

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:
**Michigan's Early Childhood Standards of
Quality for Infant and Toddler Programs**



References



Michigan State Board of Education. (2013). *Early childhood standards of quality for infant and toddler programs*. MI: Author. Retrieved from https://www.michigan.gov/documents/mde/ECSQ_IT_approved_422341_7.pdf

Michigan's Early Childhood Standards of Quality for Infant and Toddler Programs	Vine Assessments by LifeCubby
Strand A - Well-Being: The health and well-being of each infant and toddler is protected and nurtured.	Vine Indicators
Goal 1: Infants and toddlers experience environments where their physical health is promoted.	
a. Increasing awareness, understanding, and appreciation of their bodies and how they function.	<p>SED 4-1 Develops Awareness of Self</p> <p><u>1-3 mos:</u> Shows interest in self, such as watching own hands or playing with feet</p> <p><u>4-7 mos:</u> Learns about self by exploring hands, feet, body, and movement</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><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>
b. Increased coordination (e.g., eye-hand movements)	<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><u>8-12 mos:</u> Uses pincer grasp (thumb and forefinger) to pick up food or objects</p> <p><u>1-Year Old:</u> Demonstrates increasing fine motor ability, such as putting pegs into holes</p> <p><u>2-Year Old:</u> Demonstrates hand-eye coordination when doing knob puzzles or turning pages</p> <p><u>3-Year Old:</u> Demonstrates increasing ability to complete fine motor activities, such as putting jumbo puzzles together or stringing beads</p>
c. Emerging self-help and self-care skills for eating, drinking, toileting, resting, sleeping, washing, and dressing.	<p>PMP 19-2 Develops Self-Care Skills</p> <p><u>1-3 mos:</u> Lets caregivers know when there is a need, such as crying when awake or needing to be changed</p> <p><u>4-7 mos:</u> Uses different cries for different needs, such as when tired or when needing to be changed</p> <p><u>8-12 mos:</u> Helps with daily routines, such as washing hands and getting dressed</p> <p><u>1-Year Old:</u> Shows increasing independence, such as dressing with help</p> <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>
	<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>d. Positive attitudes towards eating, sleeping, toileting, and active movement.</p>	<p><u>8-12 mos:</u> Shows interest in new foods; begins to finger-feed self; holds own bottle or cup; responds well when physical needs are met <u>1-Year Old:</u> Begins to feed self with spoon or drink from a sippy cup <u>2-Year Old:</u> Uses spoon or fork for feeding; drinks from cup without lid <u>3-Year Old:</u> Is independent with eating and drinking at meal times; uses utensils; uses cup</p> <p>PMP 19-4 Develops Naptime Independence <u>1-Year Old:</u> Can put self to sleep at naptime <u>2-Year Old:</u> Puts self to sleep at naptime <u>3-Year Old:</u> Puts self to sleep at naptime</p> <p>PMP 19-3 Becomes Toilet Trained <u>1-Year Old:</u> Shows interest in the process of toileting <u>2-Year Old:</u> Toilet training is underway <u>3-Year Old:</u> Is fully or nearly toilet trained</p> <p>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times <u>1-Year Old:</u> Is able to play for longer periods of time; is graduating off of morning nap <u>2-Year Old:</u> No longer needs a morning nap <u>3-Year Old:</u> Is able to play for longer periods of time without needing to rest</p>
<p>Goal 2: Infants and toddlers experience environments where their social and emotional well-being is nurtured.</p>	
<p>a. Emerging skill in self-regulation.</p>	<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 <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 <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</p>
<p>b. An increasing capacity to pay attention, focus, concentrate, and be involved.</p>	<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 <u>8-12 mos:</u> Pays attention to a task or activity for a few minutes <u>1-Year Old:</u> Pays attention to a task or activity for a few minutes; repeats actions to complete a goal <u>2-Year Old:</u> Maintains focus and attention on a simple task or activity for a short period of time; focuses on an activity for 5 or more minutes <u>3-Year Old:</u> Pays attention during story time; focuses on an activity for 10 or more minutes</p>

<p>c. A growing capacity to tolerate and enjoy a moderate degree of change, surprises, uncertainty, and potentially puzzling events.</p>	<p>ATL 1-6 Thinks with Creativity & Flexibility <u>8-12 mos:</u> Able to participate in new activities; uses classroom toys in creative ways, such as using a wooden block as a car or a bucket as a hat <u>1-Year Old:</u> Able to shift focus; participates in new activities; demonstrates imagination in using materials to create something new <u>2-Year Old:</u> Accepts changes in routines or usual activities when informed ahead of time by adults; shows creativity, flexibility, and inventiveness in play experiences <u>3-Year Old:</u> Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation</p>
<p>d. A sense of personal worth and the worth of others, and reassurance that personal worth does not depend on today's behavior or ability.</p>	<p>SED 4-1 Develops Awareness of Self <u>1-3 mos:</u> Shows interest in self, such as watching own hands or playing with feet <u>4-7 mos:</u> Learns about self by exploring hands, feet, body, and movement <u>8-12 mos:</u> Enjoys watching self in mirror <u>1-Year Old:</u> Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others <u>2-Year Old:</u> Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family</p> <p>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</p> <p>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) <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 <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>
<p>e. An increasing ability to identify their own emotional responses and those of others.</p>	<p>SED 3-1 Expresses Emotion <u>1-3 mos:</u> Begins to show emotions with face and body; may begin to smile <u>4-7 mos:</u> Becomes more assertive in conveying likes and dislikes <u>8-12 mos:</u> Expresses a variety of emotions through facial expressions, sounds, and gestures</p>

	<p><u>1-Year Old:</u> Expresses a range of emotions, including surprise, joy or pride; notices the effects of emotions on others</p> <p><u>2-Year Old:</u> Expresses a variety of emotions; modifies expression according to reactions of familiar adults</p> <p><u>3-Year Old:</u> Displays a range of emotions; can say how he/she is feeling (e.g., glad, sad, or mad); explores emotions through play, art, music, dance</p> <p>SED 6-1 Builds Empathy</p> <p><u>1-3 mos:</u> May cry when someone seems upset or when another child cries</p> <p><u>4-7 mos:</u> Shows interest in the emotions of others; may copy others (e.g., crying when another child cries)</p> <p><u>8-12 mos:</u> Responds to the emotions of others; may share emotional reactions (e.g., smiling when an adult smiles)</p> <p><u>1-Year Old:</u> Observes emotions of others; may respond to another's preferences, such as offering different objects until one is accepted</p> <p><u>2-Year Old:</u> Begins to care for the feelings and needs of others</p> <p><u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress</p>
<p>f. Confidence and ability to express emotional needs without fear.</p>	<p>SED 3-1 Expresses Emotion</p> <p><u>1-3 mos:</u> Begins to show emotions with face and body; may begin to smile</p> <p><u>4-7 mos:</u> Becomes more assertive in conveying likes and dislikes</p> <p><u>8-12 mos:</u> Expresses a variety of emotions through facial expressions, sounds, and gestures</p> <p><u>1-Year Old:</u> Expresses a range of emotions, including surprise, joy or pride; notices the effects of emotions on others</p> <p><u>2-Year Old:</u> Expresses a variety of emotions; modifies expression according to reactions of familiar adults</p> <p><u>3-Year Old:</u> Displays a range of emotions; can say how he/she is feeling (e.g., glad, sad, or mad); explores emotions through play, art, music, dance</p>
<p>g. Trust that their social-emotional needs will be responded to.</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><u>1-Year Old:</u> Begins to cope with strong emotions with help from familiar adults</p> <p><u>2-Year Old:</u> Able to use routines, favorite objects, or familiar adults to help in coping with strong feelings and emotions</p> <p><u>3-Year Old:</u> Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games</p> <p>SED 5-1 Bonds with Adults</p> <p><u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs</p> <p><u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger</p> <p><u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when</p>

	<p>separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults</p> <p><u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task</p> <p><u>2-Year Old:</u> Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy</p> <p><u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems</p>
<p>h. A trusting relationship with nurturing and responsive caregivers.</p>	<p>SED 5-1 Bonds with Adults</p> <p><u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs</p> <p><u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger</p> <p><u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults</p> <p><u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task</p> <p><u>2-Year Old:</u> Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy</p> <p><u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems</p>
<p>i. The ability to respond and engage in reciprocal interactions.</p>	<p>SED 5-1 Bonds with Adults</p> <p><u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs</p> <p><u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger</p> <p><u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults</p> <p><u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task</p> <p><u>2-Year Old:</u> Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy</p> <p><u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems</p>
	<p>SED 6-2 Bonds with Peers</p> <p><u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children</p>

	<p><u>8-12 mos:</u> Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play) <u>1-Year Old:</u> Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play) <u>2-Year Old:</u> Enjoys being with other children; joins group play with other children; knows some names of peers <u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend</p> <p>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 <u>3-Year Old:</u> Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact</p>
<p>j. Emerging capacities for caring and cooperation.</p>	<p>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) <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 <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> <p>SED 6-2 Bonds with Peers <u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children <u>8-12 mos:</u> Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play) <u>1-Year Old:</u> Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play) <u>2-Year Old:</u> Enjoys being with other children; joins group play with other children; knows some names of peers <u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend</p> <p>SED 6-3 Cooperates with Peers <u>1-Year Old:</u> May begin to play with other children (e.g., passing a toy back and forth) <u>2-Year Old:</u> Begins to cooperate with others (e.g. shares toys, works toward a common goal, such as building a block tower); is learning to take turns; is learning to use words with peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns</p>
<p>Goal 3: Infants and toddlers experience environments where they are kept safe from harm.</p>	

