

# 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:  
**Washington State Early Learning and  
Development Guidelines:  
Birth through 3rd Grade**



Washington State Department of  
**Early Learning**

## References



Washington State Department of Early Learning. (2012). *Washington state early learning and development guidelines: birth through 3rd grade*. WA: Author. Retrieved from <https://del.wa.gov/sites/default/files/imported/publications/development/docs/guidelines.pdf>

Washington State Early Learning and Development Guidelines: Birth through 3rd Grade	Vine Assessments by LifeCubby
Young Infants Birth to 11 Months	Vine Indicators
<b>1. About me and my family and culture</b>	
Family and culture	
Young Infants develop trusting relationships with familiar adults	
Show preference for primary caregivers.	<p><b>SED 5-1 Bonds with Adults</b></p> <p><u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs</p> <p><u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger</p> <p><u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults</p>
Smile at, make sounds, and move body to interact with caregivers. Smile, wave or laugh to respond to friendly adults.	<p><b>SED 5-1 Bonds with Adults</b></p> <p><u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs</p> <p><u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger</p> <p><u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults</p>
Respond to caregiver's face, words and touch.	<p><b>SED 5-1 Bonds with Adults</b></p> <p><u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs</p> <p><u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger</p> <p><u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults</p>
Cry to express or relieve self of a variety of feelings; cry may increase when caregiver listens and responds to child's need.	<p><b>SED 3-1 Expresses Emotion</b></p> <p><u>1-3 mos:</u> Begins to show emotions with face and body; may begin to smile</p> <p><u>4-7 mos:</u> Becomes more assertive in conveying likes and dislikes</p> <p><u>8-12 mos:</u> Expresses a variety of emotions through facial expressions, sounds, and gestures</p>
Feel safe releasing feelings (such as by crying, trembling, etc.) in the presence of a familiar adult.	<p><b>SED 3-1 Expresses Emotion</b></p> <p><u>1-3 mos:</u> Begins to show emotions with face and body; may begin to smile</p> <p><u>4-7 mos:</u> Becomes more assertive in conveying likes and dislikes</p> <p><u>8-12 mos:</u> Expresses a variety of emotions through facial expressions, sounds, and gestures</p>

Cry when caregiver is not in sight or cling to caregiver when strangers are nearby.	<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  <u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults</p>
<b>Self concept</b>	
Respond with movement and/or sounds when someone speaks the child's name.	<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  <u>8-12 mos:</u> Enjoys watching self in mirror</p>
Explore own toes and fingers	<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  <u>8-12 mos:</u> Enjoys watching self in mirror</p>
Repeat an action to get more effect (such as wriggling in the crib to shake a mobile hanging above, smiling and cooing to get the caregiver to smile back).	<p><b>CS 14-1 Solves Problems</b>  <u>4-7 mos:</u> Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth  <u>8-12 mos:</u> Acts intentionally to achieve a goal (e.g., trying different ways to reach a toy under a table)</p>
Show pride (face "lights up") at own behavior.	<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  <u>8-12 mos:</u> Enjoys watching self in mirror</p>
<b>Self management</b>	
Young Infants efficiently release tension through babbling, crying, trembling, yawning and laughing.	
Cry, make sounds and move body to let caregiver know of the need for help, attention or comfort.	<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  <u>8-12 mos:</u> Expresses a variety of emotions through facial expressions, sounds, and gestures</p>
Respond by relaxing or crying harder when adult pays attention. Grow more confident when encouraged to release feelings.	<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  <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>

Use sounds, facial expressions, and body movements to connect with others and with objects in the environment.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <u>1-3 mos:</u> Calms when held, gently rocked or talked to by familiar adults; brings objects to mouth to calm self <u>4-7 mos:</u> Can briefly calm self; brings hands to mouth; is able to be calmed by familiar adults <u>8-12 mos:</u> Regulates feelings through behaviors, such as sucking thumb or carrying a favorite blanket or toy; looks to familiar adults for help with strong emotions
Hold caregiver's attention by babbling, looking at face, etc.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <u>1-3 mos:</u> Calms when held, gently rocked or talked to by familiar adults; brings objects to mouth to calm self <u>4-7 mos:</u> Can briefly calm self; brings hands to mouth; is able to be calmed by familiar adults <u>8-12 mos:</u> Regulates feelings through behaviors, such as sucking thumb or carrying a favorite blanket or toy; looks to familiar adults for help with strong emotions
Look away at times to control the timing of the interaction.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <u>1-3 mos:</u> Calms when held, gently rocked or talked to by familiar adults; brings objects to mouth to calm self <u>4-7 mos:</u> Can briefly calm self; brings hands to mouth; is able to be calmed by familiar adults <u>8-12 mos:</u> Regulates feelings through behaviors, such as sucking thumb or carrying a favorite blanket or toy; looks to familiar adults for help with strong emotions
Young Infants begin to calm their own feelings.	
Use adult to reassure self by cuddling, grasping adult's finger, etc.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <u>1-3 mos:</u> Calms when held, gently rocked or talked to by familiar adults; brings objects to mouth to calm self <u>4-7 mos:</u> Can briefly calm self; brings hands to mouth; is able to be calmed by familiar adults <u>8-12 mos:</u> Regulates feelings through behaviors, such as sucking thumb or carrying a favorite blanket or toy; looks to familiar adults for help with strong emotions
Comfort self by cooing, babbling, or by clutching, sucking or stroking a favorite blanket or other item.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <u>1-3 mos:</u> Calms when held, gently rocked or talked to by familiar adults; brings objects to mouth to calm self <u>4-7 mos:</u> Can briefly calm self; brings hands to mouth; is able to be calmed by familiar adults <u>8-12 mos:</u> Regulates feelings through behaviors, such as sucking thumb or carrying a favorite blanket or toy; looks to familiar adults for help with strong emotions
Young Infants use a trusted adult as a secure base from which to explore	
Move away from adult by rolling, scooting, etc.; look back at adult.	<b>SED 5-1 Bonds with Adults</b> <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger <u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults

Look for caregiver's response in uncertain situations or when trying something new.	<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  <u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults</p>
Wait briefly to touch or eat something in response to caregiver's direction.	<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  <u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults</p>
Young Infants begin to notice routines	
Participate in repeated routines, such as lifting arms toward caregiver to be picked up.	<p><b>ATL 2-1 Understands Routines</b>  <u>1-3 mos:</u> Is sleeping and eating on a developmentally-appropriate schedule (<i>for questions, consult pediatric guides</i>)  <u>4-7 mos:</u> Demonstrates awareness of daily routines with behavior; may open mouth for feeding or lift arms to be picked up  <u>8-12 mos:</u> Remembers daily routines; knows how to use familiar objects</p>
Learning about learning	
Young Infants observe and explore their surroundings	
Explore own body (such as reaching for toes); explore the face and body of caregivers (such as touching ears, hair, hands).	<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  <u>8-12 mos:</u> Enjoys watching self in mirror</p>
Show preference for certain toys and activities.	<p><b>ATL 1-5 Shows Initiative</b>  <u>4-7 mos:</u> Accepts, reaches for, grasps, or handles familiar toys  <u>8-12 mos:</u> Initiates activities, such as getting a toy independently from a low shelf or basket</p>
Show interest in exploring, feeling and looking at objects new to the child.	<p><b>ATL 1-4 Is Curious</b>  <u>1-3 mos:</u> Turns head toward the sound of a familiar voice  <u>4-7 mos:</u> Explores with hands; finds objects that are partially hidden  <u>8-12 mos:</u> Shows interest in new toys; explores surroundings</p>
Use all senses to explore.	<p><b>CS 13-1 Explores Objects</b>  <u>1-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping  <u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button</p>

Begin to act bored (cry, fussy) if activity doesn't change.	<b>ATL 1-4 Is Curious</b> <u>1-3 mos:</u> Turns head toward the sound of a familiar voice <u>4-7 mos:</u> Explores with hands; finds objects that are partially hidden <u>8-12 mos:</u> Shows interest in new toys; explores surroundings
Start interactions with familiar adults and children (such as by smiling or making sounds).	<b>SED 5-1 Bonds with Adults</b> <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger <u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults
	<b>SED 6-2 Bonds with Peers</b> <u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children <u>8-12 mos:</u> Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play)
Start to show the ability to briefly hold in mind a memory of people and things that are out of sight.	<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
<b>2. Building relationships</b>	
Interactions with adults	
Smile at adults.	<b>SED 5-1 Bonds with Adults</b> <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger <u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults
Respond to contact with adults, and later, initiate, by using vocalization, facial expressions and body movement.	<b>SED 5-1 Bonds with Adults</b> <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger <u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults
Enjoy playing with adults (shown by happy gestures, smiles, gurgles, etc.).	<b>SED 5-1 Bonds with Adults</b> <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger <u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults

<b>Interactions with children</b>	
Smile at 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 <u>8-12 mos:</u> Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play)
Initiate contact with other children with vocalizations, facial expressions and body movements.	<b>SED 6-2 Bonds with Peers</b> <u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children <u>8-12 mos:</u> Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play)
Enjoy interacting with other children (shown by happy gestures, smiles, gurgles, etc.).	<b>SED 6-2 Bonds with Peers</b> <u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children <u>8-12 mos:</u> Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play)
<b>Social behavior</b>	
Notice others' physical characteristics (such as by patting a sibling's hair).	<b>SED 6-2 Bonds with Peers</b> <u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children <u>8-12 mos:</u> Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play)
Notice emotional expressions of adults and other children. Imitate facial expressions.	<b>SED 6-1 Builds Empathy</b> <u>1-3 mos:</u> May cry when someone seems upset or when another child cries <u>4-7 mos:</u> Shows interest in the emotions of others; may copy others (e.g., crying when another child cries) <u>8-12 mos:</u> Responds to the emotions of others; may share emotional reactions (e.g., smiling when an adult smiles)
Play social games.	<b>SED 6-2 Bonds with Peers</b> <u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children <u>8-12 mos:</u> Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play)
<b>3. Touching, seeing, hearing and moving around</b>	
<b>Using the large muscles (gross motor skills)</b>	
Lift head; lift head and chest with weight on hands, when lying on stomach.	<b>PMP 17-1 Develops Perception &amp; Balance</b> <u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes <u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands <u>8-12 mos:</u> Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object
Hold head upright and steady without support.	<b>PMP 17-1 Develops Perception &amp; Balance</b> <u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes <u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands <u>8-12 mos:</u> Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object

When lying on back, bend at hips to lift feet, reach with hands and arms, move head side to side; begin to notice own hands.	<p><b>PMP 17-1 Develops Perception &amp; Balance</b>  <u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes  <u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands  <u>8-12 mos:</u> Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object</p>
Roll from back to side, back to front and front to back with increasing control.	<p><b>PMP 17-2 Develops Lower Body Strength</b>  <u>1-3 mos:</u> Stretches and kicks legs when lying down; pushes down on legs when feet are placed on a firm surface  <u>4-7 mos:</u> Explores new body positions; rolls over; crawls; supports weight on legs; kicks at objects  <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>
Move to explore (roll, crawl, scoot, creep).	<p><b>PMP 17-2 Develops Lower Body Strength</b>  <u>1-3 mos:</u> Stretches and kicks legs when lying down; pushes down on legs when feet are placed on a firm surface  <u>4-7 mos:</u> Explores new body positions; rolls over; crawls; supports weight on legs; kicks at objects  <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>
Sit with support; and later, sit without support.	<p><b>PMP 17-1 Develops Perception &amp; Balance</b>  <u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes  <u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands  <u>8-12 mos:</u> Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object</p>
Stand with support.	<p><b>PMP 17-2 Develops Lower Body Strength</b>  <u>1-3 mos:</u> Stretches and kicks legs when lying down; pushes down on legs when feet are placed on a firm surface  <u>4-7 mos:</u> Explores new body positions; rolls over; crawls; supports weight on legs; kicks at objects  <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>
Using the small muscles (fine motor skills)	
Grasp caregiver's fingers.	<p><b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>  <u>1-3 mos:</u> Opens and shuts hands  <u>4-7 mos:</u> Turns objects in hands; uses hands or feet to make contact with objects or people  <u>8-12 mos:</u> Uses hands for more complex tasks, such as rotating objects, releasing objects, and feeling textures</p>
Play with own hands by touching them together.	<p><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</p>



	<u>8-12 mos:</u> Uses hands for more complex tasks, such as rotating objects, releasing objects, and feeling textures
Reach for toys, objects and bottles with both hands.	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <u>1-3 mos:</u> Opens and shuts hands <u>4-7 mos:</u> Turns objects in hands; uses hands or feet to make contact with objects or people <u>8-12 mos:</u> Uses hands for more complex tasks, such as rotating objects, releasing objects, and feeling textures
Transfer toys or objects from hand to hand.	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <u>1-3 mos:</u> Opens and shuts hands <u>4-7 mos:</u> Turns objects in hands; uses hands or feet to make contact with objects or people <u>8-12 mos:</u> Uses hands for more complex tasks, such as rotating objects, releasing objects, and feeling textures
Reach, grasp and release objects.	<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 <u>8-12 mos:</u> Uses pincer grasp (thumb and forefinger) to pick up food or objects
Using the senses (sensorimotor skills)	
Turn toward sound and touch.	<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
Focus eyes on near and far objects; recognize familiar people and things at a distance.	<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
Follow moving things with 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
Explore things nearby with mouth and hands.	<b>CS 13-1 Explores Objects</b> <u>1-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping <u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button
Actively play, exploring and interacting with what's nearby.	<b>CS 13-1 Explores Objects</b> <u>1-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping <u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button
4. Growing up healthy	
Daily living skills (personal health and hygiene)	
Soothe self and fall asleep.	<b>PMP 19-4 Develops Naptime Independence</b> <u>1-Year Old:</u> Can put self to sleep at naptime

