

# 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:  
**North Dakota Birth to Three  
Early Learning Guidelines**



## References



North Dakota Department of Human Services. (2010). *North Dakota birth to three early learning guidelines*. ND: Author. Retrieved from <https://www.nd.gov/dhs/info/pubs/docs/cfs/2009-08-earlylearning-birth-3.pdf>

<b>North Dakota Birth to Three Early Learning Guidelines</b>	<b>Vine Assessments by LifeCubby</b>
<b>Domain 1: Social and Emotional Development</b>	
Component: Trust and Emotional Security	<b>Vine Indicators</b>
Engages in behaviors that build relationships with familiar adults	<p><b>SED 5-1 Bonds with Adults</b></p> <p><u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs</p> <p><u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger</p> <p><u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults</p> <p><u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task</p> <p><u>2-Year Old:</u> Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy</p> <p><u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems</p>
Shows preference for familiar adults	<p><b>SED 5-1 Bonds with Adults</b></p> <p><u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs</p> <p><u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger</p> <p><u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults</p> <p><u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task</p> <p><u>2-Year Old:</u> Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy</p> <p><u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems</p>
Responds to unfamiliar adults cautiously	<p><b>SED 5-1 Bonds with Adults</b></p> <p><u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs</p> <p><u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger</p>

	<p><u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults</p> <p><u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task</p> <p><u>2-Year Old:</u> Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy</p> <p><u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems</p>
<p>Seeks to find comfort in new situations</p>	<p><b>SED 5-1 Bonds with Adults</b></p> <p><u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs</p> <p><u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger</p> <p><u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults</p> <p><u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task</p> <p><u>2-Year Old:</u> Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy</p> <p><u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems</p>
<p>Shows emotional connection and attachment to others</p>	<p><b>SED 5-1 Bonds with Adults</b></p> <p><u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs</p> <p><u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger</p> <p><u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults</p> <p><u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task</p> <p><u>2-Year Old:</u> Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy</p>

	<u>3-Year Old</u> : Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems
<b>Component: Self-Awareness</b>	
Expresses feelings and emotions through facial expressions, sounds or gestures	<p><b>SED 3-1 Expresses Emotion</b></p> <p><u>1-3 mos</u>: Begins to show emotions with face and body; may begin to smile</p> <p><u>4-7 mos</u>: Becomes more assertive in conveying likes and dislikes</p> <p><u>8-12 mos</u>: Expresses a variety of emotions through facial expressions, sounds, and gestures</p> <p><u>1-Year Old</u>: Expresses a range of emotions, including surprise, joy or pride; notices the effects of emotions on others</p> <p><u>2-Year Old</u>: Expresses a variety of emotions; modifies expression according to reactions of familiar adults</p> <p><u>3-Year Old</u>: Displays a range of emotions; can say how he/she is feeling (e.g., glad, sad, or mad); explores emotions through play, art, music, dance</p>
Develops awareness of self as separate from others	<p><b>SED 4-1 Develops Awareness of Self</b></p> <p><u>1-3 mos</u>: Shows interest in self, such as watching own hands or playing with feet</p> <p><u>4-7 mos</u>: Learns about self by exploring hands, feet, body, and movement</p> <p><u>8-12 mos</u>: Enjoys watching self in mirror</p> <p><u>1-Year Old</u>: Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others</p> <p><u>2-Year Old</u>: Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family</p> <p><u>3-Year Old</u>: Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family</p>
Shows confidence in increasing abilities	<p><b>SED 4-2 Becomes Confident</b></p> <p><u>1-Year Old</u>: Shows confidence in own abilities; is proud to demonstrate abilities</p> <p><u>2-Year Old</u>: Shows confidence in increasing abilities; enjoys showing others what he/she can do</p> <p><u>3-Year Old</u>: Is pleased to complete daily routines and learn new skills</p>
<b>Component: Self-Regulation</b>	
Begins to manage own behavior and show self-regulation	<p><b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b></p> <p><u>1-3 mos</u>: Calms when held, gently rocked or talked to by familiar adults; brings objects to mouth to calm self</p> <p><u>4-7 mos</u>: Can briefly calm self; brings hands to mouth; is able to be calmed by familiar adults</p> <p><u>8-12 mos</u>: Regulates feelings through behaviors, such as sucking thumb or carrying a favorite blanket or toy; looks to familiar adults for help with strong emotions</p> <p><u>1-Year Old</u>: Begins to cope with strong emotions with help from familiar adults</p>

