

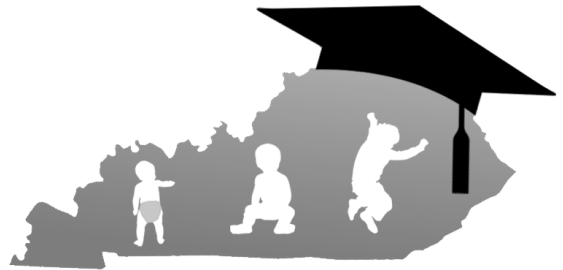
# The Vine Assessment System™

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:  
**Kentucky Early Childhood Standards  
Birth to Three**



## References



Kentucky Department of Education. (2013). *Kentucky early childhood standards*. KY: Author. Retrieved from <http://kidsnow.ky.gov/School%20Readiness/Documents/Kentucky%20Early%20Childhood%20Standards.pdf>

<b>Kentucky Early Childhood Standards Birth to Three</b>	<b>Vine Assessments by LifeCubby</b>
<b>Cognitive</b>	<b>Vine Indicators</b>
Cognitive Standard 1: Explores the environment to gain information.	
Benchmark 1.1: Demonstrates curiosity in the environment.	
Uses senses to explore the environment.	<p><b>ATL 1-4 Is Curious</b></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>
Uses play to explore objects in the environment.	<p><b>CS 13-1 Explores Objects</b></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> <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>
Engages in behavior to investigate consequences; notices cause and effect relationships in their daily environment.	<p><b>CS 14-2 Makes Predictions</b></p> <p><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</p> <p><u>1-Year Old:</u> Observes and experiments with cause and effect, such as pushing over a block tower</p> <p><u>2-Year Old:</u> Makes predictions based on experience; explores materials and makes observations</p> <p><u>3-Year Old:</u> Makes simple predictions about what will happen next, such as during activities or when hearing a story</p>
Explores spatial relationships, shapes, and numbers.	<p><b>CM 10-1 Begins Counting</b></p> <p><u>1-3 mos:</u> Experiences counting as caregivers count 1-2-3 in play time</p> <p><u>4-7 mos:</u> Pays attention as an adult counts</p> <p><u>8-12 mos:</u> Babbles while an adult counts</p> <p><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</p> <p><u>2-Year Old:</u> Can count up to 5</p>

	<p><b>3-Year Old:</b> 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> <p><b>CM 12-1 Learns Shapes &amp; Sizes</b>  <b>8-12 mos:</b> Works with shape sorter or size stacker  <b>1-Year Old:</b> Identifies shapes; begins to sort by size  <b>2-Year Old:</b> Sorts objects by shape, size, and/or weight  <b>3-Year Old:</b> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated</p> <p><b>CM 12-2 Develops Spatial Awareness</b>  <b>8-12 mos:</b> Explores ways objects and people move and fit in space  <b>1-2 Year Old:</b> Is learning how shapes fit together, such as working with shape sorters or knob puzzles  <b>3-Year Old:</b> Understands conditional locations such as over/under, inside/outside, in front/behind</p>
Benchmark 1.2: Responds to the environment.	
Observes and/or imitates behavior.	<p><b>SED 5-2 Learns from Adults</b>  <b>1-3 mos:</b> Imitates some facial expressions  <b>4-7 mos:</b> Participates in reciprocal imitation games; copies adult sounds, movements, or facial expressions  <b>8-12 mos:</b> Mirrors caregiver's non-verbal communication, such as looking where the caregiver is looking or pointing where the caregiver is pointing  <b>1-Year Old:</b> Demonstrates interest in adult behavior, such as by saying "hello" and "goodbye" when coming and going  <b>2-Year Old:</b> Uses role play to imitate behaviors by familiar adults  <b>3-Year Old:</b> Imitates behaviors demonstrated by familiar adults; may say words or phrases often said by familiar adults</p>
Shows interest in listening to and repeating sounds.	<p><b>LC 7-3 Develops Phonemic Awareness</b>  <b>4-7 mos:</b> Pays attention during songs and chanted rhymes  <b>8-12 mos:</b> Listens and responds to rhymes and rhythms, including songs and chanted rhymes  <b>1-Year Old:</b> Participates in group time with songs and chanted rhymes  <b>2-Year Old:</b> Follows along or repeats parts of songs or nursery rhymes  <b>3-Year Old:</b> Can say rhymes; can give a rhyming word when prompted</p>
Works toward an objective.	<p><b>ATL 1-3 Is Persistent</b>  <b>1-3 mos:</b> Will cry to indicate a need and will continue crying until that need is met  <b>4-7 mos:</b> Will vocalize or use baby sign to indicate a need and will continue until that need is met; will hold on to preferred items  <b>8-12 mos:</b> Repeats actions to achieve a goal  <b>1-Year Old:</b> Works to complete a task  <b>2-Year Old:</b> Finishes self-selected tasks, such as completing a puzzle or listening to a storybook  <b>3-Year Old:</b> Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support</p>
Benchmark 1.3: Recalls information about the environment.	

