

# 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:  
**Revised Tennessee Early Learning  
Developmental Standards: Birth-48 months**



## References



Tennessee Department of Education. (2013). *Revised Tennessee early learning developmental standards: Birth-48 months*. TN: Author. Retrieved from [https://tn.gov/assets/entities/education/attachments/std\\_tnelds\\_birth-4yo.pdf](https://tn.gov/assets/entities/education/attachments/std_tnelds_birth-4yo.pdf)

<b>Revised Tennessee Early Learning Developmental Standards: Birth-48 months</b>	<b>Vine Assessments by LifeCubby</b>
<b>Approaches to Learning (AL)</b>	<b>Vine Indicators</b>
<b>Engages and Interacts</b>	
<b>Birth – 12 months</b>	
AL.0-12.1 Interact with caregiver in a playful manner.	<b>SED 5-1 Bonds with Adults</b> <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger <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
AL.0-12.2 Show awareness of familiar items in her environment.	<b>ATL 1-2 Develops Memory</b> <u>1-3 mos:</u> Recognizes familiar objects and people <u>4-7 mos:</u> Begins to develop object permanence (the understanding that people and objects out of sight still exist) <u>8-12 mos:</u> Looks for someone or something that is missing
AL.0-12.3 Demonstrate some awareness of familiar people and activities.	<b>SED 5-1 Bonds with Adults</b> <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
<b>13 months – 24 months</b>	
AL.13-24.1 Interact with familiar people and a variety of materials in a playful manner.	<b>SED 5-1 Bonds with Adults</b> <u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task
AL.13-24.2 Begin to self-select play activities to support own curiosity and to engage in pretend and imaginative play.	<b>ATL 1-4 Is Curious</b> <u>1-Year Old:</u> Shows interest in learning about new objects or experiences
AL.13-24.3 Demonstrate an emerging awareness of the connection between prior and new knowledge.	<b>ATL 1-2 Develops Memory</b> <u>1-Year Old:</u> Finds hidden or missing people or objects; looks in multiple locations for missing objects
<b>25 months – 36 months</b>	
AL.25-36.1 Interact with other children in a playful manner.	<b>SED 6-2 Bonds with Peers</b> <u>1-Year Old:</u> Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play)
AL.25-36.2 Self-select play activities to support own curiosity and to	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <u>1-Year Old:</u> Able to shift focus; participates in new activities; demonstrates imagination in using materials to create something new

engage in pretend and imaginative play.	
AL.25-36.3 Demonstrate an increasing awareness of the connection between prior and new knowledge.	<b>ATL 1-2 Develops Memory</b> <u>2-Year Old:</u> Remembers actions and locations of familiar adults, objects and routines; notices and responds to things that are different
37 months – 48 months	
AL.37-48.1 Demonstrate increasing interest in interactions within his environment.	<b>ATL 1-4 Is Curious</b> <u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities
AL.37-48.2 Demonstrate ability to act out more complex pretend play scenarios.	<b>CCA 21-4 Participates in Dramatic Play</b> <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
AL.37-48.3 Demonstrate awareness of connection between prior and new knowledge.	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <u>3-Year Old:</u> Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation
<b>Flexibility and Inventiveness</b>	
Birth – 12 months	
AL.0-12.4 Demonstrate emerging ability to transition from one thing to another with little protest.	<b>ATL 2-1 Understands Routines</b> <u>1-3 mos:</u> Is sleeping and eating on a developmentally-appropriate schedule ( <i>for questions, consult pediatric guides</i> ) <u>4-7 mos:</u> Demonstrates awareness of daily routines with behavior; may open mouth for feeding or lift arms to be picked up <u>8-12 mos:</u> Remembers daily routines; knows how to use familiar objects
AL.0-12.5 Begin to explore materials by mouthing, touching and throwing.	<b>CS 13-1 Explores Objects</b> <u>1-3 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping <u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button
13 months – 24 months	
AL.13-24.4 Attempt new things with adult support.	<b>ATL 1-4 Is Curious</b> <u>1-Year Old:</u> Shows interest in learning about new objects or experiences
AL.13-24.5 Begin to ask simple questions.	<b>ATL 1-4 Is Curious</b> <u>1-Year Old:</u> Shows interest in learning about new objects or experiences
25 months – 36 months	
AL.25-36.4 Attempt new things with excitement and anticipation.	<b>ATL 1-4 Is Curious</b> <u>2-Year Old:</u> Shows interest in new objects or activities; tries different ways of using objects or materials

AL.25-36.5 Demonstrate emerging ability to ask questions for information or clarification.	<b>LC 7-2 Develops Expressive Communication</b> <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
36 months – 48 months	
AL.37-48.4 Attempt more challenging things.	<b>ATL 1-4 Is Curious</b> <u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities
AL.37-48.5 Continue to ask questions for information or clarification.	<b>ATL 1-4 Is Curious</b> <u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities
<b>Problem Solving</b>	
Birth – 12 months	
AL.0-12.7 With prompting and support show awareness of people and things in his environment.	<b>CS 14-1 Solves Problems</b> <u>4-7 mos:</u> Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth <u>8-12 mos:</u> Acts intentionally to achieve a goal (e.g., trying different ways to reach a toy under a table)
AL.0-12.8 Show emerging awareness of his/her effect on her environment.	<b>CS 14-2 Makes Predictions</b> <u>8-12 mos:</u> Interacts purposefully with objects to cause an expected result, such as pushing a button on a toy to make a sound
13 months – 24 months	
AL.13-24.7 Begin to identify a problem.	<b>CS 14-1 Solves Problems</b> <u>1-Year Old:</u> Tries several times to solve challenging problems, often using more than one approach
AL.13-24.8 Show increasing awareness of his effect on his environment.	<b>CS 14-2 Makes Predictions</b> <u>1-Year Old:</u> Observes and experiments with cause and effect, such as pushing over a block tower
25 months – 36 months	
AL. 25-36.7 Identify a problem and try to solve it.	<b>CS 14-1 Solves Problems</b> <u>2-Year Old:</u> Able to solve problems by trying more than one approach; continues efforts to complete a challenging task
AL.25-36.8 Begin to intentionally affect his environment.	<b>CS 14-2 Makes Predictions</b> <u>2-Year Old:</u> Makes predictions based on experience; explores materials and makes observations
37 months – 48 months	
AL.37-48.7 Identify a problem and sometimes solve it with the help of others.	<b>CS 14-1 Solves Problems</b> <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)
AL.37-48.8 Continue to make things happen within his environment.	<b>CS 14-2 Makes Predictions</b> <u>3-Year Old:</u> Makes simple predictions about what will happen next, such as during activities or when hearing a story
<b>Persistence</b>	
Birth – 12 months	
AL.0-12.9 Begin to pay attention to familiar sounds, activities and people.	<b>ATL 1-1 Is Attentive</b> <u>1-3 mos:</u> Watches faces <u>4-7 mos:</u> Pays attention to people, objects, and sounds <u>8-12 mos:</u> Pays attention to a task or activity for a few minutes