<p>a. Increasing awareness of what can harm them.</p>	<p>PMP 20-2 Learns Safety Rules <u>1-7 mos:</u> Is learning in a safe environment where caregivers are modeling safe behaviors <u>8-12 mos:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; is learning classroom rules <u>1-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands classroom rules <u>2-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands safety rules; follows teacher's instructions with assistance <u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted</p>
<p>b. Increasing confidence that they can participate and take risks without fear of harm.</p>	<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 <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 <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>ATL 1-5 Shows Initiative <u>4-7 mos:</u> Accepts, reaches for, grasps, or handles familiar toys <u>8-12 mos:</u> Initiates activities, such as getting a toy independently from a low shelf or basket <u>1-Year Old:</u> Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read) <u>2-Year Old:</u> Initiates play with others <u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting</p>
<p>c. Comfort in expressing their fears openly with trust that their fears will be taken seriously.</p>	<p>SED 3-1 Expresses Emotion <u>1-3 mos:</u> Begins to show emotions with face and body; may begin to smile <u>4-7 mos:</u> Becomes more assertive in conveying likes and dislikes <u>8-12 mos:</u> Expresses a variety of emotions through facial expressions, sounds, and gestures <u>1-Year Old:</u> Expresses a range of emotions, including surprise, joy or pride; notices the effects of emotions on others <u>2-Year Old:</u> Expresses a variety of emotions; modifies expression according to reactions of familiar adults <u>3-Year Old:</u> Displays a range of emotions; can say how he/she is feeling (e.g., glad, sad, or mad); explores emotions through play, art, music, dance</p>
<p>d. Ability to respond to caregiver instructions related to safety.</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 <u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences</p>

	<p>from own actions, such as a re-direction, removal of an object, or revocation of a privilege</p> <p>LC 7-1 Develops Receptive Communication <u>1-3 mos:</u> Turns head in the direction of a familiar voice <u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others <u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines <u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book” <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues</p> <p>PMP 20-2 Learns Safety Rules <u>1-7 mos:</u> Is learning in a safe environment where caregivers are modeling safe behaviors <u>8-12 mos:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; is learning classroom rules <u>1-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands classroom rules <u>2-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands safety rules; follows teacher’s instructions with assistance <u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher’s instructions when prompted</p>
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<p>Strand B – Belonging: Infants and toddlers feel a sense of belonging.</p>	<p>Vine Indicators</p>
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<p>Goal 1: Infants and toddlers experience environments where they know they belong and have a place.</p>	
<p>a. An attachment to their primary caregivers and primary care group.</p>	<p>SED 5-1 Bonds with Adults <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger <u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults <u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task <u>2-Year Old:</u> Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems</p>
<p>b. A feeling of being valued as an important individual who belongs within the group setting.</p>	<p>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</p> <p>SED 6-2 Bonds with Peers <u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children <u>8-12 mos:</u> Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play) <u>1-Year Old:</u> Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play) <u>2-Year Old:</u> Enjoys being with other children; joins group play with other children; knows some names of peers <u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend</p>
<p>c. An increasing ability to play an active part in the day to day activities of the program.</p>	<p>ATL 2-1 Understands Routines <u>1-3 mos:</u> Is sleeping and eating on a developmentally-appropriate schedule (<i>for questions, consult pediatric guides</i>) <u>4-7 mos:</u> Demonstrates awareness of daily routines with behavior; may open mouth for feeding or lift arms to be picked up <u>8-12 mos:</u> Remembers daily routines; knows how to use familiar objects <u>1-Year Old:</u> Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat) <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>
d. Skills in caring for the environment (e.g., cleaning up, wiping the table, flushing the toilet, helping others).	<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 <u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege</p>
e. Confidence in and an ability to express their ideas.	<p>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</p> <p>ATL 1-6 Thinks with Creativity & Flexibility <u>8-12 mos:</u> Able to participate in new activities; uses classroom toys in creative ways, such as using a wooden block as a car or a bucket as a hat <u>1-Year Old:</u> Able to shift focus; participates in new activities; demonstrates imagination in using materials to create something new <u>2-Year Old:</u> Accepts changes in routines or usual activities when informed ahead of time by adults; shows creativity, flexibility, and inventiveness in play experiences <u>3-Year Old:</u> Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation</p> <p>LC 7-2 Develops Expressive Communication <u>1-3 mos:</u> Alerts caregivers when there is a need, such as crying when awake or needing to be changed; begins to babble, coo or gurgle; may imitate some sounds <u>4-7 mos:</u> Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure <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" <u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic</p>
	<p>SED 6-3 Cooperates with Peers</p>

<p>f. A comfort level in taking on different roles in their environment (e.g., helping others, turning off the water, holding the door).</p>	<p><u>1-Year Old</u>: May begin to play with other children (e.g., passing a toy back and forth) <u>2-Year Old</u>: Begins to cooperate with others (e.g. shares toys, works toward a common goal, such as building a block tower); is learning to take turns; is learning to use words with peers <u>3-Year Old</u>: Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns</p> <p>ATL 1-6 Thinks with Creativity & Flexibility <u>8-12 mos</u>: Able to participate in new activities; uses classroom toys in creative ways, such as using a wooden block as a car or a bucket as a hat <u>1-Year Old</u>: Able to shift focus; participates in new activities; demonstrates imagination in using materials to create something new <u>2-Year Old</u>: Accepts changes in routines or usual activities when informed ahead of time by adults; shows creativity, flexibility, and inventiveness in play experiences <u>3-Year Old</u>: Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation</p> <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>Goal 2: Infants and toddlers experience environments where they are comfortable with routines, schedules, and activities.</p>	
<p>a. An understanding of the routines, family customs, and regular events of the program.</p>	<p>ATL 2-1 Understands Routines <u>1-3 mos</u>: Is sleeping and eating on a developmentally-appropriate schedule (<i>for questions, consult pediatric guides</i>) <u>4-7 mos</u>: Demonstrates awareness of daily routines with behavior; may open mouth for feeding or lift arms to be picked up <u>8-12 mos</u>: Remembers daily routines; knows how to use familiar objects <u>1-Year Old</u>: Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat) <u>2-Year Old</u>: Able to follow daily routines; easily makes common transitions that are part of a daily schedule <u>3-Year Old</u>: Follows daily routines, such as sitting for circle time; adjusts to changes in routines or usual activities when informed ahead of time</p>
<p>b. An understanding that these routines, customs, and regular events can differ from their homes and from other settings.</p>	<p>ATL 2-1 Understands Routines <u>1-3 mos</u>: Is sleeping and eating on a developmentally-appropriate schedule (<i>for questions, consult pediatric guides</i>) <u>4-7 mos</u>: Demonstrates awareness of daily routines with behavior; may open mouth for feeding or lift arms to be picked up <u>8-12 mos</u>: Remembers daily routines; knows how to use familiar objects</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) <u>2-Year Old</u>: Able to follow daily routines; easily makes common transitions that are part of a daily schedule <u>3-Year Old</u>: Follows daily routines, such as sitting for circle time; adjusts to changes in routines or usual activities when informed ahead of time</p> <p>SED 4-1 Develops Awareness of Self <u>1-3 mos</u>: Shows interest in self, such as watching own hands or playing with feet <u>4-7 mos</u>: Learns about self by exploring hands, feet, body, and movement <u>8-12 mos</u>: Enjoys watching self in mirror <u>1-Year Old</u>: Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others <u>2-Year Old</u>: Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family <u>3-Year Old</u>: Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family</p> <p>SS 16-4 Learns about Community Roles and Jobs <u>3-Year Old</u>: Learns about family roles and relationships</p>
<p>c. An understanding that they and others can be a part of the group</p>	<p>SED 6-2 Bonds with Peers <u>4-7 mos</u>: Enjoys social play; may reach, touch, or make sounds toward other children <u>8-12 mos</u>: Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play) <u>1-Year Old</u>: Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play) <u>2-Year Old</u>: Enjoys being with other children; joins group play with other children; knows some names of peers <u>3-Year Old</u>: Interacts positively with other children in the group; begins to make friends; may have a favorite friend</p> <p>SED 6-3 Cooperates with Peers <u>1-Year Old</u>: May begin to play with other children (e.g., passing a toy back and forth) <u>2-Year Old</u>: Begins to cooperate with others (e.g. shares toys, works toward a common goal, such as building a block tower); is learning to take turns; is learning to use words with peers <u>3-Year Old</u>: Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns</p> <p>SS 16-1 Explores Cultures <u>1-3 mos</u>: Participates in experiential opportunities that are culturally diverse <u>4-7 mos</u>: Participates in experiential opportunities that are culturally diverse <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><u>2-Year Old:</u> Participates in experiential opportunities that are culturally diverse</p> <p><u>3-Year Old:</u> Learns about cultural differences, including clothing, food, art, and work</p> <p>SS 16-4 Learns about Community Roles and Jobs</p> <p><u>3-Year Old:</u> Learns about family roles and relationships</p> <p>CCA 21-4 Participates in Dramatic Play</p> <p><u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination</p> <p><u>2-Year Old:</u> Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others</p> <p><u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play</p>
d. Capacities to predict routines and regular events that make up the day or the session.	<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><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>
e. A growing ability to cope with change.	<p>ATL 1-6 Thinks with Creativity & Flexibility</p> <p><u>8-12 mos:</u> Able to participate in new activities; uses classroom toys in creative ways, such as using a wooden block as a car or a bucket as a hat</p> <p><u>1-Year Old:</u> Able to shift focus; participates in new activities; demonstrates imagination in using materials to create something new</p> <p><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><u>3-Year Old:</u> Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation</p>
f. Enjoyment of and interest in a moderate degree of change.	<p>ATL 1-6 Thinks with Creativity & Flexibility</p> <p><u>8-12 mos:</u> Able to participate in new activities; uses classroom toys in creative ways, such as using a wooden block as a car or a bucket as a hat</p> <p><u>1-Year Old:</u> Able to shift focus; participates in new activities; demonstrates imagination in using materials to create something new</p> <p><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><u>3-Year Old:</u> Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation</p>

