

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:
Oregon Early Childhood Foundations
Ages Birth to 3



References



Oregon Department of Education. (2008). *Oregon early childhood foundations*. OR: Author. Retrieved from http://www.ode.state.or.us/gradelevel/pre_k/ecborntolearnecfoundations.pdf

Oregon Early Childhood Foundations Ages Birth to 3	Vine Assessments by LifeCubby
Approaches to Learning	Vine Indicators
Initiative and Curiosity (IC)	
AL.B3.IC.01 Shows curiosity towards and plays with a variety of sensory matter (play dough, glue, sand paper)	<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> <p><u>8-12 mos:</u> Shows interest in new toys; explores surroundings</p> <p><u>1-Year Old:</u> Shows interest in learning about new objects or experiences</p> <p><u>2-Year Old:</u> Shows interest in new objects or activities; tries different ways of using objects or materials</p> <p><u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities</p>
AL.B3.IC.02 Shows initiative in how objects can be used such as turning cup right-side-up or putting car upright on wheels	<p>ATL 1-5 Shows Initiative</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>
AL.B3.IC.03 Laughs or smiles at adults who are engaging in unexpected events	<p>SED 3-1 Expresses Emotion</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>
AL.B3.IC.04 Displays shyness at first, but usually able to warm up after developing sense of safety and trust when meeting new people	<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> <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>
AL.B3.IC.05 Takes pride in own achievements and sometimes resists help	<p>SED 4-2 Becomes Confident</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>
Reasoning and Problem Solving (PS)	
AL.B3.PS.01 Looks for and finds an object or person that disappears from sight	<p>ATL 1-2 Develops Memory</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> <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>
AL.B3.PS.02 Tries one or two ways to reach an object or person (rolls over, moves around something to reach a desired object)	<p>CS 14-1 Solves Problems</p> <p><u>4-7 mos</u>: Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth</p> <p><u>8-12 mos</u>: Acts intentionally to achieve a goal (e.g., trying different ways to reach a toy under a table)</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>
AL.B3.PS.03 Uses repetition to discover materials or new skills	<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> <p><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</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>
AL.B3.PS.04 Looks at the adult for help when trying to accomplish a new task (hands the toy to the adult to open)	<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>1-Year Old: 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>2-Year Old: 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>3-Year Old: Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems</p>
<p>AL.B3.PS.05 Manipulates toy or household item to cause an action (hits the pot to make a loud noise)</p>	<p>CS 14-2 Makes Predictions</p> <p>8-12 mos: Interacts purposefully with objects to cause an expected result, such as pushing a button on a toy to make a sound</p> <p>1-Year Old: Observes and experiments with cause and effect, such as pushing over a block tower</p> <p>2-Year Old: Makes predictions based on experience; explores materials and makes observations</p>
<p>AL.B3.PS.06 Combines two familiar objects in a functional manner, such as putting blocks in their container or putting a spoon into the bowl</p>	<p>CS 13-1 Explores Objects</p> <p>1-7 mos: Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping</p> <p>8-12 mos: 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</p> <p>1-Year Old: Observes and experiments with how things work, such as pushing a button on a toy to hear a sound</p> <p>2-Year Old: Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living</p> <p>3-Year Old: Asks why, where, when, how, what, and seeks answers through exploration</p>
<p>AL.B3.PS.07 Uses an object as a tool</p>	<p>CS 13-1 Explores Objects</p> <p>1-7 mos: Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping</p> <p>8-12 mos: 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</p> <p>1-Year Old: Observes and experiments with how things work, such as pushing a button on a toy to hear a sound</p> <p>2-Year Old: Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living</p> <p>3-Year Old: Asks why, where, when, how, what, and seeks answers through exploration</p>

The Arts	
Music (MU)	
AR.B3.MU.01 Responds to sounds by change in expression or eyes widening	<p>CCA 21-2 Explores Music <u>1-3 mos:</u> Listens and responds to singing and music <u>4-7 mos:</u> Explores musical instruments; bangs toy piano; rattles maracas <u>8-12 mos:</u> Plays with musical toys; may show preference for different sounds <u>1-Year Old:</u> Shows interest in and participates in a wide variety of music and songs</p>
AR.B3.MU.02 Responds to music by cooing, becoming quiet or looking at sound source	<p>CCA 21-2 Explores Music <u>1-3 mos:</u> Listens and responds to singing and music <u>4-7 mos:</u> Explores musical instruments; bangs toy piano; rattles maracas <u>8-12 mos:</u> Plays with musical toys; may show preference for different sounds <u>1-Year Old:</u> Shows interest in and participates in a wide variety of music and songs</p>
AR.B3.MU.03 Bangs and shakes toys placed in hand	<p>CCA 21-2 Explores Music <u>8-12 mos:</u> Plays with musical toys; may show preference for different sounds <u>1-Year Old:</u> Shows interest in and participates in a wide variety of music and songs <u>2-Year Old:</u> Joins in class exploration of musical instruments; may try to join in singing songs; may play with instruments or props during music time</p>
AR.B3.MU.04 Responding to and recognizing different types of sounds (loud/soft, fast/slow) by tapping feet, clapping hands, swaying with the body	<p>CCA 21-2 Explores Music <u>1-Year Old:</u> Shows interest in and participates in a wide variety of music and songs <u>2-Year Old:</u> Joins in class exploration of musical instruments; may try to join in singing songs; may play with instruments or props during music time <u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat</p>
AR.B3.MU.05 Uses everyday items to keep time to the rhythm of music (spoon, pan lid, toy)	<p>CCA 21-2 Explores Music <u>2-Year Old:</u> Joins in class exploration of musical instruments; may try to join in singing songs; may play with instruments or props during music time <u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat</p>
AR.B3.MU.06 Plays on rhythm instruments (tambourine or drum)	<p>CCA 21-2 Explores Music <u>2-Year Old:</u> Joins in class exploration of musical instruments; may try to join in singing songs; may play with instruments or props during music time <u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat</p>

