

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:
**Supporting Maine's Infants & Toddlers:
Guidelines for Learning & Development**



References

Maine Department of Health & Human Resources. (2005). *Supporting Maine's Infants & Toddlers: Guidelines for Learning & Development*. ME: Author. Retrieved from <https://www1.maine.gov/earlylearning/standards/infantsandtoddlerguidelines.pdf>

Maine's Early Learning Development Standards Infant - Toddler	Vine Assessments by LifeCubby
Young Infants Birth to 8 months	
DOMAIN: Development into social beings	
Self Awareness: Understanding that the self is a separate being with an identity of his or her own and with connectedness to others	Vine Indicators
Explores what own body can do by: <ul style="list-style-type: none"> • Looking • Chewing • Reaching • Grabbing 	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
Has a limited understanding that he or she is responsible for some of the fascinating events in the environment: <ul style="list-style-type: none"> • Kicks to move a mobile • Imitates an adult's simple facial expressions 	CS 13-1 Explores Objects <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
Self-Regulation: Development of the ability to regulate emotions and mood.	
Comforts self by: <ul style="list-style-type: none"> • Clutching toy • Sucking thumb • Stroking blanket 	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>1-3 mos:</u> Calms when held, gently rocked or talked to by familiar adults; brings objects to mouth to calm self <u>4-7 mos:</u> Can briefly calm self; brings hands to mouth; is able to be calmed by familiar adults
Starts, maintains, or stops social contact through: <ul style="list-style-type: none"> • Looks • Gestures • Sounds • Smiles 	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
Anticipates being lifted or fed: <ul style="list-style-type: none"> • Molds body • Opens mouth 	ATL 2-1 Understands Routines <u>1-3 mos:</u> Is sleeping and eating on a developmentally-appropriate schedule (<i>for questions, consult pediatric guides</i>) <u>4-7 mos:</u> Demonstrates awareness of daily routines with behavior; may open mouth for feeding or lift arms to be picked up
Signals when full: <ul style="list-style-type: none"> • Pushes bottle away • Stops nursing 	PMP 19-1 Develops Meal Time Independence <u>1-3 mos:</u> Cries when hungry <u>4-7 mos:</u> Starts to eat solid food
Self Concept: Development in knowing and valuing self; growing	

ability to make independent decisions and choices.	
<ul style="list-style-type: none"> Smiles at self 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</p>
<ul style="list-style-type: none"> Recognizes holding/touching/own hands and feet 	<p>SED 4-1 Develops Awareness of Self <u>1-3 mos:</u> Shows interest in self, such as watching own hands or playing with feet <u>4-7 mos:</u> Learns about self by exploring hands, feet, body, and movement</p>
Adult Interaction: Noticing, relating with and becoming attached to people older than themselves	
<p>Signals adult for attention or help</p> <ul style="list-style-type: none"> Crying, gesturing, or moving 	<p>SED 5-1 Bonds with Adults <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger</p>
Establishes, maintains and discontinues eye contact with person looking at him or her	<p>SED 5-1 Bonds with Adults <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger</p>
<p>Takes turn acting and reacting to adults</p> <ul style="list-style-type: none"> Pausing sucking when mother stops rocking Widening eyes every time a caregiver shakes a toy Cooing each time a caregiver stops talking to 	<p>SED 5-1 Bonds with Adults <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger</p>
Is more easily soothed by sound of primary caregivers' voices than others' voices	<p>SED 5-1 Bonds with Adults <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger</p>
<p>Imitations of simple facial expressions</p> <ul style="list-style-type: none"> Puckering the lips Sticking out tongue 	<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</p>
<p>Responds to being held</p> <ul style="list-style-type: none"> Calming down Molding body to fit the holder's body Growing quiet and still and studying the adult's face 	<p>SED 3-2 Manages Feelings & Demonstrates Self-Control <u>1-3 mos:</u> Calms when held, gently rocked or talked to by familiar adults; brings objects to mouth to calm self <u>4-7 mos:</u> Can briefly calm self; brings hands to mouth; is able to be calmed by familiar adults</p>
When being talked to, attends to the speaker	<p>ATL 1-1 Is Attentive <u>1-3 mos:</u> Watches faces <u>4-7 mos:</u> Pays attention to people, objects, and sounds</p>
Stays awake longer if adult interacts with him or her	<p>ATL 1-1 Is Attentive <u>1-3 mos:</u> Watches faces <u>4-7 mos:</u> Pays attention to people, objects, and sounds</p>

<ul style="list-style-type: none"> If caregiver shows facial expressions, infant attends longer 	
Shows preference for familiar adults <ul style="list-style-type: none"> Reaching out for primary caregiver; cooing more readily and broadly, smiling more often, and more easily soothed around a familiar adult Squealing and kicking when familiar adult appears 	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
Smiles socially <ul style="list-style-type: none"> Smiling in response to social contact or to begin social contact 	SED 5-1 Bonds with Adults <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger
Shows expressions of surprise, sadness, disgust, anger and fear	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
Peer Interaction: Noticing, relating with and becoming attached to people around the child's own age	
Cries if another infant cries	SED 6-1 Builds Empathy <u>1-3 mos:</u> May cry when someone seems upset or when another child cries <u>4-7 mos:</u> Shows interest in the emotions of others; may copy others (e.g., crying when another child cries)
Looks intently at another infant <ul style="list-style-type: none"> Mutual gaze 	SED 6-2 Bonds with Peers <u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children
Looking at others is often paired with excitement <ul style="list-style-type: none"> Arm and leg flailing 	SED 6-2 Bonds with Peers <u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children
Reaches out to touch peer's face, hair, or other body part	SED 6-2 Bonds with Peers <u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children
Grabs for an object a peer is holding <ul style="list-style-type: none"> Reaches for a doll or stuffed animal another infant is holding 	SED 6-2 Bonds with Peers <u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children
Social intelligence: Awareness of diversity and difference	
Responds positively to primary caregivers <ul style="list-style-type: none"> Eyes brighten, cuddles 	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
Responds to familiar/unfamiliar environment <ul style="list-style-type: none"> Smiles, reaches out, or frowns, stares 	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
DOMAIN: Development of strong and healthy bodies	

<p>Perceptual Development: Ability to take in and organize sensory experience (taste, touch, smell, sight, sound, feelings, motion/action). The central nervous system processes information through the senses. Sensory, motor and cognitive skills are interconnected and influence each other.</p>	
<p>Display reflexes</p> <ul style="list-style-type: none"> • Reflexes at birth: stepping, palmer grasp, Babinski (extension of toe when foot stroked), Moro (startle) reflex, rooting and sucking, hand-to-mouth, righting head up, eyes open when held upright, tonic neck (head to side, arm extended), swimming (moves arms in swimming motion) • Reflexes that develop after birth: reciprocal kicking (bicycling), neck righting (body follows turn of head), parachute (catching self from falling), Landau (arm and leg extension while on stomach) • As new reflexes appear some of original are integrated 	<p>PMP 17-1 Develops Perception & Balance</p> <p><u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes</p> <p><u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands</p>
<p>Newborns bring information in through senses:</p> <ul style="list-style-type: none"> • Visual system immature (attentive to black and white and objects of contrasting colors). Nearsighted. • Infant may become fixated visually. • Preference for slower, high pitched sounds • Can distinguish mother's or father's voice from that of a stranger • Sensitivity to touch highly variable • Shows enjoyment of motion such as rocking, jiggling, bouncing, or being carried around • Can distinguish smell of mother from others 	<p>CS 13-1 Explores Objects</p> <p><u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping</p>
<p>Perceptual Development continued: Ability to take in and organize sensory experience (taste, touch, smell, sight, sound, feelings, motion/action). The central nervous</p>	

system processes information through the senses. Sensory, motor and cognitive skills are interconnected and influence each other	
<p>Infants show increased visual ability and perception:</p> <ul style="list-style-type: none"> • Increased ability to detect detail • Ability to coordinate visual information from each eye 	<p>PMP 17-1 Develops Perception & Balance</p> <p><u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes</p> <p><u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands</p>
<p>Infants show increased integration of sensory stimulation</p> <ul style="list-style-type: none"> • Respond to what they see, for instance an infant might move toward desired person or object • Look for source of noise, such as dropped toy • Shows taste preference • Display tactile needs and response (ie. infant wants to bite something for teething and puts fingers in mouth) 	<p>PMP 17-1 Develops Perception & Balance</p> <p><u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes</p> <p><u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands</p>
Gross-motor skills (large muscle): Ability to maintain stability in various positions and to move from one position to another, dependent upon coordination of muscle strength and muscle tone.	
<p>Exhibits beginning stages of large muscle control:</p> <ul style="list-style-type: none"> • Head control: • Lifts chin • Lifts head • Lifts both head and shoulders • Supports self on flexed elbows • Supports head in upright position 	<p>PMP 17-1 Develops Perception & Balance</p> <p><u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes</p> <p><u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands</p>
<p>Coordination of muscle control:</p> <ul style="list-style-type: none"> • Turns from back to stomach and stomach to back • May move from place to place by rolling • Inches forward or backward on stomach or back • Sits unsupported • Begins bouncing when held 	<p>PMP 17-2 Develops Lower Body Strength</p> <p><u>1-3 mos:</u> Stretches and kicks legs when lying down; pushes down on legs when feet are placed on a firm surface</p> <p><u>4-7 mos:</u> Explores new body positions; rolls over; crawls; supports weight on legs; kicks at objects</p>
May almost sit while rolling over	<p>PMP 17-2 Develops Lower Body Strength</p> <p><u>1-3 mos:</u> Stretches and kicks legs when lying down; pushes down on legs when feet are placed on a firm surface</p>