AL.0-12.10 Become involved in familiar activities.	<b>ATL 1-1 Is Attentive</b> 1-3 mos: Watches faces 4-7 mos: Pays attention to people, objects, and sounds 8-12 mos: Pays attention to a task or activity for a few minutes
13 months – 24 months	
AL.13-24.9 Recognize and respond to familiar sounds, activities and people.	<b>ATL 1-1 Is Attentive</b> 1-Year Old: Pays attention to a task or activity for a few minutes; repeats actions to complete a goal
AL.13-24.10 Show increasing involvement in familiar activities.	<b>ATL 1-1 Is Attentive</b> 1-Year Old: Pays attention to a task or activity for a few minutes; repeats actions to complete a goal
25 months – 36 months	
AL.25–36.9 Demonstrate increasing interest in familiar activities.	<b>ATL 1-1 Is Attentive</b> 2-Year Old: Maintains focus and attention on a simple task or activity for a short period of time; focuses on an activity for 5 or more minutes
AL.25-36.10 Play with favorite toy, repeating actions over and over.	<b>ATL 1-3 Is Persistent</b> 2-Year Old: Finishes self-selected tasks, such as completing a puzzle or listening to a storybook
37 months – 48 months	
AL.37-48.9 Stay interested in an activity for longer periods of time.	<b>ATL 1-1 Is Attentive</b> 3-Year Old: Pays attention during story time; focuses on an activity for 10 or more minutes
AL.37-48.10 Work at a task or activity for longer periods of time.	<b>ATL 1-3 Is Persistent</b> 3-Year Old: Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support

<b>Social Emotional Development (SE)</b>	
Self-Awareness (Self-Concept)	
Birth – 12 months	
SE.0-12.1 Begin to express preferences and interests.	<b>ATL 1-5 Shows Initiative</b> 4-7 mos: Accepts, reaches for, grasps, or handles familiar toys 8-12 mos: Initiates activities, such as getting a toy independently from a low shelf or basket
SE.0-12.2 Express feelings.	<b>SED 3-1 Expresses Emotion</b> 1-3 mos: Begins to show emotions with face and body; may begin to smile 4-7 mos: Becomes more assertive in conveying likes and dislikes 8-12 mos: Expresses a variety of emotions through facial expressions, sounds, and gestures
SE.0-12.3 Pay attention and responds to name and images of self.	<b>SED 4-1 Develops Awareness of Self</b> 1-3 mos: Shows interest in self, such as watching own hands or playing with feet 4-7 mos: Learns about self by exploring hands, feet, body, and movement 8-12 mos: Enjoys watching self in mirror
13 months – 24 months	

SE.13-24.1 Show preferences, likes and dislikes.	<b>ATL 1-5 Shows Initiative</b> <u>1-Year Old:</u> Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read)
SE.13-24.2 Express wishes, worries and fears.	<b>SED 3-1 Expresses Emotion</b> <u>1-Year Old:</u> Expresses a range of emotions, including surprise, joy or pride; notices the effects of emotions on others
SE.13-24.3 Explore the environment to find out who he is and what he can do.	<b>SED 4-1 Develops Awareness of Self</b> <u>1-Year Old:</u> Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others
<b>25 months – 36 months</b>	
SE.25-36.1 Show an emerging sense of self.	<b>SED 4-1 Develops Awareness of Self</b> <u>2-Year Old:</u> Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family
SE.25-36.2 Demonstrate increased skill in identifying and expressing feelings.	<b>SED 3-1 Expresses Emotion</b> <u>2-Year Old:</u> Expresses a variety of emotions; modifies expression according to reactions of familiar adults
SE.25-36.3 Begin to gain a sense of mastery and achievement.	<b>SED 4-2 Becomes Confident</b> <u>2-Year Old:</u> Shows confidence in increasing abilities; enjoys showing others what he/she can do
<b>37 months – 48 months</b>	
SE.37-48.1 Show positive self-esteem.	<b>SED 4-1 Develops Awareness of Self</b> <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family
SE.37-48.2 Verbalize feelings, needs and wants.	<b>SED 3-1 Expresses Emotion</b> <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
SE.37-48.3 Show greater comfort with independence and increased feelings of self-worth.	<b>SED 4-2 Becomes Confident</b> <u>3-Year Old:</u> Is pleased to complete daily routines and learn new skills
<b>Self- Regulation (Self-Control)</b>	
<b>Birth – 12 months</b>	
SE.0-12.4 Demonstrate some ability to self-regulate.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <u>1-3 mos:</u> Calms when held, gently rocked or talked to by familiar adults; brings objects to mouth to calm self <u>4-7 mos:</u> Can briefly calm self; brings hands to mouth; is able to be calmed by familiar adults <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
SE.0-12.5 Begin to relate to other children.	<b>SED 6-1 Builds Empathy</b> <u>1-3 mos:</u> May cry when someone seems upset or when another child cries <u>4-7 mos:</u> Shows interest in the emotions of others; may copy others (e.g., crying when another child cries) <u>8-12 mos:</u> Responds to the emotions of others; may share emotional reactions (e.g., smiling when an adult smiles)