Recognizes and shows preference for familiar people and things.	<p><b>ATL 1-2 Develops Memory</b>  <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)</p>
Locates an object that has been hidden from view.	<p><b>ATL 1-2 Develops Memory</b>  <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</p>
Creates mental images of objects and people not in immediate environment.	<p><b>ATL 1-2 Develops Memory</b>  <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</p>
Exhibits a sense of personal routines.	<p><b>ATL 2-1 Understands Routines</b>  <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)  <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>
Benchmark 1.4: Recognizes characteristics of people and objects.	
Identifies and investigates the physical qualities of living and nonliving things.	<p><b>CS 13-1 Explores Objects</b>  <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  <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</p> <p><b>CS 15-1 Explores the Natural Environment</b>  <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  <u>2-Year Old:</u> Uses objects of the natural environment in art, sensory, and play  <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>

Categorizes objects based on physical or functional similarity.	<p><b>CS 13-2 Classifies or Sorts Objects</b></p> <p><u>1-Year Old:</u> Helps with cleanup; begins to group objects, such as blocks in one pile and stuffed animals in another</p> <p><u>2-Year Old:</u> Recognizes similarities or differences between familiar and unfamiliar people, objects or events</p> <p><u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function</p>
Recognizes functional uses of items in the environment.	<p><b>CS 13-1 Explores Objects</b></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>
Uses objects in realistic play – imitates the environment.	<p><b>CCA 21-4 Participates in Dramatic Play</b></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>

<b>Communication</b>	
Communication Standard 1: Demonstrates communication skills in order to express self.	
Benchmark 1.1: Engages in nonverbal communication for a variety of purposes.	
Initiates communication by smiling and eye contact.	<p><b>LC 7-2 Develops Expressive Communication</b></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>
Uses gestures and movements to express self.	<p><b>LC 7-2 Develops Expressive Communication</b></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>

Uses movement or gestures to demonstrate understanding of vocalizations.	<b>LC 7-1 Develops Receptive Communication</b> <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
Uses gestures or movements to solicit attention and/or to indicate wants and needs.	<b>LC 7-2 Develops Expressive Communication</b> <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 <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 eye contact, gestures, and/or movement to request item or assistance.	<b>LC 7-2 Develops Expressive Communication</b> <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 <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 movements and/or gestures to protest.	<b>LC 7-2 Develops Expressive Communication</b> <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 <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 gestures for greetings and conversational rituals.	<b>LC 7-2 Develops Expressive Communication</b> <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 movement or behavior to initiate interaction with a person, animal, or object.	<b>LC 7-2 Develops Expressive Communication</b> <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 <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
Benchmark 1.2: Uses vocalization and /or words (verbal, signed, symbolic) for a variety of purposes.	
Varies pitch, length, and volume of vocalizations.	<b>LC 7-2 Develops Expressive Communication</b> <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
Makes new sounds, both vowels and consonants.	<b>LC 7-2 Develops Expressive Communication</b> <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 <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
Squeals and laughs.	<b>LC 7-2 Develops Expressive Communication</b> <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 <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
Engages in vocal play and/or vocal turn-taking.	<b>LC 7-2 Develops Expressive Communication</b> <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 <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 specific vocalizations that have meaning to primary caregivers.	<b>LC 7-2 Develops Expressive Communication</b> <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 sounds and words with inflected patterns in conversational manner.	<b>LC 7-2 Develops Expressive Communication</b> <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"
Imitates sounds and words.	<b>LC 7-2 Develops Expressive Communication</b> <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"
Repeats rhymes and repetitive speech sounds, recites phrases and participates in singing songs.	<b>LC 7-3 Develops Phonemic Awareness</b> <u>1-Year Old:</u> Participates in group time with songs and chanted rhymes <u>2-Year Old:</u> Follows along or repeats parts of songs or nursery rhymes
Uses single words.	<b>LC 7-2 Develops Expressive Communication</b>

