

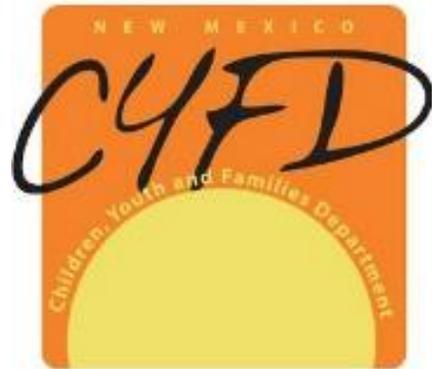
# The Vine Assessment System™

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>

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| <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><br><u>1-3 mos:</u> Begins to show emotions with face and body; may begin to smile<br><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><br><u>1-3 mos:</u> Calms when held, gently rocked or talked to by familiar adults; brings objects to mouth to calm self<br><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><br><u>1-3 mos:</u> Calms when held, gently rocked or talked to by familiar adults; brings objects to mouth to calm self<br><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><br><u>8-12 mos:</u> Expresses a variety of emotions through facial expressions, sounds, and gestures<br><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><br><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<br><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><br><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<br><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><br><u>8-12 mos:</u> Remembers daily routines; knows how to use familiar objects<br><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><br><u>1-Year Old:</u> Observes emotions of others; may respond to another's preferences, such as offering different objects until one is accepted   |

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|   | <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><br><u>1-Year Old:</u> Expresses a range of emotions, including surprise, joy or pride; notices the effects of emotions on others<br><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><br><u>1-Year Old:</u> Begins to cope with strong emotions with help from familiar adults<br><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><br><u>1-Year Old:</u> Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat)<br><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><br><u>2-Year Old:</u> Begins to care for the feelings and needs of others<br><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><br><u>2-Year Old:</u> Able to use routines, favorite objects, or familiar adults to help in coping with strong feelings and emotions<br><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><br><u>2-Year Old:</u> Able to use routines, favorite objects, or familiar adults to help in coping with strong feelings and emotions<br><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><br><u>2-Year Old:</u> Able to use routines, favorite objects, or familiar adults to help in coping with strong feelings and emotions<br><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><br><u>1-3 mos:</u> Shows interest in self, such as watching own hands or playing with feet<br><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><br><u>1-3 mos:</u> Shows interest in self, such as watching own hands or playing with feet  |

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|   | <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><br><u>1-3 mos:</u> Shows interest in self, such as watching own hands or playing with feet<br><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><br><u>8-12 mos:</u> Enjoys watching self in mirror<br><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><br><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><br><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><br><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><br><u>1-Year Old:</u> Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others<br><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><br><u>1-Year Old:</u> Shows confidence in own abilities; is proud to demonstrate abilities<br><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><br><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)<br><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><br><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<br><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><br><u>2-Year Old:</u> Shows confidence in increasing abilities; enjoys showing others what he/she can do<br><u>3-Year Old:</u> Is pleased to complete daily routines and learn new skills  |

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| Shows awareness of self as part of a group                         | <p><b>SED 4-1 Develops Awareness of Self</b><br/> <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<br/> <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><br/> <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs<br/> <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><br/> <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs<br/> <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><br/> <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs<br/> <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><br/> <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs<br/> <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><br/> <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<br/> <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><br/> <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<br/> <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><br/> <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>  |

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|   | <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><br><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<br><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><br><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<br><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><br><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<br><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><br><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<br><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><br><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<br><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><br><u>2-Year Old</u> : Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from   |

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|   | familiar adults in new or difficult situations, such as moving an object that is too heavy<br><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><br><u>2-Year Old</u> : Uses role play to imitate behaviors by familiar adults<br><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><br><u>1-3 mos</u> : May cry when someone seems upset or when another child cries<br><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><br><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><br><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><br><u>8-12 mos</u> : Responds to the emotions of others; may share emotional reactions (e.g., smiling when an adult smiles)<br><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><br><u>8-12 mos</u> : Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play)<br><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><br><u>8-12 mos</u> : Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play)<br><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><br><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><br><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)  |

