

# 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:  
**Utah's Early Learning Guidelines  
Birth to Age Three**



**Utah Office of Child Care**

A Division of the Utah Department of  
Workforce Services

## References



Utah Office of Childcare, Adopted with permission from Minnesota's Early Childhood Indicators of Progress. (2007). *Utah's early learning guidelines birth to age three*. UT: Author. Retrieved from [https://jobs.utah.gov/occ/occ2/forproviders/early\\_childhood.pdf](https://jobs.utah.gov/occ/occ2/forproviders/early_childhood.pdf)

Utah's Early Learning Guidelines Birth to Age Three	Vine Assessments by LifeCubby
Social and Emotional Development	Vine Indicators
Trust and emotional security	
Birth-8 Months	
Engages in behaviors that build relationships with familiar adults	<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>
Shows preference for familiar adults	<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>
Responds to unfamiliar adults cautiously	<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>
Seeks to find comfort in new situations	<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>
8-18 Months	
Engages in behaviors that build relationships with familiar adults	<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>
Shows preference for familiar adults	<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>
Responds to unfamiliar adults cautiously	<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>

Seeks to find comfort in new situations	<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>
Shows emotional connection and attachment to others	<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>
18-36 Months	
Engages in behaviors that build relationships with familiar adults	<p><b>SED 5-1 Bonds with Adults</b>  <u>2-Year Old:</u> Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy  <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems</p>
Shows preference for familiar adults	<p><b>SED 5-1 Bonds with Adults</b>  <u>2-Year Old:</u> Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy  <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems</p>
Responds to unfamiliar adults cautiously	<p><b>SED 5-1 Bonds with Adults</b>  <u>2-Year Old:</u> Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy  <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems</p>
Seeks to find comfort in new situations	<p><b>SED 5-1 Bonds with Adults</b>  <u>2-Year Old:</u> Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy  <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems</p>
Shows emotional connection and attachment to others	<p><b>SED 5-1 Bonds with Adults</b>  <u>2-Year Old:</u> Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar</p>

	adults in new or difficult situations, such as moving an object that is too heavy <u>3-Year Old</u> : Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems
<b>Relationships with Other Children</b>	
<b>Birth-8 Months</b>	
Shows interest in and awareness of other children	<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 Months</b>	
Shows interest in and awareness of other children	<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)
Responds to and interacts with other children	<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)
Begins to recognize and respond to other children's feelings and emotions	<b>SED 6-1 Builds Empathy</b> <u>8-12 mos</u> : Responds to the emotions of others; may share emotional reactions (e.g., smiling when an adult smiles) <u>1-Year Old</u> : Observes emotions of others; may respond to another's preferences, such as offering different objects until one is accepted
<b>18-36 Months</b>	
Shows interest in and awareness of other children	<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
Responds to and interacts with other children	<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
Begins to recognize and respond to other children's feelings and emotions	<b>SED 6-1 Builds Empathy</b> <u>2-Year Old</u> : Begins to care for the feelings and needs of others <u>3-Year Old</u> : Recognizes the feelings of others; asks an adult for help when another child is in distress
Begins to show concern for others	<b>SED 6-1 Builds Empathy</b> <u>2-Year Old</u> : Begins to care for the feelings and needs of others <u>3-Year Old</u> : Recognizes the feelings of others; asks an adult for help when another child is in distress

Learns social skills, and eventually words, for expressing feelings, needs and wants	<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 <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
Uses imitation or pretend play to learn new roles and relationships	<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
<b>Self-Awareness</b>	
<b>0-8 Months</b>	
Expresses feelings and emotions through facial expressions, sounds or gestures	<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
<b>8-18 Months</b>	
Expresses feelings and emotions through facial expressions, sounds or gestures	<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
<b>18-36 Months</b>	
Expresses feelings and emotions through facial expressions, sounds or gestures	<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
Develops awareness of self as separate from others	<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 <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family
Shows confidence in increasing abilities	<b>SED 4-2 Becomes Confident</b> <u>2-Year Old:</u> Shows confidence in increasing abilities; enjoys showing others what he/she can do <u>3-Year Old:</u> Is pleased to complete daily routines and learn new skills
<b>Self-Regulation</b>	
<b>8-18 Months</b>	
Begins to manage own behavior and show self-regulation	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <u>8-12 mos:</u> Regulates feelings through behaviors, such as sucking thumb or carrying a favorite blanket or toy; looks to familiar adults for help with strong emotions

