

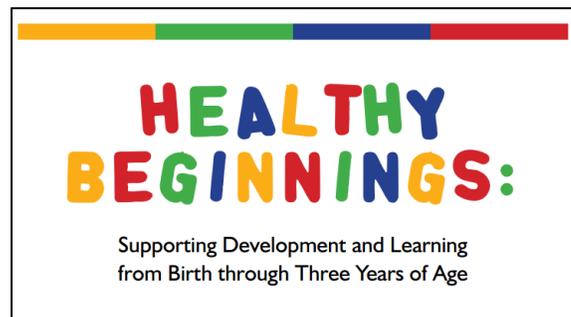
The Vine Assessment System™

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:
**Maryland Healthy Beginnings:
Supporting Development and Learning from
Birth Through Three Years of Age**



References



Maryland State Department of Education. (2010). *Maryland healthy beginnings: supporting development and learning from Birth through Three years of age*. Baltimore, MD: Author. Retrieved from <http://olms.cte.jhu.edu/olms2/data/ck/sites/3910/files/HealthyBeginningBookCharts.pdf>

Maryland Healthy Beginnings: Supporting Development and Learning from Birth Through Three years of Age	Vine Assessments by LifeCubby
Birth to Four Months	Vine Indicators
Personal and Social Development	
A. Feelings about Self and Others	
1. Express comfort and discomfort, enjoyment and unhappiness in her environment	SED 3-1 Expresses Emotion <u>1-3 mos:</u> Begins to show emotions with face and body; may begin to smile
3. Show interest in familiar adults	SED 5-1 Bonds with Adults <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs
4. Show awareness of other children	SED 6-2 Bonds with Peers <u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children
5. Demonstrate attachment to individuals	SED 5-1 Bonds with Adults <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs
2. Calm herself	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
Language Development	
A. Understanding and Communicating	
1. Listen and express herself	LC 7-1 Develops Receptive Communication <u>1-3 mos:</u> Turns head in the direction of a familiar voice 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
B. Early Literacy: Pre-Reading and Pre-Writing	
2. Recognize and react to the sounds of language	LC 7-3 Develops Phonemic Awareness <u>4-7 mos:</u> Pays attention during songs and chanted rhymes
3. Begin to build a receptive vocabulary	LKS 8-1 Develops Early Literacy <u>1-3 mos:</u> Experiences stories by being read to by caregivers
Cognitive Development	
A. Discovering and Learning	
1. Begin to understand that she can make things happen	CS 13-1 Explores Objects <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
Physical Development	
A. Coordinating Movements	
1. Use many repetitions to move various body parts	PMP 17-1 Develops Perception & Balance <u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes

Four to Eight Months	
Personal and Social Development	
A. Feelings about Self and Others	
1. Express comfort and discomfort, enjoyment and unhappiness	SED 3-1 Expresses Emotion 4-7 mos: Becomes more assertive in conveying likes and dislikes
2. Calm himself	SED 3-2 Manages Feelings & Demonstrates Self-Control 4-7 mos: Can briefly calm self; brings hands to mouth; is able to be calmed by familiar adults
3. Show interest in familiar adults	SED 5-1 Bonds with Adults 4-7 mos: Knows and responds positively to familiar faces; begins to know if someone is a stranger
4. Show awareness of other children	SED 6-2 Bonds with Peers 4-7 mos: Enjoys social play; may reach, touch, or make sounds toward other children
5. Demonstrate attachment to individuals	SED 5-1 Bonds with Adults 4-7 mos: Knows and responds positively to familiar faces; begins to know if someone is a stranger
Language Development	
A. Understanding and Communicating	
1. Respond to sounds and words heard often	LC 7-1 Develops Receptive Communication 4-7 mos: Listens and responds with interest to verbal and nonverbal communication of others
2. Use various sounds and movements to communicate	LC 7-2 Develops Expressive Communication 4-7 mos: 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
B. Early Literacy: Pre-Reading and Pre-Writing	
1. Recognize and react to the sounds of language	LC 7-3 Develops Phonemic Awareness 4-7 mos: Pays attention during songs and chanted rhymes
2. Begin to respond to some of the vocabulary associated with picture books	LKS 8-1 Develops Early Literacy 4-7 mos: Explores books with caregivers; enjoys being read to by others
Cognitive Development	
A. Discovering and Learning	
1. Show awareness of happenings in his surroundings	ATL 1-1 Is Attentive 4-7 mos: Pays attention to people, objects, and sounds
2. Remember what has happened recently	ATL 1-2 Develops Memory 4-7 mos: Begins to develop object permanence (the understanding that people and objects out of sight still exist)
3. Cause things to happen	CS 14-1 Solves Problems 4-7 mos: Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth
Physical Development	
A. Coordinating Movements	