	<p><u>2-Year Old</u>: Able to use routines, favorite objects, or familiar adults to help in coping with strong feelings and emotions</p> <p><u>3-Year Old</u>: Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games</p>
Shows ability to cope with stress	<p><b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b></p> <p><u>1-3 mos</u>: Calms when held, gently rocked or talked to by familiar adults; brings objects to mouth to calm self</p> <p><u>4-7 mos</u>: Can briefly calm self; brings hands to mouth; is able to be calmed by familiar adults</p> <p><u>8-12 mos</u>: Regulates feelings through behaviors, such as sucking thumb or carrying a favorite blanket or toy; looks to familiar adults for help with strong emotions</p> <p><u>1-Year Old</u>: Begins to cope with strong emotions with help from familiar adults</p> <p><u>2-Year Old</u>: Able to use routines, favorite objects, or familiar adults to help in coping with strong feelings and emotions</p> <p><u>3-Year Old</u>: Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games</p>
Shows increasing independence	<p><b>ATL 1-5 Shows Initiative</b></p> <p><u>4-7 mos</u>: Accepts, reaches for, grasps, or handles familiar toys</p> <p><u>8-12 mos</u>: Initiates activities, such as getting a toy independently from a low shelf or basket</p> <p><u>1-Year Old</u>: Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read)</p> <p><u>2-Year Old</u>: Initiates play with others</p> <p><u>3-Year Old</u>: Enjoys new experiences; works independently for brief periods of time without adult prompting</p>
Understands simple routines, rules or limitations	<p><b>ATL 2-1 Understands Routines</b></p> <p><u>1-3 mos</u>: Is sleeping and eating on a developmentally-appropriate schedule (<i>for questions, consult pediatric guides</i>)</p> <p><u>4-7 mos</u>: Demonstrates awareness of daily routines with behavior; may open mouth for feeding or lift arms to be picked up</p> <p><u>8-12 mos</u>: Remembers daily routines; knows how to use familiar objects</p> <p><u>1-Year Old</u>: Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat)</p> <p><u>2-Year Old</u>: Able to follow daily routines; easily makes common transitions that are part of a daily schedule</p> <p><u>3-Year Old</u>: Follows daily routines, such as sitting for circle time; adjusts to changes in routines or usual activities when informed ahead of time</p>
Component: Relationships with Other Children	
Shows interest in and awareness of other children	<p><b>SED 6-2 Bonds with Peers</b></p>

	<p><u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children</p> <p><u>8-12 mos:</u> Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play)</p> <p><u>1-Year Old:</u> Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play)</p> <p><u>2-Year Old:</u> Enjoys being with other children; joins group play with other children; knows some names of peers</p> <p><u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend</p>
Responds to and interacts with other children	<p><b>SED 6-2 Bonds with Peers</b></p> <p><u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children</p> <p><u>8-12 mos:</u> Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play)</p> <p><u>1-Year Old:</u> Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play)</p> <p><u>2-Year Old:</u> Enjoys being with other children; joins group play with other children; knows some names of peers</p> <p><u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend</p>
Begins to recognize and respond to other children's feelings and emotions	<p><b>SED 6-1 Builds Empathy</b></p> <p><u>1-3 mos:</u> May cry when someone seems upset or when another child cries</p> <p><u>4-7 mos:</u> Shows interest in the emotions of others; may copy others (e.g., crying when another child cries)</p> <p><u>8-12 mos:</u> Responds to the emotions of others; may share emotional reactions (e.g., smiling when an adult smiles)</p> <p><u>1-Year Old:</u> Observes emotions of others; may respond to another's preferences, such as offering different objects until one is accepted</p> <p><u>2-Year Old:</u> Begins to care for the feelings and needs of others</p> <p><u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress</p>
Begins to show concern for others	<p><b>SED 6-1 Builds Empathy</b></p> <p><u>1-3 mos:</u> May cry when someone seems upset or when another child cries</p> <p><u>4-7 mos:</u> Shows interest in the emotions of others; may copy others (e.g., crying when another child cries)</p> <p><u>8-12 mos:</u> Responds to the emotions of others; may share emotional reactions (e.g., smiling when an adult smiles)</p> <p><u>1-Year Old:</u> Observes emotions of others; may respond to another's preferences, such as offering different objects until one is accepted</p> <p><u>2-Year Old:</u> Begins to care for the feelings and needs of others</p> <p><u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress</p>