<p>g. Increasing mastery of self-help skills to assist with daily personal routines.</p>	<p>PMP 19-2 Develops Self-Care Skills <u>1-3 mos:</u> Lets caregivers know when there is a need, such as crying when awake or needing to be changed <u>4-7 mos:</u> Uses different cries for different needs, such as when tired or when needing to be changed <u>8-12 mos:</u> Helps with daily routines, such as washing hands and getting dressed <u>1-Year Old:</u> Shows increasing independence, such as dressing with help <u>2-Year Old:</u> Shows increasing independence with self-care, such as helping wash hands or brush teeth <u>3-Year Old:</u> Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat</p>
<p>h. An increasing sense of independence and competence during daily routines and activities.</p>	<p>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 <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 <u>2-Year Old:</u> Uses spoon or fork for feeding; drinks from cup without lid <u>3-Year Old:</u> Is independent with eating and drinking at meal times; uses utensils; uses cup</p> <p>PMP 19-2 Develops Self-Care Skills <u>1-3 mos:</u> Lets caregivers know when there is a need, such as crying when awake or needing to be changed <u>4-7 mos:</u> Uses different cries for different needs, such as when tired or when needing to be changed <u>8-12 mos:</u> Helps with daily routines, such as washing hands and getting dressed <u>1-Year Old:</u> Shows increasing independence, such as dressing with help <u>2-Year Old:</u> Shows increasing independence with self-care, such as helping wash hands or brush teeth <u>3-Year Old:</u> Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat</p> <p>PMP 19-3 Becomes Toilet Trained <u>1-Year Old:</u> Shows interest in the process of toileting <u>2-Year Old:</u> Toilet training is underway <u>3-Year Old:</u> Is fully or nearly toilet trained</p> <p>PMP 19-4 Develops Naptime Independence <u>1-Year Old:</u> Can put self to sleep at naptime <u>2-Year Old:</u> Puts self to sleep at naptime <u>3-Year Old:</u> Puts self to sleep at naptime</p>
<p>Goal 3: Infants and toddlers experience environments where they increasingly understand the nature</p>	

and boundaries of acceptable behavior.	
a. An increasing capacity to successfully communicate their feelings, needs, and wants.	<p>SED 3-1 Expresses Emotion <u>1-3 mos:</u> Begins to show emotions with face and body; may begin to smile <u>4-7 mos:</u> Becomes more assertive in conveying likes and dislikes <u>8-12 mos:</u> Expresses a variety of emotions through facial expressions, sounds, and gestures <u>1-Year Old:</u> Expresses a range of emotions, including surprise, joy or pride; notices the effects of emotions on others <u>2-Year Old:</u> Expresses a variety of emotions; modifies expression according to reactions of familiar adults <u>3-Year Old:</u> Displays a range of emotions; can say how he/she is feeling (e.g., glad, sad, or mad); explores emotions through play, art, music, dance</p> <p>LC 7-2 Develops Expressive Communication <u>1-3 mos:</u> Alerts caregivers when there is a need, such as crying when awake or needing to be changed; begins to babble, coo or gurgle; may imitate some sounds <u>4-7 mos:</u> Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure <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" <u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic</p>
b. A recognition that the setting has reasonable boundaries and expectations for behavior.	<p>ATL 2-1 Understands Routines <u>1-3 mos:</u> Is sleeping and eating on a developmentally-appropriate schedule (<i>for questions, consult pediatric guides</i>) <u>4-7 mos:</u> Demonstrates awareness of daily routines with behavior; may open mouth for feeding or lift arms to be picked up <u>8-12 mos:</u> Remembers daily routines; knows how to use familiar objects <u>1-Year Old:</u> Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat) <u>2-Year Old:</u> Able to follow daily routines; easily makes common transitions that are part of a daily schedule <u>3-Year Old:</u> Follows daily routines, such as sitting for circle time; adjusts to changes in routines or usual activities when informed ahead of time</p> <p>ATL 2-2 Shows Responsibility <u>1-Year Old:</u> Accepts adult redirection; begins to respond to directives</p>

	<p><u>2-Year Old:</u> Follows adult directives; follows basic rules with the help of caregivers; helps pick up toys at cleanup time; is able to be redirected</p> <p><u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege</p> <p>PMP 20-2 Learns Safety Rules</p> <p><u>1-7 mos:</u> Is learning in a safe environment where caregivers are modeling safe behaviors</p> <p><u>8-12 mos:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; is learning classroom rules</p> <p><u>1-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands classroom rules</p> <p><u>2-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands safety rules; follows teacher's instructions with assistance</p> <p><u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted</p>
<p>c. The beginning of an understanding of the reasons for boundaries and expectations.</p>	<p>PMP 20-2 Learns Safety Rules</p> <p><u>1-7 mos:</u> Is learning in a safe environment where caregivers are modeling safe behaviors</p> <p><u>8-12 mos:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; is learning classroom rules</p> <p><u>1-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands classroom rules</p> <p><u>2-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands safety rules; follows teacher's instructions with assistance</p> <p><u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted</p>
<p>d. Expectations that the setting is predictable, fair, and consistently caring.</p>	<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><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> <p>ATL 2-2 Shows Responsibility</p> <p><u>1-Year Old:</u> Accepts adult redirection; begins to respond to directives</p> <p><u>2-Year Old:</u> Follows adult directives; follows basic rules with the help of caregivers; helps pick up toys at cleanup time; is able to be redirected</p> <p><u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences</p>

	<p>from own actions, such as a re-direction, removal of an object, or revocation of a privilege</p> <p>PMP 20-2 Learns Safety Rules <u>1-7 mos:</u> Is learning in a safe environment where caregivers are modeling safe behaviors <u>8-12 mos:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; is learning classroom rules <u>1-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands classroom rules <u>2-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands safety rules; follows teacher's instructions with assistance <u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted</p>
<p>e. An increasing awareness of the impact and consequences of their actions</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 <u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege</p>
<p>f. An increasing ability to self-regulate their behavior.</p>	<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 <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 <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</p>
<p>g. The ability to express disagreement with peers and caregivers in developmentally appropriate ways.</p>	<p>SED 3-1 Expresses Emotion <u>1-3 mos:</u> Begins to show emotions with face and body; may begin to smile <u>4-7 mos:</u> Becomes more assertive in conveying likes and dislikes <u>8-12 mos:</u> Expresses a variety of emotions through facial expressions, sounds, and gestures <u>1-Year Old:</u> Expresses a range of emotions, including surprise, joy or pride; notices the effects of emotions on others <u>2-Year Old:</u> Expresses a variety of emotions; modifies expression according to reactions of familiar adults <u>3-Year Old:</u> Displays a range of emotions; can say how he/she is feeling (e.g., glad, sad, or mad); explores emotions through play, art, music, dance</p> <p>SED 6-3 Cooperates with Peers</p>

	<p><u>1-Year Old</u>: May begin to play with other children (e.g., passing a toy back and forth)</p> <p><u>2-Year Old</u>: Begins to cooperate with others (e.g. shares toys, works toward a common goal, such as building a block tower); is learning to take turns; is learning to use words with peers</p> <p><u>3-Year Old</u>: Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns</p> <p>LC 7-6 Learns Conversation Structure</p> <p><u>1-Year Old</u>: May participate in back-and-forths; may make eye contact</p> <p><u>2-Year Old</u>: Asks questions frequently; engages in back-and-forths; learns to take turns in conversations; makes eye contact</p> <p><u>3-Year Old</u>: Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact</p>
<p>Goal 4: Infants and toddlers experience environments where positive connections among their families, the program, and the children are affirmed.</p>	
<p>a. An understanding of the links between the early childhood education and care setting and their homes through people, images, objects, languages, sounds, smells, and tastes.</p>	<p>SED 4-1 Develops Awareness of Self</p> <p><u>1-3 mos</u>: Shows interest in self, such as watching own hands or playing with feet</p> <p><u>4-7 mos</u>: Learns about self by exploring hands, feet, body, and movement</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><u>2-Year Old</u>: Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family</p> <p><u>3-Year Old</u>: Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family</p>
<p>b. Interest and pleasure in discovering new environments where the people, images, objects, languages, sounds, smells, and tastes are sometimes different from those at home.</p>	<p>ATL 1-4 Is Curious</p> <p><u>1-3 mos</u>: Turns head toward the sound of a familiar voice</p> <p><u>4-7 mos</u>: Explores with hands; finds objects that are partially hidden</p> <p><u>8-12 mos</u>: Shows interest in new toys; explores surroundings</p> <p><u>1-Year Old</u>: Shows interest in learning about new objects or experiences</p> <p><u>2-Year Old</u>: Shows interest in new objects or activities; tries different ways of using objects or materials</p> <p><u>3-Year Old</u>: Shows interest in new toys or experiences; asks questions about new opportunities</p> <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>4-7 mos</u>: Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping</p>

	<p><u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button</p> <p><u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound</p> <p><u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living</p> <p><u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration</p> <p>SS 16-1 Explores Cultures</p> <p><u>1-3 mos:</u> Participates in experiential opportunities that are culturally diverse</p> <p><u>4-7 mos:</u> Participates in experiential opportunities that are culturally diverse</p> <p><u>8-12 mos:</u> Participates in experiential opportunities that are culturally diverse</p> <p><u>1-Year Old:</u> Participates in experiential opportunities that are culturally diverse</p> <p><u>2-Year Old:</u> Participates in experiential opportunities that are culturally diverse</p> <p><u>3-Year Old:</u> Learns about cultural differences, including clothing, food, art, and work</p>
<p>c. The ability to interact with an increasing number of significant people in their lives, beyond their families and primary caregivers.</p>	<p>SED 6-3 Cooperates with Peers</p> <p><u>1-Year Old:</u> May begin to play with other children (e.g., passing a toy back and forth)</p> <p><u>2-Year Old:</u> Begins to cooperate with others (e.g. shares toys, works toward a common goal, such as building a block tower); is learning to take turns; is learning to use words with peers</p> <p><u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns</p> <p>SS 16-1 Explores Cultures</p> <p><u>1-3 mos:</u> Participates in experiential opportunities that are culturally diverse</p> <p><u>4-7 mos:</u> Participates in experiential opportunities that are culturally diverse</p> <p><u>8-12 mos:</u> Participates in experiential opportunities that are culturally diverse</p> <p><u>1-Year Old:</u> Participates in experiential opportunities that are culturally diverse</p> <p><u>2-Year Old:</u> Participates in experiential opportunities that are culturally diverse</p> <p><u>3-Year Old:</u> Learns about cultural differences, including clothing, food, art, and work</p> <p>CCA 21-4 Participates in Dramatic Play</p> <p><u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination</p> <p><u>2-Year Old:</u> Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others</p> <p><u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play</p>

Strand C – Exploration: Infants and toddlers learn through active exploration of the environment.	Vine Indicators
Goal 1: Infants and toddlers experience environments where the importance of spontaneous play is recognized and play is valued as meaningful learning.	
a. Strategies for exploring and satisfying their curiosity.	<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 <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 <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>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 <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 <u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration</p>
b. Symbolic, pretend, and dramatic play.	<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>
c. Creativity and spontaneity in their play.	<p>ATL 1-6 Thinks with Creativity & Flexibility <u>8-12 mos:</u> Able to participate in new activities; uses classroom toys in creative ways, such as using a wooden block as a car or a bucket as a hat <u>1-Year Old:</u> Able to shift focus; participates in new activities; demonstrates imagination in using materials to create something new</p>

