

# Colorado Early Learning & Development Guidelines



This page Intentionally left blank

## Contents

Introduction	5
Guiding Principles	8
Development of the Guidelines	10
Purposes	10
Structure of the Guidelines	11
Transitions	13
Transition Supports	13
Typical Transitions	15
Transition to Home	15
Infancy to Toddlerhood	16
Home to School	17
Early Intervention (Part C) to Preschool Special Education (Part B)	18
Transition to Kindergarten	19
Other transitions	20
Birth to Age 3	22
Physical Development and Health	25
Social Development	26
Emotional Development	26
Language and Literacy Development	28
Cognitive Development	29
Approaches to Learning	30
Birth to Four Months	32
Ages 4–8 Months	36
Ages 9–18 Months	35
Ages 19–36 Months	55

Ages 3–5	77
Physical Development & Health	77
Social & Emotional Development	80
English Language Development	85
Language Development	87
Literacy Knowledge & Skills	89
Logic & Reasoning	91
Mathematics Knowledge & Skills	92
Science Knowledge & Skills	96
Approaches to Learning	99
Social Studies Knowledge & Skills	100
Creative Arts Expression	103
Kindergarten through 3rd Grade	116
Comprehensive Health and Physical Education	117
Colorado English Language Proficiency	118
World Languages	119
Reading, Writing, and Communicating	121
Mathematics	122
Science	124
Social Studies	125
Music	127
Dance	128
Visual Arts	129
Drama and Theatre Arts	130
References	131
Introduction	131
Birth to 36 Months	132
3-5 Years	138
Kindergarten-3rd Grade (5-8 Years)	139
Colorado Academic Standards narrative	140



# Introduction



## Introduction

The Colorado Early Learning and Development Guidelines describe the trajectory of children’s learning and development from birth to 8 years old in Colorado. They include a broad description of children’s growth to ensure a holistic approach to creating positive early childhood environments. Approaches to learning, health and physical development, social and emotional development, language, literacy, numeracy, logic and reasoning, and other subject-specific learning are included for each age level. The domains used to organize descriptions of children’s development evolve within the Guidelines to reflect the specific requirements of each age group. However, they maintain a broad view of the whole child and describe all aspects of children’s growth.

The Guidelines are designed to acknowledge and be responsive to variations in culture, languages, and abilities. For instance, child rearing practices, developmental expectations, the role of different family members, and a child’s individual versus collective identity may vary across cultures. Therefore, the Guidelines include examples and resources that address the particular requirements of children who are learning English as a second language and children with learning or physical challenges. The Guidelines also acknowledge the great variation in when and in what order children attain particular developmental milestones. The knowledge and skills described are designed to provide support and information to families, caregivers, and educators concerning children’s development within certain age spans, rather than dictate exactly when or how each child should progress.

These Guidelines are aligned with and complement the [2020 Colorado Academic Standards](https://www.cde.state.co.us/standardsandinstruction/standards) (<https://www.cde.state.co.us/standardsandinstruction/standards>) for preschool through 3rd grade and with the 2015 [Head Start Early Learning and Outcomes Framework](https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five) (<https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five>). They show the continuum of development from birth to age 8 and complement the variety of existing expectations and models being used in the State of Colorado with each age group. Thus, the Guidelines were informed by a wide variety of state and national documents, including current research on early learning and best practice in early education. Additionally, representatives from a wide variety of Colorado agencies were involved in planning the document’s design, providing input and information, and in reviewing the final contents.

By including the full breadth of children’s development, addressing diversity, and aligning content across all early childhood settings and early grades, these Guidelines are intended to produce greater collaboration and consistency across early childhood systems in Colorado. With collaboration and common reference points, we can create positive early childhood environments that lay a critical foundation for our young children’s later success.





## The Colorado Early Learning and Development Guidelines

- ✓ Focus on children throughout the birth to age 8 continuum;
- ✓ Include all areas of development and learning;
- ✓ Recognize and are responsive to variations in cultures, languages, and abilities;
- ✓ Recognize and are responsive to variations in a child's and family's developmental trajectories and environments;
- ✓ Apply to a variety of settings including, but not limited to, child care, preschool, Head Start, K–3, health care, home, and other community settings;
- ✓ Provide targeted information for parents, caregivers, teachers, higher education personnel, early interventionists, health providers, home visitors, early learning professionals, and family educators;
- ✓ Include strategies based on research or promising practices; and
- ✓ Complement and align with the Preschool–3rd grade portion of Colorado Academic Standards and the 2015 Head Start Early Learning Outcomes Framework, as well as build from other relevant state and national initiatives.



