

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:
Ohio Early Learning and
Development Standards
Birth to 36 Months



References



Ohio Department of Education. (2012). *Ohio early learning and development standards*. OH: Author. Retrieved from http://education.ohio.gov/Topics/Early-Learning/Early-Learning-Content-Standards/Birth-Through-Pre_K-Learning-and-Development-Standards

Ohio Early Learning and Development Standards Birth to 36 Months	Vine Assessments by LifeCubby
Social and Emotional Development	
Strand: Self	
Topic: Awareness and Expression of Emotion	
Birth-8 Months	Vine Indicators
Express a variety of emotions (contentment, distress, happiness, sadness, surprise, dislike, anger and fear) through facial expressions, gestures, movement and sounds.	SED 3-1 Expresses Emotion <u>1-3 mos:</u> Begins to show emotions with face and body; may begin to smile <u>4-7 mos:</u> Becomes more assertive in conveying likes and dislikes
6-18 Months	
Communicate emotions purposefully and intentionally, nonverbally and possibly with a few familiar words including complex emotions such as happiness, sadness, surprise, dislike, anger, and fear.	SED 3-1 Expresses Emotion <u>8-12 mos:</u> Expresses a variety of emotions through facial expressions, sounds, and gestures <u>1-Year Old:</u> Expresses a range of emotions, including surprise, joy or pride; notices the effects of emotions on others
16-36 Months	
Show awareness of own emotion and use nonverbal and/or verbal ways to express complex emotions such as pride, embarrassment, shame and guilt.	SED 3-1 Expresses Emotion <u>2-Year Old:</u> Expresses a variety of emotions; modifies expression according to reactions of familiar adults <u>3-Year Old:</u> Displays a range of emotions; can say how he/she is feeling (e.g., glad, sad, or mad); explores emotions through play, art, music, dance
Topic: Self-Concept	
Birth-8 Months	
Begin to understand self as a separate person from others.	SED 4-1 Develops Awareness of Self <u>1-3 mos:</u> Shows interest in self, such as watching own hands or playing with feet <u>4-7 mos:</u> Learns about self by exploring hands, feet, body, and movement
6-18 Months	
Recognize self as a unique person with thoughts, feelings and distinct characteristics.	SED 4-1 Develops Awareness of Self <u>8-12 mos:</u> Enjoys watching self in mirror <u>1-Year Old:</u> Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others
16-36 Months	
Show awareness of themselves as belonging to one or more groups.	SED 4-1 Develops Awareness of Self <u>2-Year Old:</u> Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family

Identify own feelings, needs and interests.	SED 4-1 Develops Awareness of Self <u>2-Year Old:</u> Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family
Topic: Self-Comforting	
Birth-8 Months	
Comfort self in simple ways and communicate needs for help through vocalizations and gestures.	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>1-3 mos:</u> Calms when held, gently rocked or talked to by familiar adults; brings objects to mouth to calm self <u>4-7 mos:</u> Can briefly calm self; brings hands to mouth; is able to be calmed by familiar adults
6-18 Months	
Comfort self in a variety of ways.	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>8-12 mos:</u> Regulates feelings through behaviors, such as sucking thumb or carrying a favorite blanket or toy; looks to familiar adults for help with strong emotions <u>1-Year Old:</u> Begins to cope with strong emotions with help from familiar adults
16-36 Months	
Anticipate the need for comfort and try to prepare for changes in routine.	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>2-Year Old:</u> Able to use routines, favorite objects, or familiar adults to help in coping with strong feelings and emotions <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
Topic: Self-Regulation	
Birth-8 Months	
Express and act on impulses.	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>1-3 mos:</u> Calms when held, gently rocked or talked to by familiar adults; brings objects to mouth to calm self <u>4-7 mos:</u> Can briefly calm self; brings hands to mouth; is able to be calmed by familiar adults
6-18 Months	
Respond positively to limits and choices offered by adults to help guide behavior.	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>8-12 mos:</u> Regulates feelings through behaviors, such as sucking thumb or carrying a favorite blanket or toy; looks to familiar adults for help with strong emotions <u>1-Year Old:</u> Begins to cope with strong emotions with help from familiar adults
16-36 Months	
With modeling and support, manage actions and emotional expressions.	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>2-Year Old:</u> Able to use routines, favorite objects, or familiar adults to help in coping with strong feelings and emotions <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
Topic: Sense of Competence	

Birth-8 Months	
Act in ways to make things happen.	CS 14-1 Solves Problems <u>4-7 mos:</u> Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth
6-18 Months	
Show a sense of satisfaction when making things happen.	SED 4-2 Becomes Confident <u>1-Year Old:</u> Shows confidence in own abilities; is proud to demonstrate abilities
16-36 Months	
Recognize own abilities and express satisfaction when demonstrating them to others.	SED 4-2 Becomes Confident <u>1-Year Old:</u> Shows confidence in own abilities; is proud to demonstrate abilities <u>2-Year Old:</u> Shows confidence in increasing abilities; enjoys showing others what he/she can do <u>3-Year Old:</u> Is pleased to complete daily routines and learn new skills
Strand: Relationships	
Topic: Attachment	
Birth-8 Months	
Initiate interactions and seek close proximity to familiar adults who provide consistent nurturing.	SED 5-1 Bonds with Adults <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger
6-18 Months	
Explore environment in the presence of familiar adults with whom they have developed a relationship over an extended period of time.	SED 5-1 Bonds with Adults <u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults <u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task
Seek close proximity to familiar adults for security and support, especially when distressed.	SED 5-1 Bonds with Adults <u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults <u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task
Imitate familiar adults.	SED 5-2 Learns from Adults <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 <u>1-Year Old:</u> Demonstrates interest in adult behavior, such as by saying "hello" and "goodbye" when coming and going
Initiate play with familiar adults.	SED 5-1 Bonds with Adults