AR.B3.MU.07 Hums or sings along to simple songs or rhymes	<p>CCA 21-2 Explores Music <u>2-Year Old:</u> Joins in class exploration of musical instruments; may try to join in singing songs; may play with instruments or props during music time <u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat</p>
Visual Art (VA)	
AR.B3.VA.01 Uses hands and mouth for sensory exploration of objects	<p>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>4-12 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials</p>
AR.B3.VA.02 Touches a variety of sensory materials (sand paper, soft rugs, etc.)	<p>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>4-12 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials</p>
AR.B3.VA.03 Uses creative materials of various textures (play dough, finger paints, paste)	<p>CCA 21-1 Explores Art Media <u>1-Year Old:</u> Uses art materials; makes marks with a crayon; finger paints <u>2-Year Old:</u> Uses a variety of art materials to create artwork or other inventions <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</p>
AR.B3.VA.04 Grasps crayon, pen or paintbrush	<p>CCA 21-1 Explores Art Media <u>1-Year Old:</u> Uses art materials; makes marks with a crayon; finger paints <u>2-Year Old:</u> Uses a variety of art materials to create artwork or other inventions <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</p>
AR.B3.VA.05 Enjoys tactile books	<p>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 <u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories</p>
AR.B3.VA.06 Shows choices (has preferred toys, foods, colors)	<p>ATL 1-5 Shows Initiative <u>4-7 mos:</u> Accepts, reaches for, grasps, or handles familiar toys <u>8-12 mos:</u> Initiates activities, such as getting a toy independently from a low shelf or basket <u>1-Year Old:</u> Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read) <u>2-Year Old:</u> Initiates play with others <u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting</p>

AR.B3.VA.07 Tries to imitate adult scribble	<p>LKS 9-1 Develops Emergent Writing <u>8-12 mos:</u> Can use a fat paint brush or celery stalk to “paint” <u>1-Year Old:</u> Makes marks on paper with large crayon or marker <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>
AR.B3.VA.08 Marks paper with crayon	<p>CCA 21-1 Explores Art Media <u>1-Year Old:</u> Uses art materials; makes marks with a crayon; finger paints <u>2-Year Old:</u> Uses a variety of art materials to create artwork or other inventions <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</p>
AR.B3.VA.09 Paints within limits of paper	<p>CCA 21-1 Explores Art Media <u>1-Year Old:</u> Uses art materials; makes marks with a crayon; finger paints <u>2-Year Old:</u> Uses a variety of art materials to create artwork or other inventions <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</p>
AR.B3.VA.10 Holds crayon with thumb and fingers	<p>CCA 21-1 Explores Art Media <u>1-Year Old:</u> Uses art materials; makes marks with a crayon; finger paints <u>2-Year Old:</u> Uses a variety of art materials to create artwork or other inventions <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</p>
AR.B3.VA.11 Uses familiar mark on page to represent name	<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>
Movement (MO)	
AR.B3.MO.01 Kicks and wiggles upon hearing familiar sounds	<p>CCA 21-3 Explores Movement and Dance <u>8-12 mos:</u> May move when music is playing <u>1-Year Old:</u> May move when music is playing and “bounce” to the music <u>2-Year Old:</u> Moves when music is playing; begins to move in time to music</p>

AR.B3.MO.02 Moves to rhythms by bouncing, rocking, moving arms	CCA 21-3 Explores Movement and Dance <u>1-Year Old:</u> May move when music is playing and “bounce” to the music <u>2-Year Old:</u> Moves when music is playing; begins to move in time to music <u>3-Year Old:</u> Participates in dance or creative movement activities
AR.B3.MO.03 Uses body to make sounds	CCA 21-3 Explores Movement and Dance <u>1-Year Old:</u> May move when music is playing and “bounce” to the music <u>2-Year Old:</u> Moves when music is playing; begins to move in time to music <u>3-Year Old:</u> Participates in dance or creative movement activities
AR.B3.MO.04 Matches movement to the music (fast movements for fast music, etc.)	CCA 21-3 Explores Movement and Dance <u>2-Year Old:</u> Moves when music is playing; begins to move in time to music <u>3-Year Old:</u> Participates in dance or creative movement activities
AR.B3.MO.05 Enjoys creative movement (hops like a rabbit)	CCA 21-3 Explores Movement and Dance <u>2-Year Old:</u> Moves when music is playing; begins to move in time to music <u>3-Year Old:</u> Participates in dance or creative movement activities
AR.B3.MO.06 Enjoys silly songs	CCA 21-3 Explores Movement and Dance <u>2-Year Old:</u> Moves when music is playing; begins to move in time to music <u>3-Year Old:</u> Participates in dance or creative movement activities
AR.B3.MO.07 Dances to music and songs	CCA 21-3 Explores Movement and Dance <u>2-Year Old:</u> Moves when music is playing; begins to move in time to music <u>3-Year Old:</u> Participates in dance or creative movement activities
Dramatic Play (DP)	
AR.B3.DP.01 Focuses on and responds to adult facial expressions	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 <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
AR.B3.DP.02 Imitates sounds and gestures of another person.	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 <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
AR.B3.DP.03 Responds playfully in mirror	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

	<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>
AR.B3.DP.04 Can read the intent of the facial expression of the speaker	<p>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</p>
AR.B3.DP.05 Enjoys imitating adult behavior such as wiping a tray or cooking a meal	<p>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</p>
AR.B3.DP.06 Pretends that a dolly or stuffed animal is "real"	<p>CCA 21-4 Participates in Dramatic Play <u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination <u>2-Year Old:</u> Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others <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>
AR.B3.DP.07 Acts out simple life scenes like going to the doctor	<p>CCA 21-4 Participates in Dramatic Play <u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination <u>2-Year Old:</u> Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others <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>
AR.B3.DP.08 Recites lines in a nursery rhyme	<p>LC 7-3 Develops Phonemic Awareness <u>4-7 mos:</u> Pays attention during songs and chanted rhymes <u>8-12 mos:</u> Listens and responds to rhymes and rhythms, including songs and chanted rhymes <u>1-Year Old:</u> Participates in group time with songs and chanted rhymes <u>2-Year Old:</u> Follows along or repeats parts of songs or nursery rhymes <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted</p>
AR.B3.DP.09 Adds words, makes comments, anticipates events during storytelling	<p>CCA 21-4 Participates in Dramatic Play <u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination <u>2-Year Old:</u> Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others <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>

