

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
Physical Health and Motor Development	
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	
0-8 mos.	Vine Indicators
Gaze at object, person, or toy	ATL 1-1 Is Attentive
Turn towards sounds and noises	LC 7-1 Develops Receptive Communication
Cry when hungry and quiet down when picked up for breastfeeding or when they see caregiver with bottle	PMP 19-1 Develops Meal Time Independence
Begin to calm during bathtime	SED 3-2 Manages Feelings & Demonstrates Self-Control
Babble or coo with caregivers during diaper-changing time	PMP 19-2 Develops Self-Care Skills
8-18 mos.	
Feed themselves with some assistance	PMP 19-1 Develops Meal Time Independence
Ask, point, or sign for “more” when eating	LC 7-2 Develops Expressive Communication
Play during bathtime	ATL 1-5 Shows Initiative
Listen to safety warnings and accept redirection	PMP 20-2 Learns Safety Rules
Show interest in dressing themselves	PMP 19-2 Develops Self-Care Skills
18-36 mos.	
Participate in healthy care activities like washing hands and brushing teeth	PMP 19-2 Develops Self-Care Skills
Use body language, sign, or say “wet!” to indicate wet or soiled pants	LC 7-2 Develops Expressive Communication
Make personal food choices among several healthy options (“Want apple.”)	PMP 20-1 Learns about Nutrition
Eat with a spoon and fork and drink from a cup with some assistance	PMP 19-1 Develops Meal Time Independence
Dress themselves with help	PMP 19-2 Develops Self-Care Skills
Begin to respond to verbal safety warnings (“Danger. Hot.”)	PMP 20-2 Learns Safety Rules
36-48 mos.	

Feed themselves with fork and spoon without assistance	PMP 19-1 Develops Meal Time Independence
Choose their own clothes to wear and dress themselves	PMP 19-2 Develops Self-Care Skills
Participate in healthy care routines, such as using a tissue to wipe own nose, covering mouth when coughing, and brushing teeth	PMP 19-2 Develops Self-Care Skills
Alert a caregiver when another child is in an unsafe situation or try to stop an unsafe behavior	PMP 20-2 Learns Safety Rules
Gross Motor Skills	
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	
0-8 mos.	
Turn head from side to side and shake or wiggle arms and legs	PMP 17-1 Develops Perception & Balance
Lift head and shoulders	PMP 17-1 Develops Perception & Balance
Roll or try to move towards a toy	PMP 17-2 Develops Lower Body Strength
Scoot forward or backwards	PMP 17-2 Develops Lower Body Strength
Begin to sit with support	PMP 17-1 Develops Perception & Balance
Bat at or kick at toys or things hanging over them	PMP 17-1 Develops Perception & Balance
8-18 mos.	
Sit up and maintain balance while playing with a toy	PMP 17-1 Develops Perception & Balance
Crawl on hands and knees	PMP 17-1 Develops Perception & Balance
Use furniture to pull self up, cruise, and lower self from standing to sitting	PMP 17-5 Develops Large Motor Coordination Skills
Walk on their own and with increasing speed	PMP 17-2 Develops Lower Body Strength
18-36 mos.	
Walk easily or run from place to place	PMP 17-2 Develops Lower Body Strength
Jump into puddles, piles of leaves, or sandboxes	PMP 17-2 Develops Lower Body Strength
Climb on chairs, stools, and playground equipment	PMP 17-5 Develops Large Motor Coordination Skills
Enjoy playing on slides and swings	PMP 17-5 Develops Large Motor Coordination Skills