	<u>1-Year Old:</u> Begins to cope with strong emotions with help from familiar adults
Shows ability to cope with stress	<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 <u>1-Year Old:</u> Begins to cope with strong emotions with help from familiar adults
Shows increasing independence	<b>ATL 1-5 Shows Initiative</b> 8-12 mos: 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)
18-36 Months	
Begins to manage own behavior and show self-regulation	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <u>2-Year Old:</u> Able to use routines, favorite objects, or familiar adults to help in coping with strong feelings and emotions <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
Shows ability to cope with stress	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <u>2-Year Old:</u> Able to use routines, favorite objects, or familiar adults to help in coping with strong feelings and emotions <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
Shows increasing independence	<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
Understands simple routines, rules or limitations	<b>ATL 2-1 Understands Routines</b> <u>2-Year Old:</u> Able to follow daily routines; easily makes common transitions that are part of a daily schedule <u>3-Year Old:</u> Follows daily routines, such as sitting for circle time; adjusts to changes in routines or usual activities when informed ahead of time
	<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 <u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege

<b>Language Development and Communication</b>	
Listening and Understanding	
0-8 Months	
Shows interest in listening to sounds	<b>LC 7-1 Develops Receptive Communication</b> <u>1-3 mos:</u> Turns head in the direction of a familiar voice <u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others
Listens with interest to language of others	<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
Responds to verbal communication of others	<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
8-18 Months	
Shows interest in listening to sounds	<b>LC 7-3 Develops Phonemic Awareness</b> <u>8-12 mos:</u> Listens and responds to rhymes and rhythms, including songs and chanted rhymes <u>1-Year Old:</u> Participates in group time with songs and chanted rhymes
Listens with interest to language of others	<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”
Responds to verbal communication of others	<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”
Responds to nonverbal communication of others	<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”
Begins to understand gestures, words, questions or routines	<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”
18-36 Months	
Shows interest in listening to sounds	<b>LC 7-3 Develops Phonemic Awareness</b> <u>2-Year Old:</u> Follows along or repeats parts of songs or nursery rhymes <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted
Listens with interest to language of others	<b>LC 7-1 Develops Receptive Communication</b> <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions

	<u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues
Responds to verbal communication of others	<b>LC 7-1 Develops Receptive Communication</b> <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues
Responds to nonverbal communication of others	<b>LC 7-1 Develops Receptive Communication</b> <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues
Begins to understand gestures, words, questions or routines	<b>LC 7-1 Develops Receptive Communication</b> <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues
<b>Communicating and Speaking</b>	
<b>0-8 Months</b>	
Uses sounds, gestures, or actions to express needs and wants	<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
Uses consistent sounds, gestures or words to communicate	<b>LC 7-2 Develops Expressive Communication</b> <u>1-3 mos:</u> Alerts caregivers when there is a need, such as crying when awake or needing to be changed; begins to babble, coo or gurgle; may imitate some sounds <u>4-7 mos:</u> Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure
<b>8-18 Months</b>	
Uses sounds, gestures, or actions to express needs and wants	<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"
Uses consistent sounds, gestures or words to communicate	<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"
Imitates sounds, gestures or words	<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;

	<p>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 Months</b>	
Uses sounds, gestures, or actions to express needs and wants	<p><b>LC 7-2 Develops Expressive Communication</b></p> <p><u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more</p> <p><u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic</p>
Uses consistent sounds, gestures or words to communicate	<p><b>LC 7-2 Develops Expressive Communication</b></p> <p><u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more</p> <p><u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic</p>
Imitates sounds, gestures or words	<p><b>LC 7-2 Develops Expressive Communication</b></p> <p><u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more</p> <p><u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic</p>
Uses sounds, signs or words for a variety of purposes	<p><b>LC 7-2 Develops Expressive Communication</b></p> <p><u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more</p> <p><u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic</p>
Shows reciprocity in using language in simple conversations	<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>Emergent Literacy</b>	
<b>0-8 Months</b>	
Shows interest in songs, rhymes and stories	<p><b>LC 7-3 Develops Phonemic Awareness</b></p> <p><u>4-7 mos:</u> Pays attention during songs and chanted rhymes</p>
Demonstrates interest and involvement with books	<p><b>LKS 8-1 Develops Early Literacy</b></p> <p><u>1-3 mos:</u> Experiences stories by being read to by caregivers</p> <p><u>4-7 mos:</u> Explores books with caregivers; enjoys being read to by others</p>
<b>8-18 Months</b>	

