

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:
**West Virginia Early Learning Standards
Framework: Infant/Toddler**



References



West Virginia Department of Education. (2010). *West Virginia early learning standards framework: Infant/Toddler*. WV: Author. Retrieved from http://www.wvearlychildhood.org/resources/wv_early_learning_standards_framework_infant_toddler.pdf

West Virginia Early Learning Standards Framework: Infant/Toddler	Vine Assessments by LifeCubby
Approaches to Learning	Vine Indicators
Foundation: Curiosity	
Young Infant: 0-8 Months	
Shows interest in exploring with senses.	ATL 1-4 Is Curious <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
Mobile Infant: 6-18 Months	
Becomes more and more curious.	ATL 1-4 Is Curious <u>8-12 mos:</u> Shows interest in new toys; explores surroundings <u>1-Year Old:</u> Shows interest in learning about new objects or experiences
Explores spatial relationships.	CM 12-2 Develops Spatial Awareness <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
Older Infant: 16-36 Months	
Exploration increases.	ATL 1-4 Is Curious <u>2-Year Old:</u> Shows interest in new objects or activities; tries different ways of using objects or materials <u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities
Begins to make choices.	ATL 1-5 Shows Initiative <u>2-Year Old:</u> Initiates play with others <u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting
Continues to be curious.	ATL 1-4 Is Curious <u>2-Year Old:</u> Shows interest in new objects or activities; tries different ways of using objects or materials <u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities
Imitates actions of others.	SED 5-2 Learns from Adults <u>2-Year Old:</u> Uses role play to imitate behaviors by familiar adults <u>3-Year Old:</u> Imitates behaviors demonstrated by familiar adults; may say words or phrases often said by familiar adults
Foundation: Persistence	
Young Infant: 0-8 Months	
Repeats actions that bring satisfaction.	ATL 1-3 Is Persistent <u>1-3 mos:</u> Will cry to indicate a need and will continue crying until that need is met <u>4-7 mos:</u> Will vocalize or use baby sign to indicate a need and will continue until that need is met; will hold on to preferred items
Anticipates routines.	ATL 2-1 Understands Routines

	<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>
Mobile Infant: 6-18 Months	
Focuses for longer periods of time and sticks to tasks.	<p>ATL 1-1 Is Attentive</p> <p><u>8-12 mos:</u> Pays attention to a task or activity for a few minutes</p> <p><u>1-Year Old:</u> Pays attention to a task or activity for a few minutes; repeats actions to complete a goal</p>
	<p>ATL 1-3 Is Persistent</p> <p><u>1-3 mos:</u> Will cry to indicate a need and will continue crying until that need is met</p> <p><u>4-7 mos:</u> Will vocalize or use baby sign to indicate a need and will continue until that need is met; will hold on to preferred items</p>
Older Infant: 16-36 Months	
Begins and completes tasks.	<p>ATL 1-3 Is Persistent</p> <p><u>2-Year Old:</u> Finishes self-selected tasks, such as completing a puzzle or listening to a storybook</p> <p><u>3-Year Old:</u> Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support</p>
Uses increased motor or language skills to achieve desired result.	<p>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</p> <p><u>2-Year Old:</u> Uses hands for complex tasks such as building a block tower or removing a lid; works with clay; uses thumbs and fingers to manipulate objects</p> <p><u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay</p>
Foundation: Creativity and Imagination	
Young Infant: 0-8 Months	
Begins to explore familiar objects.	<p>CS 13-1 Explores Objects</p> <p><u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping</p>
Uses newly acquired motor skills.	<p>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</p> <p><u>1-3 mos:</u> Opens and shuts hands</p> <p><u>4-7 mos:</u> Turns objects in hands; uses hands or feet to make contact with objects or people</p>
Mobile Infant: 6-18 Months	
Begins exploration.	<p>ATL 1-6 Thinks with Creativity & Flexibility</p> <p><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</p> <p><u>1-Year Old:</u> Able to shift focus; participates in new activities; demonstrates imagination in using materials to create something new</p>