	<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>
Names several objects or persons upon request.	<p><b>LC 7-4 Expands Vocabulary</b>  <u>8-12 mos:</u> Points to body parts when prompted; uses or signs an increasing number of words  <u>1-Year Old:</u> Locates body parts or colors when prompted; begins to use the names of objects, body parts and familiar people; begins to ask questions, such as "what's that?"</p>
Identifies items or people in pictures/photographs.	<p><b>LC 7-4 Expands Vocabulary</b>  <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</p>
Increases the number of single words used in vocabulary.	<p><b>LC 7-4 Expands Vocabulary</b>  <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</p>
Uses name to refer to self.	<p><b>SED 4-1 Develops Awareness of Self</b>  <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>
Uses phrases or short sentences.	<p><b>LC 7-2 Develops Expressive Communication</b>  <u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down"  <u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more</p>
Uses pronouns to refer to self or others.	<p><b>LC 7-5 Expands Grammar and Pronunciation</b>  <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</p>
Talks about familiar people, story characters and events.	<p><b>LC 7-2 Develops Expressive Communication</b>  <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>
Uses 2-3 syllable words meaningfully.	<p><b>LC 7-4 Expands Vocabulary</b>  <u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows</p>



	continuous growth in number of words or signs used in conversation with others; asks meanings of words
Carries on a conversation.	<b>LC 7-6 Learns Conversation Structure</b> <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
Uses plurals.	<b>LC 7-5 Expands Grammar and Pronunciation</b> <u>2-Year Old:</u> Begins to apply grammar in speech (e.g., plurals, prepositions, tense); can use pronouns such as “he” or “she” correctly <u>3-Year Old:</u> Can rhyme words (e.g., cat, sat); uses verbs in correct tense (e.g., she <u>walks</u> vs. she <u>walked</u> ); may overcorrect grammar (e.g. “goed,” “mouses,” etc.)
Asks questions.	<b>LC 7-6 Learns Conversation Structure</b> <u>2-Year Old:</u> Asks questions frequently; engages in back-and-forths; learns to take turns in conversations; makes eye contact
Communication Standard 2: Demonstrates listening and observing skills and responds to the communication of others.	
Benchmark 2.1: Focuses on and attends to communication of others and to sights and sounds in the environment to gain information.	
Responds to sights and/or sounds.	<b>LC 7-1 Develops Receptive Communication</b> <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
Looks at speaker.	<b>LC 7-1 Develops Receptive Communication</b> <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
Prefers human voice.	<b>LC 7-1 Develops Receptive Communication</b> <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
Establishes joint attention.	<b>LC 7-1 Develops Receptive Communication</b> <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
Understands and responds to familiar words and/or alternative communication methods.	<b>LC 7-1 Develops Receptive Communication</b> <u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines
Attends to and enjoys short stories, rhymes, fingerplays, and songs.	<b>LC 7-3 Develops Phonemic Awareness</b> <u>4-7 mos:</u> Pays attention during songs and chanted rhymes <u>8-12 mos:</u> Listens and responds to rhymes and rhythms, including songs and chanted rhymes <u>1-Year Old:</u> Participates in group time with songs and chanted rhymes

	<u>2-Year Old</u> : Follows along or repeats parts of songs or nursery rhymes
Communication 2.2: Responds to the verbal and nonverbal communication of others.	
Responds to communication of others and to sounds in the environment.	<b>LC 7-1 Develops Receptive Communication</b> <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
Responds to others' expressions or emotion.	<b>SED 6-1 Builds Empathy</b> <u>8-12 mos</u> : Responds to the emotions of others; may share emotional reactions (e.g., smiling when an adult smiles)
Recognizes and responds appropriately to non-verbal signs and gestures.	<b>LC 7-1 Develops Receptive Communication</b> <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
Participates in turn-taking.	<b>LC 7-6 Learns Conversation Structure</b> <u>1-Year Old</u> : May participate in back-and-forths; may make eye contact
Responds appropriately to requests or directions.	<b>LC 7-1 Develops Receptive Communication</b> <u>1-Year Old</u> : Responds to simple instructions such as "come here" or "bring me a book"
Identifies objects on request.	<b>LC 7-4 Expands Vocabulary</b> <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?" <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
Responds appropriately to several action words.	<b>LC 7-1 Develops Receptive Communication</b> <u>1-Year Old</u> : Responds to simple instructions such as "come here" or "bring me a book" <u>2-Year Old</u> : Follows adult directives; follows simple 1- or 2-step instructions <u>3-Year Old</u> : Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues
Demonstrates understanding of several prepositions.	<b>CM 12-2 Develops Spatial Awareness</b> <u>3-Year Old</u> : Understands conditional locations such as over/under, inside/outside, in front/behind
Demonstrates understanding of several pronouns.	<b>LC 7-5 Expands Grammar and Pronunciation</b> <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
Responds to questions.	<b>LC 7-6 Learns Conversation Structure</b> <u>2-Year Old</u> : Asks questions frequently; engages in back-and-forths; learns to take turns in conversations; makes eye contact