Kick or throw a large ball toward another child or adult	PMP 17-5 Develops Large Motor Coordination Skills
Climb stairs one step at a time	PMP 17-5 Develops Large Motor Coordination Skills
36-48 mos.	
Walk up and down stairs alternating feet	PMP 17-5 Develops Large Motor Coordination Skills
Kick, throw, and catch a large ball with accuracy	PMP 17-5 Develops Large Motor Coordination Skills
Run more confidently and ride a tricycle	PMP 17-2 Develops Lower Body Strength
Hop or jump	PMP 17-2 Develops Lower Body Strength
Climb a small jungle gym	PMP 17-5 Develops Large Motor Coordination Skills
Fine Motor Skills	
Fine Motor Indicators: 1. Uses hands or feet to touch objects or people 2. Develops small muscle control and coordination 3. Coordinates eye and hand movements 4. Uses tools and different actions on objects	
0-8 mos.	
Look at and follow faces and objects with their eyes	PMP 17-1 Develops Perception & Balance
Bat or kick at objects or toys	PMP 17-1 Develops Perception & Balance
Begin to grab at things with a purpose but may not hold things well yet	PMP 18-2 Develops Fine Hand-Eye Coordination
Point to something they find interesting	PMP 18-2 Develops Fine Hand-Eye Coordination
Look at objects while bringing them to their mouth	PMP 18-2 Develops Fine Hand-Eye Coordination
8-18 mos.	
Bang toys together to make sounds or move toys from one hand to the other	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Scoop or rake with their hand to pick up objects, food, etc.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Use thumb and index finger to pick up, squeeze, or poke small items	PMP 18-2 Develops Fine Hand-Eye Coordination
Grab, drop, or throw toys	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
18-36 mos.	
Build a small tower with toy blocks	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Fit objects together by pressing and turning (peg in small hole, ring onto pole, nesting, etc.)	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Dig in sand with spoon or shovel	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills

Tear paper	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Put on easy clothing (button and unbutton large buttons, unzip large zippers)	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Play with and complete simple puzzles	PMP 18-2 Develops Fine Hand-Eye Coordination
36-48 mos.	
Handle or squeeze delicate or tiny objects between thumb and forefinger	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Start using simple tools like safety scissors (cut in a line or around a picture, etc.)	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Copy simple shapes and write some letters and numbers	LKS 9-1 Develops Emergent Writing
Dress and undress with minimal help	PMP 19-2 Develops Self-Care Skills
Feed self relatively neatly	PMP 19-1 Develops Meal Time Independence

Social and Emotional Development	
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	
0-8 mos.	Vine Indicators
Show interest in familiar faces by staring at them	SED 5-1 Bonds with Adults
Imitate familiar adults' body language and sounds	SED 5-2 Learns from Adults
Respond with smiles and cooing when picked up by a familiar caregiver	SED 5-1 Bonds with Adults
Follow movement of caregiver around the room with their eyes	SED 5-1 Bonds with Adults
Prefer sight, smell, and sound of primary caregiver	SED 5-1 Bonds with Adults
Show social interaction with a smile and mutual eye gaze	SED 5-1 Bonds with Adults
Stop crying and calm down when comforted by a familiar caregiver	SED 3-2 Manages Feelings & Demonstrates Self-Control
8-18 mos.	

Try to get help from familiar adults with sounds and body language (says “mama” or cries)	LC 7-2 Develops Expressive Communication
Clap and smile back and forth with familiar adult	SED 5-2 Learns from Adults
Cry or show fear when separated from their primary caregiver	SED 5-1 Bonds with Adults
Show affection, such as hugs and kisses, leaning in, or reaching out	SED 5-1 Bonds with Adults
Look for familiar adults to comfort them when hungry or tired	SED 3-2 Manages Feelings & Demonstrates Self-Control
18-36 mos.	
Express affection for familiar caregivers, such as telling a caregiver “love you” or greeting a caregiver excitedly	SED 5-1 Bonds with Adults
Check back with caregiver often when playing or exploring	SED 5-1 Bonds with Adults
Reach for familiar caregivers when unfamiliar adults approach	SED 5-1 Bonds with Adults
Look for familiar caregivers after falling down or getting hurt	SED 5-1 Bonds with Adults
Take a familiar toy or blanket along on a trip or a visit to a new place	SED 3-2 Manages Feelings & Demonstrates Self-Control
36-48 mos.	
Consistently seek out a trusted adult for comfort when they are upset	SED 5-1 Bonds with Adults
Show interest and comfort in playing with and meeting new adults	SED 5-1 Bonds with Adults
Show comfort in new situations	ATL 1-5 Shows Initiative
Self-Awareness	
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	
0-8 mos.	
Cry when hungry, uncomfortable, tired, or unhappy	SED 3-1 Expresses Emotion
Turn head, frown, and/or arch back when over-stimulated	SED 3-1 Expresses Emotion