	<p><u>4-7 mos:</u> Explores new body positions; rolls over; crawls; supports weight on legs; kicks at objects</p>
<p>Begins to use arms and legs purposefully</p> <ul style="list-style-type: none"> • Claps hands • Pounds on things with hands • Kicks at objects 	<p>PMP 17-3 Develops Upper Body Strength</p> <p><u>1-3 mos:</u> Brings hands to mouth; swipes at dangling objects; shakes rattles or other hand toys</p> <p><u>4-7 mos:</u> Uses raking grasp</p>
<p>Holds arms out for jacket or lifts arms so T-shirt can be taken off</p>	<p>PMP 17-3 Develops Upper Body Strength</p> <p><u>1-3 mos:</u> Brings hands to mouth; swipes at dangling objects; shakes rattles or other hand toys</p> <p><u>4-7 mos:</u> Uses raking grasp</p>
<p>Fine Motor Skills: (Small Muscle) Eye-hand or skilled sensory coordination</p>	
<p>Stares at objects, especially faces; begins to coordinate eyes</p>	<p>PMP 18-2 Develops Fine Hand-Eye Coordination</p> <p><u>1-3 mos:</u> Grasps objects</p> <p><u>4-7 mos:</u> Grasps and releases objects from grasp</p>
<p>Grasp reflex diminishing</p>	<p>PMP 18-2 Develops Fine Hand-Eye Coordination</p> <p><u>1-3 mos:</u> Grasps objects</p> <p><u>4-7 mos:</u> Grasps and releases objects from grasp</p>
<p>Reaches for object with both arms but with hands fisted</p> <ul style="list-style-type: none"> • Swipes and misses desired objects • Reaches with one arm and grasps at will • Grasps, releases, “re-grasps”, and releases object again • Can grasp thumb and forefinger but not well yet 	<p>PMP 18-2 Develops Fine Hand-Eye Coordination</p> <p><u>1-3 mos:</u> Grasps objects</p> <p><u>4-7 mos:</u> Grasps and releases objects from grasp</p>
<p>Brings objects to mouth</p>	<p>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</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>
<p>Beginning eye hand coordination:</p> <ul style="list-style-type: none"> • Manipulates object in hand, transfers object from one hand to another 	<p>PMP 18-2 Develops Fine Hand-Eye Coordination</p> <p><u>1-3 mos:</u> Grasps objects</p> <p><u>4-7 mos:</u> Grasps and releases objects from grasp</p>
<p>Follows a slowly moving object with eyes</p>	<p>PMP 17-1 Develops Perception & Balance</p> <p><u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes</p>
<p>Self-help/Adaptive skill development: Using motor skills to show adaptation and self regulation strategies.</p>	
<p>Displays signs of self comforting:</p> <ul style="list-style-type: none"> • Sucks thumb to pacify self 	<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>Shows signs of self feeding:</p>	<p>PMP 19-1 Develops Meal Time Independence</p>

<ul style="list-style-type: none"> • Begins to hold own bottle/cup • Begins to feed self infant foods 	<p><u>1-3 mos:</u> Cries when hungry</p> <p><u>4-7 mos:</u> Starts to eat solid food</p>
DOMAIN: Development of the ability to communicate	
Language Comprehension (receptive language): Understanding the meaning of information, ideas and feelings expressed by others; increased understanding of language (comprehension) and vocabulary development (understanding). Initial language development occurring within the context of relationship.	
<p>Maintains eye contact with person looking at him or her:</p> <ul style="list-style-type: none"> • Mutually gazes with primary caregivers • Shows preference for voice of primary caregivers 	<p>LC 7-1 Develops Receptive Communication</p> <p><u>1-3 mos:</u> Turns head in the direction of a familiar voice</p> <p><u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others</p>
<p>Reacts to human voice:</p> <ul style="list-style-type: none"> • Turns toward conversation • Quiets self • Appears to watch or listen 	<p>LC 7-1 Develops Receptive Communication</p> <p><u>1-3 mos:</u> Turns head in the direction of a familiar voice</p> <p><u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others</p>
<p>Reacts to new voices or sounds by becoming more quiet or active:</p> <ul style="list-style-type: none"> • Awakens at loud sounds • Startles or cries from loud sounds • Shows different responses to tone of voice • Looks around for source of sounds 	<p>LC 7-1 Develops Receptive Communication</p> <p><u>1-3 mos:</u> Turns head in the direction of a familiar voice</p> <p><u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others</p>
Language Comprehension (receptive language) continued: Understanding the meaning of information, ideas and feelings expressed by others; increased understanding of language (comprehension) and vocabulary development (understanding). Initial language development occurring within the context of relationship.	
<p>Enjoys inflection and modulation of voices, especially that of the primary caregiver:</p> <ul style="list-style-type: none"> • Initially more responsive to motherese • Enjoys sound of singing 	<p>LC 7-1 Develops Receptive Communication</p> <p><u>1-3 mos:</u> Turns head in the direction of a familiar voice</p> <p><u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others</p>

<ul style="list-style-type: none"> • Enjoys sound of words from books being read 	
Distinguishes familiar voices from other sounds: <ul style="list-style-type: none"> • Turns toward familiar sounds • Reaches for caregivers face or voice 	LC 7-1 Develops Receptive Communication <u>1-3 mos:</u> Turns head in the direction of a familiar voice <u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others
Exhibits participation when books are read: <ul style="list-style-type: none"> • Fingers or looks at books when read 	LKS 8-1 Develops Early Literacy <u>1-3 mos:</u> Experiences stories by being read to by caregivers <u>4-7 mos:</u> Explores books with caregivers; enjoys being read to by others
Language Expression (expressive/productive language): The use of sounds, gestures, words, phrases, or sentences to express self. Initial language development occurring within the context of relationship.	
Initiates communication with caregiver: <ul style="list-style-type: none"> • Maintains eye contact with mutual gazing • Looks intently at caregiver • Cries, grunts or makes loud sounds to seek caregiver assistance • Smiles or gestures to initiate social contact • Moves body in anticipation of being lifted or picked up 	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
Makes a variety of repetitive sounds or gestures: <ul style="list-style-type: none"> • Babbles and coos to self as well as to others • Pairs consonants and vowels such as “ma” or “da” with repetition • Uses hands to express self 	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
Imitates tones or inflections and actions made by caregiver: <ul style="list-style-type: none"> • Smiles in response to caregiver smile • Responds “ba” to caregiver saying “ba” 	LC 7-2 Develops Expressive Communication <u>1-3 mos:</u> Alerts caregivers when there is a need, such as crying when awake or needing to be changed; begins to babble, coo or gurgle; may imitate some sounds <u>4-7 mos:</u> Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure
Uses a variety of means to express feelings or needs <ul style="list-style-type: none"> • Differentiated cries to signal hunger or anger 	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

<ul style="list-style-type: none"> • Kicks feet/waves arms • Smiles/laughs to express pleasure 	<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>Emotional Understanding: Understanding of the emotional expressions of self and others.</p>	
<p>Can distinguish facial expressions such as:</p> <ul style="list-style-type: none"> • Happiness • Anger • Sadness 	<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</p>
<p>Emotional Expression: Ability to communicate feelings.</p>	
<p>Displays a wide range of emotions, both positive and negative, as well as interest and curiosity:</p> <ul style="list-style-type: none"> • Social smile occurs • Laughter is apparent • Shows surprise, sadness, disgust, anger and fear 	<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</p>
<p>DOMAIN: Development of curious minds</p>	
<p>Exploration and Discovery: Experiencing the properties of things, developing curiosity and inquiring about the world.</p>	
<p>Displays reflexes that set the stage for sensory exploration toward intellectual development</p> <ul style="list-style-type: none"> • Turns head toward nipple • Grasps finger of caregiver when placed in palm 	<p>ATL 1-4 Is Curious <u>1-3 mos:</u> Turns head toward the sound of a familiar voice <u>4-7 mos:</u> Explores with hands; finds objects that are partially hidden</p>
<p>Directs attention toward caregiver's face or voice</p> <ul style="list-style-type: none"> • Gazes at caregiver's face during feeding 	<p>ATL 1-4 Is Curious <u>1-3 mos:</u> Turns head toward the sound of a familiar voice <u>4-7 mos:</u> Explores with hands; finds objects that are partially hidden</p>
<p>Directs attention toward objects</p> <ul style="list-style-type: none"> • Reaches and grasps for objects or stares at them • Reacts to new objects, voices, sounds and touch by becoming more active or quiet 	<p>ATL 1-4 Is Curious <u>1-3 mos:</u> Turns head toward the sound of a familiar voice <u>4-7 mos:</u> Explores with hands; finds objects that are partially hidden</p>
<p>Concept Development and Memory: Understanding cause and effect, and the permanence of things. Developing memory skills and the</p>	