	<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>
16-36 Months	
Display signs of comfort during play when familiar adults are nearby but not in the immediate area.	<p>SED 5-1 Bonds with Adults</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>
Seek security and support from familiar adults when distressed.	<p>SED 5-1 Bonds with Adults</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>
Topic: Interactions with Adults	
Birth-8 Months	
Initiate and engage in reciprocal (mutual give and take) interactions with familiar adults.	<p>SED 5-1 Bonds with Adults</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>
6-18 Months	
Participate in routines and experiences that involve back and forth interaction with familiar adults.	<p>SED 5-1 Bonds with Adults</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>
16-36 Months	
Interact with familiar adults in a variety of ways.	<p>SED 5-1 Bonds with Adults</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>

Seek assistance from familiar adults.	<p>SED 5-1 Bonds with Adults <u>2-Year Old:</u> Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems</p>
Demonstrate early signs of interest in unfamiliar adults.	<p>SED 5-1 Bonds with Adults <u>2-Year Old:</u> Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems</p>
Topic: Peer Interactions and Relationships	
Birth-8 Months	
Show interest in other children.	<p>SED 6-2 Bonds with Peers <u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children</p>
Repeat actions that elicit social responses from others.	<p>SED 6-2 Bonds with Peers <u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children</p>
6-18 Months	
Participate in simple back and forth interactions with peers for short periods of time.	<p>SED 6-2 Bonds with Peers <u>8-12 mos:</u> Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play) <u>1-Year Old:</u> Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play)</p>
16-36 Months	
Engage in associative play with peers.	<p>SED 6-2 Bonds with Peers <u>2-Year Old:</u> Enjoys being with other children; joins group play with other children; knows some names of peers <u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend</p>
With modeling and support, demonstrate socially competent behavior with peers, such as helping, sharing and taking turns.	<p>SED 6-3 Cooperates with Peers <u>1-Year Old:</u> May begin to play with other children (e.g., passing a toy back and forth) <u>2-Year Old:</u> Begins to cooperate with others (e.g. shares toys, works toward a common goal, such as building a block tower); is learning to take turns; is learning to use words with peers <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>
Topic: Empathy	
Birth-8 Months	

React to emotional expressions of others.	SED 6-1 Builds Empathy <u>1-3 mos:</u> May cry when someone seems upset or when another child cries <u>4-7 mos:</u> Shows interest in the emotions of others; may copy others (e.g., crying when another child cries)
6-18 Months	
Demonstrate awareness of the feelings expressed by others.	SED 6-1 Builds Empathy <u>8-12 mos:</u> Responds to the emotions of others; may share emotional reactions (e.g., smiling when an adult smiles) <u>1-Year Old:</u> Observes emotions of others; may respond to another's preferences, such as offering different objects until one is accepted
16-36 Months	
Demonstrate awareness that others have feelings.	SED 6-1 Builds Empathy <u>2-Year Old:</u> Begins to care for the feelings and needs of others <u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress
Respond in caring ways to another's distress in some situations.	SED 6-1 Builds Empathy <u>2-Year Old:</u> Begins to care for the feelings and needs of others <u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress

Approaches Toward Learning	
Strand: Initiative	
Topic: Initiative and Curiosity	
Birth-8 Months	Vine Indicators
Show interest in people and objects.	ATL 1-4 Is Curious <u>1-3 mos:</u> Turns head toward the sound of a familiar voice <u>4-7 mos:</u> Explores with hands; finds objects that are partially hidden
6-18 Months	
Explore the environment through a variety of sensory-motor activity.	ATL 1-4 Is Curious <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
Practice new skills with enthusiasm.	ATL 1-4 Is Curious <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
Demonstrate a willingness to try new activities and experiences.	ATL 1-4 Is Curious <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
16-36 Months	
Experiment in the environment with purpose.	ATL 1-4 Is Curious <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
Ask questions to gain information.	ATL 1-4 Is Curious <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
Topic: Planning, Action and Reflection	
Birth-8 Months	
Act on the environment to meet needs or interests.	CS 14-1 Solves Problems <u>4-7 mos</u> : Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth
Respond to people and objects in their immediate environment based on past experience.	ATL 1-2 Develops Memory <u>1-3 mos</u> : Recognizes familiar objects and people <u>4-7 mos</u> : Begins to develop object permanence (the understanding that people and objects out of sight still exist)
6-18 Months	
Use a variety of ways to meet simple goals.	CS 14-1 Solves Problems <u>8-12 mos</u> : Acts intentionally to achieve a goal (e.g., trying different ways to reach a toy under a table) <u>1-Year Old</u> : Tries several times to solve challenging problems, often using more than one approach
Approach tasks with repeated trial and error.	CS 14-1 Solves Problems <u>8-12 mos</u> : Acts intentionally to achieve a goal (e.g., trying different ways to reach a toy under a table) <u>1-Year Old</u> : Tries several times to solve challenging problems, often using more than one approach
16-36 Months	
Make choices to achieve a desired goal.	CS 14-1 Solves Problems <u>2-Year Old</u> : Able to solve problems by trying more than one approach; continues efforts to complete a challenging task <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)
Use previous learning to inform new experiences with people and objects in their environment.	ATL 1-6 Thinks with Creativity & Flexibility <u>2-Year Old</u> : Accepts changes in routines or usual activities when informed ahead of time by adults; shows creativity, flexibility, and inventiveness in play experiences <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
Strand: Engagement and Persistence	
Topic: Attention	
Birth-8 Months	
Demonstrate awareness of happenings in surroundings.	ATL 1-1 Is Attentive <u>1-3 mos</u> : Watches faces <u>4-7 mos</u> : Pays attention to people, objects, and sounds
6-18 Months	
Focus on an activity but are easily distracted.	ATL 1-1 Is Attentive

