

# 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:  
**New Mexico Early Learning Guidelines:  
Birth Through Kindergarten**



## References



New Mexico State Children, Youth and Families Department, Department of Health and Public Education Department. (2014). *New Mexico early learning guidelines: Birth through kindergarten*. NM: Author. Retrieved from <http://ped.state.nm.us/ped/LiteracyDocs/PreK/FINAL,%20ELG%202014,%207-28-14.pdf>

<b>New Mexico Early Learning Guidelines: Birth Through Kindergarten</b>	<b>Vine Assessments by LifeCubby</b>
<b>Domain 1: Beginning to Know About Ourselves and Others</b>	<b>Vine Indicators</b>
Self-Regulation	
Young Infants (Birth to 8 months)	
Expresses feelings	<b>SED 3-1 Expresses Emotion</b> <u>1-3 mos:</u> Begins to show emotions with face and body; may begin to smile <u>4-7 mos:</u> Becomes more assertive in conveying likes and dislikes
Begins to regulate feelings and impulses	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <u>1-3 mos:</u> Calms when held, gently rocked or talked to by familiar adults; brings objects to mouth to calm self <u>4-7 mos:</u> Can briefly calm self; brings hands to mouth; is able to be calmed by familiar adults
Begins to develop some regulated patterns	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <u>1-3 mos:</u> Calms when held, gently rocked or talked to by familiar adults; brings objects to mouth to calm self <u>4-7 mos:</u> Can briefly calm self; brings hands to mouth; is able to be calmed by familiar adults
Mobile Infants (6 to 18 months)	
Expresses a variety of emotions	<b>SED 3-1 Expresses Emotion</b> <u>8-12 mos:</u> Expresses a variety of emotions through facial expressions, sounds, and gestures <u>1-Year Old:</u> Expresses a range of emotions, including surprise, joy or pride; notices the effects of emotions on others
Regulates emotions and behaviors with adult support	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <u>8-12 mos:</u> Regulates feelings through behaviors, such as sucking thumb or carrying a favorite blanket or toy; looks to familiar adults for help with strong emotions <u>1-Year Old:</u> Begins to cope with strong emotions with help from familiar adults
Expresses own needs	<b>LC 7-2 Develops Expressive Communication</b> <u>8-12 mos:</u> Progresses from babbling with inflection to first words; uses exclamations like "uh-oh"; may sign certain words; may shake head for "no"; uses sounds, gestures, or actions to express needs and wants <u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down"
Follows simple routines and rules in group setting with educator support	<b>ATL 2-1 Understands Routines</b> <u>8-12 mos:</u> Remembers daily routines; knows how to use familiar objects <u>1-Year Old:</u> Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat)
Young Toddlers (16 to 24 months)	
Begins to recognize feelings in self and others	<b>SED 6-1 Builds Empathy</b> <u>1-Year Old:</u> Observes emotions of others; may respond to another's preferences, such as offering different objects until one is accepted

	<u>2-Year Old:</u> Begins to care for the feelings and needs of others
Demonstrates different emotions or moods	<b>SED 3-1 Expresses Emotion</b> <u>1-Year Old:</u> Expresses a range of emotions, including surprise, joy or pride; notices the effects of emotions on others <u>2-Year Old:</u> Expresses a variety of emotions; modifies expression according to reactions of familiar adults
Shows more, but still limited, self-regulation	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <u>1-Year Old:</u> Begins to cope with strong emotions with help from familiar adults <u>2-Year Old:</u> Able to use routines, favorite objects, or familiar adults to help in coping with strong feelings and emotions
Shows comfort in daily routines and activities	<b>ATL 2-1 Understands Routines</b> <u>1-Year Old:</u> Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat) <u>2-Year Old:</u> Able to follow daily routines; easily makes common transitions that are part of a daily schedule
<b>Older Toddlers (24 to 36 months)</b>	
Demonstrates an increasing ability to recognize feelings of self and others	<b>SED 6-1 Builds Empathy</b> <u>2-Year Old:</u> Begins to care for the feelings and needs of others <u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress
Begins to use strategies to regulate own emotions	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <u>2-Year Old:</u> Able to use routines, favorite objects, or familiar adults to help in coping with strong feelings and emotions <u>3-Year Old:</u> Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games
Begins to manage changes in emotional state	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <u>2-Year Old:</u> Able to use routines, favorite objects, or familiar adults to help in coping with strong feelings and emotions <u>3-Year Old:</u> Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games
Is increasingly able to regulate behavior	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <u>2-Year Old:</u> Able to use routines, favorite objects, or familiar adults to help in coping with strong feelings and emotions <u>3-Year Old:</u> Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games
<b>Self-Awareness</b>	
<b>Young Infants (Birth to 8 months)</b>	
Shows beginning awareness of own body	<b>SED 4-1 Develops Awareness of Self</b> <u>1-3 mos:</u> Shows interest in self, such as watching own hands or playing with feet <u>4-7 mos:</u> Learns about self by exploring hands, feet, body, and movement
Shows beginning awareness of personal characteristics and those of others	<b>SED 4-1 Develops Awareness of Self</b> <u>1-3 mos:</u> Shows interest in self, such as watching own hands or playing with feet

	<u>4-7 mos:</u> Learns about self by exploring hands, feet, body, and movement
Shows beginning awareness of own abilities	<b>SED 4-1 Develops Awareness of Self</b> <u>1-3 mos:</u> Shows interest in self, such as watching own hands or playing with feet <u>4-7 mos:</u> Learns about self by exploring hands, feet, body, and movement
<b>Mobile Infants (6 to 18 months)</b>	
Shows awareness of self as an individual	<b>SED 4-1 Develops Awareness of Self</b> <u>8-12 mos:</u> Enjoys watching self in mirror <u>1-Year Old:</u> Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others
Shows awareness of own abilities	<b>SED 4-2 Becomes Confident</b> <u>1-Year Old:</u> Shows confidence in own abilities; is proud to demonstrate abilities
Shows beginning understanding of accomplishments	<b>SED 4-2 Becomes Confident</b> <u>1-Year Old:</u> Shows confidence in own abilities; is proud to demonstrate abilities
Begins to use abilities in interactions	<b>SED 4-2 Becomes Confident</b> <u>1-Year Old:</u> Shows confidence in own abilities; is proud to demonstrate abilities
<b>Young Toddlers (16 to 24 months)</b>	
Begins to demonstrate behaviors that reflect self-concept	<b>SED 4-1 Develops Awareness of Self</b> <u>1-Year Old:</u> Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others <u>2-Year Old:</u> Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family
Shows increased awareness of own abilities	<b>SED 4-2 Becomes Confident</b> <u>1-Year Old:</u> Shows confidence in own abilities; is proud to demonstrate abilities <u>2-Year Old:</u> Shows confidence in increasing abilities; enjoys showing others what he/she can do
Displays assertiveness	<b>ATL 1-5 Shows Initiative</b> <u>1-Year Old:</u> Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read) <u>2-Year Old:</u> Initiates play with others
<b>Older Toddlers (24 to 36 months)</b>	
Demonstrates behaviors that reflect self-concept	<b>SED 4-1 Develops Awareness of Self</b> <u>2-Year Old:</u> Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family
Demonstrates self-confidence; learns to do things by self	<b>SED 4-2 Becomes Confident</b> <u>2-Year Old:</u> Shows confidence in increasing abilities; enjoys showing others what he/she can do <u>3-Year Old:</u> Is pleased to complete daily routines and learn new skills