beginnings of representational thought	
Engages in immediate and deferred imitation of facial expressions <ul style="list-style-type: none"> • Smiles back at caregiver • Smiles when familiar adult re-enters room • Responds by patting mirror when sees own image reflected 	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
Uses more than one sense at a time <ul style="list-style-type: none"> • Uses sight, hearing and touch to examine and shake a toy to elicit a sound • Mouthing and banging a toy 	CS 13-1 Explores Objects <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
Looks for or orients toward dropped object <ul style="list-style-type: none"> • Looks down when drops a toy from table 	ATL 1-2 Develops Memory <u>1-3 mos:</u> Recognizes familiar objects and people <u>4-7 mos:</u> Begins to develop object permanence (the understanding that people and objects out of sight still exist) <u>8-12 mos:</u> Looks for someone or something that is missing
Repeats making a pleasing sight, sound, or motion to continue <ul style="list-style-type: none"> • Kicks or swats mobile, and repeats over days and weeks • Continues to bang an object to repeat a sound 	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
Problem Solving, Symbolic Thought, and Creative Expression: Developing the ability to find a solution to a dilemma; using mental representation and learning to be imaginative in self-expression	
Imitates sounds and gestures	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
Observes and feels the rhythm of simple daily routines <ul style="list-style-type: none"> • Rocking to sleep • Riding in a stroller • Listening to an adult voice reading or singing 	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
Uses sensorimotor exploration to experience various textures, patterns, sounds, and smells <ul style="list-style-type: none"> • Shakes rattle 	CS 13-1 Explores Objects <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping

<ul style="list-style-type: none"> • Mouths a toy • Runs hand over face of caregiver 	<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>Begins to repeat chance sensorimotor activities to elicit a reaction</p> <ul style="list-style-type: none"> • Bang hands on table • Drop a toy 	<p>CS 14-2 Makes Predictions</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>Anticipates being lifted and moves body accordingly</p> <ul style="list-style-type: none"> • Stiffens body in preparation for being lifted • Stretches arms up toward caregiver • Tries to lift head toward caregiver 	<p>ATL 2-1 Understands Routines</p> <p><u>1-3 mos:</u> Is sleeping and eating on a developmentally-appropriate schedule (<i>for questions, consult pediatric guides</i>)</p> <p><u>4-7 mos:</u> Demonstrates awareness of daily routines with behavior; may open mouth for feeding or lift arms to be picked up</p> <p><u>8-12 mos:</u> Remembers daily routines; knows how to use familiar objects</p>
<p>Experiments with self soothing activities</p>	<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>Finds hidden objects</p>	<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>

Older Infants 8 to 18 months	
DOMAIN: Development into social beings	
Self Awareness: Understanding that the self is a separate being with an identity of his or her own and with connectedness to others.	
<p>Begins to recognize and respond to name being spoken</p> <ul style="list-style-type: none"> • Gestures at sound of name • Vocalizes at sound of name 	<p>SED 4-1 Develops Awareness of Self</p> <p><u>8-12 mos:</u> 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>Shows awareness of mirror image by:</p> <ul style="list-style-type: none"> • Smiling • Patting • Vocalizing 	<p>SED 4-1 Develops Awareness of Self</p> <p><u>8-12 mos:</u> 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>
Starts to develop toy preferences	ATL 1-5 Shows Initiative

	<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>
Self Concept Development in knowing and valuing self; growing ability to make independent decisions	
Shows preferences: • Cries when something is not liked	<p>ATL 1-5 Shows Initiative</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>
Shows distress when preferred people don't engage with them	<p>ATL 1-5 Shows Initiative</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>
Shows signs of mastery: • Laughs at own cleverness • Frustrated when unable do something	<p>SED 4-2 Becomes Confident</p> <p><u>1-Year Old:</u> Shows confidence in own abilities; is proud to demonstrate abilities</p>
Self-Regulation: Development of the ability to regulate emotions and mood.	
Comforts self by: • Retrieving a familiar object • Engaging in a familiar routine	<p>SED 3-2 Manages Feelings & Demonstrates Self-Control</p> <p><u>8-12 mos:</u> Regulates feelings through behaviors, such as sucking thumb or carrying a favorite blanket or toy; looks to familiar adults for help with strong emotions</p> <p><u>1-Year Old:</u> Begins to cope with strong emotions with help from familiar adults</p>
Expresses own needs: • Gestures when hungry • Grabs blanket when tired	<p>SED 3-1 Expresses Emotion</p> <p><u>8-12 mos:</u> Expresses a variety of emotions through facial expressions, sounds, and gestures</p> <p><u>1-Year Old:</u> Expresses a range of emotions, including surprise, joy or pride; notices the effects of emotions on others</p>
Anticipates and participates in routine activities: • Lifts arms when dressing • Holds out glass	<p>ATL 2-1 Understands Routines</p> <p><u>8-12 mos:</u> Remembers daily routines; knows how to use familiar objects</p> <p><u>1-Year Old:</u> Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat)</p>
Can be restless and determined	<p>ATL 1-5 Shows Initiative</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>
Power struggles emerge	<p>ATL 1-5 Shows Initiative</p> <p><u>8-12 mos:</u> Initiates activities, such as getting a toy independently from a low shelf or basket</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)
Peer Interaction: Noticing, relating with and becoming attached to people around the child's own age.	
Plays side-by-side with another child: • Sitting next to one another and pushing toy cars around	SED 6-2 Bonds with Peers <u>8-12 mos</u> : Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play) <u>1-Year Old</u> : Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play)
Matches emotions with a peer's emotions • Frowning when a playmate is upset	SED 6-1 Builds Empathy <u>8-12 mos</u> : Responds to the emotions of others; may share emotional reactions (e.g., smiling when an adult smiles) <u>1-Year Old</u> : Observes emotions of others; may respond to another's preferences, such as offering different objects until one is accepted
Participates in spontaneous interactions with peers and exhibits enjoyment: • Bringing another infant a block and smiling	SED 6-2 Bonds with Peers <u>8-12 mos</u> : Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play) <u>1-Year Old</u> : Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play)
Influences and responds to another child's behavior in a simplistic manner: • Handing a playmate a doll • Frowning when tapped on the arm by a playmate	SED 6-1 Builds Empathy <u>8-12 mos</u> : Responds to the emotions of others; may share emotional reactions (e.g., smiling when an adult smiles) <u>1-Year Old</u> : Observes emotions of others; may respond to another's preferences, such as offering different objects until one is accepted
Shows preference among play partners: • Chooses to be near a particular peer, often hugging or touching him or her	SED 6-2 Bonds with Peers <u>8-12 mos</u> : Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play) <u>1-Year Old</u> : Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play)
Knows the names of children: • Will go over to Tom when requested	SED 6-2 Bonds with Peers <u>8-12 mos</u> : Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play) <u>1-Year Old</u> : Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play)
Knows the family members of frequent playmates: • Can approach Katie's mother if requested to do so	SED 6-2 Bonds with Peers <u>1-Year Old</u> : Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play) <u>2-Year Old</u> : Enjoys being with other children; joins group play with other children; knows some names of peers
Adult Interaction: Noticing, relating with and becoming attached to people.	

<p>Uses sounds or gestures to get help from familiar adults:</p> <ul style="list-style-type: none"> • Tugging on an adult's pant leg 	<p>SED 5-1 Bonds with Adults <u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults <u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task</p>
<p>Initiates contact with regular caregivers:</p> <ul style="list-style-type: none"> • Grabs onto caregiver's hand or leg when a dog approaches • Initiates hugging with a caregiver 	<p>SED 5-1 Bonds with Adults <u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults <u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task</p>
<p>Looks to adult for messages about the environment:</p> <ul style="list-style-type: none"> • Uses a familiar adult for a base of exploration • Checking facial expressions of a familiar adult when in an unfamiliar situation 	<p>SED 5-1 Bonds with Adults <u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults <u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task</p>
<p>Forms attachment to primary caregivers and distinguishes between familiar and unfamiliar adults:</p> <ul style="list-style-type: none"> • Shows wariness, mixed with interest, when someone new appears 	<p>SED 5-1 Bonds with Adults <u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults <u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task</p>
<p>Exhibits separation anxiety:</p> <ul style="list-style-type: none"> • Cries for a few minutes after separation from primary caregiver 	<p>SED 5-1 Bonds with Adults <u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults <u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task</p>
<p>Gains joint attention on objects</p>	<p>SED 5-1 Bonds with Adults <u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults <u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task</p>