	<p><u>8-12 mos:</u> Pays attention to a task or activity for a few minutes</p> <p><u>1-Year Old:</u> Pays attention to a task or activity for a few minutes; repeats actions to complete a goal</p>
16-36 Months	
Focus on an activity for short periods of time despite distractions.	<p>ATL 1-1 Is Attentive</p> <p><u>2-Year Old:</u> Maintains focus and attention on a simple task or activity for a short period of time; focuses on an activity for 5 or more minutes</p> <p><u>3-Year Old:</u> Pays attention during story time; focuses on an activity for 10 or more minutes</p>
Topic: Persistence	
Birth-8 Months	
Attempt to reproduce interesting and pleasurable effects and events.	<p>ATL 1-3 Is Persistent</p> <p><u>1-3 mos:</u> Will cry to indicate a need and will continue crying until that need is met</p> <p><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</p>
6-18 Months	
Repeat actions intentionally to achieve goal.	<p>ATL 1-3 Is Persistent</p> <p><u>8-12 mos:</u> Repeats actions to achieve a goal</p> <p><u>1-Year Old:</u> Works to complete a task</p>
16-36 Months	
Engage in self-initiated activities for sustained periods of time.	<p>ATL 1-3 Is Persistent</p> <p><u>2-Year Old:</u> Finishes self-selected tasks, such as completing a puzzle or listening to a storybook</p> <p><u>3-Year Old:</u> Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support</p>
Strand: Creativity	
Topic: Innovation and Invention	
Birth-8 Months	
Make discoveries about self, others, and the environment.	<p>ATL 1-4 Is Curious</p> <p><u>1-3 mos:</u> Turns head toward the sound of a familiar voice</p> <p><u>4-7 mos:</u> Explores with hands; finds objects that are partially hidden</p>
6-18 Months	
Use objects in new ways.	<p>ATL 1-6 Thinks with Creativity & Flexibility</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> <p><u>1-Year Old:</u> Able to shift focus; participates in new activities; demonstrates imagination in using materials to create something new</p>
16-36 Months	
Use materials in new and unconventional ways.	<p>ATL 1-6 Thinks with Creativity & Flexibility</p> <p><u>2-Year Old:</u> Accepts changes in routines or usual activities when informed ahead of time by adults; shows creativity, flexibility, and inventiveness in play experiences</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>

Topic: Expression of Ideas and Feelings Through the Arts	
Birth-8 Months	
Demonstrate preferences, pleasure or displeasure when interacting with various media.	CCA 21-1 Explores Art Media <u>1-3 mos:</u> Is learning in a creative environment with opportunity to study colors and shapes <u>4-7 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials
6-18 Months	
Seek out experiences with a variety of materials and art materials based on preferences and past experiences.	CCA 21-1 Explores Art Media <u>8-12 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials <u>1-Year Old:</u> Uses art materials; makes marks with a crayon; finger paints
16-36 Months	
Use self-selected materials and media to express ideas and feelings.	CCA 21-1 Explores Art Media <u>2-Year Old:</u> Uses a variety of art materials to create artwork or other inventions <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create

Cognition and General Knowledge	
Strand: Cognitive Skills	
Topic: Memory	
Birth-8 Months	Vine Indicators
Exhibit differentiated responses to familiar and unfamiliar people, events, objects and their features.	ATL 1-2 Develops Memory <u>1-3 mos:</u> Recognizes familiar objects and people <u>4-7 mos:</u> Begins to develop object permanence (the understanding that people and objects out of sight still exist)
Mirror simple actions and facial expressions of others previously experienced.	SED 5-2 Learns from Adults <u>1-3 mos:</u> Imitates some facial expressions <u>4-7 mos:</u> Participates in reciprocal imitation games; copies adult sounds, movements, or facial expressions
Anticipate next steps in simple familiar routines and games.	ATL 2-1 Understands Routines <u>1-3 mos:</u> Is sleeping and eating on a developmentally-appropriate schedule (<i>for questions, consult pediatric guides</i>) <u>4-7 mos:</u> Demonstrates awareness of daily routines with behavior; may open mouth for feeding or lift arms to be picked up
6-18 Months	
Recall information over a period of time with contextual cues.	ATL 1-2 Develops Memory <u>8-12 mos:</u> Looks for someone or something that is missing <u>1-Year Old:</u> Finds hidden or missing people or objects; looks in multiple locations for missing objects
Mirror and repeat something seen at an earlier time.	SED 5-2 Learns from Adults <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