Participate in dressing.	<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> <p><u>8-12 mos:</u> Helps with daily routines, such as washing hands and getting dressed</p>
<b>Nutrition and health</b>	
Suck and swallow.	<p><b>PMP 20-1 Learns about Nutrition</b></p> <p><u>1-3 mos:</u> Is receiving a nutritious, age-appropriate diet of breastmilk and/or formula on an appropriate schedule</p> <p><u>4-7 mos:</u> Diet includes some cereals and healthy baby food on an appropriate schedule</p> <p><u>8-12 mos:</u> Diet includes healthy, nutritionally balanced solid food on an appropriate schedule</p>
Connect breast or bottle with getting fed.	<p><b>PMP 20-1 Learns about Nutrition</b></p> <p><u>1-3 mos:</u> Is receiving a nutritious, age-appropriate diet of breastmilk and/or formula on an appropriate schedule</p> <p><u>4-7 mos:</u> Diet includes some cereals and healthy baby food on an appropriate schedule</p> <p><u>8-12 mos:</u> Diet includes healthy, nutritionally balanced solid food on an appropriate schedule</p>
Help caregiver hold the bottle.	<p><b>PMP 19-1 Develops Meal Time Independence</b></p> <p><u>1-3 mos:</u> Cries when hungry</p> <p><u>4-7 mos:</u> Starts to eat solid food</p> <p><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</p>
Chew and bite; eat finger foods	<p><b>PMP 19-1 Develops Meal Time Independence</b></p> <p><u>1-3 mos:</u> Cries when hungry</p> <p><u>4-7 mos:</u> Starts to eat solid food</p> <p><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</p>
<b>Safety</b>	
Prefer caregiver over a stranger.	<p><b>SED 5-1 Bonds with Adults</b></p> <p><u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs</p> <p><u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger</p> <p><u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults</p>
Stop/wait when caregiver says “no” or gives a nonverbal cue for alarm/danger.	<p><b>PMP 20-2 Learns Safety Rules</b></p> <p><u>1-7 mos:</u> Is learning in a safe environment where caregivers are modeling safe behaviors</p> <p><u>8-12 mos:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; is learning classroom rules</p>
<b>5. Communicating (literacy)</b>	
<b>Speaking and listening (language development)</b>	
Show interest in speech of others.	<b>LC 7-1 Develops Receptive Communication</b>

	<p><u>1-3 mos:</u> Turns head in the direction of a familiar voice</p> <p><u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others</p> <p><u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines</p>
Cry, coo and make other sounds.	<p><b>LC 7-2 Develops Expressive Communication</b></p> <p><u>1-3 mos:</u> Alerts caregivers when there is a need, such as crying when awake or needing to be changed; begins to babble, coo or gurgle; may imitate some sounds</p> <p><u>4-7 mos:</u> Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure</p>
Cry in different ways depending on whether hungry, in pain or tired.	<p><b>LC 7-2 Develops Expressive Communication</b></p> <p><u>1-3 mos:</u> Alerts caregivers when there is a need, such as crying when awake or needing to be changed; begins to babble, coo or gurgle; may imitate some sounds</p> <p><u>4-7 mos:</u> Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure</p>
Imitate adult facial expressions.	<p><b>LC 7-2 Develops Expressive Communication</b></p> <p><u>1-3 mos:</u> Alerts caregivers when there is a need, such as crying when awake or needing to be changed; begins to babble, coo or gurgle; may imitate some sounds</p> <p><u>4-7 mos:</u> Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure</p>
Respond when the child's name is called.	<p><b>LC 7-1 Develops Receptive Communication</b></p> <p><u>1-3 mos:</u> Turns head in the direction of a familiar voice</p> <p><u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others</p> <p><u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines</p>
Vocalize, squeal, laugh and gesture to communicate.	<p><b>LC 7-2 Develops Expressive Communication</b></p> <p><u>4-7 mos:</u> Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure</p>
Babble, try to talk and copy sounds.	<p><b>LC 7-2 Develops Expressive Communication</b></p> <p><u>4-7 mos:</u> Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure</p> <p><u>8-12 mos:</u> Progresses from babbling with inflection to first words; uses exclamations like "uh-oh"; may sign certain words; may shake head for "no"; uses sounds, gestures, or actions to express needs and wants</p>
Begin to say consonant sounds, such as "m," "b."	<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>
Pay attention to what adult is looking at or pointing to.	<p><b>LC 7-1 Develops Receptive Communication</b></p> <p><u>1-3 mos:</u> Turns head in the direction of a familiar voice</p> <p><u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others</p>

	<u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines
Use a variety of sounds to express emotions.	<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
Reach and point 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
Follow simple requests.	<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
Take turn in "conversation" or vocal play with adults.	<b>LC 7-6 Learns Conversation Structure</b> <u>1-Year Old:</u> May participate in back-and-forths; may make eye contact
Say first word.	<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
<b>Reading</b>	
Imitate sounds of language.	<b>LC 7-2 Develops Expressive Communication</b> <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
Show awareness of the sounds of spoken words by focusing on the person 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
Explore books' physical features (such as by chewing on cloth books).	<b>LKS 8-1 Develops Early Literacy</b> <u>1-3 mos:</u> Experiences stories by being read to by caregivers <u>4-7 mos:</u> Explores books with caregivers; enjoys being read to by others <u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories
Focus attention for a short period of time when looking at books.	<b>LKS 8-1 Develops Early Literacy</b> <u>1-3 mos:</u> Experiences stories by being read to by caregivers <u>4-7 mos:</u> Explores books with caregivers; enjoys being read to by others <u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories
Begin to participate in stories, songs and fingerplays.	<b>LC 7-3 Develops Phonemic Awareness</b> <u>4-7 mos:</u> Pays attention during songs and chanted rhymes <u>8-12 mos:</u> Listens and responds to rhymes and rhythms, including songs and chanted rhymes
<b>Writing</b>	

Watch when someone writes or draws.	<b>LKS 9-1 Develops Emergent Writing</b> <u>8-12 mos:</u> Can use a fat paint brush or celery stalk to “paint”
<b>6. Learning about my world</b>	
<b>Knowledge (cognition)</b>	
Pay attention to sights and sounds.	<b>ATL 1-1 Is Attentive</b> <u>1-3 mos:</u> Watches faces <u>4-7 mos:</u> Pays attention to people, objects, and sounds <u>8-12 mos:</u> Pays attention to a task or activity for a few minutes
Look for dropped object.	<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
Gaze at and track an object with his/her eyes.	<b>CS 13-1 Explores Objects</b> <u>1-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping <u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button
Act to trigger a pleasing sight, sound or motion, such as kicking at a mobile; repeat actions many times to cause a desired effect.	<b>CS 13-1 Explores Objects</b> <u>1-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping <u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button
Show curiosity about things and try to get things that are out of reach.	<b>ATL 1-4 Is Curious</b> <u>1-3 mos:</u> Turns head toward the sound of a familiar voice <u>4-7 mos:</u> Explores with hands; finds objects that are partially hidden <u>8-12 mos:</u> Shows interest in new toys; explores surroundings
Imitate sounds; imitate actions, such as clapping hands, pushing a toy.	<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 <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
Search for a hidden object.	<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
<b>Math</b>	
Play with toys and things of different sizes and shapes.	<b>CM 11-1 Learns Measurement and Quantities</b> <u>4-7 mos:</u> Plays with more than one object at a time <u>8-12 mos:</u> Uses words to identify amounts, such as asking for "more" or saying "all gone" <b>CM 12-1 Learns Shapes &amp; Sizes</b> <u>8-12 mos:</u> Works with shape sorter or size stacker
Anticipate “more” during routines.	<b>CM 11-1 Learns Measurement and Quantities</b>

	<p><u>4-7 mos:</u> Plays with more than one object at a time</p> <p><u>8-12 mos:</u> Uses words to identify amounts, such as asking for "more" or saying "all gone"</p>
<b>Science</b>	
Use the senses (mouthing, watching, grasping, reaching) to get information and explore what's nearby.	<p><b>CS 13-1 Explores Objects</b></p> <p><u>1-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping</p> <p><u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button</p>
Use more than one sense at a time, such as when looking at, feeling and shaking a rattle	<p><b>CS 13-1 Explores Objects</b></p> <p><u>1-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping</p> <p><u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button</p>
Repeat behaviors to figure out cause and effect. For example, a toy released high always goes down (law of gravity).	<p><b>CS 14-2 Makes Predictions</b></p> <p><u>8-12 mos:</u> Interacts purposefully with objects to cause an expected result, such as pushing a button on a toy to make a sound</p>
Enjoy filling containers and dumping them out.	<p><b>CM 11-1 Learns Measurement and Quantities</b></p> <p><u>4-7 mos:</u> Plays with more than one object at a time</p> <p><u>8-12 mos:</u> Uses words to identify amounts, such as asking for "more" or saying "all gone"</p>
Show interest in animals and pictures of animals.	<p><b>CS 15-1 Explores the Natural Environment</b></p> <p><u>8-12 mos:</u> Observes objects of the natural environment through the senses by touching, mouthing, watching</p>
<b>Social Studies</b>	
Show interest in people.	<p><b>SS 16-1 Explores Cultures</b></p> <p><u>1-12 mos:</u> Participates in experiential opportunities that are culturally diverse</p>
Notice daily routines.	<p><b>ATL 2-1 Understands Routines</b></p> <p><u>1-3 mos:</u> Is sleeping and eating on a developmentally-appropriate schedule (<i>for questions, consult pediatric guides</i>)</p> <p><u>4-7 mos:</u> Demonstrates awareness of daily routines with behavior; may open mouth for feeding or lift arms to be picked up</p> <p><u>8-12 mos:</u> Remembers daily routines; knows how to use familiar objects</p>
<b>Arts</b>	
Gaze at pictures, photos and mirror images.	<p><b>CCA 21-1 Explores Art Media</b></p> <p><u>1-3 mos:</u> Is learning in a creative environment with opportunity to study colors and shapes</p> <p><u>4-7 mos:</u> Uses age-appropriate art materials, such as "edible art" or other safe materials</p> <p><u>8-12 mos:</u> Uses age-appropriate art materials, such as "edible art" or other safe materials</p>
Show interest in sounds, tones, voices, music, colors and shapes.	<p><b>CCA 21-2 Explores Music</b></p> <p><u>1-3 mos:</u> Listens and responds to singing and music</p>

	<p><u>4-7 mos:</u> Explores musical instruments; bangs toy piano; rattles maracas</p> <p><u>8-12 mos:</u> Plays with musical toys; may show preference for different sounds</p>
Notice and move to music and/or rhythms.	<p><b>CCA 21-3 Explores Movement and Dance</b></p> <p><u>8-12 mos:</u> May move when music is playing</p>

Older Infants 9 to 18 Months	Vine Indicators
<b>1. About me and my family and culture</b>	
Family and culture	
Older Infants develop trusting relationships with familiar adults	
Respond when someone speaks the child's name.	<p><b>SED 4-1 Develops Awareness of Self</b></p> <p><u>8-12 mos:</u> Enjoys watching self in mirror</p> <p><u>1-Year Old:</u> Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others</p>
Seek out trusted caregiver(s) for comfort and support.	<p><b>SED 5-1 Bonds with Adults</b></p> <p><u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults</p> <p><u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task</p>
Demonstrate fear of unknown people and places.	<p><b>SED 5-1 Bonds with Adults</b></p> <p><u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults</p> <p><u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task</p>
Self concept	
Older Infants show their preferences	
Protest when does not want to do something; know what he or she likes to do.	<p><b>ATL 1-5 Shows Initiative</b></p> <p><u>8-12 mos:</u> Initiates activities, such as getting a toy independently from a low shelf or basket</p> <p><u>1-Year Old:</u> Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read)</p>
Point to indicate what he or she wants.	<p><b>ATL 1-5 Shows Initiative</b></p> <p><u>8-12 mos:</u> Initiates activities, such as getting a toy independently from a low shelf or basket</p> <p><u>1-Year Old:</u> Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read)</p>

Choose things to play with.	<b>ATL 1-5 Shows Initiative</b> 8-12 mos: Initiates activities, such as getting a toy independently from a low shelf or basket 1-Year Old: Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read)
Try to do things on own. Show joy when completing a simple task.	<b>SED 4-2 Becomes Confident</b> 1-Year Old: Shows confidence in own abilities; is proud to demonstrate abilities
<b>Self management</b>	
Older Infants use trusted adult as a secure base from which to explore	
Look for caregiver's response in uncertain situations or when trying something new. Test caregiver's response, such as reaching for a forbidden object, then looking to see how caregiver responds.	<b>SED 5-1 Bonds with Adults</b> 8-12 mos: 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 1-Year Old: Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task
Move away from caregiver to explore environment; may do so repeatedly.	<b>ATL 1-5 Shows Initiative</b> 8-12 mos: Initiates activities, such as getting a toy independently from a low shelf or basket 1-Year Old: Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read)
Pay attention to an object a caregiver is looking at or talking about.	<b>SED 5-2 Learns from Adults</b> 8-12 mos: Mirrors caregiver's non-verbal communication, such as looking where the caregiver is looking or pointing where the caregiver is pointing 1-Year Old: Demonstrates interest in adult behavior, such as by saying "hello" and "goodbye" when coming and going
Make an effort at times to reengage a caregiver's attention if he or she is distracted.	<b>SED 5-1 Bonds with Adults</b> 8-12 mos: 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 1-Year Old: Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task
Older Infants begin to participate in repeated routines	
Participate in repeated routines, such as lifting arms toward caregiver to be picked up.	<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)
Follow some rules and routines, and simple directions	<b>ATL 2-1 Understands Routines</b> 8-12 mos: Remembers daily routines; knows how to use familiar objects



	<p><u>1-Year Old</u>: Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat)</p> <p><b>ATL 2-2 Shows Responsibility</b>  <u>1-Year Old</u>: Accepts adult redirection; begins to respond to directives</p>
Older infants continue to express emotions	
Either relax or cry harder when adult pays attention. Grow more confident when encouraged to release strong feelings.	<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>
Express and respond to a variety of emotions.	<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>
Learning to learn	
Use all senses and a variety of motions to explore.	<p><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</p>
Learn through play and interaction with others.	<p><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)</p>
Try different approaches to reaching a desired object or achieving a goal.	<p><b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>  <u>8-12 mos</u>: Able to participate in new activities; uses classroom toys in creative ways, such as using a wooden block as a car or a bucket as a hat  <u>1-Year Old</u>: Able to shift focus; participates in new activities; demonstrates imagination in using materials to create something new</p>
Make creative use of items, such as turning a bucket upside down to be the base for a tower.	<p><b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>  <u>8-12 mos</u>: Able to participate in new activities; uses classroom toys in creative ways, such as using a wooden block as a car or a bucket as a hat  <u>1-Year Old</u>: Able to shift focus; participates in new activities; demonstrates imagination in using materials to create something new</p>
Actively play games with caregivers that involve repetition, such as peek-a-boo; anticipate own turn.	<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>
Experiment to see if objects have the same effects, such as shaking a	<p><b>CS 13-1 Explores Objects</b></p>

stuffed animal to see if it makes a noise like a rattle.	<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
Apply something already learned to something new, such as banging on a drum to make a sound, then banging on a bucket.	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <u>8-12 mos:</u> Able to participate in new activities; uses classroom toys in creative ways, such as using a wooden block as a car or a bucket as a hat <u>1-Year Old:</u> Able to shift focus; participates in new activities; demonstrates imagination in using materials to create something new
Repeat a simple activity until successful.	<b>ATL 1-3 Is Persistent</b> <u>8-12 mos:</u> Repeats actions to achieve a goal <u>1-Year Old:</u> Works to complete a task
Say focused on an activity for a sustained period of time.	<b>ATL 1-1 Is Attentive</b> <u>8-12 mos:</u> Pays attention to a task or activity for a few minutes <u>1-Year Old:</u> Pays attention to a task or activity for a few minutes; repeats actions to complete a goal
Begin to be able to hold information in mind (such as the location of a hidden object) and keep track of simple changes (track the movement of a hidden object).	<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>2. Building relationships</b>	
<b>Interactions with adults</b>	
Enjoy playing with adults.	<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
Follow adult's pointing or gaze to share the same activity or topic.	<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
Initiate interactions by smiling, with vocalizations or gestures.	<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
<b>Interactions with peers</b>	

