

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:
**Nevada Infant and Toddler
Early Learning Guidelines**



References



Nevada Department of Education. (2011). *Nevada infant and toddler early learning guidelines*. NV: Author.
Retrieved from http://www.nevadaregistry.org/fb_files/InfantToddlerGuidelinesDRAFTAugust2011.pdf

Nevada Infant and Toddler Early Learning Guidelines	Vine Assessments by LifeCubby
Birth to Four Months	Vine Indicators
I. Domain: Social & Emotional Development	
Experiencing, expressing, & managing emotions; developing relationships	
Expresses feelings	SED 3-1 Expresses Emotion <u>1-3 mos:</u> Begins to show emotions with face and body; may begin to smile
Interacts with adults and other children	SED 5-1 Bonds with Adults <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs
Begins to develop self-regulation	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
II. Domain: Language Development	
Communicating & understanding spoken language	
Begins to develop skills involved in conversations with others	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
Pre-Reading and Pre-Writing	
Begins to develop skills that will lead to reading readiness	LKS 8-1 Develops Early Literacy <u>1-3 mos:</u> Experiences stories by being read to by caregivers
III. Cognitive Development	
Discovering the world	
Begins to explore her body and environment	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
Discover and Learn	
Begin to develop skills that lead to Math concepts such as: Problem solving, Reasoning	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
Begin to develop skills that lead to science concepts such as: Cause and effect, Daily routines	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>)
IV. Domain: Physical Development	
Coordinate Movements	
Uses repetition to move various body parts	PMP 17-3 Develops Upper Body Strength <u>1-3 mos:</u> Brings hands to mouth; swipes at dangling objects; shakes rattles or other hand toys
Physical and large motor development	PMP 17-2 Develops Lower Body Strength <u>1-3 mos:</u> Stretches and kicks legs when lying down; pushes down on legs when feet are placed on a firm surface

Fine motor development	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills 1-3 mos: Opens and shuts hands
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Five to Eight Months	
I. Personal and Social Development	
Developing a Sense of Self and Others	
Expresses feelings	SED 3-1 Expresses Emotion 4-7 mos: Becomes more assertive in conveying likes and dislikes
Interacts with adults and other children	SED 5-1 Bonds with Adults 4-7 mos: Knows and responds positively to familiar faces; begins to know if someone is a stranger
	SED 6-2 Bonds with Peers 4-7 mos: Enjoys social play; may reach, touch, or make sounds toward other children
Begins to develop self regulation	SED 3-2 Manages Feelings & Demonstrates Self-Control 4-7 mos: Can briefly calm self; brings hands to mouth; is able to be calmed by familiar adults
II. Language Development	
Understand and Communicate	
Begins to develop skills involved in conversations with others	LC 7-1 Develops Receptive Communication 4-7 mos: Listens and responds with interest to verbal and nonverbal communication of others
Pre-Reading and Pre-Writing	
Begins to develop skills that will lead to reading readiness	LKS 8-1 Develops Early Literacy 4-7 mos: Explores books with caregivers; enjoys being read to by others
III. Cognitive Development	
Discover and Learn	
Begin to develop skills that lead to Math concepts such as: Problem solving, Reasoning	CM 10-1 Begins Counting 4-7 mos: Pays attention as an adult counts
Begin to develop skills that lead to Science Concepts such as: Cause and effect, Daily routines	ATL 2-1 Understands Routines 4-7 mos: Demonstrates awareness of daily routines with behavior; may open mouth for feeding or lift arms to be picked up
IV. Physical Development	
Coordinate Movements	
Physical and Large Motor Development	PMP 17-1 Develops Perception & Balance 4-7 mos: Reaches for objects; sits with and then without support of hands
Fine Motor Development	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills 4-7 mos: Turns objects in hands; uses hands or feet to make contact with objects or people