Begin to express several clearly different emotions, such as happiness, excitement, and anger	SED 3-1 Expresses Emotion
Turn and look at caregiver when their name is called	SED 4-1 Develops Awareness of Self
Look at and/or smile at themselves in the mirror	SED 4-1 Develops Awareness of Self
Explore own hands and feet	SED 4-1 Develops Awareness of Self
Push away bottle, breast, or food, or turn head away when full	SED 3-1 Expresses Emotion
8-18 mos.	
Express a variety of emotions, like happiness, sadness, surprise, and discomfort	SED 3-1 Expresses Emotion
Begin pointing to and naming body parts on themselves and others	SED 4-1 Develops Awareness of Self
Enjoy making faces at themselves in mirror	SED 4-1 Develops Awareness of Self
Make choices by shaking head “no” and/or nodding head “yes”	ATL 1-5 Shows Initiative
Enjoy pointing to or naming pictures of family members	SED 4-1 Develops Awareness of Self
Choose culturally familiar foods over other foods	PMP 19-1 Develops Meal Time Independence
Enjoy praise and clapping to celebrate their accomplishments	SED 4-2 Becomes Confident
18-36 mos.	
Recognize and name their own emotions	SED 3-1 Expresses Emotion
In front of the mirror, point to and name many body parts	SED 4-1 Develops Awareness of Self
Begin to describe themselves in words (“I run fast!”, “I strong”, “I got brown hair”)	SED 4-1 Develops Awareness of Self
Show pride in own accomplishments by smiling, clapping, cheering for themselves, or saying, “I did it!”	SED 4-2 Becomes Confident
Say first and last name when asked	SED 4-1 Develops Awareness of Self
Use words and actions to assert themselves (“No!”, “Mine!”, while pushing another child away)	ATL 1-5 Shows Initiative
Choose areas to play in or activities they prefer	ATL 1-5 Shows Initiative
Place their own items in their own cubby or area	ATL 2-2 Shows Responsibility

Begin to show comfort in a greater variety of familiar settings important to family, such as church, local library, or neighborhood park	ATL 1-5 Shows Initiative
Name things related to family's culture ("menorah", "Christmas tree", "sari")	SED 4-1 Develops Awareness of Self
36-48 mos.	
Refer to themselves as "I" when speaking ("I can do it.", "I go with Mommy.")	SED 4-1 Develops Awareness of Self
Express more emotions through words, actions, gestures, and body language	SED 3-1 Expresses Emotion
Show more familiarity with personal space (sit on own carpet square during Circle Time, keep their hands to themselves)	ATL 2-2 Shows Responsibility
Make choices, such as clothing or art materials	ATL 1-5 Shows Initiative
Enjoy being a helper with a special job to do	ATL 2-2 Shows Responsibility
Speak about family members and friends who are not present	SED 4-1 Develops Awareness of Self
Begin to notice how people's skin color, hair color, and abilities are different or the same	SED 4-1 Develops Awareness of Self
Be able to speak about familiar community places and activities, such as going to church, post office, or grocery store	SS 16-3 Explores Geography
Enjoy joining others in cultural celebrations	SS 16-1 Explores Cultures
Self-Regulation	
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	
0-8 mos.	
Turn their head, frown, and/or arch back when over-stimulated	SED 3-2 Manages Feelings & Demonstrates Self-Control
Seek and respond to comfort from familiar caregivers when frightened or upset	SED 3-2 Manages Feelings & Demonstrates Self-Control
Calm when held or gently rocked	SED 3-2 Manages Feelings & Demonstrates Self-Control