Shows awareness of self as part of a group	<p><b>SED 4-1 Develops Awareness of Self</b>  <u>2-Year Old:</u> Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family  <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family</p>
<b>Relationships with Adults</b>	
<b>Young Infants (Birth to 8 months)</b>	
Shows responsiveness toward primary caregivers	<p><b>SED 5-1 Bonds with Adults</b>  <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs  <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger</p>
Participates in interactions	<p><b>SED 5-1 Bonds with Adults</b>  <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs  <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger</p>
Initiates contact with regular caregivers	<p><b>SED 5-1 Bonds with Adults</b>  <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs  <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger</p>
Establishes and maintains rhythmic interactions with caregiver	<p><b>SED 5-1 Bonds with Adults</b>  <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs  <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger</p>
<b>Mobile Infants (6 to 18 months)</b>	
Begins to solidify relationships with adults	<p><b>SED 5-1 Bonds with Adults</b>  <u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults  <u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task</p>
Reacts differently toward familiar and unfamiliar adults	<p><b>SED 5-1 Bonds with Adults</b>  <u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults  <u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task</p>
Demonstrates increasing responsiveness in interactions with others	<p><b>SED 5-1 Bonds with Adults</b>  <u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults</p>

	<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
Begins to take turns with caregiver during play	<b>SED 5-1 Bonds with Adults</b> <u>8-12 mos</u> : Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults <u>1-Year Old</u> : Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task
<b>Young Toddlers (16 to 24 months)</b>	
Continues to need the emotional security of a trusted adult	<b>SED 5-1 Bonds with Adults</b> <u>1-Year Old</u> : Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task <u>2-Year Old</u> : Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy
Continues to show caution around unfamiliar adults	<b>SED 5-1 Bonds with Adults</b> <u>1-Year Old</u> : Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task <u>2-Year Old</u> : Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy
Demonstrates increased reciprocity in relationships with adults	<b>SED 5-1 Bonds with Adults</b> <u>1-Year Old</u> : Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task <u>2-Year Old</u> : Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy
<b>Older Toddlers (24 to 36 months)</b>	
Trusts and interacts comfortably with familiar adults	<b>SED 5-1 Bonds with Adults</b> <u>2-Year Old</u> : Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy <u>3-Year Old</u> : Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems
Establishes relationships with consistent adults other than primary caregiver	<b>SED 5-1 Bonds with Adults</b> <u>2-Year Old</u> : Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from



	familiar adults in new or difficult situations, such as moving an object that is too heavy <u>3-Year Old</u> : Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems
Begins to imitate or portray roles and relationships	<b>SED 5-2 Learns from Adults</b> <u>2-Year Old</u> : Uses role play to imitate behaviors by familiar adults <u>3-Year Old</u> : Imitates behaviors demonstrated by familiar adults; may say words or phrases often said by familiar adults
<b>Relationships with Peers</b>	
<b>Young Infants (Birth to 8 months)</b>	
Shows awareness of other children	<b>SED 6-1 Builds Empathy</b> <u>1-3 mos</u> : May cry when someone seems upset or when another child cries <u>4-7 mos</u> : Shows interest in the emotions of others; may copy others (e.g., crying when another child cries)
Begins to interact with peers	<b>SED 6-2 Bonds with Peers</b> <u>4-7 mos</u> : Enjoys social play; may reach, touch, or make sounds toward other children
Shows enjoyment in interaction with other children	<b>SED 6-2 Bonds with Peers</b> <u>4-7 mos</u> : Enjoys social play; may reach, touch, or make sounds toward other children
<b>Mobile Infants (6 to 18 months)</b>	
Begins to relate to other children	<b>SED 6-1 Builds Empathy</b> <u>8-12 mos</u> : Responds to the emotions of others; may share emotional reactions (e.g., smiling when an adult smiles) <u>1-Year Old</u> : Observes emotions of others; may respond to another's preferences, such as offering different objects until one is accepted
Demonstrates interest and enjoyment in interactions	<b>SED 6-2 Bonds with Peers</b> <u>8-12 mos</u> : Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play) <u>1-Year Old</u> : Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play)
Exhibits prosocial behaviors	<b>SED 6-2 Bonds with Peers</b> <u>8-12 mos</u> : Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play) <u>1-Year Old</u> : Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play)
Demonstrates beginning interaction skills with peers	<b>SED 6-3 Cooperates with Peers</b> <u>1-Year Old</u> : May begin to play with other children (e.g., passing a toy back and forth)
<b>Young Toddlers (16 to 24 months)</b>	
Demonstrates increased interest and frustration with other children	<b>SED 6-2 Bonds with Peers</b> <u>1-Year Old</u> : Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play)

	<u>2-Year Old</u> : Enjoys being with other children; joins group play with other children; knows some names of peers
Acts on increased awareness of other children's feelings	<b>SED 6-1 Builds Empathy</b> <u>1-Year Old</u> : Observes emotions of others; may respond to another's preferences, such as offering different objects until one is accepted <u>2-Year Old</u> : Begins to care for the feelings and needs of others
Demonstrates increasing interaction skills with peers	<b>SED 6-3 Cooperates with Peers</b> <u>1-Year Old</u> : May begin to play with other children (e.g., passing a toy back and forth) <u>2-Year Old</u> : Begins to cooperate with others (e.g. shares toys, works toward a common goal, such as building a block tower); is learning to take turns; is learning to use words with peers
<b>Older Toddlers (24 to 36 months)</b>	
Demonstrates ability to interact with an increasing number of children	<b>SED 6-2 Bonds with Peers</b> <u>2-Year Old</u> : Enjoys being with other children; joins group play with other children; knows some names of peers <u>3-Year Old</u> : Interacts positively with other children in the group; begins to make friends; may have a favorite friend
Uses beginning negotiation skills with other children	<b>SED 6-3 Cooperates with Peers</b> <u>2-Year Old</u> : Begins to cooperate with others (e.g. shares toys, works toward a common goal, such as building a block tower); is learning to take turns; is learning to use words with peers <u>3-Year Old</u> : Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns
Begins to use words in social situations with peers	<b>SED 6-3 Cooperates with Peers</b> <u>2-Year Old</u> : Begins to cooperate with others (e.g. shares toys, works toward a common goal, such as building a block tower); is learning to take turns; is learning to use words with peers <u>3-Year Old</u> : Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns
Participates positively in activities with more than one other child	<b>SED 6-2 Bonds with Peers</b> <u>2-Year Old</u> : Enjoys being with other children; joins group play with other children; knows some names of peers <u>3-Year Old</u> : Interacts positively with other children in the group; begins to make friends; may have a favorite friend