Shows interest in songs, rhymes and stories	<b>LC 7-3 Develops Phonemic Awareness</b> 8-12 mos: Listens and responds to rhymes and rhythms, including songs and chanted rhymes 1-Year Old: Participates in group time with songs and chanted rhymes
Shows interest in photos, pictures and drawings	<b>LKS 8-1 Develops Early Literacy</b> 8-12 mos: Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories 1-Year Old: Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings
Demonstrates interest and involvement with books	<b>LKS 8-1 Develops Early Literacy</b> 8-12 mos: Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories 1-Year Old: Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings
18-36 Months	
Shows interest in songs, rhymes and stories	<b>LC 7-3 Develops Phonemic Awareness</b> 2-Year Old: Follows along or repeats parts of songs or nursery rhymes 3-Year Old: Can say rhymes; can give a rhyming word when prompted
Shows interest in photos, pictures and drawings	<b>LKS 8-1 Develops Early Literacy</b> 2-Year Old: Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures 3-Year Old: 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
Demonstrates interest and involvement with books	<b>LKS 8-1 Develops Early Literacy</b> 2-Year Old: Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures 3-Year Old: 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
Begins to recognize and understand symbols	<b>LKS 8-1 Develops Early Literacy</b> 2-Year Old: Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures 3-Year Old: 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>Cognitive Development</b>	
Exploration and Discovery	
0-8 Months	
Pays attention to people and objects	<b>ATL 1-1 Is Attentive</b> 1-3 mos: Watches faces 4-7 mos: Pays attention to people, objects, and sounds

Uses senses to explore people, objects and the environment	<b>CS 13-1 Explores Objects</b> <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
Attends to colors, shapes, patterns or pictures	<b>CS 13-1 Explores Objects</b> <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping <u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button
<b>8-18 Months</b>	
Pays attention to people and objects	<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
Uses senses to explore people, objects and the environment	<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
Attends to colors, shapes, patterns or pictures	<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
Shows interest and curiosity in new people and objects	<b>ATL 1-4 Is Curious</b> <u>8-12 mos:</u> Shows interest in new toys; explores surroundings <u>1-Year Old:</u> Shows interest in learning about new objects or experiences
Makes things happen and watches for results or repeats action	<b>CS 14-2 Makes Predictions</b> <u>8-12 mos:</u> Interacts purposefully with objects to cause an expected result, such as pushing a button on a toy to make a sound <u>1-Year Old:</u> Observes and experiments with cause and effect, such as pushing over a block tower
<b>18-36 Months</b>	
Pays attention to people and objects	<b>ATL 1-4 Is Curious</b> <u>2-Year Old:</u> Shows interest in new objects or activities; tries different ways of using objects or materials <u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities
Uses senses to explore people, objects and the environment	<b>CS 13-1 Explores Objects</b> <u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration

Attends to colors, shapes, patterns or pictures	<b>CS 13-1 Explores Objects</b> <u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration
Shows interest and curiosity in new people and objects	<b>ATL 1-4 Is Curious</b> <u>2-Year Old:</u> Shows interest in new objects or activities; tries different ways of using objects or materials <u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities
Makes things happen and watches for results or repeats action	<b>CS 14-2 Makes Predictions</b> <u>2-Year Old:</u> Makes predictions based on experience; explores materials and makes observations <u>3-Year Old:</u> Makes simple predictions about what will happen next, such as during activities or when hearing a story
<b>Memory</b>	
<b>0-8 Months</b>	
Shows ability to acquire and process new information	<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)
Recognizes familiar people, places and things	<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 Months</b>	
Shows ability to acquire and process new information	<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
Recognizes familiar people, places and things	<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
Recalls and uses information in new situations	<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
Searches for missing or hidden 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 Months</b>	
Shows ability to acquire and process new information	<b>ATL 1-2 Develops Memory</b> <u>2-Year Old:</u> Remembers actions and locations of familiar adults, objects and routines; notices and responds to things that are different <u>3-Year Old:</u> Recalls some elements of a story
Recognizes familiar people, places and things	<b>ATL 1-2 Develops Memory</b>