Nine to Twelve Months	
I. Social & Emotional Development	
Developing a Sense of Self and Others	
Expresses and identifies feelings	SED 3-1 Expresses Emotion 8-12 mos: Expresses a variety of emotions through facial expressions, sounds, and gestures
Interacts with adults and other children	SED 5-1 Bonds with Adults 8-12 mos: Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults
	SED 6-2 Bonds with Peers 8-12 mos: Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play)
Begins to develop self-regulation	SED 3-2 Manages Feelings & Demonstrates Self-Control 8-12 mos: Regulates feelings through behaviors, such as sucking thumb or carrying a favorite blanket or toy; looks to familiar adults for help with strong emotions
Begins to develop self-confidence and independence	ATL 1-5 Shows Initiative 8-12 mos: Initiates activities, such as getting a toy independently from a low shelf or basket
	SED 4-1 Develops Awareness of Self 8-12 mos: Enjoys watching self in mirror
Begin to develop pro-social behaviors	SED 6-2 Bonds with Peers 8-12 mos: Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play)
Develops attending and focusing skills	ATL 1-1 Is Attentive 8-12 mos: Pays attention to a task or activity for a few minutes
II. Language Development	
Understand and Communicate	
Begin to develop skills involved in communicating with others	LC 7-1 Develops Receptive Communication 8-12 mos: Begins to understand gestures, words, questions, or routines
	LC 7-2 Develops Expressive Communication 8-12 mos: Progresses from babbling with inflection to first words; uses exclamations like "uh-oh"; may sign certain words; may shake head for "no"; uses sounds, gestures, or actions to express needs and wants
Pre-Reading and Pre-Writing	
Begins to develop skills that lead to reading readiness: Different sounds of language, Development of vocabulary and comprehension, Develops knowledge of book handling	LKS 8-1 Develops Early Literacy 8-12 mos: Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories
Begins to develop skills that lead to writing	LKS 9-1 Develops Emergent Writing 8-12 mos: Can use a fat paint brush or celery stalk to "paint"
III. Cognitive Development	

Discover and Learn	
Begin to develop skills that lead to math concepts such as: Problem solving, Communication, Reasoning, Memory	ATL 1-2 Develops Memory 8-12 mos: Looks for someone or something that is missing
	CM 10-1 Begins Counting 8-12 mos: Babbles while an adult counts
	CS 14-1 Solves Problems 8-12 mos: Acts intentionally to achieve a goal (e.g., trying different ways to reach a toy under a table)
Begin to develop skills that lead to science concepts such as: Cause and effect, Daily routines, Imitation of gestures and use of objects, Identify body parts	CS 14-2 Makes Predictions 8-12 mos: Interacts purposefully with objects to cause an expected result, such as pushing a button on a toy to make a sound
	ATL 2-1 Understands Routines 8-12 mos: Remembers daily routines; knows how to use familiar objects
	SED 5-2 Learns from Adults 8-12 mos: Mirrors caregiver's non-verbal communication, such as looking where the caregiver is looking or pointing where the caregiver is pointing
IV. Physical Development	
Coordinate Movements	
Large motor development	PMP 17-1 Develops Perception & Balance 8-12 mos: Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object
Fine motor development	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills 8-12 mos: Uses hands for more complex tasks, such as rotating objects, releasing objects, and feeling textures
Health	PMP 19-2 Develops Self-Care Skills 8-12 mos: Helps with daily routines, such as washing hands and getting dressed
V. Creative Expression	
Creativity & Critical Thinking	
Explores the arts	CCA 21-1 Explores Art Media 8-12 mos: Uses age-appropriate art materials, such as "edible art" or other safe materials
Appreciates music	CCA 21-2 Explores Music 1-3 mos: Listens and responds to singing and music 4-7 mos: Explores musical instruments; bangs toy piano; rattles maracas 8-12 mos: Plays with musical toys; may show preference for different sounds
Participates in creative movement	CCA 21-3 Explores Movement and Dance 8-12 mos: May move when music is playing
Begins to participate in dramatic play	ATL 1-6 Thinks with Creativity & Flexibility 8-12 mos: 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