Language and Literacy Development	
Listening and Understanding (LU)	
LL.B3.LU.01 Smiles at person who talks or gestures to him/her	<p>LC 7-1 Develops Receptive Communication <u>1-3 mos:</u> Turns head in the direction of a familiar voice <u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others</p>
LL.B3.LU.02 Waits for adult to take a turn in simple turn-taking routines, such as making sounds or pounding on the table	<p>LC 7-6 Learns Conversation Structure <u>1-Year Old:</u> May participate in back-and-forths; may make eye contact <u>2-Year Old:</u> Asks questions frequently; engages in back-and-forths; learns to take turns in conversations; makes eye contact</p>
LL.B3.LU.03 Responds with appropriate gestures to greetings/salutations, such as “bye bye”	<p>LC 7-1 Develops Receptive Communication <u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines <u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book”</p>
LL.B3.LU.04 Recognizes names of familiar objects, such as bottle or “binkie”	<p>LC 7-4 Expands Vocabulary <u>8-12 mos:</u> Points to body parts when prompted; uses or signs an increasing number of words <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</p>
LL.B3.LU.05 Responds to “give me” by relinquishing the object	<p>LC 7-1 Develops Receptive Communication <u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines <u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book” <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions</p>
LL.B3.LU.06 Retrieves a familiar object on request from an adult	<p>LC 7-1 Develops Receptive Communication <u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines <u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book” <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions</p>
Speaking and Communicating (SC)	
LL.B3.SC.01 Requests continued actions of a toy or activity through body movements, eye contact or vocalization	<p>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</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>
LL.B3.SC.02 Indicates preferences such as "no more" by turning or pushing away or raising arms to be picked up	<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><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>
LL.B3.SC.03 Uses single words to request information	<p>LC 7-2 Develops Expressive Communication</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>
LL.B3.SC.04 Answers and asks simple questions	<p>LC 7-6 Learns Conversation Structure</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>
LL.B3.SC.05 Labels objects and people	<p>LC 7-4 Expands Vocabulary</p> <p><u>8-12 mos:</u> Points to body parts when prompted; uses or signs an increasing number of words</p> <p><u>1-Year Old:</u> Locates body parts or colors when prompted; begins to use the names of objects, body parts and familiar people; begins to ask questions, such as "what's that?"</p> <p><u>2-Year Old:</u> Begins to recognize and possibly name classmates, familiar objects, body parts, colors, and animals; shows rapid growth in number of words or signs used in conversation with others</p> <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>
LL.B3.SC.06 Uses two-word sentences that combine two concepts	<p>LC 7-2 Develops Expressive Communication</p>

or thoughts, such as “daddy go” or “eat cookie”	<p><u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down"</p> <p><u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more</p>
LL.B3.SC.07 Uses plurals	<p>LC 7-5 Expands Grammar and Pronunciation</p> <p><u>1-Year Old:</u> Begins to use inflection properly, usually to convey likes or dislikes (e.g., No! Yes! Give me! Mine! Please!)</p> <p><u>2-Year Old:</u> Begins to apply grammar in speech (e.g., plurals, prepositions, tense); can use pronouns such as “he” or “she” correctly</p> <p><u>3-Year Old:</u> Can rhyme words (e.g., cat, sat); uses verbs in correct tense (e.g., she <u>walks</u> vs. she <u>walked</u>); may overcorrect grammar (e.g. “goed,” “mouses,” etc.)</p>
Phonological Awareness (PA)	
LL.B3.PA.01 Imitates sounds when made by caregiver	<p>LC 7-3 Develops Phonemic Awareness</p> <p><u>4-7 mos:</u> Pays attention during songs and chanted rhymes</p> <p><u>8-12 mos:</u> Listens and responds to rhymes and rhythms, including songs and chanted rhymes</p>
LL.B3.PA.02 Attempts to make own mouth move like that of an adult	<p>LC 7-3 Develops Phonemic Awareness</p> <p><u>4-7 mos:</u> Pays attention during songs and chanted rhymes</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> <p><u>2-Year Old:</u> Follows along or repeats parts of songs or nursery rhymes</p> <p><u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted</p>
LL.B3.PA.03 Imitates familiar two-syllable words	<p>LC 7-3 Develops Phonemic Awareness</p> <p><u>4-7 mos:</u> Pays attention during songs and chanted rhymes</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> <p><u>2-Year Old:</u> Follows along or repeats parts of songs or nursery rhymes</p> <p><u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted</p>
LL.B3.PA.04 Imitates a variety of novel words	<p>LC 7-3 Develops Phonemic Awareness</p> <p><u>4-7 mos:</u> Pays attention during songs and chanted rhymes</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> <p><u>2-Year Old:</u> Follows along or repeats parts of songs or nursery rhymes</p>

	<u>3-Year Old</u> : Can say rhymes; can give a rhyming word when prompted
LL.B3.PA.05 Joins in reciting the rhyme and clearly says some key words	LC 7-3 Develops Phonemic Awareness <u>4-7 mos</u> : Pays attention during songs and chanted rhymes <u>8-12 mos</u> : Listens and responds to rhymes and rhythms, including songs and chanted rhymes <u>1-Year Old</u> : Participates in group time with songs and chanted rhymes <u>2-Year Old</u> : Follows along or repeats parts of songs or nursery rhymes <u>3-Year Old</u> : Can say rhymes; can give a rhyming word when prompted
LL.B3.PA.06 Plays with language by repeating new words and making up nonsense words	LC 7-3 Develops Phonemic Awareness <u>4-7 mos</u> : Pays attention during songs and chanted rhymes <u>8-12 mos</u> : Listens and responds to rhymes and rhythms, including songs and chanted rhymes <u>1-Year Old</u> : Participates in group time with songs and chanted rhymes <u>2-Year Old</u> : Follows along or repeats parts of songs or nursery rhymes <u>3-Year Old</u> : Can say rhymes; can give a rhyming word when prompted
Book Knowledge and Appreciation (BK)	
LL.B3.BK.01 Manipulates books by looking, patting, pointing or turning pages	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 <u>8-12 mos</u> : Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories
LL.B3.BK.02 Acts out part of simple, familiar story	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
LL.B3.BK.03 Holds book right side up	LKS 8-1 Develops Early Literacy <u>1-Year Old</u> : Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings <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
LL.B3.BK.04 Turns pages front to back	LKS 8-1 Develops Early Literacy