1. Change the position of his body	PMP 17-1 Develops Perception & Balance 4-7 mos: Reaches for objects; sits with and then without support of hands
2. Use his hands in more coordinated movements	PMP 17-4 Develops Gross Hand-Eye Coordination 4-7 mos: Transfers objects from hand to hand

Eight to Twelve Months	
Personal and Social Development	
A. Feelings about Self and Others	
1. Start to show more independence	ATL 1-5 Shows Initiative 8-12 mos: Initiates activities, such as getting a toy independently from a low shelf or basket
2. Show interest in familiar adults	SED 5-1 Bonds with Adults 8-12 mos: 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
3. Show interest in other children	SED 6-2 Bonds with Peers 8-12 mos: Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play)
4. Show interest in unfamiliar adults	SED 5-1 Bonds with Adults 8-12 mos: 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
5. Calm herself	SED 3-2 Manages Feelings & Demonstrates Self-Control 8-12 mos: Regulates feelings through behaviors, such as sucking thumb or carrying a favorite blanket or toy; looks to familiar adults for help with strong emotions
Language Development	
A. Understanding and Communicating	
1. Show more interest in speech	LC 7-1 Develops Receptive Communication 8-12 mos: Begins to understand gestures, words, questions, or routines
2. Start to understand and use common rules of communication	LC 7-2 Develops Expressive Communication 8-12 mos: 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
B. Early Literacy: Pre-Reading and Pre-Writing	
1. Recognize and react to the sounds of language	LC 7-3 Develops Phonemic Awareness 8-12 mos: Listens and responds to rhymes and rhythms, including songs and chanted rhymes
2. Demonstrate increasing vocabulary and comprehension by using words to express herself	LC 7-4 Expands Vocabulary 8-12 mos: Points to body parts when prompted; uses or signs an increasing number of words

3. Explore writing and drawing as a way of communicating	LKS 9-1 Develops Emergent Writing 8-12 mos: Can use a fat paint brush or celery stalk to “paint”
Cognitive Development	
A. Discovering and Learning	
1. Show awareness of happenings in his surroundings	ATL 1-4 Is Curious 8-12 mos: Shows interest in new toys; explores surroundings
2. Explore objects in various ways	CS 13-1 Explores Objects 8-12 mos: Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button
3. Remember what has happened recently, and find hidden objects	ATL 1-2 Develops Memory 8-12 mos: Looks for someone or something that is missing
4. Look at the correct picture or object when it is named	LC 7-4 Expands Vocabulary 8-12 mos: Points to body parts when prompted; uses or signs an increasing number of words
5. Imitate gestures and use of objects	SED 5-2 Learns from Adults 8-12 mos: Mirrors caregiver's non-verbal communication, such as looking where the caregiver is looking or pointing where the caregiver is pointing
6. Make expected things happen	CS 14-2 Makes Predictions 8-12 mos: Interacts purposefully with objects to cause an expected result, such as pushing a button on a toy to make a sound
Physical Development	
A. Coordinating Movements	
1. Coordinate eyes and hands while exploring or holding objects	PMP 17-4 Develops Gross Hand-Eye Coordination 8-12 mos: Bangs objects together; transfers objects from hand to hand
2. Change position and begin to move from place to place	PMP 17-1 Develops Perception & Balance 8-12 mos: Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object