Thirteen to Eighteen Months	
I. Social & Emotional Development	
Developing a Sense of Self and Others	
Expresses feelings and develops self-recognition	<p>SED 3-1 Expresses Emotion <u>1-Year Old:</u> Expresses a range of emotions, including surprise, joy or pride; notices the effects of emotions on others</p> <p>SED 4-1 Develops Awareness of Self <u>1-Year Old:</u> Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others</p>
Interacts with adults and other children	<p>SED 5-1 Bonds with Adults <u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task</p>
	<p>SED 6-2 Bonds with Peers <u>1-Year Old:</u> Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play)</p>
Begins to develop self-regulation	<p>SED 3-2 Manages Feelings & Demonstrates Self-Control <u>1-Year Old:</u> Begins to cope with strong emotions with help from familiar adults</p>
II. Language Development	
Communicating and understanding	
Understands the meaning of words and gestures	<p>LC 7-1 Develops Receptive Communication <u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book”</p>
Uses conventions of speech	<p>LC 7-6 Learns Conversation Structure <u>1-Year Old:</u> May participate in back-and-forths; may make eye contact</p>
Listens to stories, directions and conversations	<p>LC 7-1 Develops Receptive Communication <u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book”</p>
Communicates using sounds, words and gestures	<p>LC 7-2 Develops Expressive Communication <u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as “my book,” “more juice,” or “I want down”</p>
Pre-reading and Pre-writing	
Recognizes and reacts to sounds	<p>LC 7-1 Develops Receptive Communication <u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book”</p>
Increases vocabulary	<p>LC 7-4 Expands Vocabulary <u>1-Year Old:</u> Locates body parts or colors when prompted; begins to use the names of objects, body parts and familiar people; begins to ask questions, such as “what’s that?”</p>
Increases comprehension	<p>LC 7-1 Develops Receptive Communication <u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book”</p>
Develops book handling skills	LKS 8-1 Develops Early Literacy

	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
Begins to develop skills that will lead to writing	LKS 9-1 Develops Emergent Writing 1-Year Old: Makes marks on paper with large crayon or marker
III. Cognitive Development	
Discovering the world	
Explores and experiments with objects in the environment	CS 13-1 Explores Objects 1-Year Old: Observes and experiments with how things work, such as pushing a button on a toy to hear a sound
Begins to develop skills that lead to Math concepts such as: Problems Solving, Communication, Reasoning, Memory	CM 10-1 Begins Counting 1-Year Old: Can say numbers 1-3 with help; shows interest in and awareness of numbers and counting during daily routines and activities
	CS 14-1 Solves Problems 1-Year Old: Tries several times to solve challenging problems, often using more than one approach
	ATL 1-2 Develops Memory 1-Year Old: Finds hidden or missing people or objects; looks in multiple locations for missing objects
Begins to develop skills that lead to Science Concepts such as: Cause and effect, Daily routines, Imitations of gestures and use of objects, Identify body parts	ATL 2-1 Understands Routines 1-Year Old: Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat)
	SED 5-2 Learns from Adults 1-Year Old: Demonstrates interest in adult behavior, such as by saying "hello" and "goodbye" when coming and going
	CS 14-2 Makes Predictions 1-Year Old: Observes and experiments with cause and effect, such as pushing over a block tower
IV. Physical Development	
Coordinate Movements	
Moves constantly, showing increasing large muscle control	PMP 17-5 Develops Large Motor Coordination Skills 1-Year Old: Climbs on furniture and crawls up and down stairs unassisted; can easily change body positions
	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times 1-Year Old: Is able to play for longer periods of time; is graduating off of morning nap
Begins to develop manipulative skills	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills 1-Year Old: Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker
V. Creative Expression	
Explores the arts	CCA 21-1 Explores Art Media 1-Year Old: Uses art materials; makes marks with a crayon; finger paints
Appreciates music	CCA 21-2 Explores Music 1-Year Old: Shows interest in and participates in a wide variety of music and songs
Participates in creative movement	CCA 21-3 Explores Movement and Dance