## Guiding Principles

The Guiding Principles below are foundational to the Colorado Early Learning and Development Guidelines. These Principles are about children and about the environments that best support children's growth and development. These Principles highlight aspects of children's development and early learning experiences that span across the domains. They were adopted from two highly regarded resources, *Neurons to Neighborhoods* and *The Irreducible Needs of Children*.

*Colorado Early Learning and Development Guidelines are based the following principles:*

- 1** *Nature and nurture affect children's development.* All children are shaped by a dynamic and continuous interaction between biology and experience.

---

- 2** *Culture influences every aspect of human development and is reflected in childrearing beliefs and practices designed to promote healthy adaptation.*

---

- 3** *The growth of self-regulation is a cornerstone of early childhood development that cuts across all domains of behavior.*

---

- 4** *Children are active participants in their own development, reflecting the intrinsic human drive to explore and master one's own environment.*

---

- 5** *Relationships are the building blocks of healthy development.*

---

- 6** The broad range of *individual differences* among young children often makes it difficult to distinguish normal variations and maturational delays from transient disorders and persistent impairments.

---

- 7** The development of children unfolds along individual pathways whose trajectories are characterized by *continuities and discontinuities*, as well as by a series of significant transitions.

---

- 8** Human development is shaped by the ongoing interplay among sources of vulnerability and sources of *resilience*.

---

- 9** *The timing of early experiences can matter*, but, more often than not, the developing child remains vulnerable to risks and open to protective influences throughout the early years of life and into adulthood.

---

- 10** The course of development can be altered in early childhood by *effective interventions* that change the balance between risk and protection, thereby shifting the odds in favor of more adaptive outcomes.

(Shonkoff, J.P. & Phillip, D, 2000)





*The Guidelines promote environments that foster growth in young children, which include:*

- 1** Ongoing nurturing *relationships* that provide the basis for physical and emotional well-being.

---

- 2** Physical protection, *safety*, and regulation for children's security.

---

- 3** *Experiences that are tailored* to individual differences so that children have choices and are respectful of others' choices.

---

- 4** *Developmentally appropriate experiences* that build children's skills.

---

- 5** Limit setting, *structure*, and expectations that provide a secure environment.

---

- 6** Stable, supportive *communities and cultural continuity*.

(Brazelton, T.B. & Greenspan, S.I., 2000)



## Development of the Guidelines

The Colorado Early Learning and Development Guidelines (ELDGs) were originally developed and approved by the Colorado Early Childhood Leadership Commission in 2011. This updated 2019 iteration was prepared as one of the five required activities under the Colorado Preschool Development Grant (PDG) B-5, and specifically designed to maximize parental choice and knowledge. As part of this project the Early Learning & Development Guidelines were aligned with the 2020 Colorado Academic Standards and the 2015 Head Start Early Learning Outcomes Framework (HSELOF). Additionally, the updated Guidelines are informed by current and relevant research and best practices concerning children’s development, including social, emotional and behavioral issues, early childhood mental health as well as physical health and development, particularly healthy eating and physical activity. The updated version also includes additional support for interactions between parent/child, teacher/parent, and teacher/child for all ages. Finally, the updated Guidelines include enhanced content focused on transitions between stages of children’s development, including best practices to support transitions for each age group and relate to typical transitions that would occur for children at these various times.

Throughout the update process, stakeholders from a wide variety of agencies and sectors were involved, including representatives from the Colorado Department of Education, the Colorado Department of Public Health and Environment, Colorado Department of Human Services, Head Start, local child care providers, higher education, early learning professionals, and others. An Advisory Board met numerous times to ensure the resulting guidelines reflect a strong research base, enhance working early childhood systems in Colorado, and meet the needs of diverse audiences and purposes. The Guidelines were reviewed and advised by state experts with

knowledge of early childhood development and teaching practice, as well as specific content areas.

## Purposes

The Colorado Early Learning and Developmental Guidelines are intended to:

- improve families’ and professionals’ knowledge of child development;
- guide families and professionals working with children in planning and implementing developmental and learning activities;
- inform or guide developmental support, instruction, assessment, and intervention;
- provide unifying guidelines that are embraced by and embedded in programs and services (e.g., early care and education, home visitation, medical homes, early intervention) across the comprehensive early childhood service delivery system.

These purposes are consistent with reports from several national groups studying the development of state level early learning standards (NAEYC & NAECS/SDE, 2002; Shore, Bodrova, & Leong, 2004).