Recognizes that objects exist even when not in sight.	ATL 1-2 Develops Memory 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
Older Infant: 16-36 Months	
Engages in pretend play.	CCA 21-4 Participates in Dramatic Play 2-Year Old: Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others 3-Year Old: Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play
Uses familiar objects in new and different ways.	ATL 1-6 Thinks with Creativity & Flexibility 2-Year Old: Accepts changes in routines or usual activities when informed ahead of time by adults; shows creativity, flexibility, and inventiveness in play experiences 3-Year Old: Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation

Social Emotional Development	
Foundation: Adult interaction	
Young Infant: 0-8 Months	
Makes wishes and preferences known.	PMP 19-2 Develops Self-Care Skills 1-3 mos: Lets caregivers know when there is a need, such as crying when awake or needing to be changed 4-7 mos: Uses different cries for different needs, such as when tired or when needing to be changed
Mobile Infant: 6-18 Months	
Becomes increasingly attached to primary caregiver*.	SED 5-1 Bonds with Adults 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 Infant: 16-36 Months	
Participates in more complex interactions.	SED 5-1 Bonds with Adults 2-Year Old: 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 3-Year Old: Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems
Foundation: Peer interaction	
Young Infant: 0-8 Months	
Notices others.	SED 6-2 Bonds with Peers

	<u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children
Mobile Infant: 6-18 Months	
Engages in back and forth interactions.	SED 6-2 Bonds with Peers <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)
Older Infant: 16-36 Months	
Engages in cooperative play	SED 6-3 Cooperates with Peers <u>2-Year Old:</u> Begins to cooperate with others (e.g. shares toys, works toward a common goal, such as building a block tower); is learning to take turns; is learning to use words with peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns
Foundation: Self awareness and self concept	
Young Infant: 0-8 Months	
Begins to separate self from others	SED 4-1 Develops Awareness of Self <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
Mobile Infant: 6-18 Months	
Recognizes self as a separate person.	SED 4-1 Develops Awareness of Self <u>8-12 mos:</u> Enjoys watching self in mirror <u>1-Year Old:</u> Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others
Older Infant: 16-36 Months	
Claims identity.	SED 4-1 Develops Awareness of Self <u>2-Year Old:</u> Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family
Foundation: Emotions	
Young Infant: 0-8 Months	
Expresses comfort and discomfort	SED 3-1 Expresses Emotion <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
Begins to regulate moods and emotions.	SED 3-2 Manages Feelings & Demonstrates Self-Control <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
Mobile Infant: 6-18 Months	
Expresses comfort and discomfort.	SED 3-1 Expresses Emotion <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
Continues to master regulation of moods and emotions.	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>8-12 mos:</u> Regulates feelings through behaviors, such as sucking thumb or carrying a favorite blanket or toy; looks to familiar adults for help with strong emotions <u>1-Year Old:</u> Begins to cope with strong emotions with help from familiar adults
Older Infant: 16-36 Months	
Expresses comfort and discomfort.	SED 3-1 Expresses Emotion <u>2-Year Old:</u> Expresses a variety of emotions; modifies expression according to reactions of familiar adults <u>3-Year Old:</u> Displays a range of emotions; can say how he/she is feeling (e.g., glad, sad, or mad); explores emotions through play, art, music, dance
Continues to master regulation of moods and emotions.	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>2-Year Old:</u> Able to use routines, favorite objects, or familiar adults to help in coping with strong feelings and emotions <u>3-Year Old:</u> Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games

Creative Expression	
Foundation: Visual arts	
Young Infant: 0-8 Months	
Notices bright and/or contrasting colors.	CCA 21-1 Explores Art Media <u>1-3 mos:</u> Is learning in a creative environment with opportunity to study colors and shapes <u>4-7 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials
Notices facial expressions.	ATL 1-1 Is Attentive <u>1-3 mos:</u> Watches faces <u>4-7 mos:</u> Pays attention to people, objects, and sounds
Looks at pictures, photographs, and mirror images.	LKS 8-1 Develops Early Literacy <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
Notices differences in textures.	CCA 21-1 Explores Art Media <u>1-3 mos:</u> Is learning in a creative environment with opportunity to study colors and shapes