	<u>1-Year Old</u> : Demonstrates interest in adult behavior, such as by saying "hello" and "goodbye" when coming and going
Anticipate the beginning and ending of activities, songs and stories.	ATL 2-1 Understands Routines <u>8-12 mos</u> : Remembers daily routines; knows how to use familiar objects <u>1-Year Old</u> : Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat)
16-36 Months	
Recall information over a longer period of time without contextual cues.	ATL 1-2 Develops Memory <u>2-Year Old</u> : Remembers actions and locations of familiar adults, objects and routines; notices and responds to things that are different <u>3-Year Old</u> : Recalls some elements of a story
Reenact a sequence of events accomplished or observed at an earlier time.	SED 5-2 Learns from Adults <u>2-Year Old</u> : Uses role play to imitate behaviors by familiar adults <u>3-Year Old</u> : Imitates behaviors demonstrated by familiar adults; may say words or phrases often said by familiar adults
Anticipate routines.	ATL 2-1 Understands Routines <u>2-Year Old</u> : Able to follow daily routines; easily makes common transitions that are part of a daily schedule <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
Link past and present activities.	ATL 1-2 Develops Memory <u>2-Year Old</u> : Remembers actions and locations of familiar adults, objects and routines; notices and responds to things that are different <u>3-Year Old</u> : Recalls some elements of a story
Topic: Symbolic Thought	
Birth-8 Months	
Explore real objects, people and actions.	CS 13-1 Explores Objects <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
6-18 Months	
Use one or two simple actions or objects to represent another in pretend play.	CCA 21-4 Participates in Dramatic Play <u>1-Year Old</u> : Uses imitation or pretend play to express creativity and imagination
16-36 Months	
Engage in pretend play involving several sequenced steps and assigned roles.	CCA 21-4 Participates in Dramatic Play <u>2-Year Old</u> : Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others <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
Topic: Reasoning and Problem-Solving	
Birth-8 Months	

Actively use the body to find out about the world.	CS 13-1 Explores Objects <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
6-18 Months	
With modeling and support, use simple strategies to solve problems.	CS 14-1 Solves Problems <u>8-12 mos:</u> Acts intentionally to achieve a goal (e.g., trying different ways to reach a toy under a table) <u>1-Year Old:</u> Tries several times to solve challenging problems, often using more than one approach
16-36 Months	
In familiar situations, solve problems without having to try every possibility, while avoiding solutions that clearly will not work.	CS 14-1 Solves Problems <u>2-Year Old:</u> Able to solve problems by trying more than one approach; continues efforts to complete a challenging task <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)
Mathematics	
Strand: Number Sense	
Topic: Number Sense and Counting	
Birth-8 Months	
Explore objects and attend to events in the environment.	CM 11-1 Learns Measurement and Quantities <u>4-7 mos:</u> Plays with more than one object at a time
6-18 Months	
Pay attention to quantities when interacting with objects.	CM 11-1 Learns Measurement and Quantities <u>8-12 mos:</u> Uses words to identify amounts, such as asking for "more" or saying "all gone" <u>1-Year Old:</u> Begins to say numbers for amounts; begins to use quantity phrases (e.g., "more")
16-36 Months	
Show understanding that numbers represent quantity and demonstrate understanding of words that identify how much.	CM 10-1 Begins Counting <u>2-Year Old:</u> Can count up to 5 <u>3-Year Old:</u> Counts by rote to 10; counts sets of objects up to 10; may be able to count into the teens; understands and uses 1-1 correspondence
Use number words to indicate the quantity in small sets of objects (e.g., 2, 3), and begin counting aloud.	CM 10-2 Builds and Observes Sets <u>2-Year Old:</u> Counts sets of objects (2-3); may count the same object twice or use numbers out of order <u>3-Year Old:</u> Begins to see groups of 2 or 3 objects and knows the amount without counting (subitizing); counts and builds sets
Strand: Number Relationships and Operations	
Topic: Number Relationships	
Birth-8 Months	
Explore objects and attend to events in the environment.	CM 11-1 Learns Measurement and Quantities <u>4-7 mos:</u> Plays with more than one object at a time
6-18 Months	

Notice changes in quantity of objects (especially ones that can be detected visually with ease).	CM 11-1 Learns Measurement and Quantities 8-12 mos: Uses words to identify amounts, such as asking for "more" or saying "all gone" 1-Year Old: Begins to say numbers for amounts; begins to use quantity phrases (e.g., "more")
16-36 Months	
Demonstrate an understanding that "adding to" increases the number of objects in the group.	CM 10-3 Learns Addition, Subtraction and Division 2-Year Old: Knows own age and can hold up the correct number of fingers 3-Year Old: When counting objects, understands that the last number counted represents the total
Place objects in one-to-one correspondence relationships during play.	CM 10-2 Builds and Observes Sets 2-Year Old: Counts sets of objects (2-3); may count the same object twice or use numbers out of order 3-Year Old: Begins to see groups of 2 or 3 objects and knows the amount without counting (subitizing); counts and builds sets
Strand: Algebra	
Topic: Group and Categorize	
Birth-8 Months	
Notice differences between familiar and unfamiliar people, objects and places.	CS 13-1 Explores Objects 4-7 mos: Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
6-18 Months	
Match two objects that are the same and select similar objects from a group.	CS 13-2 Classifies or Sorts Objects 1-Year Old: Helps with cleanup; begins to group objects, such as blocks in one pile and stuffed animals in another
16-36 Months	
Sort objects into two or more groups by their properties and uses.	CS 13-2 Classifies or Sorts Objects 2-Year Old: Recognizes similarities or differences between familiar and unfamiliar people, objects or events 3-Year Old: Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function
Topic: Patterning	
Birth-8 Months	
Imitate repeated movements.	SED 5-2 Learns from Adults 1-3 mos: Imitates some facial expressions 4-7 mos: Participates in reciprocal imitation games; copies adult sounds, movements, or facial expressions
6-18 Months	
Participate in adult-initiated movement patterns.	SED 5-2 Learns from Adults 8-12 mos: Mirrors caregiver's non-verbal communication, such as looking where the caregiver is looking or pointing where the caregiver is pointing 1-Year Old: Demonstrates interest in adult behavior, such as by saying "hello" and "goodbye" when coming and going
16-36 Months	
Copy and anticipate a repeating pattern.	CM 11-2 Understands Patterns 3-Year Old: Can complete simple patterns, such as red-blue-red-blue-red-blue; can tell what comes next