<b>13 months – 24 months</b>	
SE.13-24.4 Attempt to manage own behavior with guidance and support.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <u>1-Year Old:</u> Begins to cope with strong emotions with help from familiar adults
SE.13-24.5 Begin to test social boundaries.	<b>SED 6-2 Bonds with Peers</b> <u>1-Year Old:</u> Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play)
<b>25 months – 36 months</b>	
SE.25-36.4 Demonstrate emerging ability to manage own behavior.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <u>2-Year Old:</u> Able to use routines, favorite objects, or familiar adults to help in coping with strong feelings and emotions
SE.25-36.5 Show willingness to follow simple rules.	<b>ATL 2-2 Shows Responsibility</b> <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
<b>37 months – 48 months</b>	
SE.37-48.4 Manage own behavior with increasing skill.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <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.37-48.5 Begin to demonstrate an understanding of social expectations.	<b>ATL 2-2 Shows Responsibility</b> <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
<b>Cooperation</b>	
<b>Birth – 12 months</b>	
SE.0-12.6 Demonstrate awareness of others.	<b>SED 6-2 Bonds with Peers</b> <u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children <u>8-12 mos:</u> Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play)
SE.0-12.7 Recognize actions and images of familiar adults.	<b>SED 5-1 Bonds with Adults</b> <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger <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
SE.0-12.8 Engage in social play with familiar adults.	<b>SED 5-1 Bonds with Adults</b> <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger <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
SE.0-12.9 Begin to show awareness of feelings displayed by others.	<b>SED 6-1 Builds Empathy</b> 1-3 mos: May cry when someone seems upset or when another child cries 4-7 mos: Shows interest in the emotions of others; may copy others (e.g., crying when another child cries) 8-12 mos: Responds to the emotions of others; may share emotional reactions (e.g., smiling when an adult smiles)
13 months – 24 months	
SE.13-24.6 May interact with another child for a short period of time.	<b>SED 6-2 Bonds with Peers</b> 1-Year Old: 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)
SE.13-24.7 Enjoy imitating the actions of adults.	<b>SED 5-2 Learns from Adults</b> 1-Year Old: Demonstrates interest in adult behavior, such as by saying "hello" and "goodbye" when coming and going
SE.13-24.8 Begin to engage in social play with other children.	<b>SED 6-2 Bonds with Peers</b> 1-Year Old: 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)
SE.13-24.9 Show awareness of the feelings displayed by others.	<b>SED 6-1 Builds Empathy</b> 1-Year Old: Observes emotions of others; may respond to another's preferences, such as offering different objects until one is accepted
25 months – 36 months	
SE.25-36.6 Play beside other children for several minutes.	<b>SED 6-2 Bonds with Peers</b> 2-Year Old: Enjoys being with other children; joins group play with other children; knows some names of peers
SE.25-36.7 Share some pretend play themes.	<b>CCA 21-4 Participates in Dramatic Play</b> 2-Year Old: Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others
SE.25-36.8 Play with others more frequently and for longer periods of time.	<b>SED 6-2 Bonds with Peers</b> 2-Year Old: Enjoys being with other children; joins group play with other children; knows some names of peers
SE.25-36.9 Respond to other children's feelings.	<b>SED 6-1 Builds Empathy</b> 2-Year Old: Begins to care for the feelings and needs of others
37 months – 48 months	
SE.37-48.6 Engage in cooperative play with other children.	<b>SED 6-2 Bonds with Peers</b> 3-Year Old: Interacts positively with other children in the group; begins to make friends; may have a favorite friend
SE.37-48.7 Begin to develop more complex pretend play themes.	<b>CCA 21-4 Participates in Dramatic Play</b> 3-Year Old: Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play
SE.37-48.8 Show increasing willingness to work out problems with peers.	<b>SED 6-3 Cooperates with Peers</b> 3-Year Old: 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.37-48.9 Show increasing ability to understand the feelings of others.	<b>SED 6-1 Builds Empathy</b> <u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress

<b>Language and Early Literacy (LE)</b>	
<b>Receptive Language</b>	
Birth – 12 months	
LE.0-12.1 Respond to sights and sounds.	<b>LC 7-1 Develops Receptive Communication</b> <u>1-3 mos:</u> Turns head in the direction of a familiar voice <u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others <u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines
13 months – 24 months	
LE.13-24.1 Show increased understanding of words and gestures.	<b>LC 7-1 Develops Receptive Communication</b> <u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book”
25 months – 36 months	
LE.25-36.1 Understand questions, simple directions, beginning concepts, and the ideas and sequence of stories.	<b>LC 7-1 Develops Receptive Communication</b> <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions
37 months – 48 months	
LE.37-48.1 Listen with understanding and interest to conversations, directions, music and a variety of reading materials.	<b>LC 7-1 Develops Receptive Communication</b> <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues
<b>Expressive Language</b>	
Birth – 12 months	
LE.0-12.2 Use some sounds and body movements to communicate.	<b>LC 7-2 Develops Expressive Communication</b> <u>1-3 mos:</u> Alerts caregivers when there is a need, such as crying when awake or needing to be changed; begins to babble, coo or gurgle; may imitate some sounds <u>4-7 mos:</u> Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure <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
13 months – 24 months	
LE.13-24.2 Use consistent sounds, gestures, and some words to communicate.	<b>LC 7-2 Develops Expressive Communication</b> <u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as “my book,” “more juice,” or “I want down”
25 months – 36 months	

LE.25-36.2 Use words and some standards of speech to express thoughts and ideas.	<b>LC 7-2 Develops Expressive Communication</b> <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
37 months – 48 months	
LE.37-48.2 Use language for a variety of purposes.	<b>LC 7-2 Develops Expressive Communication</b> <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
Speech	
Birth – 12 months	
LE.0-12.3 Develop and makes sounds.	<b>LC 7-1 Develops Receptive Communication</b> <u>1-3 mos:</u> Turns head in the direction of a familiar voice <u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others <u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines
13 months – 24 months	
LE.13-24.3 Develop and make sounds with intentionality to communicate needs.	<b>LC 7-2 Develops Expressive Communication</b> <u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down"
25 months – 36 months	
LE.25-36.3 Produce speech that is increasingly understandable by most familiar adults.	<b>LC 7-5 Expands Grammar and Pronunciation</b> <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
37 months – 48 months	
LE.37-48.3 Produce speech that is clear enough to be understood by most people.	<b>LC 7-5 Expands Grammar and Pronunciation</b> <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.)
Reading Foundational Skills	
Birth – 12 months	
LE.0-12.4 Focus eyes on simple pictures in books or drawings.	<b>LKS 8-1 Develops Early Literacy</b> <u>1-3 mos:</u> Experiences stories by being read to by caregivers <u>4-7 mos:</u> Explores books with caregivers; enjoys being read to by others <u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories
LE.0-12.5 Begin to explore physical properties of a book.	<b>LKS 8-1 Develops Early Literacy</b> <u>1-3 mos:</u> Experiences stories by being read to by caregivers <u>4-7 mos:</u> Explores books with caregivers; enjoys being read to by others <u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories
LE.0-12.6 Show increased involvement and enjoyment with books.	<b>LKS 8-1 Develops Early Literacy</b> <u>1-3 mos:</u> Experiences stories by being read to by caregivers <u>4-7 mos:</u> Explores books with caregivers; enjoys being read to by others