	<b>3-Year Old:</b> 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
Demonstrates understanding of many vocabulary words.	<b>LC 7-4 Expands Vocabulary</b> <b>8-12 mos:</b> Points to body parts when prompted; uses or signs an increasing number of words <b>1-Year Old:</b> 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?" <b>2-Year Old:</b> 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
Demonstrates understanding of some complex sentences.	<b>LC 7-1 Develops Receptive Communication</b> <b>1-Year Old:</b> Responds to simple instructions such as "come here" or "bring me a book" <b>2-Year Old:</b> Follows adult directives; follows simple 1- or 2-step instructions <b>3-Year Old:</b> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues
Gains information from stories, rhymes, and songs being read/sung aloud.	<b>LKS 8-1 Develops Early Literacy</b> <b>2-Year Old:</b> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures <b>3-Year Old:</b> 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
Communication Standard 3: Demonstrates interest and engages in early literacy activities.	
Benchmark 3.1: Demonstrates interest and engagement in print literacy materials.	
Looks at pictures and photos briefly.	<b>LKS 8-1 Develops Early Literacy</b> <b>1-3 mos:</b> Experiences stories by being read to by caregivers <b>4-7 mos:</b> Explores books with caregivers; enjoys being read to by others <b>8-12 mos:</b> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories
Attends to and/or makes contact with age-appropriate book, when presented.	<b>LKS 8-1 Develops Early Literacy</b> <b>1-3 mos:</b> Experiences stories by being read to by caregivers <b>4-7 mos:</b> Explores books with caregivers; enjoys being read to by others <b>8-12 mos:</b> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories
Manipulates age-appropriate book.	<b>LKS 8-1 Develops Early Literacy</b> <b>1-Year Old:</b> Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings <b>2-Year Old:</b> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures
Shows interest as age-appropriate book is read aloud.	<b>LKS 8-1 Develops Early Literacy</b>

	<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> <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>
Turns pages awkwardly by him/herself.	<p><b>LKS 8-1 Develops Early Literacy</b></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> <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>
Shows increasing skills in book handling and print directionality.	<p><b>LKS 8-1 Develops Early Literacy</b></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>
Selects book for adult to read.	<p><b>LKS 8-1 Develops Early Literacy</b></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>
Anticipates/recalls text of a known story.	<p><b>LKS 8-1 Develops Early Literacy</b></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>
Requests a favorite book to be read again.	<p><b>LKS 8-1 Develops Early Literacy</b></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>
Shows increased attention span for listening to stories.	<p><b>ATL 1-1 Is Attentive</b></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>
Grasps thick crayon/marker/other writing tool and scribbles.	<p><b>LKS 9-1 Develops Emergent Writing</b></p> <p><u>8-12 mos:</u> Can use a fat paint brush or celery stalk to “paint”</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> <p><u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written”</p>
Recalls specific people, actions, and/or activities in a story book.	<p><b>ATL 1-2 Develops Memory</b></p> <p><u>3-Year Old:</u> Recalls some elements of a story</p>
Notices that there are both print and pictures on a page.	<p><b>LKS 8-3 Develops Emergent Reading</b></p> <p><u>2-Year Old:</u> Identifies some of the letters in own name; begins to recognize and understand that pictures or symbols can be “read” by others and have meaning</p>

	<u>3-Year Old</u> : Recognizes own name in print; understands left to right, top to bottom process of reading
Makes lines and shapes with a variety of writing tools to represent objects.	<b>LKS 9-1 Develops Emergent Writing</b> <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”
Benchmark 3.2: Demonstrates interest and engagement in stories, songs, and rhymes.	
Shows preference to human voice.	<b>LKS 8-1 Develops Early Literacy</b> <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
Attends and respond to hearing a story, rhyme or song.	<b>LKS 8-1 Develops Early Literacy</b> <u>4-7 mos</u> : Explores books with caregivers; enjoys being read to by others <u>8-12 mos</u> : Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories
Participates in word games or fingerplays.	<b>LC 7-3 Develops Phonemic Awareness</b> <u>4-7 mos</u> : Pays attention during songs and chanted rhymes <u>8-12 mos</u> : Listens and responds to rhymes and rhythms, including songs and chanted rhymes <u>1-Year Old</u> : Participates in group time with songs and chanted rhymes <u>2-Year Old</u> : Follows along or repeats parts of songs or nursery rhymes
Sings or joins in on a specific story, rhyme or song.	<b>LKS 8-1 Develops Early Literacy</b> <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 <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 <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
Repeats phrases from predictable, repetitive stories.	<b>LKS 8-1 Develops Early Literacy</b> <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

