

# 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:  
**Minnesota Early Childhood  
Indicators of Progress for Birth to Kindergarten**



## References

Minnesota Department of Education (2017). *Minnesota Early Childhood Indicators of Progress*  
Retrieved from <https://education.mn.gov/MDE/dse/early/ind/index.htm>

<b>Minnesota Early Childhood Indicators of Progress (2017)</b>	<b>The Vine Assessment System by LifeCubby</b>
<b>Approaches to Learning - Initiative and Curiosity</b>	<b>Vine Indicators</b>
<b>Inquisitiveness</b> - Child explores the environment and seeks interaction with people and objects; willingly tries new things.	
<b>0-1 year</b>	
Shows interest in the environment primarily through looking and listening.	<b>ATL 1-4 Is Curious</b>
Responds to people by looking kicking legs, vocalizing, reaching.	<b>ATL 1-4 Is Curious</b>
Demonstrates readiness for new experiences.	<b>ATL 1-4 Is Curious</b>
<b>1-2 years</b>	
Uses senses to explore their environment.	<b>ATL 1-4 Is Curious</b>
Seeks and taking pleasure in new skills.	<b>ATL 1-4 Is Curious</b>
<b>2-3 years</b>	
Approaches new materials in the environment with interest.	<b>ATL 1-4 Is Curious</b>
<b>3-4 years</b>	
Investigates and experiments with materials with enthusiasm.	<b>ATL 1-4 Is Curious</b>
Tries different ways of combining materials.	<b>ATL 1-4 Is Curious</b>
Asks questions.	<b>ATL 1-4 Is Curious</b>
<b>4-5 years, K Readiness</b>	
Scans environment and notices new objects, materials and activities right away. Asks about them.	<b>ATL 1-4 Is Curious</b>
Eager to investigate new things and have new experiences.	<b>ATL 1-4 Is Curious</b>
<b>Wonderment</b> - Child expresses interest in novelty.	
<b>0-1 year</b>	
Vocalizes in response to a new person, toy or experience.	<b>ATL 1-5 Shows Initiative</b>
<b>1-2 years</b>	
Bangs, moves, throws and dumps materials with pleasure.	<b>ATL 1-5 Shows Initiative</b>
<b>2-3 years</b>	

Turns objects around, upside down and inside out to examine characteristics.	<b>ATL 1-5 Shows Initiative</b>
<b>3-4 years</b>	
Verbally expresses interest when encountering novel objects or events.	<b>ATL 1-5 Shows Initiative</b>
<b>4-5 years, K Readiness</b>	
Independently seeks out new experiences, objects, or materials for own enjoyment.	<b>ATL 1-5 Shows Initiative</b>
<b>Approaches to Learning – Attentiveness, Engagement and Persistence</b>	
<b>Attending</b> - Child focuses visual and auditory attention on relevant aspects of the environment.	
<b>0-1 year</b>	
Recognizes primary caregiver and familiar objects by touch, sight, sound, smell.	<b>ATL 1-2 Develops Memory</b>
<b>1-2 years</b>	
Stays focused on activities for a short period of time.	<b>ATL 1-1 Is Attentive</b>
<b>2-3 years</b>	
Maintains attention for longer periods of time.	<b>ATL 1-1 Is Attentive</b>
<b>3-4 years</b>	
Returns to an activity after an interruption.	<b>ATL 1-1 Is Attentive</b>
Engages in play with peers for extended period of time.	<b>ATL 1-1 Is Attentive</b>
Attends in a large group for short periods.	<b>ATL 1-1 Is Attentive</b>
<b>4-5 years, K Readiness</b>	
Attends in large group activities led by teacher for sustained periods.	<b>ATL 1-1 Is Attentive</b>
Participates in large group activities and discussions.	<b>ATL 1-1 Is Attentive</b>
Listens to others.	<b>ATL 1-1 Is Attentive</b>
<b>Self-direction</b> - Child makes choices based upon own interests.	
<b>0-1 year</b>	

Shows preference for people, objects, and food.	<b>ATL 1-5 Shows Initiative</b>
<b>1-2 years</b>	
Makes choices seeking occasional assistance from adult.	<b>ATL 1-5 Shows Initiative</b>
<b>2-3 years</b>	
Makes choices independently.	<b>ATL 1-5 Shows Initiative</b>
<b>3-4 years</b>	
Engages in self-initiated activities for sustained periods of time.	<b>ATL 1-5 Shows Initiative</b>
<b>4-5 years, K Readiness</b>	
Creates a plan to achieve a goal and follows through to completion.	<b>ATL 1-5 Shows Initiative</b>
<b>Diligence - Child is focused and productive.</b>	
<b>0-1 year</b>	
Repeats actions intentionally to achieve goals.	<b>ATL 1-3 Is Persistent</b>
<b>1-2 years</b>	
Interacts with others, objects or activities for short periods of time.	<b>ATL 1-3 Is Persistent</b>
<b>2-3 years</b>	
Seeks assistance then persists to complete task.	<b>ATL 1-3 Is Persistent</b>
<b>3-4 years</b>	
Works at a task despite distractions.	<b>ATL 1-3 Is Persistent</b>
<b>4-5 years, K Readiness</b>	
Conscientiously attempts to complete assigned tasks.	<b>ATL 1-3 Is Persistent</b>
<b>Resilience - Child responds to challenge by adapting.</b>	
<b>0-1 year</b>	
Calms self when frustrated.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
<b>1-2 years</b>	
When upset, can recover in a reasonable amount of time.	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
<b>2-3 years</b>	
Handles transitions comfortably.	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
<b>3-4 years</b>	
Copes with change, persists and moves ahead.	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>

Approaches new tasks with confidence.	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
<b>4-5 years, K Readiness</b>	
Maintains a positive outlook in spite of challenges.	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
Demonstrates ability to adjust to changes.	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
<b>Approaches to Learning – Creativity</b>	
<b>Immersion</b> - Child becomes absorbed in the process of exploration.	
<b>0-1 year</b>	
Looks and listens with intensity.	<b>ATL 1-1 Is Attentive</b>
<b>1-2 years</b>	
Explores environment with purpose.	<b>ATL 1-4 Is Curious</b>
<b>2-3 years</b>	
Shows preference for certain activities, objects and materials through sustained involvement.	<b>ATL 1-3 Is Persistent</b>
<b>3-4 years</b>	
Repeatedly becomes engrossed in activities of own choosing.	<b>ATL 1-3 Is Persistent</b>
Rarely shows boredom when engaged in preferred activities.	<b>ATL 1-3 Is Persistent</b>
<b>4-5 years, K Readiness</b>	
When interested in a topic seeks opportunities to learn more and satisfy own curiosity.	<b>ATL 1-3 Is Persistent</b>
<b>Playfulness</b> - Child demonstrates a sense of humor and imagination in their play.	
<b>0-1 year</b>	
Smile, coos and laughs.	<b>ATL 1-5 Shows Initiative</b>
Begins to be playful with familiar people and objects.	<b>ATL 1-5 Shows Initiative</b>
<b>1-2 years</b>	
Explores and uses materials in new and unconventional ways.	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
Observes others when they are laughing and smiles or laughs too.	<b>ATL 1-5 Shows Initiative</b>
<b>2-3 years</b>	
Shows interest in other's play and seeks out others to play.	<b>ATL 1-5 Shows Initiative</b>

Uses a variety of voice inflections and facial expressions in play; laughs.	<b>LC 7-2 Develops Expressive Communication</b>
<b>3-4 years</b>	
Tries out various pretend roles.	<b>CCA 21-4 Participates in Dramatic Play</b>
Experiments with new ways to combine materials when playing.	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
<b>4-5 years, K Readiness</b>	
Approaches tasks with imagination and inventiveness.	<b>ATL 1-5 Shows Initiative</b>
<b>Production</b> - Child expresses ideas, thoughts and opinions and creates products that are unexpected, original and relevant	
<b>0-1 year</b>	
Shows excitement and pleasure at making something happen (activates mobile by kicking foot, drops toy and hears a “bang”)	<b>ATL 1-5 Shows Initiative</b>
<b>1-2 years</b>	
Wants to do things by self and has own way of doing thing.	<b>ATL 1-5 Shows Initiative</b>
Begins to play with toys, objects and materials in new, ways.	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
<b>2-3 years</b>	
Begins to organize play and carry out own plans	<b>ATL 1-5 Shows Initiative</b>
<b>3-4 years</b>	
Engages in inventive social play.	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
Engages in inventive play with materials.	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
Tries out different ways to accomplish a task.	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
<b>4-5 years, K Readiness</b>	
Becomes absorbed in the process of creating.	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
Purposefully works to create unique products of own choosing.	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
<b>Approaches to Learning – Processing and Utilizing Information</b>	
<b>Working Memory</b> - Child stores and retrieves information in order to use it purposefully.	
<b>0-1 year</b>	

Demonstrates understanding of object permanence.	<b>ATL 1-2 Develops Memory</b>
<b>1-2 years</b>	
Uses some prior experiences to build new knowledge and solve problems.	<b>ATL 1-2 Develops Memory</b>
Anticipates familiar, daily events.	<b>ATL 1-2 Develops Memory</b>
<b>2-3 years</b>	
Able to remember and pretend a sequence of events.	<b>ATL 1-2 Develops Memory</b>
Recites simple songs, rhymes, a short sequence of letters, numbers, etc.	<b>ATL 1-2 Develops Memory</b>
<b>3-4 years</b>	
Recalls and follows multi step directions of increasing complexity.	<b>ATL 1-2 Develops Memory</b>
Recites complete songs or rhymes.	<b>ATL 1-2 Develops Memory</b>
<b>4-5 years, K Readiness</b>	
Independently carries out all of the steps in daily routines such as putting toys away, preparing for lunch, etc.	<b>ATL 1-2 Develops Memory</b>
Participates in discussions about familiar topics and contributes relevant information.	<b>ATL 1-2 Develops Memory</b>
<b>Symbolic Representation -</b> Child uses sounds, actions, objects and materials (paint, clay, blocks, etc.) to express their ideas and understanding as well as to make new connections.	
<b>0-1 year</b>	
Imitates actions or makes a sound to represent or stand for an object or event ("Arf" for dog).	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
<b>1-2 years</b>	
Acts out a sequence of related actions to recreate personal experiences (feeding teddy bear with a spoon, etc).	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
<b>2-3 years</b>	
Begins to use one object to stand for another in play. (block as a telephone)	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>