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|  | <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><br><u>1-Year Old:</u> Observes emotions of others; may respond to another's preferences, such as offering different objects until one is accepted<br><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><br><u>1-Year Old:</u> May begin to play with other children (e.g., passing a toy back and forth)<br><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><br><u>2-Year Old:</u> Enjoys being with other children; joins group play with other children; knows some names of peers<br><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><br><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<br><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><br><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<br><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><br><u>2-Year Old:</u> Enjoys being with other children; joins group play with other children; knows some names of peers<br><u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend   |

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| <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><br><u>1-3 mos:</u> Turns head in the direction of a familiar voice<br><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><br><u>1-3 mos:</u> Turns head in the direction of a familiar voice   |

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|  | <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><br><u>1-3 mos:</u> Imitates some facial expressions   |
| Begins to listen to words with understanding                     | <b>LC 7-1 Develops Receptive Communication</b><br><u>1-3 mos:</u> Turns head in the direction of a familiar voice<br><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><br><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><br><u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines<br><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><br><u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines<br><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><br><u>8-12 mos:</u> Remembers daily routines; knows how to use familiar objects<br><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><br><u>1-Year Old:</u> Responds to simple instructions such as "come here" or "bring me a book"<br><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><br><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?"<br><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><br><u>1-Year Old:</u> Responds to simple instructions such as "come here" or "bring me a book"<br><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><br><u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions   |

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|   | <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><br><u>2-Year Old</u> : Follows adult directives; follows simple 1- or 2-step instructions<br><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><br><u>2-Year Old</u> : Follows adult directives; follows simple 1- or 2-step instructions<br><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><br><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<br><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><br><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<br><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><br><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<br><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><br><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<br><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><br><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<br><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  |

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| Requests continued action of a toy or activity through body movements, eye contact, or vocalizations | <b>LC 7-2 Develops Expressive Communication</b><br><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<br><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><br><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<br><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><br><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<br><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><br><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<br><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><br><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><br><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<br><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><br><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"<br><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>   |

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|   | <p><b>1-Year Old:</b> 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><b>2-Year Old:</b> 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><b>1-Year Old:</b> 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><b>2-Year Old:</b> 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><b>1-Year Old:</b> 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><b>2-Year Old:</b> 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><b>2-Year Old:</b> 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><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</p> |
| Begins to follow grammatical rules, although not always correctly                             | <p><b>LC 7-5 Expands Grammar and Pronunciation</b></p> <p><b>2-Year Old:</b> Begins to apply grammar in speech (e.g., plurals, prepositions, tense); can use pronouns such as "he" or "she" correctly</p> <p><b>3-Year Old:</b> 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><b>2-Year Old:</b> Asks questions frequently; engages in back-and-forths; learns to take turns in conversations; makes eye contact</p> <p><b>3-Year Old:</b> 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><b>2-Year Old:</b> Begins to apply grammar in speech (e.g., plurals, prepositions, tense); can use pronouns such as "he" or "she" correctly</p> <p><b>3-Year Old:</b> 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><b>2-Year Old:</b> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more</p>  |

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| 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><br><u>1-3 mos:</u> Experiences stories by being read to by caregivers<br><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><br><u>1-3 mos:</u> Experiences stories by being read to by caregivers<br><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><br><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><br><u>1-3 mos:</u> Grasps objects<br><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><br><u>1-3 mos:</u> Opens and shuts hands<br><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><br><u>8-12 mos:</u> Listens and responds to rhymes and rhythms, including songs and chanted rhymes<br><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><br><u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories<br><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><br><u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories<br><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><br><u>8-12 mos:</u> Can use a fat paint brush or celery stalk to “paint”<br><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><br><u>8-12 mos:</u> Can use a fat paint brush or celery stalk to “paint”<br><u>1-Year Old:</u> Makes marks on paper with large crayon or marker   |
| <b>Young Toddlers (16 to 24 months)</b>                  |  |

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| Participates in stories, songs, and fingerplays               | <b>LC 7-3 Develops Phonemic Awareness</b><br><u>1-Year Old:</u> Participates in group time with songs and chanted rhymes<br><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><br><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<br><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><br><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<br><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><br><u>1-Year Old:</u> Makes marks on paper with large crayon or marker<br><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><br><u>2-Year Old:</u> Follows along or repeats parts of songs or nursery rhymes<br><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><br><u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures<br><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><br><u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures<br><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><br><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<br><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><br><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   |