Asks to hear a specific story, rhyme or song.	<b>LKS 8-1 Develops Early Literacy</b> <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
Create partial songs and rhymes.	<b>LC 7-3 Develops Phonemic Awareness</b> <u>2-Year Old:</u> Follows along or repeats parts of songs or nursery rhymes <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted

<b>Creative Expression</b>	
Creative Expression Standard 1: Demonstrates interest and participates in various forms of creative expression.	
Benchmark 1.1: Enjoys and engages in visual arts.	
Attends to bright and/or contrasting colors.	<b>CCA 21-1 Explores Art Media</b> <u>1-3 mos:</u> Is learning in a creative environment with opportunity to study colors and shapes
Attends to the facial expressions of adults.	<b>ATL 1-1 Is Attentive</b> <u>1-3 mos:</u> Watches faces <u>4-7 mos:</u> Pays attention to people, objects, and sounds
Gazes at pictures, photographs, and mirror images.	<b>ATL 1-1 Is Attentive</b> <u>1-3 mos:</u> Watches faces <u>4-7 mos:</u> Pays attention to people, objects, and sounds
Shows preferences for favorite colors.	<b>ATL 1-5 Shows Initiative</b> <u>1-Year Old:</u> Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read)
	<b>SED 4-1 Develops Awareness of Self</b> <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family
Uses a variety of materials in exploring and creating visual art.	<b>CCA 21-1 Explores Art Media</b> <u>1-3 mos:</u> Is learning in a creative environment with opportunity to study colors and shapes <u>4-7 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials <u>8-12 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials <u>1-Year Old:</u> Uses art materials; makes marks with a crayon; finger paints <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
Observes and describes visual art.	<b>CCA 21-1 Explores Art Media</b>

	<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> <p><u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes</p>
Benchmark 1.2 Enjoys and engages in movement and dance.	
Responds to touch and motion.	<p><b>CCA 21-3 Explores Movement and Dance</b></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> <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>
Explores the movement of self and/or objects.	<p><b>CCA 21-3 Explores Movement and Dance</b></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> <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>
Shows enjoyment for rhythmic patterns.	<p><b>CCA 21-3 Explores Movement and Dance</b></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> <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>
Enjoys moving to music.	<p><b>CCA 21-3 Explores Movement and Dance</b></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> <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>
Exhibits an increased variety of movements to express self.	<p><b>CCA 21-3 Explores Movement and Dance</b></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> <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>
Benchmark 1.3: Enjoys and engages in music	
Responds to sounds, tones, and voices.	<p><b>CCA 21-2 Explores Music</b></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>