Learns social skills and eventually uses words for expressing feelings, needs and wants	<p><b>SED 6-3 Cooperates with Peers</b></p> <p><u>1-Year Old:</u> May begin to play with other children (e.g., passing a toy back and forth)</p> <p><u>2-Year Old:</u> Begins to cooperate with others (e.g. shares toys, works toward a common goal, such as building a block tower); is learning to take turns; is learning to use words with peers</p> <p><u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns</p>
Uses imitation or pretend play to learn new roles and relationships	<p><b>CCA 21-4 Participates in Dramatic Play</b></p> <p><u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination</p> <p><u>2-Year Old:</u> Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others</p> <p><u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play</p>

<b>Domain II: Language Development and Communication</b>	
Component: Listening and Understanding	
Shows interest in listening to sounds	<p><b>LC 7-1 Develops Receptive Communication</b></p> <p><u>1-3 mos:</u> Turns head in the direction of a familiar voice</p> <p><u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others</p>
Listens with interest to language of others	<p><b>LC 7-1 Develops Receptive Communication</b></p> <p><u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines</p> <p><u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book”</p> <p><u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions</p> <p><u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues</p>
Responds to verbal communication of others	<p><b>LC 7-1 Develops Receptive Communication</b></p> <p><u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines</p> <p><u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book”</p> <p><u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions</p> <p><u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues</p>
Responds to nonverbal communication of others	<p><b>LC 7-1 Develops Receptive Communication</b></p> <p><u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines</p> <p><u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book”</p>

	<p><u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions</p> <p><u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues</p>
Begins to understand gestures, words, questions or routines	<p><b>LC 7-1 Develops Receptive Communication</b></p> <p><u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines</p> <p><u>1-Year Old:</u> Responds to simple instructions such as "come here" or "bring me a book"</p> <p><u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions</p> <p><u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues</p>
Component: Communicating and Speaking	
Uses sounds, gestures or actions to express needs and wants	<p><b>LC 7-2 Develops Expressive Communication</b></p> <p><u>1-3 mos:</u> Alerts caregivers when there is a need, such as crying when awake or needing to be changed; begins to babble, coo or gurgle; may imitate some sounds</p> <p><u>4-7 mos:</u> Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure</p>
Uses consistent sounds, gestures or words to communicate	<p><b>LC 7-2 Develops Expressive Communication</b></p> <p><u>8-12 mos:</u> Progresses from babbling with inflection to first words; uses exclamations like "uh-oh"; may sign certain words; may shake head for "no"; uses sounds, gestures, or actions to express needs and wants</p> <p><u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down"</p>
Imitates sounds, gestures or words	<p><b>LC 7-2 Develops Expressive Communication</b></p> <p><u>4-7 mos:</u> Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure</p>
Uses sounds, signs or words for a variety of purposes	<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>
Shows reciprocity in using language in simple conversations	<p><b>LC 7-6 Learns Conversation Structure</b></p> <p><u>1-Year Old:</u> May participate in back-and-forths; may make eye contact</p> <p><u>2-Year Old:</u> Asks questions frequently; engages in back-and-forths; learns to take turns in conversations; makes eye contact</p> <p><u>3-Year Old:</u> Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact</p>
Component: Emergent Literacy	

Shows interest in songs, rhymes and stories	<p><b>LKS 8-1 Develops Early Literacy</b></p> <p><u>1-3 mos:</u> Experiences stories by being read to by caregivers</p> <p><u>4-7 mos:</u> Explores books with caregivers; enjoys being read to by others</p> <p><u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories</p> <p><u>1-Year Old:</u> Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings</p> <p><u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures</p> <p><u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book</p>
Shows interest in photos, pictures and drawings	<p><b>LKS 8-1 Develops Early Literacy</b></p> <p><u>1-3 mos:</u> Experiences stories by being read to by caregivers</p> <p><u>4-7 mos:</u> Explores books with caregivers; enjoys being read to by others</p> <p><u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories</p> <p><u>1-Year Old:</u> Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings</p> <p><u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures</p> <p><u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book</p>
Develops interest in and involvement with books and other print materials	<p><b>LKS 8-1 Develops Early Literacy</b></p> <p><u>1-3 mos:</u> Experiences stories by being read to by caregivers</p> <p><u>4-7 mos:</u> Explores books with caregivers; enjoys being read to by others</p> <p><u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories</p> <p><u>1-Year Old:</u> Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings</p> <p><u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures</p> <p><u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book</p>
Begins to recognize and understand symbols	<p><b>LKS 8-3 Develops Emergent Reading</b></p> <p><u>2-Year Old:</u> Identifies some of the letters in own name; begins to recognize and understand that pictures or symbols can be “read” by others and have meaning</p>