	<u>4-7 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials
Mobile Infant: 6-18 Months	
Shows a preference for favorite colors.	ATL 1-5 Shows Initiative <u>8-12 mos:</u> Initiates activities, such as getting a toy independently from a low shelf or basket <u>1-Year Old:</u> Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read)
Uses various materials in exploring and creating visual art.	CCA 21-1 Explores Art Media <u>8-12 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials <u>1-Year Old:</u> Uses art materials; makes marks with a crayon; finger paints
Older Infant: 16-36 Months	
Likes various materials in exploring and creating visual art.	CCA 21-1 Explores Art Media <u>2-Year Old:</u> Uses a variety of art materials to create artwork or other inventions <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
Observes and describes visual art.	CCA 21-1 Explores Art Media <u>2-Year Old:</u> Uses a variety of art materials to create artwork or other inventions <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
Foundation: Music and Movement	
Young Infant: 0-8 Months	
Responds to sounds, tones, and voices.	CCA 21-2 Explores Music <u>1-3 mos:</u> Listens and responds to singing and music <u>4-7 mos:</u> Explores musical instruments; bangs toy piano; rattles maracas
Responds to music	CCA 21-2 Explores Music <u>1-3 mos:</u> Listens and responds to singing and music <u>4-7 mos:</u> Explores musical instruments; bangs toy piano; rattles maracas
Mobile Infant: 6-18 Months	
Enjoys creating rhythm and other sounds.	CCA 21-2 Explores Music <u>8-12 mos:</u> Plays with musical toys; may show preference for different sounds <u>1-Year Old:</u> Shows interest in and participates in a wide variety of music and songs
Responds to music.	CCA 21-2 Explores Music <u>8-12 mos:</u> Plays with musical toys; may show preference for different sounds <u>1-Year Old:</u> Shows interest in and participates in a wide variety of music and songs
Older Infant: 16-36 Months	
Shows excitement when exposed to music.	CCA 21-2 Explores Music

	<p><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</p> <p><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</p>
Recalls lyrics and melodies	<p>CCA 21-2 Explores Music</p> <p><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</p> <p><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</p>
Demonstrates increased hand and body coordination.	<p>CCA 21-3 Explores Movement and Dance</p> <p><u>2-Year Old:</u> Moves when music is playing; begins to move in time to music</p> <p><u>3-Year Old:</u> Participates in dance or creative movement activities</p>
Foundation: Dramatic play	
Young Infant: 0-8 Months	
Uses facial expressions and gestures to express feelings and needs.	<p>SED 3-1 Expresses Emotion</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>
Imitates facial expressions and gestures of others	<p>SED 5-2 Learns from Adults</p> <p><u>1-3 mos:</u> Imitates some facial expressions</p> <p><u>4-7 mos:</u> Participates in reciprocal imitation games; copies adult sounds, movements, or facial expressions</p>
Mobile Infant: 6-18 Months	
Understands the meaning of objects during play	<p>CCA 21-4 Participates in Dramatic Play</p> <p><u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination</p>
Plays games with adults to explore concepts.	<p>CCA 21-4 Participates in Dramatic Play</p> <p><u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination</p>
Relates to dolls and stuffed animals in realistic ways.	<p>CCA 21-4 Participates in Dramatic Play</p> <p><u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination</p>
Older Infant: 16-36 Months	
Engages in play that represents real life experiences.	<p>CCA 21-4 Participates in Dramatic Play</p> <p><u>2-Year Old:</u> Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others</p> <p><u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play</p>
Brings other children into play.	<p>CCA 21-4 Participates in Dramatic Play</p> <p><u>2-Year Old:</u> Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others</p>

	<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
Plans dramatic activities.	CCA 21-4 Participates in Dramatic Play <u>2-Year Old</u> : Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others <u>3-Year Old</u> : Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play
Relies increasingly on the use of communication as an important component of play activities.	CCA 21-4 Participates in Dramatic Play <u>2-Year Old</u> : Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others <u>3-Year Old</u> : Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play