	<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>
LL.B3.BK.05 Points to and names familiar pictures	<p>LKS 8-1 Develops Early Literacy</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>
LL.B3.BK.06 “Reads” book to others, making multiple-word utterances to tell the story	<p>LKS 8-1 Develops Early Literacy</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>
LL.B3.BK.07 Notices and reacts to changes in familiar stories	<p>LKS 8-1 Develops Early Literacy</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>
Print Awareness and Concepts (PR)	
LL.B3.PR.01 Attends to picture book for up to 3-5 minutes	<p>LKS 8-1 Develops Early Literacy</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>
LL.B3.PR.02 Recognizes familiar/favorite books	<p>LKS 8-1 Develops Early Literacy</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>
LL.B3.PR.03 Uses a few words to label objects or to name people	<p>LC 7-4 Expands Vocabulary</p> <p><u>8-12 mos:</u> Points to body parts when prompted; uses or signs an increasing number of words</p> <p><u>1-Year Old:</u> Locates body parts or colors when prompted; begins to use the names of objects, body parts and familiar people; begins to ask questions, such as "what's that?"</p> <p><u>2-Year Old:</u> Begins to recognize and possibly name classmates, familiar objects, body parts, colors, and animals; shows rapid growth in number of words or signs used in conversation with others</p> <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>
LL.B3.PR.04 Names line drawing of common objects	
LL.B3.PR.05 Selects pictures of familiar actions	<p>LC 7-4 Expands Vocabulary</p> <p><u>8-12 mos:</u> Points to body parts when prompted; uses or signs an increasing number of words</p> <p><u>1-Year Old:</u> Locates body parts or colors when prompted; begins to use the names of objects, body parts and familiar people; begins to ask questions, such as "what's that?"</p> <p><u>2-Year Old:</u> Begins to recognize and possibly name classmates, familiar objects, body parts, colors, and animals; shows rapid growth in number of words or signs used in conversation with others</p> <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>
LL.B3.PR.06 Recognizes the covers of several books and labels them	<p>LKS 8-1 Develops Early Literacy</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>
LL.B3.PR.07 Recognizes familiar signs and labels (e.g., fast food restaurant symbol) or logos (e.g., cereal box label)	<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>

LL.B3.PR.08 Recognizes own name on bedroom wall, coat rack or on chart used for classroom opening activities	<p>LKS 8-3 Develops Emergent Reading <u>2-Year Old:</u> Identifies some of the letters in own name; begins to recognize and understand that pictures or symbols can be “read” by others and have meaning <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading</p>
Early Writing (EW)	
LL.B3.EW.01 Bats at, reaches for, grasps or mouths objects placed within reach	<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 <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</p>
LL.B3.EW.02 Reaches for and picks up objects when placed in visual field	<p>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <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</p>
LL.B3.EW.03 Manipulates objects with hands and fingers	<p>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <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</p>
LL.B3.EW.04 Uses pincer grasp (i.e., thumb against tip of index finger)	<p>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <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</p>
LL.B3.EW.05 Uses writing tools	<p>LKS 9-1 Develops Emergent Writing <u>8-12 mos:</u> Can use a fat paint brush or celery stalk to “paint” <u>1-Year Old:</u> Makes marks on paper with large crayon or marker <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>

LL.B3.EW.06 Scribbles spontaneously	<p>LKS 9-1 Develops Emergent Writing <u>1-Year Old:</u> Makes marks on paper with large crayon or marker <u>2-Year Old:</u> Draws pictures using scribbles; makes or copies lines and curves, including letter-like marks with pencil or crayon; understands that people use writing to communicate</p>
LL.B3.EW.07 Imitates a vertical stroke and horizontal stroke	<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>
LL.B3.EW.08 Pretends to write	<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>
LL.B3.EW.09 Copies simple shapes (e.g., circle, cross, square)	<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>
LL.B3.EW.10 Attempts to make symbol/s to represent name (e.g., to put name on picture)	<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>

Mathematics (MA)	
Numbers and Operations (NO)	
MA.B3.NO.01 Indicates preference (wants more)	<p>CM 11-1 Learns Measurement and Quantities <u>4-7 mos:</u> Plays with more than one object at a time <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")</p>

<p>MA.B3.NO.02 Experiments with quantities and space (stacks blocks, fills containers, dumps contents)</p>	<p>CM 11-1 Learns Measurement and Quantities <u>1-Year Old:</u> Begins to say numbers for amounts; begins to use quantity phrases (e.g., "more") <u>2-Year Old:</u> Begins to notice differences in size, quantity, and distance (more, all gone, big, little, near, far, long, short, etc.)</p> <p>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</p>
<p>MA.B3.NO.03 Manipulates similar objects (blocks, rings)</p>	<p>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 <u>2-Year Old:</u> Sorts objects by shape, size, and/or weight</p>
<p>MA.B3.NO.04 Counts in Nursery Rhymes or songs, such as "Three Little Monkeys"</p>	<p>CM 10-1 Begins Counting <u>1-3 mos:</u> Experiences counting as caregivers count 1-2-3 in play time <u>4-7 mos:</u> Pays attention as an adult counts <u>8-12 mos:</u> Babbles while an adult counts <u>1-Year Old:</u> Can say numbers 1-3 with help; shows interest in and awareness of numbers and counting during daily routines and activities</p>
<p>MA.B3.NO.05 Sorts objects into separate piles</p>	<p>CS 13-2 Classifies or Sorts Objects <u>1-Year Old:</u> Helps with cleanup; begins to group objects, such as blocks in one pile and stuffed animals in another <u>2-Year Old:</u> Recognizes similarities or differences between familiar and unfamiliar people, objects or events <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function</p>
<p>MA.B3.NO.06 Compares quantities of small groups (all, more, less)</p>	<p>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</p>
<p>MA.B3.NO.07 Counts to five or higher from memory</p>	<p>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</p>
<p>MA.B3.NO.08 Identifies a single piece of a puzzle as "one"</p>	<p>CM 10-3 Learns Addition, Subtraction and Division <u>2-Year Old:</u> Knows own age and can hold up the correct number of fingers <u>3-Year Old:</u> When counting objects, understands that the last number counted represents the total</p>
<p>MA.B3.NO.09 Gives 2 items when asked</p>	<p>CM 11-1 Learns Measurement and Quantities <u>1-Year Old:</u> Begins to say numbers for amounts; begins to use quantity phrases (e.g., "more")</p>
<p>Geometry and Spatial Sense (GS)</p>	
<p>MA.B3.GS.01 Visually tracks mobile or other object from side to side</p>	<p>CM 12-2 Develops Spatial Awareness <u>8-12 mos:</u> Explores ways objects and people move and fit in space</p>