	<b>3-Year Old:</b> Recognizes own name in print; understands left to right, top to bottom process of reading
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<b>Domain III: Cognitive Development</b>	
<b>Component: Exploration and Discovery</b>	
Pays attention to people and objects	<b>ATL 1-1 Is Attentive</b> <u>1-3 mos:</u> Watches faces <u>4-7 mos:</u> Pays attention to people, objects, and sounds <u>8-12 mos:</u> Pays attention to a task or activity for a few minutes
Uses senses to explore people, objects and 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 <u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button <u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound <u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration
Attends to colors, shapes, patterns or pictures	<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
Shows interest and curiosity in new people and objects	<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 <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
Makes things happen and watches for results or repeats action	<b>CS 14-2 Makes Predictions</b> <u>8-12 mos:</u> Interacts purposefully with objects to cause an expected result, such as pushing a button on a toy to make a sound <u>1-Year Old:</u> Observes and experiments with cause and effect, such as pushing over a block tower <u>2-Year Old:</u> Makes predictions based on experience; explores materials and makes observations <u>3-Year Old:</u> Makes simple predictions about what will happen next, such as during activities or when hearing a story
<b>Component: Memory</b>	
Shows ability to acquire and process new information	<b>ATL 1-2 Develops Memory</b> <u>1-3 mos:</u> Recognizes familiar objects and people

	<p><u>4-7 mos:</u> Begins to develop object permanence (the understanding that people and objects out of sight still exist)</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> <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> <p><u>3-Year Old:</u> Recalls some elements of a story</p>
Recognizes familiar people, places and things	<p><b>ATL 1-2 Develops Memory</b></p> <p><u>1-3 mos:</u> Recognizes familiar objects and people</p> <p><u>4-7 mos:</u> Begins to develop object permanence (the understanding that people and objects out of sight still exist)</p>
Recalls and uses information in new situations	<p><b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b></p> <p><u>3-Year Old:</u> Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation</p>
Searches for missing or hidden objects	<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>
Component: Problem Solving	
Experiments with different uses for objects	<p><b>CS 13-1 Explores Objects</b></p> <p><u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound</p>
Shows imagination and creativity in solving problems	<p><b>CS 14-1 Solves Problems</b></p> <p><u>1-Year Old:</u> Tries several times to solve challenging problems, often using more than one approach</p> <p><u>2-Year Old:</u> Able to solve problems by trying more than one approach; continues efforts to complete a challenging task</p> <p><u>3-Year Old:</u> Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float)</p>
Uses a variety of strategies to solve problems	<p><b>CS 14-1 Solves Problems</b></p> <p><u>1-Year Old:</u> Tries several times to solve challenging problems, often using more than one approach</p> <p><u>2-Year Old:</u> Able to solve problems by trying more than one approach; continues efforts to complete a challenging task</p> <p><u>3-Year Old:</u> Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float)</p>
Applies knowledge to new situations	<p><b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b></p> <p><u>3-Year Old:</u> Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation</p>
Component: Imitation and Symbolic Play	
Observes and imitates sounds, gestures or behaviors	<p><b>SED 5-2 Learns from Adults</b></p> <p><u>1-3 mos:</u> Imitates some facial expressions</p>

	<p><u>4-7 mos:</u> Participates in reciprocal imitation games; copies adult sounds, movements, or facial expressions</p> <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> <p><u>2-Year Old:</u> Uses role play to imitate behaviors by familiar adults</p> <p><u>3-Year Old:</u> Imitates behaviors demonstrated by familiar adults; may say words or phrases often said by familiar adults</p>
Uses objects in new ways or in pretend play	<p><b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b></p> <p><u>8-12 mos:</u> Able to participate in new activities; uses classroom toys in creative ways, such as using a wooden block as a car or a bucket as a hat</p>
Uses imitation or pretend play to express creativity and imagination	<p><b>CCA 21-4 Participates in Dramatic Play</b></p> <p><u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination</p> <p><u>2-Year Old:</u> Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others</p> <p><u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play</p>

<b>Domain IV: Physical and Motor Development</b>	
Component: Gross Motor Development	
Moves body, arms and legs with coordination	<p><b>PMP 17-5 Develops Large Motor Coordination Skills</b></p> <p><u>1-Year Old:</u> Climbs on furniture and crawls up and down stairs unassisted; can easily change body positions</p> <p><u>2-Year Old:</u> Walks up and down stairs with help; participates in physical activities indoors and outdoors</p> <p><u>3-Year Old:</u> Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors</p>
Demonstrates large muscle balance, stability, control and coordination	<p><b>PMP 17-1 Develops Perception &amp; Balance</b></p> <p><u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes</p> <p><u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands</p> <p><u>8-12 mos:</u> Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object</p> <p><u>1-Year Old:</u> Increasingly gains balance, going from sitting to standing to running and even jumping</p> <p><u>2-Year Old:</u> Adjusts sitting or standing position based on situation; maintains good posture and balance; avoids obstacles when in motion</p> <p><u>3-Year Old:</u> Stands on 1 foot for about 3 seconds; jumps with two feet</p>