Motor Development	
Foundation: Fine Motor	
Young Infant: 0-8 Months	
Coordinates sucking, swallowing, and breathing.	PMP 20-1 Learns about Nutrition <u>1-3 mos</u> : Is receiving a nutritious, age-appropriate diet of breastmilk and/or formula on an appropriate schedule <u>4-7 mos</u> : Diet includes some cereals and healthy baby food on an appropriate schedule
Gums and swallows.	PMP 20-1 Learns about Nutrition <u>1-3 mos</u> : Is receiving a nutritious, age-appropriate diet of breastmilk and/or formula on an appropriate schedule <u>4-7 mos</u> : Diet includes some cereals and healthy baby food on an appropriate schedule
Reflexive movements of arms, hands, and eyes.	PMP 18-2 Develops Fine Hand-Eye Coordination <u>1-3 mos</u> : Grasps objects <u>4-7 mos</u> : Grasps and releases objects from grasp
Progresses from hands being tightly fistled to being open.	PMP 18-2 Develops Fine Hand-Eye Coordination <u>1-3 mos</u> : Grasps objects <u>4-7 mos</u> : Grasps and releases objects from grasp
Reaches for and swipes at dangling objects.	PMP 17-1 Develops Perception & Balance <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
Eyes follow to midline*.	PMP 17-1 Develops Perception & Balance <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
Eyes follow past midline* up to 180 degrees.	PMP 17-1 Develops Perception & Balance <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
Begins to gain control over hands, eyes, arms, and legs.	PMP 17-3 Develops Upper Body Strength <u>1-3 mos:</u> Brings hands to mouth; swipes at dangling objects; shakes rattles or other hand toys <u>4-7 mos:</u> Uses raking grasp
Uses a full hand grasp.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <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
Emerging pincer grasp*.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <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
Shakes and plays with toys in grasp.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <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
Mobile Infant: 6-18 Months	
Uses a defined pincer grasp*.	PMP 18-2 Develops Fine Hand-Eye Coordination <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
Self feeding skills emerge.	PMP 19-1 Develops Meal Time Independence <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
Turns pages of a book.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <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
Manipulates and turns objects with control.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <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
Increased control of hands.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <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

Stacks blocks.	<p>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</p> <p><u>8-12 mos:</u> Uses hands for more complex tasks, such as rotating objects, releasing objects, and feeling textures</p> <p><u>1-Year Old:</u> Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker</p>
Uses full hand grasp.	<p>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</p> <p><u>8-12 mos:</u> Uses hands for more complex tasks, such as rotating objects, releasing objects, and feeling textures</p> <p><u>1-Year Old:</u> Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker</p>
Scribbles.	<p>LKS 9-1 Develops Emergent Writing</p> <p><u>8-12 mos:</u> Can use a fat paint brush or celery stalk to “paint”</p> <p><u>1-Year Old:</u> Makes marks on paper with large crayon or marker</p>
Visually follows dropped object.	<p>PMP 17-1 Develops Perception & Balance</p> <p><u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes</p> <p><u>8-12 mos:</u> Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object</p> <p><u>1-Year Old:</u> Increasingly gains balance, going from sitting to standing to running and even jumping</p>
Uses index finger to point.	<p>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</p> <p><u>8-12 mos:</u> Uses hands for more complex tasks, such as rotating objects, releasing objects, and feeling textures</p> <p><u>1-Year Old:</u> Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker</p>
Older Infant: 16-36 Months	
Self care skills increase.	<p>PMP 19-2 Develops Self-Care Skills</p> <p><u>2-Year Old:</u> Shows increasing independence with self-care, such as helping wash hands or brush teeth</p> <p><u>3-Year Old:</u> Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat</p>
Uses fingers, wrists, and hands with greater agility.	<p>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</p> <p><u>2-Year Old:</u> Uses hands for complex tasks such as building a block tower or removing a lid; works with clay; uses thumbs and fingers to manipulate objects</p> <p><u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay</p>
Exhibits turning motion with wrists.	<p>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</p> <p><u>2-Year Old:</u> Uses hands for complex tasks such as building a block tower or removing a lid; works with clay; uses thumbs and fingers to manipulate objects</p> <p><u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay</p>