<p>Responds to praise or rewards:</p> <ul style="list-style-type: none"> • Repeats a small dance when caregiver claps 	<p>SED 5-1 Bonds with Adults <u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults <u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task</p>
<p>Enjoys helping with chores</p>	<p>ATL 2-2 Shows Responsibility <u>1-Year Old:</u> Accepts adult redirection; begins to respond to directives <u>2-Year Old:</u> Follows adult directives; follows basic rules with the help of caregivers; helps pick up toys at cleanup time; is able to be redirected</p>
<p>Points to indicate interest in something as well as responds to pointing:</p> <ul style="list-style-type: none"> • Points to a carton of juice in the refrigerator 	<p>ATL 1-5 Shows Initiative <u>8-12 mos:</u> Initiates activities, such as getting a toy independently from a low shelf or basket <u>1-Year Old:</u> Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read)</p>
<p>Continues to show and make further progress with control of emotional expressions that have already been established.</p> <ul style="list-style-type: none"> • Waits for a short period of time as food is prepared 	<p>SED 3-2 Manages Feelings & Demonstrates Self-Control <u>8-12 mos:</u> Regulates feelings through behaviors, such as sucking thumb or carrying a favorite blanket or toy; looks to familiar adults for help with strong emotions <u>1-Year Old:</u> Begins to cope with strong emotions with help from familiar adults</p>
<p>Imitates a sequence of events, even months after seeing the sequence completed by someone:</p> <ul style="list-style-type: none"> • Putting a teddy bear to bed • Reading a story to a doll 	<p>SED 5-2 Learns from Adults <u>8-12 mos:</u> Mirrors caregiver's non-verbal communication, such as looking where the caregiver is looking or pointing where the caregiver is pointing <u>1-Year Old:</u> Demonstrates interest in adult behavior, such as by saying "hello" and "goodbye" when coming and going</p>
<p>Social Intelligence: Awareness of diversity and difference</p>	
<p>Emerges toward later end of this stage</p>	<p>SS 16-1 Explores Cultures <u>8-12 mos:</u> Participates in experiential opportunities that are culturally diverse <u>1-Year Old:</u> Participates in experiential opportunities that are culturally diverse</p>
<p>DOMAIN: Development of strong and healthy bodies</p>	
<p>Gross motor skills (large muscle): Ability to maintain stability in various positions and to move from one position to another, dependent upon coordination of muscle strength and muscle tone.</p>	
<p>Exhibits increasing control of large muscles and body movement:</p>	<p>PMP 17-1 Develops Perception & Balance <u>8-12 mos:</u> Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object</p>

<ul style="list-style-type: none"> • Sits up • Crawls or creeps on hands and knees (may crawl stiff legged) • Pulls to stand (may not be able to get back down from standing at first) • Stands and cruises while holding onto furniture • Stands alone • Climbs out of crib • Walks alone • Walks fast • Runs with a wide stance • Walks up stairs holding a hand • Stops and walks backwards a few steps • Climbs simple structures 	<p><u>1-Year Old:</u> Increasingly gains balance, going from sitting to standing to running and even jumping</p> <p>PMP 17-2 Develops Lower Body Strength <u>8-12 mos:</u> Progresses from rolling to sitting to crawling to pulling up to cruising; stands; takes first steps; may begin walking <u>1-Year Old:</u> Begins to run before second year</p> <p>PMP 17-3 Develops Upper Body Strength <u>8-12 mos:</u> Pulls self up <u>1-Year Old:</u> Carries objects</p> <p>PMP 17-5 Develops Large Motor Coordination Skills <u>1-Year Old:</u> Climbs on furniture and crawls up and down stairs unassisted; can easily change body positions</p>
<p>Uses arms and legs with increasing purposefulness:</p> <ul style="list-style-type: none"> • Throws objects • Carries objects • Pushes objects • Pulls objects • Scoots on or rides wheel toys without pedals 	<p>PMP 17-4 Develops Gross Hand-Eye Coordination <u>8-12 mos:</u> Bangs objects together; transfers objects from hand to hand <u>1-Year Old:</u> Plays with ball, learning to throw and catch</p> <p>PMP 17-5 Develops Large Motor Coordination Skills <u>1-Year Old:</u> Climbs on furniture and crawls up and down stairs unassisted; can easily change body positions</p>
<p>Fine motor skills: (small muscle): Eye-hand or skilled sensory coordination</p>	
<p>Scoops and takes with hand to manipulate or pick up objects, sand, food etc.</p>	<p>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>8-12 mos:</u> Uses hands for more complex tasks, such as rotating objects, releasing objects, and feeling textures <u>1-Year Old:</u> Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker</p>
<p>Uses thumb and forefinger to pick up small items:</p> <ul style="list-style-type: none"> • Feeds self by handling a cup with minimal spilling or a spoon for self-feeding 	<p>PMP 18-2 Develops Fine Hand-Eye Coordination <u>8-12 mos:</u> Uses pincer grasp (thumb and forefinger) to pick up food or objects <u>1-Year Old:</u> Demonstrates increasing fine motor ability, such as putting pegs into holes</p>
<p>Begins to show preference for one hand</p>	<p>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>8-12 mos:</u> Uses hands for more complex tasks, such as rotating objects, releasing objects, and feeling textures <u>1-Year Old:</u> Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker</p>
<p>Undresses self and untie shoes</p>	<p>PMP 19-2 Develops Self-Care Skills <u>1-Year Old:</u> Shows increasing independence, such as dressing with help</p>
<p>Perceptual Development: Ability to take in and organize sensory experience (taste, touch, smell, sight,</p>	

<p>sound, feelings, motion/action). Senses provide the means by which information from the environment is processed by the central nervous system. Sensory, motor and cognitive skills are interconnected and always influencing each other.</p>	
<p>Continue to integrate information gathered from the senses:</p> <ul style="list-style-type: none"> • Shows increased ability to concentrate and begin to show sustained interest in people, objects and activities • Shows increased desire to explore sensory information • Oral exploration of objects decreases with age • Shows increased enjoyment of varieties of sensory information 	<p>CS 13-1 Explores Objects <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping <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</p>
<p>Visual information more refined:</p> <ul style="list-style-type: none"> • Depth perception established • Seeks and responds to increased visual stimulation 	<p>PMP 17-1 Develops Perception & Balance <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>
<p>Hearing information more refined:</p> <ul style="list-style-type: none"> • Ability to discriminate sounds • Ability to discriminate sounds in a noisy setting 	<p>LC 7-3 Develops Phonemic Awareness <u>8-12 mos:</u> Listens and responds to rhymes and rhythms, including songs and chanted rhymes <u>1-Year Old:</u> Participates in group time with songs and chanted rhymes</p>
<p>Self Help/Adaptive Skill Development: Using motor skills to show increased independence and ability to take care of own</p>	
<p>Continues to make progress with feeding self:</p> <ul style="list-style-type: none"> • Feeds self biscuit • Drinks from cup holding handle (may spill) 	<p>PMP 19-1 Develops Meal Time Independence <u>8-12 mos:</u> Shows interest in new foods; begins to finger-feed self; holds own bottle or cup; responds well when physical needs are met <u>1-Year Old:</u> Begins to feed self with spoon or drink from a sippy cup</p>
<p>Shows interest in dressing self:</p> <ul style="list-style-type: none"> • Pushes arm through jacket sleeve • Undresses self • Unties shoes 	<p>PMP 19-2 Develops Self-Care Skills <u>8-12 mos:</u> Helps with daily routines, such as washing hands and getting dressed <u>1-Year Old:</u> Shows increasing independence, such as dressing with help</p>
<p>Shows initial curiosity/interest in toileting toward the end of stage:</p> <ul style="list-style-type: none"> • Explores sitting on potty chair • Watches others engaged in toileting 	<p>PMP 19-3 Becomes Toilet Trained <u>1-Year Old:</u> Shows interest in the process of toileting</p>

<p>Shows interest in helping with chores:</p> <ul style="list-style-type: none"> Mimicks adult behavior 	<p>ATL 2-2 Shows Responsibility <u>1-Year Old:</u> Accepts adult redirection; begins to respond to directives <u>2-Year Old:</u> Follows adult directives; follows basic rules with the help of caregivers; helps pick up toys at cleanup time; is able to be redirected</p>
<p>DOMAIN: Development of the ability to communicate</p>	
<p>Language Comprehension (receptive language): Understanding the meaning of information, ideas and feelings expressed by others; increased understanding of language (comprehension) and vocabulary development (understanding). Initial language development occurring within the context of relationship.</p>	
<p>Responds with gestures or vocal signals to familiar words:</p> <ul style="list-style-type: none"> Recognizes and responds to mention of own name Turns to look at familiar person/object/pet when named Understands simple phrases such as "bye-bye," "hot" Points or reaches to familiar objects when named: such as body parts, favorite blanket or toy, familiar pictures in books or magazines 	<p>LC 7-1 Develops Receptive Communication <u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines <u>1-Year Old:</u> Responds to simple instructions such as "come here" or "bring me a book"</p> <p>LC 7-4 Expands Vocabulary <u>8-12 mos:</u> Points to body parts when prompted; uses or signs an increasing number of words <u>1-Year Old:</u> Locates body parts or colors when prompted; begins to use the names of objects, body parts and familiar people; begins to ask questions, such as "what's that?"</p>
<p>Understands simple one step requests such as:</p> <ul style="list-style-type: none"> "Pick up your blanket" "Give me your cup" 	<p>LC 7-1 Develops Receptive Communication <u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines <u>1-Year Old:</u> Responds to simple instructions such as "come here" or "bring me a book"</p>
<p>Looks to adult for messages about appropriate and inappropriate behavior:</p> <ul style="list-style-type: none"> Exhibits behavior or action to discern adult response 	<p>SED 5-2 Learns from Adults <u>8-12 mos:</u> Mirrors caregiver's non-verbal communication, such as looking where the caregiver is looking or pointing where the caregiver is pointing <u>1-Year Old:</u> Demonstrates interest in adult behavior, such as by saying "hello" and "goodbye" when coming and going</p>
<p>Attends to and enjoys listening to adult voices:</p> <ul style="list-style-type: none"> Enjoys listening to short stories Enjoys listening to rhymes, finger plays and songs Enjoys imitation games such as "peek-a-boo" and "pat-a-cake" 	<p>LC 7-1 Develops Receptive Communication <u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines <u>1-Year Old:</u> Responds to simple instructions such as "come here" or "bring me a book"</p>
<p>Language Expression (expressive/productive language):</p>	