Twelve to Eighteen Months	
Personal and Social Development	
A. Feelings about Self and Others	
1. Show self-awareness and likes and dislikes; begin to develop self-worth	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. Gain in self-control/ regulation	SED 3-2 Manages Feelings & Demonstrates Self-Control 1-Year Old: Begins to cope with strong emotions with help from familiar adults
3. Begin to express a variety of feelings	SED 3-1 Expresses Emotion

	1-Year Old: Expresses a range of emotions, including surprise, joy or pride; notices the effects of emotions on others
B. Relating to Others	
1. Rely on trusted adults to feel safe trying new activities	SED 5-1 Bonds with Adults 1-Year Old: 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
2. Show awareness of unfamiliar adults	SED 5-1 Bonds with Adults 1-Year Old: 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
3. Interact with other children	SED 6-2 Bonds with Peers 1-Year Old: 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)
4. Begin to be aware of the feelings of other children	SED 6-1 Builds Empathy 1-Year Old: Observes emotions of others; may respond to another's preferences, such as offering different objects until one is accepted
Language Development	
A. Understanding and Communicating	
1. Understand the meaning of many words and gestures	LC 7-1 Develops Receptive Communication 1-Year Old: Responds to simple instructions such as "come here" or "bring me a book"
2. Start to understand and use common rules of speech	LC 7-6 Learns Conversation Structure 1-Year Old: May participate in back-and-forths; may make eye contact
3. Communicate using consistent sounds, words, and gestures	LC 7-2 Develops Expressive Communication 1-Year Old: 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"
B. Early Literacy: Pre-Reading and Pre-Writing	
1. Recognize and react to the sounds of language	LC 7-3 Develops Phonemic Awareness 1-Year Old: Participates in group time with songs and chanted rhymes
2. Demonstrate increasing vocabulary and comprehension by using words and phrases to express himself	LC 7-4 Expands Vocabulary 1-Year Old: 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?"
3. Explore drawing, painting and writing as a way of communicating	LKS 9-1 Develops Emergent Writing 1-Year Old: Makes marks on paper with large crayon or marker
Cognitive Development	
A. Exploring and Discovering	

1. Use his senses to investigate the world around him, including solving problems	CS 13-1 Explores Objects <u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound
2. Show an increasing ability to remember and participate in imitative play	SED 5-2 Learns from Adults <u>1-Year Old:</u> Demonstrates interest in adult behavior, such as by saying "hello" and "goodbye" when coming and going
3. Use objects and toys more purposefully, exploring cause and effect relationships	CS 13-1 Explores Objects <u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound
4. Look at the correct picture or object when it is named	LC 7-4 Expands Vocabulary <u>1-Year Old:</u> Locates body parts or colors when prompted; begins to use the names of objects, body parts and familiar people; begins to ask questions, such as "what's that?"
5. Begin to understand rules and routines	ATL 2-1 Understands Routines <u>1-Year Old:</u> Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat)
Physical Development	
A. Coordinating Movements	
1. Move constantly, showing increasing large muscle control	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
2. Use hands in various ways	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

Eighteen to Twenty-Four Months	
Personal and Social Development	
A. Learning About Self	
1. Show more awareness of herself and her abilities	SED 4-1 Develops Awareness of Self <u>1-Year Old:</u> Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others <u>2-Year Old:</u> Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family
2. Know resources available in the room, and how to use some of them	CS 13-1 Explores Objects <u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound <u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living
3. Ask for help, if needed, in verbal and non-verbal ways	LC 7-2 Develops Expressive Communication <u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more