Uses hands separately.	<p>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</p> <p><u>2-Year Old:</u> Uses hands for complex tasks such as building a block tower or removing a lid; works with clay; uses thumbs and fingers to manipulate objects</p> <p><u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay</p>
Shows favoritism of hand use.	<p>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</p> <p><u>2-Year Old:</u> Uses hands for complex tasks such as building a block tower or removing a lid; works with clay; uses thumbs and fingers to manipulate objects</p> <p><u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay</p>
Foundation: Gross Motor	
Young Infant: 0-8 Months	
Progresses to holding up head.	<p>PMP 17-1 Develops Perception & Balance</p> <p><u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes</p> <p><u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands</p>
Controls head.	<p>PMP 17-1 Develops Perception & Balance</p> <p><u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes</p> <p><u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands</p>
Demonstrates startle reflex.	<p>PMP 17-1 Develops Perception & Balance</p> <p><u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes</p> <p><u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands</p>
Swats at and kicks.	<p>PMP 17-1 Develops Perception & Balance</p> <p><u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes</p> <p><u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands</p>
Rolls over.	<p>PMP 17-2 Develops Lower Body Strength</p> <p><u>1-3 mos:</u> Stretches and kicks legs when lying down; pushes down on legs when feet are placed on a firm surface</p> <p><u>4-7 mos:</u> Explores new body positions; rolls over; crawls; supports weight on legs; kicks at objects</p>
Sits with support.	<p>PMP 17-1 Develops Perception & Balance</p> <p><u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes</p> <p><u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands</p>
Attempts to crawl.	<p>PMP 17-2 Develops Lower Body Strength</p> <p><u>1-3 mos:</u> Stretches and kicks legs when lying down; pushes down on legs when feet are placed on a firm surface</p> <p><u>4-7 mos:</u> Explores new body positions; rolls over; crawls; supports weight on legs; kicks at objects</p>

Mobile Infant: 6-18 Months	
Sits without support.	PMP 17-1 Develops Perception & Balance <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
Crawls.	PMP 17-2 Develops Lower Body Strength <u>8-12 mos:</u> Progresses from rolling to sitting to crawling to pulling up to cruising; stands; takes first steps; may begin walking
Pulls to stand.	PMP 17-3 Develops Upper Body Strength <u>8-12 mos:</u> Pulls self up
Cruises holding on to furniture.	PMP 17-2 Develops Lower Body Strength <u>8-12 mos:</u> Progresses from rolling to sitting to crawling to pulling up to cruising; stands; takes first steps; may begin walking
Walks independently.	PMP 17-2 Develops Lower Body Strength <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
Moves from sitting to standing.	PMP 17-2 Develops Lower Body Strength <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
Begins to run.	PMP 17-2 Develops Lower Body Strength <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
Carries objects while walking.	PMP 17-3 Develops Upper Body Strength <u>1-Year Old:</u> Carries objects <u>2-Year Old:</u> Carries objects while walking
Kicks a ball.	PMP 17-5 Develops Large Motor Coordination Skills <u>1-Year Old:</u> Climbs on furniture and crawls up and down stairs unassisted; can easily change body positions
Climbs steps.	PMP 17-5 Develops Large Motor Coordination Skills <u>1-Year Old:</u> Climbs on furniture and crawls up and down stairs unassisted; can easily change body positions
Straddles a riding toy.	PMP 17-5 Develops Large Motor Coordination Skills <u>1-Year Old:</u> Climbs on furniture and crawls up and down stairs unassisted; can easily change body positions
Older Infant: 16-36 Months	
Walks forward and backward.	PMP 17-2 Develops Lower Body Strength <u>2-Year Old:</u> Able to adjust speed and direction while walking or running <u>3-Year Old:</u> Runs; jumps; hops; balances on 1 foot for up to 3 seconds
Jumps.	PMP 17-2 Develops Lower Body Strength <u>2-Year Old:</u> Able to adjust speed and direction while walking or running