Strand: Measurement and Data	
Topic: Describe and Compare Measurable Attributes	
Birth-8 Months	
Explore properties of objects.	CS 13-1 Explores Objects <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
6-18 Months	
Show awareness of the size of objects.	CM 12-1 Learns Shapes & Sizes <u>8-12 mos:</u> Works with shape sorter or size stacker <u>1-Year Old:</u> Identifies shapes; begins to sort by size
16-36 Months	
Demonstrate awareness that objects can be compared by attributes (e.g., size, weight, capacity), and begin to use words such as bigger, smaller and longer.	CS 13-2 Classifies or Sorts Objects <u>2-Year Old:</u> Recognizes similarities or differences between familiar and unfamiliar people, objects or events <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function
Strand: Geometry	
Topic: Spatial Relationships	
Birth-8 Months	
Explore the properties of objects.	CS 13-1 Explores Objects <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
6-18 Months	
Explore how things fit and move in space.	CM 12-2 Develops Spatial Awareness <u>8-12 mos:</u> Explores ways objects and people move and fit in space <u>1-Year Old:</u> Is learning how shapes fit together, such as working with shape sorters or knob puzzles
16-36 Months	
Demonstrate how things fit together and/or move in space with increasing accuracy.	CM 12-2 Develops Spatial Awareness <u>2-Year Old:</u> Is learning how shapes fit together, such as working with shape sorters or knob puzzles <u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind
Topic: Identify and Describe Shapes	
16-36 Months	
Recognize basic shapes.	CM 12-1 Learns Shapes & Sizes <u>1-Year Old:</u> Identifies shapes; begins to sort by size <u>2-Year Old:</u> Sorts objects by shape, size, and/or weight <u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated
Social Studies	
Strand: Self	
Topic: Social Identity	
Birth-8 Months	

Show awareness of self and awareness of other people.	SED 4-1 Develops Awareness of Self <u>1-3 mos:</u> Shows interest in self, such as watching own hands or playing with feet <u>4-7 mos:</u> Learns about self by exploring hands, feet, body, and movement
6-18 Months	
Prefer familiar adults and recognize familiar actions and routines.	ATL 2-1 Understands Routines <u>8-12 mos:</u> Remembers daily routines; knows how to use familiar objects <u>1-Year Old:</u> Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat)
	SED 5-1 Bonds with Adults <u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults <u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task
16-36 Months	
Identify self and others as belonging to one or more groups by observable characteristics.	SED 4-1 Develops Awareness of Self <u>2-Year Old:</u> Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family
	SS 16-1 Explores Cultures <u>2-Year Old:</u> Participates in experiential opportunities that are culturally diverse <u>3-Year Old:</u> Learns about cultural differences, including clothing, food, art, and work
Science	
Strand: Science Inquiry and Application	
Topic: Inquiry	
Birth-8 Months	
Examine objects with lips and tongue.	CS 13-1 Explores Objects <u>1-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
Observe, hold, touch and manipulate objects.	CS 13-1 Explores Objects <u>1-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
6-18 Months	
Try different things with objects to see what happens or how things work.	CS 13-1 Explores Objects <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
Observe the physical and natural world around them.	CS 15-1 Explores the Natural Environment <u>8-12 mos</u> : Observes objects of the natural environment through the senses by touching, mouthing, watching <u>1-Year Old</u> : Explores objects of the natural environment through the senses; shows interest in natural objects or processes
16-36 Months	
Engage in sustained and complex manipulation of objects.	CS 13-1 Explores Objects <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
Engage in focused observations of objects and events in the environment.	CS 13-1 Explores Objects <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
Ask questions about objects and events in the environment.	CS 13-1 Explores Objects <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
With modeling and support, use simple tools to explore the environment.	CS 15-1 Explores the Natural Environment <u>2-Year Old</u> : Uses objects of the natural environment in art, sensory, and play <u>3-Year Old</u> : Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things
Topic: Cause and Effect	
Birth-8 Months	
Use simple actions to make things happen.	CS 14-1 Solves Problems <u>4-7 mos</u> : Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth
6-18 Months	
Purposefully combine actions to make things happen.	CS 14-2 Makes Predictions <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
16-36 Months	
Demonstrate understanding that events have a cause.	CS 14-2 Makes Predictions <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
Make predictions.	CS 14-2 Makes Predictions