<b>Domain 2: Beginning to Communicate</b>	
Listening and Understanding	
Young Infants (Birth to 8 months)	
Shows sensitivity to noise and sudden sounds	<b>LC 7-1 Develops Receptive Communication</b> <u>1-3 mos</u> : Turns head in the direction of a familiar voice <u>4-7 mos</u> : Listens and responds with interest to verbal and nonverbal communication of others
Responds to sounds in the environment or verbal communication	<b>LC 7-1 Develops Receptive Communication</b> <u>1-3 mos</u> : Turns head in the direction of a familiar voice



	<u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others
Begins imitating adult facial expressions	<b>SED 5-2 Learns from Adults</b> <u>1-3 mos:</u> Imitates some facial expressions
Begins to listen to words with understanding	<b>LC 7-1 Develops Receptive Communication</b> <u>1-3 mos:</u> Turns head in the direction of a familiar voice <u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others
<b>Mobile Infants (6 to 18 months)</b>	
Pays attention to what speaker is looking at or pointing to	<b>SED 5-2 Learns from Adults</b> <u>8-12 mos:</u> Mirrors caregiver's non-verbal communication, such as looking where the caregiver is looking or pointing where the caregiver is pointing
Responds nonverbally to gestures and/or words	<b>LC 7-1 Develops Receptive Communication</b> <u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines <u>1-Year Old:</u> Responds to simple instructions such as "come here" or "bring me a book"
Follows one-step requests when caregiver uses gestures and words	<b>LC 7-1 Develops Receptive Communication</b> <u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines <u>1-Year Old:</u> Responds to simple instructions such as "come here" or "bring me a book"
Recognizes familiar routines or games	<b>ATL 2-1 Understands Routines</b> <u>8-12 mos:</u> Remembers daily routines; knows how to use familiar objects <u>1-Year Old:</u> Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat)
<b>Young Toddlers (16 to 24 months)</b>	
Responds appropriately to simple commands	<b>LC 7-1 Develops Receptive Communication</b> <u>1-Year Old:</u> Responds to simple instructions such as "come here" or "bring me a book" <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions
Understands that words stand for objects	<b>LC 7-4 Expands Vocabulary</b> <u>1-Year Old:</u> Locates body parts or colors when prompted; begins to use the names of objects, body parts and familiar people; begins to ask questions, such as "what's that?" <u>2-Year Old:</u> Begins to recognize and possibly name classmates, familiar objects, body parts, colors, and animals; shows rapid growth in number of words or signs used in conversation with others
Demonstrates understanding of simple questions	<b>LC 7-1 Develops Receptive Communication</b> <u>1-Year Old:</u> Responds to simple instructions such as "come here" or "bring me a book" <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions
<b>Older Toddlers (24 to 36 months)</b>	
Follows more complex directions and requests	<b>LC 7-1 Develops Receptive Communication</b> <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions

	<u>3-Year Old</u> : Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues
Demonstrates active listening strategies	<b>LC 7-1 Develops Receptive Communication</b> <u>2-Year Old</u> : Follows adult directives; follows simple 1- or 2-step instructions <u>3-Year Old</u> : Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues
Demonstrates increased understanding of questions	<b>LC 7-1 Develops Receptive Communication</b> <u>2-Year Old</u> : Follows adult directives; follows simple 1- or 2-step instructions <u>3-Year Old</u> : Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues
Shows increased receptive vocabulary	<b>LC 7-4 Expands Vocabulary</b> <u>2-Year Old</u> : Begins to recognize and possibly name classmates, familiar objects, body parts, colors, and animals; shows rapid growth in number of words or signs used in conversation with others <u>3-Year Old</u> : Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words
<b>Speaking and Communicating</b>	
<b>Young Infants (Birth to 8 months)</b>	
Uses sounds, gestures, or actions to express needs and feelings	<b>LC 7-2 Develops Expressive Communication</b> <u>1-3 mos</u> : Alerts caregivers when there is a need, such as crying when awake or needing to be changed; begins to babble, coo or gurgle; may imitate some sounds <u>4-7 mos</u> : Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure
Coos, babbles	<b>LC 7-2 Develops Expressive Communication</b> <u>1-3 mos</u> : Alerts caregivers when there is a need, such as crying when awake or needing to be changed; begins to babble, coo or gurgle; may imitate some sounds <u>4-7 mos</u> : Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure
Uses sounds in social situations	<b>LC 7-2 Develops Expressive Communication</b> <u>1-3 mos</u> : Alerts caregivers when there is a need, such as crying when awake or needing to be changed; begins to babble, coo or gurgle; may imitate some sounds <u>4-7 mos</u> : Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure
Begins to initiate interactions	<b>LC 7-2 Develops Expressive Communication</b> <u>1-3 mos</u> : Alerts caregivers when there is a need, such as crying when awake or needing to be changed; begins to babble, coo or gurgle; may imitate some sounds <u>4-7 mos</u> : Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure

Requests continued action of a toy or activity through body movements, eye contact, or vocalizations	<b>LC 7-2 Develops Expressive Communication</b> <u>1-3 mos:</u> Alerts caregivers when there is a need, such as crying when awake or needing to be changed; begins to babble, coo or gurgle; may imitate some sounds <u>4-7 mos:</u> Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure
Vocalizes to get attention	<b>LC 7-2 Develops Expressive Communication</b> <u>1-3 mos:</u> Alerts caregivers when there is a need, such as crying when awake or needing to be changed; begins to babble, coo or gurgle; may imitate some sounds <u>4-7 mos:</u> Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure
<b>Mobile Infants (6 to 18 months)</b>	
Imitates sounds, gestures, or words	<b>LC 7-2 Develops Expressive Communication</b> <u>8-12 mos:</u> Progresses from babbling with inflection to first words; uses exclamations like "uh-oh"; may sign certain words; may shake head for "no"; uses sounds, gestures, or actions to express needs and wants <u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down"
Begins to use consistent sounds combinations, words, and gestures to communicate	<b>LC 7-2 Develops Expressive Communication</b> <u>8-12 mos:</u> Progresses from babbling with inflection to first words; uses exclamations like "uh-oh"; may sign certain words; may shake head for "no"; uses sounds, gestures, or actions to express needs and wants <u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down"
Begins to participate in socially expected conversations	<b>LC 7-6 Learns Conversation Structure</b> <u>1-Year Old:</u> May participate in back-and-forths; may make eye contact
Asks simple questions	<b>LC 7-2 Develops Expressive Communication</b> <u>8-12 mos:</u> Progresses from babbling with inflection to first words; uses exclamations like "uh-oh"; may sign certain words; may shake head for "no"; uses sounds, gestures, or actions to express needs and wants <u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down"
<b>Young Toddlers (16 to 24 months)</b>	
Uses words and gestures to communicate ideas	<b>LC 7-2 Develops Expressive Communication</b> <u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down" <u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more
Combines words	<b>LC 7-2 Develops Expressive Communication</b>

	<p><u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down"</p> <p><u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more</p>
Uses sounds and words in social situations	<p><b>LC 7-2 Develops Expressive Communication</b></p> <p><u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down"</p> <p><u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more</p>
Has larger vocabulary in home language; is beginning to acquire vocabulary in second language	<p><b>LC 7-4 Expands Vocabulary</b></p> <p><u>1-Year Old:</u> Locates body parts or colors when prompted; begins to use the names of objects, body parts and familiar people; begins to ask questions, such as "what's that?"</p> <p><u>2-Year Old:</u> Begins to recognize and possibly name classmates, familiar objects, body parts, colors, and animals; shows rapid growth in number of words or signs used in conversation with others</p>
<b>Older Toddlers (24 to 36 months)</b>	
Combines words to express more complex ideas	<p><b>LC 7-2 Develops Expressive Communication</b></p> <p><u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more</p> <p><u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic</p>
Begins to follow grammatical rules, although not always correctly	<p><b>LC 7-5 Expands Grammar and Pronunciation</b></p> <p><u>2-Year Old:</u> Begins to apply grammar in speech (e.g., plurals, prepositions, tense); can use pronouns such as "he" or "she" correctly</p> <p><u>3-Year Old:</u> Can rhyme words (e.g., cat, sat); uses verbs in correct tense (e.g., she <u>walks</u> vs. she <u>walked</u>); may overcorrect grammar (e.g. "goed," "mouses," etc.)</p>
Initiates socially expected communication	<p><b>LC 7-6 Learns Conversation Structure</b></p> <p><u>2-Year Old:</u> Asks questions frequently; engages in back-and-forths; learns to take turns in conversations; makes eye contact</p> <p><u>3-Year Old:</u> Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact</p>
Speaks clearly enough to be understood, most of the time	<p><b>LC 7-5 Expands Grammar and Pronunciation</b></p> <p><u>2-Year Old:</u> Begins to apply grammar in speech (e.g., plurals, prepositions, tense); can use pronouns such as "he" or "she" correctly</p> <p><u>3-Year Old:</u> Can rhyme words (e.g., cat, sat); uses verbs in correct tense (e.g., she <u>walks</u> vs. she <u>walked</u>); may overcorrect grammar (e.g. "goed," "mouses," etc.)</p>
Asks simple questions in home language; may use gestures or single	<p><b>LC 7-2 Develops Expressive Communication</b></p> <p><u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more</p>

words to ask questions in second language	<b>3-Year Old:</b> 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
<b>Early Literacy</b>	
<b>Young Infants (Birth to 8 months)</b>	
Shows interest in books, pictures, songs, and rhymes	<b>LKS 8-1 Develops Early Literacy</b> <u>1-3 mos:</u> Experiences stories by being read to by caregivers <u>4-7 mos:</u> Explores books with caregivers; enjoys being read to by others
Explores books as objects	<b>LKS 8-1 Develops Early Literacy</b> <u>1-3 mos:</u> Experiences stories by being read to by caregivers <u>4-7 mos:</u> Explores books with caregivers; enjoys being read to by others
Responds to rhythmic language in rhymes and songs	<b>LC 7-3 Develops Phonemic Awareness</b> <u>4-7 mos:</u> Pays attention during songs and chanted rhymes
Begins to develop eye-hand coordination	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b> <u>1-3 mos:</u> Grasps objects <u>4-7 mos:</u> Grasps and releases objects from grasp
Manipulates materials with increasing precision	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <u>1-3 mos:</u> Opens and shuts hands <u>4-7 mos:</u> Turns objects in hands; uses hands or feet to make contact with objects or people
<b>Mobile Infants (6 to 18 months)</b>	
Begins to participate in stories, songs, and fingerplays	<b>LC 7-3 Develops Phonemic Awareness</b> <u>8-12 mos:</u> Listens and responds to rhymes and rhythms, including songs and chanted rhymes <u>1-Year Old:</u> Participates in group time with songs and chanted rhymes
Explores books with interest	<b>LKS 8-1 Develops Early Literacy</b> <u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories <u>1-Year Old:</u> Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings
Listens to stories for a short period of time	<b>LKS 8-1 Develops Early Literacy</b> <u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories <u>1-Year Old:</u> Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings
Experiments with grasp using a variety of writing tools	<b>LKS 9-1 Develops Emergent Writing</b> <u>8-12 mos:</u> Can use a fat paint brush or celery stalk to “paint” <u>1-Year Old:</u> Makes marks on paper with large crayon or marker
Scribbles spontaneously using large circular motions	<b>LKS 9-1 Develops Emergent Writing</b> <u>8-12 mos:</u> Can use a fat paint brush or celery stalk to “paint” <u>1-Year Old:</u> Makes marks on paper with large crayon or marker
<b>Young Toddlers (16 to 24 months)</b>	