After exploring and experimenting with materials, labels their creation.	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
<b>3-4 years</b>	
Begins to intentionally plan how to use materials to express an idea(may have a story in mind when pretending.	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
Notices written words represent objects, people or events and begins to use in play.	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
<b>4-5 years, K Readiness</b>	
Plans and creates elaborate play plots, stories, block structures and art projects.	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
Begins to use print as a tool to express thoughts, ideas and to intentionally communicate.	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
<b>Cognitive Flexibility/ Reasoning</b> - Child considers more than one possible outcome to a problem or situation; begins to create theories for why things happen; can recognize how one thing relates to or affects another thing.	
<b>0-1 year</b>	
Recognizes their actions can cause a specific response.	<b>CS 14-2 Makes Predictions</b>
<b>1-2 years</b>	
Notices similarities and differences.	<b>CS 14-2 Makes Predictions</b>
Anticipates what will happen next.	<b>CS 14-2 Makes Predictions</b>
<b>2-3 years</b>	
Makes inferences based on what is seen, heard, smelled, etc.	<b>CS 14-2 Makes Predictions</b>
Considers possibilities for why something happened.	<b>CS 14-2 Makes Predictions</b>
<b>3-4 years</b>	
Predicts and hypothesizes what will happen next.	<b>CS 14-2 Makes Predictions</b>
Forms theories about why things happen.	<b>CS 14-2 Makes Predictions</b>
<b>4-5 years, K Readiness</b>	



Draws conclusions and can explain their thinking.	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
Considers another point of view and will change opinion or idea when faced with new information.	<b>CS 14-1 Solves Problems</b>
Collaborates with others to investigate a situation or problem.	<b>CS 14-1 Solves Problems</b>
<b>Problem Solving</b> - Child seeks and finds solutions to problems.	
<b>0-1 year</b>	
Notices and pays attention to things that seem amiss.	<b>CS 14-1 Solves Problems</b>
<b>1-2 years</b>	
Examines objects that don't respond as usual; attempts to make object work as expected.	<b>CS 14-1 Solves Problems</b>
<b>2-3 years</b>	
Communicates to others that there is a problem and request that they solve it.	<b>CS 14-1 Solves Problems</b>
<b>3-4 years</b>	
Makes guesses about how a problem might be solved and with support is willing to follow through to a solution.	<b>CS 14-1 Solves Problems</b>
<b>4-5 years, K Readiness</b>	
Independently attempts to solve problems.	<b>CS 14-1 Solves Problems</b>
Explains the possible solution and the outcome.	<b>CS 14-1 Solves Problems</b>
Evaluates the outcome of attempted solutions and makes revisions if necessary.	<b>CS 14-1 Solves Problems</b>

<b>The Arts</b>	<b>Vine Indicators</b>
<b>Exploring the Arts</b> - Child shows an interest in learning about different artistic experiences	
<b>0-1 year</b>	
Actively explores their environment (through song, music, movement etc) to enrich their senses.	<b>CCA 21-1 Explores Art Media</b> <b>CCA 21-2 Explores Music</b> <b>CCA 21-3 Explores Movement and Dance</b>

<b>1-2 years</b>	
Begins to choose senses to explore.	<b>CS 13-1 Explores Objects</b>
<b>2-3 years</b>	
Investigates different art experiences.	<b>CCA 21-1 Explores Art Media CCA 21-2 Explores Music CCA 21-3 Explores Movement and Dance</b>
<b>3-4 years</b>	
Select their own art experience during play.	<b>CCA 21-1 Explores Art Media CCA 21-2 Explores Music CCA 21-3 Explores Movement and Dance</b>
<b>4-5 years, K Readiness</b>	
Integrates a variety of art experiences during play.	<b>CCA 21-1 Explores Art Media CCA 21-2 Explores Music CCA 21-3 Explores Movement and Dance</b>
<b>Exploring the Arts - Child can distinguish differences within each area of artistic expression.</b>	
<b>0-1 year</b>	
Notices differences.	<b>CS 13-1 Explores Objects</b>
<b>1-2 years</b>	
Show a preference for toys, people, experiences.	<b>ATL 1-5 Shows Initiative</b>
<b>2-3 years</b>	
Chooses an artistic expression of their choice.	<b>CCA 21-1 Explores Art Media CCA 21-2 Explores Music CCA 21-3 Explores Movement and Dance</b>
<b>3-4 years</b>	
Uses art-related vocabulary when discussing different media (stage, easel, brush, etc...	<b>CCA 21-1 Explores Art Media CCA 21-2 Explores Music CCA 21-3 Explores Movement and Dance</b>
<b>4-5 years, K Readiness</b>	
Discuss differences among artistic expression.	<b>CCA 21-1 Explores Art Media CCA 21-2 Explores Music CCA 21-3 Explores Movement and Dance</b>
<b>Using the Arts to Express Ideas and Emotions - Child demonstrates interest and emotions in artistic expression.</b>	
<b>0-1 year</b>	
Responds to music by vocalizing, moving body, smiling or frowning at pictures, colors, shapes, etc.	<b>CCA 21-1 Explores Art Media CCA 21-2 Explores Music CCA 21-3 Explores Movement and Dance</b>
<b>1-2 years</b>	
Shows emotion when engages in artistic expression.	<b>SED 3-1 Expresses Emotion</b>

<b>2-3 years</b>	
Chooses to spend time in artistic expression with available materials (paint, crayons, dramatic play, music etc...) and shares ideas.	<b>CCA 21-1 Explores Art Media CCA 21-2 Explores Music CCA 21-3 Explores Movement and Dance</b>
<b>3-4 years</b>	
Demonstrates their preference by combining artistic elements (color, sound, media etc...)	<b>CCA 21-1 Explores Art Media CCA 21-2 Explores Music CCA 21-3 Explores Movement and Dance</b>
<b>4-5 years, K Readiness</b>	
Elects to spend time in artistic expression with purpose and analyzes their work.	<b>CCA 21-1 Explores Art Media CCA 21-2 Explores Music CCA 21-3 Explores Movement and Dance</b>
<b>Using the Arts to Express Ideas and Emotions - Child understands patterns in artistic media.</b>	
<b>0-1 year</b>	
Imitates sounds, motions and gestures.	<b>CCA 21-2 Explores Music CCA 21-3 Explores Movement and Dance</b>
<b>1-2 years</b>	
Shows preference for familiar sounds, motions and gestures.	<b>CCA 21-2 Explores Music CCA 21-3 Explores Movement and Dance</b>
<b>2-3 years</b>	
Begins to duplicate artistic patterns.	<b>CCA 21-1 Explores Art Media CCA 21-2 Explores Music CCA 21-3 Explores Movement and Dance</b>
<b>3-4 years</b>	
Extends their artistic patterns with sounds, music, motions, gestures and materials.	<b>CCA 21-1 Explores Art Media CCA 21-2 Explores Music CCA 21-3 Explores Movement and Dance</b>
<b>4-5 years, K Readiness</b>	
Creates their own artistic patterns.	<b>CCA 21-1 Explores Art Media CCA 21-2 Explores Music CCA 21-3 Explores Movement and Dance</b>
<b>Self-Expression in the Arts - Child uses art for self-expression.</b>	
<b>0-1 year</b>	
Expresses emotions when exposed to the arts.	<b>SED 3-1 Expresses Emotion</b>
<b>1-2 years</b>	
Shows preference in a variety of the arts to express oneself.	<b>CCA 21-1 Explores Art Media CCA 21-2 Explores Music CCA 21-3 Explores Movement and Dance</b>
<b>2-3 years</b>	

Shares feelings and ideas through the arts.	CCA 21-1 Explores Art Media CCA 21-2 Explores Music CCA 21-3 Explores Movement and Dance
<b>3-4 years</b>	
Describes own feelings through artistic expression.	CCA 21-1 Explores Art Media CCA 21-2 Explores Music CCA 21-3 Explores Movement and Dance
<b>4-5 years, K Readiness</b>	
Intentionally uses art for self-expression.	CCA 21-1 Explores Art Media CCA 21-2 Explores Music CCA 21-3 Explores Movement and Dance

<b>Language, Literacy and Communications: Cognitive –</b> Listening and Understanding; Receptive Language	<b>Vine Indicators</b>
<b>Language Comprehension -</b> Child understands the meaning of words and phrases (receptive) and uses those words and phrases to communicate effectively (expressive)	
<b>Birth to 6 months</b>	
Turns toward and focuses on nearby adult caregiver who is speaking.	LC 7-1 Develops Receptive Communication
Turns toward and focuses on nearby adult caregiver who is speaking.	LC 7-1 Develops Receptive Communication
<b>6-15 months</b>	
Responds to nonverbal and verbal cues.	LC 7-1 Develops Receptive Communication
Responds to conversation, questions, and requests.	LC 7-1 Develops Receptive Communication
Responds to an object or action label such as ball or eat.	LC 7-1 Develops Receptive Communication
<b>15-24 months</b>	
Responds to increasingly complex sentences.	LC 7-1 Develops Receptive Communication
Responds to descriptive language about objects, actions, and concepts.	LC 7-1 Develops Receptive Communication
<b>2-3 years</b>	
Shows understanding of questions and statements about	LC 7-1 Develops Receptive Communication

people, objects, ideas, and feelings.	
Points to or places an object in/out, under/over and top/bottom when asked.	<b>LC 7-1 Develops Receptive Communication</b>
Notices when adults use unusual or uncommon words.	<b>LC 7-1 Develops Receptive Communication</b>
<b>3-4 years</b>	
Responds to direct questions and follows simple directions.	<b>LC 7-1 Develops Receptive Communication</b>
Points to or places objects before, after, above, and below based on verbal cues.	<b>LC 7-1 Develops Receptive Communication</b>
<b>4-5 years, K Readiness</b>	
Follows directions that involve two or more steps.	<b>LC 7-1 Develops Receptive Communication</b>
Responds to increasingly complex prepositional directions, such as beside, around and next to.	<b>LC 7-1 Develops Receptive Communication</b>
<b>Language, Literacy and Communications: Cognitive – Communicating and Speaking; Expressive Language</b>	
<b>Social Conversation</b> - Child meaningfully engages in talk with others to express feelings, wants and ideas.	
<b>Birth to 6 months</b>	
Coos and gurgles, babbles, and imitates facial expressions to caregivers.	<b>LC 7-2 Develops Expressive Communication</b>
Begins a conversation through body movements.	<b>LC 7-2 Develops Expressive Communication</b>
<b>6-15 months</b>	
Uses sounds, gestures, or actions to communicate and express needs and wants.	<b>LC 7-2 Develops Expressive Communication</b>
Makes different sounds in response to objects, people, or activities.	<b>LC 7-2 Develops Expressive Communication</b>
<b>15-24 months</b>	
Uses real or made-up words or signs to express basic wants and needs.	<b>LC 7-2 Develops Expressive Communication</b>