Respond to others' smiles and emotions. React when someone is crying or upset.	<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
Show interest in other children by watching and trying to imitate them (such as following an older sibling around).	<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)
Recognize other children, their names and their family members.	<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>Social behavior</b>	
Laugh when others laugh.	<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
Interact with children; notice similarities and differences.	<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)
Take turns in social games.	<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)
<b>Problem solving, conflict resolution</b>	
Accept adults stepping in when there are disputes over toys and play	<b>ATL 2-2 Shows Responsibility</b> <u>1-Year Old:</u> Accepts adult redirection; begins to respond to directives
	<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)
<b>3. Touching, seeing, hearing and moving around</b>	
<b>Using the large muscles (gross motor skills)</b>	
Rock back and forth on hands and knees; creep or crawl.	<b>PMP 17-1 Develops Perception &amp; Balance</b> <u>8-12 mos:</u> Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object

	<u>1-Year Old</u> : Increasingly gains balance, going from sitting to standing to running and even jumping
Pull self up to a stand, holding onto something or someone.	<b>PMP 17-3 Develops Upper Body Strength</b> <u>8-12 mos</u> : Pulls self up <u>1-Year Old</u> : Carries objects
Walk holding onto furniture (“cruising”).	<b>PMP 17-2 Develops Lower Body Strength</b> <u>8-12 mos</u> : Progresses from rolling to sitting to crawling to pulling up to cruising; stands; takes first steps; may begin walking <u>1-Year Old</u> : Begins to run before second year
Walk.	<b>PMP 17-2 Develops Lower Body Strength</b> <u>8-12 mos</u> : Progresses from rolling to sitting to crawling to pulling up to cruising; stands; takes first steps; may begin walking <u>1-Year Old</u> : Begins to run before second year
Climb.	<b>PMP 17-5 Develops Large Motor Coordination Skills</b> <u>1-Year Old</u> : Climbs on furniture and crawls up and down stairs unassisted; can easily change body positions
Dance or move to music.	<b>CCA 21-3 Explores Movement and Dance</b> <u>8-12 mos</u> : May move when music is playing <u>1-Year Old</u> : May move when music is playing and “bounce” to the music
Using the small muscles (fine motor skills)	
Use fingers and toes in play.	<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
Manipulate balls and other toys. Enjoy using different ways to manipulate, such as pounding, tapping, 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
Pick up things (such as cereal O’s) between thumb and forefinger	<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
Coordinate eye and hand movements, such as putting things into a box.	<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
Using the senses (sensorimotor skills)	
Use sense of smell, touch, taste, sight and hearing to experience 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
Enjoy exploring and responding to different textures, such as hard tabletops or soft cushions.	<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
<b>4. Growing up healthy</b>	
<b>Daily living skills (personal health and hygiene)</b>	
Begin to be aware of own needs (cry when need changing, get blanket when tired, etc.).	<b>PMP 19-2 Develops Self-Care Skills</b> <u>8-12 mos</u> : Helps with daily routines, such as washing hands and getting dressed <u>1-Year Old</u> : Shows increasing independence, such as dressing with help
Soothe self and fall asleep.	<b>PMP 19-4 Develops Naptime Independence</b> <u>1-Year Old</u> : Can put self to sleep at naptime
Help with dressing, undressing and diapering.	<b>PMP 19-2 Develops Self-Care Skills</b> <u>8-12 mos</u> : Helps with daily routines, such as washing hands and getting dressed <u>1-Year Old</u> : Shows increasing independence, such as dressing with help
Wash and dry hands, with help.	<b>PMP 19-2 Develops Self-Care Skills</b> <u>8-12 mos</u> : Helps with daily routines, such as washing hands and getting dressed <u>1-Year Old</u> : Shows increasing independence, such as dressing with help
<b>Nutrition and health</b>	
Grasp and drink from a cup.	<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
Feed self with a spoon.	<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
Eat finger foods.	<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
Eat a variety of nutritious foods.	<b>PMP 20-1 Learns about Nutrition</b> <u>8-12 mos</u> : Diet includes healthy, nutritionally balanced solid food on an appropriate schedule <u>1-Year Old</u> : Is on a consistent schedule of three healthy meals per day, and may include a light, nutritious snack

Be able to control the speed of eating.	<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
<b>Safety</b>	
Be able to tell who are his or her main caregivers and family, and who are strangers.	<b>PMP 20-2 Learns Safety Rules</b> <u>8-12 mos:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; is learning classroom rules <u>1-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands classroom rules
Be distracted from unsafe behavior with words (such as “no-no” or “stop”) or signals from adults.	<b>PMP 20-2 Learns Safety Rules</b> <u>8-12 mos:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; is learning classroom rules <u>1-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands classroom rules
Look to adults before initiating an unsafe behavior	<b>PMP 20-2 Learns Safety Rules</b> <u>8-12 mos:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; is learning classroom rules <u>1-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands classroom rules
<b>5. Communicating (literacy)</b>	
<b>Speaking and listening (language development)</b>	
Turn to the person speaking, and pay attention to what the speaker is looking at or pointing to.	<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”
Turn, stop or speak when name is called.	<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”
Respond appropriately to familiar words (such as clapping when caregiver says “Clap”).	<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”
Point to familiar persons and things in answer to the question “Where is _____?”	<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”
Use words, sounds and gestures to get attention, make requests, comment, greet.	<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”

Use consistent sounds to indicate a specific person or thing, such as saying “dada” for daddy.	<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>
Name familiar people, animals and objects	<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>
Use eight to 20 understandable words in home language.	<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>
Use single-word speech (such as saying “Up” to be picked up) and short, two-word sentences (“Me go.”).	<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>
If learning two languages, may not use words in the second language, but communicate with gestures and facial expressions.	<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>
Take part in simple conversations.	<p><b>LC 7-6 Learns Conversation Structure</b>  <u>1-Year Old:</u> May participate in back-and-forths; may make eye contact</p>
Enjoy following single-step directions. (“Bring me the ball”)	<p><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”</p>
<b>Reading</b>	
Make the sounds of familiar words when read to.	<p><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</p>

Show awareness of the sounds of spoken words by focusing on the person speaking.	<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
Point to pictures and words in book; have favorite books; increasingly able to handle books, with help; try to turn pages.	<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
Bring a book to an adult to read aloud.	<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
Focus attention for a short period of time when looking at 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
Participate in stories, songs, finger plays and rhymes.	<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
<b>Writing</b>	
Scribble or make marks on paper without help.	<b>LKS 9-1 Develops Emergent Writing</b> 8-12 mos: Can use a fat paint brush or celery stalk to "paint" 1-Year Old: Makes marks on paper with large crayon or marker
Grasp marker or crayon with fist and mark on paper in any location.	<b>LKS 9-1 Develops Emergent Writing</b> 8-12 mos: Can use a fat paint brush or celery stalk to "paint" 1-Year Old: Makes marks on paper with large crayon or marker
<b>6. Learning about my world</b>	
<b>Knowledge (cognition)</b>	
Observe others' activities. Then imitate their actions, gestures and sounds.	<b>SED 5-2 Learns from Adults</b> 8-12 mos: Mirrors caregiver's non-verbal communication, such as looking where the caregiver is looking or pointing where the caregiver is pointing 1-Year Old: Demonstrates interest in adult behavior, such as by saying "hello" and "goodbye" when coming and going
Use imitation to make a desired effect, such as activating a toy, or obtaining an object.	<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



Explore things in many ways, such as shaking, banging, poking and throwing.	<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
Enjoy playing hiding games; locate an object that has been hidden from view.	<b>ATL 1-2 Develops Memory</b> 8-12 mos: Looks for someone or something that is missing 1-Year Old: Finds hidden or missing people or objects; looks in multiple locations for missing objects
Use objects as intended, such as pushing buttons on a toy phone, or drinking from a cup.	<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
Use objects as a means to an end, such as using a bucket to take toys from one place to another.	<b>CS 14-1 Solves Problems</b> 8-12 mos: Acts intentionally to achieve a goal (e.g., trying different ways to reach a toy under a table) 1-Year Old: Tries several times to solve challenging problems, often using more than one approach
Seek caregiver's help by making sounds, words, facial expressions or gestures to obtain an object or start an activity.	<b>SED 5-1 Bonds with Adults</b> 8-12 mos: 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 1-Year Old: Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task
Match similar objects.	<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
Begin make-believe play and imitate the actions of others, such as rocking and feeding a baby doll.	<b>CCA 21-4 Participates in Dramatic Play</b> 1-Year Old: Uses imitation or pretend play to express creativity and imagination
Explore objects in nonconventional ways.	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> 8-12 mos: Able to participate in new activities; uses classroom toys in creative ways, such as using a wooden block as a car or a bucket as a hat 1-Year Old: Able to shift focus; participates in new activities; demonstrates imagination in using materials to create something new
<b>Math</b>	
Understand the idea of "more" related to food or play. Use gestures to ask for more.	<b>CM 11-1 Learns Measurement and Quantities</b> 8-12 mos: Uses words to identify amounts, such as asking for "more" or saying "all gone" 1-Year Old: Begins to say numbers for amounts; begins to use quantity phrases (e.g., "more")
Imitate rote counting using some names of numbers.	<b>CM 10-1 Begins Counting</b> 8-12 mos: Babbles while an adult counts

	<u>1-Year Old</u> : Can say numbers 1-3 with help; shows interest in and awareness of numbers and counting during daily routines and activities
Play with toys and objects of different size and shape.	<b>CM 12-1 Learns Shapes &amp; Sizes</b> <u>8-12 mos</u> : Works with shape sorter or size stacker <u>1-Year Old</u> : Identifies shapes; begins to sort by size
Put things together, such as simple matching puzzles, nesting cups.	<b>CM 12-1 Learns Shapes &amp; Sizes</b> <u>8-12 mos</u> : Works with shape sorter or size stacker <u>1-Year Old</u> : Identifies shapes; begins to sort by size
Follow simple directions that use words like “in,” “on,” “up” and “down.”	<b>CM 12-2 Develops Spatial Awareness</b> <u>8-12 mos</u> : Explores ways objects and people move and fit in space <u>1-Year Old</u> : Is learning how shapes fit together, such as working with shape sorters or knob puzzles
<b>Science</b>	
Take action to achieve a goal, such as fitting puzzle pieces together, or activating a toy.	<b>CS 14-1 Solves Problems</b> <u>8-12 mos</u> : Acts intentionally to achieve a goal (e.g., trying different ways to reach a toy under a table) <u>1-Year Old</u> : Tries several times to solve challenging problems, often using more than one approach
Express surprise and delight to play outdoors and with natural elements, such as water, sand and mud.	<b>CS 15-1 Explores the Natural Environment</b> <u>8-12 mos</u> : Observes objects of the natural environment through the senses by touching, mouthing, watching <u>1-Year Old</u> : Explores objects of the natural environment through the senses; shows interest in natural objects or processes
Express excitement when seeing animals, birds and fish. Show interest in animals and representations of animals.	<b>CS 15-1 Explores the Natural Environment</b> <u>8-12 mos</u> : Observes objects of the natural environment through the senses by touching, mouthing, watching <u>1-Year Old</u> : Explores objects of the natural environment through the senses; shows interest in natural objects or processes
Notice the characteristics of natural things, such as leaves, or events, such as rain or wind.	<b>CS 15-1 Explores the Natural Environment</b> <u>8-12 mos</u> : Observes objects of the natural environment through the senses by touching, mouthing, watching <u>1-Year Old</u> : Explores objects of the natural environment through the senses; shows interest in natural objects or processes
Respond to caregiver’s guidance on how to act appropriately toward and around living things.	<b>CS 15-1 Explores the Natural Environment</b> <u>8-12 mos</u> : Observes objects of the natural environment through the senses by touching, mouthing, watching <u>1-Year Old</u> : Explores objects of the natural environment through the senses; shows interest in natural objects or processes
Enjoy using or playing with technology objects, such as a wind-up toy.	<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
<b>Social Studies</b>	
Be eager for regular daily activities.	<b>ATL 2-1 Understands Routines</b>

	<p><u>8-12 mos:</u> Remembers daily routines; knows how to use familiar objects</p> <p><u>1-Year Old:</u> Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat)</p>
Recognize the start and end of an event (such as by clapping at the end of a song).	<p><b>SS 16-2 Understands Time</b></p> <p><u>8-12 mos:</u> Is on a daily schedule that regulates feeding and sleeping</p> <p><u>1-Year Old:</u> Is learning that the day follows a routine of time, such as “time for snack”</p>
Explore spaces, such as trying to fit into an open cardboard box.	<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>
Recognize some familiar places, such as home, store, grandma’s house.	<p><b>SS 16-3 Explores Geography</b></p> <p><u>3-Year Old:</u> Learns about community places, such as home, school, park, etc.</p>
Know where favorite toys or foods are kept.	<p><b>ATL 1-2 Develops Memory</b></p> <p><u>8-12 mos:</u> Looks for someone or something that is missing</p> <p><u>1-Year Old:</u> Finds hidden or missing people or objects; looks in multiple locations for missing objects</p> <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>
Know where the trash can and recycle bin are.	<p><b>ATL 1-2 Develops Memory</b></p> <p><u>8-12 mos:</u> Looks for someone or something that is missing</p> <p><u>1-Year Old:</u> Finds hidden or missing people or objects; looks in multiple locations for missing objects</p> <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>
<b>Arts</b>	
Try a variety of art materials, such as paint, crayons, markers, play dough, clay.	<p><b>CCA 21-1 Explores Art Media</b></p> <p><u>8-12 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials</p> <p><u>1-Year Old:</u> Uses art materials; makes marks with a crayon; finger paints</p>
Try a variety of sound sources, such as rattles, bells, drums.	<p><b>CCA 21-2 Explores Music</b></p> <p><u>8-12 mos:</u> Plays with musical toys; may show preference for different sounds</p> <p><u>1-Year Old:</u> Shows interest in and participates in a wide variety of music and songs</p>
Show interest in sounds, tones, voices, music, colors and shapes.	<p><b>CCA 21-2 Explores Music</b></p> <p><u>8-12 mos:</u> Plays with musical toys; may show preference for different sounds</p> <p><u>1-Year Old:</u> Shows interest in and participates in a wide variety of music and songs</p>
Enjoy rhythms and movement.	<p><b>CCA 21-3 Explores Movement and Dance</b></p> <p><u>8-12 mos:</u> May move when music is playing</p> <p><u>1-Year Old:</u> May move when music is playing and “bounce” to the music</p>