	<p><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><u>3-Year Old:</u> Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation</p> <p>CCA 21-4 Participates in Dramatic Play</p> <p><u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination</p> <p><u>2-Year Old:</u> Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others</p> <p><u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play</p>
<p>d. The ability to make decisions and choose their own materials.</p>	<p>ATL 1-5 Shows Initiative</p> <p><u>4-7 mos:</u> Accepts, reaches for, grasps, or handles familiar toys</p> <p><u>8-12 mos:</u> Initiates activities, such as getting a toy independently from a low shelf or basket</p> <p><u>1-Year Old:</u> Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read)</p> <p><u>2-Year Old:</u> Initiates play with others</p> <p><u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting</p> <p>CS 14-3 Makes Plans</p> <p><u>8-12 mos:</u> Tries alternative ideas when working with objects, such as putting blocks in one container then in a different container</p> <p><u>1-Year Old:</u> Tries to direct caregiver toward a desired activity; leads caregiver to a specific location or to a desired toy</p> <p><u>2-Year Old:</u> Plans steps to achieve an idea, such as getting a favorite book and a doll in order to read the story to the doll</p> <p><u>3-Year Old:</u> Has own ideas for play time and makes plans to carry out ideas; makes choices during free time</p>
<p>e. An emerging understanding that not knowing and being uncertain are part of learning.</p>	<p>ATL 1-4 Is Curious</p> <p><u>1-3 mos:</u> Turns head toward the sound of a familiar voice</p> <p><u>4-7 mos:</u> Explores with hands; finds objects that are partially hidden</p> <p><u>8-12 mos:</u> Shows interest in new toys; explores surroundings</p> <p><u>1-Year Old:</u> Shows interest in learning about new objects or experiences</p> <p><u>2-Year Old:</u> Shows interest in new objects or activities; tries different ways of using objects or materials</p> <p><u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities</p>
<p>f. Emerging expressions of intentionality in their play and relationships.</p>	<p>SED 6-2 Bonds with Peers</p> <p><u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children</p> <p><u>8-12 mos:</u> Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play)</p> <p><u>1-Year Old:</u> Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play)</p> <p><u>2-Year Old:</u> Enjoys being with other children; joins group play with other children; knows some names of peers</p>

	<u>3-Year Old</u> : Interacts positively with other children in the group; begins to make friends; may have a favorite friend
Goal 2: Infants and toddlers experience environments where they gain confidence in and greater control of their bodies.	
a. Increasing control over their bodies, including increasing abilities in the use of large and small muscles, balance and coordination of eye-hand movements, and increasing agility, coordination, and balance.	<p>PMP 17-1 Develops Perception & Balance <u>1-3 mos</u>: From stomach position is able to lift head; follows moving objects with eyes <u>4-7 mos</u>: Reaches for objects; sits with and then without support of hands <u>8-12 mos</u>: Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object <u>1-Year Old</u>: Increasingly gains balance, going from sitting to standing to running and even jumping <u>2-Year Old</u>: Adjusts sitting or standing position based on situation; maintains good posture and balance; avoids obstacles when in motion <u>3-Year Old</u>: Stands on 1 foot for about 3 seconds; jumps with two feet</p> <p>PMP 17-4 Develops Gross Hand-Eye Coordination <u>1-3 mos</u>: Starts to use hands and eyes together <u>4-7 mos</u>: Transfers objects from hand to hand <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 <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>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> <p>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>1-3 mos</u>: Opens and shuts hands <u>4-7 mos</u>: Turns objects in hands; uses hands or feet to make contact with objects or people <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 <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>
	CS 13-1 Explores Objects

<p>b. Strategies for actively exploring and making sense of the world by using their bodies, including active exploration with all the senses, and the use of tools, materials, and equipment to extend skills.</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 <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 <u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration</p>
<p>c. Confidence with moving in space, moving to rhythm, and playing near and with others.</p>	<p>CS 15-1 Explores the Natural Environment <u>8-12 mos:</u> Observes objects of the natural environment through the senses by touching, mouthing, watching <u>1-Year Old:</u> Explores objects of the natural environment through the senses; shows interest in natural objects or processes <u>2-Year Old:</u> Uses objects of the natural environment in art, sensory, and play <u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things</p> <p>PMP 17-1 Develops Perception & Balance <u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes <u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands <u>8-12 mos:</u> Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object <u>1-Year Old:</u> Increasingly gains balance, going from sitting to standing to running and even jumping <u>2-Year Old:</u> Adjusts sitting or standing position based on situation; maintains good posture and balance; avoids obstacles when in motion <u>3-Year Old:</u> Stands on 1 foot for about 3 seconds; jumps with two feet</p> <p>CCA 21-3 Explores Movement and Dance <u>8-12 mos:</u> May move when music is playing <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>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 <u>2-Year Old:</u> Is learning how shapes fit together, such as working with shape sorters or knob puzzles <u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind</p>

<p>d. Awareness of good hygiene practices (e.g., tooth brushing, hand washing, covering mouth/nose when coughing).</p>	<p>PMP 19-2 Develops Self-Care Skills <u>1-3 mos:</u> Lets caregivers know when there is a need, such as crying when awake or needing to be changed <u>4-7 mos:</u> Uses different cries for different needs, such as when tired or when needing to be changed <u>8-12 mos:</u> Helps with daily routines, such as washing hands and getting dressed <u>1-Year Old:</u> Shows increasing independence, such as dressing with help <u>2-Year Old:</u> Shows increasing independence with self-care, such as helping wash hands or brush teeth <u>3-Year Old:</u> Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat</p>
<p>Goal 3: Infants and toddlers experience environments where they learn strategies for active exploration, thinking, and reasoning.</p>	
<p>a. The confidence to explore and make sense of their world through simple problem solving, recognizing patterns, learning from trial and error, asking questions, listening to others, simple planning, observing, and listening to stories.</p>	<p>CS 14-1 Solves Problems <u>4-7 mos:</u> Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth <u>8-12 mos:</u> Acts intentionally to achieve a goal (e.g., trying different ways to reach a toy under a table) <u>1-Year Old:</u> Tries several times to solve challenging problems, often using more than one approach <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)</p> <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> <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 <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 <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>CS 14-2 Makes Predictions <u>8-12 mos:</u> Interacts purposefully with objects to cause an expected result, such as pushing a button on a toy to make a sound <u>1-Year Old:</u> Observes and experiments with cause and effect, such as pushing over a block tower <u>2-Year Old:</u> Makes predictions based on experience; explores materials and makes observations <u>3-Year Old:</u> Makes simple predictions about what will happen next, such as during activities or when hearing a story</p>

	<p>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 <u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories <u>1-Year Old:</u> Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book</p>
<p>b. An attitude of themselves as “explorers” — competent, confident learners who ask questions and make discoveries.</p>	<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 <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 <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>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 <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 <u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration</p> <p>CS 15-1 Explores the Natural Environment <u>8-12 mos:</u> Observes objects of the natural environment through the senses by touching, mouthing, watching <u>1-Year Old:</u> Explores objects of the natural environment through the senses; shows interest in natural objects or processes <u>2-Year Old:</u> Uses objects of the natural environment in art, sensory, and play <u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things</p>
	<p>CS 13-1 Explores Objects</p>

<p>c. The confidence to choose and experiment with materials, to explore actively with all the senses, and to use what they learn to generalize their learning to other experiences.</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 <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 <u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration</p> <p>CS 14-2 Makes Predictions <u>8-12 mos:</u> Interacts purposefully with objects to cause an expected result, such as pushing a button on a toy to make a sound <u>1-Year Old:</u> Observes and experiments with cause and effect, such as pushing over a block tower <u>2-Year Old:</u> Makes predictions based on experience; explores materials and makes observations <u>3-Year Old:</u> Makes simple predictions about what will happen next, such as during activities or when hearing a story</p> <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 <u>2-Year Old:</u> Plans steps to achieve an idea, such as getting a favorite book and a doll in order to read the story to the doll <u>3-Year Old:</u> Has own ideas for play time and makes plans to carry out ideas; makes choices during free time</p> <p>CS 14-4 Draws Conclusions and Sorts Results <u>3-Year Old:</u> Is able to draw conclusions about experiments (e.g., since the wood block floated, other wood blocks will float)</p>
<p>d. The ability to learn new things from the materials and people around them.</p>	<p>CS 14-1 Solves Problems <u>4-7 mos:</u> Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth <u>8-12 mos:</u> Acts intentionally to achieve a goal (e.g., trying different ways to reach a toy under a table) <u>1-Year Old:</u> Tries several times to solve challenging problems, often using more than one approach <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)</p> <p>CS 14-2 Makes Predictions <u>8-12 mos:</u> Interacts purposefully with objects to cause an expected result, such as pushing a button on a toy to make a sound <u>1-Year Old:</u> Observes and experiments with cause and effect, such as pushing over a block tower</p>

	<p><u>2-Year Old:</u> Makes predictions based on experience; explores materials and makes observations</p> <p><u>3-Year Old:</u> Makes simple predictions about what will happen next, such as during activities or when hearing a story</p>
Goal 4: Infants and toddlers experience environments where they develop a growing sense of social relationships, the natural environment, and the physical world.	
a. The ability to question, explore, generate, and modify their own ideas about the world around them.	<p>CS 15-1 Explores the Natural Environment</p> <p><u>8-12 mos:</u> Observes objects of the natural environment through the senses by touching, mouthing, watching</p> <p><u>1-Year Old:</u> Explores objects of the natural environment through the senses; shows interest in natural objects or processes</p> <p><u>2-Year Old:</u> Uses objects of the natural environment in art, sensory, and play</p> <p><u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things</p>
b. Familiarity with a variety of materials (e.g., sand, water, ice, bubbles, blocks, paper).	<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>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping</p> <p><u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button</p> <p><u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound</p> <p><u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living</p> <p><u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration</p> <p>CS 15-1 Explores the Natural Environment</p> <p><u>8-12 mos:</u> Observes objects of the natural environment through the senses by touching, mouthing, watching</p> <p><u>1-Year Old:</u> Explores objects of the natural environment through the senses; shows interest in natural objects or processes</p> <p><u>2-Year Old:</u> Uses objects of the natural environment in art, sensory, and play</p> <p><u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things</p>
c. Spatial understandings, including an awareness of how two- and three-dimensional objects can be fitted together and moved in space.	<p>CM 12-1 Learns Shapes & Sizes</p> <p><u>8-12 mos:</u> Works with shape sorter or size stacker</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><u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated</p> <p>CM 12-2 Develops Spatial Awareness</p> <p><u>8-12 mos:</u> Explores ways objects and people move and fit in space</p>