	<u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories
<b>13 months – 24 months</b>	
LE.13-24.4 Begin to show interest in exploring books.	<b>LKS 8-1 Develops Early Literacy</b> <u>1-Year Old:</u> Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings
LE.13-24.5 Show awareness and interest in familiar pictures and begin to interact with story through familiar hand motions and expression of emotions.	<b>LKS 8-1 Develops Early Literacy</b> <u>1-Year Old:</u> Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings
LE.13-24.6 Show enjoyment of books and stories.	<b>LKS 8-1 Develops Early Literacy</b> <u>1-Year Old:</u> Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings
<b>25 months – 36 months</b>	
LE.25-36.4 Begin to understand the connection between books and personal experiences.	<b>LKS 8-1 Develops Early Literacy</b> <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures
LE.25-36.5 Recognize and enjoy reading familiar books.	<b>LKS 8-1 Develops Early Literacy</b> <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures
LE.25-36.6 Begin to recite from memory familiar books.	<b>LKS 8-1 Develops Early Literacy</b> <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures
<b>37 months – 48 months</b>	
LE.37-48.4 Demonstrate interest in books and what they contain.	<b>LKS 8-1 Develops Early Literacy</b> <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
LE.37-48.5 Demonstrate knowledge of how to use a book.	<b>LKS 8-1 Develops Early Literacy</b> <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
LE.37-48.6 Show awareness that print conveys a message, that print is read rather than pictures.	<b>LKS 8-1 Develops Early Literacy</b> <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
<b>Writing Behaviors and Skills</b>	
<b>Birth – 12 months</b>	
LE.0-12.7 Begin to show interest in exploring writing tools.	<b>LKS 9-1 Develops Emergent Writing</b> <u>8-12 mos:</u> Can use a fat paint brush or celery stalk to “paint”
LE.0-12.8 Begin to use writing tools.	<b>LKS 9-1 Develops Emergent Writing</b> <u>8-12 mos:</u> Can use a fat paint brush or celery stalk to “paint”
<b>13 months – 24 months</b>	

LE.13-24.7 Show increased interest in exploring writing tools.	<b>LKS 9-1 Develops Emergent Writing</b> <u>1-Year Old:</u> Makes marks on paper with large crayon or marker
LE.13-24.8 Begin to use writing tools to make marks on paper.	<b>LKS 9-1 Develops Emergent Writing</b> <u>1-Year Old:</u> Makes marks on paper with large crayon or marker
25 months – 36 months	
LE.25-36.7 Use a variety of writing tools to make scribbles.	<b>LKS 9-1 Develops Emergent Writing</b> <u>2-Year Old:</u> Draws pictures using scribbles; makes or copies lines and curves, including letter-like marks with pencil or crayon; understands that people use writing to communicate
LE.25-36.8 Scribble and draws with intentionality.	<b>LKS 9-1 Develops Emergent Writing</b> <u>2-Year Old:</u> Draws pictures using scribbles; makes or copies lines and curves, including letter-like marks with pencil or crayon; understands that people use writing to communicate
37 months – 48 months	
LE.37-48.7 Begin to attend to print in the environment, especially own name.	<b>LKS 9-1 Develops Emergent Writing</b> <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”
LE.37-48.8 Attempt to “write” own name.	<b>LKS 9-1 Develops Emergent Writing</b> <u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written”

<b>Math (MA)</b>	
Counting and Cardinality	
Birth – 12 months	
MA.0-12.1 Pay attention to what is happening in the environment.	<b>CM 10-1 Begins Counting</b> <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
13 months – 24 months	
MA.13-24.1 Show interest while watching and listening to others counting.	<b>CM 10-1 Begins Counting</b> <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
25 months – 36 months	
MA.25-36.1 Begin to count by rote.	<b>CM 10-1 Begins Counting</b> <u>2-Year Old:</u> Can count up to 5
37 months – 48 months	
MA.37-48.1 Begin to identify and label objects using numbers.	<b>CM 10-1 Begins Counting</b> <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
Comparing Numbers	

Birth – 12 months	
MA.0-12.2 Aware of surroundings; makes things happen, most often unintentionally.	<b>CS 13-1 Explores Objects</b> <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping <u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button
13 months – 24 months	
MA.13-24.2 Begin to understand similarities and differences.	<b>CS 13-2 Classifies or Sorts Objects</b> <u>1-Year Old:</u> Helps with cleanup; begins to group objects, such as blocks in one pile and stuffed animals in another
25 months – 36 months	
MA.25-36.2 Begin to build understanding of concepts such as more and one more.	<b>CM 11-1 Learns Measurement and Quantities</b> <u>2-Year Old:</u> Begins to notice differences in size, quantity, and distance (more, all gone, big, little, near, far, long, short, etc.)
37 months – 48 months	
MA.37-48.2 Begin to use comparative language such as more/less, equal to describe objects.	<b>CM 11-1 Learns Measurement and Quantities</b> <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)
Operations and Algebra	
Birth – 12 months	
MA.0-12.3 Make things happen through use of senses of sight, sound, taste, and touch.	<b>CS 13-1 Explores Objects</b> <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping <u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button
13 months – 24 months	
MA.13-24.3 Show interest in and understanding of identifying characteristics of objects.	<b>CS 13-2 Classifies or Sorts Objects</b> <u>1-Year Old:</u> Helps with cleanup; begins to group objects, such as blocks in one pile and stuffed animals in another
25 months – 36 months	
MA.25-36.3 Demonstrate emerging understanding of the relationship between objects, solving simple jigsaw puzzles and matching similar shapes.	<b>CS 13-2 Classifies or Sorts Objects</b> <u>2-Year Old:</u> Recognizes similarities or differences between familiar and unfamiliar people, objects or events
37 months – 48 months	
MA.37-48.3 Explores and begins to sort and classify objects.	<b>CS 13-2 Classifies or Sorts Objects</b> <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function
Measurement and Data	
Birth – 12 months	