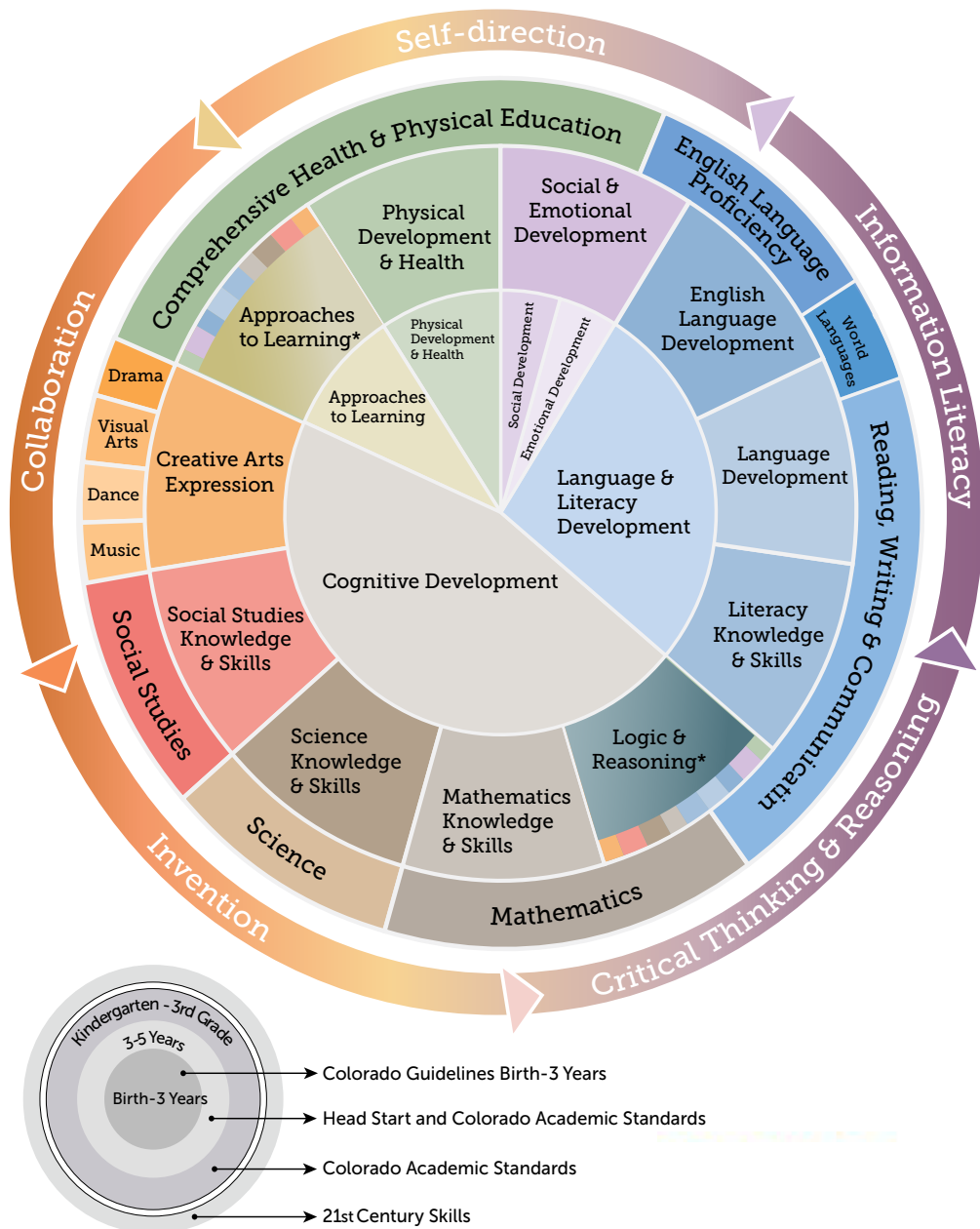


The Colorado Early Learning and Developmental Guidelines are divided into three major sections: Birth–36 months; 3–5 years, and 5–8 years (grades K–3). Each section describes children’s development within a set of areas called domains. These domains differ somewhat for each age group and are shown in the graphic on the following page. The Guidelines begin with a narrative describing the first four months of a baby’s life. This is followed by a set of tables describing children’s abilities from ages 4 months to 5 years. These tables organize content within domains and subdomains and include indicators, examples, and suggested supports. Content for infants and toddlers is organized for children at 4–8 months, 9–18 months, and 19–36 months. Content for preschool-age children 3–5 years old is articulated as a single age span. The Guidelines conclude with a narrative describing the development of children in kindergarten through 3rd grade.

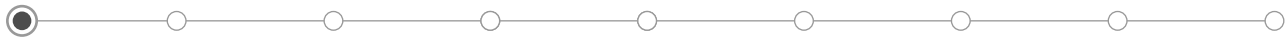


# Guidelines Chart

This graphic illustrates the essential domains of learning within the Colorado Early Learning and Development Guidelines. It represents the progression of these domains across ages, rather than the relative importance of each domain within any one age group. The complex connections within and among domains are more fully explored throughout the guidelines.