Toddlers 16 to 36 Months	Vine Indicators
<b>1. About me and my family and culture</b>	
Family and culture	
Have a relationship with caregivers or family other than the parents or main caregiver.	<p><b>SED 5-1 Bonds with Adults</b>  <u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task  <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>
Show preference for familiar adults and peers.	<p><b>SED 5-1 Bonds with Adults</b>  <u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task  <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>
Feel comfortable in a variety of places with familiar adults (such as at home, in the car, store or playground).	<p><b>SED 5-1 Bonds with Adults</b>  <u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task  <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>
Express caution or fear toward unfamiliar people.	<p><b>SED 5-1 Bonds with Adults</b>  <u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task  <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>
Recognize roles within the family.	<p><b>SS 16-4 Learns about Community Roles and Jobs</b>  <u>3-Year Old:</u> Learns about family roles and relationships</p>
Participate in family routines.	<p><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  <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>
Enjoy stories, songs and poems about a variety of people and cultures.	<p><b>SS 16-1 Explores Cultures</b>  <u>1-2-Year Old:</u> Participates in experiential opportunities that are culturally diverse</p>
Self concept	

Separate from main caregiver when in familiar settings outside the home.	<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) <u>2-Year Old:</u> Initiates play with others
Recognize and call attention to self in a mirror or in photographs.	<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 <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 awareness of being seen by others (such as repeating an action when sees someone is watching).	<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 <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 self-confidence; try new things.	<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
Make choices (such as what clothes to wear) and have favorite books, toys and activities.	<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) <u>2-Year Old:</u> Initiates play with others
Take pride in showing completed projects (such as a drawing or stack of blocks) to caregiver.	<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
Name and express many emotions in self, familiar people, pets.	<b>SED 3-1 Expresses Emotion</b> <u>1-Year Old:</u> Expresses a range of emotions, including surprise, joy or pride; notices the effects of emotions on others <u>2-Year Old:</u> Expresses a variety of emotions; modifies expression according to reactions of familiar adults
Seek the comfort of adults significant to him/her when in new or uncomfortable situations, or needing help, or feeling strong emotions.	<b>SED 5-1 Bonds with Adults</b> <u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task <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
<b>Self management</b>	
Remember and follow simple routines and rules some of the time.	<b>ATL 2-1 Understands Routines</b> <u>1-Year Old:</u> Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat)

	<p><u>2-Year Old:</u> Able to follow daily routines; easily makes common transitions that are part of a daily schedule</p> <p><b>ATL 2-2 Shows Responsibility</b>  <u>1-Year Old:</u> Accepts adult redirection; begins to respond to directives  <u>2-Year Old:</u> Follows adult directives; follows basic rules with the help of caregivers; helps pick up toys at cleanup time; is able to be redirected</p>
Direct others to follow simple rules and routines, even when he or she does not follow them.	<p><b>ATL 2-2 Shows Responsibility</b>  <u>1-Year Old:</u> Accepts adult redirection; begins to respond to directives  <u>2-Year Old:</u> Follows adult directives; follows basic rules with the help of caregivers; helps pick up toys at cleanup time; is able to be redirected</p>
Have trouble learning new behavior when routines are changed.	<p><b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>  <u>1-Year Old:</u> Able to shift focus; participates in new activities; demonstrates imagination in using materials to create something new  <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>
Respond well to adult guidance, most of the time. Test limits and try to be independent.	<p><b>ATL 2-2 Shows Responsibility</b>  <u>1-Year Old:</u> Accepts adult redirection; begins to respond to directives  <u>2-Year Old:</u> Follows adult directives; follows basic rules with the help of caregivers; helps pick up toys at cleanup time; is able to be redirected</p>
Stop an activity or avoid doing something if directed.	<p><b>ATL 2-2 Shows Responsibility</b>  <u>1-Year Old:</u> Accepts adult redirection; begins to respond to directives  <u>2-Year Old:</u> Follows adult directives; follows basic rules with the help of caregivers; helps pick up toys at cleanup time; is able to be redirected</p>
Express strong feelings through tantrums.	<p><b>SED 3-1 Expresses Emotion</b>  <u>1-Year Old:</u> Expresses a range of emotions, including surprise, joy or pride; notices the effects of emotions on others  <u>2-Year Old:</u> Expresses a variety of emotions; modifies expression according to reactions of familiar adults</p>
Do things the child has been told not to do.	<p><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)  <u>2-Year Old:</u> Initiates play with others</p>
Show assertiveness, such as giving orders to others.	<p><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)  <u>2-Year Old:</u> Initiates play with others</p>
Show growing ability to remember past experiences and tell an adult about them, including information about simple emotions.	<p><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</p>

Learning to learn	
Actively explore the environment.	<p><b>ATL 1-4 Is Curious</b>  <u>1-Year Old:</u> Shows interest in learning about new objects or experiences  <u>2-Year Old:</u> Shows interest in new objects or activities; tries different ways of using objects or materials</p>
Ask questions.	<p><b>ATL 1-4 Is Curious</b>  <u>1-Year Old:</u> Shows interest in learning about new objects or experiences  <u>2-Year Old:</u> Shows interest in new objects or activities; tries different ways of using objects or materials</p>
Try new ways of doing things. Experiment with the effect of own actions on objects and people.	<p><b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>  <u>1-Year Old:</u> Able to shift focus; participates in new activities; demonstrates imagination in using materials to create something new  <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>
Insist on some choices. Choose an activity and keep at it for longer periods of time.	<p><b>ATL 1-3 Is Persistent</b>  <u>1-Year Old:</u> Works to complete a task  <u>2-Year Old:</u> Finishes self-selected tasks, such as completing a puzzle or listening to a storybook</p>
Want to do favorite activities over and over	<p><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)  <u>2-Year Old:</u> Initiates play with others</p>
Seek and accept help when encountering a problem.	<p><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</p>
Invent new ways to use everyday items.	<p><b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>  <u>1-Year Old:</u> Able to shift focus; participates in new activities; demonstrates imagination in using materials to create something new  <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>
Enjoy pretend play and creating things.	<p><b>CCA 21-4 Participates in Dramatic Play</b>  <u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination  <u>2-Year Old:</u> Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others</p>
Change behavior based on something the child learned before.	<p><b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>  <u>1-Year Old:</u> Able to shift focus; participates in new activities; demonstrates imagination in using materials to create something new  <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>
2. Building relationships	

Interactions with adults	
Start interactions and play with adults.	<p><b>SED 5-1 Bonds with Adults</b>  <u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task  <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>
Seek out attention from adults.	<p><b>SED 5-1 Bonds with Adults</b>  <u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task  <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>
Enjoy turn-taking games with caregivers and may direct adult in his or her role.	<p><b>SED 5-1 Bonds with Adults</b>  <u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task  <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>
Interactions with peers	
Play side-by-side with another child, at times.	<p><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</p>
Remember and use the names of familiar peers.	<p><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</p>
Start interacting with peers. Show interest in and call them by name. Recognize and want to be with playmates the child knows. Observe and imitate other children's play.	<p><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</p>
Begin to include other children in play, such as chase games.	<p><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</p>



	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
<b>Social behavior</b>	
Be excited to see friends and familiar people. Have a preferred playmate.	<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
Notice when someone familiar is absent (“Where is Simon?”).	<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
Notice when others are happy or sad and name emotions. (“Mia sad.”)	<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
Notice that what the child likes might not be the same as what others like.	<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
Follow family routines, such as what the family does at dinner time.	<b>ATL 2-1 Understands Routines</b> <u>1-Year Old:</u> Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat) <u>2-Year Old:</u> Able to follow daily routines; easily makes common transitions that are part of a daily schedule
Be upset when family routines are not followed or change.	<b>ATL 2-1 Understands Routines</b> <u>1-Year Old:</u> Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat) <u>2-Year Old:</u> Able to follow daily routines; easily makes common transitions that are part of a daily schedule
Start to act appropriately as a member of various communities, such as family, classroom, neighborhood, faith community.	<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
Help with simple chores in the family or classroom community.	<b>ATL 2-2 Shows Responsibility</b> <u>1-Year Old:</u> Accepts adult redirection; begins to respond to directives <u>2-Year Old:</u> Follows adult directives; follows basic rules with the help of caregivers; helps pick up toys at cleanup time; is able to be redirected
<b>Problem solving, conflict resolution</b>	

Find it hard to wait for a turn. Use adult help to share and take turns.	<p><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</p>
Respond appropriately (most of the time) when another child expresses wants, such as to look at a book with him or her.	<p><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</p>
<b>3. Touching, seeing, hearing and moving around</b>	
Using the large muscles (gross motor skills)	
Walk and run well, or use a mobility device, if needed. Change speed and direction.	<p><b>PMP 17-1 Develops Perception &amp; Balance</b>  <u>1-Year Old:</u> Increasingly gains balance, going from sitting to standing to running and even jumping  <u>2-Year Old:</u> Adjusts sitting or standing position based on situation; maintains good posture and balance; avoids obstacles when in motion</p>
Climb into and out of bed or onto a steady chair.	<p><b>PMP 17-5 Develops Large Motor Coordination Skills</b>  <u>1-Year Old:</u> Climbs on furniture and crawls up and down stairs unassisted; can easily change body positions  <u>2-Year Old:</u> Walks up and down stairs with help; participates in physical activities indoors and outdoors</p>
Jump up and down. Squat. Stand on tiptoe.	<p><b>PMP 17-2 Develops Lower Body Strength</b>  <u>1-Year Old:</u> Begins to run before second year  <u>2-Year Old:</u> Able to adjust speed and direction while walking or running</p>
Pull toys while walking.	<p><b>PMP 17-3 Develops Upper Body Strength</b>  <u>1-Year Old:</u> Carries objects  <u>2-Year Old:</u> Carries objects while walking</p>
Walk up and down stairs one at a time.	<p><b>PMP 17-5 Develops Large Motor Coordination Skills</b>  <u>1-Year Old:</u> Climbs on furniture and crawls up and down stairs unassisted; can easily change body positions  <u>2-Year Old:</u> Walks up and down stairs with help; participates in physical activities indoors and outdoors</p>
Kick a ball that is not moving.	<p><b>PMP 17-5 Develops Large Motor Coordination Skills</b>  <u>1-Year Old:</u> Climbs on furniture and crawls up and down stairs unassisted; can easily change body positions  <u>2-Year Old:</u> Walks up and down stairs with help; participates in physical activities indoors and outdoors</p>
Throw a ball or beanbag. Catch a large, bounced ball against the body.	<p><b>PMP 17-4 Develops Gross Hand-Eye Coordination</b>  <u>1-Year Old:</u> Plays with ball, learning to throw and catch  <u>2-Year Old:</u> Can use climber; plays with ball; learns to throw and catch</p>
Enjoy being active. Join in active games, dance, outdoor play and other physical activity.	<p><b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b>  <u>1-Year Old:</u> Is able to play for longer periods of time; is graduating off of morning nap</p>

	<u>2-Year Old:</u> No longer needs a morning nap
Using the small muscles (fine motor skills)	
Reach, grasp and release with more control.	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <u>1-Year Old:</u> Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker <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
Use tools such as spoon, crayon, toy hammer.	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <u>1-Year Old:</u> Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker <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
Use fingers to paint, play with clay, line up blocks. Stack a few blocks.	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <u>1-Year Old:</u> Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker <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
Grasp small items with thumb and finger.	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <u>1-Year Old:</u> Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker <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
Nest up to five cups or other items.	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <u>1-Year Old:</u> Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker <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
Using the senses (sensorimotor skills)	
Dance or move to music and rhythms.	<b>CCA 21-3 Explores Movement and Dance</b> <u>1-Year Old:</u> May move when music is playing and “bounce” to the music <u>2-Year Old:</u> Moves when music is playing; begins to move in time to music
Show eye-hand coordination—build with blocks, work simple puzzles, string large beads, put together and take apart items like pop beads.	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b> <u>1-Year Old:</u> Demonstrates increasing fine motor ability, such as putting pegs into holes <u>2-Year Old:</u> Demonstrates hand-eye coordination when doing knob puzzles or turning pages
Become aware of where the body is in relation to other things, such as	<b>PMP 17-1 Develops Perception &amp; Balance</b>

walking around a table without bumping into it.	<u>1-Year Old</u> : Increasingly gains balance, going from sitting to standing to running and even jumping <u>2-Year Old</u> : Adjusts sitting or standing position based on situation; maintains good posture and balance; avoids obstacles when in motion
<b>4. Growing up healthy</b>	
Daily living skills (personal health and hygiene)	
Want to take care of self.	<b>PMP 19-2 Develops Self-Care Skills</b> <u>1-Year Old</u> : Shows increasing independence, such as dressing with help <u>2-Year Old</u> : Shows increasing independence with self-care, such as helping wash hands or brush teeth
Dress and undress completely (except for fasteners), with help.	<b>PMP 19-2 Develops Self-Care Skills</b> <u>1-Year Old</u> : Shows increasing independence, such as dressing with help <u>2-Year Old</u> : Shows increasing independence with self-care, such as helping wash hands or brush teeth
Have sleeping routines, such as getting and arranging soft toys to take to bed.	<b>PMP 19-4 Develops Naptime Independence</b> <u>1-Year Old</u> : Can put self to sleep at naptime <u>2-Year Old</u> : Puts self to sleep at naptime
Sleep well. Wake up rested and ready to be active.	<b>PMP 19-4 Develops Naptime Independence</b> <u>1-Year Old</u> : Can put self to sleep at naptime <u>2-Year Old</u> : Puts self to sleep at naptime
Show interest in toilet training. Use the toilet by about age 3 years, with help.	<b>PMP 19-3 Becomes Toilet Trained</b> <u>1-Year Old</u> : Shows interest in the process of toileting <u>2-Year Old</u> : Toilet training is underway
Wash and dry hands, with only a little help needed.	<b>PMP 19-2 Develops Self-Care Skills</b> <u>1-Year Old</u> : Shows increasing independence, such as dressing with help <u>2-Year Old</u> : Shows increasing independence with self-care, such as helping wash hands or brush teeth
Cooperate with tooth-brushing.	<b>PMP 19-2 Develops Self-Care Skills</b> <u>1-Year Old</u> : Shows increasing independence, such as dressing with help <u>2-Year Old</u> : Shows increasing independence with self-care, such as helping wash hands or brush teeth
Nutrition and health	
Feed self with a spoon, without help.	<b>PMP 19-1 Develops Meal Time Independence</b> <u>1-Year Old</u> : Begins to feed self with spoon or drink from a sippy cup <u>2-Year Old</u> : Uses spoon or fork for feeding; drinks from cup without lid
Feed self a sandwich, taking bites.	<b>PMP 19-1 Develops Meal Time Independence</b> <u>1-Year Old</u> : Begins to feed self with spoon or drink from a sippy cup <u>2-Year Old</u> : Uses spoon or fork for feeding; drinks from cup without lid
Recognize and eat a variety of healthy foods. Choose among food options.	<b>PMP 20-1 Learns about Nutrition</b> <u>1-Year Old</u> : Is on a consistent schedule of three healthy meals per day, and may include a light, nutritious snack