	<p><u>2-Year Old</u>: Remembers actions and locations of familiar adults, objects and routines; notices and responds to things that are different</p> <p><u>3-Year Old</u>: Recalls some elements of a story</p>
Recalls and uses information in new situations	<p><b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b></p> <p><u>2-Year Old</u>: Accepts changes in routines or usual activities when informed ahead of time by adults; shows creativity, flexibility, and inventiveness in play experiences</p> <p><u>3-Year Old</u>: Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation</p>
Searches for missing or hidden objects	<p><b>ATL 1-2 Develops Memory</b></p> <p><u>2-Year Old</u>: Remembers actions and locations of familiar adults, objects and routines; notices and responds to things that are different</p> <p><u>3-Year Old</u>: Recalls some elements of a story</p>
<b>Problem Solving</b>	
<b>8-18 Months</b>	
Experiments with different uses for objects	<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>
Shows imagination and creativity in solving problems	<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>
Uses a variety of strategies to solve problems	<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>
<b>18-36 Months</b>	
Experiments with different uses for objects	<p><b>CS 14-1 Solves Problems</b></p> <p><u>2-Year Old</u>: Able to solve problems by trying more than one approach; continues efforts to complete a challenging task</p> <p><u>3-Year Old</u>: Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float)</p>
Shows imagination and creativity in solving problems	<p><b>CS 14-1 Solves Problems</b></p> <p><u>2-Year Old</u>: Able to solve problems by trying more than one approach; continues efforts to complete a challenging task</p> <p><u>3-Year Old</u>: Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float)</p>
Uses a variety of strategies to solve problems	<p><b>CS 14-1 Solves Problems</b></p> <p><u>2-Year Old</u>: Able to solve problems by trying more than one approach; continues efforts to complete a challenging task</p> <p><u>3-Year Old</u>: Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float)</p>
Applies knowledge to new situations	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>

	<p><u>2-Year Old:</u> Accepts changes in routines or usual activities when informed ahead of time by adults; shows creativity, flexibility, and inventiveness in play experiences</p> <p><u>3-Year Old:</u> Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation</p>
<b>Imitation and Symbolic Play</b>	
<b>0-8 Months</b>	
Observes and imitates sounds, gestures or behavior	<p><b>SED 5-2 Learns from Adults</b></p> <p><u>1-3 mos:</u> Imitates some facial expressions</p> <p><u>4-7 mos:</u> Participates in reciprocal imitation games; copies adult sounds, movements, or facial expressions</p>
<b>8-18 Months</b>	
Observes and imitates sounds, gestures or behavior	<p><b>SED 5-2 Learns from Adults</b></p> <p><u>8-12 mos:</u> Mirrors caregiver's non-verbal communication, such as looking where the caregiver is looking or pointing where the caregiver is pointing</p> <p><u>1-Year Old:</u> Demonstrates interest in adult behavior, such as by saying "hello" and "goodbye" when coming and going</p>
Uses objects in new ways or in pretend play	<p><b>CCA 21-4 Participates in Dramatic Play</b></p> <p><u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination</p>
<b>18-36 Months</b>	
Observes and imitates sounds, gestures or behavior	<p><b>SED 5-2 Learns from Adults</b></p> <p><u>2-Year Old:</u> Uses role play to imitate behaviors by familiar adults</p> <p><u>3-Year Old:</u> Imitates behaviors demonstrated by familiar adults; may say words or phrases often said by familiar adults</p>
Uses objects in new ways or in pretend play	<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>
Uses imitation or pretend play to express creativity and imagination	<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>Physical and Motor Development</b>	
<b>Gross Motor Development</b>	
<b>0-8 Months</b>	
Moves body, arms and legs with coordination	<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>
Demonstrates large muscle balance, stability, control and coordination	<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>
Develops increasing ability to change positions and move body from place to place	<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>
8-18 Months	
Moves body, arms and legs with coordination	<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>
Demonstrates large muscle balance, stability, control and coordination	<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>
Develops increasing ability to change positions and move body from place to place	<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>
Moves body with purpose to achieve a goal	<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>
18-36 Months	
Moves body, arms and legs with coordination	<p><b>PMP 17-5 Develops Large Motor Coordination Skills</b></p> <p><u>2-Year Old:</u> Walks up and down stairs with help; participates in physical activities indoors and outdoors</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>
Demonstrates large muscle balance, stability, control and coordination	<p><b>PMP 17-1 Develops Perception &amp; Balance</b></p> <p><u>2-Year Old:</u> Adjusts sitting or standing position based on situation; maintains good posture and balance; avoids obstacles when in motion</p> <p><u>3-Year Old:</u> Stands on 1 foot for about 3 seconds; jumps with two feet</p>
Develops increasing ability to change positions and move body from place to place	<p><b>PMP 17-1 Develops Perception &amp; Balance</b></p> <p><u>2-Year Old:</u> Adjusts sitting or standing position based on situation; maintains good posture and balance; avoids obstacles when in motion</p> <p><u>3-Year Old:</u> Stands on 1 foot for about 3 seconds; jumps with two feet</p>
Moves body with purpose to achieve a goal	<p><b>PMP 17-2 Develops Lower Body Strength</b></p> <p><u>2-Year Old:</u> Able to adjust speed and direction while walking or running</p> <p><u>3-Year Old:</u> Runs; jumps; hops; balances on 1 foot for up to 3 seconds</p>
Fine Motor Development	