	<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>
Responds to music.	<p><b>CCA 21-2 Explores Music</b></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> <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>
Enjoys rhythms and song.	<p><b>CCA 21-2 Explores Music</b></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> <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>
Prefers repetition of familiar songs and rhythmic patterns.	<p><b>CCA 21-2 Explores Music</b></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> <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>
Expresses joy through music.	<p><b>CCA 21-2 Explores Music</b></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> <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>
Benchmark 1.4: Enjoys and engages in pretend play and drama.	
Imitates sounds, facial expressions and gestures of another person.	<p><b>CCA 21-4 Participates in Dramatic Play</b></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>
Imitates the actions of other persons.	<p><b>CCA 21-4 Participates in Dramatic Play</b></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>
Imitates sounds or actions of an animal or object.	<p><b>CCA 21-4 Participates in Dramatic Play</b></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>
Utilizes voice and body as a means of artistic expression.	<p><b>CCA 21-4 Participates in Dramatic Play</b></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>
Uses one object to represent another.	<p><b>CCA 21-4 Participates in Dramatic Play</b></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>
Engages in pretend play.	<p><b>CCA 21-4 Participates in Dramatic Play</b></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>
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<b>Motor</b>	
Motor Standard 1: Demonstrates motor skills in daily activities and adaptive/self care routines.	
Benchmark 1.1: Moves with purpose and coordination.	
Reaches for object.	<p><b>PMP 17-1 Develops Perception &amp; Balance</b></p> <p><u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes</p> <p><u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands</p>
Brings object to mouth.	<p><b>PMP 17-3 Develops Upper Body Strength</b></p> <p><u>1-3 mos:</u> Brings hands to mouth; swipes at dangling objects; shakes rattles or other hand toys</p>
Transfer objects from one hand to another.	<p><b>PMP 17-4 Develops Gross Hand-Eye Coordination</b></p> <p><u>1-3 mos:</u> Starts to use hands and eyes together</p> <p><u>4-7 mos:</u> Transfers objects from hand to hand</p>
Rolls over.	<p><b>PMP 17-2 Develops Lower Body Strength</b></p> <p><u>4-7 mos:</u> Explores new body positions; rolls over; crawls; supports weight on legs; kicks at objects</p>
Crawls.	<p><b>PMP 17-2 Develops Lower Body Strength</b></p> <p><u>4-7 mos:</u> Explores new body positions; rolls over; crawls; supports weight on legs; kicks at objects</p>
Uses furniture to raise or lower self to floor.	<p><b>PMP 17-3 Develops Upper Body Strength</b></p> <p><u>8-12 mos:</u> Pulls self up</p>
Walks.	<p><b>PMP 17-2 Develops Lower Body Strength</b></p> <p><u>8-12 mos:</u> Progresses from rolling to sitting to crawling to pulling up to cruising; stands; takes first steps; may begin walking</p> <p><u>1-Year Old:</u> Begins to run before second year</p>
Climbs low objects.	<p><b>PMP 17-5 Develops Large Motor Coordination Skills</b></p> <p><u>1-Year Old:</u> Climbs on furniture and crawls up and down stairs unassisted; can easily change body positions</p>
Pushes and pulls toys while walking.	<p><b>PMP 17-3 Develops Upper Body Strength</b></p> <p><u>1-Year Old:</u> Carries objects</p> <p><u>2-Year Old:</u> Carries objects while walking</p> <p><u>3-Year Old:</u> Carries objects or pulls toys behind self while walking</p>
Kicks ball forward.	<p><b>PMP 17-5 Develops Large Motor Coordination Skills</b></p> <p><u>2-Year Old:</u> Walks up and down stairs with help; participates in physical activities indoors and outdoors</p> <p><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>
Walks up and down stairs placing both feet on each step.	<p><b>PMP 17-5 Develops Large Motor Coordination Skills</b></p>

	<p><u>2-Year Old:</u> Walks up and down stairs with help; participates in physical activities indoors and outdoors</p> <p><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>
Benchmark 1.2: Demonstrates balance and coordination.	