Participates in stories, songs, and fingerplays	<b>LC 7-3 Develops Phonemic Awareness</b> <u>1-Year Old:</u> Participates in group time with songs and chanted rhymes <u>2-Year Old:</u> Follows along or repeats parts of songs or nursery rhymes
Begins to develop imitative reading	<b>LKS 8-1 Develops Early Literacy</b> <u>1-Year Old:</u> Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures
Responds to early literacy activities	<b>LKS 8-1 Develops Early Literacy</b> <u>1-Year Old:</u> Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures
Explores writing as a means of communication	<b>LKS 9-1 Develops Emergent Writing</b> <u>1-Year Old:</u> Makes marks on paper with large crayon or marker <u>2-Year Old:</u> Draws pictures using scribbles; makes or copies lines and curves, including letter-like marks with pencil or crayon; understands that people use writing to communicate
<b>Older Toddlers (24 to 36 months)</b>	
Initiates and participates in stories, songs, and fingerplays	<b>LC 7-3 Develops Phonemic Awareness</b> <u>2-Year Old:</u> Follows along or repeats parts of songs or nursery rhymes <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted
Begins to follow what happens in a story	<b>LKS 8-1 Develops Early Literacy</b> <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book
Shows awareness of pictures and symbols in print	<b>LKS 8-1 Develops Early Literacy</b> <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book
Demonstrates understanding that written symbols have meaning	<b>LKS 8-3 Develops Emergent Reading</b> <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 <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading
Starts to use own drawings to represent objects and ideas	<b>LKS 9-1 Develops Emergent Writing</b> <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



	<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”
Expresses creativity using skills for writing	<b>LKS 9-1 Develops Emergent Writing</b> <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 <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”

<b>Domain 3: Beginning to Build Concepts</b>	
Exploration and Discovery	
Young Infants (Birth to 8 months)	
Observes to learn about the environment	<b>CS 13-1 Explores Objects</b> <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
Explores attributes of materials	<b>CS 13-1 Explores Objects</b> <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
Mobile Infants (6 to 18 months)	
Explores size and shape	<b>CM 12-1 Learns Shapes &amp; Sizes</b> <u>8-12 mos:</u> Works with shape sorter or size stacker <u>1-Year Old:</u> Identifies shapes; begins to sort by size
Actively explores the environment	<b>ATL 1-4 Is Curious</b> <u>8-12 mos:</u> Shows interest in new toys; explores surroundings <u>1-Year Old:</u> Shows interest in learning about new objects or experiences
Investigates new things in the environment	<b>CS 13-1 Explores Objects</b> <u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button <u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound
Young Toddlers (16 to 24 months)	
Notices how items are the same or different	<b>CS 13-2 Classifies or Sorts Objects</b> <u>1-Year Old:</u> Helps with cleanup; begins to group objects, such as blocks in one pile and stuffed animals in another <u>2-Year Old:</u> Recognizes similarities or differences between familiar and unfamiliar people, objects or events
Uses sounds and simple words to describe things or ask questions about the environment	<b>LC 7-2 Develops Expressive Communication</b> <u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down"

	<u>2-Year Old</u> : Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more
Explores concepts of space	<b>CM 12-2 Develops Spatial Awareness</b> <u>2-Year Old</u> : Is learning how shapes fit together, such as working with shape sorters or knob puzzles
Older Toddlers (24 to 36 months)	
Notifies and describes how items are the same or different	<b>CS 13-2 Classifies or Sorts Objects</b> <u>2-Year Old</u> : Recognizes similarities or differences between familiar and unfamiliar people, objects or events <u>3-Year Old</u> : Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function
Begins to organize materials and information	<b>CS 13-2 Classifies or Sorts Objects</b> <u>2-Year Old</u> : Recognizes similarities or differences between familiar and unfamiliar people, objects or events <u>3-Year Old</u> : Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function
Shows beginning interest in time and location	<b>SS 16-2 Understands Time</b> <u>2-Year Old</u> : Understands that the day is separated into different segments, such as snack time, naptime, bed time, morning, and evening <u>3-Year Old</u> : Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school)
Concept Development and Memory	
Young Infants (Birth to 8 months)	
Differentiates between familiar and unfamiliar people and objects	<b>ATL 1-2 Develops Memory</b> <u>1-3 mos</u> : Recognizes familiar objects and people <u>4-7 mos</u> : Begins to develop object permanence (the understanding that people and objects out of sight still exist)
Imitates facial expressions immediately or later	<b>SED 5-2 Learns from Adults</b> <u>1-3 mos</u> : Imitates some facial expressions <u>4-7 mos</u> : Participates in reciprocal imitation games; copies adult sounds, movements, or facial expressions
Begins to know that objects still exist when out of sight	<b>ATL 1-2 Develops Memory</b> <u>1-3 mos</u> : Recognizes familiar objects and people <u>4-7 mos</u> : Begins to develop object permanence (the understanding that people and objects out of sight still exist)
Repeats actions to get the same reaction	<b>CS 14-1 Solves Problems</b> <u>4-7 mos</u> : Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth
Mobile Infants (6 to 18 months)	
Develops an awareness of quantity and size	<b>CM 11-1 Learns Measurement and Quantities</b> <u>8-12 mos</u> : Uses words to identify amounts, such as asking for "more" or saying "all gone" <u>1-Year Old</u> : Begins to say numbers for amounts; begins to use quantity phrases (e.g., "more") <b>CM 12-1 Learns Shapes &amp; Sizes</b> <u>8-12 mos</u> : Works with shape sorter or size stacker <u>1-Year Old</u> : Identifies shapes; begins to sort by size
Imitates others' actions, gestures, and sounds	<b>SED 5-2 Learns from Adults</b>

