

# 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:  
**Texas Infant, Toddler, and Three-Year-Old  
Early Learning Guidelines**



## References

Texas Early Learning Council. (2016). *Texas infant, toddler, and three-year-old early learning guidelines*. Austin, TX: Author. Retrieved from <http://tea.texas.gov/pkg.aspx>

Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines	Vine Assessments by LifeCubby
<b>Physical Health and Motor Development</b>	
Health and Well-being	
Health and Well-being Indicators: 1. Shows signs of healthy development 2. Responds when physical needs are met 3. Expresses physical needs nonverbally or verbally 4. Participates in physical care routines 5. Begins to develop self-care skills 6. Begins to understand safe and unsafe behaviors	
<b>0-8 mos.</b>	<b>Vine Indicators</b>
Gaze at object, person, or toy	<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
Turn towards sounds and noises	<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
Cry when hungry and quiet down when picked up for breastfeeding or when they see caregiver with bottle	<b>PMP 19-1 Develops Meal Time Independence</b> <u>1-3 mos:</u> Cries when hungry
Begin to calm during bathtime	<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
Babble or coo with caregivers during diaper-changing time	<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
<b>8-18 mos.</b>	
Feed themselves with some assistance	<b>PMP 19-1 Develops Meal Time Independence</b> <u>8-12 mos:</u> Shows interest in new foods; begins to finger-feed self; holds own bottle or cup; responds well when physical needs are met <u>1-Year Old:</u> Begins to feed self with spoon or drink from a sippy cup
Ask, point, or sign for “more” when eating	<b>LC 7-2 Develops Expressive Communication</b> <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"
Play during bathtime	<b>ATL 1-5 Shows Initiative</b>

	<p><b>8-12 mos:</b> Initiates activities, such as getting a toy independently from a low shelf or basket</p> <p><b>1-Year Old:</b> 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>
Listen to safety warnings and accept redirection	<p><b>PMP 20-2 Learns Safety Rules</b></p> <p><b>1-Year Old:</b> Is learning in a safe environment where caregivers are modeling safe behaviors; understands classroom rules</p>
Show interest in dressing themselves	<p><b>PMP 19-2 Develops Self-Care Skills</b></p> <p><b>8-12 mos:</b> Helps with daily routines, such as washing hands and getting dressed</p> <p><b>1-Year Old:</b> Shows increasing independence, such as dressing with help</p>
<b>18-36 mos.</b>	
Participate in healthy care activities like washing hands and brushing teeth	<p><b>PMP 19-2 Develops Self-Care Skills</b></p> <p><b>1-Year Old:</b> Shows increasing independence, such as dressing with help</p> <p><b>2-Year Old:</b> Shows increasing independence with self-care, such as helping wash hands or brush teeth</p>
Use body language, sign, or say "wet!" to indicate wet or soiled pants	<p><b>LC 7-2 Develops Expressive Communication</b></p> <p><b>1-Year Old:</b> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down"</p> <p><b>2-Year Old:</b> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more</p>
Make personal food choices among several healthy options ("Want apple.")	<p><b>PMP 20-1 Learns about Nutrition</b></p> <p><b>2-Year Old:</b> Is on a consistent schedule of three healthy meals-per-day, and may include a light, nutritious snack</p> <p><b>3-Year Old:</b> Is learning the role of food and nutrition in daily routines; tries different kinds of nutritious foods</p>
Eat with a spoon and fork and drink from a cup with some assistance	<p><b>PMP 19-1 Develops Meal Time Independence</b></p> <p><b>1-Year Old:</b> Begins to feed self with spoon or drink from a sippy cup</p> <p><b>2-Year Old:</b> Uses spoon or fork for feeding; drinks from cup without lid</p>
Dress themselves with help	<p><b>PMP 19-2 Develops Self-Care Skills</b></p> <p><b>1-Year Old:</b> Shows increasing independence, such as dressing with help</p> <p><b>2-Year Old:</b> Shows increasing independence with self-care, such as helping wash hands or brush teeth</p>
Begin to respond to verbal safety warnings ("Danger. Hot.")	<p><b>PMP 20-2 Learns Safety Rules</b></p> <p><b>1-Year Old:</b> Is learning in a safe environment where caregivers are modeling safe behaviors; understands classroom rules</p> <p><b>2-Year Old:</b> Is learning in a safe environment where caregivers are modeling safe behaviors; understands safety rules; follows teacher's instructions with assistance</p>
<b>36-48 mos.</b>	
Feed themselves with fork and spoon without assistance	<p><b>PMP 19-1 Develops Meal Time Independence</b></p> <p><b>3-Year Old:</b> Is independent with eating and drinking at meal times; uses utensils; uses cup</p>

	<u>Pre-K:</u> Able to serve portions to self; uses utensils; adds own condiments, cuts food with table knife
Choose their own clothes to wear and dress themselves	<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 <u>Pre-K:</u> Knows to wash hands with soap before eating, after toileting, and after wiping nose; independently brushes teeth; shows preference for certain clothing and prefers to dress and undress self; able to zip, button, and snap; may be able to tie shoes
Participate in healthy care routines, such as using a tissue to wipe own nose, covering mouth when coughing, and brushing teeth	<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 <u>Pre-K:</u> Knows to wash hands with soap before eating, after toileting, and after wiping nose; independently brushes teeth; shows preference for certain clothing and prefers to dress and undress self; able to zip, button, and snap; may be able to tie shoes
Alert a caregiver when another child is in an unsafe situation or try to stop an unsafe behavior	<b>PMP 20-2 Learns Safety Rules</b> <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 <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions
<b>Gross Motor Skills</b>	
Gross Motor Indicators: 1. Moves body, arms, and legs with increasing coordination 2. Demonstrates increasing balance, stability, control, and coordination 3. Develops increasing ability to change positions and move body from place to place 4. Moves body to achieve a goal	
<b>0-8 mos.</b>	
Turn head from side to side and shake or wiggle arms and legs	<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
Lift head and shoulders	<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
Roll or try to move towards a toy	<b>PMP 17-2 Develops Lower Body Strength</b>

	<p><u>1-3 mos:</u> Stretches and kicks legs when lying down; pushes down on legs when feet are placed on a firm surface</p> <p><u>4-7 mos:</u> Explores new body positions; rolls over; crawls; supports weight on legs; kicks at objects</p>
Scoot forward or backwards	<p><b>PMP 17-2 Develops Lower Body Strength</b></p> <p><u>1-3 mos:</u> Stretches and kicks legs when lying down; pushes down on legs when feet are placed on a firm surface</p> <p><u>4-7 mos:</u> Explores new body positions; rolls over; crawls; supports weight on legs; kicks at objects</p>
Begin to sit with support	<p><b>PMP 17-1 Develops Perception &amp; Balance</b></p> <p><u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes</p> <p><u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands</p>
Bat at or kick at toys or things hanging over them	<p><b>PMP 17-1 Develops Perception &amp; Balance</b></p> <p><u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes</p> <p><u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands</p>
<b>8-18 mos.</b>	
Sit up and maintain balance while playing with a toy	<p><b>PMP 17-1 Develops Perception &amp; Balance</b></p> <p><u>8-12 mos:</u> Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object</p> <p><u>1-Year Old:</u> Increasingly gains balance, going from sitting to standing to running and even jumping</p>
Crawl on hands and knees	<p><b>PMP 17-1 Develops Perception &amp; Balance</b></p> <p><u>8-12 mos:</u> Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object</p> <p><u>1-Year Old:</u> Increasingly gains balance, going from sitting to standing to running and even jumping</p>
Use furniture to pull self up, cruise, and lower self from standing to sitting	<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>
Walk on their own and with increasing speed	<p><b>PMP 17-2 Develops Lower Body Strength</b></p> <p><u>8-12 mos:</u> Progresses from rolling to sitting to crawling to pulling up to cruising; stands; takes first steps; may begin walking</p> <p><u>1-Year Old:</u> Begins to run before second year</p>
<b>18-36 mos.</b>	
Walk easily or run from place to place	<p><b>PMP 17-2 Develops Lower Body Strength</b></p> <p><u>1-Year Old:</u> Begins to run before second year</p> <p><u>2-Year Old:</u> Able to adjust speed and direction while walking or running</p>
Jump into puddles, piles of leaves, or sandboxes	<p><b>PMP 17-2 Develops Lower Body Strength</b></p> <p><u>3-Year Old:</u> Runs; jumps; hops; balances on 1 foot for up to 3 seconds</p>
Climb on chairs, stools, and playground equipment	<p><b>PMP 17-5 Develops Large Motor Coordination Skills</b></p> <p><u>1-Year Old:</u> Climbs on furniture and crawls up and down stairs unassisted; can easily change body positions</p> <p><u>2-Year Old:</u> Walks up and down stairs with help; participates in physical activities indoors and outdoors</p>
Enjoy playing on slides and swings	<p><b>PMP 17-5 Develops Large Motor Coordination Skills</b></p>