Sits independently with balance.	<p><b>PMP 17-1 Develops Perception &amp; Balance</b></p> <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>
Stands without support.	<p><b>PMP 17-2 Develops Lower Body Strength</b></p> <p><u>8-12 mos:</u> Progresses from rolling to sitting to crawling to pulling up to cruising; stands; takes first steps; may begin walking</p>
Moves from sitting to standing using hands.	<p><b>PMP 17-2 Develops Lower Body Strength</b></p> <p><u>8-12 mos:</u> Progresses from rolling to sitting to crawling to pulling up to cruising; stands; takes first steps; may begin walking</p>
Squats without falling.	<p><b>PMP 17-1 Develops Perception &amp; Balance</b></p> <p><u>8-12 mos:</u> Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object</p> <p><u>1-Year Old:</u> Increasingly gains balance, going from sitting to standing to running and even jumping</p> <p><u>2-Year Old:</u> Adjusts sitting or standing position based on situation; maintains good posture and balance; avoids obstacles when in motion</p>
Runs.	<p><b>PMP 17-2 Develops Lower Body Strength</b></p> <p><u>1-Year Old:</u> Begins to run before second year</p> <p><u>2-Year Old:</u> Able to adjust speed and direction while walking or running</p>
Throws object while standing.	<p><b>PMP 17-4 Develops Gross Hand-Eye Coordination</b></p> <p><u>1-Year Old:</u> Plays with ball, learning to throw and catch</p> <p><u>2-Year Old:</u> Can use climber; plays with ball; learns to throw and catch</p> <p><u>3-Year Old:</u> Can go up climbing wall; catches a ball that has been bounced; throws a ball overhead</p>
Benchmark 1.3: Exhibits eye-hand coordination.	
Reaches for objects.	<p><b>PMP 18-2 Develops Fine Hand-Eye Coordination</b></p> <p><u>1-3 mos:</u> Grasps objects</p> <p><u>4-7 mos:</u> Grasps and releases objects from grasp</p>
Makes random marks on paper.	<p><b>LKS 9-1 Develops Emergent Writing</b></p> <p><u>8-12 mos:</u> Can use a fat paint brush or celery stalk to “paint”</p> <p><u>1-Year Old:</u> Makes marks on paper with large crayon or marker</p>
Stacks and places objects.	<p><b>PMP 18-2 Develops Fine Hand-Eye Coordination</b></p> <p><u>1-Year Old:</u> Demonstrates increasing fine motor ability, such as putting pegs into holes</p> <p><u>2-Year Old:</u> Demonstrates hand-eye coordination when doing knob puzzles or turning pages</p>
Makes controlled scribbles.	<p><b>LKS 9-1 Develops Emergent Writing</b></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> <p><u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was "written"</p>
Attempts to catch and throw.	<p><b>PMP 17-4 Develops Gross Hand-Eye Coordination</b></p> <p><u>1-Year Old:</u> Plays with ball, learning to throw and catch</p> <p><u>2-Year Old:</u> Can use climber; plays with ball; learns to throw and catch</p> <p><u>3-Year Old:</u> Can go up climbing wall; catches a ball that has been bounced; throws a ball overhead</p>
Benchmark 1.4: Controls small muscles in hands.	
Grasps and releases objects.	<p><b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b></p> <p><u>1-3 mos:</u> Opens and shuts hands</p> <p><u>4-7 mos:</u> Turns objects in hands; uses hands or feet to make contact with objects or people</p>
Passes objects from one hand to the other and changes position of objects within their hands.	<p><b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b></p> <p><u>1-3 mos:</u> Opens and shuts hands</p> <p><u>4-7 mos:</u> Turns objects in hands; uses hands or feet to make contact with objects or people</p>
Moves from using whole hand grasp to grasping with thumb and index finger with increasing control.	<p><b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b></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> <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>
Benchmark 1.5: Expresses physical needs and actively participates in adaptive/self-care routines to have these needs met.	
Verbally or physically asks for food or drink.	<p><b>PMP 19-2 Develops Self-Care Skills</b></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>
Assists in feeding routines.	<p><b>PMP 19-1 Develops Meal Time Independence</b></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> <p><u>2-Year Old:</u> Uses spoon or fork for feeding; drinks from cup without lid</p> <p><u>3-Year Old:</u> Is independent with eating and drinking at meal times; uses utensils; uses cup</p>
Follows familiar sleep routines.	<p><b>PMP 19-4 Develops Naptime Independence</b></p> <p><u>1-Year Old:</u> Can put self to sleep at naptime</p>