	<u>2-Year Old:</u> Is on a consistent schedule of three healthy meals-per-day, and may include a light, nutritious snack
Name five or six of own body parts.	<p><b>SED 4-1 Develops Awareness of Self</b></p> <p><u>1-Year Old:</u> Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others</p> <p><u>2-Year Old:</u> Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family</p> <p><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>
<b>Safety</b>	
Recognize safety rules, but not always follow them.	<p><b>PMP 20-2 Learns Safety Rules</b></p> <p><u>1-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands classroom rules</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>
<b>5. Communicating (literacy)</b>	
Speaking and listening (language development)	
Respond appropriately to familiar words. Respond to directions that include verbs, such as run, jump, reach, open.	<p><b>LC 7-1 Develops Receptive Communication</b></p> <p><u>1-Year Old:</u> Responds to simple instructions such as "come here" or "bring me a book"</p> <p><u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions</p>
Touch correct body parts in songs or games where you identify parts of the body.	<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>
Use more than 100 words. When learning more than one language, the child might not use words equally in both languages.	<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>
Enjoy learning new words.	<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>

	<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
Point to and name objects when told their use (“What do you drink with?”).	<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
Name items in a picture book, such as a cat or tree.	<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
Use mostly one- and two-syllable words, with some three-syllable words.	<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
Use three- or four-word sentences with a noun and verb.	<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
Use negatives (“I don’t want it”).	<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
Use adjectives in phrases (such as a big bag, or a green hat).	<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
Ask and answer simple questions, as appropriate for the culture.	<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
Speak clearly enough in home language to be understood most of the time.	<b>LC 7-5 Expands Grammar and Pronunciation</b> <u>1-Year Old:</u> Begins to use inflection properly, usually to convey likes or dislikes (e.g., No! Yes! Give me! Mine! Please!) <u>2-Year Old:</u> Begins to apply grammar in speech (e.g., plurals, prepositions, tense); can use pronouns such as “he” or “she” correctly
Begin to follow grammatical rules, though not always correctly.	<b>LC 7-5 Expands Grammar and Pronunciation</b> <u>1-Year Old:</u> Begins to use inflection properly, usually to convey likes or dislikes (e.g., No! Yes! Give me! Mine! Please!) <u>2-Year Old:</u> Begins to apply grammar in speech (e.g., plurals, prepositions, tense); can use pronouns such as “he” or “she” correctly
Change tone to communicate meaning.	<b>LC 7-5 Expands Grammar and Pronunciation</b> <u>1-Year Old:</u> Begins to use inflection properly, usually to convey likes or dislikes (e.g., No! Yes! Give me! Mine! Please!) <u>2-Year Old:</u> Begins to apply grammar in speech (e.g., plurals, prepositions, tense); can use pronouns such as “he” or “she” correctly
Recount an event, with help. Communicate about recent activities.	<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
Remember and follow simple directions in home language and attempt to make sense of directions that include gestures (such as the gesture for “come here”) in a second language.	<b>LC 7-1 Develops Receptive Communication</b> <u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book” <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions
Follow two-step directions with complex sentence structure (noun + verb + adverb, such as “Put the toys away quickly”). Struggle if too many directions are given at once.	<b>LC 7-1 Develops Receptive Communication</b> <u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book” <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions
Take turns in longer conversations.	<b>LC 7-6 Learns Conversation Structure</b> <u>1-Year Old:</u> May participate in back-and-forths; may make eye contact <u>2-Year Old:</u> Asks questions frequently; engages in back-and-forths; learns to take turns in conversations; makes eye contact
Use gestures or phrases to show respect for others, though need adult prompts sometimes.	<b>LC 7-6 Learns Conversation Structure</b> <u>1-Year Old:</u> May participate in back-and-forths; may make eye contact <u>2-Year Old:</u> Asks questions frequently; engages in back-and-forths; learns to take turns in conversations; makes eye contact
Enjoy making animal sounds to represent familiar animals.	<b>LC 7-2 Develops Expressive Communication</b>

	<p><u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down"</p> <p><u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more</p>
<b>Reading</b>	
Enjoy reciting phrases from familiar rhymes, stories and fingerplays. Say the last word of a familiar rhyme to complete it.	<p><b>LC 7-3 Develops Phonemic Awareness</b></p> <p><u>1-Year Old:</u> Participates in group time with songs and chanted rhymes</p> <p><u>2-Year Old:</u> Follows along or repeats parts of songs or nursery rhymes</p>
Join in rhyming games and songs with other children.	<p><b>LC 7-3 Develops Phonemic Awareness</b></p> <p><u>1-Year Old:</u> Participates in group time with songs and chanted rhymes</p> <p><u>2-Year Old:</u> Follows along or repeats parts of songs or nursery rhymes</p>
Sing songs with or recite letters of the alphabet.	<p><b>LKS 8-2 Develops Alphabetic Knowledge</b></p> <p><u>1-Year Old:</u> Attempts to sing the ABC song</p> <p><u>2-Year Old:</u> Partially sings ABCs</p>
Begin to understand that print represents words (for example, pretend to read text).	<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>
Know the right side up of a book. Turn pages, usually one at a time. Imitate reading by turning pages, remembering and telling the story.	<p><b>LKS 8-1 Develops Early Literacy</b></p> <p><u>1-Year Old:</u> Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings</p> <p><u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures</p>
Notice both words and pictures on a page. Describe the action in pictures.	<p><b>LKS 8-1 Develops Early Literacy</b></p> <p><u>1-Year Old:</u> Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings</p> <p><u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures</p>
Recite familiar words in a book when read to.	<p><b>LKS 8-1 Develops Early Literacy</b></p> <p><u>1-Year Old:</u> Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings</p> <p><u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures</p>
Recall characters or actions from familiar stories.	<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>
Anticipate what comes next in known stories.	<p><b>CS 14-2 Makes Predictions</b></p> <p><u>2-Year Old:</u> Makes predictions based on experience; explores materials and makes observations</p> <p><u>3-Year Old:</u> Makes simple predictions about what will happen next, such as during activities or when hearing a story</p>



Recognize print in the neighborhood (such as stop signs, signs on buildings, etc.).	<b>LKS 8-3 Develops Emergent Reading</b> <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
Ask to be read to, or for storytelling. Request a favorite book or story many times.	<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
<b>Writing</b>	
Label pictures using scribble writing or ask an adult to label the pictures.	<b>LKS 9-1 Develops Emergent Writing</b> <u>1-Year Old:</u> Makes marks on paper with large crayon or marker <u>2-Year Old:</u> Draws pictures using scribbles; makes or copies lines and curves, including letter-like marks with pencil or crayon; understands that people use writing to communicate
Use symbols or pictures to represent oral language and ideas.	<b>LKS 9-1 Develops Emergent Writing</b> <u>1-Year Old:</u> Makes marks on paper with large crayon or marker <u>2-Year Old:</u> Draws pictures using scribbles; makes or copies lines and curves, including letter-like marks with pencil or crayon; understands that people use writing to communicate
Scribble and make marks on paper, and tell others what the scribble means.	<b>LKS 9-1 Develops Emergent Writing</b> <u>1-Year Old:</u> Makes marks on paper with large crayon or marker <u>2-Year Old:</u> Draws pictures using scribbles; makes or copies lines and curves, including letter-like marks with pencil or crayon; understands that people use writing to communicate
Draw horizontal and vertical lines.	<b>LKS 9-1 Develops Emergent Writing</b> <u>1-Year Old:</u> Makes marks on paper with large crayon or marker <u>2-Year Old:</u> Draws pictures using scribbles; makes or copies lines and curves, including letter-like marks with pencil or crayon; understands that people use writing to communicate
Use a variety of writing tools (pencil, marker, paint brush).	<b>LKS 9-1 Develops Emergent Writing</b> <u>1-Year Old:</u> Makes marks on paper with large crayon or marker <u>2-Year Old:</u> Draws pictures using scribbles; makes or copies lines and curves, including letter-like marks with pencil or crayon; understands that people use writing to communicate
<b>6. Learning about my world</b>	
<b>Knowledge (cognition)</b>	
Experiment with the effect of own actions on things and people.	<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
Know that playing with certain desirable or forbidden things will get adults’ attention.	<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

Make choices, such as which toy to play with.	<p><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)  <u>2-Year Old:</u> Initiates play with others</p>
Take action based on past experience. For example, if the caregiver blows on hot food before eating it, child will blow on food at the next meal.	<p><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</p>
Connect objects with actions (such as a broom for sweeping).	<p><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</p>
Repeat an action over and over until successful, such as stacking blocks until they no longer fall down.	<p><b>ATL 1-3 Is Persistent</b>  <u>1-Year Old:</u> Works to complete a task  <u>2-Year Old:</u> Finishes self-selected tasks, such as completing a puzzle or listening to a storybook</p>
Explore and use trial and error to solve problems.	<p><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</p>
Imitate how others solve problems.	<p><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</p>
Ask for help when needed.	<p><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</p>
Show recall of people and events, such as by clapping hands when told that a favorite person will visit.	<p><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</p>
Recall and follow the order of routines, such as washing and drying hands before eating.	<p><b>ATL 2-1 Understands Routines</b>  <u>1-Year Old:</u> Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat)  <u>2-Year Old:</u> Able to follow daily routines; easily makes common transitions that are part of a daily schedule</p>
Play make-believe with props, such as dolls or stuffed animals.	<p><b>CCA 21-4 Participates in Dramatic Play</b>  <u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination  <u>2-Year Old:</u> Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others</p>

React to puppets as if they are real and not operated by an adult or another child.	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <u>1-Year Old:</u> Able to shift focus; participates in new activities; demonstrates imagination in using materials to create something new <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
<b>Math</b>	
Count to at least 10 from memory.	<b>CM 10-1 Begins Counting</b> <u>1-Year Old:</u> Can say numbers 1-3 with help; shows interest in and awareness of numbers and counting during daily routines and activities <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
Begin counting small groups of items (up to five).	<b>CM 10-2 Builds and Observes Sets</b> <u>2-Year Old:</u> Counts sets of objects (2-3); may count the same object twice or use numbers out of order
Understand the concepts of “one” and “two,” such as by following directions to take one cracker.	<b>CM 11-1 Learns Measurement and Quantities</b> <u>1-Year Old:</u> Begins to say numbers for amounts; begins to use quantity phrases (e.g., "more") <u>2-Year Old:</u> Begins to notice differences in size, quantity, and distance (more, all gone, big, little, near, far, long, short, etc.)
Recognize and name a few numerals.	<b>CM 10-4 Reads and Writes Numbers</b> <u>3-Year Old:</u> Can trace numbers: recognizes a few numbers in written form
Identify quantity and comparisons, such as all, some, none. Use comparison words correctly, such as bigger and smaller, more and less.	<b>CM 11-1 Learns Measurement and Quantities</b> <u>1-Year Old:</u> Begins to say numbers for amounts; begins to use quantity phrases (e.g., "more") <u>2-Year Old:</u> Begins to notice differences in size, quantity, and distance (more, all gone, big, little, near, far, long, short, etc.)
Explore measuring tools, such as measuring cups, or a ruler.	<b>CM 11-1 Learns Measurement and Quantities</b> <u>1-Year Old:</u> Begins to say numbers for amounts; begins to use quantity phrases (e.g., "more") <u>2-Year Old:</u> Begins to notice differences in size, quantity, and distance (more, all gone, big, little, near, far, long, short, etc.)
Match simple flat shapes (circles, squares, triangles).	<b>CM 12-1 Learns Shapes &amp; Sizes</b> <u>1-Year Old:</u> Identifies shapes; begins to sort by size <u>2-Year Old:</u> Sorts objects by shape, size, and/or weight
Identify two geometric shapes, such as a circle and a square.	<b>CM 12-1 Learns Shapes &amp; Sizes</b> <u>1-Year Old:</u> Identifies shapes; begins to sort by size <u>2-Year Old:</u> Sorts objects by shape, size, and/or weight
Follow simple directions for position, such as up, down, in, on.	<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 <u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind
<b>Science</b>	
Look at and handle things to identify what’s the same and what’s different about them.	<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
Explore nature using the senses, such as looking at and feeling different leaves.	<b>CS 15-1 Explores the Natural Environment</b> <u>1-Year Old</u> : Explores objects of the natural environment through the senses; shows interest in natural objects or processes <u>2-Year Old</u> : Uses objects of the natural environment in art, sensory, and play
Ask simple questions about the natural world (“Where did the rainbow go?”).	<b>CS 15-1 Explores the Natural Environment</b> <u>1-Year Old</u> : Explores objects of the natural environment through the senses; shows interest in natural objects or processes <u>2-Year Old</u> : Uses objects of the natural environment in art, sensory, and play
Show interest in animals and other living things. Begin to label them by name and to identify traits (such as the sound a cow makes).	<b>CS 15-1 Explores the Natural Environment</b> <u>1-Year Old</u> : Explores objects of the natural environment through the senses; shows interest in natural objects or processes <u>2-Year Old</u> : Uses objects of the natural environment in art, sensory, and play
Enact animals’ activities (such as eating, sleeping) in pretend play. Move toy animals to mimic animals in the wild.	<b>CS 15-1 Explores the Natural Environment</b> <u>1-Year Old</u> : Explores objects of the natural environment through the senses; shows interest in natural objects or processes <u>2-Year Old</u> : Uses objects of the natural environment in art, sensory, and play
Explore the parts of living things, such as the petals on a flower.	<b>CS 15-1 Explores the Natural Environment</b> <u>1-Year Old</u> : Explores objects of the natural environment through the senses; shows interest in natural objects or processes <u>2-Year Old</u> : Uses objects of the natural environment in art, sensory, and play
Engage with plants and animals in a respectful way, without adult prompting. Express concern if an animal is injured or sick. Comment on what it takes to make things grow (“That plant needs water”).	<b>CS 15-1 Explores the Natural Environment</b> <u>1-Year Old</u> : Explores objects of the natural environment through the senses; shows interest in natural objects or processes <u>2-Year Old</u> : Uses objects of the natural environment in art, sensory, and play
Identify weather, such as sun, rain, snow.	<b>CS 15-1 Explores the Natural Environment</b> <u>1-Year Old</u> : Explores objects of the natural environment through the senses; shows interest in natural objects or processes <u>2-Year Old</u> : Uses objects of the natural environment in art, sensory, and play
Know that people and animals can live in different kinds of places, such as fish living in the water.	<b>CS 15-1 Explores the Natural Environment</b> <u>1-Year Old</u> : Explores objects of the natural environment through the senses; shows interest in natural objects or processes <u>2-Year Old</u> : Uses objects of the natural environment in art, sensory, and play
<b>Social Studies</b>	