	<u>3-Year Old:</u> Runs; jumps; hops; balances on 1 foot for up to 3 seconds
Climbs.	PMP 17-5 Develops Large Motor Coordination Skills <u>2-Year Old:</u> Walks up and down stairs with help; participates in physical activities indoors and outdoors <u>3-Year Old:</u> Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors
Stands on one foot.	PMP 17-1 Develops Perception & Balance <u>2-Year Old:</u> Adjusts sitting or standing position based on situation; maintains good posture and balance; avoids obstacles when in motion <u>3-Year Old:</u> Stands on 1 foot for about 3 seconds; jumps with two feet
Attempts to ride a tricycle.	PMP 17-5 Develops Large Motor Coordination Skills <u>2-Year Old:</u> Walks up and down stairs with help; participates in physical activities indoors and outdoors <u>3-Year Old:</u> Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors

Language and Literacy	
Foundation: Listening and Understanding	
Young Infant: 0-8 Months	
Shows interest in listening to sounds and verbal communication of others.	LC 7-1 Develops Receptive Communication <u>1-3 mos:</u> Turns head in the direction of a familiar voice <u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others
Responds to nonverbal communication of others.	LC 7-1 Develops Receptive Communication <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
Begins to understand gestures, words, questions, or routines.	LC 7-1 Develops Receptive Communication <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
Mobile Infant: 6-18 Months	
Shows interest in listening to sounds and verbal communication of others.	LC 7-1 Develops Receptive Communication <u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines <u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book”
Begins to understand gestures, words, questions, or routines.	LC 7-1 Develops Receptive Communication <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”
Older Infant: 16-36 Months	

Shows interest in listening to sounds and verbal communication of others.	LC 7-1 Develops Receptive Communication <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues
Responds to nonverbal communication of others.	LC 7-1 Develops Receptive Communication <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues
Begins to understand gestures, words, questions, or routines.	LC 7-1 Develops Receptive Communication <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues
Foundation: Communicating and Speaking	
Young Infant: 0-8 Months	
Uses sounds, gestures, and actions to express wants and needs.	LC 7-2 Develops Expressive Communication <u>1-3 mos:</u> Alerts caregivers when there is a need, such as crying when awake or needing to be changed; begins to babble, coo or gurgle; may imitate some sounds <u>4-7 mos:</u> Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure
Imitates or recognizes sounds, gestures, or words.	LC 7-2 Develops Expressive Communication <u>1-3 mos:</u> Alerts caregivers when there is a need, such as crying when awake or needing to be changed; begins to babble, coo or gurgle; may imitate some sounds <u>4-7 mos:</u> Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure
Takes turns speaking and listening in simple conversations.	LC 7-6 Learns Conversation Structure <u>1-Year Old:</u> May participate in back-and-forths; may make eye contact
Mobile Infant: 6-18 Months	
Uses sounds, gestures, and actions to express wants and needs.	LC 7-2 Develops Expressive Communication <u>8-12 mos:</u> Progresses from babbling with inflection to first words; uses exclamations like "uh-oh"; may sign certain words; may shake head for "no"; uses sounds, gestures, or actions to express needs and wants <u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down"
Imitates or recognizes sounds, gestures, or words.	LC 7-2 Develops Expressive Communication <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"