MA.0-12.4 Begin to experiment with containers and items.	<b>CM 11-1 Learns Measurement and Quantities</b> 4-7 mos: Plays with more than one object at a time 8-12 mos: Uses words to identify amounts, such as asking for "more" or saying "all gone"
13 months – 24 months	
MA.13-24.4 Continue to experiment with containers and items with little understanding of capacity.	<b>CM 11-1 Learns Measurement and Quantities</b> 1-Year Old: Begins to say numbers for amounts; begins to use quantity phrases (e.g., "more")
25 months – 36 months	
MA.25-36.4 Demonstrate emerging understanding of basic concepts of measurement i.e. height, length, capacity.	<b>CM 11-1 Learns Measurement and Quantities</b> 2-Year Old: Begins to notice differences in size, quantity, and distance (more, all gone, big, little, near, far, long, short, etc.)
37 months – 48 months	
MA.37-48.4 Begin to demonstrate understanding of time, length, weight, capacity and temperature.	<b>CM 11-1 Learns Measurement and Quantities</b> 3-Year Old: 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)
<b>Geometry and Spatial Sense</b>	
Birth – 12 months	
MA.0-12.5 Display short term memory.	<b>ATL 1-2 Develops Memory</b> 1-3 mos: Recognizes familiar objects and people 4-7 mos: Begins to develop object permanence (the understanding that people and objects out of sight still exist) 8-12 mos: Looks for someone or something that is missing
13 months – 24 months	
MA.13-24.5 Begin to show interest in how things fit together.	<b>CM 12-2 Develops Spatial Awareness</b> 1-Year Old: Is learning how shapes fit together, such as working with shape sorters or knob puzzles
25 months – 36 months	
MA.25-36.5 Explore world and understands position in space and how to get around.	<b>CM 12-2 Develops Spatial Awareness</b> 2-Year Old: Is learning how shapes fit together, such as working with shape sorters or knob puzzles
37 months – 48 months	
MA.37-48.5 Become aware of his body and personal space during active exploration of physical environment.	<b>CM 12-2 Develops Spatial Awareness</b> 3-Year Old: Understands conditional locations such as over/under, inside/outside, in front/behind
<b>Problem Solving and Analyzing Data</b>	
Birth – 12 months	
MA.0-12.6 Begin to understand concept of object permanence.	<b>ATL 1-2 Develops Memory</b> 1-3 mos: Recognizes familiar objects and people 4-7 mos: Begins to develop object permanence (the understanding that people and objects out of sight still exist) 8-12 mos: Looks for someone or something that is missing
13 months – 24 months	

MA.13-24.6 Begin to understand how parts work together.	<b>CS 13-1 Explores Objects</b> <u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound
25 months – 36 months	
MA.25-36.6 Explore materials and understands simple acts of cause and effect.	<b>CS 14-2 Makes Predictions</b> <u>2-Year Old:</u> Makes predictions based on experience; explores materials and makes observations
37 months – 48 months	
MA.37-48.6 Show interest in creating simple graphs.	<b>CS 14-4 Draws Conclusions and Sorts Results</b> <u>3-Year Old:</u> Is able to draw conclusions about experiments (e.g., since the wood block floated, other wood blocks will float)

<b>Science (S)</b>	
<b>Sensory Awareness</b>	
Birth – 12 months	
S.0-12.1 Begins to use all five senses to explore and understand surroundings.	<b>CS 13-1 Explores Objects</b> <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping <u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button
13 months – 24 months	
S.13-24.1 Use all five senses to explore and understand surroundings.	<b>CS 13-1 Explores Objects</b> <u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound
25 months – 36 months	
S.25-36.1 Demonstrate emerging ability to connect sensory input with words and expressions.	<b>CS 13-1 Explores Objects</b> <u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living <b>LC 7-4 Expands Vocabulary</b> <u>2-Year Old:</u> Begins to recognize and possibly name classmates, familiar objects, body parts, colors, and animals; shows rapid growth in number of words or signs used in conversation with others
37 months – 48 months	
S.37-48.1 Demonstrate growing ability to connect sensory input with words and expressions.	<b>CS 13-1 Explores Objects</b> <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration <b>LC 7-4 Expands Vocabulary</b> <u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words
<b>Observation and Exploration</b>	
Birth – 12 months	

S.0-12.2 Show interest in surroundings by focusing on faces and objects in close range.	<b>CS 13-1 Explores Objects</b> <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping <u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button
13 months – 24 months	
S.13-24.2 Use exploration as a means of understanding and processing differences and similarities.	<b>CS 13-1 Explores Objects</b> <u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound
25 months – 36 months	
S.25-36.2 Build knowledge of world through observation of surroundings.	<b>CS 13-1 Explores Objects</b> <u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living
37 months – 48 months	
S.37-48.2 Observe surroundings in relation to prior knowledge and methods.	<b>CS 13-1 Explores Objects</b> <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration
<b>Problem Solving</b>	
Birth – 12 months	
S.0-12.3 Begin to expect actions when basic needs are met in response to expressions of comfort and discomfort.	<b>CS 14-2 Makes Predictions</b> <u>8-12 mos:</u> Interacts purposefully with objects to cause an expected result, such as pushing a button on a toy to make a sound
13 months – 24 months	
S.13-24.3 Expect specific results when playing with toys and other objects.	<b>CS 14-2 Makes Predictions</b> <u>1-Year Old:</u> Observes and experiments with cause and effect, such as pushing over a block tower
25 months – 36 months	
S.25-36.3 Begin to use reasoning skill and imagination when planning ways to make things happen.	<b>CS 14-1 Solves Problems</b> <u>2-Year Old:</u> Able to solve problems by trying more than one approach; continues efforts to complete a challenging task
37 months – 48 months	
S.37-48.3 Build understanding of reasoning skill and imagination when planning ways to make things happen.	<b>CS 14-1 Solves Problems</b> <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)
<b>Simple Tools</b>	
Birth – 12 months	
S.0-12.4 Use body movements to explore and understand surroundings.	<b>CS 13-1 Explores Objects</b> <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping



	<u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button
13 months – 24 months	
S.13-24.4 Begin to use simple tools to build knowledge of world through observation and awareness of surroundings.	<b>CS 13-1 Explores Objects</b> <u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound
25 months – 36 months	
S.25-36.4 Use simple tools to build knowledge of world through observation and awareness of surroundings.	<b>CS 13-1 Explores Objects</b> <u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living
37 months – 48 months	
S.37-48.4 Imitate familiar actions in using simple tools to build knowledge of world through observation and awareness of surroundings.	<b>CS 13-1 Explores Objects</b> <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration
<b>Earth and Space</b>	
Birth – 12 months	
S.0-12.5 Explore textures, sounds, tastes found in nature.	<b>CS 15-1 Explores the Natural Environment</b> <u>8-12 mos:</u> Observes objects of the natural environment through the senses by touching, mouthing, watching
13 months – 24 months	
S.13-24.5 Explore a variety of earth materials found in nature and created environments.	<b>CS 15-1 Explores the Natural Environment</b> <u>1-Year Old:</u> Explores objects of the natural environment through the senses; shows interest in natural objects or processes
25 months – 36 months	
S.25-36.5 Explore and begins to identify a variety of earth materials by distinct properties.	<b>CS 15-1 Explores the Natural Environment</b> <u>2-Year Old:</u> Uses objects of the natural environment in art, sensory, and play
37 months – 48 months	
S.37-48.5 Begin to investigate and identify a variety of earth materials by their observable properties.	<b>CS 15-1 Explores the Natural Environment</b> <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
<b>Sequencing and Time</b>	
Birth – 12 months	
S.0-12.6 Begin to understand familiar routines.	<b>ATL 2-1 Understands Routines</b> <u>1-3 mos:</u> Is sleeping and eating on a developmentally-appropriate schedule ( <i>for questions, consult pediatric guides</i> ) <u>4-7 mos:</u> Demonstrates awareness of daily routines with behavior; may open mouth for feeding or lift arms to be picked up <u>8-12 mos:</u> Remembers daily routines; knows how to use familiar objects
S.0-12.7 Begin to anticipate familiar actions.	<b>ATL 2-1 Understands Routines</b>