	<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>
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Language and Literacy	
Strand: Listening and Speaking	
Topic: Receptive Language and Comprehension	
Birth-8 Months	Vine Indicators
Attend and respond to language and sounds.	<p>LC 7-1 Develops Receptive Communication</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>
6-18 Months	
Show understanding of simple requests and statements referring to people and objects around them.	<p>LC 7-1 Develops Receptive Communication</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>
16-36 Months	
Show understanding of requests and statements referring to people, objects, ideas and feelings.	<p>LC 7-1 Develops Receptive Communication</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>
Demonstrate interest in and use words that are new or unfamiliar in conversation and play.	<p>LC 7-4 Expands Vocabulary</p> <p><u>2-Year Old:</u> Begins to recognize and possibly name classmates, familiar objects, body parts, colors, and animals; shows rapid growth in number of words or signs used in conversation with others</p> <p><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</p>
Understand when words are used in unconventional ways.	<p>LC 7-1 Develops Receptive Communication</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>
Topic: Expressive Language	
Birth-8 Months	
Experiment intentionally with sound inflection and gestures in different ways to express wants, needs or feelings.	<p>LC 7-2 Develops Expressive Communication</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>
6-18 Months	

Begin to use single words and conventional gestures to communicate with others.	LC 7-2 Develops Expressive Communication <u>8-12 mos:</u> Progresses from babbling with inflection to first words; uses exclamations like "uh-oh"; may sign certain words; may shake head for "no"; uses sounds, gestures, or actions to express needs and wants <u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down"
16-36 Months	
Combine words to express more complex ideas, or requests.	LC 7-2 Develops Expressive Communication <u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more <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
With modeling and support, describe experiences with people, places and things.	LC 7-2 Develops Expressive Communication <u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic
Use words that indicate position and direction.	CM 12-2 Develops Spatial Awareness <u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind
	LC 7-4 Expands Vocabulary <u>2-Year Old:</u> Begins to recognize and possibly name classmates, familiar objects, body parts, colors, and animals; shows rapid growth in number of words or signs used in conversation with others <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
Topic: Social Communication	
Birth-8 Months	
Attempt to respond to basic forms of social communication with the appropriate facial expression, vocalization and/or gesture.	LC 7-2 Develops Expressive Communication <u>1-3 mos:</u> Alerts caregivers when there is a need, such as crying when awake or needing to be changed; begins to babble, coo or gurgle; may imitate some sounds <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
6-18 Months	
Participate in and often initiate basic communications with family members or familiar others.	LC 7-6 Learns Conversation Structure <u>1-Year Old:</u> May participate in back-and-forths; may make eye contact
16-36 Months	

Participate in and often initiate communication according to commonly accepted expectations with family members and in social groups.	LC 7-6 Learns Conversation Structure <u>2-Year Old:</u> Asks questions frequently; engages in back-and-forths; learns to take turns in conversations; makes eye contact <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
Strand: Reading	
Topic: Early Reading	
Birth-8 Months	
Show interest in books, pictures, songs and rhymes.	LKS 8-1 Develops Early Literacy <u>1-3 mos:</u> Experiences stories by being read to by caregivers <u>4-7 mos:</u> Explores books with caregivers; enjoys being read to by others
6-18 Months	
Actively participate in book reading, story-telling, and singing.	LKS 8-1 Develops Early Literacy <u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories <u>1-Year Old:</u> Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings
16-36 Months	
Show an appreciation for reading books, telling stories and singing.	LKS 8-1 Develops Early Literacy <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures <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
Topic: Reading Comprehension	
Birth-8 Months	
Attend and respond when familiar books are read aloud.	LKS 8-1 Develops Early Literacy <u>1-3 mos:</u> Experiences stories by being read to by caregivers <u>4-7 mos:</u> Explores books with caregivers; enjoys being read to by others
6-18 Months	
Point to familiar pictures in books when labeled by adult.	LKS 8-1 Develops Early Literacy <u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories <u>1-Year Old:</u> Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings
16-36 Months	
Demonstrate an understanding of the meaning of stories and information in books.	LKS 8-1 Develops Early Literacy <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures <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
Use pictures to describe and predict stories and information in books.	LKS 8-1 Develops Early Literacy

	<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>
Understand when words are used in unconventional ways during shared reading.	<p>LKS 8-3 Develops Emergent Reading</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> <p><u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading</p>
Topic: Print Concepts	
6-18 Months	
Demonstrate interest in exploring books.	<p>LKS 8-1 Develops Early Literacy</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>
16-36 Months	
Demonstrate a beginning understanding that print carries meaning.	<p>LKS 8-3 Develops Emergent Reading</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> <p><u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading</p>
Distinguishes pictures from letters and words in a text.	<p>LKS 8-3 Develops Emergent Reading</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> <p><u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading</p>
Topic: Phonological Awareness	
Birth-8 Months	
Vocalize sounds.	<p>LC 7-2 Develops Expressive Communication</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>
	<p>LC 7-3 Develops Phonemic Awareness</p> <p><u>4-7 mos:</u> Pays attention during songs and chanted rhymes</p>
6-18 Months	
Explore sounds of materials and objects.	<p>LC 7-3 Develops Phonemic Awareness</p> <p><u>8-12 mos:</u> Listens and responds to rhymes and rhythms, including songs and chanted rhymes</p> <p><u>1-Year Old:</u> Participates in group time with songs and chanted rhymes</p>