	<p><u>8-12 mos:</u> Mirrors caregiver's non-verbal communication, such as looking where the caregiver is looking or pointing where the caregiver is pointing</p> <p><u>1-Year Old:</u> Demonstrates interest in adult behavior, such as by saying "hello" and "goodbye" when coming and going</p>
Demonstrates object permanence	<p><b>ATL 1-2 Develops Memory</b></p> <p><u>8-12 mos:</u> Looks for someone or something that is missing</p> <p><u>1-Year Old:</u> Finds hidden or missing people or objects; looks in multiple locations for missing objects</p>
Observes and responds to different causes and effects	<p><b>CS 14-2 Makes Predictions</b></p> <p><u>8-12 mos:</u> Interacts purposefully with objects to cause an expected result, such as pushing a button on a toy to make a sound</p> <p><u>1-Year Old:</u> Observes and experiments with cause and effect, such as pushing over a block tower</p>
<b>Young Toddlers (16 to 24 months)</b>	
Develops an increasing awareness of quantity and size	<p><b>CM 11-1 Learns Measurement and Quantities</b></p> <p><u>1-Year Old:</u> Begins to say numbers for amounts; begins to use quantity phrases (e.g., "more")</p> <p><u>2-Year Old:</u> Begins to notice differences in size, quantity, and distance (more, all gone, big, little, near, far, long, short, etc.)</p>
	<p><b>CM 12-1 Learns Shapes &amp; Sizes</b></p> <p><u>8-12 mos:</u> Works with shape sorter or size stacker</p> <p><u>1-Year Old:</u> Identifies shapes; begins to sort by size</p>
Demonstrates a more complex level of object permanence	<p><b>ATL 1-2 Develops Memory</b></p> <p><u>1-Year Old:</u> Finds hidden or missing people or objects; looks in multiple locations for missing objects</p> <p><u>2-Year Old:</u> Remembers actions and locations of familiar adults, objects and routines; notices and responds to things that are different</p>
Experiments with more complex cause-and-effect play	<p><b>CS 14-2 Makes Predictions</b></p> <p><u>1-Year Old:</u> Observes and experiments with cause and effect, such as pushing over a block tower</p> <p><u>2-Year Old:</u> Makes predictions based on experience; explores materials and makes observations</p>
<b>Older Toddlers (24 to 36 months)</b>	
Demonstrates beginning number and measurement concepts	<p><b>CM 11-1 Learns Measurement and Quantities</b></p> <p><u>2-Year Old:</u> Begins to notice differences in size, quantity, and distance (more, all gone, big, little, near, far, long, short, etc.)</p> <p><u>3-Year Old:</u> Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)</p>
Experiments with effect of own actions on objects and people	<p><b>CS 14-2 Makes Predictions</b></p> <p><u>2-Year Old:</u> Makes predictions based on experience; explores materials and makes observations</p> <p><u>3-Year Old:</u> Makes simple predictions about what will happen next, such as during activities or when hearing a story</p>
Expresses understanding of cause and effect	<p><b>CS 14-2 Makes Predictions</b></p> <p><u>2-Year Old:</u> Makes predictions based on experience; explores materials and makes observations</p>

	<u>3-Year Old</u> : Makes simple predictions about what will happen next, such as during activities or when hearing a story
Shows increasing knowledge and memory for details and routine	<b>ATL 1-2 Develops Memory</b> <u>2-Year Old</u> : Remembers actions and locations of familiar adults, objects and routines; notices and responds to things that are different <u>3-Year Old</u> : Recalls some elements of a story
<b>Problem-Solving and Use of Symbols</b>	
<b>Young Infants (Birth to 8 months)</b>	
Experiments with self-soothing	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <u>1-3 mos</u> : Calms when held, gently rocked or talked to by familiar adults; brings objects to mouth to calm self <u>4-7 mos</u> : Can briefly calm self; brings hands to mouth; is able to be calmed by familiar adults
Uses simple actions to make things happen	<b>CS 14-1 Solves Problems</b> <u>4-7 mos</u> : Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth
Responds to music or chanting	<b>CCA 21-2 Explores Music</b> <u>1-3 mos</u> : Listens and responds to singing and music <u>4-7 mos</u> : Explores musical instruments; bangs toy piano; rattles maracas
<b>Mobile Infants (6 to 18 months)</b>	
Begins to solve simple problems	<b>CS 14-1 Solves Problems</b> <u>8-12 mos</u> : Acts intentionally to achieve a goal (e.g., trying different ways to reach a toy under a table) <u>1-Year Old</u> : Tries several times to solve challenging problems, often using more than one approach
Uses simple tools	<b>CS 13-1 Explores Objects</b> <u>8-12 mos</u> : Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button <u>1-Year Old</u> : Observes and experiments with how things work, such as pushing a button on a toy to hear a sound
Uses a person or object to solve a problem	<b>CS 14-1 Solves Problems</b> <u>8-12 mos</u> : Acts intentionally to achieve a goal (e.g., trying different ways to reach a toy under a table) <u>1-Year Old</u> : Tries several times to solve challenging problems, often using more than one approach
Plays with dramatic play materials	<b>CCA 21-4 Participates in Dramatic Play</b> <u>1-Year Old</u> : Uses imitation or pretend play to express creativity and imagination
Begins to use art media	<b>CCA 21-1 Explores Art Media</b> <u>8-12 mos</u> : Uses age-appropriate art materials, such as “edible art” or other safe materials <u>1-Year Old</u> : Uses art materials; makes marks with a crayon; finger paints
Expresses self by moving to music	<b>CCA 21-3 Explores Movement and Dance</b> <u>8-12 mos</u> : May move when music is playing <u>1-Year Old</u> : May move when music is playing and “bounce” to the music
<b>Young Toddlers (16 to 24 months)</b>	

Solves simple problems using logical reasoning	<b>CS 14-1 Solves Problems</b> <u>1-Year Old:</u> Tries several times to solve challenging problems, often using more than one approach <u>2-Year Old:</u> Able to solve problems by trying more than one approach; continues efforts to complete a challenging task
Begins to express self creatively	<b>CCA 21-1 Explores Art Media</b> <u>1-Year Old:</u> Uses art materials; makes marks with a crayon; finger paints <u>2-Year Old:</u> Uses a variety of art materials to create artwork or other inventions
Older Toddlers (24 to 36 months)	
Demonstrates increased problem-solving ability	<b>CS 14-1 Solves Problems</b> <u>2-Year Old:</u> Able to solve problems by trying more than one approach; continues efforts to complete a challenging task <u>3-Year Old:</u> Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float)
Represents thoughts and feelings in a variety of ways	<b>SED 3-1 Expresses Emotion</b> <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

<b>Domain 4: Beginning to Move and Do</b>	
Large Motor	
Young Infants (Birth to 8 months)	
Gains control of head and body	<b>PMP 17-1 Develops Perception &amp; Balance</b> <u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes <u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands
Moves body, arms, and legs with increasing coordination	<b>PMP 17-2 Develops Lower Body Strength</b> <u>1-3 mos:</u> Stretches and kicks legs when lying down; pushes down on legs when feet are placed on a firm surface <u>4-7 mos:</u> Explores new body positions; rolls over; crawls; supports weight on legs; kicks at objects <b>PMP 17-3 Develops Upper Body Strength</b> <u>1-3 mos:</u> Brings hands to mouth; swipes at dangling objects; shakes rattles or other hand toys <u>4-7 mos:</u> Uses raking grasp <b>PMP 17-4 Develops Gross Hand-Eye Coordination</b> <u>1-3 mos:</u> Starts to use hands and eyes together <u>4-7 mos:</u> Transfers objects from hand to hand
Mobile Infants (6 to 18 months)	
Begins to control movements using arms and legs	<b>PMP 17-5 Develops Large Motor Coordination Skills</b> <u>1-Year Old:</u> Climbs on furniture and crawls up and down stairs unassisted; can easily change body positions