	<p><u>1-3 mos:</u> Is sleeping and eating on a developmentally-appropriate schedule (<i>for questions, consult pediatric guides</i>)</p> <p><u>4-7 mos:</u> Demonstrates awareness of daily routines with behavior; may open mouth for feeding or lift arms to be picked up</p> <p><u>8-12 mos:</u> Remembers daily routines; knows how to use familiar objects</p>
S.0-12.8 With support and assistance builds understanding of sensations of cold, hot, warm, dry.	<p><b>LC 7-4 Expands Vocabulary</b></p> <p><u>8-12 mos:</u> Points to body parts when prompted; uses or signs an increasing number of words</p>
13 months – 24 months	
S.13-24.6 Show increased knowledge and memory for details and routines.	<p><b>ATL 2-1 Understands Routines</b></p> <p><u>1-Year Old:</u> Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat)</p>
S.13-24.7 Demonstrate some understanding of when things happen in relation to routines.	<p><b>ATL 2-1 Understands Routines</b></p> <p><u>1-Year Old:</u> Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat)</p>
S.13-24.8 With support and assistance develops understanding of consequences of sensations related to weather conditions.	<p><b>CS 15-1 Explores the Natural Environment</b></p> <p><u>1-Year Old:</u> Explores objects of the natural environment through the senses; shows interest in natural objects or processes</p>
25 months – 36 months	
S.25-36.6 Begin to understand consequences when recreating events.	<p><b>SS 16-2 Understands Time</b></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>
S.25-36.7 Demonstrate some understanding of when things happen in relation to routines.	<p><b>ATL 2-1 Understands Routines</b></p> <p><u>2-Year Old:</u> Able to follow daily routines; easily makes common transitions that are part of a daily schedule</p>
S.25-36.8 Increasing understanding of consequences of weather related events.	<p><b>CS 15-1 Explores the Natural Environment</b></p> <p><u>2-Year Old:</u> Uses objects of the natural environment in art, sensory, and play</p>
37 months – 48 months	
S.37-48.6 Understand sequencing and time in relation to daily routines.	<p><b>SS 16-2 Understands Time</b></p> <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)</p>
S.37-48.7 Use acquired knowledge of details of routines to carry out some routines independently.	<p><b>ATL 2-1 Understands Routines</b></p> <p><u>3-Year Old:</u> Follows daily routines, such as sitting for circle time; adjusts to changes in routines or usual activities when informed ahead of time</p>
S.37-48.8 Demonstrates understanding of simple weather conditions and related vocabulary.	<p><b>CS 15-2 Develops an Understanding of and Care for the Natural World</b></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>
Living Things	
Birth – 12 months	
S.0-12.9 Begin to recognize familiar animals.	<p><b>LC 7-4 Expands Vocabulary</b></p>

	<u>8-12 mos:</u> Points to body parts when prompted; uses or signs an increasing number of words
S.0-12.10 Begin to recognize familiar animals have needs that are similar to their own.	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; shows respect for living things
13 months – 24 months	
S.13-24. 9 Recognize familiar animals and begins to identify characteristics of familiar animals with support and assistance.	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; shows respect for living things
S.13-24.10 Build understanding of the needs of familiar animals and begin to identify and imitate caring for familiar animals and plants with support and assistance.	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; shows respect for living things
25 months – 36 months	
S.25-36.9 Identify and associate the similarities, categories, and different structures of familiar plants and animals with familiar characteristics.	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; shows respect for living things
S.25-36.10 Observe and describe familiar characteristics of plants and animals.	<b>CS 15-1 Explores the Natural Environment</b> <u>2-Year Old:</u> Uses objects of the natural environment in art, sensory, and play
37 months – 48 months	
S.37-48.9 Begin to describe and identify the similarities, categories, and different structures of familiar plants and animals.	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; shows respect for living things
S.37-48.10 Observe and describe the characteristics and needs of plants and animals.	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; shows respect for living things
Physical Science	
Birth – 12 months	
S.0-12.9 Begin to observe properties of objects with support and assistance.	<b>CS 13-1 Explores Objects</b> <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping <u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button
S.0-12.10 Develop an awareness of objects in the environment.	<b>CS 13-1 Explores Objects</b> <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping <u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button

S.0-12.11 Develop awareness of how objects move and begin to recognize vocabulary descriptors for movements.	<b>CS 13-1 Explores Objects</b> <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping <u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button
13 months – 24 months	
S.13-24.9 Categorize objects based on simple observable properties.	<b>CS 13-2 Classifies or Sorts Objects</b> <u>1-Year Old:</u> Helps with cleanup; begins to group objects, such as blocks in one pile and stuffed animals in another
S.13-24.10 Observe descriptors of objects in the environment.	<b>CS 13-1 Explores Objects</b> <u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound
S.13-24.11 Observe how objects move and identify common motion related vocabulary.	<b>CS 13-1 Explores Objects</b> <u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound
25 months – 36 months	
S.25-36.9 Build understanding to describe and categorize objects based on simple observable properties.	<b>CS 13-2 Classifies or Sorts Objects</b> <u>2-Year Old:</u> Recognizes similarities or differences between familiar and unfamiliar people, objects or events
S.25-36.10 Demonstrate an emerging awareness of changes in the environment.	<b>CS 14-2 Makes Predictions</b> <u>2-Year Old:</u> Makes predictions based on experience; explores materials and makes observations
S.25-36.11 Observe and make simple predictions and build simple descriptors for how objects move and begin to use common related vocabulary.	<b>CS 14-2 Makes Predictions</b> <u>2-Year Old:</u> Makes predictions based on experience; explores materials and makes observations
37 months – 48 months	
S.37-48.9 Describe and categorize objects based on some observable properties.	<b>CS 13-2 Classifies or Sorts Objects</b> <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function
S.37-48.10 Develop an awareness that objects can change in their environment.	<b>CS 13-1 Explores Objects</b> <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration
S.37-48.11 Observe, predict, and solve problems based on prior knowledge and experiences and describe how objects move.	<b>CS 14-1 Solves Problems</b> <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)