	<p><u>1-Year Old</u>: Climbs on furniture and crawls up and down stairs unassisted; can easily change body positions</p> <p><u>2-Year Old</u>: Walks up and down stairs with help; participates in physical activities indoors and outdoors</p>
Kick or throw a large ball toward another child or adult	<p><b>PMP 17-5 Develops Large Motor Coordination Skills</b></p> <p><u>1-Year Old</u>: Climbs on furniture and crawls up and down stairs unassisted; can easily change body positions</p> <p><u>2-Year Old</u>: Walks up and down stairs with help; participates in physical activities indoors and outdoors</p>
Climb stairs one step at a time	<p><b>PMP 17-5 Develops Large Motor Coordination Skills</b></p> <p><u>1-Year Old</u>: Climbs on furniture and crawls up and down stairs unassisted; can easily change body positions</p> <p><u>2-Year Old</u>: Walks up and down stairs with help; participates in physical activities indoors and outdoors</p>
<b>36-48 mos.</b>	
Walk up and down stairs alternating feet	<p><b>PMP 17-5 Develops Large Motor Coordination Skills</b></p> <p><u>3-Year Old</u>: Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors</p> <p><u>Pre-K</u>: Walks up and down stairs with alternating feet; can pedal a tricycle, climb a ladder, and or swing without assistance; can kick, throw, bounce or catch a ball; skips or claps</p>
Kick, throw, and catch a large ball with accuracy	<p><b>PMP 17-5 Develops Large Motor Coordination Skills</b></p> <p><u>3-Year Old</u>: Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors</p> <p><u>Pre-K</u>: Walks up and down stairs with alternating feet; can pedal a tricycle, climb a ladder, and or swing without assistance; can kick, throw, bounce or catch a ball; skips or claps</p>
Run more confidently and ride a tricycle	<p><b>PMP 17-2 Develops Lower Body Strength</b></p> <p><u>3-Year Old</u>: Runs; jumps; hops; balances on 1 foot for up to 3 seconds</p> <p><u>Pre-K</u>: Can jump forward several times without falling</p>
Hop or jump	<p><b>PMP 17-2 Develops Lower Body Strength</b></p> <p><u>3-Year Old</u>: Runs; jumps; hops; balances on 1 foot for up to 3 seconds</p> <p><u>Pre-K</u>: Can jump forward several times without falling</p>
Climb a small jungle gym	<p><b>PMP 17-5 Develops Large Motor Coordination Skills</b></p> <p><u>3-Year Old</u>: Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors</p> <p><u>Pre-K</u>: Walks up and down stairs with alternating feet; can pedal a tricycle, climb a ladder, and or swing without assistance; can kick, throw, bounce or catch a ball; skips or claps</p>
<b>Fine Motor Skills</b>	
<p>Fine Motor Indicators:</p> <ol style="list-style-type: none"> <li>1. Uses hands or feet to touch objects or people</li> <li>2. Develops small muscle control and coordination</li> </ol>	

3. Coordinates eye and hand movements 4. Uses tools and different actions on objects	
<b>0-8 mos.</b>	
Look at and follow faces and objects with their eyes	<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
Bat or kick at objects or toys	<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
Begin to grab at things with a purpose but may not hold things well yet	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b> <u>1-3 mos:</u> Grasps objects <u>4-7 mos:</u> Grasps and releases objects from grasp
Point to something they find interesting	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b> <u>1-3 mos:</u> Grasps objects <u>4-7 mos:</u> Grasps and releases objects from grasp
Look at objects while bringing them to their mouth	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b> <u>1-3 mos:</u> Grasps objects <u>4-7 mos:</u> Grasps and releases objects from grasp
<b>8-18 mos.</b>	
Bang toys together to make sounds or move toys from one hand to the other	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <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
Scoop or rake with their hand to pick up objects, food, etc.	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <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
Use thumb and index finger to pick up, squeeze, or poke small items	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b> <u>8-12 mos:</u> Uses pincer grasp (thumb and forefinger) to pick up food or objects <u>1-Year Old:</u> Demonstrates increasing fine motor ability, such as putting pegs into holes
Grab, drop, or throw toys	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <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
<b>18-36 mos.</b>	
Build a small tower with toy blocks	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>

	<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>
Fit objects together by pressing and turning (peg in small hole, ring onto pole, nesting, etc.)	<p><b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b></p> <p><u>1-Year Old:</u> Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker</p> <p><u>2-Year Old:</u> Uses hands for complex tasks such as building a block tower or removing a lid; works with clay; uses thumbs and fingers to manipulate objects</p>
Dig in sand with spoon or shovel	<p><b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b></p> <p><u>1-Year Old:</u> Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker</p> <p><u>2-Year Old:</u> Uses hands for complex tasks such as building a block tower or removing a lid; works with clay; uses thumbs and fingers to manipulate objects</p>
Tear paper	<p><b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b></p> <p><u>1-Year Old:</u> Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker</p> <p><u>2-Year Old:</u> Uses hands for complex tasks such as building a block tower or removing a lid; works with clay; uses thumbs and fingers to manipulate objects</p>
Put on easy clothing (button and unbutton large buttons, unzip large zippers)	<p><b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b></p> <p><u>1-Year Old:</u> Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker</p> <p><u>2-Year Old:</u> Uses hands for complex tasks such as building a block tower or removing a lid; works with clay; uses thumbs and fingers to manipulate objects</p>
Play with and complete simple puzzles	<p><b>PMP 18-2 Develops Fine Hand-Eye Coordination</b></p> <p><u>1-Year Old:</u> Demonstrates increasing fine motor ability, such as putting pegs into holes</p> <p><u>2-Year Old:</u> Demonstrates hand-eye coordination when doing knob puzzles or turning pages</p>
<b>36-48 mos.</b>	
Handle or squeeze delicate or tiny objects between thumb and forefinger	<p><b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b></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> <p><u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness</p>
Start using simple tools like safety scissors (cut in a line or around a picture, etc.)	<p><b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b></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>

	<u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness
Copy simple shapes and write some letters and numbers	<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” <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
Dress and undress with minimal help	<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 <u>Pre-K:</u> Knows to wash hands with soap before eating, after toileting, and after wiping nose; independently brushes teeth; shows preference for certain clothing and prefers to dress and undress self; able to zip, button, and snap; may be able to tie shoes
Feed self relatively neatly	<b>PMP 19-1 Develops Meal Time Independence</b> <u>3-Year Old:</u> Is independent with eating and drinking at meal times; uses utensils; uses cup <u>Pre-K:</u> Able to serve portions to self; uses utensils; adds own condiments, cuts food with table knife

<b>Social and Emotional Development</b>	
Trust and Emotional Security	
Trust and Emotional Security Indicators: 1. Establishes secure relationships with primary caregivers 2. Differentiates between familiar and unfamiliar adults 3. Shows emotional connections and attachment to others while beginning to show independence	
<b>0-8 mos.</b>	<b>Vine Indicators</b>
Show interest in familiar faces by staring at them	<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
Imitate familiar adults’ body language and sounds	<b>SED 5-2 Learns from Adults</b> <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