Adds to or extends conversations with others.	<b>LC 7-6 Learns Conversation Structure</b>
<b>2-3 years</b>	
Uses sounds, signs, words, phrases for desires and interests.	<b>LC 7-2 Develops Expressive Communication</b>
Begins to ask "why" questions.	<b>LC 7-6 Learns Conversation Structure</b>
Starts conversations with others.	<b>LC 7-6 Learns Conversation Structure</b>
<b>3-4 years</b>	
Continues conversations with comments or questions.	<b>LC 7-6 Learns Conversation Structure</b>
<b>4-5 years, K Readiness</b>	
Negotiates, shares, plans, and solves problems with others.	<b>LC 7-6 Learns Conversation Structure</b>
Asks and answers questions to seek help or get information.	<b>LC 7-6 Learns Conversation Structure</b>
<b>Vocabulary and Syntax - Child understands word order and grammatical rules.</b>	
<b>Birth to 6 months</b>	
Imitates and repeats pitch and duration of caregiver sounds.	<b>LC 7-2 Develops Expressive Communication</b>
<b>6-15 months</b>	
Uses a few words or word approximations to represent concepts.	<b>LC 7-4 Expands Vocabulary</b>
Names a few objects and people.	<b>LC 7-4 Expands Vocabulary</b>
Imitates animal and other environmental sounds.	<b>LC 7-2 Develops Expressive Communication</b>
<b>15-24 months</b>	
Constructs simple two-word sentences (object and action).	<b>LC 7-2 Develops Expressive Communication</b>
Rapidly increases use and number of sounds and words.	<b>LC 7-4 Expands Vocabulary</b>
<b>2-3 years</b>	
Uses sounds, signs, words, phrases for desires and interests.	<b>LC 7-2 Develops Expressive Communication</b>
Begins to ask "why" questions.	<b>LC 7-6 Learns Conversation Structure</b>
Starts conversations with others.	<b>LC 7-6 Learns Conversation Structure</b>
<b>3-4 years</b>	
Uses short sentences to shares information about experiences, people, places, and things.	<b>LC 7-2 Develops Expressive Communication</b>
Uses increasingly precise adverbs such as quietly, loudly, quickly.	<b>LC 7-5 Expands Grammar and Pronunciation</b>

Uses more new and precise words.	<b>LC 7-4 Expands Vocabulary</b>
Correctly uses some past tense and irregular verbs (go, went, gone)	<b>LC 7-5 Expands Grammar and Pronunciation</b>
<b>4-5 years, K Readiness</b>	
Uses sentences that express logical relationships between concepts.	<b>LC 7-4 Expands Vocabulary</b>
Uses increasingly specific words to name objects and their features and functions.	<b>LC 7-4 Expands Vocabulary</b>
Shares information about experiences, people, places, and things in sequence.	<b>LC 7-4 Expands Vocabulary</b>
<b>Language, Literacy and Communications: Cognitive – Emergent Reading</b>	
<b>Motivation, Engagement</b> - Child has an interest in and sustained attention for literacy acts.	
<b>Birth to 6 months</b>	
Likes to be read to and shown pictures.	<b>LKS 8-1 Develops Early Literacy</b>
<b>6-15 months</b>	
Makes sounds while looking at text or images.	<b>LKS 8-1 Develops Early Literacy</b>
Points to a few pictures in books and in response to adult questions.	<b>LKS 8-1 Develops Early Literacy</b>
Demonstrates interest and involvement with books and other print materials.	<b>LKS 8-1 Develops Early Literacy</b>
<b>15-24 months</b>	
Relates an object in a book or print to the real object.	<b>LKS 8-1 Develops Early Literacy</b>
Imitates reading.	<b>LKS 8-3 Develops Emergent Reading</b>
<b>2-3 years</b>	
Shows interest in both pictures and text.	<b>LKS 8-1 Develops Early Literacy</b>
Asks for or picks out favorite texts.	<b>LKS 8-1 Develops Early Literacy</b>
Focuses on a book while listening to the reader.	<b>LKS 8-1 Develops Early Literacy</b>
<b>3-4 years</b>	

Shows persistence with longer and more complex narratives and informational text.	<b>LKS 8-1 Develops Early Literacy</b>
Offers a personal response to stories read aloud.	<b>LKS 8-1 Develops Early Literacy</b>
<b>4-5 years, K Readiness</b>	
Actively participates in reading activities with enjoyment and purpose.	<b>LKS 8-1 Develops Early Literacy</b>
Retells familiar stories using the book as a guide.	<b>LKS 8-1 Develops Early Literacy</b>
<b>Phonological Awareness -</b> Child is able to hear and understand the discrete sounds that make up language.	
<b>Birth to 6 months</b>	
Looks at caregiver's lips and face when caregiver is speaking.	<b>LC 7-3 Develops Phonemic Awareness</b>
Pays attention to sounds in the environment and the spoken language from caregivers.	<b>LC 7-3 Develops Phonemic Awareness</b>
<b>6-15 months</b>	
Shows interest in songs, rhymes, chants, and stories.	<b>LC 7-3 Develops Phonemic Awareness</b>
Recognizes sounds used by speakers of child's home language.	<b>LC 7-3 Develops Phonemic Awareness</b>
<b>15-24 months</b>	
Imitates sounds heard in the environment.	<b>LC 7-3 Develops Phonemic Awareness</b>
Identifies sounds heard in the environment.	<b>LC 7-3 Develops Phonemic Awareness</b>
<b>2-3 years</b>	
Repeats different sounds in rhymes and familiar words.	<b>LC 7-3 Develops Phonemic Awareness</b>
Distinguishes between spoken language and environmental sounds.	<b>LC 7-3 Develops Phonemic Awareness</b>
Recalls previously heard words, songs, and rhymes.	<b>LC 7-3 Develops Phonemic Awareness</b>
<b>3-4 years</b>	
Shows interest in and associates sounds with words.	<b>LC 7-3 Develops Phonemic Awareness</b>
Playfully explores sounds, words, and language, including rhyme and alliteration.	<b>LC 7-3 Develops Phonemic Awareness</b>



<b>4-5 years, K Readiness</b>	
Identifies and continues sound patterns in words.	<b>LC 7-3 Develops Phonemic Awareness</b>
Plays with the sounds in spoken language, independent of meaning.	<b>LC 7-3 Develops Phonemic Awareness</b>
<b>Letter Recognition</b> - Child recognizes the shapes of letters and recalls the names of letters.	
<b>Birth to 6 months</b>	
Recognizes familiar faces.	<b>LKS 8-1 Develops Early Literacy</b>
<b>6-15 months</b>	
Shows interest in familiar photos, pictures, and drawings.	<b>LKS 8-1 Develops Early Literacy</b>
<b>15-24 months</b>	
Recognizes familiar photos, pictures, drawings.	<b>LKS 8-1 Develops Early Literacy</b>
<b>2-3 years</b>	
Recognizes symbols, colors, and shapes.	<b>LKS 8-1 Develops Early Literacy</b>
<b>3-4 years</b>	
Points to and names some letters (especially in their own name).	<b>LKS 8-2 Develops Alphabetic Knowledge</b>
<b>4-5 years, K Readiness</b>	
Recognizes how features of a letter combine to make a specific letter.	<b>LKS 8-2 Develops Alphabetic Knowledge</b>
Differentiates between letters and other symbols.	<b>LKS 8-2 Develops Alphabetic Knowledge</b>
<b>Concepts of Print</b> - Child understands the fundamentals of print, such as orientation, organization, and features of print.	
<b>Birth to 6 months</b>	
Explores books by grasping and bringing to mouth to suck and chew.	<b>LKS 8-1 Develops Early Literacy</b>
<b>6-15 months</b>	
Attempts to hold board books with both hands.	<b>LKS 8-1 Develops Early Literacy</b>
Turns pages of board books.	<b>LKS 8-1 Develops Early Literacy</b>
<b>15-24 months</b>	
Turns book or text right side up.	<b>LKS 8-1 Develops Early Literacy</b>
<b>2-3 years</b>	
Identifies front and back of book.	<b>LKS 8-1 Develops Early Literacy</b>

Demonstrates understanding that print has meaning.	<b>LKS 8-1 Develops Early Literacy</b>
<b>3-4 years</b>	
Looks at books or shares them from front to back.	<b>LKS 8-1 Develops Early Literacy</b>
<b>4-5 years, K Readiness</b>	
Recognizes some parts of a book and conventions of print.	<b>LKS 8-1 Develops Early Literacy</b>
Knows that English print is left to right and top to bottom.	<b>LKS 8-3 Develops Emergent Reading</b>
Points to words and attempts to read, or asks, "what does it say?"	<b>LKS 8-3 Develops Emergent Reading</b>
<b>Comprehension of Narrative Text</b> - Child understands the events and order of events in a story.	
<b>Birth to 6 months</b>	
N/A	
<b>6-15 months</b>	
Pays attention to stories read out loud.	<b>LKS 8-1 Develops Early Literacy</b>
Points to or gestures toward characters during reading.	<b>LKS 8-1 Develops Early Literacy</b>
<b>15-24 months</b>	
Understands stories read or told.	<b>LKS 8-1 Develops Early Literacy</b>
Talks about, gestures, or points to characters and events during reading or storytelling.	<b>LKS 8-1 Develops Early Literacy</b>
Relates objects in stories to objects in the real world.	<b>LKS 8-1 Develops Early Literacy</b>
Talks about characters and events during reading.	<b>LKS 8-1 Develops Early Literacy</b>
<b>2-3 years</b>	
Asks and answers questions during story reading.	<b>LKS 8-1 Develops Early Literacy</b>
Acts out, draws, or describes parts of a story.	<b>LKS 8-1 Develops Early Literacy</b>
Can identify and describe basic information from the text.	<b>LKS 8-1 Develops Early Literacy</b>
<b>3-4 years</b>	
Retells important information from a story.	<b>LKS 8-1 Develops Early Literacy</b>
Tells simple stories and experiences about own life.	<b>LKS 8-1 Develops Early Literacy</b>

Responds to and uses vocabulary related to key concepts in the text.	<b>LKS 8-1 Develops Early Literacy</b>
<b>4-5 years, K Readiness</b>	
Predicts what will happen next in a story using words or drawings.	<b>LKS 8-1 Develops Early Literacy</b>
Retells a story using a variety of media, materials, and props.	<b>LKS 8-1 Develops Early Literacy</b>
Restates and describes the concepts from the text.	<b>LKS 8-1 Develops Early Literacy</b>
<b>Language, Literacy and Communications: Cognitive – Writing</b>	
<b>Writing Conventions</b> - Child understands the forms and function of written language.	
<b>Birth to 6 months</b>	
Grasps and squeezes a toy or object.	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b>
Uses hands or feet to make a connection with objects or people.	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
<b>6-15 months</b>	
Coordinates eye and hand movements and has control over grasp.	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b>
<b>15-24 months</b>	
Uses small muscles to do simple tasks.	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
Attempts to use a variety of writing tools such as crayons and markers.	<b>LKS 9-1 Develops Emergent Writing</b>
<b>2-3 years</b>	
Uses scribbles, shapes, or pictures to represent thoughts and ideas.	<b>LKS 9-1 Develops Emergent Writing</b>
Demonstrates interest in writing as a way of communicating.	<b>LKS 9-1 Develops Emergent Writing</b>
<b>3-4 years</b>	
Uses letter-like symbols to make letters or words.	<b>LKS 9-1 Develops Emergent Writing</b>
Uses drawing to represent writing.	<b>LKS 9-1 Develops Emergent Writing</b>
<b>4-5 years, K Readiness</b>	
Writes own name, and words about things that interest them.	<b>LKS 9-1 Develops Emergent Writing</b>

Understands there are different purposes for writing, such as stories, lists, signs, etc.	<b>LKS 9-1 Develops Emergent Writing</b>
Uses invented spelling.	<b>LKS 9-1 Develops Emergent Writing</b>
Uses words, pictures, letters, or letter-like symbols to communicate information and ideas or compose original stories.	<b>LKS 9-1 Develops Emergent Writing</b>