	<p><u>1-Year Old:</u> Is learning how shapes fit together, such as working with shape sorters or knob puzzles</p> <p><u>2-Year Old:</u> Is learning how shapes fit together, such as working with shape sorters or knob puzzles</p> <p><u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind</p>
d. A knowledge of the natural environment in the outdoor area of the program and the local neighborhood (e.g., the neighborhood park, grassy field, a wooded area).	<p>CS 15-1 Explores the Natural Environment</p> <p><u>8-12 mos:</u> Observes objects of the natural environment through the senses by touching, mouthing, watching</p> <p><u>1-Year Old:</u> Explores objects of the natural environment through the senses; shows interest in natural objects or processes</p> <p><u>2-Year Old:</u> Uses objects of the natural environment in art, sensory, and play</p> <p><u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things</p>
e. Social relationships and social concepts (e.g., friendship, authority, social rules and understandings).	<p>ATL 2-2 Shows Responsibility</p> <p><u>1-Year Old:</u> Accepts adult redirection; begins to respond to directives</p> <p><u>2-Year Old:</u> Follows adult directives; follows basic rules with the help of caregivers; helps pick up toys at cleanup time; is able to be redirected</p> <p><u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege</p> <p>SED 6-3 Cooperates with Peers</p> <p><u>1-Year Old:</u> May begin to play with other children (e.g., passing a toy back and forth)</p> <p><u>2-Year Old:</u> Begins to cooperate with others (e.g. shares toys, works toward a common goal, such as building a block tower); is learning to take turns; is learning to use words with peers</p> <p><u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns</p> <p>SS 16-4 Learns about Community Roles and Jobs</p> <p><u>3-Year Old:</u> Learns about family roles and relationships</p> <p>CCA 21-4 Participates in Dramatic Play</p> <p><u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination</p> <p><u>2-Year Old:</u> Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others</p> <p><u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play</p>
Goal 5: Infants and toddlers experience environments where their interests and initiative provide direction for learning opportunities and for the practice and mastery of developing skills.	
a. Progressively more complex skills.	PMP 19-2 Develops Self-Care Skills

	<p><u>1-3 mos:</u> Lets caregivers know when there is a need, such as crying when awake or needing to be changed</p> <p><u>4-7 mos:</u> Uses different cries for different needs, such as when tired or when needing to be changed</p> <p><u>8-12 mos:</u> Helps with daily routines, such as washing hands and getting dressed</p> <p><u>1-Year Old:</u> Shows increasing independence, such as dressing with help</p> <p><u>2-Year Old:</u> Shows increasing independence with self-care, such as helping wash hands or brush teeth</p> <p><u>3-Year Old:</u> Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat</p>
<p>b. The ability to pursue interests independently.</p>	<p>ATL 1-5 Shows Initiative</p> <p><u>4-7 mos:</u> Accepts, reaches for, grasps, or handles familiar toys</p> <p><u>8-12 mos:</u> Initiates activities, such as getting a toy independently from a low shelf or basket</p> <p><u>1-Year Old:</u> Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read)</p> <p><u>2-Year Old:</u> Initiates play with others</p> <p><u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting</p>
<p>c. The understanding that they have a significant role in initiating exploration, play, and learning.</p>	<p>ATL 1-5 Shows Initiative</p> <p><u>4-7 mos:</u> Accepts, reaches for, grasps, or handles familiar toys</p> <p><u>8-12 mos:</u> Initiates activities, such as getting a toy independently from a low shelf or basket</p> <p><u>1-Year Old:</u> Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read)</p> <p><u>2-Year Old:</u> Initiates play with others</p> <p><u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting</p> <p>CS 14-3 Makes Plans</p> <p><u>8-12 mos:</u> Tries alternative ideas when working with objects, such as putting blocks in one container then in a different container</p> <p><u>1-Year Old:</u> Tries to direct caregiver toward a desired activity; leads caregiver to a specific location or to a desired toy</p> <p><u>2-Year Old:</u> Plans steps to achieve an idea, such as getting a favorite book and a doll in order to read the story to the doll</p> <p><u>3-Year Old:</u> Has own ideas for play time and makes plans to carry out ideas; makes choices during free time</p>

<p>Strand D – Communication: Infants and toddlers use a variety of means to communicate their needs and thoughts, and to understand and respond to other people and ideas.</p>	<p>Vine Indicators</p>
<p>Goal 1: Infants and toddlers experience environments where they develop attitudes and skills to communicate successfully with others.</p>	
<p>a. The ability to express their feelings and emotions in a range of appropriate ways.</p>	<p>SED 3-1 Expresses Emotion <u>1-3 mos:</u> Begins to show emotions with face and body; may begin to smile <u>4-7 mos:</u> Becomes more assertive in conveying likes and dislikes <u>8-12 mos:</u> Expresses a variety of emotions through facial expressions, sounds, and gestures <u>1-Year Old:</u> Expresses a range of emotions, including surprise, joy or pride; notices the effects of emotions on others <u>2-Year Old:</u> Expresses a variety of emotions; modifies expression according to reactions of familiar adults <u>3-Year Old:</u> Displays a range of emotions; can say how he/she is feeling (e.g., glad, sad, or mad); explores emotions through play, art, music, dance</p> <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 <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 <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</p>
<p>b. Confidence that their first languages [e.g., whether spoken English, a spoken language other than English, or American Sign Language (ASL)] are valued, supported, and understood.</p>	<p>LC 7-2 Develops Expressive Communication <u>1-3 mos:</u> Alerts caregivers when there is a need, such as crying when awake or needing to be changed; begins to babble, coo or gurgle; may imitate some sounds <u>4-7 mos:</u> Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure <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><u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more</p> <p><u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic</p>
c. Responsive and reciprocal communication skills (e.g., turn-taking).	<p>LC 7-6 Learns Conversation Structure</p> <p><u>1-Year Old:</u> May participate in back-and-forths; may make eye contact</p> <p><u>2-Year Old:</u> Asks questions frequently; engages in back-and-forths; learns to take turns in conversations; makes eye contact</p> <p><u>3-Year Old:</u> Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact</p>
d. A playful interest in repetitive sounds and words, and aspects of language (e.g., rhythm, rhyme, alliteration).	<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><u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines</p> <p><u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book”</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> <p>LC 7-3 Develops Phonemic Awareness</p> <p><u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted</p> <p>LKS 8-2 Develops Alphabetic Knowledge</p> <p><u>8-12 mos:</u> Hears the ABC song as sung by caregivers or audio device; may make humming sounds to participate</p> <p><u>1-Year Old:</u> Attempts to sing the ABC song</p> <p><u>2-Year Old:</u> Partially sings ABCs</p> <p><u>3-Year Old:</u> Says or sings ABCs</p>
e. Increasing skill with and understanding of non-verbal messages, including the ability to attend to and make non-verbal requests.	<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><u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines</p> <p><u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book”</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>
f. The inclination and ability to communicate, pay attention, and respond appropriately to others.	<p>LC 7-2 Develops Expressive Communication</p> <p><u>1-3 mos:</u> Alerts caregivers when there is a need, such as crying when awake or needing to be changed; begins to babble, coo or gurgle; may imitate some sounds</p>

	<p><u>4-7 mos:</u> Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure</p> <p><u>8-12 mos:</u> Progresses from babbling with inflection to first words; uses exclamations like "uh-oh"; may sign certain words; may shake head for "no"; uses sounds, gestures, or actions to express needs and wants</p> <p><u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down"</p> <p><u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more</p> <p><u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic</p>
<p>g. Increasing knowledge and skill in syntax, meaning, and vocabulary in at least one language.</p>	<p>LC 7-4 Expands Vocabulary</p> <p><u>8-12 mos:</u> Points to body parts when prompted; uses or signs an increasing number of words</p> <p><u>1-Year Old:</u> Locates body parts or colors when prompted; begins to use the names of objects, body parts and familiar people; begins to ask questions, such as "what's that?"</p> <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>LC 7-5 Expands Grammar and Pronunciation</p> <p><u>1-Year Old:</u> Begins to use inflection properly, usually to convey likes or dislikes (e.g., No! Yes! Give me! Mine! Please!)</p> <p><u>2-Year Old:</u> Begins to apply grammar in speech (e.g., plurals, prepositions, tense); can use pronouns such as "he" or "she" correctly</p> <p><u>3-Year Old:</u> Can rhyme words (i.e., cat, sat); uses verbs in correct tense (e.g., she <u>walks</u> vs. she <u>walked</u>); may overcorrect grammar (e.g. "goed," "mouses," etc.)</p>
<p>h. Language skills in real, play, and problem-solving contexts as well as in more structured language contexts (e.g., through books, finger plays, singing, storytelling/re-enacting).</p>	<p>LC 7-6 Learns Conversation Structure</p> <p><u>1-Year Old:</u> May participate in back-and-forths; may make eye contact</p> <p><u>2-Year Old:</u> Asks questions frequently; engages in back-and-forths; learns to take turns in conversations; makes eye contact</p> <p><u>3-Year Old:</u> Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact</p> <p>CCA 21-4 Participates in Dramatic Play</p> <p><u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination</p> <p><u>2-Year Old:</u> Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others</p>

	<p>3-Year Old: 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>i. Communication skills for increasingly complex purposes (e.g., expressing and asking others about intentions, expressing feelings and attitudes, negotiating, predicting, planning, reasoning, guessing, storytelling).</p>	<p>LC 7-2 Develops Expressive Communication</p> <p>1-3 mos: Alerts caregivers when there is a need, such as crying when awake or needing to be changed; begins to babble, coo or gurgle; may imitate some sounds</p> <p>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</p> <p>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</p> <p>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"</p> <p>2-Year Old: 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>3-Year Old: 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>Goal 2: Infants and toddlers experience environments where they have opportunities to communicate through the use of symbols/pictures, signs, and stories.</p>	
<p>a. An understanding that symbols/pictures can be "read" by others, and that thoughts, experiences, and ideas can be represented through gestures, signs, words, pictures, print, numbers, sounds, shapes, models, facial expression, and photographs.</p>	<p>LKS 8-1 Develops Early Literacy</p> <p>1-3 mos: Experiences stories by being read to by caregivers</p> <p>4-7 mos: Explores books with caregivers; enjoys being read to by others</p> <p>8-12 mos: Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories</p> <p>1-Year Old: 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>2-Year Old: Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures</p> <p>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</p> <p>LKS 8-3 Develops Emergent Reading</p> <p>2-Year Old: 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>3-Year Old: Recognizes own name in print; understands left to right, top to bottom process of reading</p> <p>LC 7-1 Develops Receptive Communication</p> <p>1-3 mos: Turns head in the direction of a familiar voice</p> <p>4-7 mos: Listens and responds with interest to verbal and nonverbal communication of others</p>