Start sleep/wake cycles	PMP 19-4 Develops Naptime Independence
Show some routine behaviors, such as babbling themselves to sleep and thumb-sucking	SED 3-2 Manages Feelings & Demonstrates Self-Control
8-18 mos.	
Use a comfort object for security, such as blanket or toy, when feeling stressed or upset	SED 3-2 Manages Feelings & Demonstrates Self-Control
Look toward familiar caregivers for help when becoming upset	SED 3-2 Manages Feelings & Demonstrates Self-Control
Crawl to familiar caregivers who are holding another child	SED 3-2 Manages Feelings & Demonstrates Self-Control
Express own needs by gesturing or moving toward bottles, toys, or other objects they want	SED 3-1 Expresses Emotion
Use emotional expressions (pouting, whining, and crying) to obtain things they want	SED 3-1 Expresses Emotion
Anticipate and participate in transitions, such as getting a blanket for naptime	ATL 2-1 Understands Routines
Try different ways to calm themselves when they are upset, such as singing themselves to sleep	SED 3-2 Manages Feelings & Demonstrates Self-Control
Understand what “no” means	ATL 2-2 Shows Responsibility
18-36 mos.	
Recover from emotional outbursts (tantrums, biting, or hitting) in a few minutes with adult support	SED 3-2 Manages Feelings & Demonstrates Self-Control
Use words to obtain things they want	LC 7-2 Develops Expressive Communication
Begin to use various emotion words, such as “I’m mad.”	SED 3-1 Expresses Emotion
Listen to and begin to follow rules	ATL 2-2 Shows Responsibility
Change to new or different activities with adult support	ATL 1-6 Thinks with Creativity & Flexibility
Show beginnings of self-control, such as walking around rain puddles	SED 3-2 Manages Feelings & Demonstrates Self-Control
Say “no” or shake head when they don’t want to do something or don’t like something	ATL 1-5 Shows Initiative
36-48 mos.	
Express strong emotions constructively with assistance, such as going to quiet area or asking for a favorite book to be read when upset	SED 3-2 Manages Feelings & Demonstrates Self-Control
Stick with difficult tasks without becoming overly frustrated	ATL 1-3 Is Persistent

Tell a story that shows their feelings (“I was so happy...”)	SED 3-1 Expresses Emotion
Know what will happen next in their day, such as knowing that naptime comes after lunch	ATL 2-1 Understands Routines
Gently handle materials and living things, such as a plant or pet animal	ATL 2-2 Shows Responsibility
Follow schedules with few reminders, such as cleaning up toys and joining group activities	ATL 2-1 Understands Routines
Change behavior for different surroundings, such as running outside and walking inside	ATL 1-6 Thinks with Creativity & Flexibility
Relationships with Others	
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	
0-8 mos.	
Show interest in others by watching them and tracking their behaviors	SED 6-2 Bonds with Peers
Cry, laugh, or smile with other infants	SED 6-2 Bonds with Peers
8-18 mos.	
Look back and forth between toy and adult while playing	SED 5-1 Bonds with Adults
Reach out to touch another child’s face, hair, or other body part	SED 6-2 Bonds with Peers
Grab for an object another child is holding	SED 6-2 Bonds with Peers
Play side-by-side with others using the same or similar toys	SED 6-2 Bonds with Peers
18-36 mos.	
Play with toys with other children or include other children in pretend play	SED 6-2 Bonds with Peers
Show interest or concern for another child who is hurt or has fallen	SED 6-1 Builds Empathy
Know the names of familiar playmates and show favorite playmates by holding hands, sharing toys, and getting excited when friends arrive	SED 6-2 Bonds with Peers
Watch and copy another child’s behavior or activity	SED 6-2 Bonds with Peers

Take turns during play with other toddlers, with lots of adult assistance	SED 6-3 Cooperates with Peers
36-48 mos.	
Initiate play and share toys with friends and adults	SED 6-2 Bonds with Peers
Ask questions about why another child is crying or tell a familiar caregiver when a friend is hurt	SED 6-1 Builds Empathy
Share and take turns with other children	SED 6-3 Cooperates with Peers
Encourage and praise peers	SED 6-1 Builds Empathy
Express interest in, acceptance of, and affection for others	SED 6-2 Bonds with Peers
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	SED 6-2 Bonds with Peers
Make decisions with other children with adult assistance	SED 6-3 Cooperates with Peers
Join others in group activities for brief periods of time	SED 6-2 Bonds with Peers

Language and Communication Development	
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	
0-8 mos.	Vine Indicators
Turn towards sounds or voice of caregiver	LC 7-1 Develops Receptive Communication
Smile when spoken to	LC 7-1 Develops Receptive Communication
Watch a person's face and body language when they are talking	LC 7-1 Develops Receptive Communication
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.")	LC 7-1 Develops Receptive Communication
Respond to different tones of voice, such as becoming excited or calm when spoken to	LC 7-1 Develops Receptive Communication