<p>The use of sounds, gestures, words, phrases, or sentences to express self. Initial language development occurs within the context of relationship.</p>	
<p>Uses physical gestures or sounds to get help from familiar adults:</p> <ul style="list-style-type: none"> • Gazes alternately between a desired item and an adult • Tugs or pulls on caregiver to seek attention • Moves, points or motions to objects out of reach • Expresses own needs such as being hungry or wanting com fort item 	<p>LC 7-2 Develops Expressive Communication <u>8-12 mos:</u> Progresses from babbling with inflection to first words; uses exclamations like "uh-oh"; may sign certain words; may shake head for "no"; uses sounds, gestures, or actions to express needs and wants <u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down"</p>
<p>Expresses self using gestures, movement, intonation or facial expressions:</p> <ul style="list-style-type: none"> • Shakes head "no" • Nods "yes" • Smiles, frowns, points • Directs vocalizations and gestures toward people and objects 	<p>LC 7-2 Develops Expressive Communication <u>8-12 mos:</u> Progresses from babbling with inflection to first words; uses exclamations like "uh-oh"; may sign certain words; may shake head for "no"; uses sounds, gestures, or actions to express needs and wants <u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down"</p>
<p>Takes turns in back-and-forth verbal play with caregiver that mimics a conversation. Responding to caregiver's speech by producing words or by babbling sounds in reply for example</p>	<p>LC 7-6 Learns Conversation Structure <u>1-Year Old:</u> May participate in back-and-forths; may make eye contact</p>
<p>Moves toward expression of identifiable words:</p> <ul style="list-style-type: none"> • Jargon or jabbering has melody and inflection • Imitates familiar words and sounds • Begins to express clearly identifiable words like "mama," "dada," "bye-bye," "no," "baba" for bottle • Begins to use clearly identifiable words with meaning, signaling the beginnings of symbolic representation 	<p>LC 7-2 Develops Expressive Communication <u>8-12 mos:</u> Progresses from babbling with inflection to first words; uses exclamations like "uh-oh"; may sign certain words; may shake head for "no"; uses sounds, gestures, or actions to express needs and wants <u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down"</p>
<p>Language Expression (expressive/productive language continued): The use of sounds,</p>	

gestures, words, phrases, or sentences to express self. Initial language development occurs within the context of relationship.	
Exhibits increased participation when books are read: <ul style="list-style-type: none"> • Points or makes sounds when looking at a picture book • Vocalizes, smiles when read to 	LKS 8-1 Develops Early Literacy <u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories <u>1-Year Old:</u> Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings
Begins to “use” communication tools during imitative play: <ul style="list-style-type: none"> • Use phone or book • Grasp marker or crayon and make marks on paper 	LKS 9-1 Develops Emergent Writing <u>8-12 mos:</u> Can use a fat paint brush or celery stalk to “paint” <u>1-Year Old:</u> Makes marks on paper with large crayon or marker
Emotional Expression: Ability to communicate feeling	
Primary emotions become more apparent: <ul style="list-style-type: none"> • Anger • Fear • Sadness • Frustration 	SED 3-1 Expresses Emotion <u>8-12 mos:</u> Expresses a variety of emotions through facial expressions, sounds, and gestures <u>1-Year Old:</u> Expresses a range of emotions, including surprise, joy or pride; notices the effects of emotions on others
Emotional Understanding: Understanding of the emotional expressions of self and others.	
Uses other’s expressions to decide how to react to new situations: <ul style="list-style-type: none"> • Looks at caregiver’s face when stranger enters 	SED 6-1 Builds Empathy <u>8-12 mos:</u> Responds to the emotions of others; may share emotional reactions (e.g., smiling when an adult smiles) <u>1-Year Old:</u> Observes emotions of others; may respond to another’s preferences, such as offering different objects until one is accepted
Can distinguish more primary emotions, such as: <ul style="list-style-type: none"> • Interest • Disgust 	SED 3-1 Expresses Emotion <u>8-12 mos:</u> Expresses a variety of emotions through facial expressions, sounds, and gestures <u>1-Year Old:</u> Expresses a range of emotions, including surprise, joy or pride; notices the effects of emotions on others
DOMAIN: Development of curious minds	
Exploration and Discovery: Experiencing the properties of things, developing curiosity and inquiring about the world.	
Manipulates things in the environment: <ul style="list-style-type: none"> • Moves toward toy • Bangs on table with toy • Fingers, touches, and mouths objects 	CS 13-1 Explores Objects <u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button <u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound

Investigates new phenomena: <ul style="list-style-type: none"> • Reaches out to touch rain • Stops play to watch a novel element in the environment 	ATL 1-4 Is Curious <u>8-12 mos:</u> Shows interest in new toys; explores surroundings <u>1-Year Old:</u> Shows interest in learning about new objects or experiences
Takes time to investigate and protests if interrupted	ATL 1-4 Is Curious <u>8-12 mos:</u> Shows interest in new toys; explores surroundings <u>1-Year Old:</u> Shows interest in learning about new objects or experiences
Can use several senses at once to explore the environment: <ul style="list-style-type: none"> • Mouths and holds toy • Shakes and mouths rattle 	CS 13-1 Explores Objects <u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button <u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound
Concept Development and Memory: Understanding cause and effect, and the permanence of things. Developing memory skills and the beginnings of representational thought.	
Remembers location of favorite object: <ul style="list-style-type: none"> • Asks for objects out of sight • Persists in search for a desired object when it is hidden 	ATL 1-2 Develops Memory <u>8-12 mos:</u> Looks for someone or something that is missing <u>1-Year Old:</u> Finds hidden or missing people or objects; looks in multiple locations for missing objects
Remembers games and toys from the previous day	ATL 1-2 Develops Memory <u>8-12 mos:</u> Looks for someone or something that is missing <u>1-Year Old:</u> Finds hidden or missing people or objects; looks in multiple locations for missing objects
Anticipates people's return within context of daily routine Imitates actions across a change in context; beginning of ability to fantasize and role-play <ul style="list-style-type: none"> • Imitates mom on the phone when at child care setting 	ATL 2-1 Understands Routines <u>8-12 mos:</u> Remembers daily routines; knows how to use familiar objects <u>1-Year Old:</u> Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat)
Shows basic awareness of cause and immediate effect: <ul style="list-style-type: none"> • Opens and closes, presses button to make sounds 	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
Uses another object or person as a tool: <ul style="list-style-type: none"> • Asks to be picked up to reach something • Rolls toward a toy to reach it 	CS 13-1 Explores Objects <u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button <u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound
Understands "more" in reference to food or simple play:	CM 11-1 Learns Measurement and Quantities <u>8-12 mos:</u> Uses words to identify amounts, such as asking for "more" or saying "all gone"