	<p><u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines</p> <p><u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book”</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>
<p>b. Familiarity with symbols/pictures and their uses (including print) by exploring and observing them in activities that have meaning and purpose and are developmentally appropriate for infants and toddlers.</p>	<p>LKS 8-1 Develops Early Literacy</p> <p><u>1-3 mos:</u> Experiences stories by being read to by caregivers</p> <p><u>4-7 mos:</u> Explores books with caregivers; enjoys being read to by others</p> <p><u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories</p> <p><u>1-Year Old:</u> Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings</p> <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>LKS 8-2 Develops Alphabetic Knowledge</p> <p><u>8-12 mos:</u> Hears the ABC song as sung by caregivers or audio device; may make humming sounds to participate</p> <p><u>1-Year Old:</u> Attempts to sing the ABC song</p> <p><u>2-Year Old:</u> Partially sings ABCs</p> <p><u>3-Year Old:</u> Says or sings ABCs</p> <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>LKS 9-1 Develops Emergent Writing</p> <p><u>8-12 mos:</u> Can use a fat paint brush or celery stalk to “paint”</p> <p><u>1-Year Old:</u> Makes marks on paper with large crayon or marker</p> <p><u>2-Year Old:</u> Draws pictures using scribbles; makes or copies lines and curves, including letter-like marks with pencil or crayon; understands that people use writing to communicate</p> <p><u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written”</p>
<p>c. Familiarity with an appropriate selection of the stories and literature valued by the cultures in their community.</p>	<p>LKS 8-1 Develops Early Literacy</p> <p><u>1-3 mos:</u> Experiences stories by being read to by caregivers</p> <p><u>4-7 mos:</u> Explores books with caregivers; enjoys being read to by others</p> <p><u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories</p> <p><u>1-Year Old:</u> Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings</p>

	<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>
d. Familiarity with numbers and their uses by exploring and observing the use of numbers in activities that have meaning and purpose for infants and toddlers.	<p>CM 10-1 Begins Counting</p> <p><u>1-3 mos:</u> Experiences counting as caregivers count 1-2-3 in play time</p> <p><u>4-7 mos:</u> Pays attention as an adult counts</p> <p><u>8-12 mos:</u> Babbles while an adult counts</p> <p><u>1-Year Old:</u> Can say numbers 1-3 with help; shows interest in and awareness of numbers and counting during daily routines and activities</p> <p><u>2-Year Old:</u> Can count up to 5</p> <p><u>3-Year Old:</u> Counts by rote to 10; counts sets of objects up to 10; may be able to count into the teens; understands and uses 1-1 correspondence</p> <p>CM 10-2 Builds and Observes Sets</p> <p><u>2-Year Old:</u> Counts sets of objects (2-3); may count the same object twice or use numbers out of order</p> <p><u>3-Year Old:</u> Begins to see groups of 2 or 3 objects and knows the amount without counting (subitizing); counts and builds sets</p> <p>CM 10-3 Learns Addition, Subtraction and Division</p> <p><u>2-Year Old:</u> Knows own age and can hold up the correct number of fingers</p> <p><u>3-Year Old:</u> When counting objects, understands that the last number counted represents the total</p> <p>CM 10-4 Reads and Writes Numbers</p> <p><u>3-Year Old:</u> Can trace numbers: recognizes a few numbers in written form</p>
e. An interest in exploring and using mathematical, reading, and writing materials.	<p>CM 10-4 Reads and Writes Numbers</p> <p><u>3-Year Old:</u> Can trace numbers: recognizes a few numbers in written form</p>
f. An interest in creating and using symbols/pictures.	<p>LKS 9-1 Develops Emergent Writing</p> <p><u>8-12 mos:</u> Can use a fat paint brush or celery stalk to “paint”</p> <p><u>1-Year Old:</u> Makes marks on paper with large crayon or marker</p> <p><u>2-Year Old:</u> Draws pictures using scribbles; makes or copies lines and curves, including letter-like marks with pencil or crayon; understands that people use writing to communicate</p> <p><u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written”</p> <p>CM 10-4 Reads and Writes Numbers</p> <p><u>3-Year Old:</u> Can trace numbers: recognizes a few numbers in written form</p>
g. An expectation that words, books, numbers, and other symbols/pictures can amuse, delight, comfort, illuminate, inform, and excite.	<p>LKS 8-1 Develops Early Literacy</p> <p><u>1-3 mos:</u> Experiences stories by being read to by caregivers</p> <p><u>4-7 mos:</u> Explores books with caregivers; enjoys being read to by others</p> <p><u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories</p>

	<p><u>1-Year Old:</u> Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings</p> <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>
Goal 3: Infants and toddlers experience environments where they discover and develop different ways to be creative and expressive about their feelings and thoughts.	
a. Familiarity with the properties and characteristics of the materials used in the creative and expressive arts.	<p>CCA 21-1 Explores Art Media</p> <p><u>1-3 mos:</u> Is learning in a creative environment with opportunity to study colors and shapes</p> <p><u>4-7 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials</p> <p><u>8-12 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials</p> <p><u>1-Year Old:</u> Uses art materials; makes marks with a crayon; finger paints</p> <p><u>2-Year Old:</u> Uses a variety of art materials to create artwork or other inventions</p> <p><u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create</p>
b. Skill and confidence with the processes of art (e.g., drawing, collage, painting, print-making, constructing).	<p>CCA 21-1 Explores Art Media</p> <p><u>1-3 mos:</u> Is learning in a creative environment with opportunity to study colors and shapes</p> <p><u>4-7 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials</p> <p><u>8-12 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials</p> <p><u>1-Year Old:</u> Uses art materials; makes marks with a crayon; finger paints</p> <p><u>2-Year Old:</u> Uses a variety of art materials to create artwork or other inventions</p> <p><u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create</p>
c. Skill with media that can be used for expressing a mood or a feeling or for representing information (e.g., crayons, pencils, paint, blocks, wood, musical instruments, movement).	<p>CCA 21-1 Explores Art Media</p> <p><u>1-3 mos:</u> Is learning in a creative environment with opportunity to study colors and shapes</p> <p><u>4-7 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials</p> <p><u>8-12 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials</p> <p><u>1-Year Old:</u> Uses art materials; makes marks with a crayon; finger paints</p> <p><u>2-Year Old:</u> Uses a variety of art materials to create artwork or other inventions</p> <p><u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create</p>
	CCA 21-1 Explores Art Media

<p>d. An ability to be creative and expressive through a variety of activities (e.g., pretend play, art, storytelling, music).</p>	<p><u>1-3 mos:</u> Is learning in a creative environment with opportunity to study colors and shapes <u>4-7 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials <u>8-12 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials <u>1-Year Old:</u> Uses art materials; makes marks with a crayon; finger paints <u>2-Year Old:</u> Uses a variety of art materials to create artwork or other inventions <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create</p> <p>CCA 21-2 Explores Music <u>1-3 mos:</u> Listens and responds to singing and music <u>4-7 mos:</u> Explores musical instruments; bangs toy piano; rattles maracas <u>8-12 mos:</u> Plays with musical toys; may show preference for different sounds <u>1-Year Old:</u> Shows interest in and participates in a wide variety of music and songs <u>2-Year Old:</u> Joins in class exploration of musical instruments; may try to join in singing songs; may play with instruments or props during music time <u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat</p> <p>CCA 21-3 Explores Movement and Dance <u>8-12 mos:</u> May move when music is playing <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>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>e. An awareness that music, art, drama, and dance can be expressions of feeling, mood, situation, and culture.</p>	<p>SED 3-1 Expresses Emotion <u>1-3 mos:</u> Begins to show emotions with face and body; may begin to smile <u>4-7 mos:</u> Becomes more assertive in conveying likes and dislikes <u>8-12 mos:</u> Expresses a variety of emotions through facial expressions, sounds, and gestures <u>1-Year Old:</u> Expresses a range of emotions, including surprise, joy or pride; notices the effects of emotions on others <u>2-Year Old:</u> Expresses a variety of emotions; modifies expression according to reactions of familiar adults <u>3-Year Old:</u> Displays a range of emotions; can say how he/she is feeling (e.g., glad, sad, or mad); explores emotions through play, art, music, dance</p> <p>CCA 21-1 Explores Art Media</p>

	<p><u>1-3 mos:</u> Is learning in a creative environment with opportunity to study colors and shapes</p> <p><u>4-7 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials</p> <p><u>8-12 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials</p> <p><u>1-Year Old:</u> Uses art materials; makes marks with a crayon; finger paints</p> <p><u>2-Year Old:</u> Uses a variety of art materials to create artwork or other inventions</p> <p><u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create</p> <p>CCA 21-2 Explores Music</p> <p><u>1-3 mos:</u> Listens and responds to singing and music</p> <p><u>4-7 mos:</u> Explores musical instruments; bangs toy piano; rattles maracas</p> <p><u>8-12 mos:</u> Plays with musical toys; may show preference for different sounds</p> <p><u>1-Year Old:</u> Shows interest in and participates in a wide variety of music and songs</p> <p><u>2-Year Old:</u> Joins in class exploration of musical instruments; may try to join in singing songs; may play with instruments or props during music time</p> <p><u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat</p> <p>CCA 21-3 Explores Movement and Dance</p> <p><u>8-12 mos:</u> May move when music is playing</p> <p><u>1-Year Old:</u> May move when music is playing and “bounce” to the music</p> <p><u>2-Year Old:</u> Moves when music is playing; begins to move in time to music</p> <p><u>3-Year Old:</u> Participates in dance or creative movement activities</p> <p>CCA 21-4 Participates in Dramatic Play</p> <p><u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination</p> <p><u>2-Year Old:</u> Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others</p> <p><u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play</p>
<p>f. Confidence to sing songs, including songs of their own, and to experiment with chants and pitch patterns.</p>	<p>CCA 21-2 Explores Music</p> <p><u>1-3 mos:</u> Listens and responds to singing and music</p> <p><u>4-7 mos:</u> Explores musical instruments; bangs toy piano; rattles maracas</p> <p><u>8-12 mos:</u> Plays with musical toys; may show preference for different sounds</p> <p><u>1-Year Old:</u> Shows interest in and participates in a wide variety of music and songs</p> <p><u>2-Year Old:</u> Joins in class exploration of musical instruments; may try to join in singing songs; may play with instruments or props during music time</p> <p><u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat</p>