Use hand motions and body movements (reaching, clapping, turning) in response to familiar words and phrases	LC 7-1 Develops Receptive Communication
8-18 mos.	
Quiet down or get excited when they hear familiar voices	LC 7-1 Develops Receptive Communication
Look at person who calls their name or is speaking	LC 7-1 Develops Receptive Communication
Recognize names of familiar objects (cup, banana, juice, etc.)	LC 7-1 Develops Receptive Communication
Watch and listen while others speak and then speak or make sounds themselves	LC 7-1 Develops Receptive Communication
Follow simple requests ("Get your ball.")	LC 7-1 Develops Receptive Communication
Respond with body language or words to simple questions	LC 7-1 Develops Receptive Communication
18-36 mos.	
Imitate caregiver's different vocal sounds and body language	LC 7-1 Develops Receptive Communication
Laugh after caregiver says something funny	LC 7-1 Develops Receptive Communication
Quiet and listen when caregivers say they have something to say	LC 7-1 Develops Receptive Communication
Let others know when they want a turn to talk (says "me" or "my turn")	LC 7-6 Learns Conversation Structure
Follow two-step requests	LC 7-1 Develops Receptive Communication
Show understanding by pointing to or touching a picture in a book or talking about some part of a book	LC 7-4 Expands Vocabulary
Begin to talk or converse with other toddlers during play (listening and paying attention to each other)	LC 7-6 Learns Conversation Structure
36-48 mos.	
Follow three-step directions	LC 7-1 Develops Receptive Communication
Participate in short conversations with expected words and phrases	LC 7-6 Learns Conversation Structure
Produce expected responses to different types of requests	LC 7-1 Develops Receptive Communication
Ask or gesture for a request to be repeated or clarified	LC 7-2 Develops Expressive Communication
Ask a question and wait for an answer from others	LC 7-6 Learns Conversation Structure
Provide expected responses to "wh" questions (who, what, where, when, why), as well as other question forms (how, if/then, etc.)	LC 7-2 Develops Expressive Communication

Let others know when they are interrupted by saying "It's my turn."	LC 7-6 Learns Conversation Structure
Know many words and the opposite of those words (tall/short, smooth/rough, light/heavy)	LC 7-4 Expands Vocabulary
Communication and Speaking	
Communication and Speaking Indicators: 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	
0-8 mos.	
Make a variety of sounds to express needs and interests (laughing, cooing, sucking noises to indicate excitement, hunger, tired cry versus hurt cry, babbling)	LC 7-2 Develops Expressive Communication
Begin to imitate sounds like "da" when caregiver says "da"	LC 7-2 Develops Expressive Communication
Begin to move mouth while looking at caregiver talking	LC 7-2 Develops Expressive Communication
Make sounds or signs to get caregiver's attention	LC 7-2 Develops Expressive Communication
8-18 mos.	
Respond to caregiver's talk by babbling or producing words in reply ("ba-ba-ba" repeated over and over for dialogue)	LC 7-2 Develops Expressive Communication
Say first words by 8-12 months	LC 7-2 Develops Expressive Communication
Try to name familiar people and objects like "mama" and "dada"	LC 7-2 Develops Expressive Communication
Use single words combined with hand motions and body movements to communicate (wave while saying "bye-bye")	LC 7-2 Develops Expressive Communication
Point or use hand motion to communicate wants or needs	LC 7-2 Develops Expressive Communication
Begin to repeat words in simple songs and rhymes	LC 7-2 Develops Expressive Communication
Use approximately 50-100 words in home language or in English by 18 months	LC 7-4 Expands Vocabulary
18-36 mos.	

Combine words into simple sentences (“Mommy bye-bye” or “milk all gone”)	LC 7-2 Develops Expressive Communication
Use new words in everyday experiences (“books in box”)	LC 7-4 Expands Vocabulary
Ask caregivers to help name unfamiliar objects	LC 7-2 Develops Expressive Communication
Use three- to four-word sentences with a noun and a verb	LC 7-2 Develops Expressive Communication
Use approximately 400 words in home language or in English by 30 months	LC 7-4 Expands Vocabulary
Use approximately 1000 words in home language or in English by 36 months	LC 7-4 Expands Vocabulary
36-48 mos.	
Ask more difficult questions that need more information and clarification (“Why does __ happen?”)	LC 7-2 Develops Expressive Communication
Use multiple words to describe and communicate feelings	LC 7-2 Develops Expressive Communication
Use more abstract words to understand their world (use words like “think”, “know”, “guess”)	LC 7-4 Expands Vocabulary
Speak using the past tense or possessive (“Daddy carried the cake.” “Mommy’s car is blue.”)	LC 7-5 Expands Grammar and Pronunciation
Use approximately 4000+ words in home language or in English by 48 months	LC 7-4 Expands Vocabulary
Emergent Literacy	
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	
0-8 mos.	
Focus attention, move body, or make sounds during familiar songs, fingerplays, or rhymes	LC 7-1 Develops Receptive Communication
Touch, look at, or make sounds when looking at picture books with adult	LKS 8-1 Develops Early Literacy
Look at others writing or drawing on paper	LKS 8-1 Develops Early Literacy
8-18 mos.	