<ul style="list-style-type: none"> • Responds appropriately when asked if s/he wants more crackers 	<p><u>1-Year Old:</u> Begins to say numbers for amounts; begins to use quantity phrases (e.g., "more")</p>
<p>Uses simple nesting or stacking toys:</p> <ul style="list-style-type: none"> • Nests three or four cups • Stacks three or four cups or foam blocks 	<p>CM 11-1 Learns Measurement and Quantities <u>8-12 mos:</u> Uses words to identify amounts, such as asking for "more" or saying "all gone" <u>1-Year Old:</u> Begins to say numbers for amounts; begins to use quantity phrases (e.g., "more")</p>
<p>Understands time words such as "after," "before":</p> <ul style="list-style-type: none"> • "Before we go outside, we have to put on your coat." 	<p>LC 7-4 Expands Vocabulary <u>8-12 mos:</u> Points to body parts when prompted; uses or signs an increasing number of words <u>1-Year Old:</u> Locates body parts or colors when prompted; begins to use the names of objects, body parts and familiar people; begins to ask questions, such as "what's that?"</p>
	<p>SS 16-2 Understands Time <u>8-12 mos:</u> Is on a daily schedule that regulates feeding and sleeping <u>1-Year Old:</u> Is learning that the day follows a routine of time, such as "time for snack"</p>
<p>Explores spatial relationships:</p> <ul style="list-style-type: none"> • Attempts to fit own body in boxes, tunnels 	<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>
<p>Groups a few objects by shape, color or size</p> <ul style="list-style-type: none"> • Finds two or three toys that have the same simple shape, color 	<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</p>
<p>Problem Solving, Symbolic Thought, and Creative Expression: Developing the ability to find a solution to a dilemma; using mental representation and learning to be imaginative in self-expression.</p>	
<p>Solves simple manipulative problems:</p> <ul style="list-style-type: none"> • Crawls or walks around a toy 	<p>CS 14-1 Solves Problems <u>8-12 mos:</u> Acts intentionally to achieve a goal (e.g., trying different ways to reach a toy under a table) <u>1-Year Old:</u> Tries several times to solve challenging problems, often using more than one approach</p>
<p>Uses trial and error method effectively:</p> <ul style="list-style-type: none"> • Successfully pushes buttons on a pop-up toy • Uses shape sorter with some success 	<p>CS 14-1 Solves Problems <u>8-12 mos:</u> Acts intentionally to achieve a goal (e.g., trying different ways to reach a toy under a table) <u>1-Year Old:</u> Tries several times to solve challenging problems, often using more than one approach</p>
<p>Begins to think about actions before doing them:</p> <ul style="list-style-type: none"> • Chooses a toy, book, or doll from a group • Enjoys taking things out of a container and putting them back 	<p>CS 14-3 Makes Plans <u>8-12 mos:</u> Tries alternative ideas when working with objects, such as putting blocks in one container then in a different container <u>1-Year Old:</u> Tries to direct caregiver toward a desired activity; leads caregiver to a specific location or to a desired toy</p>

Is able to concentrate and not get distracted: • Plays parallel to others without interaction	ATL 1-1 Is Attentive 8-12 mos: Pays attention to a task or activity for a few minutes 1-Year Old: Pays attention to a task or activity for a few minutes; repeats actions to complete a goal
Engages in imitative play; begins to fantasize and do simple role play: • Pretending to call parents on phone	CCA 21-4 Participates in Dramatic Play 1-Year Old: Uses imitation or pretend play to express creativity and imagination
Begins to explore expression with art implements: • Scribbling with large crayons • Creating markings in finger paint • Molding playdough	CCA 21-1 Explores Art Media 8-12 mos: Uses age-appropriate art materials, such as “edible art” or other safe materials 1-Year Old: Uses art materials; makes marks with a crayon; finger paints
Begins to move to music of varying rhythms, tempos, and types	CCA 21-3 Explores Movement and Dance 8-12 mos: May move when music is playing 1-Year Old: May move when music is playing and “bounce” to the music

Toddlers 18 to 36 months	
DOMAIN: Development into social beings	
Self Awareness: Understanding that the self is a separate being with an identity of his or her own and with connectedness to others	
Recognizes self in mirror or photographs: • Points to his or her own photo in a selection	SED 4-1 Develops Awareness of Self 1-Year Old: Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others 2-Year Old: Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family
Says own name in response to photo	SED 4-1 Develops Awareness of Self 2-Year Old: Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family 3-Year Old: Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family
Uses “me” or name: • “Me Sophie”	SED 4-1 Develops Awareness of Self 2-Year Old: Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family 3-Year Old: Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family
Identifies self by gender: • “I boy” • Uses adjectives to refer to self:	SED 4-1 Develops Awareness of Self

<ul style="list-style-type: none"> • “I big.” 	<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>
Self Concept: Development in knowing and valuing self; growing ability to make independent decisions and choices	
<p>Wants to experience world on own terms:</p> <ul style="list-style-type: none"> • “I do it” 	<p>ATL 1-5 Shows Initiative</p> <p><u>1-Year Old:</u> Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read)</p> <p><u>2-Year Old:</u> Initiates play with others</p> <p><u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting</p>
<p>Uses evaluative words to talk about self:</p> <ul style="list-style-type: none"> • “I good girl.” 	<p>SED 4-1 Develops Awareness of Self</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>
Self Regulation: Development of the ability to regulate emotions and mood	
<p>Shows impulse control by:</p> <ul style="list-style-type: none"> • Walking around spilled items 	<p>SED 3-2 Manages Feelings & Demonstrates Self-Control</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>
<p>Anticipates and follows routines when prompted</p> <ul style="list-style-type: none"> • Helps with clean up • Gets ready to go for a walk 	<p>ATL 2-1 Understands Routines</p> <p><u>1-Year Old:</u> Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat)</p> <p><u>2-Year Old:</u> Able to follow daily routines; easily makes common transitions that are part of a daily schedule</p> <p><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>
Peer Interaction: Noticing, relating with and becoming attached to people around the child’s own age	
<p>Engages in some joint exploration and associative play</p> <ul style="list-style-type: none"> • Attempts to build a block tower with a peer • Takes part in an activity involving 2 or 3 peers • Can wait a short time for “my turn” 	<p>SED 6-2 Bonds with Peers</p> <p><u>2-Year Old:</u> Enjoys being with other children; joins group play with other children; knows some names of peers</p> <p><u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend</p>

Shows concern for a peer who is in distress • Hugging a crying playmate or stopping play when a peer falls down	SED 6-1 Builds Empathy <u>2-Year Old:</u> Begins to care for the feelings and needs of others <u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress
Includes other children in pretend play • Playing house or grocery store	SED 6-3 Cooperates with Peers <u>2-Year Old:</u> Begins to cooperate with others (e.g. shares toys, works toward a common goal, such as building a block tower); is learning to take turns; is learning to use words with peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns
Shows reciprocal exchanges with peers • Imitating a peer who is piling sand and looking for the playmate to imitate • Chasing a peer and then becoming the one who is chased	SED 6-2 Bonds with Peers <u>1-Year Old:</u> Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play) <u>2-Year Old:</u> Enjoys being with other children; joins group play with other children; knows some names of peers
Seeks out a particular peer to be around • Refers to other children by name • Calling a peer over by name • Greeting a playmate by name	SED 6-2 Bonds with Peers <u>2-Year Old:</u> Enjoys being with other children; joins group play with other children; knows some names of peers <u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend
Adult Interaction: Noticing, relating with and becoming attached to people older than themselves	
Through words or actions, uses adults as a resource • Asks a caregiver for a cracker • Asks for help getting jacket on	SED 5-1 Bonds with Adults <u>2-Year Old:</u> Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems
Shares accomplishments with adults • Calls caregiver over to show a sandcastle he/she built	SED 4-2 Becomes Confident <u>1-Year Old:</u> Shows confidence in own abilities; is proud to demonstrate abilities <u>2-Year Old:</u> Shows confidence in increasing abilities; enjoys showing others what he/she can do <u>3-Year Old:</u> Is pleased to complete daily routines and learn new skills
Periodically checks back with caregiver when playing or exploring • Makes physical contact when in need of reassurance • Calls caregiver over during play	SED 5-1 Bonds with Adults <u>2-Year Old:</u> Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems
Anxious reaction to unfamiliar adults decreases in intensity	SED 5-1 Bonds with Adults <u>2-Year Old:</u> Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy

	<u>3-Year Old</u> : Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems
Begins to appreciate the caregiver has needs and other priorities	SED 5-1 Bonds with Adults <u>2-Year Old</u> : Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy <u>3-Year Old</u> : Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems
Because of this new understanding, begins to soothe self when separated from primary caregiver	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>2-Year Old</u> : Able to use routines, favorite objects, or familiar adults to help in coping with strong feelings and emotions <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
Seeks to repeat behaviors that are rewarded	SED 4-2 Becomes Confident <u>1-Year Old</u> : Shows confidence in own abilities; is proud to demonstrate abilities <u>2-Year Old</u> : Shows confidence in increasing abilities; enjoys showing others what he/she can do <u>3-Year Old</u> : Is pleased to complete daily routines and learn new skills
Carries on sustained interactions with caregivers	SED 5-1 Bonds with Adults <u>2-Year Old</u> : Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy <u>3-Year Old</u> : Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems
Begins to show self-conscious emotions like shame, pride, or embarrassment in addition to already established emotional expressions	SED 3-1 Expresses Emotion <u>2-Year Old</u> : Expresses a variety of emotions; modifies expression according to reactions of familiar adults <u>3-Year Old</u> : Displays a range of emotions; can say how he/she is feeling (e.g., glad, sad, or mad); explores emotions through play, art, music, dance
Is eager to help with chores • Wants to put out the napkins for dinner • Enjoys feeding the dog	SED 5-1 Bonds with Adults <u>2-Year Old</u> : Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy <u>3-Year Old</u> : Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems
Imitates adult activities • Pushes a miniature vacuum around • Pretends to saw wood	SED 5-2 Learns from Adults <u>2-Year Old</u> : Uses role play to imitate behaviors by familiar adults <u>3-Year Old</u> : Imitates behaviors demonstrated by familiar adults; may say words or phrases often said by familiar adults
Identifies and imitates other people's roles • Calls attention to a policeman on the street • Puts on a white shirt and pretends to be a doctor	SS 16-4 Learns about Community Roles and Jobs <u>3-Year Old</u> : Learns about family roles and relationships
	CCA 21-4 Participates in Dramatic Play <u>2-Year Old</u> : Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others