<b>Mathematics – Number Knowledge</b>	<b>Vine Indicators</b>
<b>Rote Counting</b> - The child attends to sequences and use of number words, with or without items, sets, or numerals and without recognizing the link to quantity	
<b>0-1 years</b>	
Releases one item to reach for another.	<b>CM 11-1 Learns Measurement and Quantities</b>
Uses body language to indicate a desire for more.	<b>CM 11-1 Learns Measurement and Quantities</b>
<b>1-2 years</b>	
Imitates use of at least one number word.	<b>CM 10-4 Reads and Writes Numbers</b>
Imitates counting.	<b>CM 10-1 Begins Counting</b>
<b>2-3 years</b>	
Recites number words but not necessarily in the correct order.	<b>CM 10-4 Reads and Writes Numbers</b>
Recites number words correctly, up to 3.	<b>CM 10-4 Reads and Writes Numbers</b>
Names familiar numerals.	<b>CM 10-4 Reads and Writes Numbers</b>
<b>3-4 years</b>	
Shows interest in counting or number-oriented play, and notices numbers in the environment during free play.	<b>CM 10-1 Begins Counting</b>
Orders a few objects by size with assistance.	<b>CM 10-4 Reads and Writes Numbers</b>
Recites number words in the correct sequence up to 10.	<b>CM 10-4 Reads and Writes Numbers</b>
Recognizes when others make errors in the number word sequence.	<b>CM 10-4 Reads and Writes Numbers</b>

Points to objects while reciting number word sequence.	<b>CM 10-4 Reads and Writes Numbers</b>
Begins to write number-like forms.	<b>CM 10-4 Reads and Writes Numbers</b>
<b>4-5 years, K Readiness</b>	
Recites number word aloud, forward, up to at least 29 (allow for some mistakes), without objects.	<b>CM 10-4 Reads and Writes Numbers</b>
Recites number words aloud, backward, down from at least 10 without objects.	<b>CM 10-4 Reads and Writes Numbers</b>
Is able to name the next number word for numbers up to 9.	<b>CM 10-4 Reads and Writes Numbers</b>
Reads and writes numerals from 0 to 10, with some reversals possible.	<b>CM 10-4 Reads and Writes Numbers</b>
<b>Meaningful Counting</b> - The child uses counting to identify how many items are in a set, using one to one correspondence; uses number words to identify "how many"	
<b>0-1 years</b>	
N/A	
<b>1-2 years</b>	
N/A	
<b>2-3 years</b>	
Imitates one to one correspondence.	<b>CM 10-1 Begins Counting</b>
<b>3-4 years</b>	
Correctly uses 1:1 correspondence up to 4 items.	<b>CM 10-1 Begins Counting</b>
<b>4-5 years, K Readiness</b>	
Demonstrates and uses 1:1 correspondence with sets larger than four.	<b>CM 10-1 Begins Counting</b>
<b>Cardinality</b> - The child associates each of one or more number words to a unique and exact quantity and knows that the final number word used when counting out an item set represents the exact number of items in the set.	
<b>0-1 years</b>	

N/A	
<b>1-2 years</b>	
Responds to request to give a small quantity items. (one, two)	<b>CM 11-1 Learns Measurement and Quantities</b>
<b>2-3 years</b>	
Gives 1 item correctly, upon request.	<b>CM 11-1 Learns Measurement and Quantities</b>
Gives 2 items or more upon request for 2, inconsistently.	<b>CM 11-1 Learns Measurement and Quantities</b>
<b>3-4 years</b>	
Gives exactly 4 consistently when asked.	<b>CM 11-1 Learns Measurement and Quantities</b>
<b>4-5 years, K Readiness</b>	
Gives 5 or more items correctly and consistently when asked.	<b>CM 11-1 Learns Measurement and Quantities</b>
<b>Ordinality</b> - The child matches symbols (digits or numerals) to a position in a sequence.	
<b>0-1 years</b>	
N/A	
<b>1-2 years</b>	
N/A	
<b>2-3 years</b>	
Identifies first or second item in a sequence, upon request.	<b>CM 10-1 Begins Counting</b>
<b>3-4 years</b>	
Uses terms like first; most; last; before, to refer to ordinal position.	<b>CM 10-1 Begins Counting</b>
<b>4-5 years, K Readiness</b>	
Recognizes that a number can be used to represent a position in a sequence.	<b>CM 10-1 Begins Counting</b>
<b>Comparing Numbers and Quantities</b> - The child uses organizing strategies to know how many objects they have.	
<b>0-1 years</b>	
Grasps one object and reaches for another.	<b>CM 11-1 Learns Measurement and Quantities</b>
<b>1-2 years</b>	
Demonstrates understanding of some descriptive words, such as responding to questions.	<b>CM 11-1 Learns Measurement and Quantities</b>

Separates a few items into groups using own method such as color, size, etc.	<b>CM 10-2 Builds and Observes Sets</b>
Nests smaller objects inside larger objects.	<b>CM 12-2 Develops Spatial Awareness</b>
<b>2-3 years</b>	
Compares two sets of up to 4 objects accurately using terms like more/less; a little/a lot.	<b>CM 11-1 Learns Measurement and Quantities</b>
<b>3-4 years</b>	
Uses terms like more/less; bigger/smaller; a little bit/a lot; to refer to approximate quantities.	<b>CM 11-1 Learns Measurement and Quantities</b>
<b>4-5 years, K Readiness</b>	
Uses terms like more/less; bigger/smaller; a little bit/a lot; to refer to approximate quantities.	<b>CM 11-1 Learns Measurement and Quantities</b>
<b>Relation and Operations</b> - The child can create a set or subset based on a rule, can combine or separate sets, and recognize the amount of items in a set does not change when the set arrangement changes.	
<b>0-1 years</b>	
N/A	
<b>1-2 years</b>	
N/A	
<b>2-3 years</b>	
Notices when the quantity of a set of up to 4 objects has increased or decreased.	<b>CM 10-2 Builds and Observes Sets</b>
<b>3-4 years</b>	
States the number that comes next or before up to 5.	<b>CM 10-1 Begins Counting</b>
Understands that a quantity changes (increases or decreases) when a set of objects is added to/subtracted from (respectively)	<b>CM 10-2 Builds and Observes Sets</b>
<b>4-5 years, K Readiness</b>	
States the number that comes next or before up to 10.	<b>CM 10-1 Begins Counting</b>
Understands that the quantity of a set of (more than 4) objects has been changed.	<b>CM 10-2 Builds and Observes Sets</b>

Without recounting, can add one more to a set, even when the set isn't visible after counting.	<b>CM 10-2 Builds and Observes Sets</b>
Demonstrates ability to combine and separate items within a small set without changing the total number in the set (up to 5)	<b>CM 10-2 Builds and Observes Sets</b>
Uses simple physical strategies to combine or separate sets.	<b>CM 10-2 Builds and Observes Sets</b>
<b>Mathematics – Measurement</b>	
<b>Measurement</b> - Child recognizes and makes comparisons of measurable attributes (length, height, width, area, volume, physical distance, time duration.)	
<b>0-1 years</b>	
N/A	
<b>1-2 years</b>	
Experiments with “full” and “empty”.	<b>CM 11-1 Learns Measurement and Quantities</b>
Orders a few objects by size with assistance.	<b>CM 11-1 Learns Measurement and Quantities</b>
<b>2-3 years</b>	
Brings objects closer together to compare them.	<b>CM 11-1 Learns Measurement and Quantities</b>
Imitates using an object to measure another object.	<b>CM 11-1 Learns Measurement and Quantities</b>
Identifies which of two small sets (less than 4) is more upon request.	<b>CM 11-1 Learns Measurement and Quantities</b>
Uses language to describe “full” and “empty”.	<b>CM 11-1 Learns Measurement and Quantities</b>
<b>3-4 years</b>	
Shows understanding of measurement terms (longer/shorter, taller/shorter, fullest, farthest, closest)	<b>CM 11-1 Learns Measurement and Quantities</b>
Shows understanding of measurement terms (longer/shorter, taller/shorter, fullest, farthest, closest).	<b>CM 11-1 Learns Measurement and Quantities</b>
<b>4-5 years, K Readiness</b>	
Compares and orders more than two items in some way.	<b>CM 11-1 Learns Measurement and Quantities</b>



Uses comparison vocabulary (longer/shorter, taller/shorter, farthest/closest)	<b>CM 11-1 Learns Measurement and Quantities</b>
<b>Mathematics – Patterns</b>	
<b>Repeating Patterns</b> - The child can identify create and describe sequences in objects, colors or numbers with sequences that increase, decrease or grow in complexity.	
<b>0-1 years</b>	
Anticipates familiar routines.	<b>ATL 2-1 Understands Routines</b>
<b>1-2 years</b>	
Carries out familiar routines.	<b>ATL 2-1 Understands Routines</b>
Follows a familiar simple pattern (sound, body movement sequence like Patty Cake)	<b>LC 7-3 Develops Phonemic Awareness</b>
<b>2-3 years</b>	
Follows an unfamiliar simple pattern (sound, body, color, size, movement)	<b>CM 11-2 Understands Patterns</b>
<b>3-4 years</b>	
Recognizes repeating patterns.	<b>CM 11-2 Understands Patterns</b>
Copies existing pattern with same materials.	<b>CM 11-2 Understands Patterns</b>
Extends a simple pattern with the same materials.	<b>CM 11-2 Understands Patterns</b>
<b>4-5 years, K Readiness</b>	
Uses words or pictures to describe a simple pattern.	<b>CM 11-2 Understands Patterns</b>
Applies a simple pattern rule to different materials or mode (sound, body, color, size, movement)	<b>CM 11-2 Understands Patterns</b>
Copies complex patterns with same materials.	<b>CM 11-2 Understands Patterns</b>
Applies a complex pattern rule using different materials or mode (sound, body, color, size, movement)	<b>CM 11-2 Understands Patterns</b>
<b>Mathematics – Geometry and Spatial Thinking</b>	
<b>Knowledge and Visualization of Shapes</b> - The child recognizes shapes, can describe 2 dimensional (2D) and 3	

dimensional (3D) shapes and manipulate shapes with purpose.	
<b>0-1 years</b>	
N/A	
<b>1-2 years</b>	
Shows interest in shapes.	<b>CM 12-1 Learns Shapes &amp; Sizes</b>
<b>2-3 years</b>	
Begins to recognize 2 dimensional (2D) and 3 dimensional (3D) shapes such as circles, spheres, squares, and cubes, such as by sorting or puzzle pieces.	<b>CM 12-1 Learns Shapes &amp; Sizes</b>
<b>3-4 years</b>	
Points to familiar 2D and 3D shapes (circle, spheres, squares, cubes, triangles) when asked, thereby showing recognition of shape names.	<b>CM 12-1 Learns Shapes &amp; Sizes</b>
Recognizes geometric shapes in the environment.	<b>CM 12-1 Learns Shapes &amp; Sizes</b>
<b>4-5 years, K Readiness</b>	
Begins to describe the features (attributes) that define 2D and 3D shapes, including sides and corners.	<b>CM 12-1 Learns Shapes &amp; Sizes</b>
Puts together (composes) and takes apart (decomposes) shapes.	<b>CM 12-2 Develops Spatial Awareness</b>
Composes and decomposes shapes/ constructions with increasing complexity.	<b>CM 12-2 Develops Spatial Awareness</b>
<b>Transformations and Symmetry</b> - The child can locate and manipulate shapes in space.	
<b>0-1 years</b>	
Attends and responds to moving objects and sounds, relative to themselves.	<b>ATL 1-1 Is Attentive</b>
<b>1-2 years</b>	
Develops increasing ability to change positions and move body from place to place.	<b>CM 12-2 Develops Spatial Awareness</b>
Demonstrates awareness of relationship between over and under, up and down, in and out.	<b>CM 12-2 Develops Spatial Awareness</b>