MA.B3.GS.02 Looks intently at patterns or geometric shapes	CM 12-1 Learns Shapes & Sizes 8-12 mos: Works with shape sorter or size stacker 1-Year Old: Identifies shapes; begins to sort by size
MA.B3.GS.03 Places one block on top of another	CM 12-2 Develops Spatial Awareness 8-12 mos: Explores ways objects and people move and fit in space 1-Year Old: Is learning how shapes fit together, such as working with shape sorters or knob puzzles
MA.B3.GS.04 Places round and or square forms into toys	CM 12-2 Develops Spatial Awareness 8-12 mos: Explores ways objects and people move and fit in space 1-Year Old: Is learning how shapes fit together, such as working with shape sorters or knob puzzles
MA.B3.GS.05 Completes simple puzzles	CM 12-2 Develops Spatial Awareness 2-Year Old: Is learning how shapes fit together, such as working with shape sorters or knob puzzles 3-Year Old: Understands conditional locations such as over/under, inside/outside, in front/behind
MA.B3.GS.06 Recognizes circle, square and triangle	CM 12-1 Learns Shapes & Sizes 1-Year Old: Identifies shapes; begins to sort by size 2-Year Old: Sorts objects by shape, size, and/or weight 3-Year Old: Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated
MA.B3.GS.07 Builds tower using blocks/Legos	CM 12-2 Develops Spatial Awareness 2-Year Old: Is learning how shapes fit together, such as working with shape sorters or knob puzzles 3-Year Old: Understands conditional locations such as over/under, inside/outside, in front/behind
Patterns and Measurement (PM)	
MA.B3.PM.01 Shows visual interest in contrasting colors, patterns, and textures	CS 13-1 Explores Objects 1-7 mos: Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping 8-12 mos: 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
MA.B3.PM.02 Manipulates objects in a variety of ways to learn about their properties (shakes rattle, opens boxes)	CS 13-1 Explores Objects 1-7 mos: Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping 8-12 mos: 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
MA.B3.PM.03 Anticipates familiar events (bed time, nap time, play time) by getting favorite toy, clothes, etc. associated with the event	ATL 2-1 Understands Routines 1-Year Old: Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat) 2-Year Old: 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
MA.B3.PM.04 Recognizes shapes and colors	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
MA.B3.PM.05 Completes simple puzzles	CM 11-2 Understands Patterns <u>3-Year Old</u> : Can complete simple patterns, such as red-blue-red-blue-red-blue; can tell what comes next
MA.B3.PM.06 Matches like objects, shapes and colors	CS 13-2 Classifies or Sorts Objects <u>1-Year Old</u> : Helps with cleanup; begins to group objects, such as blocks in one pile and stuffed animals in another <u>2-Year Old</u> : Recognizes similarities or differences between familiar and unfamiliar people, objects or events <u>3-Year Old</u> : Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function
MA.B3.PM.07 Describes objects in play using size concepts, such as “big dog”	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
MA.B3.PM.08 Understands time words such as after and before	SS 16-2 Understands Time <u>8-12 mos</u> : Is on a daily schedule that regulates feeding and sleeping <u>1-Year Old</u> : Is learning that the day follows a routine of time, such as “time for snack” <u>2-Year Old</u> : Understands that the day is separated into different segments, such as snack time, naptime, bed time, morning, and evening <u>3-Year Old</u> : Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school)

Physical Education and Health (PE)	
Fine (Small) Motor (FM)	
PE.B3.FM.01 Reaches for and grasps objects or toys	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 <u>8-12 mos</u> : Uses hands for more complex tasks, such as rotating objects, releasing objects, and feeling textures
PE.B3.FM.02 Explores textures in the environment	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><u>8-12 mos:</u> Uses hands for more complex tasks, such as rotating objects, releasing objects, and feeling textures</p>
PE.B3.FM.03 Transfers objects from hand to hand	<p>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</p> <p><u>1-3 mos:</u> Opens and shuts hands</p> <p><u>4-7 mos:</u> Turns objects in hands; uses hands or feet to make contact with objects or people</p> <p><u>8-12 mos:</u> Uses hands for more complex tasks, such as rotating objects, releasing objects, and feeling textures</p>
PE.B3.FM.04 Picks up and drops objects intentionally	<p>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</p> <p><u>1-3 mos:</u> Opens and shuts hands</p> <p><u>4-7 mos:</u> Turns objects in hands; uses hands or feet to make contact with objects or people</p> <p><u>8-12 mos:</u> Uses hands for more complex tasks, such as rotating objects, releasing objects, and feeling textures</p>
PE.B3.FM.05 Puts objects in container	<p>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</p> <p><u>1-Year Old:</u> Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker</p> <p><u>2-Year Old:</u> Uses hands for complex tasks such as building a block tower or removing a lid; works with clay; uses thumbs and fingers to manipulate objects</p> <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>
PE.B3.FM.06 Uses simple tools such as a spoon or crayon	<p>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</p> <p><u>1-Year Old:</u> Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker</p> <p><u>2-Year Old:</u> Uses hands for complex tasks such as building a block tower or removing a lid; works with clay; uses thumbs and fingers to manipulate objects</p> <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>
PE.B3.FM.07 Aligns or stacks blocks	<p>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</p> <p><u>1-Year Old:</u> Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker</p> <p><u>2-Year Old:</u> Uses hands for complex tasks such as building a block tower or removing a lid; works with clay; uses thumbs and fingers to manipulate objects</p> <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>
Gross (Large) Motor (GM)	
PE.B3.GM.01 Controls movement of head (turns head to both sides), arms and legs (brings foot to mouth, rolls from stomach to back)	<p>PMP 17-1 Develops Perception & Balance</p> <p><u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes</p>

PE.B3.GM.02 Sits with and without support	PMP 17-1 Develops Perception & Balance <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
PE.B3.GM.03 Crawls or moves across the floor independently	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
PE.B3.GM.04 Stands with assistance or independently	PMP 17-2 Develops Lower Body Strength <u>8-12 mos:</u> Progresses from rolling to sitting to crawling to pulling up to cruising; stands; takes first steps; may begin walking
PE.B3.GM.05 Climbs stairs or onto chair independently or with assistive devices	PMP 17-5 Develops Large Motor Coordination Skills <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
PE.B3.GM.06 Walks, runs, climbs, and hops independently or with assistive devices	PMP 17-5 Develops Large Motor Coordination Skills <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
PE.B3.GM.07 Participates in a variety of gross motor games (dances, throws a ball, Ring around the Rosy)	PMP 17-5 Develops Large Motor Coordination Skills <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
Health Status and Practices (HP)	
PE.B3.HP.01 Holds own bottle	PMP 19-1 Develops Meal Time Independence <u>1-Year Old:</u> Begins to feed self with spoon or drink from a sippy cup <u>2-Year Old:</u> Uses spoon or fork for feeding; drinks from cup without lid <u>3-Year Old:</u> Is independent with eating and drinking at meal times; uses utensils; uses cup
PE.B3.HP.02 Picks up food	PMP 19-1 Develops Meal Time Independence <u>1-Year Old:</u> Begins to feed self with spoon or drink from a sippy cup <u>2-Year Old:</u> Uses spoon or fork for feeding; drinks from cup without lid