Recognize familiar sounds (e.g., the sound of a particular animal, a friend's voice, etc.).	LC 7-3 Develops Phonemic Awareness 8-12 mos: Listens and responds to rhymes and rhythms, including songs and chanted rhymes 1-Year Old: Participates in group time with songs and chanted rhymes
16-36 Months	
Distinguish between sounds that are the same and different (e.g., environmental sounds, animal sounds, etc.).	LC 7-3 Develops Phonemic Awareness 2-Year Old: Follows along or repeats parts of songs or nursery rhymes 3-Year Old: Can say rhymes; can give a rhyming word when prompted
Topic: Letter and Word Recognition	
16-36 Months	
With modeling and support, recognize familiar logos and environmental print.	LKS 8-3 Develops Emergent Reading 2-Year Old: 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 3-Year Old: Recognizes own name in print; understands left to right, top to bottom process of reading
With modeling and support, recognize own name in print.	LKS 8-3 Develops Emergent Reading 2-Year Old: 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 3-Year Old: Recognizes own name in print; understands left to right, top to bottom process of reading
Strand: Writing	
Topic: Early Writing	
Birth-8 Months	
Show ability to transfer and manipulate an object with hands.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills 1-3 mos: Opens and shuts hands 4-7 mos: Turns objects in hands; uses hands or feet to make contact with objects or people
6-18 Months	
Use full-hand grasp (palmar grasp) to hold writing tool to make marks and scribble.	LKS 9-1 Develops Emergent Writing 8-12 mos: Can use a fat paint brush or celery stalk to "paint" 1-Year Old: Makes marks on paper with large crayon or marker
16-36 Months	
Begin to use thumb and fingers (5-finger grasp) of one hand to hold writing tool.	LKS 9-1 Develops Emergent Writing 2-Year Old: 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 3-Year Old: 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"
Topic: Writing Application and Composition	
16-36 Months	

<p>Make marks and “scribble writing” to represent objects and ideas.</p>	<p>LKS 9-1 Develops Emergent Writing <u>2-Year Old:</u> Draws pictures using scribbles; makes or copies lines and curves, including letter-like marks with pencil or crayon; understands that people use writing to communicate <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”</p>
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<p>Physical Well-Being and Motor Development</p>	
<p>Strand: Motor Development</p>	
<p>Topic: Large Muscle: Balance and Coordination</p>	
<p>Birth-8 Months</p>	
<p>Vine Indicators</p>	
<p>Demonstrate strength and control of head, arms, legs and trunk using purposeful movements.</p>	<p>PMP 17-1 Develops Perception & Balance <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</p>
<p>6-18 Months</p>	
<p>Move with increasing coordination and balance, with or without adult support and/or assistive device.</p>	<p>PMP 17-1 Develops Perception & Balance <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</p>
<p>16-36 Months</p>	
<p>Use locomotor skills with increasing coordination and balance.</p>	<p>PMP 17-1 Develops Perception & Balance <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>Use a variety of non-locomotor body movements (hands in the air, turn around, stand on one foot, etc.) during play.</p>	<p>PMP 17-1 Develops Perception & Balance <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>Topic: Small Muscle: Touch, Grasp, Reach, Manipulate</p>	
<p>Birth-8 Months</p>	
<p>Transfer a toy from one hand to another by reaching, grasping and releasing.</p>	<p>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <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</p>
<p>6-18 Months</p>	
<p>Use both hands together to accomplish a task.</p>	<p>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</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>
16-36 Months	
Coordinate the use of arms, hands and fingers to accomplish tasks.	<p>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</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>
Topic: Oral-Motor	
Birth-8 Months	
Use mouth and tongue to explore objects.	<p>CS 13-1 Explores Objects</p> <p><u>1-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping</p>
Open mouth to wait for food to enter and use upper lip to clean food off spoon during spoon feeding.	<p>PMP 19-1 Develops Meal Time Independence</p> <p><u>4-7 mos:</u> Starts to eat solid food</p> <p>PMP 20-1 Learns about Nutrition</p> <p><u>1-3 mos:</u> Is receiving a nutritious, age-appropriate diet of breastmilk and/or formula on an appropriate schedule</p> <p><u>4-7 mos:</u> Diet includes some cereals and healthy baby food on an appropriate schedule</p>
6-18 Months	
Take and chew small bites/pieces of finger food.	<p>PMP 19-1 Develops Meal Time Independence</p> <p><u>8-12 mos:</u> Shows interest in new foods; begins to finger-feed self; holds own bottle or cup; responds well when physical needs are met</p> <p><u>1-Year Old:</u> Begins to feed self with spoon or drink from a sippy cup</p> <p>PMP 20-1 Learns about Nutrition</p> <p><u>8-12 mos:</u> Diet includes healthy, nutritionally balanced solid food on an appropriate schedule</p> <p><u>1-Year Old:</u> Is on a consistent schedule of three healthy meals per day, and may include a light, nutritious snack</p>
16-36 Months	
Take bites from whole foods, coordinate chewing and swallowing.	<p>PMP 19-1 Develops Meal Time Independence</p> <p><u>2-Year Old:</u> Uses spoon or fork for feeding; drinks from cup without lid</p> <p><u>3-Year Old:</u> Is independent with eating and drinking at meal times; uses utensils; uses cup</p> <p>PMP 20-1 Learns about Nutrition</p> <p><u>2-Year Old:</u> Is on a consistent schedule of three healthy meals-per-day, and may include a light, nutritious snack</p> <p><u>3-Year Old:</u> Is learning the role of food and nutrition in daily routines; tries different kinds of nutritious foods</p>
Topic: Sensory-Motor	
Birth-8 Months	