4. Show more, but still limited self-regulation	<p>SED 3-2 Manages Feelings & Demonstrates Self-Control <u>1-Year Old:</u> Begins to cope with strong emotions with help from familiar adults <u>2-Year Old:</u> Able to use routines, favorite objects, or familiar adults to help in coping with strong feelings and emotions</p>
B. Relating to Others	
1. Continue to need the security of a trusted adult as she explores	<p>SED 5-1 Bonds with Adults <u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task <u>2-Year Old:</u> Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy</p>
2. Continue to show caution around unfamiliar adults	<p>SED 5-1 Bonds with Adults <u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task <u>2-Year Old:</u> Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy</p>
3. Show increased interest and assert independence when with other children	<p>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</p>
4. At times shows awareness and concern for other children's feelings	<p>SED 6-1 Builds Empathy <u>1-Year Old:</u> Observes emotions of others; may respond to another's preferences, such as offering different objects until one is accepted <u>2-Year Old:</u> Begins to care for the feelings and needs of others</p>
Language Development	
A. Understanding and Communicating	
1. Be able to follow simple suggestions and directions with increasing consistency	<p>LC 7-1 Develops Receptive Communication <u>1-Year Old:</u> Responds to simple instructions such as "come here" or "bring me a book" <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions</p>
2. Use an increasing number of words and put words together into phrases and simple sentences	<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"</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
B. Early Literacy: Pre-Reading and Pre-Writing	
1. Recognize and react to the sounds of language	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
2. Start to understand and use common rules of speech	LC 7-6 Learns Conversation Structure <u>1-Year Old</u> : May participate in back-and-forths; may make eye contact <u>2-Year Old</u> : Asks questions frequently; engages in back-and-forths; learns to take turns in conversations; makes eye contact
3. Communicate using consistent sounds, words, and gestures	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
4. Begin to develop imitative reading	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
5. Demonstrate vocabulary and comprehension by listening with interest and displaying understanding	LC 7-4 Expands Vocabulary <u>1-Year Old</u> : Locates body parts or colors when prompted; begins to use the names of objects, body parts and familiar people; begins to ask questions, such as "what's that?" <u>2-Year Old</u> : Begins to recognize and possibly name classmates, familiar objects, body parts, colors, and animals; shows rapid growth in number of words or signs used in conversation with others
6. Explore drawing, painting and writing as a way of communicating	LKS 9-1 Develops Emergent Writing <u>1-Year Old</u> : Makes marks on paper with large crayon or marker <u>2-Year Old</u> : Draws pictures using scribbles; makes or copies lines and curves, including letter-like marks with pencil or crayon; understands that people use writing to communicate
Cognition and General Knowledge	
A. Mathematical Exploring and Learning	
1. Begin to sort objects according to one criterion	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
	CM 10-1 Begins Counting

2. Begin to explore concepts of number, size, and position	<p><u>1-Year Old:</u> Can say numbers 1-3 with help; shows interest in and awareness of numbers and counting during daily routines and activities</p> <p><u>2-Year Old:</u> Can count up to 5</p> <p>CM 12-1 Learns Shapes & Sizes</p> <p><u>1-Year Old:</u> Identifies shapes; begins to sort by size</p> <p><u>2-Year Old:</u> Sorts objects by shape, size, and/or weight</p> <p>CM 12-2 Develops Spatial Awareness</p> <p><u>2-Year Old:</u> Is learning how shapes fit together, such as working with shape sorters or knob puzzles</p>
B. Scientific Exploring and Learning	
1. Seek information through observation and exploration	<p>CS 13-1 Explores Objects</p> <p><u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound</p> <p><u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living</p>
2. Expect certain things to happen as a result of her actions	<p>CS 14-2 Makes Predictions</p> <p><u>1-Year Old:</u> Observes and experiments with cause and effect, such as pushing over a block tower</p> <p><u>2-Year Old:</u> Makes predictions based on experience; explores materials and makes observations</p>
3. Improve memory for details	<p>ATL 1-2 Develops Memory</p> <p><u>1-Year Old:</u> Finds hidden or missing people or objects; looks in multiple locations for missing objects</p> <p><u>2-Year Old:</u> Remembers actions and locations of familiar adults, objects and routines; notices and responds to things that are different</p>
4. Explore and solve problems	<p>CS 14-1 Solves Problems</p> <p><u>1-Year Old:</u> Tries several times to solve challenging problems, often using more than one approach</p> <p><u>2-Year Old:</u> Able to solve problems by trying more than one approach; continues efforts to complete a challenging task</p>
C. Exploring Social Learning	
1. Begin to understand rules and routines	<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>
2. Have beginning awareness of the order of her environment	<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>
Physical Development	
A. Coordinating Movements	
1. Show increased balance and coordination in play activities	<p>PMP 17-1 Develops Perception & Balance</p> <p><u>1-Year Old:</u> Increasingly gains balance, going from sitting to standing to running and even jumping</p> <p><u>2-Year Old:</u> Adjusts sitting or standing position based on situation; maintains good posture and balance; avoids obstacles when in motion</p>