	<p><u>3-Year Old:</u> Is independent with eating and drinking at meal times; uses utensils; uses cup</p>
PE.B3.HP.03 Removes socks and loose clothing	<p>PMP 19-2 Develops Self-Care Skills <u>8-12 mos:</u> Helps with daily routines, such as washing hands and getting dressed <u>1-Year Old:</u> Shows increasing independence, such as dressing with help</p>
PE.B3.HP.04 Cooperates in hand washing or washed own hands	<p>PMP 19-2 Develops Self-Care Skills <u>2-Year Old:</u> Shows increasing independence with self-care, such as helping wash hands or brush teeth <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>
PE.B3.HP.05 Holds parents' hand outdoors	<p>PMP 20-2 Learns Safety Rules <u>1-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands classroom rules <u>2-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands safety rules; follows teacher's instructions with assistance <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</p>
PE.B3.HP.06 Understands and stays away from common dangers	<p>PMP 20-2 Learns Safety Rules <u>1-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands classroom rules <u>2-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands safety rules; follows teacher's instructions with assistance <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</p>
PE.B3.HP.07 Uses simple utensils	<p>PMP 19-2 Develops Self-Care Skills <u>2-Year Old:</u> Shows increasing independence with self-care, such as helping wash hands or brush teeth <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>
PE.B3.HP.08 Puts on hat and coat	<p>PMP 19-2 Develops Self-Care Skills <u>2-Year Old:</u> Shows increasing independence with self-care, such as helping wash hands or brush teeth <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>

Science (SC)	
Matter (MA)	
SC.B3.MA.01 Reacts to various sensations such as extreme temperatures or tastes	<p>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</p>
SC.B3.MA.02 Explores environment, but still keeps close to parent	<p>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 <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</p>
SC.B3.MA.03 Enjoys messy activities with water or food	<p>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>4-12 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</p>
SC.B3.MA.04 Points to distant objects outdoors such as the moon or stars	<p>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</p>
SC.B3.MA.05 Explores cabinets and drawers by taking things out	<p>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 <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</p>
SC.B3.MA.06 Imitates environmental sounds	<p>LC 7-1 Develops Receptive Communication <u>1-3 mos:</u> Turns head in the direction of a familiar voice <u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others <u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines</p>

SC.B3.MA.07 Uses tools to reach items out of reach	<p>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 <u>2-Year Old:</u> Able to solve problems by trying more than one approach; continues efforts to complete a challenging task</p>
SC.B3.MA.08 Uses tools to obtain results (snips with scissors, digs with shovel)	<p>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 <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)</p>
Force/Energy (FE)	
SC.B3.FE.01 Repeats action to produce desired effects	<p>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</p>
SC.B3.FE.02 Repeats activity that produces an interesting result	<p>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</p>
SC.B3.FE.03 Plays with a variety of toys to produce effects	<p>CS 13-1 Explores Objects <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</p>
SC.B3.FE.04 Throws or drops objects by pulling on cloth to get out of reach object	<p>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 <u>2-Year Old:</u> Able to solve problems by trying more than one approach; continues efforts to complete a challenging task</p>
SC.B3.FE.05 Uses a stick to get a ball under a couch or chair	<p>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 <u>2-Year Old:</u> Able to solve problems by trying more than one approach; continues efforts to complete a challenging task</p>

Forming the Questions and Hypothesis and Designing the Investigation (FQ)	
SC.B3.FQ.01 Uses hands and mouth for sensory exploration of 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
SC.B3.FQ.02 Smells different things	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
SC.B3.FQ.03 Enjoys messy activities with water or food	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
SC.B3.FQ.04 Reacts to various sensations such as varying temperatures or tastes	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
SC.B3.FQ.05 Uses adults to help solve problems (points to object they want, pulls adult over to open a door)	SED 5-1 Bonds with Adults <u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task <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
SC.B3.FQ.06 Solves simple problems through repeatedly trying different solutions	CS 14-1 Solves Problems <u>4-7 mos:</u> Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth <u>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 <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)
SC.B3.FQ.07 Asks questions related to events in the environment (“what happened to,” “when will the bird come back...”)	ATL 1-4 Is Curious <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

Collecting and Presenting Data and Analyzing and Interpreting Results (CD)	
SC.B3.CD.01 Observes or tracks events and objects	<p>CM 11-1 Learns Measurement and Quantities <u>2-Year Old:</u> Begins to notice differences in size, quantity, and distance (more, all gone, big, little, near, far, long, short, etc.) <u>3-Year Old:</u> Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)</p>
SC.B3.CD.02 Sorts objects into categories	<p>CS 13-2 Classifies or Sorts Objects <u>1-Year Old:</u> Helps with cleanup; begins to group objects, such as blocks in one pile and stuffed animals in another <u>2-Year Old:</u> Recognizes similarities or differences between familiar and unfamiliar people, objects or events <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function</p>
SC.B3.CD.03 Describes objects in the environment using simple properties such as big or small	<p>CS 13-2 Classifies or Sorts Objects <u>1-Year Old:</u> Helps with cleanup; begins to group objects, such as blocks in one pile and stuffed animals in another <u>2-Year Old:</u> Recognizes similarities or differences between familiar and unfamiliar people, objects or events <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function</p>
SC.B3.CD.04 Records event through story telling, such as “this happened when we...”	<p>LC 7-2 Develops Expressive Communication <u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more <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>
Organisms and Heredity (OH)	
SC.B3.OH.01 Inspects surroundings	<p>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 <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</p>
SC.B3.OH.02 Explores adult features (e.g., pokes, pats)	<p>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 <u>8-12 mos:</u> Shows interest in new toys; explores surroundings</p>