Use senses and movement to explore immediate surroundings.	PMP 17-1 Develops Perception & Balance <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
6-18 Months	
Coordinate senses with movement.	PMP 17-1 Develops Perception & Balance <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
16-36 Months	
Use sensory information to guide movement to accomplish tasks.	PMP 17-1 Develops Perception & Balance <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
Strand: Physical Well-Being	
Topic: Body Awareness	
Birth-8 Months	
Show awareness of own body.	SED 4-1 Develops Awareness of Self <u>1-3 mos:</u> Shows interest in self, such as watching own hands or playing with feet <u>4-7 mos:</u> Learns about self by exploring hands, feet, body, and movement
6-18 Months	
Point to basic body parts when asked.	SED 4-1 Develops Awareness of Self <u>8-12 mos:</u> Enjoys watching self in mirror <u>1-Year Old:</u> Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others
16-36 Months	
Name, point to and move body parts when asked.	SED 4-1 Develops Awareness of Self <u>2-Year Old:</u> Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family LC 7-4 Expands Vocabulary <u>1-Year Old:</u> Locates body parts or colors when prompted; begins to use the names of objects, body parts and familiar people; begins to ask questions, such as "what's that?" <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
Topic: Physical Activity	
Birth-8 Months	
Interact with adults in physical activities.	PMP 17-2 Develops Lower Body Strength

	<p><u>1-3 mos:</u> Stretches and kicks legs when lying down; pushes down on legs when feet are placed on a firm surface</p> <p><u>4-7 mos:</u> Explores new body positions; rolls over; crawls; supports weight on legs; kicks at objects</p>
6-18 Months	
Using simple movement skills, participate in active physical play.	<p>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</p> <p><u>1-Year Old:</u> Is able to play for longer periods of time; is graduating off of morning nap</p>
16-36 Months	
Participate in active physical play and structured activities requiring spontaneous and instructed body movements.	<p>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</p> <p><u>2-Year Old:</u> No longer needs a morning nap</p> <p><u>3-Year Old:</u> Is able to play for longer periods of time without needing to rest</p>
Topic: Nutrition	
Birth-8 Months	
Express when hungry or full.	<p>PMP 20-1 Learns about Nutrition</p> <p><u>1-3 mos:</u> Is receiving a nutritious, age-appropriate diet of breastmilk and/or formula on an appropriate schedule</p> <p><u>4-7 mos:</u> Diet includes some cereals and healthy baby food on an appropriate schedule</p>
6-18 Months	
Follow a regular eating routine.	<p>PMP 20-1 Learns about Nutrition</p> <p><u>8-12 mos:</u> Diet includes healthy, nutritionally balanced solid food on an appropriate schedule</p> <p><u>1-Year Old:</u> Is on a consistent schedule of three healthy meals per day, and may include a light, nutritious snack</p>
16-36 Months	
Make simple food choices, have food preferences and demonstrate willingness to try new foods.	<p>PMP 20-1 Learns about Nutrition</p> <p><u>2-Year Old:</u> Is on a consistent schedule of three healthy meals-per-day, and may include a light, nutritious snack</p> <p><u>3-Year Old:</u> Is learning the role of food and nutrition in daily routines; tries different kinds of nutritious foods</p>
Topic: Self-Help	
Birth-8 Months	
Demonstrate emerging participation in dressing.	<p>PMP 19-2 Develops Self-Care Skills</p> <p><u>1-3 mos:</u> Lets caregivers know when there is a need, such as crying when awake or needing to be changed</p> <p><u>4-7 mos:</u> Uses different cries for different needs, such as when tired or when needing to be changed</p>
6-18 Months	
With adult assistance, participate in personal care tasks (e.g., handwashing, dressing, etc.).	<p>PMP 19-2 Develops Self-Care Skills</p> <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>
16-36 Months	
With modeling and support, complete personal care tasks (e.g., handwashing, dressing, toileting, etc.).	<p>PMP 19-2 Develops Self-Care Skills</p> <p><u>2-Year Old:</u> Shows increasing independence with self-care, such as helping wash hands or brush teeth</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
Topic: Safety Practices	
6-18 Months	
Follow adult intervention and guidance regarding safety.	PMP 20-2 Learns Safety Rules <u>8-12 mos</u> : Is learning in a safe environment where caregivers are modeling safe behaviors; is learning classroom rules <u>1-Year Old</u> : Is learning in a safe environment where caregivers are modeling safe behaviors; understands classroom rules
16-36 Months	
Cooperate and/or stop a behavior in response to a direction regarding safety.	PMP 20-2 Learns Safety Rules <u>2-Year Old</u> : Is learning in a safe environment where caregivers are modeling safe behaviors; understands safety rules; follows teacher's instructions with assistance <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
Use adults as resources when needing help in potentially unsafe or dangerous situations.	PMP 20-2 Learns Safety Rules <u>2-Year Old</u> : Is learning in a safe environment where caregivers are modeling safe behaviors; understands safety rules; follows teacher's instructions with assistance <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

DISCLAIMER:

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contact@lifecubby.me