Respond with smiles and cooing when picked up by a familiar caregiver	<p><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</p>
Follow movement of caregiver around the room with their eyes	<p><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</p>
Prefer sight, smell, and sound of primary caregiver	<p><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</p>
Show social interaction with a smile and mutual eye gaze	<p><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</p>
Stop crying and calm down when comforted by a familiar caregiver	<p><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</p>
<b>8-18 mos.</b>	
Try to get help from familiar adults with sounds and body language (says "mama" or cries)	<p><b>LC 7-2 Develops Expressive Communication</b>  <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"</p>
Clap and smile back and forth with familiar adult	<p><b>SED 5-2 Learns from Adults</b>  <u>8-12 mos:</u> Mirrors caregiver's non-verbal communication, such as looking where the caregiver is looking or pointing where the caregiver is pointing  <u>1-Year Old:</u> Demonstrates interest in adult behavior, such as by saying "hello" and "goodbye" when coming and going</p>
Cry or show fear when separated from their primary caregiver	<p><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  <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>
Show affection, such as hugs and kisses, leaning in, or reaching out	<p><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</p>

	<p>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>
Look for familiar adults to comfort them when hungry or tired	<p><b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b></p> <p><u>8-12 mos:</u> Regulates feelings through behaviors, such as sucking thumb or carrying a favorite blanket or toy; looks to familiar adults for help with strong emotions</p> <p><u>1-Year Old:</u> Begins to cope with strong emotions with help from familiar adults</p>
<b>18-36 mos.</b>	
Express affection for familiar caregivers, such as telling a caregiver “love you” or greeting a caregiver excitedly	<p><b>SED 5-1 Bonds with Adults</b></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>
Check back with caregiver often when playing or exploring	<p><b>SED 5-1 Bonds with Adults</b></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>
Reach for familiar caregivers when unfamiliar adults approach	<p><b>SED 5-1 Bonds with Adults</b></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>
Look for familiar caregivers after falling down or getting hurt	<p><b>SED 5-1 Bonds with Adults</b></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>
Take a familiar toy or blanket along on a trip or a visit to a new place	<p><b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b></p> <p><u>1-Year Old:</u> Begins to cope with strong emotions with help from familiar adults</p>

	<u>2-Year Old</u> : Able to use routines, favorite objects, or familiar adults to help in coping with strong feelings and emotions
<b>36-48 mos.</b>	
Consistently seek out a trusted adult for comfort when they are upset	<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 <u>Pre-K</u> : Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults
Show interest and comfort in playing with and meeting new adults	<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 <u>Pre-K</u> : Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults
Show comfort in new situations	<b>ATL 1-5 Shows Initiative</b> <u>3-Year Old</u> : Enjoys new experiences; works independently for brief periods of time without adult prompting <u>Pre-K</u> : Makes and conveys choices to friends and teachers
<b>Self-Awareness</b>	
Self-Awareness Indicators: 1. Expresses needs and wants through facial expressions, sounds, or gestures 2. Develops awareness of self as separate from others 3. Shows confidence in increasing abilities 4. Shows awareness of relationship to family/community/cultural group	
<b>0-8 mos.</b>	
Cry when hungry, uncomfortable, tired, or unhappy	<b>SED 3-1 Expresses Emotion</b> <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
Turn head, frown, and/or arch back when over-stimulated	<b>SED 3-1 Expresses Emotion</b> <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
Begin to express several clearly different emotions, such as happiness, excitement, and anger	<b>SED 3-1 Expresses Emotion</b> <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
Turn and look at caregiver when their name is called	<b>SED 4-1 Develops Awareness of Self</b> <u>1-3 mos</u> : Shows interest in self, such as watching own hands or playing with feet <u>4-7 mos</u> : Learns about self by exploring hands, feet, body, and movement

Look at and/or smile at themselves in the mirror	<p><b>SED 4-1 Develops Awareness of Self</b>  <u>1-3 mos:</u> Shows interest in self, such as watching own hands or playing with feet  <u>4-7 mos:</u> Learns about self by exploring hands, feet, body, and movement</p>
Explore own hands and feet	<p><b>SED 4-1 Develops Awareness of Self</b>  <u>1-3 mos:</u> Shows interest in self, such as watching own hands or playing with feet  <u>4-7 mos:</u> Learns about self by exploring hands, feet, body, and movement</p>
Push away bottle, breast, or food, or turn head away when full	<p><b>SED 3-1 Expresses Emotion</b>  <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</p>
<b>8-18 mos.</b>	
Express a variety of emotions, like happiness, sadness, surprise, and discomfort	<p><b>SED 3-1 Expresses Emotion</b>  <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</p>
Begin pointing to and naming body parts on themselves and others	<p><b>SED 4-1 Develops Awareness of Self</b>  <u>8-12 mos:</u> Enjoys watching self in mirror  <u>1-Year Old:</u> Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others</p>
Enjoy making faces at themselves in mirror	<p><b>SED 4-1 Develops Awareness of Self</b>  <u>8-12 mos:</u> Enjoys watching self in mirror  <u>1-Year Old:</u> Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others</p>
Make choices by shaking head “no” and/or nodding head “yes”	<p><b>ATL 1-5 Shows Initiative</b>  <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>
Enjoy pointing to or naming pictures of family members	<p><b>SED 4-1 Develops Awareness of Self</b>  <u>8-12 mos:</u> Enjoys watching self in mirror  <u>1-Year Old:</u> Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others  <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>
Choose culturally familiar foods over other foods	<p><b>PMP 19-1 Develops Meal Time Independence</b>  <u>8-12 mos:</u> Shows interest in new foods; begins to finger-feed self; holds own bottle or cup; responds well when physical needs are met  <u>1-Year Old:</u> Begins to feed self with spoon or drink from a sippy cup</p>

Enjoy praise and clapping to celebrate their accomplishments	<b>SED 4-2 Becomes Confident</b> <u>1-Year Old:</u> Shows confidence in own abilities; is proud to demonstrate abilities
<b>18-36 mos.</b>	
Recognize and name their own emotions	<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 <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
In front of the mirror, point to and name many body parts	<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
Begin to describe themselves in words (“I run fast!”, “I strong”, “I got brown hair”)	<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
Show pride in own accomplishments by smiling, clapping, cheering for themselves, or saying, “I did it!”	<b>SED 4-2 Becomes Confident</b> <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
Say first and last name when asked	<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
Use words and actions to assert themselves (“No!”, “Mine!”, while pushing another child away)	<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)
Choose areas to play in or activities they prefer	<b>ATL 1-5 Shows Initiative</b> <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
Place their own items in their own cubby or area	<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
Begin to show comfort in a greater variety of familiar settings important to family, such as church, local library, or neighborhood park	<b>ATL 1-5 Shows Initiative</b> <u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting
Name things related to family’s culture (“menorah”, “Christmas tree”, “sari”)	<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
<b>36-48 mos.</b>	
Refer to themselves as “I” when speaking (“I can do it.”, “I go with Mommy.”)	<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

Express more emotions through words, actions, gestures, and body language	<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 <u>Pre-K:</u> Expresses a range of emotions; says how he/she is feeling and why; identifies emotions in photos (e.g., happy, sad, or confused)
Show more familiarity with personal space (sit on own carpet square during Circle Time, keep their hands to themselves)	<b>ATL 2-2 Shows Responsibility</b> <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
Make choices, such as clothing or art materials	<b>ATL 1-5 Shows Initiative</b> <u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting <u>Pre-K:</u> Makes and conveys choices to friends and teachers
Enjoy being a helper with a special job to do	<b>ATL 2-2 Shows Responsibility</b> <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
Speak about family members and friends who are not present	<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
Begin to notice how people's skin color, hair color, and abilities are different or the same	<b>SED 4-1 Develops Awareness of Self</b> <u>Pre-K:</u> Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class)
Be able to speak about familiar community places and activities, such as going to church, post office, or grocery store	<b>SS 16-3 Explores Geography</b> <u>3-Year Old:</u> Learns about community places, such as home, school, park, etc. <u>Pre-K:</u> Learns about how the local community is a part of a broader world, such as state and country; may study maps to learn about far-away cultures
Enjoy joining others in cultural celebrations	<b>SS 16-1 Explores Cultures</b> <u>3-Year Old:</u> Learns about cultural differences, including clothing, food, art, and work <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work
<b>Self-Regulation</b>	
Self-Regulation Indicators: 1. Begins to manage own behavior and demonstrates increasing control of emotion 2. Shows ability to cope with stress 3. Develops understanding of simple routines, rules or limitations	
<b>0-8 mos.</b>	
Turn their head, frown, and/or arch back when over-stimulated	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>

