork or other inventions</p> <p><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>
5. chooses and experiments with a variety of art materials such as playdough, crayons, chalk, water, markers, and paint.	<p>CCA 21-1 Explores Art Media</p> <p><u>2-Year Old:</u> Uses a variety of art materials to create artwork or other inventions</p> <p><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>
6.2 Music, Rhythm, and Movement	
Infant or Toddler	
1. shows interest in songs, tones, rhythms, voices, and music.	<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> <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>
2. experiments with a variety of sound-making objects.	<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> <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>
3. enjoys exploring ways of interacting with others through touch and motion.	<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>
Toddler	
4. chooses and participates in music and movement experiences.	<p>CCA 21-3 Explores Movement and Dance</p> <p><u>2-Year Old:</u> Moves when music is playing; begins to move in time to music</p> <p><u>3-Year Old:</u> Participates in dance or creative movement activities</p>
5. sings simple songs and participates in fingerplays.	<p>CCA 21-2 Explores Music</p>

	<p><u>2-Year Old:</u> Joins in class exploration of musical instruments; may try to join in singing songs; may play with instruments or props during music time</p> <p><u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat</p>
6.3 Dramatic Play	
Infant or Toddler	
1. imitates the sounds, facial expressions, gestures, or behaviors of another person.	<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>
2. imitates the actions and sounds of animals, people, and objects.	<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>
Toddler	
3. engages in dramatic play in both indoor and outdoor environments.	<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> <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>

Social Studies	
7.1 Awareness of Family and Community	
Infant or Toddler	
1. expresses enjoyment at being in a familiar setting or group.	<p>ATL 1-2 Develops Memory</p> <p><u>1-3 mos:</u> Recognizes familiar objects and people</p> <p><u>4-7 mos:</u> Begins to develop object permanence (the understanding that people and objects out of sight still exist)</p> <p><u>8-12 mos:</u> Looks for someone or something that is missing</p> <p><u>1-Year Old:</u> Finds hidden or missing people or objects; looks in multiple locations for missing objects</p>
2. recognizes familiar adults and uses them to determine safety during exploration.	<p>SED 5-1 Bonds with Adults</p> <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> <p><u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults</p> <p><u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task</p>
3. freely explores and plays within familiar settings.	<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> <p><u>8-12 mos:</u> Shows interest in new toys; explores surroundings</p> <p><u>1-Year Old:</u> Shows interest in learning about new objects or experiences</p>
7.2 Awareness of Culture	
Infant or Toddler	
1. expresses enjoyment at being in a familiar setting or group.	<p>SS 16-1 Explores Cultures</p> <p><u>1-12 mos:</u> Participates in experiential opportunities that are culturally diverse</p> <p><u>1-2-Year Old:</u> Participates in experiential opportunities that are culturally diverse</p> <p><u>3-Year Old:</u> Learns about cultural differences, including clothing, food, art, and work</p>
2. chooses and participates in familiar experiences, including songs and stories from his or her home culture.	<p>SS 16-1 Explores Cultures</p> <p><u>1-12 mos:</u> Participates in experiential opportunities that are culturally diverse</p> <p><u>1-2-Year Old:</u> Participates in experiential opportunities that are culturally diverse</p> <p><u>3-Year Old:</u> Learns about cultural differences, including clothing, food, art, and work</p>
7.3 Exploration of the Environment	
Infant or Toddler	
1. demonstrates interest and curiosity within familiar and unfamiliar settings.	<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> <p><u>8-12 mos:</u> Shows interest in new toys; explores surroundings</p> <p><u>1-Year Old:</u> Shows interest in learning about new objects or experiences</p> <p><u>2-Year Old:</u> Shows interest in new objects or activities; tries different ways of using objects or materials</p> <p><u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities</p>
2. explores and plays with new, as well as familiar objects, in the environment using all five senses.	<p>CS 13-1 Explores Objects</p> <p><u>1-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping</p> <p><u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button</p> <p><u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound</p> <p><u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living</p> <p><u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration</p>

DISCLAIMER:

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