<b>2-3 years</b>	
Adjusts position and movement of own body relative to objects.	<b>CM 12-2 Develops Spatial Awareness</b>
Explores how objects fit together in space.	<b>CM 12-2 Develops Spatial Awareness</b>
Rotates objects to fit through holes.	<b>CM 12-2 Develops Spatial Awareness</b>
<b>3-4 years</b>	
Rotates, flips, or turns an object to fit once they realize object doesn't fit a defined space.	<b>CM 12-2 Develops Spatial Awareness</b>
<b>4-5 years, K Readiness</b>	
Rotates, flips, or turns an object to fit once they realize object doesn't fit a defined space.	<b>CM 12-2 Develops Spatial Awareness</b>
Recognizes and creates shapes that have symmetry.	<b>CM 12-2 Develops Spatial Awareness</b>
Shows awareness that an object needs to be rotated, flipped, or turned before trying to fit the object into a hole or puzzle.	<b>CM 12-2 Develops Spatial Awareness</b>
<b>Location, Spatial Relationships and Landmark Use</b> - The child recognizes where a person or object is in relation to other people or objects.	
<b>0-1 years</b>	
Shows preference for familiar toys.	<b>ATL 1-5 Shows Initiative</b>
<b>1-2 years</b>	
Recognizes familiar objects from different vantage points.	<b>CM 12-2 Develops Spatial Awareness</b>
<b>2-3 years</b>	
With verbal cues, uses simple maps to relate to real-world.	<b>SS 16-3 Explores Geography</b>
<b>3-4 years</b>	
Uses terms like near/far; under; below; front; middle; end.	<b>CM 12-2 Develops Spatial Awareness</b>
Uses a simple map of a visible area to locate placement.	<b>SS 16-3 Explores Geography</b>
<b>4-5 years, K Readiness</b>	
Recognizes and describes position of objects in space with greater accuracy.	<b>CM 12-2 Develops Spatial Awareness</b>
Draws a simple map.	<b>SS 16-3 Explores Geography</b>

Matches 2 dimensional (2D) map with surrounding 3 dimensional (3D) layout Include this: (involves transformation, scale, dimension, and orientation distance)	<b>CM 12-2 Develops Spatial Awareness</b> <b>SS 16-3 Explores Geography</b>
<b>Mathematics – Data Analysis</b>	
<b>Sorting</b> - The child recognizes that objects can be sorted by attributes.	
<b>0-1 years</b>	
Recognizes differences among people and among different objects.	<b>CS 13-2 Classifies or Sorts Objects</b>
<b>1-2 years</b>	
Matches items based on attributes meaningful to the child.	<b>CS 13-2 Classifies or Sorts Objects</b>
<b>2-3 years</b>	
Explores sorting.	<b>CS 13-2 Classifies or Sorts Objects</b>
Imitates sorting.	<b>CS 13-2 Classifies or Sorts Objects</b>
<b>3-4 years</b>	
Sorts objects based on an observable attribute.	<b>CS 13-2 Classifies or Sorts Objects</b>
Demonstrates understanding that attributes are measurable.	<b>CS 13-2 Classifies or Sorts Objects</b>
<b>4-5 years, K Readiness</b>	
Describes the attribute used for sorting or comparing.	<b>CS 13-2 Classifies or Sorts Objects</b>
While sorting, can make a shift to change the attribute being used to sort and describe the new sorting attribute.	<b>CS 13-2 Classifies or Sorts Objects</b>
<b>Collects, Classifies, and Organizes Information</b> - The child collects, classifies and organizes data based on distinguishing characteristics.	
<b>0-1 years</b>	
N/A	
<b>1-2 years</b>	
N/A	
<b>2-3 years</b>	
N/A	
<b>3-4 years</b>	
Participates in simple data collection discussed by an adult or other child.	<b>CS 13-2 Classifies or Sorts Objects</b>

Collects information by one or more attribute.	<b>CS 13-2 Classifies or Sorts Objects</b>
<b>4-5 years, K Readiness</b>	
Participates as group member in the collection of data that is put on a chart or graph.	<b>CS 13-2 Classifies or Sorts Objects</b>
Sorts information by one or more attribute.	<b>CS 13-2 Classifies or Sorts Objects</b>
Independently collects data to put on a chart or graph.	<b>CS 13-2 Classifies or Sorts Objects</b>
<b>Describes Data</b> - The child can describe data by using data sets to solve problems or asking questions.	
<b>0-1 years</b>	
N/A	
<b>1-2 years</b>	
N/A	
<b>2-3 years</b>	
N/A	
<b>3-4 years</b>	
Identifies patterns, differences, or similarities of information collected.	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
Uses language to describe those patterns, differences or similarities of data.	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
<b>4-5 years, K Readiness</b>	
Uses language to compare data.	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
Uses data to answer questions and solve problems.	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
Discusses, compares and makes sense of collected data.	<b>CS 14-4 Draws Conclusions and Sorts Results</b>

<b>Physical and Movement Development – Gross Motor</b>	<b>Vine Indicators</b>
<b>Early Infancy - Reflexive Movements</b> - Child moves involuntarily: not purposefully initiating movement.	
<b>0-1 years</b>	
Laying on back, kicks legs and waves arms.	<b>PMP 17-2 Develops Lower Body Strength</b>
Laying on tummy, holds head up.	<b>PMP 17-1 Develops Perception &amp; Balance</b>

<b>Early Infancy - Movement In and Out of Position</b> - Child moves voluntarily and purposefully.	
<b>0-1 years</b>	
Rolls over: tummy to back/back to tummy.	<b>PMP 17-2 Develops Lower Body Strength</b>
Moves into/out of sitting.	<b>PMP 17-2 Develops Lower Body Strength</b>
<b>Locomotion</b> - Childs moves their body through space from one place to another.	
<b>0-1 years</b>	
Crawls by one of these methods: -On tummy using arms/legs (tummy/commando) - Two straight arms and one bent leg (3-point), - Scoots instead of crawls: from a seated position by pushing forward with legs (bend & straighten)/arm assist.	<b>PMP 17-2 Develops Lower Body Strength</b>
Pulls to stand up against furniture.	<b>PMP 17-2 Develops Lower Body Strength</b>
Cruises along surfaces (e.g., low tables, chairs, shelves).	<b>PMP 17-2 Develops Lower Body Strength</b>
Walks with assistance.	<b>PMP 17-2 Develops Lower Body Strength</b>
<b>1-2 years</b>	
Crawls up a few stairs with adult observing.	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>
Walks independently.	<b>PMP 17-2 Develops Lower Body Strength</b>
Runs freely.	<b>PMP 17-2 Develops Lower Body Strength</b>
<b>2-3 years</b>	
Crawls up 3 to 5 stairs.	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>
Walks on some different surfaces.	<b>PMP 17-2 Develops Lower Body Strength</b>
Walks up and down a few stairs with adult support or holding handrail (step up on stair, then brings next foot to same stair)	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>
Runs in games and freely.	<b>PMP 17-2 Develops Lower Body Strength</b>
Climbs onto/off furniture.	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>
Jumps with two feet over a line.	<b>PMP 17-2 Develops Lower Body Strength</b>
<b>3-4 years</b>	
Crawls under and around 3 or more objects in an obstacle course.	<b>PMP 17-2 Develops Lower Body Strength</b>

Walks along a wide (12" >) slightly raised straight pathway with assistance.	<b>PMP 17-2 Develops Lower Body Strength</b>
Walks up and down a few stairs with adult support or holding handrail using alternating feet (step up on stair one foot, then use other foot to go to the next stair)	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>
Climbs on play equipment.	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>
Hops on one foot a few times.	<b>PMP 17-2 Develops Lower Body Strength</b>
Jumps off slightly elevated height with two feet.	<b>PMP 17-2 Develops Lower Body Strength</b>
Jumps with two feet over and out of spaces or objects on floor ("river" w rope or tape markers/hula hoops)	<b>PMP 17-2 Develops Lower Body Strength</b>
<b>4-5 years, K Readiness</b>	
Walks on a wide (12") slightly raised pathway.	<b>PMP 17-2 Develops Lower Body Strength</b>
Walks up and down stairs holding handrail.	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>
Jumps off variable heights using a one-foot lead or with two feet.	<b>PMP 17-2 Develops Lower Body Strength</b>
Gallops freely or in a game (one foot and a step-hop, other foot and a step-hop)	<b>PMP 17-2 Develops Lower Body Strength</b>
Moves many times through an obstacle course: over, under and around.	<b>PMP 17-2 Develops Lower Body Strength</b>
<b>Object Control</b> - Child can manipulate objects to propel or receive.	
<b>0-1 year</b>	
N/A	
<b>1-2 years</b>	
Pushes and pulls toys while walking.	<b>PMP 17-3 Develops Upper Body Strength</b>
Throws small balls.	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b>
<b>2-3 years</b>	
Pushes medium size ball forward with foot.	<b>PMP 17-2 Develops Lower Body Strength</b>
Rolls a small ball to close target.	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b>
Throws a small ball close to target.	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b>

Pushes with legs while sitting on a scooter or balance bike.	<b>PMP 17-2 Develops Lower Body Strength</b>
<b>3-4 years</b>	
Kicks a medium-sized ball.	<b>PMP 17-2 Develops Lower Body Strength</b>
Throws a large playground ball using two hands.	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b>
Catches a large or medium ball by cradling in arms toward body.	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b>
Peddles a tricycle or riding toys.	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>
<b>4-5 years, K Readiness</b>	
Kicks playground ball or small soccer ball to a close wide target.	<b>PMP 17-2 Develops Lower Body Strength</b>
Throws a small ball with some accuracy to a target or person.	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b>
Catches a large or medium-sized ball using two hands.	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b>
Bounces and catches a playground ball a few times using two hands	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b>
Attempts to pump legs to swing on swing.	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>
<b>Physical and Movement Development – Fine Motor</b>	
<b>Dexterity</b> - Child can coordinate and control movement of hands and fingers to grasp and manipulate objects.	
<b>0-1 years</b>	
Reaches for toy, grasps it and releases.	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
Grasps small food objects using finger and thumb.	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b>
Transfers object from one hand to other hand.	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
<b>1-2 years</b>	
Grasps toys, objects to release into container.	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b>
Dumps out toys and objects from a container.	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
Turns pages of a board book.	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
Begins to grasp crayon to scribble.	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
Stacks a few blocks.	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
<b>2-3 years</b>	
Turns pages of a book.	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
Grasps a crayon to scribble.	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>