<b>Social Studies (SS)</b>	
Interactions and Culture	
Birth – 12 months	
SS.0-12.1 Engage with familiar adults.	<b>SED 5-1 Bonds with Adults</b> <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger <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
SS.0-12.2 Show emerging awareness of and some anxiety towards unfamiliar people.	<b>SED 5-1 Bonds with Adults</b> <u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults
13 months – 24 months	
SS.13-24.1 Rely on the presence of familiar adults to try things.	<b>SED 5-1 Bonds with Adults</b> <u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task
SS.13-18.2 Show awareness of and continued anxiety towards unfamiliar adults.	<b>SED 5-1 Bonds with Adults</b> <u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task
25 months – 36 months	
SS.25-30.1 Show need for familiar adult's approval.	<b>SED 5-1 Bonds with Adults</b> <u>2-Year Old:</u> Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy
SS.25-30.2 Show cautious interest in unfamiliar adults.	<b>SED 5-1 Bonds with Adults</b> <u>2-Year Old:</u> Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy
37 months – 48 months	
SS.37-48.1 Begins to understand concept of individual, culture and community.	<b>SS 16-1 Explores Cultures</b> <u>3-Year Old:</u> Learns about cultural differences, including clothing, food, art, and work
SS.37-48.2 Demonstrate increasing interest in unfamiliar people.	<b>SED 5-1 Bonds with Adults</b> <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems
History	
Birth – 12 months	
SS.0-12.3 Begin to form an individual schedule.	<b>ATL 2-1 Understands Routines</b>

	<p><u>1-3 mos:</u> Is sleeping and eating on a developmentally-appropriate schedule (<i>for questions, consult pediatric guides</i>)</p> <p><u>4-7 mos:</u> Demonstrates awareness of daily routines with behavior; may open mouth for feeding or lift arms to be picked up</p> <p><u>8-12 mos:</u> Remembers daily routines; knows how to use familiar objects</p>
SS.0-12.4 Demonstrate emerging awareness of familiar with routines.	<p><b>ATL 2-1 Understands Routines</b></p> <p><u>1-3 mos:</u> Is sleeping and eating on a developmentally-appropriate schedule (<i>for questions, consult pediatric guides</i>)</p> <p><u>4-7 mos:</u> Demonstrates awareness of daily routines with behavior; may open mouth for feeding or lift arms to be picked up</p> <p><u>8-12 mos:</u> Remembers daily routines; knows how to use familiar objects</p>
SS.0-12.5 Explore environment.	<p><b>ATL 1-4 Is Curious</b></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>
13 months – 24 months	
SS.13-24.3 Need and expect routines.	<p><b>ATL 2-1 Understands Routines</b></p> <p><u>1-Year Old:</u> Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat)</p>
SS.13-24.4 Begin to recognize routines.	<p><b>ATL 2-1 Understands Routines</b></p> <p><u>1-Year Old:</u> Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat)</p>
SS.19-24.5 Begin to recognize changes in the environment.	<p><b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b></p> <p><u>1-Year Old:</u> Able to shift focus; participates in new activities; demonstrates imagination in using materials to create something new</p>
25 months – 36 months	
SS.25-36.3 Begin to identify common events and routines.	<p><b>ATL 2-1 Understands Routines</b></p> <p><u>2-Year Old:</u> Able to follow daily routines; easily makes common transitions that are part of a daily schedule</p>
SS.25-36.4 Begin to categorize time intervals.	<p><b>SS 16-2 Understands Time</b></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>
SS.25-36.5 Begin to react to changes in the environment.	<p><b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b></p> <p><u>2-Year Old:</u> Accepts changes in routines or usual activities when informed ahead of time by adults; shows creativity, flexibility, and inventiveness in play experiences</p>
37 months – 48 months	
SS.37-48.1 Identify common events and routines.	<p><b>ATL 2-1 Understands Routines</b></p> <p><u>3-Year Old:</u> Follows daily routines, such as sitting for circle time; adjusts to changes in routines or usual activities when informed ahead of time</p>
SS.37-48.4 Begin to categorize time intervals.	<p><b>SS 16-2 Understands Time</b></p> <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)</p>

SS.37-48.5 React to changes in environment.	<b>SS 16-3 Explores Geography</b> <u>3-Year Old:</u> Learns about community places, such as home, school, park, etc.
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<b>Creative Arts (CA)</b>	
<b>Music</b>	
Birth – 12 months	
CA.0-12.1 Respond to sound in the environment.	<b>CCA 21-2 Explores Music</b> <u>1-3 mos:</u> Listens and responds to singing and music <u>4-7 mos:</u> Explores musical instruments; bangs toy piano; rattles maracas <u>8-12 mos:</u> Plays with musical toys; may show preference for different sounds
CA.0-12.2 Begin to produce sounds.	<b>CCA 21-2 Explores Music</b> <u>1-3 mos:</u> Listens and responds to singing and music <u>4-7 mos:</u> Explores musical instruments; bangs toy piano; rattles maracas <u>8-12 mos:</u> Plays with musical toys; may show preference for different sounds
13 months – 24 months	
CA.13-24.1 Respond to and show preference for certain sounds.	<b>CCA 21-2 Explores Music</b> <u>1-Year Old:</u> Shows interest in and participates in a wide variety of music and songs
CA.13-24.2 Begin to use sounds for music making.	<b>CCA 21-2 Explores Music</b> <u>1-Year Old:</u> Shows interest in and participates in a wide variety of music and songs
25 months – 36 months	
CA.25-36.1 Enjoy moving to and singing to music.	<b>CCA 21-2 Explores Music</b> <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
CA.25-36.2 Enjoy making own music.	<b>CCA 21-2 Explores Music</b> <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
37 months – 48 months	
CA.37-48.1 Enjoy participating in group music activities and music making activities.	<b>CCA 21-2 Explores Music</b> <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
CA.37-48.2 Experiment with voice and instruments.	<b>CCA 21-2 Explores Music</b> <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
<b>Art</b>	
Birth – 12 months	
CA.0-12.3 Begin to focus on and show fascination for fun toys and activities.	<b>CCA 21-1 Explores Art Media</b> <u>1-3 mos:</u> Is learning in a creative environment with opportunity to study colors and shapes