<p>Develops increasing ability to change positions and move body from place to place</p>	<p><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  <u>8-12 mos:</u> Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object  <u>1-Year Old:</u> Increasingly gains balance, going from sitting to standing to running and even jumping  <u>2-Year Old:</u> Adjusts sitting or standing position based on situation; maintains good posture and balance; avoids obstacles when in motion  <u>3-Year Old:</u> Stands on 1 foot for about 3 seconds; jumps with two feet</p>
<p>Moves body with purpose to achieve a goal</p>	<p><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  <u>2-Year Old:</u> Walks up and down stairs with help; participates in physical activities indoors and outdoors  <u>3-Year Old:</u> Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors</p>
<p>Component: Fine Motor Development</p>	
<p>Uses hands or feet to make contact with objects or people</p>	<p><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  <u>8-12 mos:</u> Uses hands for more complex tasks, such as rotating objects, releasing objects, and feeling textures</p>
<p>Develops small muscle control and coordination</p>	<p><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  <u>8-12 mos:</u> Uses hands for more complex tasks, such as rotating objects, releasing objects, and feeling textures  <u>1-Year Old:</u> Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker  <u>2-Year Old:</u> Uses hands for complex tasks such as building a block tower or removing a lid; works with clay; uses thumbs and fingers to manipulate objects  <u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay</p>
<p>Coordinates eye and hand movements</p>	<p><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  <u>8-12 mos:</u> Uses pincer grasp (thumb and forefinger) to pick up food or objects  <u>1-Year Old:</u> Demonstrates increasing fine motor ability, such as putting pegs into holes  <u>2-Year Old:</u> Demonstrates hand-eye coordination when doing knob puzzles or turning pages</p>

	<u>3-Year Old</u> : Demonstrates increasing ability to complete fine motor activities, such as putting jumbo puzzles together or stringing beads
Uses different actions on objects	<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 <u>8-12 mos</u> : Uses hands for more complex tasks, such as rotating objects, releasing objects, and feeling textures <u>1-Year Old</u> : Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker <u>2-Year Old</u> : Uses hands for complex tasks such as building a block tower or removing a lid; works with clay; uses thumbs and fingers to manipulate objects <u>3-Year Old</u> : Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay
Controls small muscles in hands when doing simple tasks	<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 <u>8-12 mos</u> : Uses hands for more complex tasks, such as rotating objects, releasing objects, and feeling textures <u>1-Year Old</u> : Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker <u>2-Year Old</u> : Uses hands for complex tasks such as building a block tower or removing a lid; works with clay; uses thumbs and fingers to manipulate objects <u>3-Year Old</u> : Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay
Component: Physical Health and Well-Being	
Shows characteristics of healthy development	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b> <u>1-Year Old</u> : Is able to play for longer periods of time; is graduating off of morning nap <u>2-Year Old</u> : No longer needs a morning nap <u>3-Year Old</u> : Is able to play for longer periods of time without needing to rest
Responds when physical needs are met	<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
Expresses physical needs nonverbally or verbally	<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
Participates in physical care routines	<b>PMP 19-2 Develops Self-Care Skills</b>

	<p><u>8-12 mos:</u> Helps with daily routines, such as washing hands and getting dressed</p> <p><u>1-Year Old:</u> Shows increasing independence, such as dressing with help</p>
Begins to develop self-help skills	<p><b>PMP 19-2 Develops Self-Care Skills</b></p> <p><u>1-Year Old:</u> Shows increasing independence, such as dressing with help</p> <p><u>2-Year Old:</u> Shows increasing independence with self-care, such as helping wash hands or brush teeth</p> <p><u>3-Year Old:</u> Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat</p>
Begins to understand safe and unsafe behaviors	<p><b>PMP 20-2 Learns Safety Rules</b></p> <p><u>1-7 mos:</u> Is learning in a safe environment where caregivers are modeling safe behaviors</p> <p><u>8-12 mos:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; is learning classroom rules</p> <p><u>1-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands classroom rules</p> <p><u>2-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands safety rules; follows teacher's instructions with assistance</p> <p><u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands &amp; follows safety rules; follows teacher's instructions when prompted</p>

**DISCLAIMER:**

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

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