Stacks 4 blocks.	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
<b>3-4 years</b>	
Grasps a simple puzzle piece and can place a few pieces in the puzzle.	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b>
Draws freely on paper.	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
Strings large beads.	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
<b>4-5 years, K Readiness</b>	
Grasps puzzle piece and can place 5-7 pieces in the puzzle.	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b>
Draws letters and/or part of name with some reversals.	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
Draws stick people and some objects.	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
<b>Self Care</b> - Child participates in daily care routines for feeding, dressing and personal hygiene	
<b>0-1 years</b>	
Assists with dressing by lifting leg, arm, etc.	<b>PMP 19-2 Develops Self-Care Skills</b>
Feeds self with hands.	<b>PMP 19-1 Develops Meal Time Independence</b>
Begins to drink from a cup.	<b>PMP 19-1 Develops Meal Time Independence</b>
<b>1-2 years</b>	
When being dressed or undressed, assists with some clothes.	<b>PMP 19-2 Develops Self-Care Skills</b>
Feeds self with hands and begins to use a child-size spoon.	<b>PMP 19-1 Develops Meal Time Independence</b>
Drinks from a cup.	<b>PMP 19-1 Develops Meal Time Independence</b>
Helps put away a few toys.	<b>ATL 2-2 Shows Responsibility</b>
<b>2-3 years</b>	
Attempts to dress self for indoors with support (help with buttons and zippers)	<b>PMP 19-2 Develops Self-Care Skills</b>
Helps put away toys.	<b>ATL 2-2 Shows Responsibility</b>
May use the bathroom with assistance.	<b>PMP 19-3 Becomes Toilet Trained</b>
<b>3-4 years</b>	
Assists with putting shoes on and taking them off.	<b>PMP 19-2 Develops Self-Care Skills</b>
Assists with putting boots on and taking off.	<b>PMP 19-2 Develops Self-Care Skills</b>
Puts on coat and takes coat off with assistance.	<b>PMP 19-2 Develops Self-Care Skills</b>
<b>4-5 years, K Readiness</b>	

Dresses with near independence.	<b>PMP 19-2 Develops Self-Care Skills</b>
Puts shoes on the correct feet. May need help with ties and fasteners.	<b>PMP 19-2 Develops Self-Care Skills</b>
Puts boots on correct feet and takes boots off. May need help with ties and fasteners.	<b>PMP 19-2 Develops Self-Care Skills</b>
Puts coat on and takes off.	<b>PMP 19-2 Develops Self-Care Skills</b>
Uses the bathroom independently.	<b>PMP 19-3 Becomes Toilet Trained</b>

<b>Scientific Thinking - Discover</b>	<b>Vine Indicators</b>
<b>Observe and Question</b> - Child demonstrates awareness and engagement with phenomena, materials, and environment.	
<b>0-1 years</b>	
Observes and responds to external stimuli.	<b>CS 13-1 Explores Objects</b>
Indicates surprise, curiosity, or hesitancy when presented with unfamiliar items, people, situations.	<b>CS 13-1 Explores Objects</b>
<b>1-2 years</b>	
Indicates interest by looking, pointing or verbalizing.	<b>CS 13-1 Explores Objects</b>
<b>2-3 years</b>	
Asks questions readily.	<b>CS 13-1 Explores Objects</b>
<b>3-4 years</b>	
Notices differences or similarities among materials, objects and phenomena.	<b>CS 13-1 Explores Objects</b>
Uses experiences to stimulate questions.	<b>CS 13-1 Explores Objects</b>
<b>4-5 years, K Readiness</b>	
Verbally identifies obvious differences and similarities.	<b>CS 13-1 Explores Objects</b>
Expresses curiosity and/or formulates questions of complex concepts.	<b>CS 13-1 Explores Objects</b>
<b>Investigate</b> - Child actively shows wonder by demonstrating curiosity of self, others and surroundings.	

<b>0-1 year</b>	
Explores people and objects using senses.	<b>CS 13-1 Explores Objects</b>
<b>1-2 years</b>	
Seeks out and explores objects and items with apparent interest.	<b>CS 13-1 Explores Objects</b>
Begins using objects as tools.	<b>CS 13-1 Explores Objects</b>
<b>2-3 years</b>	
Engages with objects of interest – whether familiar or new- for extended periods of time.	<b>CS 13-1 Explores Objects</b>
Explores properties of objects/materials to gain understanding.	<b>CS 13-1 Explores Objects</b>
Identifies and uses some tools for their intended purpose.	<b>CS 13-1 Explores Objects</b>
<b>3-4 years</b>	
Seeks to gain additional knowledge in areas of interests.	<b>CS 13-1 Explores Objects</b>
Explores with the intention of finding out something specific.	<b>CS 13-1 Explores Objects</b>
Uses many tools as designed.	<b>CS 13-1 Explores Objects</b>
<b>4-5 years, K Readiness</b>	
Starts with a useful, general approach to investigation even if details may be lacking.	<b>CS 13-1 Explores Objects</b>
Uses discernment to inform exploration.	<b>CS 13-1 Explores Objects</b>
Uses tools in new and novel ways.	<b>CS 13-1 Explores Objects</b>
<b>Scientific Thinking - Act</b>	
<b>Experiment</b> - Child develops and completes a process based on a question, interest or anticipated outcome, adjusting as needed.	
<b>0-1 year</b>	
Demonstrates recognition of familiar items, people, and situations.	<b>ATL 1-2 Develops Memory</b>
Persists in looking for missing object(s).	<b>ATL 1-2 Develops Memory</b>
<b>1-2 years</b>	
Demonstrates willingness to try new things.	<b>ATL 1-4 Is Curious</b>
Uses simple strategies to carry out ideas.	<b>CS 14-1 Solves Problems</b>

Demonstrates ability to focus on one element of a situation.	<b>CS 14-1 Solves Problems</b>
Persists in actions or attempts to affect environment or objects.	<b>CS 14-1 Solves Problems</b>
<b>2-3 years</b>	
Approaches situations with intent to achieve a simple outcome.	<b>CS 14-1 Solves Problems</b>
Uses a variety of strategies to carry out ideas.	<b>CS 14-1 Solves Problems</b>
Demonstrates ability to focus on multiple elements of a situation.	<b>CS 14-1 Solves Problems</b>
Demonstrates resilience in trial and error process.	<b>CS 14-1 Solves Problems</b>
<b>3-4 years</b>	
Makes a simple plan in advance to see what will happen.	<b>CS 14-3 Makes Plans</b>
Uses a greater variety of strategies to carry out ideas.	<b>CS 14-1 Solves Problems</b>
Attempts to make a prediction of an expected outcome.	<b>CS 14-2 Makes Predictions</b>
<b>4-5 years, K Readiness</b>	
Makes a plan in advance with an intended outcome.	<b>CS 14-3 Makes Plans</b>
Demonstrates awareness that different circumstances, materials and variables impact strategies and outcomes.	<b>CS 14-1 Solves Problems</b>
Makes a prediction when prompted.	<b>CS 14-2 Makes Predictions</b>
Changes a plan or refines actions when outcome is not as expected.	<b>CS 14-1 Solves Problems</b>
<b>Evaluate</b> - Child analyzes, examines, critiques, and synthesizes outcomes in order to draw conclusions.	
<b>0-1 year</b>	
Shows a preference for certain materials, people or situations.	<b>ATL 1-5 Shows Initiative</b>
Indicates surprise when outcome is not as expected.	<b>ATL 1-2 Develops Memory</b>
<b>1-2 years</b>	
Associates objects that belong together.	<b>CS 13-2 Classifies or Sorts Objects</b>

Asks “what happened?” or “where did it go?” as a result of an experiment.	<b>CS 13-1 Explores Objects</b>
<b>2-3 years</b>	
Recognizes obvious differences among like objects.	<b>CS 13-2 Classifies or Sorts Objects</b>
Makes guesses at possible explanations or conclusions.	<b>CS 14-2 Makes Predictions</b>
<b>3-4 years</b>	
Describes all parts of an outcome by comparing, sorting, classifying and/or organizing.	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
Open to more than one solution or answer to a problem.	<b>CS 14-1 Solves Problems</b>
Begins to rely on or expect evidence, things seen or experienced directly, as reasons for results obtained.	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
<b>4-5 years, K Readiness</b>	
Offers critique of an experience based on examination of outcomes.	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
Sees outcomes as the result of one’s behavior or actions.	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
Reflects upon evidence and draws reasonable conclusions using data gathered.	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
<b>Scientific Thinking – Integrate</b>	
<b>Communicate</b> - Child effectively verbalizes thinking and share thoughts, ideas, conclusions with self and others.	
<b>0-1 year</b>	
Vocalizes in response to stimuli or individual needs.	<b>ATL 1-3 Is Persistent</b>
Seeks out/initiates interactions from others in service of own needs.	<b>ATL 1-3 Is Persistent</b>
<b>1-2 years</b>	
Uses gestures, body language or a few words to express emotions related to an activity, person or experience.	<b>ATL 1-5 Shows Initiative</b>
Invites others to observe actions and results.	<b>ATL 1-5 Shows Initiative</b>
<b>2-3 years</b>	

Describes details associated with an experience such as materials, possible causes and effects.	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
Listens to others' ideas and points of view.	<b>SED 6-3 Cooperates with Peers</b>
Shares stories and related experiences with others unprompted.	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
Scribbles or draws to show and/or share ideas.	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
<b>3-4 years</b>	
Verbally expresses ideas/thought process.	<b>CS 14-3 Makes Plans</b>
Seeks input from others regarding an experience.	<b>SED 6-3 Cooperates with Peers</b>
Verbalizes possible explanations for an outcome.	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
Uses drawing, writing, models, or other creative expressions to present ideas.	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
<b>4-5 years, K Readiness</b>	
Retells/describes own actions in process of experimenting.	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
Talks with others about questions, actions, ideas, observations or results.	<b>SED 6-3 Cooperates with Peers</b>
Articulates and shares aloud explanations based on reasoning and evidence.	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
Uses more detailed drawing, writing, models, or creative expressions to present ideas.	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
<b>Apply</b> - Child leverages and uses knowledge unprompted or in a new situation.	
<b>0-1 year</b>	
Finds comfort in familiar people and objects.	<b>SED 5-1 Bonds with Adults</b>
<b>1-2 years</b>	
Revisits and builds on past experiences.	<b>ATL 1-2 Develops Memory</b>
<b>2-3 years</b>	
Generalizes knowledge gained from one situation to another.	<b>ATL 1-2 Develops Memory</b>
Recognizes relevant attributes to inform the development of a rule.	<b>ATL 2-1 Understands Routines</b>