	<u>3-Year Old</u> : Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play
Social Intelligence: Awareness of diversity and difference	
Notices likenesses and differences <ul style="list-style-type: none"> • Stares at someone who is of a different ethnicity • Asks about a person who is in a wheelchair • Comments on a person who wears unfamiliar apparel 	SS 16-1 Explores Cultures <u>2-Year Old</u> : Participates in experiential opportunities that are culturally diverse <u>3-Year Old</u> : Learns about cultural differences, including clothing, food, art, and work
Comments on gender <ul style="list-style-type: none"> • Says playmate Bill is a boy or Mom is a girl 	SED 4-1 Develops Awareness of Self <u>2-Year Old</u> : Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family <u>3-Year Old</u> : Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family
Preference for same-sex companions over opposite-sex companions <ul style="list-style-type: none"> • Is more sociable and interactive with same-sex friends • May sit on the sidelines and observe play when with opposite sex playmates 	SED 6-2 Bonds with Peers <u>2-Year Old</u> : Enjoys being with other children; joins group play with other children; knows some names of peers <u>3-Year Old</u> : Interacts positively with other children in the group; begins to make friends; may have a favorite friend
Gross Motor Skills (large muscle): Ability to maintain stability in various positions and to move from one position to another, dependent upon coordination of muscle strength and muscle tone.	
Exhibits more control and coordination of large muscle and body movement: <ul style="list-style-type: none"> • Walks fast and well • Seldom falls • Stands and walks on tip toes • Walks backwards • Walks up stairs holding a hand or railing • Walks, runs with control, climbs well, throws a ball with aim • May jump in place • May balance on one foot for a second or two • Rides tricycle 	PMP 17-5 Develops Large Motor Coordination Skills <u>1-Year Old</u> : Climbs on furniture and crawls up and down stairs unassisted; can easily change body positions <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>Uses arms and legs with more purposefulness:</p> <ul style="list-style-type: none"> • Catches a ball by trapping it with arms and hands • Pounds object with intention and precision, hammers a peg accurately for example • Creates simple block structures • Pushes foot into shoe • Takes off shoes 	<p>PMP 17-4 Develops Gross Hand-Eye Coordination <u>1-Year Old:</u> Plays with ball, learning to throw and catch <u>2-Year Old:</u> Can use climber; plays with ball; learns to throw and catch <u>3-Year Old:</u> Can go up climbing wall; catches a ball that has been bounced; throws a ball overhead</p>
<p>Rides tricycle using pedals most of the time</p>	<p>PMP 17-5 Develops Large Motor Coordination Skills <u>3-Year Old:</u> Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors</p>
<p>Engages in creative movement and dance spontaneously, and when prompted by music or adult cues</p> <ul style="list-style-type: none"> • “Let’s march to this music,” • “Can you dance to this music?” 	<p>CCA 21-3 Explores Movement and Dance <u>1-Year Old:</u> May move when music is playing and “bounce” to the music <u>2-Year Old:</u> Moves when music is playing; begins to move in time to music <u>3-Year Old:</u> Participates in dance or creative movement activities</p>
<p>Fine Motor Skills: (small muscle) Eye-hand or skilled sensory coordination</p>	
<p>Uses a crayon to imitate marks/scribble</p>	<p>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</p>
<p>Holds object with one hand and manipulates it with the other</p> <ul style="list-style-type: none"> • Winds music box while holding it • Brushes doll’s hair 	<p>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>1-Year Old:</u> Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker <u>2-Year Old:</u> Uses hands for complex tasks such as building a block tower or removing a lid; works with clay; uses thumbs and fingers to manipulate objects <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>
<p>Folds blanket, cloth, diaper, or paper</p>	<p>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay</p>
<p>Pours liquid from small pitcher or cup</p>	<p>PMP 19-1 Develops Meal Time Independence <u>3-Year Old:</u> Is independent with eating and drinking at meal times; uses utensils; uses cup</p>
<p>Shows preference for one hand</p>	<p>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>2-Year Old:</u> Uses hands for complex tasks such as building a block tower or removing a lid; works with clay; uses thumbs and fingers to manipulate objects <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>
<p>Puts on some easy clothing</p>	<p>PMP 19-2 Develops Self-Care Skills <u>3-Year Old:</u> Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly</p>

	independent with dressing, including pulling up pants, putting on shoes, and putting on coat
Holds spoon, fork, cup, but may still spill	<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>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>
Can use a paintbrush but doesn't control drips	<p>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</p> <p><u>2-Year Old:</u> Uses hands for complex tasks such as building a block tower or removing a lid; works with clay; uses thumbs and fingers to manipulate objects</p> <p><u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay</p>
Can turn the pages of a book	<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>
Perceptual Development: Ability to take in and organize sensory experience (taste, touch, smell, sight, sound, feelings, motion/action). Senses provide the means by which information from the environment is processed by the central nervous system. Sensory, motor and cognitive skills are interconnected and always influencing each other.	
<p>Sensory thresholds do not interfere with desire to explore surroundings:</p> <ul style="list-style-type: none"> • Continues to show increased ability to concentrate with multiple sensory information present • Increased development in cognitive and motor skills allows for increased ability to explore and form meaning from sensory information • Shows enjoyment and discrimination of increasingly complex sensory information 	<p>CS 13-1 Explores Objects</p> <p><u>1-3 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping</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>
<p>Visual discrimination more refined:</p> <ul style="list-style-type: none"> • Ability to discriminate finer detail in tandem with cognitive development; may notice caregiver's earring 	<p>CS 13-1 Explores Objects</p> <p><u>1-3 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping</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>Hearing discrimination more refined:</p> <ul style="list-style-type: none"> • Ability to isolate familiar sounds in tandem with cognitive development 	<p>LC 7-3 Develops Phonemic Awareness</p> <p><u>1-Year Old:</u> Participates in group time with songs and chanted rhymes</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>
Self Help/Adaptive Skill Development: Using motor skills to show increased independence and ability to take care of own needs	
Continues to progress with self feeding: <ul style="list-style-type: none"> • Holds spoon, fork, cup but may spill • Feeds self alone and well • Pours own milk and juice from small plastic pitcher 	<p>PMP 19-1 Develops Meal Time Independence</p> <p><u>1-Year Old:</u> Begins to feed self with spoon or drink from a sippy cup</p> <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>
Continues to show interest in dressing self: <ul style="list-style-type: none"> • Undresses self • Puts on clothing except for buttoning • Puts on shoes (does not lace, but can manage velcro fastenings) • Puts on own jacket and hat 	<p>PMP 19-2 Develops Self-Care Skills</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>
Shows increased interest and proficiency with toileting skills: <ul style="list-style-type: none"> • Exercise bowel and bladder control • Willing to use toilet • Will wash hands after toileting 	<p>PMP 19-3 Becomes Toilet Trained</p> <p><u>1-Year Old:</u> Shows interest in the process of toileting</p> <p><u>2-Year Old:</u> Toilet training is underway</p> <p><u>3-Year Old:</u> Is fully or nearly toilet trained</p>
May show increased interest in helping with chores	<p>ATL 2-2 Shows Responsibility</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>
DOMAIN: Development of ability to communicate	
Language Comprehension (receptive language): Understanding the meaning of information, ideas, and feelings expressed by others; increased understanding of language (comprehension) and vocabulary development (understanding). Initial language development occurs within the context of relationship.	
Understands a variety of simple two-step requests such as: <ul style="list-style-type: none"> • “pick up the ball and bring it to me” 	<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>

<ul style="list-style-type: none"> Follows multi-step daily routines like washing hands and helping to set the table when prompted 	
<p>Understands name for:</p> <ul style="list-style-type: none"> Common objects Familiar people Familiar actions 	<p>LC 7-4 Expands Vocabulary <u>2-Year Old:</u> Begins to recognize and possibly name classmates, familiar objects, body parts, colors, and animals; shows rapid growth in number of words or signs used in conversation with others <u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words</p>
<p>Understands contrasts such as:</p> <ul style="list-style-type: none"> Yes/no Come/go Run/stop Up/down 	<p>LC 7-4 Expands Vocabulary <u>2-Year Old:</u> Begins to recognize and possibly name classmates, familiar objects, body parts, colors, and animals; shows rapid growth in number of words or signs used in conversation with others <u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words</p>
<p>Understands prepositions such as on, in, or under With adult direction, finds items needed for an activity:</p> <ul style="list-style-type: none"> Adult suggestion of finding missing pieces of a toy Adult suggestion of finding items needed for an art activity 	<p>CM 12-2 Develops Spatial Awareness <u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind</p>
<p>Shows increased attention span when being read to, and continues to enjoy listening to rhymes, finger plays, and songs of increased complexity</p>	<p>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</p>
	<p>LC 7-3 Develops Phonemic Awareness <u>1-Year Old:</u> Participates in group time with songs and chanted rhymes <u>2-Year Old:</u> Follows along or repeats parts of songs or nursery rhymes</p>
<p>Language Expression (expressive/productive language) continued: The use of sounds, gestures, words, phrases, or sentences to express self. Initial language development occurs within the context of relationship.</p>	
<p>Uses words or actions to request assistance from familiar adults:</p> <ul style="list-style-type: none"> Asks for food/drink when hungry Asks caregiver to get toys Asks for help when needed 	<p>LC 7-2 Develops Expressive Communication <u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down" <u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more</p>