<p>g. An increasing ability to keep a steady beat (e.g., through speech, chants, dances, movement to simple rhythmic patterns).</p>	<p>CCA 21-2 Explores Music <u>1-3 mos:</u> Listens and responds to singing and music <u>4-7 mos:</u> Explores musical instruments; bangs toy piano; rattles maracas <u>8-12 mos:</u> Plays with musical toys; may show preference for different sounds <u>1-Year Old:</u> Shows interest in and participates in a wide variety of music and songs <u>2-Year Old:</u> Joins in class exploration of musical instruments; may try to join in singing songs; may play with instruments or props during music time <u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat</p> <p>CCA 21-3 Explores Movement and Dance <u>8-12 mos:</u> May move when music is playing <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>h. An expectation that music, art, drama, and dance can amuse, delight, comfort, illuminate, inform, and excite.</p>	<p>CCA 21-1 Explores Art Media <u>1-3 mos:</u> Is learning in a creative environment with opportunity to study colors and shapes <u>4-7 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials <u>8-12 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials <u>1-Year Old:</u> Uses art materials; makes marks with a crayon; finger paints <u>2-Year Old:</u> Uses a variety of art materials to create artwork or other inventions <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create</p> <p>CCA 21-2 Explores Music <u>1-3 mos:</u> Listens and responds to singing and music <u>4-7 mos:</u> Explores musical instruments; bangs toy piano; rattles maracas <u>8-12 mos:</u> Plays with musical toys; may show preference for different sounds <u>1-Year Old:</u> Shows interest in and participates in a wide variety of music and songs <u>2-Year Old:</u> Joins in class exploration of musical instruments; may try to join in singing songs; may play with instruments or props during music time <u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat</p> <p>CCA 21-3 Explores Movement and Dance <u>8-12 mos:</u> May move when music is playing <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>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>i. Familiarity with a variety of types of music, art, drama, and dance as expressions of feeling, mood, situation, occasion, and culture.</p>	<p>SS 16-1 Explores Cultures <u>1-3 mos:</u> Participates in experiential opportunities that are culturally diverse <u>4-7 mos:</u> Participates in experiential opportunities that are culturally diverse <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 <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</p> <p>CCA 21-1 Explores Art Media <u>1-3 mos:</u> Is learning in a creative environment with opportunity to study colors and shapes <u>4-7 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials <u>8-12 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials <u>1-Year Old:</u> Uses art materials; makes marks with a crayon; finger paints <u>2-Year Old:</u> Uses a variety of art materials to create artwork or other inventions <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create</p> <p>CCA 21-2 Explores Music <u>1-3 mos:</u> Listens and responds to singing and music <u>4-7 mos:</u> Explores musical instruments; bangs toy piano; rattles maracas <u>8-12 mos:</u> Plays with musical toys; may show preference for different sounds <u>1-Year Old:</u> Shows interest in and participates in a wide variety of music and songs <u>2-Year Old:</u> Joins in class exploration of musical instruments; may try to join in singing songs; may play with instruments or props during music time <u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat</p> <p>CCA 21-3 Explores Movement and Dance <u>8-12 mos:</u> May move when music is playing <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>CCA 21-4 Participates in Dramatic Play</p> <p><u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination</p> <p><u>2-Year Old:</u> Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others</p> <p><u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play</p>
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<p>Strand E – Contribution: Infants and toddlers have opportunities for learning that are equitable, promote social competency, and value each child’s and family’s contribution.</p>	<p>Vine Indicators</p>
<p>Goal 1: Infants and toddlers experience environments where the opportunities for learning are equitable, irrespective of gender, ability, age, home language, ethnicity, or background.</p>	
<p>a. Empathy, understanding, and awareness of others’ feelings, and make comforting and accepting gestures to peers and others in distress.</p>	<p>SED 6-1 Builds Empathy</p> <p><u>1-3 mos:</u> May cry when someone seems upset or when another child cries</p> <p><u>4-7 mos:</u> Shows interest in the emotions of others; may copy others (e.g., crying when another child cries)</p> <p><u>8-12 mos:</u> Responds to the emotions of others; may share emotional reactions (e.g., smiling when an adult smiles)</p> <p><u>1-Year Old:</u> Observes emotions of others; may respond to another’s preferences, such as offering different objects until one is accepted</p> <p><u>2-Year Old:</u> Begins to care for the feelings and needs of others</p> <p><u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress</p>
<p>b. Emerging concern for other children who may be excluded from activities because they are different.</p>	<p>SED 6-1 Builds Empathy</p> <p><u>1-3 mos:</u> May cry when someone seems upset or when another child cries</p> <p><u>4-7 mos:</u> Shows interest in the emotions of others; may copy others (e.g., crying when another child cries)</p> <p><u>8-12 mos:</u> Responds to the emotions of others; may share emotional reactions (e.g., smiling when an adult smiles)</p> <p><u>1-Year Old:</u> Observes emotions of others; may respond to another’s preferences, such as offering different objects until one is accepted</p> <p><u>2-Year Old:</u> Begins to care for the feelings and needs of others</p> <p><u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress</p>

<p>c. Understanding of the pro-social value of honesty and truthfulness to the extent their construction of and perception of reality permits it.</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 <u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege</p>
<p>d. The ability to carry out or follow through on simple tasks that help or benefit themselves or others.</p>	<p>ATL 1-3 Is Persistent <u>1-3 mos:</u> Will cry to indicate a need and will continue crying until that need is met <u>4-7 mos:</u> Will vocalize or use baby sign to indicate a need and will continue until that need is met; will hold on to preferred items <u>8-12 mos:</u> Repeats actions to achieve a goal <u>1-Year Old:</u> Works to complete a task <u>2-Year Old:</u> Finishes self-selected tasks, such as completing a puzzle or listening to a storybook <u>3-Year Old:</u> Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support</p>
<p>e. Positive and accepting attitudes toward people of a variety of backgrounds/characteristics (e.g., race, physical characteristics, culture, language spoken or signed, ethnic background).</p>	<p>SED 6-3 Cooperates with Peers <u>1-Year Old:</u> May begin to play with other children (e.g., passing a toy back and forth) <u>2-Year Old:</u> Begins to cooperate with others (e.g. shares toys, works toward a common goal, such as building a block tower); is learning to take turns; is learning to use words with peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns</p> <p>SS 16-1 Explores Cultures <u>1-3 mos:</u> Participates in experiential opportunities that are culturally diverse <u>4-7 mos:</u> Participates in experiential opportunities that are culturally diverse <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 <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</p>
<p>f. The ability to respond and engage in developmentally appropriate reciprocal interactions.</p>	<p>SED 6-2 Bonds with Peers <u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children <u>8-12 mos:</u> Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play) <u>1-Year Old:</u> Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play) <u>2-Year Old:</u> Enjoys being with other children; joins group play with other children; knows some names of peers <u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend</p>

	<p>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 <u>3-Year Old:</u> Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact</p>
<p>g. Emerging skills in caring and cooperation.</p>	<p>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) <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 <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> <p>SED 6-2 Bonds with Peers <u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children <u>8-12 mos:</u> Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play) <u>1-Year Old:</u> Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play) <u>2-Year Old:</u> Enjoys being with other children; joins group play with other children; knows some names of peers <u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend</p> <p>SED 6-3 Cooperates with Peers <u>1-Year Old:</u> May begin to play with other children (e.g., passing a toy back and forth) <u>2-Year Old:</u> Begins to cooperate with others (e.g. shares toys, works toward a common goal, such as building a block tower); is learning to take turns; is learning to use words with peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns</p>
<p>Goal 2: Infants and toddlers experience environments where they are affirmed as individuals.</p>	
<p>a. A sense of “who they are,” their place in the wider world of relationships, and the ways in which these are appreciated.</p>	<p>SED 4-1 Develops Awareness of Self <u>1-3 mos:</u> Shows interest in self, such as watching own hands or playing with feet <u>4-7 mos:</u> Learns about self by exploring hands, feet, body, and movement <u>8-12 mos:</u> Enjoys watching self in mirror <u>1-Year Old:</u> Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others</p>

	<p><u>2-Year Old:</u> Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family</p> <p><u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family</p> <p>SS 16-1 Explores Cultures</p> <p><u>1-3 mos:</u> Participates in experiential opportunities that are culturally diverse</p> <p><u>4-7 mos:</u> Participates in experiential opportunities that are culturally diverse</p> <p><u>8-12 mos:</u> Participates in experiential opportunities that are culturally diverse</p> <p><u>1-Year Old:</u> Participates in experiential opportunities that are culturally diverse</p> <p><u>2-Year Old:</u> Participates in experiential opportunities that are culturally diverse</p> <p><u>3-Year Old:</u> Learns about cultural differences, including clothing, food, art, and work</p> <p>SS 16-4 Learns about Community Roles and Jobs</p> <p><u>3-Year Old:</u> Learns about family roles and relationships</p>
<p>b. A range of abilities and interests (e.g., spatial, visual, linguistic, physical, musical, logical or mathematical, personal, social) which build on the children’s strengths.</p>	<p>SED 4-1 Develops Awareness of Self</p> <p><u>1-3 mos:</u> Shows interest in self, such as watching own hands or playing with feet</p> <p><u>4-7 mos:</u> Learns about self by exploring hands, feet, body, and movement</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><u>2-Year Old:</u> Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family</p> <p><u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family</p> <p>SED 4-2 Becomes Confident</p> <p><u>1-Year Old:</u> Shows confidence in own abilities; is proud to demonstrate abilities</p> <p><u>2-Year Old:</u> Shows confidence in increasing abilities; enjoys showing others what he/she can do</p> <p><u>3-Year Old:</u> Is pleased to complete daily routines and learn new skills</p> <p>SED 6-2 Bonds with Peers</p> <p><u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children</p> <p><u>8-12 mos:</u> Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play)</p> <p><u>1-Year Old:</u> Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play)</p> <p><u>2-Year Old:</u> Enjoys being with other children; joins group play with other children; knows some names of peers</p> <p><u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend</p>