Eager for recurring events (“After lunch, I will hear a story”).	<b>SS 16-2 Understands Time</b> <u>1-Year Old:</u> Is learning that the day follows a routine of time, such as “time for snack” <u>2-Year Old:</u> Understands that the day is separated into different segments, such as snack time, naptime, bed time, morning, and evening
Connect new experiences to past experiences.	<b>SS 16-2 Understands Time</b> <u>1-Year Old:</u> Is learning that the day follows a routine of time, such as “time for snack” <u>2-Year Old:</u> Understands that the day is separated into different segments, such as snack time, naptime, bed time, morning, and evening
Experiment with physical relationships, such as on/under, inside/ outside.	<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 <u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind
Help with home and class routines that keep things clean.	<b>ATL 2-2 Shows Responsibility</b> <u>1-Year Old:</u> Accepts adult redirection; begins to respond to directives <u>2-Year Old:</u> Follows adult directives; follows basic rules with the help of caregivers; helps pick up toys at cleanup time; is able to be redirected
Understand roles of various people in the community.	<b>SS 16-4 Learns about Community Roles and Jobs</b> <u>3-Year Old:</u> Learns about family roles and relationships
<b>Arts</b>	
Use a variety of materials to express self, such as paint, crayons and musical instruments.	<b>CCA 21-4 Participates in Dramatic Play</b> <u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination <u>2-Year Old:</u> Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others
Sing and make up simple songs and/or music with instruments.	<b>CCA 21-2 Explores Music</b> <u>1-Year Old:</u> Shows interest in and participates in a wide variety of music and songs <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
Explore various ways of moving the body with and without music.	<b>CCA 21-3 Explores Movement and Dance</b> <u>1-Year Old:</u> May move when music is playing and “bounce” to the music <u>2-Year Old:</u> Moves when music is playing; begins to move in time to music
Imitate movement after watching others perform games or dance.	<b>CCA 21-3 Explores Movement and Dance</b> <u>1-Year Old:</u> May move when music is playing and “bounce” to the music <u>2-Year Old:</u> Moves when music is playing; begins to move in time to music
Act out familiar stories or events.	<b>CCA 21-4 Participates in Dramatic Play</b> <u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination

	<u>2-Year Old</u> : Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others
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<b>Ages 3 to 4 Years</b>	<b>Vine Indicators</b>
<b>1. About me and my family and culture</b>	
Family and culture	
Remember the people who are important in the child's life.	<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
Name most family members, including extended family.	<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
Recognize the importance of cultural celebrations and traditions.	<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
Show or talk about objects from family or culture.	<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 <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)
Self concept	
Proud to say own first and last name.	<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 <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)
Know self as a part of the family, spiritual group, culture, community, and/or other group to which the family belongs.	<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 <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)

Notice self as an important person to family and friends.	<p><b>SED 4-2 Becomes Confident</b>  <u>3-Year Old:</u> Is pleased to complete daily routines and learn new skills  <u>Pre-K:</u> Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics</p>
<b>Self management</b>	
Show personal likes and dislikes.	<p><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  <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)</p>
Identify favorite and familiar activities.	<p><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  <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)</p>
Find it hard to cooperate when tense, hungry, scared, sad, angry, etc., resulting in behavior that is hurtful, harmful or withdrawn.	<p><b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>  <u>3-Year Old:</u> Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games  <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>
Release or redirect emotional tensions—cry, laugh, tremble, yawn, sing, jump, walk—becoming more relaxed and cooperative afterward.	<p><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)</p>
Remember and cooperate in daily routines, such as getting into a car seat, and in changes from one activity to another, with occasional reminders.	<p><b>ATL 2-1 Understands Routines</b>  <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  <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>
Manage changes in routines and learn new behaviors with a little practice.	<p><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</p>

Identify simple rules and expect others to follow them.	<p><b>ATL 2-2 Shows Responsibility</b>  <u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege  <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>
Predict what comes next in the day, when there is a consistent schedule.	<p><b>ATL 2-2 Shows Responsibility</b>  <u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege  <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>
Express delight in own abilities. ("I did it myself!")	<p><b>SED 4-2 Becomes Confident</b>  <u>3-Year Old:</u> Is pleased to complete daily routines and learn new skills  <u>Pre-K:</u> Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics</p>
Be able to identify when something is hard to do.	<p><b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>  <u>3-Year Old:</u> Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games  <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>
Sometimes turn down a treat now if a better treat will be available later.	<p><b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>  <u>3-Year Old:</u> Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games  <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>
<b>Learning to learn</b>	
Copy adults and playmates.	<p><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  <u>Pre-K:</u> Mirrors adult behavior in daily routines; seeks help or information when needed from adults</p>
Enjoy creating own play activities.	<p><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</p>



Explore objects new to the child while playing.	<p><b>CS 13-1 Explores Objects</b>  <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration  <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses</p>
Become engrossed in an activity and ignore distractions briefly	<p><b>ATL 1-1 Is Attentive</b>  <u>3-Year Old:</u> Pays attention during story time; focuses on an activity for 10 or more minutes  <u>Pre-K:</u> Pays attention during story time and other teacher-led activities such as circle time; focuses on an activity for 15 or more minutes</p>
Imitate real-life roles/experiences in simple role plays.	<p><b>CCA 21-4 Participates in Dramatic Play</b>  <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play  <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>
Develop own thought processes and ways to figure things out.	<p><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</p>
Identify questions and puzzles, and have ideas about ways to figure them out. Try some of these ideas.	<p><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</p>
Recognize when making a mistake and sometimes adjust behavior to correct it.	<p><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</p>
<b>2. Building relationships</b>	
Interactions with adults	
Separate from important adults, sometimes relying on another adult to feel safe. Release tensions through laughter, tears, trembling, talking, or yawning.	<p><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</p>
Initiate interactions and engage in play with adults.	<p><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</p>

	<u>Pre-K</u> : Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults
Show affection for important 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
<b>Interactions with peers</b>	
Engage in play with other children. Join in group activities.	<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
Initiate play with friends, siblings, cousins and/or others.	<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
Share and take turns 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
Show affection or closeness with peers.	<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
Make decisions with other children, with adult help.	<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
<b>Social behaviors</b>	
Respond to directions from adults about putting items away or being careful with them.	<b>ATL 2-2 Shows Responsibility</b> <u>3-Year Old</u> : Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege <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
Begin to remember and follow multistep directions.	<b>LC 7-1 Develops Receptive Communication</b> <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations
Notice where things belong and help put them away (such as toys, putting own dishes in the wash basin).	<b>ATL 2-2 Shows Responsibility</b> <u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege <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
Work with others as part of a team.	<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
Explore, practice and understand social roles through play. Adopt a variety of roles and feelings during pretend play.	<b>CCA 21-4 Participates in Dramatic Play</b> <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play <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
Plan play by identifying different roles needed and who will fill these roles. Consider changing roles to fit the interests of children playing.	<b>CCA 21-4 Participates in Dramatic Play</b> <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play <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
Tell stories and give other children the chance to tell theirs.	<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
Sing, drum and/or dance with others.	<b>CCA 21-3 Explores Movement and Dance</b> <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities

React to peers' feelings (empathy).	<p><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</p>
<b>Problem solving, conflict resolution</b>	
Accept/reach out to children who are different.	<p><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</p>
Identify ways to change behavior to respond to another's desires or needs. Remember and follow through on the agreement without further reminders, some of the time.	<p><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</p>
Wait for a turn.	<p><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</p>
<b>3. Touching, seeing, hearing and moving around</b>	
<b>Using the large muscles (gross motor skills)</b>	
Further develop movement skills using the whole body, such as walking, jumping, running, throwing and climbing. A child in a wheelchair might start and stop the chair, and hold the body upright.	<p><b>PMP 17-5 Develops Large Motor Coordination Skills</b>  <u>3-Year Old:</u> Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors  <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>
Use both hands to grasp an object, such as catching a large ball.	<p><b>PMP 17-4 Develops Gross Hand-Eye Coordination</b>  <u>3-Year Old:</u> Can go up climbing wall; catches a ball that has been bounced; throws a ball overhead  <u>Pre-K:</u> Can use monkey bars; catches a ball that has been bounced; throws a ball overhead</p>
Balance briefly on one leg, such as for kicking a ball.	<p><b>PMP 17-1 Develops Perception &amp; Balance</b>  <u>3-Year Old:</u> Stands on 1 foot for about 3 seconds; jumps with two feet  <u>Pre-K:</u> Stands on 1 foot for about 6 seconds; does a front roll (somersault); walks backwards without losing balance; walks</p>

	heel-to-toe, on tiptoe, and on a straight line; can walk on a balance board; hops on one foot
Show coordination and balance, such as in walking along a line or a beam.	<b>PMP 17-1 Develops Perception &amp; Balance</b> <u>3-Year Old:</u> Stands on 1 foot for about 3 seconds; jumps with two feet <u>Pre-K:</u> Stands on 1 foot for about 6 seconds; does a front roll (somersault); walks backwards without losing balance; walks heel-to-toe, on tiptoe, and on a straight line; can walk on a balance board; hops on one foot
Enjoy vigorous play with peers and/or adults.	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b> <u>3-Year Old:</u> Is able to play for longer periods of time without needing to rest <u>Pre-K:</u> Can play for up to an hour of gross motor activity; is graduating off afternoon nap; understands the importance of exercise
Enjoy the challenge of trying new skills.	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b> <u>3-Year Old:</u> Is able to play for longer periods of time without needing to rest <u>Pre-K:</u> Can play for up to an hour of gross motor activity; is graduating off afternoon nap; understands the importance of exercise
Using the small muscles (fine motor skills)	
Draw some shapes and lines using a crayon or pencil.	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay <u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness
Work puzzles of three or four pieces.	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay <u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness
Develop eye-hand coordination, such as in stringing large beads.	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b> <u>3-Year Old:</u> Demonstrates increasing ability to complete fine motor activities, such as putting jumbo puzzles together or stringing beads <u>Pre-K:</u> Works with fine motor manipulatives, such as jigsaw puzzles or beads; ties knots and loops; uses a keyboard
Button large buttons, zip and unzip clothing, and open and close other fasteners.	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay

	<u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness
Persist some of the time in practicing skills that are difficult.	<b>ATL 1-3 Is Persistent</b> <u>3-Year Old:</u> Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support <u>Pre-K:</u> Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult
Using the senses (sensorimotor skills)	
Move body to music or rhythm.	<b>CCA 21-3 Explores Movement and Dance</b> <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities
Drum, sing, play musical instruments and listen to music from different cultures.	<b>CCA 21-2 Explores Music</b> <u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
<b>4. Growing up healthy</b>	
Daily living skills (personal health and hygiene)	
Dress and undress with help. Take off coat and put it where it belongs.	<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
Begin to take care of own toileting needs.	<b>PMP 19-3 Becomes Toilet Trained</b> <u>3-Year Old:</u> Is fully or nearly toilet trained <u>Pre-K:</u> Is completely independent with toileting
Wash hands and use a towel to dry them.	<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
Nutrition and health	
Try different healthy foods from a variety of cultures.	<b>PMP 20-1 Learns about Nutrition</b> <u>3-Year Old:</u> Is learning the role of food and nutrition in daily routines; tries different kinds of nutritious foods

	<u>Pre-K:</u> Understands the difference between healthy and unhealthy food; eats a variety of nutritious foods; is willing to try foods with various tastes, colors, and textures
Help to set and clear the table for meals. Self serve meal items.	<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
Engage in a variety of active play and movement activities. Play outdoor games.	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b> <u>3-Year Old:</u> Is able to play for longer periods of time without needing to rest <u>Pre-K:</u> Can play for up to an hour of gross motor activity; is graduating off afternoon nap; understands the importance of exercise
<b>Safety</b>	
Hold parent's/caregiver's hand when walking in public places.	<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
Begin to learn safety rules for the child's daily activities.	<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>5. Communicating (literacy)</b>	
<b>Speaking and listening (language development)</b>	
Communicate with body language, facial expression, tone of voice and in words.	<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
Say name, tribal or religious name if the child has one, age and sex.	<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 <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)
Show preference for the home language.	<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

	<p>verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic</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>
Name most familiar things.	<p><b>LC 7-4 Expands Vocabulary</b></p> <p><u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words</p> <p><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)</p>
Name one or more friends and relatives.	<p><b>SED 6-2 Bonds with Peers</b></p> <p><u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend</p> <p><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</p>
Ask the meaning of new words, then try using them.	<p><b>LC 7-4 Expands Vocabulary</b></p> <p><u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words</p> <p><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)</p>
Speak so most people can understand.	<p><b>LC 7-5 Expands Grammar and Pronunciation</b></p> <p><u>3-Year Old:</u> Can rhyme words (e.g., cat, sat); uses verbs in correct tense (e.g., she <u>walks</u> vs. she <u>walked</u>); may overcorrect grammar (e.g. "goed," "mouses," etc.)</p> <p><u>Pre-K:</u> Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate</p>
Use words like "I," "me," "we," and "you" and some plurals (such as cars, dogs).	<p><b>LC 7-5 Expands Grammar and Pronunciation</b></p> <p><u>3-Year Old:</u> Can rhyme words (e.g., cat, sat); uses verbs in correct tense (e.g., she <u>walks</u> vs. she <u>walked</u>); may overcorrect grammar (e.g. "goed," "mouses," etc.)</p> <p><u>Pre-K:</u> Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate</p>
Use multi-word sentences, phrases, and gestures to communicate needs, ideas, actions and feelings.	<p><b>LC 7-2 Develops Expressive Communication</b></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> <p><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
Respond to questions verbally or with gestures.	<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
Ask questions for information or clarification.	<b>LC 7-2 Develops Expressive Communication</b> <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic <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
Enjoy repeating rhyming words or word patterns in songs, poems or stories.	<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)
Show awareness of separate syllables in words by tapping or clapping for each syllable.	<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)
Remember and follow directions of one or two steps. Struggle to remember and follow complicated or multi-step directions.	<b>LC 7-1 Develops Receptive Communication</b> <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations
Know three to seven words in tribal language (if the family has one) and use them regularly.	<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)
Participate in conversations. Take turn in group conversations, and listen to others in group for a short period of time.	<b>LC 7-6 Learns Conversation Structure</b> <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 <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
Recognize rising and falling intonations, and what these mean.	<b>LC 7-1 Develops Receptive Communication</b> <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations
<b>Reading</b>	
Identify print on signs, etc., asking "What does that say?"	<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
Identify own name as a whole word.	<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
Match the beginning sounds of some words. Find objects in a picture that have the same beginning sound, with some adult help.	<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)
Decide whether two words rhyme.	<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)
Request a favorite book.	<b>LKS 8-1 Develops Early Literacy</b> <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book <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
Enjoy picture books and being read to. Enjoy looking at books on own. Use pictures to predict a story.	<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