Imitate body language and/or make sounds during familiar songs, fingerplays, or rhymes	SED 5-2 Learns from Adults
Enjoy being read to and exploring books (in home language and in English)	LKS 8-1 Develops Early Literacy
Point to or name familiar characters, pictures, or photographs in books	LKS 8-1 Develops Early Literacy
Participate in activities or songs that require listening (listens to songs/ rhymes in English and home language)	LC 7-1 Develops Receptive Communication
Turn pages of sturdy books, look at the pictures, and make sounds or words	LKS 8-1 Develops Early Literacy
Reach for and hold various writing tools, such as crayons or chalk	LKS 9-1 Develops Emergent Writing
Make marks or scribbles on paper	LKS 9-1 Develops Emergent Writing
18-36 mos.	
Sing along with familiar songs, fingerplays, or rhymes	CCA 21-2 Explores Music
Enjoy singing familiar songs or saying rhymes with and without adult assistance	CCA 21-2 Explores Music
Begin to produce real or nonsense words that sound alike	LC 7-3 Develops Phonemic Awareness
Enjoy being read to and exploring books and reading materials on their own (in English and in home language)	LKS 8-1 Develops Early Literacy
Ask to be read to and has favorite books	LKS 8-1 Develops Early Literacy
Pretend to read familiar books	LKS 8-1 Develops Early Literacy
Name and describe familiar characters, pictures, or photographs in books with adult assistance	LKS 8-1 Develops Early Literacy
Recall characters or events in familiar books	ATL 1-2 Develops Memory
Recognize some print or symbols in their surroundings (stop sign, local store sign)	LKS 8-3 Develops Emergent Reading
Make circular scribbles, line marks, or letter-like forms when asked to write	LKS 9-1 Develops Emergent Writing
Try different ways to grip or use writing and drawing tools, such as crayons or paintbrushes	LKS 9-1 Develops Emergent Writing
Identify some letters (the first letter in their name) with assistance	LKS 8-3 Develops Emergent Reading
36-48 mos.	
Like to repeat phrases in books or nursery rhymes, read aloud as a group	LKS 8-1 Develops Early Literacy

Enjoy doing “pretend readings” of familiar books and making up a story to match drawings (in English and in home language)	LKS 8-1 Develops Early Literacy
Enjoy a variety of literacy activities, including shared book reading, listening to recorded stories with headphones, or interacting with e-books	LKS 8-1 Develops Early Literacy
Recall characters and events or predict what will come next in familiar books without help	ATL 1-2 Develops Memory
Handle books with increasing skill	LKS 8-1 Develops Early Literacy
Show increasing understanding that print in most languages is read from left to right, top to bottom, and front to back	LKS 8-3 Develops Emergent Reading
Begin to understand that letters are combined to make words	LKS 8-3 Develops Emergent Reading
Recognize some familiar words in print, like their name	LKS 8-3 Develops Emergent Reading
Identify some letters and know some sounds that letters make	LKS 8-2 Develops Alphabetic Knowledge
Begin to write letter-like forms and attempt to write from left-to-right and top-to-bottom in English writing	LKS 9-1 Develops Emergent Writing
Attempt to reproduce letters (or characters depending on home language) by copying one or more letters (or characters)	LKS 9-1 Develops Emergent Writing
Use various writing and drawing tools without adult assistance	LKS 9-1 Develops Emergent Writing
Count words in a sentence	LKS 8-3 Develops Emergent Reading
Break words into syllables (clap syllables in own name)	LC 7-3 Develops Phonemic Awareness