	<u>1-Year Old:</u> May move when music is playing and “bounce” to the music
Begins to participate in Dramatic Play	CCA 21-4 Participates in Dramatic Play <u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination

Nineteen to Twenty Four Months	
I. Social & Emotional Development	
Developing a sense of self and others	
Expresses feelings	SED 3-1 Expresses Emotion <u>1-Year Old:</u> Expresses a range of emotions, including surprise, joy or pride; notices the effects of emotions on others
Continues to develop self-regulation	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>1-Year Old:</u> Begins to cope with strong emotions with help from familiar adults
Interacts with adults and other children	SED 5-1 Bonds with Adults <u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task
	SED 6-2 Bonds with Peers <u>1-Year Old:</u> Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play)
Begins to develop a sense of self confidence	SED 4-2 Becomes Confident <u>1-Year Old:</u> Shows confidence in own abilities; is proud to demonstrate abilities
Begins to develop pro-social behaviors	SED 6-2 Bonds with Peers <u>1-Year Old:</u> Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play)
Begin to develop attending & focusing skills	ATL 1-1 Is Attentive <u>1-Year Old:</u> Pays attention to a task or activity for a few minutes; repeats actions to complete a goal
II. Language Development	
Understand and Communicate	
Continue to develop listening and speaking skills	LC 7-1 Develops Receptive Communication <u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book”
	LC 7-2 Develops Expressive Communication <u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as “my book,” “more juice,” or “I want down”
Pre-Reading and Pre-writing	
Recognizes and reacts to sounds	LC 7-3 Develops Phonemic Awareness <u>1-Year Old:</u> Participates in group time with songs and chanted rhymes

Increases vocabulary	LC 7-4 Expands Vocabulary <u>1-Year Old:</u> Locates body parts or colors when prompted; begins to use the names of objects, body parts and familiar people; begins to ask questions, such as "what's that?"
Increases comprehension	LC 7-1 Develops Receptive Communication <u>1-Year Old:</u> Responds to simple instructions such as "come here" or "bring me a book"
Shows interest in book reading	LKS 8-1 Develops Early Literacy <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
Continue to develop pre-writing skills	LKS 8-2 Develops Alphabetic Knowledge <u>1-Year Old:</u> Attempts to sing the ABC song
III. Cognition Development	
Mathematical Exploration and Learning	
Identify body parts	SED 4-1 Develops Awareness of Self <u>1-Year Old:</u> Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others
Problem solving	CS 14-1 Solves Problems <u>1-Year Old:</u> Tries several times to solve challenging problems, often using more than one approach
Communication	LC 7-2 Develops Expressive Communication <u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down"
Reasoning	CS 14-1 Solves Problems <u>1-Year Old:</u> Tries several times to solve challenging problems, often using more than one approach
Memory	ATL 1-2 Develops Memory <u>1-Year Old:</u> Finds hidden or missing people or objects; looks in multiple locations for missing objects
Scientific Exploration and Learning	
Identify body part	SED 4-1 Develops Awareness of Self <u>1-Year Old:</u> Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others
Cause and effect	CS 14-2 Makes Predictions <u>1-Year Old:</u> Observes and experiments with cause and effect, such as pushing over a block tower
Daily routines	ATL 2-1 Understands Routines <u>1-Year Old:</u> Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat)
Imitation of gestures and use of objects	SED 5-2 Learns from Adults <u>1-Year Old:</u> Demonstrates interest in adult behavior, such as by saying "hello" and "goodbye" when coming and going
Identification of body parts	SED 4-1 Develops Awareness of Self <u>1-Year Old:</u> Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others