Demonstrates beginning coordination and balance	<b>PMP 17-1 Develops Perception &amp; Balance</b> 8-12 mos: Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object 1-Year Old: Increasingly gains balance, going from sitting to standing to running and even jumping
Young Toddlers (16 to 24 months)	
Demonstrates increasing large motor control	<b>PMP 17-5 Develops Large Motor Coordination Skills</b> 1-Year Old: Climbs on furniture and crawls up and down stairs unassisted; can easily change body positions 2-Year Old: Walks up and down stairs with help; participates in physical activities indoors and outdoors
Demonstrates increasing coordination and balance	<b>PMP 17-1 Develops Perception &amp; Balance</b> 1-Year Old: Increasingly gains balance, going from sitting to standing to running and even jumping 2-Year Old: Adjusts sitting or standing position based on situation; maintains good posture and balance; avoids obstacles when in motion
Older Toddlers (24 to 36 months)	
Demonstrates coordination, balance, and control in a variety of ways	<b>PMP 17-5 Develops Large Motor Coordination Skills</b> 2-Year Old: Walks up and down stairs with help; participates in physical activities indoors and outdoors 3-Year Old: Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors <b>PMP 17-1 Develops Perception &amp; Balance</b> 2-Year Old: Adjusts sitting or standing position based on situation; maintains good posture and balance; avoids obstacles when in motion 3-Year Old: Stands on 1 foot for about 3 seconds; jumps with two feet
Fine Motor	
Young Infants (Birth to 8 months)	
Uses hands or feet to make contact with objects or people	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> 1-3 mos: Opens and shuts hands 4-7 mos: Turns objects in hands; uses hands or feet to make contact with objects or people
Begins to coordinate hands and eyes	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b> 1-3 mos: Grasps objects 4-7 mos: Grasps and releases objects from grasp
Shows growing control of hands and fingers	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> 1-3 mos: Opens and shuts hands 4-7 mos: Turns objects in hands; uses hands or feet to make contact with objects or people
Mobile Infants (6 to 18 months)	
Uses hands to explore objects with a variety of actions	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> 8-12 mos: Uses hands for more complex tasks, such as rotating objects, releasing objects, and feeling textures 1-Year Old: Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker



Gains control of hands and fingers	<p><b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b></p> <p><u>8-12 mos:</u> Uses hands for more complex tasks, such as rotating objects, releasing objects, and feeling textures</p> <p><u>1-Year Old:</u> Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker</p>
Builds on beginning eye-hand coordination	<p><b>PMP 18-2 Develops Fine Hand-Eye Coordination</b></p> <p><u>8-12 mos:</u> Uses pincer grasp (thumb and forefinger) to pick up food or objects</p> <p><u>1-Year Old:</u> Demonstrates increasing fine motor ability, such as putting pegs into holes</p>
<b>Young Toddlers (16 to 24 months)</b>	
Uses hands and fingers in more complex and refined ways	<p><b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b></p> <p><u>1-Year Old:</u> Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker</p> <p><u>2-Year Old:</u> Uses hands for complex tasks such as building a block tower or removing a lid; works with clay; uses thumbs and fingers to manipulate objects</p>
Begins to use simple tools	<p><b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b></p> <p><u>1-Year Old:</u> Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker</p> <p><u>2-Year Old:</u> Uses hands for complex tasks such as building a block tower or removing a lid; works with clay; uses thumbs and fingers to manipulate objects</p>
Shows increasing eye-hand coordination	<p><b>PMP 18-2 Develops Fine Hand-Eye Coordination</b></p> <p><u>1-Year Old:</u> Demonstrates increasing fine motor ability, such as putting pegs into holes</p> <p><u>2-Year Old:</u> Demonstrates hand-eye coordination when doing knob puzzles or turning pages</p>
<b>Older Toddlers (24 to 36 months)</b>	
Coordinates several senses	<p><b>PMP 18-2 Develops Fine Hand-Eye Coordination</b></p> <p><u>2-Year Old:</u> Demonstrates hand-eye coordination when doing knob puzzles or turning pages</p> <p><u>3-Year Old:</u> Demonstrates increasing ability to complete fine motor activities, such as putting jumbo puzzles together or stringing beads</p>
Uses simple tools independently	<p><b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b></p> <p><u>2-Year Old:</u> Uses hands for complex tasks such as building a block tower or removing a lid; works with clay; uses thumbs and fingers to manipulate objects</p> <p><u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay</p>
Demonstrates eye-hand coordination	<p><b>PMP 18-2 Develops Fine Hand-Eye Coordination</b></p> <p><u>2-Year Old:</u> Demonstrates hand-eye coordination when doing knob puzzles or turning pages</p> <p><u>3-Year Old:</u> Demonstrates increasing ability to complete fine motor activities, such as putting jumbo puzzles together or stringing beads</p>

Self-Help, Safety, Health, and Physical Well-Being Skills	
Young Infants (Birth to 8 months)	
Begins to regulate self	<b>ATL 2-1 Understands Routines</b> <u>1-3 mos:</u> Is sleeping and eating on a developmentally-appropriate schedule ( <i>for questions, consult pediatric guides</i> ) <u>4-7 mos:</u> Demonstrates awareness of daily routines with behavior; may open mouth for feeding or lift arms to be picked up
Begins to help with feeding, dressing, and personal hygiene	<b>PMP 19-2 Develops Self-Care Skills</b> <u>1-3 mos:</u> Lets caregivers know when there is a need, such as crying when awake or needing to be changed <u>4-7 mos:</u> Uses different cries for different needs, such as when tired or when needing to be changed
Mobile Infants (6 to 18 months)	
Shows beginning awareness of personal needs	<b>PMP 19-2 Develops Self-Care Skills</b> <u>8-12 mos:</u> Helps with daily routines, such as washing hands and getting dressed <u>1-Year Old:</u> Shows increasing independence, such as dressing with help
Helps with feeding, dressing, and personal hygiene	<b>PMP 19-2 Develops Self-Care Skills</b> <u>8-12 mos:</u> Helps with daily routines, such as washing hands and getting dressed <u>1-Year Old:</u> Shows increasing independence, such as dressing with help
Understands safe and unsafe situations	<b>PMP 20-2 Learns Safety Rules</b> <u>8-12 mos:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; is learning classroom rules <u>1-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands classroom rules
Young Toddlers (16 to 24 months)	
Begins to attend to personal needs	<b>PMP 19-2 Develops Self-Care Skills</b> <u>1-Year Old:</u> Shows increasing independence, such as dressing with help <u>2-Year Old:</u> Shows increasing independence with self-care, such as helping wash hands or brush teeth
Shows increasing abilities in feeding, dressing, and personal hygiene	<b>PMP 19-2 Develops Self-Care Skills</b> <u>1-Year Old:</u> Shows increasing independence, such as dressing with help <u>2-Year Old:</u> Shows increasing independence with self-care, such as helping wash hands or brush teeth
Participates in safety routines	<b>PMP 20-2 Learns Safety Rules</b> <u>1-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands classroom rules <u>2-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands safety rules; follows teacher's instructions with assistance
Older Toddlers (24 to 36 months)	
Shows increased attention to personal needs	<b>PMP 19-2 Develops Self-Care Skills</b> <u>2-Year Old:</u> Shows increasing independence with self-care, such as helping wash hands or brush teeth