Cognitive Development	
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	

0-8 mos.	Vine Indicators
Focus on caregivers' face and follow face or voice	ATL 1-1 Is Attentive
Turn head when a new person enters the room	ATL 1-1 Is Attentive
Reach out to touch objects	CS 13-1 Explores Objects
Put objects in their mouth to touch and taste	CS 13-1 Explores Objects
Reach out and grab new toys, and turn them over and over to explore or bang them	CS 13-1 Explores Objects
Hit or kick toys to make them move over and over	CS 13-1 Explores Objects
8-18 mos.	
Look at books	LKS 8-1 Develops Early Literacy
Look to see where objects went when they are dropped	CS 13-1 Explores Objects
Touch and feel others' faces, skin, or hair	SED 5-2 Learns from Adults
Enjoy playing with objects that make sounds and pay attention to different sounds objects can make, such as drums, noise makers, or bells	CS 13-1 Explores Objects
Ask to continue a game by signing or saying "more"	LC 7-2 Develops Expressive Communication
Push a button on a toy to make objects pop up or to make a sound over and over again	CS 13-1 Explores Objects
Sit on a rocking horse or toy and move it back and forth	CS 13-1 Explores Objects
Look closely at small objects, such as pieces of paper or leaves	CS 13-1 Explores Objects
Put a shape in a box with different shape openings (shape sorters)	CM 12-1 Learns Shapes & Sizes
Stack blocks or objects	CM 12-2 Develops Spatial Awareness
18-36 mos.	
Notice, point at, or talk about animals or insects	CS 15-1 Explores the Natural Environment
Pick up rocks, sticks, or other objects when outdoors	CS 15-1 Explores the Natural Environment
Pour, scoop, and explore sand and water	CS 15-1 Explores the Natural Environment
Match colors and shapes and sort toys or objects that are alike	CS 13-2 Classifies or Sorts Objects
Show interest in mixing colors of water or paints	CS 14-2 Makes Predictions

Push/pull riding toys in order to make them move	CS 14-2 Makes Predictions
36-48 mos.	
Talk about and ask about objects in nature	CS 15-1 Explores the Natural Environment
Observe and discuss changes in weather	CS 15-2 Develops an Understanding of and Care for the Natural World
Name basic colors and shapes	CM 12-1 Learns Shapes & Sizes
Copy simple patterns	CM 11-2 Understands Patterns
Experiment with different objects during play to compare their effects (pushes toy cars down different types of ramps to see which car goes faster)	CS 14-4 Draws Conclusions and Sorts Results
Repeat actions, such as blowing bubbles or pumping legs on swing, to improve results	CS 14-2 Makes Predictions
Problem Solving	
Problem Solving Indicators: 1. Experiments with different uses for objects 2. Shows imagination, creativity, and uses a variety of strategies to solve problems 3. Applies knowledge to new situations 4. Begins to develop interests and skills related to numbers and counting	
0-8 mos.	
Make sounds, cry, or fuss to get caregiver's attention	PMP 19-2 Develops Self-Care Skills
Roll over to get a toy just out of reach	CS 14-1 Solves Problems
Turn objects over to look at and handle them from different positions	CS 13-1 Explores Objects
Begin to repeat actions to get an effect (drop a toy to hear it land or bang hands on table)	CS 14-1 Solves Problems
8-18 mos.	
Use objects or utensils to bang on table and make noise	CS 13-1 Explores Objects
Crawl into, around, or over obstacles	CS 14-1 Solves Problems
Attempt to nest three or four cups of different sizes	CM 12-2 Develops Spatial Awareness
Enjoy taking objects out of containers and putting them back in	CS 14-1 Solves Problems
Ask, gesture, or sign to be picked up to reach something	LC 7-2 Develops Expressive Communication
18-36 mos.	

Ask for the names of new objects or people (“What’s that?” or “Who’s that?”)	LC 7-4 Expands Vocabulary
Climb on a stool to reach an object	CS 14-1 Solves Problems
Experiment with new toys to see how they work	CS 13-1 Explores Objects
Turn puzzle pieces many different ways to complete a puzzle	CM 12-2 Develops Spatial Awareness
Count objects while pointing to each one and saying the number (one-to-one correspondence)	CM 10-1 Begins Counting
Offer to trade toys with other children	SED 6-3 Cooperates with Peers
36-48 mos.	
Like to play “hide and seek”	ATL 1-2 Develops Memory
Show more thought in problem solving (use a bucket to move toys from one place to another)	CS 14-1 Solves Problems
Complete simple jigsaw puzzles	CM 12-2 Develops Spatial Awareness
Negotiate turn-taking with other children	SED 6-3 Cooperates with Peers
Compare and sort objects using one or two features (put all the large red cars together)	CS 13-2 Classifies or Sorts Objects
Use tools to measure items (scoop into bucket, string to determine length or height)	CM 11-1 Learns Measurement and Quantities
Apply numbers and counting concepts to daily life (count the number of children at school today)	CM 10-1 Begins Counting
Memory	
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	
0-8 mos.	
Look intently at new faces or objects	ATL 1-2 Develops Memory
Smile in recognition of familiar caregiver and show excitement when they enter the room	ATL 1-2 Develops Memory
Look in appropriate direction for toys that have been dropped or partially covered by a blanket	ATL 1-2 Develops Memory
8-18 mos.	