IV. Physical Development	
Coordinate Movements	
Large motor development	PMP 17-1 Develops Perception & Balance <u>1-Year Old:</u> Increasingly gains balance, going from sitting to standing to running and even jumping
Fine Motor Development	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>1-Year Old:</u> Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker
Develop skills that lead to good health practices	PMP 19-2 Develops Self-Care Skills <u>1-Year Old:</u> Shows increasing independence, such as dressing with help
V. Creative Expression	
Creativity and critical thinking	
Explores the arts	CCA 21-1 Explores Art Media <u>1-Year Old:</u> Uses art materials; makes marks with a crayon; finger paints
Appreciates music	CCA 21-2 Explores Music <u>1-Year Old:</u> Shows interest in and participates in a wide variety of music and songs
Participates in creative movement	CCA 21-3 Explores Movement and Dance <u>1-Year Old:</u> May move when music is playing and “bounce” to the music
Beings to participate in dramatic play	CCA 21-4 Participates in Dramatic Play <u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination

Twenty-Four to Thirty Months	
I. Social & Emotional Development	
Developing a sense of self and others	
Expresses feelings	SED 3-1 Expresses Emotion <u>2-Year Old:</u> Expresses a variety of emotions; modifies expression according to reactions of familiar adults
Continues to develop self-regulation	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>2-Year Old:</u> Able to use routines, favorite objects, or familiar adults to help in coping with strong feelings and emotions
Interacts with adults and other children	SED 5-1 Bonds with Adults <u>2-Year Old:</u> Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy
	SED 6-2 Bonds with Peers <u>2-Year Old:</u> Enjoys being with other children; joins group play with other children; knows some names of peers
Begins to develop a sense of self confidence	SED 4-2 Becomes Confident <u>2-Year Old:</u> Shows confidence in increasing abilities; enjoys showing others what he/she can do