<ul style="list-style-type: none"> • May attempt to use words to solve conflicts with peers/siblings or to request help from adult 	<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>
<p>Combines words into simple sentences such as:</p> <ul style="list-style-type: none"> • “Mommy bye-bye” • “Milk all gone” 	<p>LC 7-2 Develops Expressive Communication</p> <p><u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as “my book,” “more juice,” or “I want down”</p> <p><u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more</p>
<p>Asks and answers simple questions:</p> <ul style="list-style-type: none"> • Lots of “what?”, “why?” and “where?” questions such as: “Where is daddy?” “Go to park now?” 	<p>LC 7-6 Learns Conversation Structure</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>Uses everyday experiences to build on vocabulary:</p> <ul style="list-style-type: none"> • Talks about what they are doing • Uses language to convey simple ideas • Refers to self by name • Uses personal pronouns like I, me, and you with increased proficiency • Vocabulary increases with age • Articulation becomes increasingly clearer • May express feelings both physical and emotional 	<p>LC 7-4 Expands Vocabulary</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> <p><u>2-Year Old:</u> Begins to recognize and possibly name classmates, familiar objects, body parts, colors, and animals; shows rapid growth in number of words or signs used in conversation with others</p> <p><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>
<p>Exhibits increased participation with written forms of communication:</p> <ul style="list-style-type: none"> • Looks at books and magazines as if he/she is reading • Makes sounds that relate to pictures in books • Turns pages at the right time 	<p>LKS 8-1 Develops Early Literacy</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> <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>
<p>Recognizes signs and symbols in the environment:</p> <ul style="list-style-type: none"> • Identifies stop sign • Identifies label or logo from favorite cereal box • Memorizes and repeats phrases of songs, books, and rhymes 	<p>LKS 8-3 Develops Emergent Reading</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> <p><u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading</p>
<p>Increases understanding of use of communication tools:</p> <ul style="list-style-type: none"> • Converses with other child or adult using play phone 	<p>LKS 9-1 Develops Emergent Writing</p> <p><u>1-Year Old:</u> Makes marks on paper with large crayon or marker</p> <p><u>2-Year Old:</u> Draws pictures using scribbles; makes or copies lines and curves, including letter-like marks with pencil or crayon; understands that people use writing to communicate</p>

<ul style="list-style-type: none"> Names scribbles made with marker or crayon by telling others what scribbles mean 	<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>
Emotional Expression: Ability to communicate feelings	
<p>Self conscious emotions appear:</p> <ul style="list-style-type: none"> Shame Embarrassment 	<p>SED 3-1 Expresses Emotion <u>2-Year Old:</u> Expresses a variety of emotions; modifies expression according to reactions of familiar adults <u>3-Year Old:</u> Displays a range of emotions; can say how he/she is feeling (e.g., glad, sad, or mad); explores emotions through play, art, music, dance</p>
<p>Uses artistic tools for creative expression</p> <ul style="list-style-type: none"> Paints picture using large brush Uses crayons or markers to draw, e.g., “This is my mom” Molds clay to create, e.g., “This is my dog” 	<p>CCA 21-1 Explores Art Media <u>1-Year Old:</u> Uses art materials; makes marks with a crayon; finger paints <u>2-Year Old:</u> Uses a variety of art materials to create artwork or other inventions <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>
Emotional Understanding: Ability to understand the emotional expressions of self and others	
<p>Begins to talk about and play-act emotions:</p> <ul style="list-style-type: none"> “I sad” 	<p>SED 3-1 Expresses Emotion <u>3-Year Old:</u> Displays a range of emotions; can say how he/she is feeling (e.g., glad, sad, or mad); explores emotions through play, art, music, dance</p>
<p>Begins to show sympathetic responding to others:</p> <ul style="list-style-type: none"> Asks if mom is okay when she coughs 	<p>SED 6-1 Builds Empathy <u>1-Year Old:</u> Observes emotions of others; may respond to another’s preferences, such as offering different objects until one is accepted <u>2-Year Old:</u> Begins to care for the feelings and needs of others <u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress</p>
DOMAIN: Development of curious minds	
Exploration and Discovery: Experiencing the properties of things, developing curiosity and inquiring about the world	
<p>Independently explores the immediate environment to investigate what is there</p> <ul style="list-style-type: none"> Asks about a new toy or explores different textures in the natural environment Searches for a particular toy 	<p>ATL 1-4 Is Curious <u>1-Year Old:</u> Shows interest in learning about new objects or experiences <u>2-Year Old:</u> Shows interest in new objects or activities; tries different ways of using objects or materials <u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities</p>
<p>Tries new activities, materials and equipment</p> <ul style="list-style-type: none"> Tries unfamiliar art materials, 	<p>ATL 1-4 Is Curious <u>1-Year Old:</u> Shows interest in learning about new objects or experiences <u>2-Year Old:</u> Shows interest in new objects or activities; tries different ways of using objects or materials</p>

<ul style="list-style-type: none"> • Tries a different musical instrument • Joins in a new song or finger play 	<p>3-Year Old: Shows interest in new toys or experiences; asks questions about new opportunities</p>
<p>Concept Development and Memory: Understanding cause and effect, and the permanence of things. Developing memory skills and the beginnings of representational thought</p>	
<p>Uses familiar objects in combination</p> <ul style="list-style-type: none"> • Uses spoon in bowl, doll in bed, and person in car 	<p>ATL 1-6 Thinks with Creativity & Flexibility <u>1-Year Old:</u> Able to shift focus; participates in new activities; demonstrates imagination in using materials to create something new <u>2-Year Old:</u> Accepts changes in routines or usual activities when informed ahead of time by adults; shows creativity, flexibility, and inventiveness in play experiences</p>
<p>Engages in make believe play acting out simple dramatic play themes with others</p> <ul style="list-style-type: none"> • “You baby, me momma” • Pretends to an animal 	<p>CCA 21-4 Participates in Dramatic Play <u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination <u>2-Year Old:</u> Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play</p>
<p>Counts to two or three</p> <ul style="list-style-type: none"> • Recites numbers with prompting or adult cues 	<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</p>
<p>Uses some number words during play or activity</p> <ul style="list-style-type: none"> • “I want two” 	<p>CM 11-1 Learns Measurement and Quantities <u>1-Year Old:</u> Begins to say numbers for amounts; begins to use quantity phrases (e.g., "more")</p>
<p>Imitates counting rhymes</p> <ul style="list-style-type: none"> • One, Two Buckle My Shoe, Three Little Monkeys 	<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</p>
<p>Fills and empties containers with sand, water, or small toys</p>	<p>CM 11-1 Learns Measurement and Quantities <u>2-Year Old:</u> Begins to notice differences in size, quantity, and distance (more, all gone, big, little, near, far, long, short, etc.) <u>3-Year Old:</u> Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)</p>
<p>Shows interest in patterns and sequences</p> <ul style="list-style-type: none"> • Attempts to follow a pattern with large beads and string or on a peg board • Plays matching games 	<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>

Shows some understanding of daily time sequence • Time for nap, lunch, outdoor play	SS 16-2 Understands Time <u>1-Year Old:</u> Is learning that the day follows a routine of time, such as “time for snack” <u>2-Year Old:</u> Understands that the day is separated into different segments, such as snack time, naptime, bed time, morning, and evening
Matches simple shapes • Using form boards or puzzles - circle, square, triangle	CM 12-1 Learns Shapes & Sizes <u>1-Year Old:</u> Identifies shapes; begins to sort by size <u>2-Year Old:</u> Sorts objects by shape, size, and/or weight <u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated
Classifies, labels, and sorts objects by characteristics • Hard vs. soft • Large vs. small • Heavy vs. light • By color	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
Arranges objects in lines • Makes a row of blocks	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
Problem Solving, Symbolic Thought, and Creative Expression: Developing the ability to find a solution to a dilemma; using mental representation and learning to be imaginative in self-expression	
Begins to solve simple problems in his or her head • Moves a toy to get to another object • Stands on block or other object to reach an item	CS 14-1 Solves Problems <u>2-Year Old:</u> Able to solve problems by trying more than one approach; continues efforts to complete a challenging task <u>3-Year Old:</u> Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float)
Acts out dramatic play role-play themes with others; engages in make-believe play	CCA 21-4 Participates in Dramatic Play <u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination <u>2-Year Old:</u> Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others <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
Uses objects for other than their intended purpose • Using a small block as a phone	ATL 1-6 Thinks with Creativity & Flexibility <u>1-Year Old:</u> Able to shift focus; participates in new activities; demonstrates imagination in using materials to create something new <u>2-Year Old:</u> Accepts changes in routines or usual activities when informed ahead of time by adults; shows creativity, flexibility, and inventiveness in play experiences

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