	<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?" <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>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 <u>2-Year Old:</u> Is learning how shapes fit together, such as working with shape sorters or knob puzzles <u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind</p> <p>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 <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 <u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration</p> <p>PMP 19-2 Develops Self-Care Skills <u>1-3 mos:</u> Lets caregivers know when there is a need, such as crying when awake or needing to be changed <u>4-7 mos:</u> Uses different cries for different needs, such as when tired or when needing to be changed <u>8-12 mos:</u> Helps with daily routines, such as washing hands and getting dressed <u>1-Year Old:</u> Shows increasing independence, such as dressing with help <u>2-Year Old:</u> Shows increasing independence with self-care, such as helping wash hands or brush teeth <u>3-Year Old:</u> Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat</p> <p>CCA 21-2 Explores Music</p>
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	<p><u>1-3 mos:</u> Listens and responds to singing and music</p> <p><u>4-7 mos:</u> Explores musical instruments; bangs toy piano; rattles maracas</p> <p><u>8-12 mos:</u> Plays with musical toys; may show preference for different sounds</p> <p><u>1-Year Old:</u> Shows interest in and participates in a wide variety of music and songs</p> <p><u>2-Year Old:</u> Joins in class exploration of musical instruments; may try to join in singing songs; may play with instruments or props during music time</p> <p><u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat</p>
<p>c. A sense of being able to make something happen that matters to them and to others.</p>	<p>ATL 1-5 Shows Initiative</p> <p><u>4-7 mos:</u> Accepts, reaches for, grasps, or handles familiar toys</p> <p><u>8-12 mos:</u> Initiates activities, such as getting a toy independently from a low shelf or basket</p> <p><u>1-Year Old:</u> Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read)</p> <p><u>2-Year Old:</u> Initiates play with others</p> <p><u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting</p> <p>CS 14-3 Makes Plans</p> <p><u>8-12 mos:</u> Tries alternative ideas when working with objects, such as putting blocks in one container then in a different container</p> <p><u>1-Year Old:</u> Tries to direct caregiver toward a desired activity; leads caregiver to a specific location or to a desired toy</p> <p><u>2-Year Old:</u> Plans steps to achieve an idea, such as getting a favorite book and a doll in order to read the story to the doll</p> <p><u>3-Year Old:</u> Has own ideas for play time and makes plans to carry out ideas; makes choices during free time</p>
<p>d. A growing sense that they are valued and that their presence and activities gain positive responses from others.</p>	<p>SED 4-2 Becomes Confident</p> <p><u>1-Year Old:</u> Shows confidence in own abilities; is proud to demonstrate abilities</p> <p><u>2-Year Old:</u> Shows confidence in increasing abilities; enjoys showing others what he/she can do</p> <p><u>3-Year Old:</u> Is pleased to complete daily routines and learn new skills</p> <p>SED 5-1 Bonds with Adults</p> <p><u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs</p> <p><u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger</p> <p><u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults</p> <p><u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task</p> <p><u>2-Year Old:</u> Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy</p>

	<p>3-Year Old: Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems</p> <p>SED 6-2 Bonds with Peers 4-7 mos: Enjoys social play; may reach, touch, or make sounds toward other children 8-12 mos: Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play) 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) 2-Year Old: Enjoys being with other children; joins group play with other children; knows some names of peers 3-Year Old: Interacts positively with other children in the group; begins to make friends; may have a favorite friend</p>
e. A sense of optimism, that life is exciting and enjoyable, and they have a positive place within it.	<p>ATL 1-5 Shows Initiative 4-7 mos: Accepts, reaches for, grasps, or handles familiar toys 8-12 mos: Initiates activities, such as getting a toy independently from a low shelf or basket 1-Year Old: Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read) 2-Year Old: Initiates play with others 3-Year Old: Enjoys new experiences; works independently for brief periods of time without adult prompting</p>
f. The ability to look forward to events that affirm their growth (e.g., getting taller, getting new shoes, a first haircut, looking forward to upcoming visitors and events).	<p>ATL 1-5 Shows Initiative 4-7 mos: Accepts, reaches for, grasps, or handles familiar toys 8-12 mos: Initiates activities, such as getting a toy independently from a low shelf or basket 1-Year Old: Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read) 2-Year Old: Initiates play with others 3-Year Old: Enjoys new experiences; works independently for brief periods of time without adult prompting</p> <p>SED 4-1 Develops Awareness of Self 1-3 mos: Shows interest in self, such as watching own hands or playing with feet 4-7 mos: Learns about self by exploring hands, feet, body, and movement 8-12 mos: Enjoys watching self in mirror 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 3-Year Old: Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family</p>
g. An awareness of themselves as unique individuals.	<p>SED 4-1 Develops Awareness of Self 1-3 mos: Shows interest in self, such as watching own hands or playing with feet 4-7 mos: Learns about self by exploring hands, feet, body, and movement</p>

	<p><u>8-12 mos:</u> Enjoys watching self in mirror <u>1-Year Old:</u> Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others <u>2-Year Old:</u> Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family</p> <p>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</p>
<p>Goal 3: Infants and toddlers experience environments where they are encouraged to interact and learn with and alongside others.</p>	
<p>a. An increasing ability to take another's point of view and to empathize with others.</p>	<p>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) <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 <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>
<p>b. Ways to enjoy solitary play when they choose to be alone.</p>	<p>ATL 1-3 Is Persistent <u>1-3 mos:</u> Will cry to indicate a need and will continue crying until that need is met <u>4-7 mos:</u> Will vocalize or use baby sign to indicate a need and will continue until that need is met; will hold on to preferred items <u>8-12 mos:</u> Repeats actions to achieve a goal <u>1-Year Old:</u> Works to complete a task <u>2-Year Old:</u> Finishes self-selected tasks, such as completing a puzzle or listening to a storybook <u>3-Year Old:</u> Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support</p> <p>ATL 1-5 Shows Initiative <u>4-7 mos:</u> Accepts, reaches for, grasps, or handles familiar toys <u>8-12 mos:</u> Initiates activities, such as getting a toy independently from a low shelf or basket <u>1-Year Old:</u> Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read) <u>2-Year Old:</u> Initiates play with others</p>

	<p><u>3-Year Old</u>: Enjoys new experiences; works independently for brief periods of time without adult prompting</p>
c. An increasing sense of competence and confidence in growing abilities.	<p>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</p>
d. Acceptable ways to assert their independence.	<p>SED 4-1 Develops Awareness of Self <u>1-3 mos</u>: Shows interest in self, such as watching own hands or playing with feet <u>4-7 mos</u>: Learns about self by exploring hands, feet, body, and movement <u>8-12 mos</u>: Enjoys watching self in mirror <u>1-Year Old</u>: Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others <u>2-Year Old</u>: Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family <u>3-Year Old</u>: Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family</p> <p>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</p> <p>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 <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 <u>2-Year Old</u>: Uses spoon or fork for feeding; drinks from cup without lid <u>3-Year Old</u>: Is independent with eating and drinking at meal times; uses utensils; uses cup</p> <p>PMP 19-2 Develops Self-Care Skills <u>1-3 mos</u>: Lets caregivers know when there is a need, such as crying when awake or needing to be changed <u>4-7 mos</u>: Uses different cries for different needs, such as when tired or when needing to be changed <u>8-12 mos</u>: Helps with daily routines, such as washing hands and getting dressed <u>1-Year Old</u>: Shows increasing independence, such as dressing with help <u>2-Year Old</u>: Shows increasing independence with self-care, such as helping wash hands or brush teeth</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>
e. 'Friendship skills,' where they can play harmoniously with their peers through cooperation and participate in the give and take of ideas.	<p>SED 6-2 Bonds with Peers <u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children <u>8-12 mos:</u> Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play) <u>1-Year Old:</u> Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play) <u>2-Year Old:</u> Enjoys being with other children; joins group play with other children; knows some names of peers <u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend</p> <p>SED 6-3 Cooperates with Peers <u>1-Year Old:</u> May begin to play with other children (e.g., passing a toy back and forth) <u>2-Year Old:</u> Begins to cooperate with others (e.g. shares toys, works toward a common goal, such as building a block tower); is learning to take turns; is learning to use words with peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns</p>
f. An increasing ability to share by showing interest in and awareness of the feelings of others.	<p>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) <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 <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>
Goal 4: Infants and toddlers experience environments where they and their families are empowered to make contributions within the program and as members of their communities.	
a. A growing sense of themselves as part of a family.	<p>SED 4-1 Develops Awareness of Self <u>1-3 mos:</u> Shows interest in self, such as watching own hands or playing with feet <u>4-7 mos:</u> Learns about self by exploring hands, feet, body, and movement <u>8-12 mos:</u> Enjoys watching self in mirror <u>1-Year Old:</u> Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others</p>

	<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>
b. A sense of pride in themselves and their families.	<p>SED 4-1 Develops Awareness of Self</p> <p><u>1-3 mos:</u> Shows interest in self, such as watching own hands or playing with feet</p> <p><u>4-7 mos:</u> Learns about self by exploring hands, feet, body, and movement</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><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>
c. A growing sense of connection and consistency across their homes, the program and their community.	<p>SED 4-1 Develops Awareness of Self</p> <p><u>1-3 mos:</u> Shows interest in self, such as watching own hands or playing with feet</p> <p><u>4-7 mos:</u> Learns about self by exploring hands, feet, body, and movement</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><u>2-Year Old:</u> Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family</p> <p><u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family</p> <p>SS 16-4 Learns about Community Roles and Jobs</p> <p><u>3-Year Old:</u> Learns about family roles and relationships</p>
d. A positive sense about their participation in the program, their families, and their community.	<p>SED 4-1 Develops Awareness of Self</p> <p><u>1-3 mos:</u> Shows interest in self, such as watching own hands or playing with feet</p> <p><u>4-7 mos:</u> Learns about self by exploring hands, feet, body, and movement</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><u>2-Year Old:</u> Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family</p> <p><u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family</p> <p>SS 16-4 Learns about Community Roles and Jobs</p> <p><u>3-Year Old:</u> Learns about family roles and relationships</p>

DISCLAIMER:

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

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