	<p><u>1-Year Old:</u> Shows interest in learning about new objects or experiences</p> <p><u>2-Year Old:</u> Shows interest in new objects or activities; tries different ways of using objects or materials</p> <p><u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities</p>
SC.B3.OH.03 Responds differently to children and adults	<p>SED 5-1 Bonds with Adults</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>SED 6-2 Bonds with Peers</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>
SC.B3.OH.04 Recognizes several people in addition to immediate family	<p>SED 5-1 Bonds with Adults</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>
SC.B3.OH.05 Matches sounds to animals	<p>CS 15-2 Develops an Understanding of and Care for the Natural World</p> <p><u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; shows respect for living things</p>
SC.B3.OH.06 Identifies at least 4 animals in pictures when they are named or signed	<p>CS 15-2 Develops an Understanding of and Care for the Natural World</p> <p><u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; shows respect for living things</p>
SC.B3.OH.07 Identifies the difference between living and non-living organisms	<p>CS 15-1 Explores the Natural Environment</p> <p><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</p>
SC.B3.OH.08 Supports the child's interest in and exploration of the environment, both indoor and outdoors	<p>CS 15-1 Explores the Natural Environment</p> <p><u>8-12 mos:</u> Observes objects of the natural environment through the senses by touching, mouthing, watching</p> <p><u>1-Year Old:</u> Explores objects of the natural environment through the senses; shows interest in natural objects or processes</p> <p><u>2-Year Old:</u> Uses objects of the natural environment in art, sensory, and play</p>

	<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
Diversity and Interdependence and the Dynamic Earth (DI)	
SC.B3.DI.01 Acknowledges and shows preference for familiar adult/parent	SED 5-1 Bonds with Adults <u>4-7 mos</u> : Knows and responds positively to familiar faces; begins to know if someone is a stranger <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
SC.B3.DI.02 Role plays affection and care with a doll or stuffed animal (patting, rocking, soothing doll)	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
SC.B3.DI.03 Shows understanding of the needs of animals at home and in the environment (birds need seeds, cat needs food and water)	CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old</u> : Can name different types of plants and animals; helps in school garden; shows respect for living things
SC.B3.DI.04 Attempts to comfort others in distress	SED 6-1 Builds Empathy <u>1-Year Old</u> : Observes emotions of others; may respond to another's preferences, such as offering different objects until one is accepted <u>2-Year Old</u> : Begins to care for the feelings and needs of others <u>3-Year Old</u> : Recognizes the feelings of others; asks an adult for help when another child is in distress
SC.B3.DI.05 Understands the impact of actions (hug comforts, kick can cause pain)	ATL 2-2 Shows Responsibility <u>2-Year Old</u> : Follows adult directives; follows basic rules with the help of caregivers; helps pick up toys at cleanup time; is able to be redirected <u>3-Year Old</u> : Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege

Social Emotional Development (SE)	
Self Concept (SA)	
SE.B3.SA.01 Recognizes and responds playfully to own image in mirror	SED 4-1 Develops Awareness of Self <u>8-12 mos</u> : Enjoys watching self in mirror

	<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>
SE.B3.SA.02 Regularly makes choices among toys, food and people, demonstrating clear preferences	<p>ATL 1-5 Shows Initiative <u>8-12 mos:</u> Initiates activities, such as getting a toy independently from a low shelf or basket <u>1-Year Old:</u> Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read) <u>2-Year Old:</u> Initiates play with others <u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting</p>
SE.B3.SA.03 Indicates “no” or otherwise indicates refusal	<p>ATL 1-5 Shows Initiative <u>8-12 mos:</u> Initiates activities, such as getting a toy independently from a low shelf or basket <u>1-Year Old:</u> Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read) <u>2-Year Old:</u> Initiates play with others</p>
SE.B3.SA.04 Expresses feelings of interest, pleasure, surprise, excitement, warning, and complaint	<p>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 <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 <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</p>
SE.B3.SA.05 Expresses empathy and attempts to comfort others in distress	<p>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) <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 <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</p>
SE.B3.SA.06 Makes positive statements about self, such as “I did it,” “Look at me,” “I run fast”	<p>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</p>

	<u>3-Year Old:</u> Is pleased to complete daily routines and learn new skills
SE.B3.SA.07 Engages 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 <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
Self Control (SC)	
SE.B3.SC.01 Communicates through non-verbal cues: smiling, eye contact, showing interest by looking at an object or person and gesturing	SED 3-1 Expresses Emotion <u>1-3 mos:</u> Begins to show emotions with face and body; may begin to smile
SE.B3.SC.02 Calms self with support from adults (sucking on hand or pacifier)	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 <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 <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
SE.B3.SC.03 Waits for adult to take a turn during vocal exchanges and social interaction games, such as peek-a-boo	LC 7-6 Learns Conversation Structure <u>1-Year Old:</u> May participate in back-and-forths; may make eye contact <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
SE.B3.SC.04 Indicates “no more” or “I don’t like this” by vocalizing, turning away	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
SE.B3.SC.05 Seeks adult’s assistance by vocalizing, pointing or other signals	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"
SE.B3.SC.06 Responds appropriately to redirection or reminders (wait, get down, my turn)	ATL 2-2 Shows Responsibility <u>1-Year Old</u> : Accepts adult redirection; begins to respond to directives
SE.B3.SC.07 Uses words to request assistance	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"
Cooperation (CO)	
SE.B3.CO.01 Cooperates in eating and dressing	PMP 19-2 Develops Self-Care Skills <u>8-12 mos</u> : Helps with daily routines, such as washing hands and getting dressed <u>1-Year Old</u> : Shows increasing independence, such as dressing with help <u>2-Year Old</u> : Shows increasing independence with self-care, such as helping wash hands or brush teeth
SE.B3.CO.02 Participates in simple social games, such as peek-a-boo or This Little Piggy, by taking turns, anticipating an event or indicating s/he wants adult to continue playing.	SED 6-2 Bonds with Peers <u>1-Year Old</u> : Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play) <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
SE.B3.CO.03 Cooperates in toileting	PMP 19-3 Becomes Toilet Trained <u>1-Year Old</u> : Shows interest in the process of toileting <u>2-Year Old</u> : Toilet training is underway <u>3-Year Old</u> : Is fully or nearly toilet trained
SE.B3.CO.04 Spontaneously shares objects with adult	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
SE.B3.CO.05 Plays alongside other children with some exchange of toys	SED 6-2 Bonds with Peers <u>1-Year Old</u> : Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play) <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
SE.B3.CO.06 Helps with simple household or classroom tasks	ATL 2-2 Shows Responsibility <u>2-Year Old</u> : Follows adult directives; follows basic rules with the help of caregivers; helps pick up toys at cleanup time; is able to be redirected <u>3-Year Old</u> : Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
SE.B3.CO.07 Negotiates with peer about toys, taking turns or trading	SED 6-3 Cooperates with Peers <u>2-Year Old</u> : Begins to cooperate with others (e.g. shares toys, works toward a common goal, such as building a block tower); is learning to take turns; is learning to use words with peers <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
SE.B3.CO.08 Uses socially acceptable verbal and nonverbal approaches to join other children who are engaging in cooperative play	SED 6-3 Cooperates with Peers <u>2-Year Old</u> : Begins to cooperate with others (e.g. shares toys, works toward a common goal, such as building a block tower); is learning to take turns; is learning to use words with peers <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
Social Relationships (SR)	
SE.B3.SR.01 Tries to attract attention by making sounds or smiling	SED 5-1 Bonds with Adults <u>1-3 mos</u> : Enjoys interactions with familiar adults; smiles and laughs
SE.B3.SR.02 Participates in social games, such as peek-a-boo or “This Little Piggy,” anticipating an event, or indicating she/he wants the adult to continue	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 <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
SE.B3.SR.03 Shows affection to familiar adults (e.g. pats, hugs, kisses)	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
SE.B3.SR.04 Plays comfortably in a small group of children	<p>SED 6-2 Bonds with Peers</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>
SE.B3.SR.05 Works collaboratively toward a goal with peers, such as digging a hole in the sand or building a castle with blocks	<p>SED 6-3 Cooperates with Peers</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>
SE.B3.SR.06 Tries to please adults by doing actions and looking for approval	<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>
SE.B3.SR.07 Tries to comfort others who are in distress (patting, hugging or kissing hurt place)	<p>SED 6-1 Builds Empathy</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>
Knowledge of Families, Community, and Diversity (KF)	
SE.B3.KF.01 Responds differently to family members than strangers	<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>
SE.B3.KF.02 Participates in simple social games with family members	<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</p>