	<p><u>1-3 mos:</u> Calms when held, gently rocked or talked to by familiar adults; brings objects to mouth to calm self</p> <p><u>4-7 mos:</u> Can briefly calm self; brings hands to mouth; is able to be calmed by familiar adults</p>
Seek and respond to comfort from familiar caregivers when frightened or upset	<p><b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b></p> <p><u>1-3 mos:</u> Calms when held, gently rocked or talked to by familiar adults; brings objects to mouth to calm self</p> <p><u>4-7 mos:</u> Can briefly calm self; brings hands to mouth; is able to be calmed by familiar adults</p>
Calm when held or gently rocked	<p><b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b></p> <p><u>1-3 mos:</u> Calms when held, gently rocked or talked to by familiar adults; brings objects to mouth to calm self</p> <p><u>4-7 mos:</u> Can briefly calm self; brings hands to mouth; is able to be calmed by familiar adults</p>
Start sleep/wake cycles	<p><b>PMP 19-4 Develops Naptime Independence</b></p> <p><u>1-Year Old:</u> Can put self to sleep at naptime</p>
Show some routine behaviors, such as babbling themselves to sleep and thumb-sucking	<p><b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b></p> <p><u>1-3 mos:</u> Calms when held, gently rocked or talked to by familiar adults; brings objects to mouth to calm self</p> <p><u>4-7 mos:</u> Can briefly calm self; brings hands to mouth; is able to be calmed by familiar adults</p>
<b>8-18 mos.</b>	
Use a comfort object for security, such as blanket or toy, when feeling stressed or upset	<p><b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b></p> <p><u>8-12 mos:</u> Regulates feelings through behaviors, such as sucking thumb or carrying a favorite blanket or toy; looks to familiar adults for help with strong emotions</p> <p><u>1-Year Old:</u> Begins to cope with strong emotions with help from familiar adults</p>
Look toward familiar caregivers for help when becoming upset	<p><b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b></p> <p><u>8-12 mos:</u> Regulates feelings through behaviors, such as sucking thumb or carrying a favorite blanket or toy; looks to familiar adults for help with strong emotions</p> <p><u>1-Year Old:</u> Begins to cope with strong emotions with help from familiar adults</p>
Crawl to familiar caregivers who are holding another child	<p><b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b></p> <p><u>8-12 mos:</u> Regulates feelings through behaviors, such as sucking thumb or carrying a favorite blanket or toy; looks to familiar adults for help with strong emotions</p> <p><u>1-Year Old:</u> Begins to cope with strong emotions with help from familiar adults</p>
Express own needs by gesturing or moving toward bottles, toys, or other objects they want	<p><b>SED 3-1 Expresses Emotion</b></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>
Use emotional expressions (pouting, whining, and crying) to obtain things they want	<p><b>SED 3-1 Expresses Emotion</b></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>

Anticipate and participate in transitions, such as getting a blanket for naptime	<b>ATL 2-1 Understands Routines</b> 8-12 mos: Remembers daily routines; knows how to use familiar objects 1-Year Old: Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat)
Try different ways to calm themselves when they are upset, such as singing themselves to sleep	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> 8-12 mos: Regulates feelings through behaviors, such as sucking thumb or carrying a favorite blanket or toy; looks to familiar adults for help with strong emotions 1-Year Old: Begins to cope with strong emotions with help from familiar adults
Understand what “no” means	<b>ATL 2-2 Shows Responsibility</b> 1-Year Old: Accepts adult redirection; begins to respond to directives
<b>18-36 mos.</b>	
Recover from emotional outbursts (tantrums, biting, or hitting) in a few minutes with adult support	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> 2-Year Old: Able to use routines, favorite objects, or familiar adults to help in coping with strong feelings and emotions 3-Year Old: 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
Use words to obtain things they want	<b>LC 7-2 Develops Expressive Communication</b> 2-Year Old: Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more 3-Year Old: 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
Begin to use various emotion words, such as “I’m mad.”	<b>SED 3-1 Expresses Emotion</b> 2-Year Old: Expresses a variety of emotions; modifies expression according to reactions of familiar adults 3-Year Old: 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
Listen to and begin to follow rules	<b>ATL 2-2 Shows Responsibility</b> 2-Year Old: Follows adult directives; follows basic rules with the help of caregivers; helps pick up toys at cleanup time; is able to be redirected 3-Year Old: 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
Change to new or different activities with adult support	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> 2-Year Old: Accepts changes in routines or usual activities when informed ahead of time by adults; shows creativity, flexibility, and inventiveness in play experiences 3-Year Old: Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation
Show beginnings of self-control, such as walking around rain puddles	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>

	<p><u>2-Year Old:</u> Able to use routines, favorite objects, or familiar adults to help in coping with strong feelings and emotions</p> <p><u>3-Year Old:</u> Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games</p>
Say “no” or shake head when they don’t want to do something or don’t like something	<p><b>ATL 1-5 Shows Initiative</b></p> <p><u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting</p> <p><u>Pre-K:</u> Makes and conveys choices to friends and teachers</p>
<b>36-48 mos.</b>	
Express strong emotions constructively with assistance, such as going to quiet area or asking for a favorite book to be read when upset	<p><b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b></p> <p><u>3-Year Old:</u> Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games</p> <p><u>Pre-K:</u> Has methods for coping with intense feelings (getting a comfort item; using words; counting to 5); seeks adult assistance in intense situations; is learning to control impulses and emotions; is able to wait turn</p>
Stick with difficult tasks without becoming overly frustrated	<p><b>ATL 1-3 Is Persistent</b></p> <p><u>3-Year Old:</u> Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support</p> <p><u>Pre-K:</u> Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult</p>
Tell a story that shows their feelings (“I was so happy...”)	<p><b>SED 3-1 Expresses Emotion</b></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> <p><u>Pre-K:</u> Expresses a range of emotions; says how he/she is feeling and why; identifies emotions in photos (e.g., happy, sad, or confused)</p>
Know what will happen next in their day, such as knowing that naptime comes after lunch	<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> <p><u>Pre-K:</u> Anticipates daily routines, such as meal time, clean-up time, etc.; transitions smoothly when instructed it is time to do something else</p>
Gently handle materials and living things, such as a plant or pet animal	<p><b>ATL 2-2 Shows Responsibility</b></p> <p><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><u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege</p>
Follow schedules with few reminders, such as cleaning up toys and joining group activities	<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>

	<u>Pre-K:</u> Anticipates daily routines, such as meal time, clean-up time, etc.; transitions smoothly when instructed it is time to do something else
Change behavior for different surroundings, such as running outside and walking inside	<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 <u>Pre-K:</u> Able to transition thinking and behavior, such as during group play in response to a friend's suggestion or idea; generates creative ideas, suggestions
<b>Relationships with Others</b>	
Relationships with Others Indicators: 1. Shows interest in and awareness of others 2. Responds to and interacts with others 3. Begins to recognize and respond to the feelings and emotions of others and begins to show concern	
<b>0-8 mos.</b>	
Show interest in others by watching them and tracking their behaviors	<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
Cry, laugh, or smile with other infants	<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
<b>8-18 mos.</b>	
Look back and forth between toy and adult while playing	<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 <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
Reach out to touch another child's face, hair, or other body part	<b>SED 6-2 Bonds with Peers</b> <u>8-12 mos:</u> Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play) <u>1-Year Old:</u> Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play)
Grab for an object another child is holding	<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)
Play side-by-side with others using the same or similar toys	<b>SED 6-2 Bonds with Peers</b> <u>8-12 mos:</u> Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play)