Begins to develop pro-social behaviors	SED 6-2 Bonds with Peers <u>2-Year Old:</u> Enjoys being with other children; joins group play with other children; knows some names of peers
II. Language Development	
Understand and Communicate	
Continue to develop listening and speaking skills	LC 7-1 Develops Receptive Communication <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions
	LC 7-2 Develops Expressive Communication <u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more
Pre-Reading/Pre-Writing	
Begins to develop skills that will lead to reading readiness:	
Identify body parts	LC 7-4 Expands Vocabulary <u>2-Year Old:</u> Begins to recognize and possibly name classmates, familiar objects, body parts, colors, and animals; shows rapid growth in number of words or signs used in conversation with others
Recognizes and reacts to sounds	LC 7-3 Develops Phonemic Awareness <u>2-Year Old:</u> Follows along or repeats parts of songs or nursery rhymes
Increases vocabulary	LC 7-4 Expands Vocabulary <u>2-Year Old:</u> Begins to recognize and possibly name classmates, familiar objects, body parts, colors, and animals; shows rapid growth in number of words or signs used in conversation with others
Increases comprehension	LC 7-1 Develops Receptive Communication <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions
Show interest in book reading	LKS 8-1 Develops Early Literacy <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures
Recognize symbols have corresponding meaning	LKS 8-3 Develops Emergent Reading <u>2-Year Old:</u> Identifies some of the letters in own name; begins to recognize and understand that pictures or symbols can be "read" by others and have meaning
Continue to develop pre-writing skills:	
Use writing utensils for scribbles and drawings	LKS 9-1 Develops Emergent Writing <u>2-Year Old:</u> Draws pictures using scribbles; makes or copies lines and curves, including letter-like marks with pencil or crayon; understands that people use writing to communicate
III. Cognitive Development	
Mathematical Exploration and Learning	
Begin to develop math skills such as:	
Problem solving	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>2-Year Old:</u> Able to solve problems by trying more than one approach; continues efforts to complete a challenging task
Communication	LC 7-2 Develops Expressive Communication <u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more
Reasoning	CM 10-3 Learns Addition, Subtraction and Division <u>2-Year Old:</u> Knows own age and can hold up the correct number of fingers
Memory	ATL 1-2 Develops Memory <u>2-Year Old:</u> Remembers actions and locations of familiar adults, objects and routines; notices and responds to things that are different
Quantity and number relationships	CM 10-2 Builds and Observes Sets <u>2-Year Old:</u> Counts sets of objects (2-3); may count the same object twice or use numbers out of order
Scientific Exploration and Learning	
Begin to develop skills that lead to science concepts such as:	
Cause and effect	CS 14-2 Makes Predictions <u>2-Year Old:</u> Makes predictions based on experience; explores materials and makes observations
Daily routines	ATL 2-1 Understands Routines <u>2-Year Old:</u> Able to follow daily routines; easily makes common transitions that are part of a daily schedule
Imitation of gestures and use of objects	SED 5-2 Learns from Adults <u>2-Year Old:</u> Uses role play to imitate behaviors by familiar adults
Identification of body parts	SED 4-1 Develops Awareness of Self <u>2-Year Old:</u> Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family
Observation of the world and nature	CS 15-1 Explores the Natural Environment <u>2-Year Old:</u> Uses objects of the natural environment in art, sensory, and play
IV. Physical Development	
Coordinate Large and Small Muscles to Move and Play	
Large motor development: Perform more complex movements with his arms and legs	PMP 17-5 Develops Large Motor Coordination Skills <u>2-Year Old:</u> Walks up and down stairs with help; participates in physical activities indoors and outdoors
Fine Motor Development: Use improved eye-hand coordination to explore and manipulate objects	PMP 18-2 Develops Fine Hand-Eye Coordination <u>2-Year Old:</u> Demonstrates hand-eye coordination when doing knob puzzles or turning pages
Develop skills that lead to good Health practices	PMP 19-2 Develops Self-Care Skills <u>2-Year Old:</u> Shows increasing independence with self-care, such as helping wash hands or brush teeth
V. Creative Expression	
Creativity & Critical Thinking	
Begins to develop creative thinking	ATL 1-6 Thinks with Creativity & Flexibility

	<u>2-Year Old</u> : Accepts changes in routines or usual activities when informed ahead of time by adults; shows creativity, flexibility, and inventiveness in play experiences
Explores the Arts	CCA 21-1 Explores Art Media <u>2-Year Old</u> : Uses a variety of art materials to create artwork or other inventions
Appreciates Music	CCA 21-2 Explores Music <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
Participates in Creative Movement	CCA 21-3 Explores Movement and Dance <u>2-Year Old</u> : Moves when music is playing; begins to move in time to music
Begins to participate in Dramatic Play	CCA 21-4 Participates in Dramatic Play <u>2-Year Old</u> : Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others

Thirty Months to Three Years	
I. Social & Emotional Development	
Developing a Sense of Self and Others	
Identifies and expresses feelings	SED 3-1 Expresses Emotion <u>2-Year Old</u> : Expresses a variety of emotions; modifies expression according to reactions of familiar adults <u>3-Year Old</u> : Displays a range of emotions; can say how he/she is feeling (e.g., glad, sad, or mad); explores emotions through play, art, music, dance
Continues to develop self-regulation	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>2-Year Old</u> : Able to use routines, favorite objects, or familiar adults to help in coping with strong feelings and emotions
Interacts with adults and other children	SED 5-1 Bonds with Adults <u>2-Year Old</u> : Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy
	SED 6-2 Bonds with Peers <u>2-Year Old</u> : Enjoys being with other children; joins group play with other children; knows some names of peers
Continues to develop a sense of self confidence	SED 4-2 Becomes Confident <u>2-Year Old</u> : Shows confidence in increasing abilities; enjoys showing others what he/she can do
Continues to develop pro-social behaviors	SED 6-3 Cooperates with Peers <u>2-Year Old</u> : Begins to cooperate with others (e.g. shares toys, works toward a common goal, such as building a block tower); is learning to take turns; is learning to use words with peers
Begins to develop attending and focusing skills	ATL 1-1 Is Attentive <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
II. Language Development	