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|   | <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><br><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<br><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" |

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| <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><br><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><br><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><br><u>8-12 mos:</u> Works with shape sorter or size stacker<br><u>1-Year Old:</u> Identifies shapes; begins to sort by size   |
| Actively explores the environment  | <b>ATL 1-4 Is Curious</b><br><u>8-12 mos:</u> Shows interest in new toys; explores surroundings<br><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><br><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<br><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><br><u>1-Year Old:</u> Helps with cleanup; begins to group objects, such as blocks in one pile and stuffed animals in another<br><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><br><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"   |

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|   | <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><br><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><br><u>2-Year Old</u> : Recognizes similarities or differences between familiar and unfamiliar people, objects or events<br><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><br><u>2-Year Old</u> : Recognizes similarities or differences between familiar and unfamiliar people, objects or events<br><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><br><u>2-Year Old</u> : Understands that the day is separated into different segments, such as snack time, naptime, bed time, morning, and evening<br><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><br><u>1-3 mos</u> : Recognizes familiar objects and people<br><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><br><u>1-3 mos</u> : Imitates some facial expressions<br><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><br><u>1-3 mos</u> : Recognizes familiar objects and people<br><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><br><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><br><u>8-12 mos</u> : Uses words to identify amounts, such as asking for "more" or saying "all gone"<br><u>1-Year Old</u> : Begins to say numbers for amounts; begins to use quantity phrases (e.g., "more")<br><b>CM 12-1 Learns Shapes &amp; Sizes</b><br><u>8-12 mos</u> : Works with shape sorter or size stacker<br><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>  |

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|  | <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>  |

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|   | <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><br><u>2-Year Old</u> : Remembers actions and locations of familiar adults, objects and routines; notices and responds to things that are different<br><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><br><u>1-3 mos</u> : Calms when held, gently rocked or talked to by familiar adults; brings objects to mouth to calm self<br><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><br><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><br><u>1-3 mos</u> : Listens and responds to singing and music<br><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><br><u>8-12 mos</u> : Acts intentionally to achieve a goal (e.g., trying different ways to reach a toy under a table)<br><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><br><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<br><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><br><u>8-12 mos</u> : Acts intentionally to achieve a goal (e.g., trying different ways to reach a toy under a table)<br><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><br><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><br><u>8-12 mos</u> : Uses age-appropriate art materials, such as “edible art” or other safe materials<br><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><br><u>8-12 mos</u> : May move when music is playing<br><u>1-Year Old</u> : May move when music is playing and “bounce” to the music  |
| <b>Young Toddlers (16 to 24 months)</b>                       |  |

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| Solves simple problems using logical reasoning        | <b>CS 14-1 Solves Problems</b><br><u>1-Year Old:</u> Tries several times to solve challenging problems, often using more than one approach<br><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><br><u>1-Year Old:</u> Uses art materials; makes marks with a crayon; finger paints<br><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><br><u>2-Year Old:</u> Able to solve problems by trying more than one approach; continues efforts to complete a challenging task<br><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><br><u>2-Year Old:</u> Expresses a variety of emotions; modifies expression according to reactions of familiar adults<br><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       |

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| <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><br><u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes<br><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><br><u>1-3 mos:</u> Stretches and kicks legs when lying down; pushes down on legs when feet are placed on a firm surface<br><u>4-7 mos:</u> Explores new body positions; rolls over; crawls; supports weight on legs; kicks at objects<br><b>PMP 17-3 Develops Upper Body Strength</b><br><u>1-3 mos:</u> Brings hands to mouth; swipes at dangling objects; shakes rattles or other hand toys<br><u>4-7 mos:</u> Uses raking grasp<br><b>PMP 17-4 Develops Gross Hand-Eye Coordination</b><br><u>1-3 mos:</u> Starts to use hands and eyes together<br><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><br><u>1-Year Old:</u> Climbs on furniture and crawls up and down stairs unassisted; can easily change body positions   |