<b>3-4 years</b>	
Recalls and uses information in new/ different experiences.	<b>ATL 1-2 Develops Memory</b>
Generates new and more complex questions.	<b>CS 13-1 Explores Objects</b>
Uses prior experience to identify details that may be relevant.	<b>ATL 1-2 Develops Memory</b>
<b>4-5 years, K Readiness</b>	
Compares findings to predictions or expected results.	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
Identify what to look for, measure, or test to answer questions.	<b>CS 14-3 Makes Plans</b>
Develops and applies rules.	<b>CS 14-3 Makes Plans</b>
Determines approach to situation, problem or challenge based on previous experience.	<b>CS 14-3 Makes Plans</b>

<b>Social and Emotional Development – Self and Emotional Awareness</b>	<b>Vine Indicators</b>
<b>Confidence</b> - Child demonstrates confidence “I am capable, I can experiment, I can make mistakes, and I can move on”.	
<b>0-1 years</b>	
Independently prompts caregiver to meet basic needs.	<b>SED 3-1 Expresses Emotion</b>
Uses voice or body to show likes and dislikes.	<b>SED 3-1 Expresses Emotion</b>
<b>1-2 years</b>	
Independently attempts new challenges or activities that may or may not be successful.	<b>ATL 1-5 Shows Initiative</b>
Checks with and accepts support from adult or caregiver when necessary.	<b>SED 5-1 Bonds with Adults</b>
<b>2-3 years</b>	
Demonstrates or describes personal skills, likes, or dislikes.	<b>SED 4-1 Develops Awareness of Self</b>
Seeks help from adult to meet needs or solve problems.	<b>SED 5-1 Bonds with Adults</b>
Seeks out available social-emotional resources such as	<b>SED 5-1 Bonds with Adults SED 6-2 Bonds with Peers</b>

adults, peers or things for support.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
<b>3-4 years</b>	
Demonstrates confidence in a range of abilities and expresses pride in accomplishments.	<b>SED 4-2 Becomes Confident</b>
Consistently and effectively uses social/emotional resources such as adults, peers or things for support.	<b>SED 5-1 Bonds with Adults SED 6-2 Bonds with Peers SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
<b>4-5 years, K Readiness</b>	
Demonstrates increasing confidence and inclination to express opinions and ideas.	<b>SED 4-2 Becomes Confident</b>
Engages in increasingly independent and self-directed activities.	<b>ATL 1-5 Shows Initiative</b>
Tolerates constructive criticism and manages setbacks, seeking adult support when needed.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
<b>Self-Awareness</b> - Child demonstrates understanding and appreciation of uniqueness in own family, community, culture, and the world.	
<b>0-1 years</b>	
Explores the world and environment around self and how things work.	<b>SED 4-1 Develops Awareness of Self</b>
<b>1-2 years</b>	
Demonstrates awareness of self as separate from others.	<b>SED 4-1 Develops Awareness of Self</b>
<b>2-3 years</b>	
Identifies self as part of the family, culture, community, or group.	<b>SED 4-1 Develops Awareness of Self</b>
Describes or labels self as a boy or girl.	<b>SED 4-1 Develops Awareness of Self</b>
<b>3-4 years</b>	
Demonstrates knowledge of family celebrations, traditions, and expectations.	<b>SED 4-1 Develops Awareness of Self</b>
<b>4-5 years, K Readiness</b>	
Shows increasingly accurate understanding of own strengths,	<b>SED 4-1 Develops Awareness of Self</b>



preferences, limitations, and personal qualities.	
Demonstrates growing interest in and awareness of similarities and differences between self and others.	<b>SED 4-1 Develops Awareness of Self</b>
<b>Emotions</b> - Child demonstrates understanding of own emotions, others' emotions, and awareness of emotions becoming reactions and behaviors.	
<b>0-1 years</b>	
Expresses emotions through facial expressions, sounds, and gestures.	<b>SED 3-1 Expresses Emotion</b>
Notices and responds to emotions displayed by others.	<b>SED 6-1 Builds Empathy</b>
<b>1-2 years</b>	
Expresses feelings, needs, and wants with nonverbal communication, vocalizations, and a few words.	<b>SED 3-1 Expresses Emotion</b>
Associates emotions with words and expressions.	<b>SED 3-1 Expresses Emotion</b>
<b>2-3 years</b>	
Recognizes and describes own emotions.	<b>SED 3-1 Expresses Emotion</b>
Shows some understanding of others' emotional expressions.	<b>SED 6-1 Builds Empathy</b>
<b>3-4 years</b>	
Uses words to express emotions.	<b>SED 3-1 Expresses Emotion</b>
Recognizes and responds to others' emotional expression.	<b>SED 6-1 Builds Empathy</b>
<b>4-5 years, K Readiness</b>	
Demonstrates or describes increasing understanding of cause and effect around own emotional reactions.	<b>SED 3-1 Expresses Emotion</b>
Exhibits growing ability to understand and anticipate others' emotional reactions to situations or behaviors.	<b>SED 6-1 Builds Empathy</b>
<b>Social and Emotional Development – Self-Management</b>	

<b>Managing Thinking</b> - Child manages attention and thoughts.	
<b>0-1 years</b>	
Briefly pays attention to environmental stimuli.	<b>ATL 1-1 Is Attentive</b>
Indicates a choice with physical or vocal response.	<b>ATL 1-5 Shows Initiative</b>
<b>1-2 years</b>	
Focuses attention on preferred items and experiences.	<b>ATL 1-1 Is Attentive</b>
Expresses thoughts by responding to simple choices and limits verbally or nonverbally.	<b>ATL 1-5 Shows Initiative</b>
Anticipates and follows simple routines.	<b>ATL 2-1 Understands Routines</b>
<b>2-3 years</b>	
Frequently pays attention to both familiar and new objects and experiences.	<b>ATL 1-1 Is Attentive</b>
Chooses from a variety of options within the environment.	<b>ATL 1-5 Shows Initiative</b>
Responds to soothing or redirection when playing or learning does not go as expected.	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
<b>3-4 years</b>	
Attends for longer periods and persists through a broad range of adult-directed and child-initiated activities.	<b>ATL 1-1 Is Attentive</b>
Makes self-directed choices from a greater variety of options.	<b>ATL 1-5 Shows Initiative</b>
Increasing ability to remember and follow simple two-step directions.	<b>ATL 1-2 Develops Memory</b>
<b>4-5 years, K Readiness</b>	
Sustains attention and persistence with a task of interest for at least 5 minutes.	<b>ATL 1-1 Is Attentive</b>
Talks through simple tasks and conflicts, seeking adult support as needed.	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
<b>Managing Emotions and Behaviors</b> - Child manages emotions, impulses, and	

behaviors with assistance from others and independently.	
<b>0-1 years</b>	
Uses simple behaviors, objects, or movements to comfort and calm self with caregiver assistance.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
Communicates needs or wants to adults using simple gestures, sign language, or sounds.	<b>SED 3-1 Expresses Emotion</b>
Uses sounds, sign language, or gestures to gain adult help to alleviate discomfort or distress.	<b>SED 3-1 Expresses Emotion</b>
Responds to adult efforts to calm or soothe.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
Uses behaviors, objects, or movements to comfort self.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
<b>1-2 years</b>	
Expands use of sign language, gestures, and a few words or phrases to communicate needs, wants, preferences, and discomforts to adults.	<b>SED 3-1 Expresses Emotion</b>
Actively seeks adult help using sounds, gestures, or some words when feeling strong emotions, either positive or negative.	<b>SED 3-1 Expresses Emotion</b>
Anticipates and actively avoids or ignores situations that cause discomfort.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
Follows simple routines, expectations, and boundaries to help manage own emotions and behavior.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
Tolerates brief delays in getting needs met.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
<b>2-3 years</b>	
Uses a wide variety of self-comforting behaviors.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
Communicates specific needs, wants, and discomfort to adults.	<b>SED 3-1 Expresses Emotion</b>
Anticipates the need for comfort and tries to prepare self for changes in routine.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
Follows simple expectations to manage emotions and behaviors,	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>

but may require reminders or assistance, particularly during more intense feelings or circumstances.	
Waits briefly to obtain something desired.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
<b>3-4 years</b>	
Consistently calms self when feeling strong emotions or discomfort with only occasional adult guidance and assistance.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
Independently expresses feelings, needs, opinions, and desires in appropriate ways.	<b>SED 3-1 Expresses Emotion</b>
Follows expectations established to manage feelings and behaviors with necessary reminders or assistance.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
Demonstrates the ability to delay gratification for longer periods of time.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
Demonstrates understanding of rules, roles, jobs, and relationships in families and the community.	<b>ATL 2-2 Shows Responsibility</b>
<b>4-5 years, K Readiness</b>	
Increasingly expresses feelings, needs, opinions and desires verbally.	<b>SED 3-1 Expresses Emotion</b>
Shows increasing understanding of changing expectations for behavior and emotional expression in different settings (e.g., home, school, grocery store).	<b>ATL 2-2 Shows Responsibility</b>
Shows increasing ability to manage challenging feelings and behaviors, with necessary reminders or assistance.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
Shows increasing ability to stop and think before acting.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
<b>Social and Emotional Development – Social Understanding and Relationships</b>	

<b>Social Responsiveness - Child notices and responds to others and their emotions.</b>	
<b>0-1 years</b>	
Shows interest or reacts to others' emotions.	<b>SED 6-1 Builds Empathy</b>
Responds to others' emotional tone and actions.	<b>SED 6-1 Builds Empathy</b>
<b>1-2 years</b>	
Imitates others' emotions and expressions.	<b>SED 6-1 Builds Empathy</b>
Shows some individual response to others' emotional tone.	<b>SED 6-1 Builds Empathy</b>
<b>2-3 years</b>	
Identifies others' basic emotional cues.	<b>SED 6-1 Builds Empathy</b>
Shows concern for others through efforts to help or comfort.	<b>SED 6-1 Builds Empathy</b>
<b>3-4 years</b>	
Shows understanding, empathy, and compassion for others through words or gestures.	<b>SED 6-1 Builds Empathy</b>
Labels others' emotions.	<b>SED 6-1 Builds Empathy</b>
<b>4-5 years, K Readiness</b>	
Appropriately labels increasingly complex emotions in others (e.g., pride, embarrassment, jealousy).	<b>SED 6-1 Builds Empathy</b>
Responds appropriately to others' emotions.	<b>SED 6-1 Builds Empathy</b>
Shows increasing understanding and appreciation of the perspectives of peers.	<b>SED 6-1 Builds Empathy</b>
<b>Building Relationships - Child establishes and sustains relationships with others.</b>	
<b>0-1 years</b>	
Shows a preference for a trusted adult.	<b>SED 5-1 Bonds with Adults</b>
Notices or responds to others.	<b>ATL 1-1 Is Attentive</b>
<b>1-2 years</b>	
Shows preferences for one or more adults or children.	<b>SED 5-1 Bonds with Adults SED 6-2 Bonds with Peers</b>
Shows some awareness or caution with unfamiliar adults.	<b>SED 5-1 Bonds with Adults</b>
Uses trusted adult(s) as a base from which to explore.	<b>SED 5-1 Bonds with Adults</b>