	<p><u>4-7 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials</p> <p><u>8-12 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials</p>
CA.0-12.4 Show interest in art tools.	<p><b>CCA 21-1 Explores Art Media</b></p> <p><u>1-3 mos:</u> Is learning in a creative environment with opportunity to study colors and shapes</p> <p><u>4-7 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials</p> <p><u>8-12 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials</p>
13 months – 24 months	
CA.13-24.3 Focus on and show fascination in fun things.	<p><b>CCA 21-1 Explores Art Media</b></p> <p><u>1-Year Old:</u> Uses art materials; makes marks with a crayon; finger paints</p>
CA.13-24.4 Use crayon to scribble on paper.	<p><b>CCA 21-1 Explores Art Media</b></p> <p><u>1-Year Old:</u> Uses art materials; makes marks with a crayon; finger paints</p>
25 months – 36 months	
CA.25-36.3 Focus on and shows fascination in fun things.	<p><b>CCA 21-1 Explores Art Media</b></p> <p><u>2-Year Old:</u> Uses a variety of art materials to create artwork or other inventions</p>
CA.25-36.4 Scribble and paint.	<p><b>CCA 21-1 Explores Art Media</b></p> <p><u>2-Year Old:</u> Uses a variety of art materials to create artwork or other inventions</p>
37 months – 48 months	
CA.37-48.3 Focus on and shows fascination for fun things.	<p><b>CCA 21-1 Explores Art Media</b></p> <p><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>
CA.37-48.4 Scribble and paint and begin to use other art materials.	<p><b>CCA 21-1 Explores Art Media</b></p> <p><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>
Dramatic Play and Movement	
Birth – 12 months	
CA.0-12.5 Begin to discover his/her body.	<p><b>SED 4-1 Develops Awareness of Self</b></p> <p><u>1-3 mos:</u> Shows interest in self, such as watching own hands or playing with feet</p> <p><u>4-7 mos:</u> Learns about self by exploring hands, feet, body, and movement</p> <p><u>8-12 mos:</u> Enjoys watching self in mirror</p>
CA.0-12.6 Begin to purposefully act on his environment.	<p><b>CS 14-2 Makes Predictions</b></p> <p><u>8-12 mos:</u> Interacts purposefully with objects to cause an expected result, such as pushing a button on a toy to make a sound</p>
13 months – 24 months	
CA.13-24.5 Demonstrate control of body.	<p><b>PMP 17-5 Develops Large Motor Coordination Skills</b></p> <p><u>1-Year Old:</u> Climbs on furniture and crawls up and down stairs unassisted; can easily change body positions</p>



CA.13-24.6 Begin to use the environment for pretend play.	<b>CCA 21-4 Participates in Dramatic Play</b> <u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination
25 months – 36 months	
CA.25-36.5 Demonstrate increasing control of body.	<b>PMP 17-5 Develops Large Motor Coordination Skills</b> <u>2-Year Old:</u> Walks up and down stairs with help; participates in physical activities indoors and outdoors
CA.25-36.6 Become more purposeful in using the environment for pretend play.	<b>CCA 21-4 Participates in Dramatic Play</b> <u>2-Year Old:</u> Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others
37 months – 48 months	
CA.37-48.5 Control body to participate in creative movement and drama.	<b>CCA 21-4 Participates in Dramatic Play</b> <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
CA.37-48.6 Become more creative in dramatic play activities.	<b>CCA 21-4 Participates in Dramatic Play</b> <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

<b>Physical Development (PD)</b>	
Gross Motor (Large Muscle)	
Birth – 12 months	
PD.0-12.1 Gain control of head and body.	<b>PMP 17-1 Develops Perception &amp; Balance</b> <u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes <u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands <u>8-12 mos:</u> Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object
13 months – 24 months	
PD.13-24.1 Move from place to place.	<b>PMP 17-2 Develops Lower Body Strength</b> <u>8-12 mos:</u> Progresses from rolling to sitting to crawling to pulling up to cruising; stands; takes first steps; may begin walking <u>1-Year Old:</u> Begins to run before second year
25 months – 36 months	
PD.25-36.1 Show coordination skills while moving around and engaging in play activities.	<b>PMP 17-5 Develops Large Motor Coordination Skills</b> <u>2-Year Old:</u> Walks up and down stairs with help; participates in physical activities indoors and outdoors
37 months – 48 months	
PD.37-48.1 Move with enough control to perform more complex tasks.	<b>PMP 17-5 Develops Large Motor Coordination Skills</b> <u>3-Year Old:</u> Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors
Fine Motor (Small Muscle)	
Birth – 12 months	

PD.0-12.2 Hold things briefly before dropping.	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <u>1-3 mos:</u> Opens and shuts hands <u>4-7 mos:</u> Turns objects in hands; uses hands or feet to make contact with objects or people <u>8-12 mos:</u> Uses hands for more complex tasks, such as rotating objects, releasing objects, and feeling textures
13 months – 24 months	
PD.13-24.2 Manipulate small objects exploring how they can be combined and changed.	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <u>1-Year Old:</u> Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker
25 months – 36 months	
PD.25-30.2 Demonstrate eye-hand coordination while manipulating and exploring objects.	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b> <u>2-Year Old:</u> Demonstrates hand-eye coordination when doing knob puzzles or turning pages
37 months – 48 months	
PD.37-48.2 Use hands with increasing control and precision for a variety of purposes.	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay
Self-Help	
Birth – 12 months	
PD.0-12.3 Show increased awareness of and cooperation with personal routines.	<b>PMP 19-2 Develops Self-Care Skills</b> <u>1-3 mos:</u> Lets caregivers know when there is a need, such as crying when awake or needing to be changed <u>4-7 mos:</u> Uses different cries for different needs, such as when tired or when needing to be changed <u>8-12 mos:</u> Helps with daily routines, such as washing hands and getting dressed
13 months – 24 months	
PD.13-24.3 Participate in personal care routines with guidance and assistance.	<b>PMP 19-2 Develops Self-Care Skills</b> <u>1-Year Old:</u> Shows increasing independence, such as dressing with help
25 months – 36 months	
PD.25-36.3 Participate in personal care routines accomplishing many with minimal or no assistance.	<b>PMP 19-2 Develops Self-Care Skills</b> <u>2-Year Old:</u> Shows increasing independence with self-care, such as helping wash hands or brush teeth
37 months – 48 months	
PD.37-48.3 Begin to perform self-help skills and follows basic health and safety rules.	<b>PMP 19-2 Develops Self-Care Skills</b> <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

**DISCLAIMER:**

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

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