0-8 Months	
Uses hands or feet to make contact with objects or people	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <u>1-3 mos:</u> Opens and shuts hands <u>4-7 mos:</u> Turns objects in hands; uses hands or feet to make contact with objects or people
8-18 Months	
Uses hands or feet to make contact with objects or people	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <u>4-7 mos:</u> Turns objects in hands; uses hands or feet to make contact with objects or people <u>8-12 mos:</u> Uses hands for more complex tasks, such as rotating objects, releasing objects, and feeling textures <u>1-Year Old:</u> Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker
Develops small muscle control and coordination	<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
Coordinates eye and hand movements	<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
Uses different actions on objects	<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
18-36 Months	
Uses hands or feet to make contact with objects or people	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <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 <u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay
Develops small muscle control and coordination	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <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 <u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay
Coordinates eye and hand movements	

Uses different actions on objects	<p><b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b></p> <p><u>2-Year Old:</u> Uses hands for complex tasks such as building a block tower or removing a lid; works with clay; uses thumbs and fingers to manipulate objects</p> <p><u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay</p>
Controls small muscles in hands when doing simple tasks	<p><b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b></p> <p><u>2-Year Old:</u> Uses hands for complex tasks such as building a block tower or removing a lid; works with clay; uses thumbs and fingers to manipulate objects</p> <p><u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay</p>
<b>Physical Health and Well-Being</b>	
<b>0-8 Months</b>	
Shows characteristics of healthy development	<i>See LifeCubby's Growth Charts</i>
Responds when physical needs are met	<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>
<b>8-18 Months</b>	
Shows characteristics of healthy development	<i>See LifeCubby's Growth Charts</i>
Responds when physical needs are met	<p><b>PMP 19-2 Develops Self-Care Skills</b></p> <p><u>8-12 mos:</u> Helps with daily routines, such as washing hands and getting dressed</p> <p><u>1-Year Old:</u> Shows increasing independence, such as dressing with help</p>
Expresses physical needs nonverbally or verbally	<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>
Participates in physical care routines	<p><b>PMP 19-2 Develops Self-Care Skills</b></p> <p><u>8-12 mos:</u> Helps with daily routines, such as washing hands and getting dressed</p> <p><u>1-Year Old:</u> Shows increasing independence, such as dressing with help</p>
Begins to develop self-help skills	<p><b>PMP 19-2 Develops Self-Care Skills</b></p> <p><u>8-12 mos:</u> Helps with daily routines, such as washing hands and getting dressed</p> <p><u>1-Year Old:</u> Shows increasing independence, such as dressing with help</p>
<b>18-36 Months</b>	

Shows characteristics of healthy development	<i>See LifeCubby's Growth Charts</i>
Responds when physical needs are met	<p><b>PMP 19-2 Develops Self-Care Skills</b></p> <p><u>2-Year Old:</u> Shows increasing independence with self-care, such as helping wash hands or brush teeth</p> <p><u>3-Year Old:</u> Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat</p>
Expresses physical needs nonverbally or verbally	<p><b>LC 7-2 Develops Expressive Communication</b></p> <p><u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more</p> <p><u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic</p>
Participates in physical care routines	<p><b>PMP 19-2 Develops Self-Care Skills</b></p> <p><u>2-Year Old:</u> Shows increasing independence with self-care, such as helping wash hands or brush teeth</p> <p><u>3-Year Old:</u> Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat</p>
Begins to develop self-help skills	<p><b>PMP 19-2 Develops Self-Care Skills</b></p> <p><u>2-Year Old:</u> Shows increasing independence with self-care, such as helping wash hands or brush teeth</p> <p><u>3-Year Old:</u> Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat</p>
Begins to understand safe and unsafe behaviors	<p><b>PMP 20-2 Learns Safety Rules</b></p> <p><u>2-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands safety rules; follows teacher's instructions with assistance</p> <p><u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands &amp; follows safety rules; follows teacher's instructions when prompted</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:

[contact@lifecubby.me](mailto:contact@lifecubby.me)