	<p>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>
Listen to and follow along with books in a different 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>
Turn book pages one at a time.	<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>
Use own experiences to comment on a story, though the comments might not follow the story line.	<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>
Retell simple, familiar stories from memory while looking at the book.	<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</p>

	story to a personal experience; may predict the outcome of a story
<b>Writing</b>	
Make marks or scribbles when an adult suggests writing.	<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
Attempt to copy one or more letters or characters of the home language.	<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
Draw pictures and tell their story.	<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
<b>6. Learning about my world</b>	
<b>Knowledge (cognition)</b>	
Ask a lot of “why” and “what” questions.	<b>ATL 1-4 Is Curious</b> <u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn
Learn by doing hands-on and through the senses.	<b>CS 13-1 Explores Objects</b> <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses
Learn through play.	<b>CS 13-1 Explores Objects</b> <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses
Recall several items after they have been put out of sight.	<b>ATL 1-2 Develops Memory</b> <u>3-Year Old:</u> Recalls some elements of a story

	<u>Pre-K:</u> Recalls part or all of a story, including characters and main events
Draw on own past experiences to choose current actions.	<b>ATL 1-2 Develops Memory</b> <u>3-Year Old:</u> Recalls some elements of a story <u>Pre-K:</u> Recalls part or all of a story, including characters and main events
Make plans for ways to do something. May or may not follow through.	<b>CS 14-3 Makes Plans</b> <u>3-Year Old:</u> Has own ideas for play time and makes plans to carry out ideas; makes choices during free time <u>Pre-K:</u> Has own ideas on what to do during free choice time or free play, and carries out steps to follow the plan
Think of a different way to do something, when confronting a problem, with adult help.	<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>Math</b>	
Count to 10 and beyond by rote. Count up to five items. Point to objects while counting.	<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
Identify by sight how many are in a small group of items, up to three.	<b>CM 10-2 Builds and Observes Sets</b> <u>3-Year Old:</u> Begins to see groups of 2 or 3 objects and knows the amount without counting (subitizing); counts and builds sets <u>Pre-K:</u> Can look at groups of objects up to 5 and indicate how many items without having to count them; compares quantities in sets and uses appropriate vocabulary: equal, more, less
Understand that the whole is larger than one of its parts (for example, an apple is larger than an apple slice).	<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
Identify up to four objects or pictures that are the same. Take objects or pictures that are different out of the group.	<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
Sort and describe items by size, color and/or shape.	<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

Match simple flat shapes (circles, squares, triangles).	<p><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</p>
Compare size by sight, feel and comparing to hands, feet, etc. (visual and tactile math).	<p><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</p>
Use gestures or words to make comparisons (larger, smaller, shorter, taller).	<p><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</p>
Compare two objects by length, weight or size.	<p><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</p>
Find the total sum of small groups of items.	<p><b>CM 10-3 Learns Addition, Subtraction and Division</b>  <u>3-Year Old:</u> When counting objects, understands that the last number counted represents the total  <u>Pre-K:</u> Can add "1" to a set of objects and know that it is 1 more; can subtract 1 from a set of objects and know that it is 1 less; can split a set of objects equally to divide by 2</p>
Understand words that tell where things are (such as behind, under, in, on). Use these words to identify locations.	<p><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</p>
<b>Science</b>	
Play with materials of different texture (such as sand, water, leaves) and conditions (such as wet, dry, warm,	<p><b>CS 13-1 Explores Objects</b>  <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration  <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes</p>

cold), with adult encouragement and supervision.	objects using tools such as color paddles, prisms and magnifying glasses
Recognize that different forms of life have different needs.	<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
Begin to understand that some animals share similar characteristics (for example, a tiger and a pet cat share common features).	<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
Notice and ask questions about what is the same and different between categories of plants and animals. Notice their appearance, behavior and habitat.	<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.
<b>Social Studies</b>	
Name family members by relationship (such as father, sister, cousin, auntie, etc.).	<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 <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)
Make a drawing of own family as the child sees it.	<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 <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)
Recognize whose parent is whose when parents come for their children or in photos of each others' families	<b>ATL 1-2 Develops Memory</b> <u>3-Year Old:</u> Recalls some elements of a story <u>Pre-K:</u> Recalls part or all of a story, including characters and main events
Take on family roles in play, identify how each person should behave and act out the part for a brief time. Enjoy changing roles.	<b>SS 16-4 Learns about Community Roles and Jobs</b> <u>3-Year Old:</u> Learns about family roles and relationships <u>Pre-K:</u> Learns about community helpers; studies different types of careers and jobs; understands the need for various roles in a society; learns about important contributions of historical figures
<b>Arts</b>	

Draw something familiar. Begin to draw representational figures.	<p><b>CCA 21-1 Explores Art Media</b>  <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create  <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes</p>
Do beadwork with appropriately sized beads.	<p><b>CCA 21-1 Explores Art Media</b>  <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create  <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes</p>
Play make-believe with dolls, toy animals and people.	<p><b>CCA 21-4 Participates in Dramatic Play</b>  <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play  <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>
Dance, sing, drum, use rattles, draw or paint.	<p><b>CCA 21-2 Explores Music</b>  <u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat  <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.</p>
	<p><b>CCA 21-2 Explores Music</b>  <u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat  <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.</p>
Look at artwork from different cultures.	<p><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</p>

Ages 4 to 5 Years	Vine Indicators
<b>1. About me and my family and culture</b>	
Family and culture	
Take pride in own family composition and interest in others'. Understand that families are diverse.	<p><b>SS 16-1 Explores Cultures</b>  <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work</p>
Recognize and respect similarities and differences between self and other people, such as gender, race,	<p><b>SS 16-1 Explores Cultures</b>  <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work</p>



special needs, cultures, languages, communities and family structures.	
<b>Self concept</b>	
Describe what he or she likes and is interested in.	<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)
Choose activities to do alone or with others (such as puzzles, painting, etc.).	<b>SED 4-2 Becomes Confident</b> <u>Pre-K:</u> Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics
<b>Self management</b>	
Release emotional tensions in the arms or presence of a caring adult. (By this age, the child may have been discouraged from doing so and find it more difficult than before.) Still is able to cry, laugh, tremble, yawn and/or have non-hurtful tantrums. Is relaxed and cooperative afterward.	<b>SED 3-1 Expresses Emotion</b> <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)
Associate emotions with words and facial expressions.	<b>SED 3-1 Expresses Emotion</b> <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)
Express one or two feelings in role playing life experiences. Adopt a variety of roles in pretend play.	<b>CCA 21-4 Participates in Dramatic Play</b> <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
Anticipate consequences of own behavior. With help, consider possibilities and plan effective approaches to problems.	<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
Begin to enjoy games where the child has to change behavior in response to changing directions.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <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
<b>Learning to learn</b>	
Be curious; interested in trying things out.	<b>ATL 1-4 Is Curious</b> <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn
Stay with a task for more than five minutes and attempt to solve problems that arise.	<b>ATL 1-1 Is Attentive</b> <u>Pre-K:</u> Pays attention during story time and other teacher-led activities such as circle time; focuses on an activity for 15 or more minutes
Use imagination to create a variety of ideas.	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <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

Enjoy pretend play (such as using dolls or stuffed animals, or playing “house” or “explorers”).	<b>CCA 21-4 Participates in Dramatic Play</b> <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
Use play as a way to explore and understand life experiences and roles.	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <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
Recognize when making mistakes and fix these errors during a task.	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <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>2. Building relationships</b>	
<b>Interactions with adults</b>	
Seek emotional support from caregivers.	<b>SED 5-1 Bonds with Adults</b> <u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults
Understand that adults may want the child to do something different than he/she wants 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
<b>Interactions with peers</b>	
Play with children the same age and of different ages.	<b>SED 6-2 Bonds with Peers</b> <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
Initiate an activity with another child.	<b>SED 6-2 Bonds with Peers</b> <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
Invite other children to join groups or other activities.	<b>SED 6-2 Bonds with Peers</b> <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
Make and follow plans for games with other children.	<b>CS 14-3 Makes Plans</b> <u>Pre-K:</u> Has own ideas on what to do during free choice time or free play, and carries out steps to follow the plan
<b>Social behaviors</b>	
Adjust behavior to different settings (such as using an outdoor voice or an indoor voice), sometimes with reminders.	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <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
Be able to think about behavior, being cooperative and non-hurtful. Able to talk about the best ways to do things.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <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
Cooperate with other children, share and take turns.	<b>SED 6-3 Cooperates with Peers</b> <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
Connect emotions with facial expressions.	<b>SED 3-1 Expresses Emotion</b> <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)
Care about other children when they are hurt or upset. Describe other children's thoughtful behaviors.	<b>SED 6-1 Builds Empathy</b> <u>Pre-K:</u> Shares in the joy of others; expresses sadness when another adult or child is sad
Listen to what other children want and make plans that take these desires into account.	<b>SED 6-3 Cooperates with Peers</b> <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
Wait for a turn without getting angry or grabbing. May lose interest in the object or activity before getting a turn.	<b>SED 6-3 Cooperates with Peers</b> <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
<b>Problem solving, conflict resolution</b>	
Ask for help from another child or an adult to solve a problem.	<b>SED 6-3 Cooperates with Peers</b> <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
Make decisions and solve problems with other children, with adult help.	<b>SED 6-3 Cooperates with Peers</b> <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
Observe that others may have ideas or feelings that differ from the child's own.	<b>SED 6-1 Builds Empathy</b> <u>Pre-K:</u> Shares in the joy of others; expresses sadness when another adult or child is sad
Be able to talk about ways to solve a problem or help another child, and keep in mind the personality and preferences of that child.	<b>SED 6-3 Cooperates with Peers</b> <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
<b>3. Touching, seeing, hearing and moving around</b>	
Using the large muscles (gross motor skills)	
Move with purpose from one place to another using the whole body. This might include walking, running, marching, jumping, hopping or climbing. For child in a wheelchair, skills might include steering the chair into different spaces.	<b>PMP 17-5 Develops Large Motor Coordination Skills</b> <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

Use both hands to catch. Throw with good aim. Kick an object.	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b> <u>Pre-K:</u> Can use monkey bars; catches a ball that has been bounced; throws a ball overhead
Show good balance and coordination, such as walking on a wide beam or line.	<b>PMP 17-1 Develops Perception &amp; Balance</b> <u>Pre-K:</u> Stands on 1 foot for about 6 seconds; does a front roll (somersault); walks backwards without losing balance; walks heel-to-toe, on tiptoe, and on a straight line; can walk on a balance board; hops on one foot
Enjoy challenging him- or herself to try new and increasingly difficult activities.	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b> <u>Pre-K:</u> Can play for up to an hour of gross motor activity; is graduating off afternoon nap; understands the importance of exercise
Using the small muscles (fine motor skills)	
Open and close a blunt scissors with one hand, and cut a straight line.	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness
Show increasing skill with small materials. Screw and unscrew jar lids, and turn door handles. Use zippers, buttons and snaps. String large beads; fold paper; open and close containers.	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness
Work puzzles of up to 10 pieces.	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness
Write some letters or numbers.	<b>LKS 9-1 Develops Emergent Writing</b> <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
Spend time practicing skills that are difficult. Be aware of what he/ she finds difficult and try to do it better	<b>ATL 1-3 Is Persistent</b> <u>Pre-K:</u> Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult
Using the senses (sensorimotor skills)	
Delight in playing with materials of different texture (such as sand, water, fabric) and conditions (wet, dry, warm, cold).	<b>CS 13-1 Explores Objects</b> <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses
<b>4. Growing up healthy</b>	
Daily living skills (personal health and hygiene)	

Participate easily and know what to do in routine activities (such as meal time, bed time).	<b>ATL 2-1 Understands Routines</b> <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
Communicate need to rest, drink and eat.	<b>LC 7-2 Develops Expressive Communication</b> <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
Stay awake all day except, for some children, during nap time.	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b> <u>Pre-K:</u> Can play for up to an hour of gross motor activity; is graduating off afternoon nap; understands the importance of exercise
Dress and undress, with only a little help needed.	<b>PMP 19-2 Develops Self-Care Skills</b> <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
Decide, with a few prompts from adults, when to carry out self-help tasks (such as washing hands).	<b>PMP 19-2 Develops Self-Care Skills</b> <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
Wash and dry hands before eating and after toileting, with some adult help.	<b>PMP 19-2 Develops Self-Care Skills</b> <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
Cooperate while caregiver assists with brushing teeth.	<b>PMP 19-2 Develops Self-Care Skills</b> <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
Cover mouth when coughing.	<b>PMP 19-2 Develops Self-Care Skills</b> <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
<b>Nutrition and health</b>	
Help prepare healthy snacks.	<b>PMP 19-1 Develops Meal Time Independence</b> <u>Pre-K:</u> Able to serve portions to self; uses utensils; adds own condiments, cuts food with table knife
Eat a variety of nutritious foods and eat independently. Try healthy foods from different cultures.	<b>PMP 20-1 Learns about Nutrition</b> <u>Pre-K:</u> Understands the difference between healthy and unhealthy food; eats a variety of nutritious foods; is willing to try foods with various tastes, colors, and textures
Serve self at family-style meals.	<b>PMP 19-1 Develops Meal Time Independence</b>