Communicating and Understanding	
Continue to develop skills in listening and speaking	<p>LC 7-1 Develops Receptive Communication <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions</p> <p>LC 7-2 Develops Expressive Communication <u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more</p>
Pre-reading and Pre-writing	
Continues to develop skills that will lead to reading readiness:	
Increases vocabulary	<p>LC 7-4 Expands Vocabulary <u>2-Year Old:</u> Begins to recognize and possibly name classmates, familiar objects, body parts, colors, and animals; shows rapid growth in number of words or signs used in conversation with others</p>
Increases comprehension	<p>LC 7-1 Develops Receptive Communication <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions</p>
Shows interest in book reading	<p>LKS 8-1 Develops Early Literacy <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures</p>
Continues to develop writing skills	<p>LKS 9-1 Develops Emergent Writing <u>2-Year Old:</u> Draws pictures using scribbles; makes or copies lines and curves, including letter-like marks with pencil or crayon; understands that people use writing to communicate</p>
III. Cognitive Development	
Mathematical Exploration and Learning	
Continue to develop math skills such as:	
Problem solving	<p>CS 14-1 Solves Problems <u>2-Year Old:</u> Able to solve problems by trying more than one approach; continues efforts to complete a challenging task</p>
Communication	<p>LC 7-2 Develops Expressive Communication <u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more</p>
Reasoning	<p>CM 10-3 Learns Addition, Subtraction and Division <u>2-Year Old:</u> Knows own age and can hold up the correct number of fingers</p>
Memory	<p>ATL 1-2 Develops Memory <u>2-Year Old:</u> Remembers actions and locations of familiar adults, objects and routines; notices and responds to things that are different</p>
Scientific Exploration and Learning	
Develop skills that lead to science concepts such as:	
Cause and effect	<p>CS 14-2 Makes Predictions</p>

	<u>2-Year Old:</u> Makes predictions based on experience; explores materials and makes observations
Daily routines	ATL 2-1 Understands Routines <u>2-Year Old:</u> Able to follow daily routines; easily makes common transitions that are part of a daily schedule
Imitation of gestures and use of objects	SED 5-2 Learns from Adults <u>2-Year Old:</u> Uses role play to imitate behaviors by familiar adults
Identification of body parts	SED 4-1 Develops Awareness of Self <u>2-Year Old:</u> Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family
IV. Physical Development	
Combine Several Large Muscle Skills When Playing	
Develop large motor skills	PMP 17-5 Develops Large Motor Coordination Skills <u>2-Year Old:</u> Walks up and down stairs with help; participates in physical activities indoors and outdoors
Develop fine motor skills	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>2-Year Old:</u> Uses hands for complex tasks such as building a block tower or removing a lid; works with clay; uses thumbs and fingers to manipulate objects
Develop skills that lead to good health practices	PMP 19-2 Develops Self-Care Skills <u>2-Year Old:</u> Shows increasing independence with self-care, such as helping wash hands or brush teeth
V. Creative Expression	
Creativity and creative expression	
Begins to develop creative thinking:	
Explores the Arts	CCA 21-1 Explores Art Media <u>2-Year Old:</u> Uses a variety of art materials to create artwork or other inventions
Appreciates Music	CCA 21-2 Explores Music <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
Participates in Creative Movement	CCA 21-3 Explores Movement and Dance <u>2-Year Old:</u> Moves when music is playing; begins to move in time to music
Begins to participate in Dramatic Explore art materials	CCA 21-4 Participates in Dramatic Play <u>2-Year Old:</u> Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others