	<u>1-Year Old</u> : Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play)
<b>18-36 mos.</b>	
Play with toys with other children or include other children in pretend play	<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) <u>2-Year Old</u> : Enjoys being with other children; joins group play with other children; knows some names of peers
Show interest or concern for another child who is hurt or has fallen	<b>SED 6-1 Builds Empathy</b> <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
Know the names of familiar playmates and show favorite playmates by holding hands, sharing toys, and getting excited when friends arrive	<b>SED 6-2 Bonds with Peers</b> <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
Watch and copy another child's behavior or activity	<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) <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
Take turns during play with other toddlers, with lots of adult assistance	<b>SED 6-3 Cooperates with Peers</b> <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
<b>36-48 mos.</b>	
Initiate play and share toys with friends and adults	<b>SED 6-2 Bonds with Peers</b> <u>3-Year Old</u> : Interacts positively with other children in the group; begins to make friends; may have a favorite friend <u>Pre-K</u> : Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play
Ask questions about why another child is crying or tell a familiar caregiver when a friend is hurt	<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 <u>Pre-K</u> : Shares in the joy of others; expresses sadness when another adult or child is sad
Share and take turns with other children	<b>SED 6-3 Cooperates with Peers</b>

	<p><b>3-Year Old:</b> 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><b>Pre-K:</b> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language</p>
Encourage and praise peers	<p><b>SED 6-1 Builds Empathy</b></p> <p><b>3-Year Old:</b> Recognizes the feelings of others; asks an adult for help when another child is in distress</p> <p><b>Pre-K:</b> Shares in the joy of others; expresses sadness when another adult or child is sad</p>
Express interest in, acceptance of, and affection for others	<p><b>SED 6-2 Bonds with Peers</b></p> <p><b>3-Year Old:</b> Interacts positively with other children in the group; begins to make friends; may have a favorite friend</p> <p><b>Pre-K:</b> Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play</p>
Begin to plan play with friends and follow through with actions, such as asking a friend to play in the block center, and then doing so	<p><b>SED 6-2 Bonds with Peers</b></p> <p><b>3-Year Old:</b> Interacts positively with other children in the group; begins to make friends; may have a favorite friend</p> <p><b>Pre-K:</b> Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play</p>
Make decisions with other children with adult assistance	<p><b>SED 6-3 Cooperates with Peers</b></p> <p><b>3-Year Old:</b> 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><b>Pre-K:</b> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language</p>
Join others in group activities for brief periods of time	<p><b>SED 6-2 Bonds with Peers</b></p> <p><b>3-Year Old:</b> Interacts positively with other children in the group; begins to make friends; may have a favorite friend</p> <p><b>Pre-K:</b> Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play</p>

<b>Language and Communication Development</b>	
Listening and Understanding	
Listening and Understanding Indicators: 1. Listens with interest to language of others	

2. Responds to nonverbal and verbal communication of others 3. Begins to understand the rules of conversation	
<b>0-8 mos.</b>	<b>Vine Indicators</b>
Turn towards sounds or voice of caregiver	<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
Smile when spoken to	<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
Watch a person's face and body language when they are talking	<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
Respond to body language and directions given by the caregiver (hold their arms out when caregiver reaches for child and says "Let me pick you up.")	<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
Respond to different tones of voice, such as becoming excited or calm when spoken to	<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
Use hand motions and body movements (reaching, clapping, turning) in response to familiar words and phrases	<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
<b>8-18 mos.</b>	
Quiet down or get excited when they hear familiar voices	<b>LC 7-1 Develops Receptive Communication</b> <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 <u>1-Year Old:</u> Responds to simple instructions such as "come here" or "bring me a book"
Look at person who calls their name or is speaking	<b>LC 7-1 Develops Receptive Communication</b> <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 <u>1-Year Old:</u> Responds to simple instructions such as "come here" or "bring me a book"
Recognize names of familiar objects (cup, banana, juice, etc.)	<b>LC 7-1 Develops Receptive Communication</b> <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"
Watch and listen while others speak and then speak or make sounds themselves	<b>LC 7-1 Develops Receptive Communication</b>

	<p><u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines</p> <p><u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book”</p>
Follow simple requests (“Get your ball.”)	<p><b>LC 7-1 Develops Receptive Communication</b></p> <p><u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines</p> <p><u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book”</p>
Respond with body language or words to simple questions	<p><b>LC 7-1 Develops Receptive Communication</b></p> <p><u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines</p> <p><u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book”</p>
<b>18-36 mos.</b>	
Imitate caregiver’s different vocal sounds and body language	<p><b>LC 7-1 Develops Receptive Communication</b></p> <p><u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions</p> <p><u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues</p>
Laugh after caregiver says something funny	<p><b>LC 7-1 Develops Receptive Communication</b></p> <p><u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions</p> <p><u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues</p>
Quiet and listen when caregivers say they have something to say	<p><b>LC 7-1 Develops Receptive Communication</b></p> <p><u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions</p> <p><u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues</p>
Let others know when they want a turn to talk (says “me” or “my turn”)	<p><b>LC 7-6 Learns Conversation Structure</b></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>
Follow two-step requests	<p><b>LC 7-1 Develops Receptive Communication</b></p> <p><u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions</p> <p><u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues</p>
Show understanding by pointing to or touching a picture in a book or talking about some part of a book	<p><b>LC 7-4 Expands Vocabulary</b></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>
Begin to talk or converse with other toddlers during play (listening and paying attention to each other)	<p><b>LC 7-6 Learns Conversation Structure</b></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>
<b>36-48 mos.</b>	
Follow three-step directions	<p><b>LC 7-1 Develops Receptive Communication</b></p> <p><u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues</p> <p><u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations</p>
Participate in short conversations with expected words and phrases	<p><b>LC 7-6 Learns Conversation Structure</b></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> <p><u>Pre-K:</u> Participates in multi-turn conversations with friends and adults; mirrors tone, volume and tense; uses verbal and nonverbal conversational rules (e.g., takes turns, eye contact, loud and soft voice as appropriate, etc.); connects phrases and sentences to build ideas</p>
Produce expected responses to different types of requests	<p><b>LC 7-1 Develops Receptive Communication</b></p> <p><u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues</p> <p><u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations</p>
Ask or gesture for a request to be repeated or clarified	<p><b>LC 7-2 Develops Expressive Communication</b></p> <p><u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas</p>
Ask a question and wait for an answer from others	<p><b>LC 7-6 Learns Conversation Structure</b></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> <p><u>Pre-K:</u> Participates in multi-turn conversations with friends and adults; mirrors tone, volume and tense; uses verbal and nonverbal conversational rules (e.g., takes turns, eye contact, loud and soft voice as appropriate, etc.); connects phrases and sentences to build ideas</p>
Provide expected responses to "wh" questions (who, what, where, when, why), as well as other question forms (how, if/then, etc.)	<p><b>LC 7-2 Develops Expressive Communication</b></p> <p><u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas</p>
Let others know when they are interrupted by saying "It's my turn."	<p><b>LC 7-6 Learns Conversation Structure</b></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> <p><u>Pre-K:</u> Participates in multi-turn conversations with friends and adults; mirrors tone, volume and tense; uses verbal and nonverbal conversational rules (e.g., takes turns, eye contact,</p>

	loud and soft voice as appropriate, etc.); connects phrases and sentences to build ideas
Know many words and the opposite of those words (tall/short, smooth/rough, light/heavy)	<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 <u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)
<b>Communication and Speaking</b>	
<b>Communication and Speaking Indicators:</b> 1. Uses consistent sounds, gestures, or words to communicate for a variety of purposes 2. Imitates sounds, gestures, signs, or words 3. Uses language to engage in simple conversations	
<b>0-8 mos.</b>	
Make a variety of sounds to express needs and interests (laughing, cooing, sucking noises to indicate excitement, hunger, tired cry versus hurt cry, babbling)	<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
Begin to imitate sounds like “da” when caregiver says “da”	<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
Begin to move mouth while looking at caregiver talking	<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
Make sounds or signs to get caregiver’s attention	<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
<b>8-18 mos.</b>	