Enjoy playing peek-a-boo	ATL 1-2 Develops Memory
Look for hidden objects or toys	ATL 1-2 Develops Memory
Ask for a familiar caregiver when not present	ATL 1-2 Develops Memory
Look for a favorite object in its usual location, and ask for it when not present	ATL 1-2 Develops Memory
Recognize a favorite book when caregiver calls it by name	ATL 1-2 Develops Memory
Bring familiar people their shoes or other personal objects	ATL 1-2 Develops Memory
18-36 mos.	
Go to the correct location for familiar activity (goes to bathroom when caregiver says "It's time for your bath")	ATL 1-2 Develops Memory
Know what sounds animals make and can make the sounds	CS 15-2 Develops an Understanding of and Care for the Natural World
Recognize and name people and animals	CS 15-2 Develops an Understanding of and Care for the Natural World
Use words and phrases that familiar caregivers use ("Be right back." or "See you later.")	SED 5-2 Learns from Adults
Sing familiar songs over and over	CCA 21-2 Explores Music
Bring favorite book to caregiver to have it read to them	LKS 8-1 Develops Early Literacy
Know familiar words and complete sentences in their favorite books	LKS 8-1 Develops Early Literacy
36-48 mos.	
Tell what will happen next in a familiar book	LKS 8-1 Develops Early Literacy
Answer simple questions about past experiences ("Who took you swimming yesterday?")	LC 7-2 Develops Expressive Communication
Recognize familiar driving routes and locations in neighborhood (says, "That's where Grandma lives!" when approaching her house)	SS 16-3 Explores Geography
Talk about how common objects, such as spoon, hair brush, or pencil, are used	LC 7-2 Develops Expressive Communication
Imitation and Make Believe	
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	
0-8 mos.	

Copy caregiver actions, such as sticking out tongue or clapping hands together	SED 5-2 Learns from Adults
Imitate playing with a toy, such as shaking, banging, or pushing buttons to make a toy work	SED 5-2 Learns from Adults
Coo, squeal, or laugh when their caregiver talks and plays games with infant	SED 5-2 Learns from Adults
8-18 mos.	
Imitate adult actions (waving “bye-bye” or brushing hair)	SED 5-2 Learns from Adults
Play with toys the way they are intended, such as pretending to drink tea from a toy tea cup	CCA 21-4 Participates in Dramatic Play
Pretend to feed doll or stuffed animal with their own bottle or food	CCA 21-4 Participates in Dramatic Play
18-36 mos.	
Imitate adult actions, such as pretending to wipe a dirty table or talking on the phone	SED 5-2 Learns from Adults
Pretend to drink from an empty cup by making slurping noises and saying “ah” when finished	CCA 21-4 Participates in Dramatic Play
Pretend objects are other things, such as a banana for a phone or a block for a car	CCA 21-4 Participates in Dramatic Play
Pretend that a doll or stuffed animal has feelings, such as making a crying noise to indicate that the doll is sad	CCA 21-4 Participates in Dramatic Play
Play with stuffed animals one day to play “veterinarian” and then to play “farmer” another day	CCA 21-4 Participates in Dramatic Play
36-48 mos.	
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	CCA 21-4 Participates in Dramatic Play
Have pretend play scenarios that include different roles (“I’ll be the mommy and you be the baby.”)	CCA 21-4 Participates in Dramatic Play
Plan what they are going to pretend before play, such as saying “Let’s play baking!”	CCA 21-4 Participates in Dramatic Play

Play with imaginary objects, such as serving an invisible slice of pizza on a plate	CCA 21-4 Participates in Dramatic Play
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