2. Have increased eye-hand coordination	PMP 18-2 Develops Fine Hand-Eye Coordination <u>1-Year Old:</u> Demonstrates increasing fine motor ability, such as putting pegs into holes <u>2-Year Old:</u> Demonstrates hand-eye coordination when doing knob puzzles or turning pages
3. Be able to do more things for herself	PMP 19-2 Develops Self-Care Skills <u>1-Year Old:</u> Shows increasing independence, such as dressing with help <u>2-Year Old:</u> Shows increasing independence with self-care, such as helping wash hands or brush teeth

Twenty-four to Thirty Months	
Personal and Social Development	
A. Learning about Self	
1. Show increasing self-awareness	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
2. Show increasing self-regulation	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
3. Use coping skills with tasks and interactions with peers and adults	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
4. Share his feelings through talking and pretend play	SED 3-1 Expresses Emotion <u>2-Year Old:</u> Expresses a variety of emotions; modifies expression according to reactions of familiar adults
B. Relating to Adults	
1. Continue to need adult support but show more independence	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
2. Be more interested in unfamiliar adults, but still cautious	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
C. Relating to Other Children	
1. Play alongside other children	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
2. Show more awareness of the feelings of another child	SED 6-1 Builds Empathy <u>2-Year Old:</u> Begins to care for the feelings and needs of others

Language Development	
A. Listening and Speaking	
1. Understand questions and simple directions	LC 7-1 Develops Receptive Communication <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions
2. Demonstrate active listening strategies	LC 7-1 Develops Receptive Communication <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions
3. Enter into a conversation	LC 7-6 Learns Conversation Structure <u>2-Year Old:</u> Asks questions frequently; engages in back-and-forths; learns to take turns in conversations; makes eye contact
4. Use words and some common rules of speech to express his ideas and thoughts	LC 7-5 Expands Grammar and Pronunciation <u>2-Year Old:</u> Begins to apply grammar in speech (e.g., plurals, prepositions, tense); can use pronouns such as “he” or “she” correctly
B. Early Literacy: Pre-Reading and Pre-Writing	
1. Become aware of the sounds of spoken language	LC 7-3 Develops Phonemic Awareness <u>2-Year Old:</u> Follows along or repeats parts of songs or nursery rhymes
2. Recognize that symbols have corresponding meaning	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
3. Begin to develop fluency by imitative reading	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
4. Recognize that drawings, paintings and writing are meaningful representations	LKS 8-3 Develops Emergent Reading <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
5. Use writing tools for scribbles and drawings 6. Develop vocabulary, language usage and some conventions of speech	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
6. Develop vocabulary, language usage and some conventions of speech	LC 7-2 Develops Expressive Communication <u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more
7. Show comprehension by demonstrating understanding of text during and after reading	LKS 8-3 Develops Emergent Reading <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
Cognition and General Knowledge	
A. Exploring and Learning Math Concepts	
1. Show interest in concepts, such as matching and sorting according to color, shape and size	CS 13-2 Classifies or Sorts Objects <u>2-Year Old:</u> Recognizes similarities or differences between familiar and unfamiliar people, objects or events