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| Demonstrates beginning coordination and balance                      | <b>PMP 17-1 Develops Perception &amp; Balance</b><br>8-12 mos: Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object<br>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><br>1-Year Old: Climbs on furniture and crawls up and down stairs unassisted; can easily change body positions<br>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><br>1-Year Old: Increasingly gains balance, going from sitting to standing to running and even jumping<br>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><br>2-Year Old: Walks up and down stairs with help; participates in physical activities indoors and outdoors<br>3-Year Old: Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors<br><b>PMP 17-1 Develops Perception &amp; Balance</b><br>2-Year Old: Adjusts sitting or standing position based on situation; maintains good posture and balance; avoids obstacles when in motion<br>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><br>1-3 mos: Opens and shuts hands<br>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><br>1-3 mos: Grasps objects<br>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><br>1-3 mos: Opens and shuts hands<br>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><br>8-12 mos: Uses hands for more complex tasks, such as rotating objects, releasing objects, and feeling textures<br>1-Year Old: Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker  |

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| 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>  |

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| 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><br><u>1-3 mos:</u> Is sleeping and eating on a developmentally-appropriate schedule ( <i>for questions, consult pediatric guides</i> )<br><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><br><u>1-3 mos:</u> Lets caregivers know when there is a need, such as crying when awake or needing to be changed<br><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><br><u>8-12 mos:</u> Helps with daily routines, such as washing hands and getting dressed<br><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><br><u>8-12 mos:</u> Helps with daily routines, such as washing hands and getting dressed<br><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><br><u>8-12 mos:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; is learning classroom rules<br><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><br><u>1-Year Old:</u> Shows increasing independence, such as dressing with help<br><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><br><u>1-Year Old:</u> Shows increasing independence, such as dressing with help<br><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><br><u>1-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands classroom rules<br><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><br><u>2-Year Old:</u> Shows increasing independence with self-care, such as helping wash hands or brush teeth  |

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

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| <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><br><u>1-3 mos</u> : Turns head toward the sound of a familiar voice<br><u>4-7 mos</u> : Explores with hands; finds objects that are partially hidden   |
| Begins to demonstrate initiative                              | <b>ATL 1-5 Shows Initiative</b><br><u>4-7 mos</u> : Accepts, reaches for, grasps, or handles familiar toys<br><u>8-12 mos</u> : 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><br><u>8-12 mos</u> : Able to participate in new activities; uses classroom toys in creative ways, such as using a wooden block as a car or a bucket as a hat   |
| Begins to focus on interesting things: persistence            | <b>ATL 1-3 Is Persistent</b><br><u>1-3 mos</u> : Will cry to indicate a need and will continue crying until that need is met<br><u>4-7 mos</u> : Will vocalize or use baby sign to indicate a need and will continue until that need is met; will hold on to preferred items |
| Begins to use senses to solve problems                        | <b>CS 14-1 Solves Problems</b><br><u>4-7 mos</u> : Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth   |

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| <b>Mobile Infants (6 to 18 months)</b>  |  |
| Demonstrates curiosity by using senses to explore the environment                   | <b>ATL 1-4 Is Curious</b><br><u>8-12 mos:</u> Shows interest in new toys; explores surroundings<br><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><br><u>8-12 mos:</u> Initiates activities, such as getting a toy independently from a low shelf or basket<br><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><br><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><br><u>8-12 mos:</u> Pays attention to a task or activity for a few minutes<br><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><br><u>8-12 mos:</u> Remembers daily routines; knows how to use familiar objects<br><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><br><u>8-12 mos:</u> Acts intentionally to achieve a goal (e.g., trying different ways to reach a toy under a table)<br><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><br><u>1-Year Old:</u> Shows interest in learning about new objects or experiences<br><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><br><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)<br><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><br><u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination<br><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><br><u>1-Year Old:</u> Works to complete a task<br><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><br><u>1-Year Old:</u> Tries several times to solve challenging problems, often using more than one approach   |

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|  | <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><br><u>2-Year Old:</u> Shows interest in new objects or activities; tries different ways of using objects or materials<br><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><br><u>2-Year Old:</u> Initiates play with others<br><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><br><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<br><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><br><u>2-Year Old:</u> Finishes self-selected tasks, such as completing a puzzle or listening to a storybook<br><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><br><u>2-Year Old:</u> Able to solve problems by trying more than one approach; continues efforts to complete a challenging task<br><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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[contact@lifecubby.me](mailto:contact@lifecubby.me)