Respond to caregiver's talk by babbling or producing words in reply ("ba-ba-ba" repeated over and over for dialogue)	<p><b>LC 7-2 Develops Expressive Communication</b>  <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"</p>
Say first words by 8-12 months	<p><b>LC 7-2 Develops Expressive Communication</b>  <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>
Try to name familiar people and objects like "mama" and "dada"	<p><b>LC 7-2 Develops Expressive Communication</b>  <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"</p>
Use single words combined with hand motions and body movements to communicate (wave while saying "bye-bye")	<p><b>LC 7-2 Develops Expressive Communication</b>  <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"</p>
Point or use hand motion to communicate wants or needs	<p><b>LC 7-2 Develops Expressive Communication</b>  <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"</p>
Begin to repeat words in simple songs and rhymes	<p><b>LC 7-2 Develops Expressive Communication</b>  <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"</p>
Use approximately 50-100 words in home language or in English by 18 months	<p><b>LC 7-4 Expands Vocabulary</b>  <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?"</p>
<b>18-36 mos.</b>	

Combine words into simple sentences (“Mommy bye-bye” or “milk all gone”)	<p><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”  <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>
Use new words in everyday experiences (“books in box”)	<p><b>LC 7-4 Expands Vocabulary</b>  <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>
Ask caregivers to help name unfamiliar objects	<p><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”  <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>
Use three- to four-word sentences with a noun and a verb	<p><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”  <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>
Use approximately 400 words in home language or in English by 30 months	<p><b>LC 7-4 Expands Vocabulary</b>  <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>
Use approximately 1000 words in home language or in English by 36 months	<p><b>LC 7-4 Expands Vocabulary</b>  <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>
<b>36-48 mos.</b>	
Ask more difficult questions that need more information and clarification (“Why does __ happen?”)	<p><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  <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple</p>

	clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
Use multiple words to describe and communicate feelings	<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 <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
Use more abstract words to understand their world (use words like "think", "know", "guess")	<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 <u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)
Speak using the past tense or possessive ("Daddy carried the cake." "Mommy's car is blue.")	<b>LC 7-5 Expands Grammar and Pronunciation</b> <u>3-Year Old:</u> Can rhyme words (i.e., 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.) <u>Pre-K:</u> Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
Use approximately 4000+ words in home language or in English by 48 months	<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 <u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)
<b>Emergent Literacy</b>	
Emergent Literacy Indicators 1. Shows interest in songs, rhymes, and stories 2. Develops interest in and involvement with books and other print materials 3. Begins to recognize and understand symbols 4. Begins to develop interests and skills related to emergent writing	
<b>0-8 mos.</b>	
Focus attention, move body, or make sounds during familiar songs, fingerplays, or rhymes	<b>LC 7-1 Develops Receptive Communication</b> <u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others

Touch, look at, or make sounds when looking at picture books with adult	<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
Look at others writing or drawing on paper	<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
<b>8-18 mos.</b>	
Imitate body language and/or make sounds during familiar songs, fingerplays, or rhymes	<b>SED 5-2 Learns from Adults</b> <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
Enjoy being read to and exploring books (in home language and in English)	<b>LKS 8-1 Develops Early Literacy</b> <u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories <u>1-Year Old:</u> Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings
Point to or name familiar characters, pictures, or photographs in books	<b>LKS 8-1 Develops Early Literacy</b> <u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories <u>1-Year Old:</u> Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings
Participate in activities or songs that require listening (listens to songs/ rhymes in English and home language)	<b>LC 7-1 Develops Receptive Communication</b> <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 <u>1-Year Old:</u> Responds to simple instructions such as "come here" or "bring me a book"
Turn pages of sturdy books, look at the pictures, and make sounds or words	<b>LKS 8-1 Develops Early Literacy</b> <u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories <u>1-Year Old:</u> Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings
Reach for and hold various writing tools, such as crayons or chalk	<b>LKS 9-1 Develops Emergent Writing</b> <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
Make marks or scribbles on paper	<b>LKS 9-1 Develops Emergent Writing</b> <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
<b>18-36 mos.</b>	
Sing along with familiar songs, fingerplays, or rhymes	<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

Enjoy singing familiar songs or saying rhymes with and without adult assistance	<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
Begin to produce real or nonsense words that sound alike	<b>LC 7-3 Develops Phonemic Awareness</b> <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted
Enjoy being read to and exploring books and reading materials on their own (in English and in home language)	<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 <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures
Ask to be read to and has favorite 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 <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures
Pretend to read familiar 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 <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures
Name and describe familiar characters, pictures, or photographs in books with adult assistance	<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 <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures
Recall characters or events in familiar books	<b>ATL 1-2 Develops Memory</b> <u>3-Year Old:</u> Recalls some elements of a story
Recognize some print or symbols in their surroundings (stop sign, local store sign)	<b>LKS 8-3 Develops Emergent Reading</b> <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
Make circular scribbles, line marks, or letter-like forms when asked to write	<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 <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”
Try different ways to grip or use writing and drawing tools, such as crayons or paintbrushes	<b>LKS 9-1 Develops Emergent Writing</b>

	<p><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> <p><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>
Identify some letters (the first letter in their name) with assistance	<p><b>LKS 8-3 Develops Emergent Reading</b></p> <p><u>2-Year Old:</u> Identifies some of the letters in own name; begins to recognize and understand that pictures or symbols can be "read" by others and have meaning</p> <p><u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading</p>
<b>36-48 mos.</b>	
Like to repeat phrases in books or nursery rhymes, read aloud as a group	<p><b>LKS 8-1 Develops Early Literacy</b></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> <p><u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story</p>
Enjoy doing "pretend readings" of familiar books and making up a story to match drawings (in English and in home language)	<p><b>LKS 8-1 Develops Early Literacy</b></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> <p><u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story</p>
Enjoy a variety of literacy activities, including shared book reading, listening to recorded stories with headphones, or interacting with e-books	<p><b>LKS 8-1 Develops Early Literacy</b></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> <p><u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story</p>
Recall characters and events or predict what will come next in familiar books without help	<p><b>ATL 1-2 Develops Memory</b></p> <p><u>3-Year Old:</u> Recalls some elements of a story</p> <p><u>Pre-K:</u> Recalls part or all of a story, including characters and main events</p>

Handle books with increasing skill	<p><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  <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story</p>
Show increasing understanding that print in most languages is read from left to right, top to bottom, and front to back	<p><b>LKS 8-3 Develops Emergent Reading</b>  <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading  <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes</p>
Begin to understand that letters are combined to make words	<p><b>LKS 8-3 Develops Emergent Reading</b>  <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading  <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes</p>
Recognize some familiar words in print, like their name	<p><b>LKS 8-3 Develops Emergent Reading</b>  <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading  <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes</p>
Identify some letters and know some sounds that letters make	<p><b>LKS 8-2 Develops Alphabetic Knowledge</b>  <u>3-Year Old:</u> Says or sings ABCs  <u>Pre-K:</u> Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print</p>
Begin to write letter-like forms and attempt to write from left-to-right and top-to-bottom in English writing	<p><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”  <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters</p>

Attempt to reproduce letters (or characters depending on home language) by copying one or more letters (or characters)	<p><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”  <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters</p>
Use various writing and drawing tools without adult assistance	<p><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”  <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters</p>
Count words in a sentence	<p><b>LKS 8-3 Develops Emergent Reading</b>  <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading  <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes</p>
Break words into syllables (clap syllables in own name)	<p><b>LC 7-3 Develops Phonemic Awareness</b>  <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted  <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)</p>