	<b>3-Year Old:</b> 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
Shows increasing independence in personal care	<b>PMP 19-2 Develops Self-Care Skills</b> <b>2-Year Old:</b> Shows increasing independence with self-care, such as helping wash hands or brush teeth <b>3-Year Old:</b> 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
Participates in healthy care routines	<b>PMP 19-2 Develops Self-Care Skills</b> <b>2-Year Old:</b> Shows increasing independence with self-care, such as helping wash hands or brush teeth <b>3-Year Old:</b> 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
Pays attention to safety instructions	<b>PMP 20-2 Learns Safety Rules</b> <b>2-Year Old:</b> Is learning in a safe environment where caregivers are modeling safe behaviors; understands safety rules; follows teacher's instructions with assistance <b>3-Year Old:</b> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted

<b>Domain 5: Approaches to Learning</b>	
Curiosity, Initiative, Persistence, and Problem-Solving	
Young Infants (Birth to 8 months)	
Shows curiosity and interest in people, objects, and events	<b>ATL 1-4 Is Curious</b> <b>1-3 mos:</b> Turns head toward the sound of a familiar voice <b>4-7 mos:</b> Explores with hands; finds objects that are partially hidden
Begins to demonstrate initiative	<b>ATL 1-5 Shows Initiative</b> <b>4-7 mos:</b> Accepts, reaches for, grasps, or handles familiar toys <b>8-12 mos:</b> Initiates activities, such as getting a toy independently from a low shelf or basket
Demonstrates creativity by exploring objects in multiple ways	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <b>8-12 mos:</b> 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
Begins to focus on interesting things: persistence	<b>ATL 1-3 Is Persistent</b> <b>1-3 mos:</b> Will cry to indicate a need and will continue crying until that need is met <b>4-7 mos:</b> Will vocalize or use baby sign to indicate a need and will continue until that need is met; will hold on to preferred items
Begins to use senses to solve problems	<b>CS 14-1 Solves Problems</b> <b>4-7 mos:</b> Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth

<b>Mobile Infants (6 to 18 months)</b>	
Demonstrates curiosity by using senses to explore the environment	<b>ATL 1-4 Is Curious</b> <u>8-12 mos:</u> Shows interest in new toys; explores surroundings <u>1-Year Old:</u> Shows interest in learning about new objects or experiences
Demonstrates initiative by showing likes and dislikes	<b>ATL 1-5 Shows Initiative</b> <u>8-12 mos:</u> Initiates activities, such as getting a toy independently from a low shelf or basket <u>1-Year Old:</u> Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read)
Uses creative expression in beginning role-play	<b>CCA 21-4 Participates in Dramatic Play</b> <u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination
Focuses longer on interesting things	<b>ATL 1-1 Is Attentive</b> <u>8-12 mos:</u> Pays attention to a task or activity for a few minutes <u>1-Year Old:</u> Pays attention to a task or activity for a few minutes; repeats actions to complete a goal
Responds to order and routine and notices changes	<b>ATL 2-1 Understands Routines</b> <u>8-12 mos:</u> Remembers daily routines; knows how to use familiar objects <u>1-Year Old:</u> Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat)
Begins to find different ways to solve problems	<b>CS 14-1 Solves Problems</b> <u>8-12 mos:</u> Acts intentionally to achieve a goal (e.g., trying different ways to reach a toy under a table) <u>1-Year Old:</u> Tries several times to solve challenging problems, often using more than one approach
<b>Young Toddlers (16 to 24 months)</b>	
Demonstrates curiosity by using all senses to explore new things in the environment	<b>ATL 1-4 Is Curious</b> <u>1-Year Old:</u> Shows interest in learning about new objects or experiences <u>2-Year Old:</u> Shows interest in new objects or activities; tries different ways of using objects or materials
Demonstrates preferences and makes independent choices	<b>ATL 1-5 Shows Initiative</b> <u>1-Year Old:</u> Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read) <u>2-Year Old:</u> Initiates play with others
Engages in more complex pretend play based on everyday events	<b>CCA 21-4 Participates in Dramatic Play</b> <u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination <u>2-Year Old:</u> Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others
Engages in activity toward a goal	<b>ATL 1-3 Is Persistent</b> <u>1-Year Old:</u> Works to complete a task <u>2-Year Old:</u> Finishes self-selected tasks, such as completing a puzzle or listening to a storybook
Demonstrates more complex problem-solving skills	<b>CS 14-1 Solves Problems</b> <u>1-Year Old:</u> Tries several times to solve challenging problems, often using more than one approach

	<u>2-Year Old</u> : Able to solve problems by trying more than one approach; continues efforts to complete a challenging task
Older Toddlers (24 to 36 months)	
Actively attempts to learn new things she is curious about	<b>ATL 1-4 Is Curious</b> <u>2-Year Old</u> : Shows interest in new objects or activities; tries different ways of using objects or materials <u>3-Year Old</u> : Shows interest in new toys or experiences; asks questions about new opportunities
Shows initiative by making choices and taking risks	<b>ATL 1-5 Shows Initiative</b> <u>2-Year Old</u> : Initiates play with others <u>3-Year Old</u> : Enjoys new experiences; works independently for brief periods of time without adult prompting
Pretends and uses creativity and imagination during play	<b>CCA 21-4 Participates in Dramatic Play</b> <u>2-Year Old</u> : Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others <u>3-Year Old</u> : Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play
Persists toward a goal with an activity, object, or toy	<b>ATL 1-3 Is Persistent</b> <u>2-Year Old</u> : Finishes self-selected tasks, such as completing a puzzle or listening to a storybook <u>3-Year Old</u> : Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support
Begins to find novel solutions to problems	<b>CS 14-1 Solves Problems</b> <u>2-Year Old</u> : Able to solve problems by trying more than one approach; continues efforts to complete a challenging task <u>3-Year Old</u> : Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float)

**DISCLAIMER:**

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