	<u>2-Year Old:</u> Puts self to sleep at naptime <u>3-Year Old:</u> Puts self to sleep at naptime
Seeks assistance with diapering/toileting.	<b>PMP 19-3 Becomes Toilet Trained</b> <u>1-Year Old:</u> Shows interest in the process of toileting <u>2-Year Old:</u> Toilet training is underway <u>3-Year Old:</u> Is fully or nearly toilet trained
Participates in dressing routines.	<b>PMP 19-2 Develops Self-Care Skills</b> <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 <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
Participates in routines to maintain hygiene.	<b>PMP 19-2 Develops Self-Care Skills</b> <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 <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

<b>Social Emotional</b>	
Social Emotional Standard 1: Demonstrates trust and engages in social relationships.	
Benchmark 1.1: Shows attachments and emotional connection towards others.	
Responds to being held.	<b>SED 5-1 Bonds with Adults</b> <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
Uses eye contact to establish, maintain, and discontinue interactions.	<b>SED 5-1 Bonds with Adults</b> <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
Recognizes familiar faces.	<p><b>SED 5-1 Bonds with Adults</b></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>
Exhibits separation anxiety.	<p><b>SED 5-1 Bonds with Adults</b></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>
Use familiar adults as a base for exploration and for “emotional refueling”.	<p><b>SED 5-1 Bonds with Adults</b></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>
Shows concern for others and recognizes other’s needs.	<p><b>SED 6-1 Builds Empathy</b></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>
Benchmark 1.2: Demonstrates desire to create relationships and understanding of these relationships with others.	
Observes other people.	<p><b>SED 5-2 Learns from Adults</b></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><b>8-12 mos:</b> Mirrors caregiver's non-verbal communication, such as looking where the caregiver is looking or pointing where the caregiver is pointing</p> <p><b>1-Year Old:</b> Demonstrates interest in adult behavior, such as by saying "hello" and "goodbye" when coming and going</p> <p><b>2-Year Old:</b> Uses role play to imitate behaviors by familiar adults</p> <p><b>3-Year Old:</b> Imitates behaviors demonstrated by familiar adults; may say words or phrases often said by familiar adults</p>
Engages in independent, parallel play. Contact with peers centers around toys and other objects.	<p><b>SED 6-2 Bonds with Peers</b></p> <p><b>4-7 mos:</b> Enjoys social play; may reach, touch, or make sounds toward other children</p> <p><b>8-12 mos:</b> Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play)</p> <p><b>1-Year Old:</b> 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>
Shows enjoyment in interactions with others.	<p><b>SED 6-2 Bonds with Peers</b></p> <p><b>1-Year Old:</b> 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><b>2-Year Old:</b> Enjoys being with other children; joins group play with other children; knows some names of peers</p> <p><b>3-Year Old:</b> Interacts positively with other children in the group; begins to make friends; may have a favorite friend</p>
Initiates social contact.	<p><b>SED 6-2 Bonds with Peers</b></p> <p><b>1-Year Old:</b> 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><b>2-Year Old:</b> Enjoys being with other children; joins group play with other children; knows some names of peers</p> <p><b>3-Year Old:</b> Interacts positively with other children in the group; begins to make friends; may have a favorite friend</p>
Develops friendship with peers.	<p><b>SED 6-2 Bonds with Peers</b></p> <p><b>1-Year Old:</b> 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><b>2-Year Old:</b> Enjoys being with other children; joins group play with other children; knows some names of peers</p> <p><b>3-Year Old:</b> Interacts positively with other children in the group; begins to make friends; may have a favorite friend</p>
Responds to praise or rewards from adults.	<p><b>SED 4-2 Becomes Confident</b></p> <p><b>1-Year Old:</b> Shows confidence in own abilities; is proud to demonstrate abilities</p> <p><b>2-Year Old:</b> Shows confidence in increasing abilities; enjoys showing others what he/she can do</p> <p><b>3-Year Old:</b> Is pleased to complete daily routines and learn new skills</p>
Develops sense of self as a separate person from others.	<p><b>SED 4-1 Develops Awareness of Self</b></p> <p><b>1-3 mos:</b> Shows interest in self, such as watching own hands or playing with feet</p> <p><b>4-7 mos:</b> Learns about self by exploring hands, feet, body, and movement</p> <p><b>8-12 mos:</b> Enjoys watching self in mirror</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> <p><u>2-Year Old:</u> Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family</p> <p><u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family</p>
Identifies other people and their roles.	<p><b>SS 16-4 Learns about Community Roles and Jobs</b></p> <p><u>3-Year Old:</u> Learns about family roles and relationships</p> <p><u>Pre-K:</u> Learns about community helpers; studies different types of careers and jobs; understands the need for various roles in a society; learns about important contributions of historical figures</p>
Focuses attention on others, notices likeness and differences.	<p><b>SED 4-1 Develops Awareness of Self</b></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> <p><u>2-Year Old:</u> Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family</p> <p><u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family</p> <p><b>SED 6-2 Bonds with Peers</b></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>
Social Emotional Standard 2: Demonstrates sense of self.	
Benchmark 2.1: Expresses and/or recognizes a variety of emotions.	
Uses facial expressions, body movements, and/or vocalizations to make social contact and express needs and emotions.	<p><b>SED 3-1 Expresses Emotion</b></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>
Responds to emotional cues and social situations.	<p><b>SED 3-1 Expresses Emotion</b></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>
Expresses emotions towards familiar persons, pets, or possessions.	<p><b>SED 3-1 Expresses Emotion</b></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>
Associates emotions with words and facial expressions.	<p><b>SED 3-1 Expresses Emotion</b></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>
Benchmark 2.2: Develops the ability to control feelings and behavior and understands simple rules and limitations.	
Seeks out ways to calm self.	<p><b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b></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>
Develops self-regulation.	<p><b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b></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>
Expresses sense of self (autonomy).	<p><b>ATL 1-5 Shows Initiative</b></p> <p><u>4-7 mos:</u> Accepts, reaches for, grasps, or handles familiar toys</p> <p><u>8-12 mos:</u> Initiates activities, such as getting a toy independently from a low shelf or basket</p>

	<p><u>1-Year Old:</u> Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read)</p> <p><u>2-Year Old:</u> Initiates play with others</p> <p><u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting</p>
Recognizes own accomplishments.	<p><b>SED 4-2 Becomes Confident</b></p> <p><u>1-Year Old:</u> Shows confidence in own abilities; is proud to demonstrate abilities</p> <p><u>2-Year Old:</u> Shows confidence in increasing abilities; enjoys showing others what he/she can do</p> <p><u>3-Year Old:</u> Is pleased to complete daily routines and learn new skills</p>
Understands authority and simple rules, including the consequences for not following rules.	<p><b>ATL 2-2 Shows Responsibility</b></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>

**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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