<b>Cognitive Development</b>	
Exploration and Discovery	
Exploration and Discovery Indicators: 1. Pays attention and exhibits curiosity in people and objects 2. Uses senses to explore people, objects, and the environment 3. Shows interest in colors, shapes, patterns, and pictures 4. Makes things happen and watches for results and repeats actions	
<b>0-8 mos.</b>	<b>Vine Indicators</b>
Focus on caregivers’ face and follow face or voice	<p><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</p>

Turn head when a new person enters the room	<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
Reach out to touch objects	<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
Put objects in their mouth to touch and taste	<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
Reach out and grab new toys, and turn them over and over to explore or bang them	<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
Hit or kick toys to make them move over and over	<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
<b>8-18 mos.</b>	
Look at books	<b>LKS 8-1 Develops Early Literacy</b> <u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories <u>1-Year Old:</u> Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings
Look to see where objects went when they are dropped	<b>CS 13-1 Explores Objects</b> <u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button <u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound
Touch and feel others' faces, skin, or hair	<b>SED 5-2 Learns from Adults</b> <u>8-12 mos:</u> Mirrors caregiver's non-verbal communication, such as looking where the caregiver is looking or pointing where the caregiver is pointing <u>1-Year Old:</u> Demonstrates interest in adult behavior, such as by saying "hello" and "goodbye" when coming and going
Enjoy playing with objects that make sounds and pay attention to different sounds objects can make, such as drums, noise makers, or bells	<b>CS 13-1 Explores Objects</b> <u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button <u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound
Ask to continue a game by signing or saying "more"	<b>LC 7-2 Develops Expressive Communication</b> <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"

Push a button on a toy to make objects pop up or to make a sound over and over again	<b>CS 13-1 Explores Objects</b> 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 1-Year Old: Observes and experiments with how things work, such as pushing a button on a toy to hear a sound
Sit on a rocking horse or toy and move it back and forth	<b>CS 13-1 Explores Objects</b> 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 1-Year Old: Observes and experiments with how things work, such as pushing a button on a toy to hear a sound
Look closely at small objects, such as pieces of paper or leaves	<b>CS 13-1 Explores Objects</b> 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 1-Year Old: Observes and experiments with how things work, such as pushing a button on a toy to hear a sound
Put a shape in a box with different shape openings (shape sorters)	<b>CM 12-1 Learns Shapes &amp; Sizes</b> 8-12 mos: Works with shape sorter or size stacker 1-Year Old: Identifies shapes; begins to sort by size
Stack blocks or objects	<b>CM 12-2 Develops Spatial Awareness</b> 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
<b>18-36 mos.</b>	
Notice, point at, or talk about animals or insects	<b>CS 15-1 Explores the Natural Environment</b> 1-Year Old: Explores objects of the natural environment through the senses; shows interest in natural objects or processes 2-Year Old: Uses objects of the natural environment in art, sensory, and play
Pick up rocks, sticks, or other objects when outdoors	<b>CS 15-1 Explores the Natural Environment</b> 1-Year Old: Explores objects of the natural environment through the senses; shows interest in natural objects or processes 2-Year Old: Uses objects of the natural environment in art, sensory, and play
Pour, scoop, and explore sand and water	<b>CS 15-1 Explores the Natural Environment</b> 1-Year Old: Explores objects of the natural environment through the senses; shows interest in natural objects or processes 2-Year Old: Uses objects of the natural environment in art, sensory, and play
Match colors and shapes and sort toys or objects that are alike	<b>CS 13-2 Classifies or Sorts Objects</b> 1-Year Old: Helps with cleanup; begins to group objects, such as blocks in one pile and stuffed animals in another 2-Year Old: Recognizes similarities or differences between familiar and unfamiliar people, objects or events
Show interest in mixing colors of water or paints	<b>CS 14-2 Makes Predictions</b> 1-Year Old: Observes and experiments with cause and effect, such as pushing over a block tower

Push/pull riding toys in order to make them move	<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 <u>2-Year Old:</u> Makes predictions based on experience; explores materials and makes observations
<b>36-48 mos.</b>	
Talk about and ask about objects in nature	<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 <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
Observe and discuss changes in weather	<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; show respect for living things <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
Name basic colors and shapes	<b>CM 12-1 Learns Shapes &amp; Sizes</b> <u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
Copy simple patterns	<b>CM 11-2 Understands Patterns</b> <u>3-Year Old:</u> Can complete simple patterns, such as red-blue-red-blue-red-blue; can tell what comes next <u>Pre-K:</u> Can create, duplicate or extend more complex patterns, such as red-blue-green-red-blue-green; can fill in a missing piece of a pattern; seriates a group of like objects (small, medium, large, or light, medium, dark)
Experiment with different objects during play to compare their effects (pushes toy cars down different types of ramps to see which car goes faster)	<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) <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help
Repeat actions, such as blowing bubbles or pumping legs on swing, to improve results	<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 <u>Pre-K:</u> Able to make and test predictions (e.g., what color will we get if we mix the yellow dye and the blue dye?)
<b>Problem Solving</b>	
<b>Problem Solving Indicators:</b> 1. Experiments with different uses for objects	

<p>2. Shows imagination, creativity, and uses a variety of strategies to solve problems</p> <p>3. Applies knowledge to new situations</p> <p>4. Begins to develop interests and skills related to numbers and counting</p>	
<b>0-8 mos.</b>	
Make sounds, cry, or fuss to get caregiver's attention	<p><b>PMP 19-2 Develops Self-Care Skills</b></p> <p><u>1-3 mos:</u> Lets caregivers know when there is a need, such as crying when awake or needing to be changed</p> <p><u>4-7 mos:</u> Uses different cries for different needs, such as when tired or when needing to be changed</p>
Roll over to get a toy just out of reach	<p><b>CS 14-1 Solves Problems</b></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>
Turn objects over to look at and handle them from different positions	<p><b>CS 13-1 Explores Objects</b></p> <p><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</p>
Begin to repeat actions to get an effect (drop a toy to hear it land or bang hands on table)	<p><b>CS 14-1 Solves Problems</b></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>
<b>8-18 mos.</b>	
Use objects or utensils to bang on table and make noise	<p><b>CS 13-1 Explores Objects</b></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>
Crawl into, around, or over obstacles	<p><b>CS 14-1 Solves Problems</b></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>
Attempt to nest three or four cups of different sizes	<p><b>CM 12-2 Develops Spatial Awareness</b></p> <p><u>8-12 mos:</u> Explores ways objects and people move and fit in space</p> <p><u>1-Year Old:</u> Is learning how shapes fit together, such as working with shape sorters or knob puzzles</p>
Enjoy taking objects out of containers and putting them back in	<p><b>CS 14-1 Solves Problems</b></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>
Ask, gesture, or sign to be picked up to reach something	<p><b>LC 7-2 Develops Expressive Communication</b></p> <p><u>8-12 mos:</u> Progresses from babbling with inflection to first words; uses exclamations like "uh-oh"; may sign certain words; may shake head for "no"; uses sounds, gestures, or actions to express needs and wants</p> <p><u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down"</p>