Takes turns speaking and listening in simple conversations.	LC 7-6 Learns Conversation Structure <u>1-Year Old:</u> May participate in back-and-forths; may make eye contact
Older Infant: 16-36 Months	
Uses sounds, gestures, and actions to express wants and needs.	LC 7-2 Develops Expressive Communication <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 <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
Imitates or recognizes sounds, gestures, or words.	LC 7-2 Develops Expressive Communication <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 <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
Takes turns speaking and listening in simple conversations.	LC 7-6 Learns Conversation Structure <u>2-Year Old:</u> Asks questions frequently; engages in back-and-forths; learns to take turns in conversations; makes eye contact <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
Foundation: Emergent Literacy	
Young Infant: 0-8 Months	
Shows interest in pictures, books, and environmental print.	LKS 8-1 Develops Early Literacy <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
Responds to early literacy experiences such as storytelling, nursery rhymes, songs, and fingerplays.	LKS 8-1 Develops Early Literacy <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
Demonstrates beginning book handling skills.	LKS 8-1 Develops Early Literacy <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
Mobile Infant: 6-18 Months	
Shows interest in pictures, books, and environmental print.	LKS 8-1 Develops Early Literacy <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
Responds to early literacy experiences such as storytelling,	LKS 8-1 Develops Early Literacy <u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories

nursery rhymes, songs, and finger plays.	<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
Experiments with drawing and writing.	LKS 9-1 Develops Emergent Writing <u>8-12 mos</u> : Can use a fat paint brush or celery stalk to “paint” <u>1-Year Old</u> : Makes marks on paper with large crayon or marker
Demonstrates beginning book handling skills.	LKS 8-1 Develops Early Literacy <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
Older Infant: 16-36 Months	
Shows interest in pictures, books, and environmental print.	LKS 8-1 Develops Early Literacy <u>2-Year Old</u> : Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures <u>3-Year Old</u> : Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book
Responds to early literacy experiences such as storytelling, nursery rhymes, songs, and finger plays.	LKS 8-1 Develops Early Literacy <u>2-Year Old</u> : Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures <u>3-Year Old</u> : Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book
Experiments with drawing and writing.	LKS 9-1 Develops Emergent Writing <u>2-Year Old</u> : Draws pictures using scribbles; makes or copies lines and curves, including letter-like marks with pencil or crayon; understands that people use writing to communicate <u>3-Year Old</u> : Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written”
Demonstrates beginning book handling skills.	LKS 8-1 Develops Early Literacy <u>2-Year Old</u> : Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures <u>3-Year Old</u> : Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book

Cognitive Development	
Foundation: Learning Schemes	
Young Infant: 0-8 Months	
Begins to discover characteristics of items and categorize them (simple schemes).	CS 13-1 Explores Objects <u>4-7 mos</u> : Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping

Develops understanding of actions of people (social schemes).	SED 6-1 Builds Empathy <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)
Mobile Infant: 6-18 Months	
Puts together and modifies learned theories (combining schemes).	CS 14-2 Makes Predictions <u>8-12 mos:</u> Interacts purposefully with objects to cause an expected result, such as pushing a button on a toy to make a sound <u>1-Year Old:</u> Observes and experiments with cause and effect, such as pushing over a block tower
Increases understanding of correlation between people and actions (social schemes).	SED 6-1 Builds Empathy <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
Older Infant: 16-36 Months	
Demonstrates greater awareness of use of objects (social schemes).	CS 13-1 Explores Objects <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 <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration
Foundation: Cause and Effect	
Young Infant: 0-8 Months	
Begins to explore.	CS 14-2 Makes Predictions <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
Begins to repeat actions.	CS 14-1 Solves Problems <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)
Mobile Infant: 6-18 Months	
Continues exploration and repeating actions.	CS 13-1 Explores Objects <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
Older Infant: 16-36 Months	
Begins to have understanding of cause and effect.	CS 14-2 Makes Predictions <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