2. Show interest in quantity and number relationships	<p>CM 10-1 Begins Counting <u>2-Year Old:</u> Can count up to 5</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.)</p>
B. Exploring and Learning Science Concepts	
1. Seek information through observation, exploration and investigations	<p>CS 13-1 Explores Objects <u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living</p>
2. Improve memory for details	<p>ATL 1-2 Develops Memory <u>2-Year Old:</u> Remembers actions and locations of familiar adults, objects and routines; notices and responds to things that are different</p>
3. Explore new ways to do things	<p>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</p>
C. Exploring Social Learning	
1. Use imagination, memory and reasoning to plan and make things happen	<p>ATL 1-6 Thinks with Creativity & Flexibility <u>2-Year Old:</u> Accepts changes in routines or usual activities when informed ahead of time by adults; shows creativity, flexibility, and inventiveness in play experiences</p>
2. Have beginning understanding of consequences when following routines and recreating familiar events	<p>ATL 2-1 Understands Routines <u>2-Year Old:</u> Able to follow daily routines; easily makes common transitions that are part of a daily schedule</p>
Physical Development	
A. Coordinating Large and Small Muscle Groups	
1. Perform more complex movements with his arms and legs	<p>PMP 17-5 Develops Large Motor Coordination Skills <u>2-Year Old:</u> Walks up and down stairs with help; participates in physical activities indoors and outdoors</p>
2. Use his whole body to develop spatial awareness	<p>PMP 17-1 Develops Perception & Balance <u>2-Year Old:</u> Adjusts sitting or standing position based on situation; maintains good posture and balance; avoids obstacles when in motion</p>
3. Use improved eye-hand coordination to explore and manipulate objects	<p>PMP 18-2 Develops Fine Hand-Eye Coordination <u>2-Year Old:</u> Demonstrates hand-eye coordination when doing knob puzzles or turning pages</p>
B. Improving Self-Help Abilities	
1. Enjoy doing for himself whatever he thinks he can do	<p>SED 4-2 Becomes Confident <u>2-Year Old:</u> Shows confidence in increasing abilities; enjoys showing others what he/she can do</p>

Thirty Months to Three Years	
Personal and Social Development	
A. Increasing Self-Awareness	
1. Express feelings more freely, showing independence and competence	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
2. Show increased self-regulation	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>3-Year Old:</u> Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games
3. Share feelings through talking and pretend play	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
B. Relating to Adults	
1. Imitate and attempt to please familiar adults	SED 5-2 Learns from Adults <u>3-Year Old:</u> Imitates behaviors demonstrated by familiar adults; may say words or phrases often said by familiar adults
2. Demonstrate cautious curiosity about unfamiliar adults	SED 5-1 Bonds with Adults <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems
C. Relating to Other Children	
1. Play cooperatively with other children	SED 6-3 Cooperates with Peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns
2. Begin to understand the feelings of other children	SED 6-1 Builds Empathy <u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress
Language Development	
A. Listening and Understanding	
1. Understand and respond to simple directions and requests	LC 7-1 Develops Receptive Communication <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues
2. Begin to understand some abstract concepts, such as time, order, and positional words	LC 7-4 Expands Vocabulary <u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words
3. Demonstrate active listening skills	LC 7-1 Develops Receptive Communication <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues

B. Expressing Ideas	
1. Expand her vocabulary with many more connecting and describing words	LC 7-4 Expands Vocabulary <u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words
C. Entering Into Conversations	
1. Have more meaningful conversations with peers and adults	LC 7-6 Learns Conversation Structure <u>3-Year Old:</u> Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact
2. Use more conventions of speech as she speaks	LC 7-6 Learns Conversation Structure <u>3-Year Old:</u> Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact
3. Ask “why” and other questions frequently to keep a conversation going	LC 7-6 Learns Conversation Structure <u>3-Year Old:</u> Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact
D. Early Literacy: Pre-Reading and Pre-Writing	
1. Develop phonological awareness by becoming aware of the sounds of spoken language	LC 7-3 Develops Phonemic Awareness <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted
2. Recognize that symbols have corresponding meaning	LKS 8-3 Develops Emergent Reading <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading
3. Begin to develop fluency by imitative reading	LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book
4. Develop vocabulary and language usage	LC 7-4 Expands Vocabulary <u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words
5. Develop comprehension by demonstrating understanding of text during and after reading	LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book
6. Begin to develop writing skills	LKS 9-1 Develops Emergent Writing <u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written”

7. Use writing tools for scribbles and drawings	LKS 9-1 Develops Emergent Writing <u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written”
Cognition and General Knowledge	
A. Exploring and Learning Math Concepts	
1. Use mathematical thinking in daily situations	CM 10-3 Learns Addition, Subtraction and Division <u>3-Year Old:</u> When counting objects, understands that the last number counted represents the total
2. Show interest in concepts such as matching and sorting according to a single criterion	CS 13-2 Classifies or Sorts Objects <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function
3. Show interest in quantity and number relationships	CM 10-1 Begins Counting <u>3-Year Old:</u> Counts by rote to 10; counts sets of objects up to 10; may be able to count into the teens; understands and uses 1-1 correspondence
B. Exploring and Learning Science Concepts	
1. Think ahead and explore ideas	CS 14-3 Makes Plans <u>3-Year Old:</u> Has own ideas for play time and makes plans to carry out ideas; makes choices during free time
2. Seek information through observation, exploration and investigations	CS 13-1 Explores Objects <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration
3. Explore new ways to do things, showing more independence in problem solving	CS 14-1 Solves Problems <u>3-Year Old:</u> Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float)
C. Exploring Social Learning	
1. Use imagination, memory and reasoning to plan and make things happen	ATL 1-6 Thinks with Creativity & Flexibility <u>3-Year Old:</u> Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation
2. Have beginning understanding of consequences when following routines and recreating familiar events	ATL 2-1 Understands Routines <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
Physical Development	
A. Using Large Muscle Groups	
1. Use riding toys easily	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
2. Move her body through space with more balance and control	PMP 17-1 Develops Perception & Balance <u>3-Year Old:</u> Stands on 1 foot for about 3 seconds; jumps with two feet
B. Using Small Muscle Groups	
1. Explore art materials	CCA 21-1 Explores Art Media <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create

2. Use smaller manipulatives and finger plays to develop small muscle strength and coordination	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
C. Building Self-Help Skills	
1. Depend on routines to practice self-help skills and feel confident	PMP 19-2 Develops Self-Care Skills <u>3-Year Old:</u> Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat

Three Years	
Personal and Social Development	
A. Building Self-Concept	
1. Be more confident, self-directed, purposeful and inventive in play	ATL 1-5 Shows Initiative <u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting
2. Relate his needs, wants and feelings to others	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
3. Have increased self-regulation, following classroom rules and routines with guidance	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>3-Year Old:</u> Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games
B. Relating to Adults	
1. Imitate and try to please familiar adults	SED 5-2 Learns from Adults <u>3-Year Old:</u> Imitates behaviors demonstrated by familiar adults; may say words or phrases often said by familiar adults
2. Be more comfortable around unfamiliar adults	SED 5-1 Bonds with Adults <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems
C. Relating to Other Children	
1. Begin to play cooperatively for brief periods with other children	SED 6-3 Cooperates with Peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns
2. Be able to better understand the feelings of other children	SED 6-1 Builds Empathy <u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress
3. Participate, with help, in the group life of the class	SED 6-3 Cooperates with Peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise

	to resolve conflict; is beginning to role-play in games; is learning to take turns
Language and Literacy	
A. Listening and Understanding	
1. Show understanding and respond to simple directions and requests	LC 7-1 Develops Receptive Communication <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues
2. Understand abstract concepts	LC 7-4 Expands Vocabulary <u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words
B. Expressing Thoughts and Ideas	
1. Use more conventions of speech as he speaks	LC 7-2 Develops Expressive Communication <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic
C. Entering Into Conversations	
1. Have more meaningful conversations with peers and adults	LC 7-6 Learns Conversation Structure <u>3-Year Old:</u> Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact
2. Ask “why” and other questions to keep a conversation going	LC 7-6 Learns Conversation Structure <u>3-Year Old:</u> Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact
3. Demonstrate active listening skills	LC 7-6 Learns Conversation Structure <u>3-Year Old:</u> Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact
D. Early Literacy: Pre-Reading and Pre-Writing	
1. Develop phonological awareness by becoming aware of the sounds of spoken language	LC 7-3 Develops Phonemic Awareness <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted
2. Recognize that symbols have corresponding meaning	LKS 8-3 Develops Emergent Reading <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading
3. Begin to develop fluency by engaging in imitative reading	LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book
4. Expand his vocabulary and language usage	LC 7-4 Expands Vocabulary

	3-Year Old: 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
5. Develop comprehension by demonstrating understanding of text during and after reading	LKS 8-1 Develops Early Literacy 3-Year Old: Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book
6. Begin to develop writing skills by recognizing that drawings, paintings and writing are meaningful representations	LKS 9-1 Develops Emergent Writing 3-Year Old: Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was "written"
7. Use writing utensils for scribbles and drawings	LKS 9-1 Develops Emergent Writing 3-Year Old: Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was "written"
Cognition and General Knowledge	
A. Using Mathematical Thinking	
1. Use mathematical thinking to solve real problems	CM 10-3 Learns Addition, Subtraction and Division 3-Year Old: When counting objects, understands that the last number counted represents the total
2. Show interest in concepts such as matching and sorting according to a single criteria	CS 13-2 Classifies or Sorts Objects 3-Year Old: Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function
3. Show interest in quantity, measuring and number relationships	CM 11-1 Learns Measurement and Quantities 3-Year Old: 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)
4. Show beginning interest in geometry	CM 12-1 Learns Shapes & Sizes 3-Year Old: Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated
5. Show beginning interest in numerals and counting	CM 10-1 Begins Counting 3-Year Old: Counts by rote to 10; counts sets of objects up to 10; may be able to count into the teens; understands and uses 1-1 correspondence
B. Using Scientific Thinking	
1. Use scientific thinking as well as his senses to discover the world around him, and make comparisons between objects	CS 13-2 Classifies or Sorts Objects 3-Year Old: Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function
2. Seek information through observation, exploration and descriptive investigations with simple science tools	CS 13-1 Explores Objects 3-Year Old: Asks why, where, when, how, what, and seeks answers through exploration

3. Use more advanced problem solving skills, testing his understanding and ideas in real situations	CS 14-1 Solves Problems <u>3-Year Old:</u> Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float)
C. Exploring Social Learning	
1. Explore more complex situations and concepts, beginning to understand some people's jobs, and care for the environment	CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things
2. Use prior knowledge and imagination to think through what he wants to play	ATL 1-6 Thinks with Creativity & Flexibility <u>3-Year Old:</u> Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation
3. Have beginning understanding of consequences when following routines and recreating familiar events	ATL 2-1 Understands Routines <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
4. Begin to recognize his own physical and family characteristics and those of others	SED 4-1 Develops Awareness of Self <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family
Physical Development	
A. Coordinating Large Muscle Groups	
1. Move with confidence and stability, coordinating movements to accomplish simple tasks	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
B. Controlling Small Muscle Groups	
1. Develop finger skills through many forms of play	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
C. Caring for Self and Others	
1. Feel more grown up as he accomplishes self-help and housekeeping tasks with reminders	PMP 19-2 Develops Self-Care Skills <u>3-Year Old:</u> Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat

DISCLAIMER:

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