<b>18-36 mos.</b>	
Ask for the names of new objects or people (“What’s that?” or “Who’s that?”)	<b>LC 7-4 Expands Vocabulary</b> <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
Climb on a stool to reach an object	<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 <u>2-Year Old:</u> Able to solve problems by trying more than one approach; continues efforts to complete a challenging task
Experiment with new toys to see how they work	<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 <u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living
Turn puzzle pieces many different ways to complete a puzzle	<b>CM 12-2 Develops Spatial Awareness</b> <u>2-Year Old:</u> Is learning how shapes fit together, such as working with shape sorters or knob puzzles
Count objects while pointing to each one and saying the number (one-to-one correspondence)	<b>CM 10-1 Begins Counting</b> <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
Offer to trade toys with other children	<b>SED 6-3 Cooperates with Peers</b> <u>2-Year Old:</u> Begins to cooperate with others (e.g. shares toys, works toward a common goal, such as building a block tower); is learning to take turns; is learning to use words with peers
<b>36-48 mos.</b>	
Like to play “hide and seek”	<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 <u>2-Year Old:</u> Remembers actions and locations of familiar adults, objects and routines; notices and responds to things that are different
Show more thought in problem solving (use a bucket to move toys from one place to another)	<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) <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
Complete simple jigsaw puzzles	<b>CM 12-2 Develops Spatial Awareness</b> <u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind <u>Pre-K:</u> Uses location words (in, on, under, etc.); uses standard or nonstandard units of measurement to determine length, height, capacity etc. of object(s); compares length,

	height, capacity of a container, such as how many scoops are needed to fill a bucket
Negotiate turn-taking with other children	<b>SED 6-3 Cooperates with Peers</b> <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 <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
Compare and sort objects using one or two features (put all the large red cars together)	<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 <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
Use tools to measure items (scoop into bucket, string to determine length or height)	<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) <u>Pre-K:</u> Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map
Apply numbers and counting concepts to daily life (count the number of children at school today)	<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 <u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10
<b>Memory</b>	
Memory Indicators: 1. Shows ability to acquire and process new information 2. Recognizes familiar people, places, and things 3. Recalls and uses information in new situations 4. Searches for missing or hidden objects	
<b>0-8 mos.</b>	
Look intently at new faces or objects	<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)
Smile in recognition of familiar caregiver and show excitement when they enter the room	<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)
Look in appropriate direction for toys that have been dropped or partially covered by a blanket	<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)
<b>8-18 mos.</b>	
Enjoy playing peek-a-boo	<b>ATL 1-2 Develops Memory</b> <u>8-12 mos:</u> Looks for someone or something that is missing <u>1-Year Old:</u> Finds hidden or missing people or objects; looks in multiple locations for missing objects
Look for hidden objects or toys	<b>ATL 1-2 Develops Memory</b> <u>8-12 mos:</u> Looks for someone or something that is missing <u>1-Year Old:</u> Finds hidden or missing people or objects; looks in multiple locations for missing objects
Ask for a familiar caregiver when not present	<b>ATL 1-2 Develops Memory</b> <u>8-12 mos:</u> Looks for someone or something that is missing <u>1-Year Old:</u> Finds hidden or missing people or objects; looks in multiple locations for missing objects
Look for a favorite object in its usual location, and ask for it when not present	<b>ATL 1-2 Develops Memory</b> <u>8-12 mos:</u> Looks for someone or something that is missing <u>1-Year Old:</u> Finds hidden or missing people or objects; looks in multiple locations for missing objects
Recognize a favorite book when caregiver calls it by name	<b>ATL 1-2 Develops Memory</b> <u>8-12 mos:</u> Looks for someone or something that is missing <u>1-Year Old:</u> Finds hidden or missing people or objects; looks in multiple locations for missing objects
Bring familiar people their shoes or other personal objects	<b>ATL 1-2 Develops Memory</b> <u>8-12 mos:</u> Looks for someone or something that is missing <u>1-Year Old:</u> Finds hidden or missing people or objects; looks in multiple locations for missing objects
<b>18-36 mos.</b>	
Go to the correct location for familiar activity (goes to bathroom when caregiver says "It's time for your bath")	<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 <u>1-Year Old:</u> Finds hidden or missing people or objects; looks in multiple locations for missing objects <u>2-Year Old:</u> Remembers actions and locations of familiar adults, objects and routines; notices and responds to things that are different
Know what sounds animals make and can make the sounds	<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
Recognize and name people 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

Use words and phrases that familiar caregivers use (“Be right back.” or “See you later.”)	<b>SED 5-2 Learns from Adults</b> <u>3-Year Old:</u> Imitates behaviors demonstrated by familiar adults; may say words or phrases often said by familiar adults
Sing familiar songs over and over	<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
Bring favorite book to caregiver to have it read to them	<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 <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
Know familiar words and complete sentences in their favorite 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 <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>36-48 mos.</b>	
Tell what will happen next in a familiar book	<b>LKS 8-1 Develops Early Literacy</b> <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
Answer simple questions about past experiences (“Who took you swimming yesterday?”)	<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 <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
Recognize familiar driving routes and locations in neighborhood (says, “That’s where Grandma lives!” when approaching her house)	<b>SS 16-3 Explores Geography</b> <u>3-Year Old:</u> Learns about community places, such as home, school, park, etc. <u>Pre-K:</u> Learns about how the local community is a part of a broader world, such as state and country; may study maps to learn about far-away cultures
Talk about how common objects, such as spoon, hair brush, or pencil, are used	<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 <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple

	clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
<b>Imitation and Make Believe</b>	
Imitation and Make Believe Indicators: 1. Uses objects in new ways or in pretend play 2. Uses imitation in pretend play to express creativity and imagination	
<b>0-8 mos.</b>	
Copy caregiver actions, such as sticking out tongue or clapping hands together	<b>SED 5-2 Learns from Adults</b> <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
Imitate playing with a toy, such as shaking, banging, or pushing buttons to make a toy work	<b>SED 5-2 Learns from Adults</b> <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
Coo, squeal, or laugh when their caregiver talks and plays games with infant	<b>SED 5-2 Learns from Adults</b> <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
<b>8-18 mos.</b>	
Imitate adult actions (waving “bye-bye” or brushing hair)	<b>SED 5-2 Learns from Adults</b> <u>8-12 mos:</u> Mirrors caregiver's non-verbal communication, such as looking where the caregiver is looking or pointing where the caregiver is pointing <u>1-Year Old:</u> Demonstrates interest in adult behavior, such as by saying "hello" and "goodbye" when coming and going
Play with toys the way they are intended, such as pretending to drink tea from a toy tea cup	<b>CCA 21-4 Participates in Dramatic Play</b> <u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination
Pretend to feed doll or stuffed animal with their own bottle or food	<b>CCA 21-4 Participates in Dramatic Play</b> <u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination
<b>18-36 mos.</b>	
Imitate adult actions, such as pretending to wipe a dirty table or talking on the phone	<b>SED 5-2 Learns from Adults</b> <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
Pretend to drink from an empty cup by making slurping noises and saying “ah” when finished	<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 <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
Pretend objects are other things, such as a banana for a phone or a block for a car	<b>CCA 21-4 Participates in Dramatic Play</b>

	<p><u>2-Year Old:</u> Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others</p> <p><u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play</p>
Pretend that a doll or stuffed animal has feelings, such as making a crying noise to indicate that the doll is sad	<p><b>CCA 21-4 Participates in Dramatic Play</b></p> <p><u>2-Year Old:</u> Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others</p> <p><u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play</p>
Play with stuffed animals one day to play “veterinarian” and then to play “farmer” another day	<p><b>CCA 21-4 Participates in Dramatic Play</b></p> <p><u>2-Year Old:</u> Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others</p> <p><u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play</p>
<b>36-48 mos.</b>	
Reenact actions that have multiple steps that they have seen at an earlier time, such as pretending to get ready for work by making breakfast or putting on jewelry	<p><b>CCA 21-4 Participates in Dramatic Play</b></p> <p><u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play</p> <p><u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers</p>
Have pretend play scenarios that include different roles (“I’ll be the mommy and you be the baby.”)	<p><b>CCA 21-4 Participates in Dramatic Play</b></p> <p><u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play</p> <p><u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers</p>
Plan what they are going to pretend before play, such as saying “Let’s play baking!”	<p><b>CCA 21-4 Participates in Dramatic Play</b></p> <p><u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play</p> <p><u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers</p>
Play with imaginary objects, such as serving an invisible slice of pizza on a plate	<p><b>CCA 21-4 Participates in Dramatic Play</b></p> <p><u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play</p> <p><u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers</p>

**DISCLAIMER:**

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

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