	3-Year Old: Makes simple predictions about what will happen next, such as during activities or when hearing a story
Foundation: Use of Tools	
Young Infant: 0-8 Months	
Uses body as a tool.	PMP 17-1 Develops Perception & Balance 1-3 mos: From stomach position is able to lift head; follows moving objects with eyes 4-7 mos: Reaches for objects; sits with and then without support of hands
Uses adults as a tool.	PMP 19-2 Develops Self-Care Skills 1-3 mos: Lets caregivers know when there is a need, such as crying when awake or needing to be changed 4-7 mos: Uses different cries for different needs, such as when tired or when needing to be changed
Uses objects as a tool.	CS 14-1 Solves Problems 4-7 mos: Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth
Mobile Infant: 6-18 Months	
Uses body as a tool.	PMP 17-4 Develops Gross Hand-Eye Coordination 8-12 mos: Bangs objects together; transfers objects from hand to hand 1-Year Old: Plays with ball, learning to throw and catch
Uses adults as a tool.	SED 5-1 Bonds with Adults 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
Uses objects as a tool.	CS 14-1 Solves Problems 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
Older Infant: 16-36 Months	
Uses body as a tool.	
Uses adults as a tool.	SED 5-1 Bonds with Adults 2-Year Old: 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 3-Year Old: Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems
Uses objects as a tool.	CS 14-1 Solves Problems 2-Year Old: Able to solve problems by trying more than one approach; continues efforts to complete a challenging task

	<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)
Foundation: Object Permanence	
Young Infant: 0-8 Months	
Identifies and tracks objects.	ATL 1-2 Develops Memory <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)
Mobile Infant: 6-18 Months	
Holds objects in memory.	ATL 1-2 Develops Memory <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
Older Infant: 16-36 Months	
Holds object in memory and persists in search.	ATL 1-2 Develops Memory <u>2-Year Old</u> : Remembers actions and locations of familiar adults, objects and routines; notices and responds to things that are different <u>3-Year Old</u> : Recalls some elements of a story
Foundation: Understanding Space	
Young Infant: 0-8 Months	
Discovers distance.	CM 12-2 Develops Spatial Awareness <u>8-12 mos</u> : Explores ways objects and people move and fit in space
Discovers movement.	CM 12-2 Develops Spatial Awareness <u>8-12 mos</u> : Explores ways objects and people move and fit in space
Mobile Infant: 6-18 Months	
Discovers distance	CM 12-2 Develops Spatial Awareness <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
Discovers movement.	CM 12-2 Develops Spatial Awareness <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
Discovers perspective.	CM 12-2 Develops Spatial Awareness <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
Older Infant: 16-36 Months	
Discovers distance.	CM 12-2 Develops Spatial Awareness <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
Discovers movement.	CM 12-2 Develops Spatial Awareness

	<p><u>2-Year Old:</u> Is learning how shapes fit together, such as working with shape sorters or knob puzzles</p> <p><u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind</p>
Discovers perspective.	<p>CM 12-2 Develops Spatial Awareness</p> <p><u>2-Year Old:</u> Is learning how shapes fit together, such as working with shape sorters or knob puzzles</p> <p><u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind</p>
Foundation: Imitation	
Young Infant: 0-8 Months	
Imitates self.	<p>SED 4-1 Develops Awareness of Self</p> <p><u>1-3 mos:</u> Shows interest in self, such as watching own hands or playing with feet</p> <p><u>4-7 mos:</u> Learns about self by exploring hands, feet, body, and movement</p>
Imitates others	<p>SED 5-2 Learns from Adults</p> <p><u>1-3 mos:</u> Imitates some facial expressions</p> <p><u>4-7 mos:</u> Participates in reciprocal imitation games; copies adult sounds, movements, or facial expressions</p>
Mobile Infant: 6-18 Months	
Imitates others.	<p>SED 5-2 Learns from Adults</p> <p><u>8-12 mos:</u> Mirrors caregiver's non-verbal communication, such as looking where the caregiver is looking or pointing where the caregiver is pointing</p> <p><u>1-Year Old:</u> Demonstrates interest in adult behavior, such as by saying "hello" and "goodbye" when coming and going</p>
Older Infant: 16-36 Months	
Imitates sequences of behavior	<p>SED 5-2 Learns from Adults</p> <p><u>2-Year Old:</u> Uses role play to imitate behaviors by familiar adults</p> <p><u>3-Year Old:</u> Imitates behaviors demonstrated by familiar adults; may say words or phrases often said by familiar adults</p>

DISCLAIMER:

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