<b>2-3 years</b>	
Seeks out familiar adults and children for conversation and play.	<b>SED 5-1 Bonds with Adults</b> <b>SED 6-2 Bonds with Peers</b>
Manages routine separations with decreasing amount of distress.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
<b>3-4 years</b>	
Shares information and participates in activities with adults and peers.	<b>SED 5-1 Bonds with Adults</b> <b>SED 6-2 Bonds with Peers</b>
<b>4-5 years, K Readiness</b>	
Builds friendships through play, learning activities and conversation with peers.	<b>SED 6-2 Bonds with Peers</b>
Uses trusted adults for support in diverse settings (e.g., classroom, outside) when in need of assistance.	<b>SED 5-1 Bonds with Adults</b>
<b>Social Skills</b> - Child responds to and interact with others in a meaningful way.	
<b>0-1 years</b>	
Notices others and chooses similar materials or copies actions.	<b>SED 6-2 Bonds with Peers</b>
<b>1-2 years</b>	
Play with others in a parallel manner.	<b>SED 6-2 Bonds with Peers</b>
Recognizes similarities and differences between self and others.	<b>SED 4-1 Develops Awareness of Self</b>
<b>2-3 years</b>	
Enters play groups using various strategies.	<b>SED 6-2 Bonds with Peers</b>
Seeks a preferred playmate.	<b>SED 6-2 Bonds with Peers</b>
Shows flexibility in roles during play.	<b>SED 6-3 Cooperates with Peers</b>
<b>3-4 years</b>	
Initiates, joins, and sustains cooperative play and conversations with others.	<b>SED 6-2 Bonds with Peers</b>
Shows concern, respect, care, and appreciation for others and the environment.	<b>SED 6-1 Builds Empathy</b>

Actively helps solve problems with others.	<b>SED 6-3 Cooperates with Peers</b>
Takes turns.	<b>SED 6-3 Cooperates with Peers</b>
<b>4-5 years, K Readiness</b>	
Shows increasing ability to initiate and engage in positive interactions with peers and adults.	<b>SED 6-2 Bonds with Peers</b>
Solves problems with others most of the time, appropriately using support of adults and peers as needed.	<b>SED 6-3 Cooperates with Peers</b>

<b>Social Systems – Cognitive – Community, People and Relationships</b>	<b>Vine Indicators</b>
<b>Self-identity in the Community</b> – Understands the different ways people form their identity.	
<b>0-1 years</b>	
Shows a preference for familiar adults.	<b>SED 5-1 Bonds with Adults</b>
Expresses feelings and emotions through gestures, facial expressions and sounds.	<b>SED 3-1 Expresses Emotion</b>
<b>1-2 years</b>	
Demonstrates preference for favorite toys, clothing and activities.	<b>ATL 1-5 Shows Initiative</b>
<b>2-3 years</b>	
Beings to explore the physical characteristics that make an individual unique.	<b>SED 4-1 Develops Awareness of Self</b>
Asks questions about similarities and differences in other people in the community.	<b>SS 16-4 Learns about Community Roles and Jobs</b>
<b>3-4 years</b>	
Describes their role(s) within the family and familiar environment.	<b>SS 16-4 Learns about Community Roles and Jobs</b>
Identifies similarities and differences in people.	<b>SED 4-1 Develops Awareness of Self</b>
<b>4-5 years, K Readiness</b>	
Identifies self as a part of the family, spiritual group, culture,	<b>SS 16-1 Explores Cultures</b>

community and/or other group to which the family belongs.	
Demonstrates an understanding that families vary.	<b>SS 16-1 Explores Cultures</b>
Identifies some family traditions and customs.	<b>SS 16-1 Explores Cultures</b>
<b>Civics</b> - Child understands what it means to be a member of a community.	
<b>0-1 years</b>	
Makes wants and needs known.	<b>ATL 1-3 Is Persistent</b>
Shows interest in stories and songs.	<b>LKS 8-1 Develops Early Literacy</b> <b>LC 7-3 Develops Phonemic Awareness</b>
<b>1-2 years</b>	
Develops an expectation and understanding of routines within a familiar environment.	<b>ATL 2-1 Understands Routines</b>
Shows interest in other children and objects.	<b>ATL 1-4 Is Curious</b>
<b>2-3 years</b>	
Demonstrates an understanding of the expectations in a familiar environment.	<b>ATL 2-2 Shows Responsibility</b>
<b>3-4 years</b>	
Describes different roles of people in the community.	<b>SS 16-4 Learns about Community Roles and Jobs</b>
With modeling and support, follows classroom rules and routines.	<b>ATL 2-2 Shows Responsibility</b>
<b>4-5 years, K Readiness</b>	
Practices the ways groups make choices and decisions with support.	<b>ATL 2-2 Shows Responsibility</b>
Demonstrates an understanding of rules and why they are important.	<b>ATL 2-2 Shows Responsibility</b>
Participates in a variety of roles in the early childhood environment.	<b>ATL 2-2 Shows Responsibility</b>
Demonstrates awareness of familiar jobs and what's needed to perform them.	<b>SS 16-4 Learns about Community Roles and Jobs</b>
<b>Personal History</b> - Child explores the concepts of past, present and future in relation to personally significant events.	



<b>0-1 years</b>	
Participates in physical care routines.	<b>PMP 19-2 Develops Self-Care Skills</b>
<b>1-2 years</b>	
Notices sequence of a daily routine.	<b>SS 16-2 Understands Time</b>
<b>2-3 years</b>	
Begins to use language about time.	<b>SS 16-2 Understands Time</b>
Notices age and size differences between self and others.	<b>SED 4-1 Develops Awareness of Self</b>
Notices change in a daily routine.	<b>SS 16-2 Understands Time</b>
<b>3-4 years</b>	
Uses language to recall events in time (“yesterday,” “today,” “tomorrow” “when I was a baby,” “last time”).	<b>SS 16-2 Understands Time</b>
Begins to see self, placed in time between older and younger family members and friends.	<b>SS 16-2 Understands Time</b>
Demonstrates an understanding of chronological order concepts in reference to a specific event.	<b>SS 16-2 Understands Time</b>
Talks about recent family or friend events and their impact on self.	<b>SS 16-2 Understands Time</b>
<b>4-5 years, K Readiness</b>	
Uses language to recall and anticipate events in time with increasing understanding and accuracy.	<b>SS 16-2 Understands Time</b>
Compares self to older and younger family members and friends with specific examples.	<b>SS 16-2 Understands Time</b>
Describes a chronological order in a series of familiar events.	<b>SS 16-2 Understands Time</b>
Reflects on the impact of past, present and some future events on self and family.	<b>SS 16-2 Understands Time</b>
<b>Family Narratives and Traditions</b> - Child has an awareness and appreciation of family and cultural stories and traditions.	
<b>0-1 years</b>	

Recognizes familiar people and toys or objects.	<b>ATL 1-2 Develops Memory</b>
<b>1-2 years</b>	
N/A	
<b>2-3 years</b>	
N/A	
<b>3-4 years</b>	
Demonstrates curiosity about family and culture.	<b>SS 16-1 Explores Cultures</b>
Shares stories about family, culture and traditions.	<b>SS 16-1 Explores Cultures</b>
<b>4-5 years, K Readiness</b>	
Asks more questions about families and culture to build deeper understanding.	<b>SS 16-1 Explores Cultures</b>
Compares own cultural traditions with others to understand similarities and differences.	<b>SS 16-1 Explores Cultures</b>
<b>Conservation – Understands that some environmental resources are limited.</b>	
<b>0-1 years</b>	
N/A	
<b>1-2 years</b>	
Helps to put away toys or throw out trash.	<b>ATL 2-2 Shows Responsibility</b>
Participates in self-care routines.	<b>PMP 19-2 Develops Self-Care Skills</b>
<b>2-3 years</b>	
With modeling and support begins to explore conservation concepts such as reducing, reusing and recycling.	<b>ATL 2-2 Shows Responsibility CS 15-2 Develops an Understanding of and Care for the Natural World</b>
<b>3-4 years</b>	
Begins to practice responsible consumption and conservation of natural and physical resources.	<b>ATL 2-2 Shows Responsibility CS 15-2 Develops an Understanding of and Care for the Natural World</b>
<b>4-5 years, K Readiness</b>	
With support, participates in community conservation activities (playground clean up, etc.)	<b>ATL 2-2 Shows Responsibility CS 15-2 Develops an Understanding of and Care for the Natural World</b>
<b>Physical Characteristics of Community – Child can identify important physical features in their environment.</b>	
<b>0-1 years</b>	

N/A	
<b>1-2 years</b>	
Begins pretend play with blocks, dolls and other toys.	<b>CCA 21-4 Participates in Dramatic Play</b>
<b>2-3 years</b>	
Explores physical environments where people live, work and play.	<b>SS 16-3 Explores Geography</b>
<b>3-4 years</b>	
Identifies and describes significant objects and places in familiar environments.	<b>SS 16-3 Explores Geography</b>
<b>4-5 years, K Readiness</b>	
Begins to use geographical language to identify features of familiar environments (hills, rivers, etc.)	<b>SS 16-3 Explores Geography</b>
Uses tools to represent immediate environment.	<b>SS 16-3 Explores Geography</b>
<b>Economic Reasoning – Child begins to understand basic economic principles.</b>	
<b>0-1 years</b>	
N/A	
<b>1-2 years</b>	
N/A	
<b>2-3 years</b>	
Participates in turn taking activities with support.	<b>SED 6-3 Cooperates with Peers</b>
Asks for needs to be met.	<b>SED 3-1 Expresses Emotion</b>
Explores the exchange of goods.	<b>SS 16-5 Learns about Government and Economics</b>
<b>3-4 years</b>	
Participates in turn taking with increasing independence.	<b>SED 6-3 Cooperates with Peers</b>
Describes basic needs for living things.	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>
Begins to understand the use of trade or money to obtain goods and services.	<b>SS 16-5 Learns about Government and Economics</b>
<b>4-5 years, K Readiness</b>	
Negotiates and shares with other children during play.	<b>SED 6-3 Cooperates with Peers</b>
Begins to label individual needs and wants with support.	<b>SED 3-1 Expresses Emotion</b>
Identifies goods and services that could meet a specific need or want.	<b>SS 16-5 Learns about Government and Economics</b>

<b>Digital Citizenship</b> – The ability to choose and use some digital technology appropriately. *Follows all best practices and safety protocol for children using digital technology.	
<b>0-1 years</b>	
N/A	
<b>1-2 years</b>	
N/A	
<b>2-3 years</b>	
N/A	
<b>3-4 years</b>	
With support, explores all tools, to enhance learning.	<b>CS 13-3 Learns Using Technology</b>
<b>4-5 years, K Readiness</b>	
Knows when, how and why to use a variety of tools for learning, including digital technology.	<b>CS 13-3 Learns Using Technology</b>
With support, engages in responsible use of all tools including digital technology.	<b>CS 13-3 Learns Using Technology</b>

**DISCLAIMER:**

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