Three Years	
I. Social & Emotional Development	
Developing a Sense of Self and Others	
Identifies and expresses feelings	SED 3-1 Expresses Emotion <u>3-Year Old:</u> Displays a range of emotions; can say how he/she is feeling (e.g., glad, sad, or mad); explores emotions through play, art, music, dance
Continues to develop self-regulation	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>3-Year Old:</u> Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games
Interacts with adults and other children	SED 5-1 Bonds with Adults <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems
	SED 6-2 Bonds with Peers <u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend
Continues to develop pro-social behaviors	SED 6-3 Cooperates with Peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns
Continue to develop a sense of self confidence	SED 4-2 Becomes Confident <u>3-Year Old:</u> Is pleased to complete daily routines and learn new skills
II. Language Development	
Communicating and Understanding	
Continue to develop skills in listening and speaking	LC 7-1 Develops Receptive Communication <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues
	LC 7-2 Develops Expressive Communication <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic
Use more conventions of speech	LC 7-6 Learns Conversation Structure <u>3-Year Old:</u> Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact
Have more meaningful conversations with peers and adults	LC 7-6 Learns Conversation Structure <u>3-Year Old:</u> Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact
Pre- Reading and Pre-writing	
Continues to develop skills that will lead to reading readiness:	
Recognizes and reacts to sounds	LC 7-3 Develops Phonemic Awareness

	<u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted
Increases vocabulary	LC 7-4 Expands Vocabulary <u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words
Increases comprehension	LC 7-1 Develops Receptive Communication <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues
Shows interest in book reading	LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book
Recognize that symbols have corresponding meaning	LKS 8-3 Develops Emergent Reading <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading
Continues to develop writing skills	LKS 9-1 Develops Emergent Writing <u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was "written"
III. Cognitive Development	
Mathematical Exploration and Learning	
Continue to develop math skills such as:	
Problem solving	CS 14-1 Solves Problems <u>3-Year Old:</u> Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float)
Communication	LC 7-2 Develops Expressive Communication <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic
Reasoning	CM 10-3 Learns Addition, Subtraction and Division <u>3-Year Old:</u> When counting objects, understands that the last number counted represents the total
Memory	ATL 1-2 Develops Memory <u>3-Year Old:</u> Recalls some elements of a story
Scientific Exploration and Learning	
Develop skills that lead to science concepts such as:	
Cause and effect	CS 14-2 Makes Predictions <u>3-Year Old:</u> Makes simple predictions about what will happen next, such as during activities or when hearing a story
Daily routines	ATL 2-1 Understands Routines

	<u>3-Year Old</u> : Follows daily routines, such as sitting for circle time; adjusts to changes in routines or usual activities when informed ahead of time
Imitation of gestures and use of objects	SED 5-2 Learns from Adults <u>3-Year Old</u> : Imitates behaviors demonstrated by familiar adults; may say words or phrases often said by familiar adults
Identification of parts of the body	SED 4-1 Develops Awareness of Self <u>3-Year Old</u> : Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family
IV. Physical Development	
Coordinate Movements	
Develop large motor skills	PMP 17-5 Develops Large Motor Coordination Skills <u>3-Year Old</u> : Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors
Develop fine motor skills	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>3-Year Old</u> : Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay
Develop skills that lead to good health practices	PMP 19-2 Develops Self-Care Skills <u>3-Year Old</u> : Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat
V. Creative Expression	
Creativity & creative expression	
Continues to develop creative thinking	ATL 1-6 Thinks with Creativity & Flexibility <u>3-Year Old</u> : Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation
Visual arts	CCA 21-1 Explores Art Media <u>3-Year Old</u> : Uses a variety of art materials and media to convey an idea; creates something different from what other children create
Music and movement	CCA 21-2 Explores Music <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
	CCA 21-3 Explores Movement and Dance <u>3-Year Old</u> : Participates in dance or creative movement activities
Participates in more complex scenarios in dramatic play	CCA 21-4 Participates in Dramatic Play <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

DISCLAIMER:

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