	<u>Pre-K:</u> Able to serve portions to self; uses utensils; adds own condiments, cuts food with table knife
Know what self-care items are used for (such as comb and toothbrush).	<b>PMP 19-2 Develops Self-Care Skills</b> <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
<b>Safety</b>	
Identify trusted adults who can help in dangerous situations.	<b>PMP 20-2 Learns Safety Rules</b> <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions
Follow safety rules indoors and outdoors.	<b>PMP 20-2 Learns Safety Rules</b> <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions
Keep a distance from wildlife.	<b>PMP 20-2 Learns Safety Rules</b> <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>5. Communicating (literacy)</b>	
<b>Speaking and listening (language development)</b>	
Know and use several hundred words in home language. Use new words on own.	<b>LC 7-4 Expands Vocabulary</b> <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)
Use words to describe actions (such as "running fast") and emotions (such as happy, sad, tired and scared).	<b>LC 7-4 Expands Vocabulary</b> <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)
Talk in sentences of five or six words.	<b>LC 7-2 Develops Expressive Communication</b> <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
Know when it is appropriate to ask questions and whom to ask. Ask questions to get information or clarification.	<b>LC 7-6 Learns Conversation Structure</b> <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
Remember and follow directions involving two or three steps, including steps that are not related (such as "Please pick up your toys and put on your shoes").	<b>LC 7-1 Develops Receptive Communication</b> <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations

Remember all parts and respond correctly to a request (such as “Bring me the green towel”).	<b>LC 7-1 Develops Receptive Communication</b> <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations
Tell some details of a recent event in sequence.	<b>LC 7-2 Develops Expressive Communication</b> <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
Tell a short make-believe story, with adult help.	<b>LC 7-2 Develops Expressive Communication</b> <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
Listen to others and respond in a group discussion for a short period. Remember what was said and gain information through listening.	<b>LC 7-6 Learns Conversation Structure</b> <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
State own point of view, and likes and dislikes using words, gestures and/or pictures.	<b>LC 7-2 Develops Expressive Communication</b> <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
Join in and make up songs, chants, rhymes and games that play with the sounds of language (such as clapping out the rhythm).	<b>LC 7-3 Develops Phonemic Awareness</b> <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)
Sing a song or say a poem from memory.	<b>LC 7-3 Develops Phonemic Awareness</b> <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)
<b>Reading</b>	
Know some basic rules of grammar (such as correctly using “me” and “I”).	<b>LC 7-5 Expands Grammar and Pronunciation</b> <u>Pre-K:</u> Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
Understand that alphabet letters are a special kind of picture and that they have names. Begin to identify individual letters of the alphabet (or characters of the home language) in text.	<b>LKS 8-2 Develops Alphabetic Knowledge</b> <u>Pre-K:</u> Sing, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print
Understand which symbols are letters and which are numbers.	<b>LKS 8-2 Develops Alphabetic Knowledge</b> <u>Pre-K:</u> Sing, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print
	<b>CM 10-4 Reads and Writes Numbers</b>

	<u>Pre-K</u> : Can write some numbers up to 10; recognizes a few numbers in written form; recognizes both numerals and number names
Identify three or more letters with their sound at the beginning of a word (such as “day,” “dog” and “David” all begin with “d”).	<b>LC 7-3 Develops Phonemic Awareness</b> <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)
Recognize some signs and symbols in the classroom and community (such as a Stop sign), and use them for information.	<b>LKS 8-3 Develops Emergent Reading</b> <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
Begin to recite some words in familiar books from memory.	<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
Know that print has meaning.	<b>LKS 8-3 Develops Emergent Reading</b> <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
Recognize own name in print.	<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
Begin to understand the order in which a page is read (for example, English is read from left to right and top to bottom).	<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
Tell you what is going to happen next in a story. Make up an ending.	<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?)
Identify a variety of printed material (such as books, newspapers, magazines, cereal boxes).	<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
Use actions to show ideas from stories, signs, pictures, etc.	<b>CCA 21-4 Participates in Dramatic Play</b> <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
Retell more complicated, familiar stories from memory.	<b>ATL 1-2 Develops Memory</b> <u>Pre-K:</u> Recalls part or all of a story, including characters and main events
<b>Writing</b>	
Make marks, scribbles or letter-like shapes and identify them as words. Use pretend writing activities during play.	<b>LKS 9-1 Develops Emergent Writing</b> <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
Use letter-like symbols to make lists, letters and stories or to label pictures.	<b>LKS 9-1 Develops Emergent Writing</b> <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
Attempt to copy one or more letters of the alphabet.	<b>LKS 9-1 Develops Emergent Writing</b> <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
Begin to print or copy own name, and identify at least some of the letters.	<b>LKS 9-1 Develops Emergent Writing</b> <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
Explore writing letters in different languages.	<b>LKS 9-1 Develops Emergent Writing</b> <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
<b>6. Learning about my world</b>	
<b>Knowledge (cognition)</b>	
Ask adults questions to get information (as appropriate in the family's culture).	<b>ATL 1-4 Is Curious</b> <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn
Describe likes and interests.	<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)
Apply new information or words to an activity or interaction.	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <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
Build on and adapt to what the child learned before. For example, change	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>

the way of stacking blocks after a tower continues to fall.	<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
Be able to explain what he or she has done and why, including any changes made to his/ her plans.	<b>CS 14-4 Draws Conclusions and Sorts Results</b> <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
Seek to understand cause and effect ("If I do this, why does that happen?").	<b>CS 14-2 Makes Predictions</b> <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?)
Understand the ideas of "same" and "different."	<b>CS 13-2 Classifies or Sorts Objects</b> <u>Pre-K</u> : Compares objects based on attributes, such as weight, odor, color, texture, function or sound
Recognize objects, places and ideas by symbols (for example, recognize which is the men's room and which is the women's by looking at the stick figure symbols).	<b>LKS 8-3 Develops Emergent Reading</b> <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
Name more than three colors.	<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
Group some everyday objects that go together (such as shoe and sock, pencil and paper).	<b>CS 13-2 Classifies or Sorts Objects</b> <u>Pre-K</u> : Compares objects based on attributes, such as weight, odor, color, texture, function or sound
Predict what comes next in the day when there is a consistent schedule.	<b>ATL 2-1 Understands Routines</b> <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
<b>Math</b>	
Count to 20 and beyond. Count 10 or more objects accurately.	<b>CM 10-1 Begins Counting</b> <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
Give the next number in the sequence 1 through 10.	<b>CM 10-1 Begins Counting</b> <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
Count out 10 items; may use fingers, body parts or other counters, as used in the child's home culture. Count and group things by number.	<b>CM 10-1 Begins Counting</b> <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
Compare groups of up to 10 objects.	<b>CM 10-2 Builds and Observes Sets</b> <u>Pre-K</u> : Can look at groups of objects up to 5 and indicate how many items without having to count them; compares quantities in sets and uses appropriate vocabulary: equal, more, less
Find the sum when joining two sets of up to five objects.	<b>CM 10-3 Learns Addition, Subtraction and Division</b>

	<u>Pre-K:</u> Can add “1” to a set of objects and know that it is 1 more; can subtract 1 from a set of objects and know that it is 1 less; can split a set of objects equally to divide by 2
Identify by sight how many are in a small group of objects, up to four.	<b>CM 10-2 Builds and Observes Sets</b> <u>Pre-K:</u> Can look at groups of objects up to 5 and indicate how many items without having to count them; compares quantities in sets and uses appropriate vocabulary: equal, more, less
Use measuring tools in play (such as a ruler, measuring cups, or parts of the body).	<b>CM 11-1 Learns Measurement and Quantities</b> <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
Match and sort simple shapes (circles, squares, triangles).	<b>CM 12-1 Learns Shapes &amp; Sizes</b> <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
Compare size (such as, “I’m as tall as the yellow bookshelf.”) Describe objects using size words (big, small, tall, short).	<b>CM 11-1 Learns Measurement and Quantities</b> <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
Compare two objects using comparison words such as smaller, faster and heavier.	<b>CM 11-1 Learns Measurement and Quantities</b> <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
Order three objects by one characteristic, (such as from smallest to largest).	<b>CM 11-2 Understands Patterns</b> <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)
Work puzzles with up to 10 pieces.	<b>CM 12-2 Develops Spatial Awareness</b> <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
Create own patterns with a variety of materials. Describe what the pattern is.	<b>CM 11-2 Understands Patterns</b> <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)
Follow simple directions for position (beside, next to, between, etc.)	<b>CM 12-2 Develops Spatial Awareness</b> <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
Science	

Ask questions and identify ways to find answers. Try out these activities and think about what to do next to learn more.	<b>CS 14-1 Solves Problems</b> <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
Predict what will happen in science and nature experiences. Consider whether these predictions were right, and explain why or why not.	<b>CS 14-2 Makes Predictions</b> <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?)
Use tools to explore the environment (a magnifying glass, magnets, sifters, etc.).	<b>CS 13-1 Explores Objects</b> <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses
Measure sand or water using a variety of containers.	<b>CM 11-1 Learns Measurement and Quantities</b> <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
Use one sense (such as smell) to experience something and make one or two comments to describe this.	<b>CS 13-1 Explores Objects</b> <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses
Investigate the properties of things in nature. Begin to understand what various life forms need in order to grow and live.	<b>CS 15-1 Explores the Natural Environment</b> <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
Take responsibility in taking care of living things, such as feeding the fish, watering plants, etc.	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <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
Talk about changes in the weather and seasons, using common words, such as rainy and windy.	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <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
Look at where the sun is in the morning, afternoon, evening and night.	<b>CS 15-1 Explores the Natural Environment</b> <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
Take walks outside and gather different types of leaves, name colors he/she sees outdoors.	<b>CS 15-1 Explores the Natural Environment</b> <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
Participate (with adult direction) in activities to preserve the environment, such as disposing of	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>

litter properly, saving paper and cans to be recycled, etc.	<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
<b>Social Studies</b>	
Describe family members and understand simple relationships (such as, "Marika is my sister.")	<b>SS 16-4 Learns about Community Roles and Jobs</b> <u>3-Year Old</u> : Learns about family roles and relationships <u>Pre-K</u> : Learns about community helpers; studies different types of careers and jobs; understands the need for various roles in a society; learns about important contributions of historical figures
Adopt the roles of different family members during dramatic play. Plan what each role does and then enact it.	<b>SS 16-4 Learns about Community Roles and Jobs</b> <u>3-Year Old</u> : Learns about family roles and relationships <u>Pre-K</u> : Learns about community helpers; studies different types of careers and jobs; understands the need for various roles in a society; learns about important contributions of historical figures
Draw own family, as the child understands it.	<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)
Ask questions about similarities and differences in other people (such as language, hair style, clothing).	<b>SS 16-1 Explores Cultures</b> <u>Pre-K</u> : Is learning that there are many different cultures and that people express culture in their dress, food, art, and work
Talk about the past and the future, such as what the child did this morning and what his or her family will do this weekend.	<b>SS 16-2 Understands Time</b> <u>Pre-K</u> : Understands basic concepts of time including past-present-future; may understand basic units of time, including hours-minutes-days; learns about calendars, including week-month-year
Recognize some people in the community by their jobs (such as grocery store clerk, bus driver, doctor).	<b>SS 16-4 Learns about Community Roles and Jobs</b> <u>3-Year Old</u> : Learns about family roles and relationships <u>Pre-K</u> : Learns about community helpers; studies different types of careers and jobs; understands the need for various roles in a society; learns about important contributions of historical figures
Enjoy taking the roles of different jobs in pretend play.	<b>SS 16-4 Learns about Community Roles and Jobs</b> <u>3-Year Old</u> : Learns about family roles and relationships <u>Pre-K</u> : Learns about community helpers; studies different types of careers and jobs; understands the need for various roles in a society; learns about important contributions of historical figures
Talk about what the child wants to be when he or she grows up.	<b>SS 16-4 Learns about Community Roles and Jobs</b> <u>3-Year Old</u> : Learns about family roles and relationships <u>Pre-K</u> : Learns about community helpers; studies different types of careers and jobs; understands the need for various roles in a society; learns about important contributions of historical figures
Play store or restaurant, with empty food containers, receipts, etc.	<b>SS 16-4 Learns about Community Roles and Jobs</b> <u>3-Year Old</u> : Learns about family roles and relationships <u>Pre-K</u> : Learns about community helpers; studies different types of careers and jobs; understands the need for various

	roles in a society; learns about important contributions of historical figures
Match objects to their normal locations (for example, a stove in the kitchen, a bed in the bedroom, a tree in the forest).	<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
Recognize where he or she is when traveling in familiar areas, most of the time.	<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
Recognize that roads have signs or a name, and houses and apartments usually have numbers to help identify their locations.	<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
<b>Arts</b>	
Show an increasing ability to use art materials safely and with purpose.	<b>CCA 21-1 Explores Art Media</b> <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
Understand that different art forms (such as dance, music or painting) can be used to tell a story.	<b>CCA 21-1 Explores Art Media</b> <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
Express self through art and music. Take pride in showing others own creations (“Look at my picture.”	<b>CCA 21-1 Explores Art Media</b> <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
	<b>CCA 21-2 Explores Music</b> <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
	<b>SED 4-2 Becomes Confident</b> <u>Pre-K:</u> Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics
Use a variety of materials to create representations of people and things (such as drawing a person showing two to four body parts).	<b>CCA 21-1 Explores Art Media</b> <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
Show creativity and imagination.	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <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>CCA 21-2 Explores Music</b>

Hum or move to the rhythm of recorded music.	<p><u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.</p> <p><b>CCA 21-3 Explores Movement and Dance</b>  <u>Pre-K:</u> Begins to show individual expression in creative movement activities</p>
Ask to sing a particular song.	<p><b>CCA 21-2 Explores Music</b>  <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.</p>
Remember the words to a familiar song.	<p><b>CCA 21-2 Explores Music</b>  <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.</p>
Enjoy participating in a variety of music activities, such as listening, singing, finger plays, chants, playing musical instruments, games and performances.	<p><b>CCA 21-2 Explores Music</b>  <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.</p>
Enjoy learning songs and dances from other cultures.	<p><b>SS 16-1 Explores Cultures</b>  <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work</p>
Watch other children dance; try to mimic the movements.	<p><b>CCA 21-3 Explores Movement and Dance</b>  <u>Pre-K:</u> Begins to show individual expression in creative movement activities</p>
Express feelings through movement and dancing in various musical tempos and styles.	<p><b>CCA 21-3 Explores Movement and Dance</b>  <u>Pre-K:</u> Begins to show individual expression in creative movement activities</p>
Perform simple elements of drama (such as audience, actors).	<p><b>CCA 21-4 Participates in Dramatic Play</b>  <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>
Participate in dramatic play activities (such as acting out familiar activities, stories or events from own life).	<p><b>CCA 21-4 Participates in Dramatic Play</b>  <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:**

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