	for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task
SE.B3.KF.03 Recognizes self and other family members in photographs	<p>SED 4-1 Develops Awareness of Self</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>
SE.B3.KF.04 Recognizes possessions of self and other family members (“my coat,” “Mommy’s coat”)	<p>SED 4-1 Develops Awareness of Self</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>
SE.B3.KF.05 Talks to dolls or animals and makes them interact with one another, including some family roles such as “mommy” and “baby”	<p>SED 5-2 Learns from Adults</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>
SE.B3.KF.06 Speaks in home language with family members and uses main language spoken in childcare with those who do not speak home language	<p>LC 7-2 Develops Expressive Communication</p> <p><u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as “my book,” “more juice,” or “I want down”</p> <p><u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more</p> <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>

Social Science (SS)	
History (HI)	
SS.B3.HI.01 Repeats actions or activities that produce desirable results such as laughter or applause	<p>CS 14-1 Solves Problems</p> <p><u>4-7 mos:</u> Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth</p>
SS.B3.HI.02 Recognizes cues such as putting on coat means going “out” or “bye-bye”	<p>SS 16-2 Understands Time</p> <p><u>8-12 mos:</u> Is on a daily schedule that regulates feeding and sleeping</p> <p><u>1-Year Old:</u> Is learning that the day follows a routine of time, such as “time for snack”</p> <p><u>2-Year Old:</u> Understands that the day is separated into different segments, such as snack time, naptime, bed time, morning, and evening</p>

	<u>3-Year Old</u> : Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school)
SS.B3.HI.03 Participates in rituals or routines (washing hands before eating, feeding the family pet, turning pages of familiar book)	ATL 2-1 Understands Routines <u>4-7 mos</u> : Demonstrates awareness of daily routines with behavior; may open mouth for feeding or lift arms to be picked up <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) <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
Geography, Environment and Surroundings (GE)	
SS.B3.GE.01 Responds to “no” by looking, stopping or withdrawing	ATL 2-2 Shows Responsibility <u>1-Year Old</u> : Accepts adult redirection; begins to respond to directives <u>2-Year Old</u> : Follows adult directives; follows basic rules with the help of caregivers; helps pick up toys at cleanup time; is able to be redirected
SS.B3.GE.02 Uses adults to solve problems (takes a toy to an adult for them to manipulate, looks to an adult to open a box or a door)	SED 5-1 Bonds with Adults <u>1-Year Old</u> : Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task <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
SS.B3.GE.03 Responds to simple rules in the environment (holds parents hand, avoids hot items)	ATL 2-2 Shows Responsibility <u>2-Year Old</u> : Follows adult directives; follows basic rules with the help of caregivers; helps pick up toys at cleanup time; is able to be redirected <u>3-Year Old</u> : Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
Economics and Economic Concepts (EC)	
SS.B3.EC.01 Gazes, reaches or vocalizes to get desired object or toy	ATL 1-5 Shows Initiative <u>4-7 mos</u> : Accepts, reaches for, grasps, or handles familiar toys <u>8-12 mos</u> : Initiates activities, such as getting a toy independently from a low shelf or basket <u>1-Year Old</u> : Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read)

<p>SS.B3.EC.02 Uses signs or words to express desire for more, or points or makes noise to obtain results</p>	<p>LC 7-2 Develops Expressive Communication <u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down" <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</p>
<p>SS.B3.EC.03 Exchanges toys with other children during play</p>	<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>
<p>SS.B3.EC.04 Recognizes a set of "one" when asked, and will give one of many to another child</p>	<p>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</p>
<p>SS.B3.EC.05 Notices who has what objects during play and tries to rearrange outcome (wants same or more number of blocks as another child)</p>	<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>
<p>Civics and Government Diversity (CG)</p>	
<p>SS.B3.CG.01 Participates in simple social games and show affection to family members</p>	<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>

<p>SS.B3.CG.02 Recognizes possessions of self and family members (my coat, mommy's coat)</p>	<p>SED 4-1 Develops Awareness of Self <u>1-Year Old:</u> Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others <u>2-Year Old:</u> Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family</p>
<p>SS.B3.CG.03 Engages in adult role play, such as cooking, hammering, talking on phone</p>	<p>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</p>
<p>SS.B3.CG.04 Tries to help by running errands or anticipating what is needed</p>	<p>ATL 2-2 Shows Responsibility <u>1-Year Old:</u> Accepts adult redirection; begins to respond to directives <u>2-Year Old:</u> Follows adult directives; follows basic rules with the help of caregivers; helps pick up toys at cleanup time; is able to be redirected <u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege</p>
<p>SS.B3.CG.05 Speaks in home language with family members</p>	<p>LC 7-2 Develops Expressive Communication <u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down" <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</p>
<p>SS.B3.CG.06 Recognizes diverse family members in pictures in storybook, such as animal families and families of various cultures</p>	<p>SS 16-1 Explores Cultures <u>1-12 mos:</u> Participates in experiential opportunities that are culturally diverse <u>1-2-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</p>

DISCLAIMER:

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