\* are embedded within all content areas of the PK-3 Standards and emphasized within the 21st Century Skills.



## Transitions

Children experience many transitions during their childhood. Transitions can be stressful for some children and a breeze for others. Each child reacts to transitions differently depending on where he or she is in their development, their temperament, and prior experiences during similar situations. While one child reacts at school drop off with fear and sadness, another may express joy and excitement. It is important to keep in mind that there are no good or bad reactions to change. No matter what, children should feel free to express their feelings, receive comfort from adults, and receive support to build their own ways of coping with change. It is important to understand how development affects children's reaction to transition.

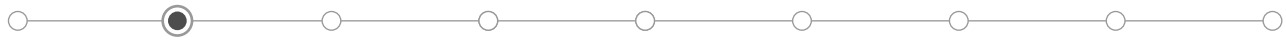
### Transition Supports

Transition is another way to think about changes that occur in a child's life. To make transitions successful, families and care givers/educators need to share information, focus on supportive relationships, and align programming to ensure consistency and stability. Children, families, and caregivers/educators have increased understanding of new expectations when they can practice adjusting to new environments. Helping children manage their emotional and behavioral reactions to transitions early in life can establish positive coping skills that will have far-reaching impacts beyond the early years. At any age, consider the following strategies to help children feel safe and supported during all transitions.

- **Maintain Routines.** From birth, children's days are filled with routines such as bedtime, mealtime, and diapering. You can help children manage transitions by establishing predictable and familiar routines.
- **Be Responsive.** When babies and children make attempts to communicate that they need help, respond as quickly as possible in a predictable and consistent manner. Responding to children's needs in a timely and consistent way helps to develop secure relationships, which are critical during transitions. Secure relationships with a familiar adult will make it easier for children to explore more comfortably and build attachments in new environments with new caregivers and friends. Additionally,

secure relationships help build children's self-efficacy to communicate their needs to adults and peers and believe that others will respond to their needs.

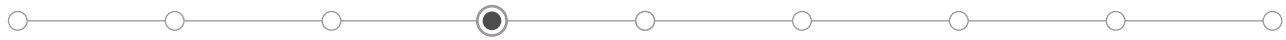
- **Use Visuals.** Children's ability to both understand and use language can impact how they transition. Knowing children's receptive and expressive language skill level and the language(s) they speak is helpful to understand how to support them. Using visual aids and prompts can help all children, not just those with limited language skills. Visuals will help children better prepare for the changes that are coming next. Change can be easier to accept when we know what is coming. For example, show children a picture of their new classroom or school or use visual schedules with older children to illustrate what's happening during the day.
- **Be a Role Model.** You can help children develop their own coping skills by modeling your own positive social behavior during times of stress. Label when you feel stressed, overwhelmed, and scared for children. Model the use of words to describe feelings. Share a time you were scared of something new and what you did to feel more comfortable. Model strategies to handle stress and manage your own emotions and behavior that children can use such as taking a walk, talking to a friend, or listening to calming music.



It is equally important to acknowledge that families have their own varying reactions to transitions. Parents may feel excitement or fear about a change, or worry about the uncertainty of what that change will mean for their family. It is important for early care and education professionals to maintain close communication and relationships with families to help ease transition fears. Just as with children's reactions, families' reactions to transition may differ by their culture, language, and past experiences. Early childhood professionals can:

- Connect personally with families.
- Ask families what they look forward to and worry about with upcoming changes.
- Begin talking about and preparing for upcoming changes far enough in advance for children and families to process the change.
- Organize time for families and children to meet new teachers and visit classrooms.
- Maintain common expectations and consistent experiences across settings and caregivers to support continuity of care.
- Include families in transition plans to individualize support for each child's needs.





## Typical Transitions

### Transition to Home

Bringing home a baby for the first time is a big adjustment, whether from a hospital, neonatal unit or through an adoption agency. Adjusting to the transition takes time for parents and babies. It is common for parents to feel nervous. Try to enjoy this special time during a baby's first few months to bond and get to know each other. Developing secure attachments begins in these first months of life and is critical for all areas of development.

There are a few key things to remember during this transition period to support adjustment.

- Schedule your baby's first well check within 48–72 hours of leaving the hospital.
- Babies who spent time in neonatal care will likely have a plan developed in partnership with hospital staff and may also have early intervention support already in place. These supports will be tailored to your baby's individual health needs and help you feel confident about caring for your baby at home.
- Enlist family and friends to provide support.
- If you are having a hard time bonding with baby or feeling sad or blue, reach out for help with postpartum depression which affects both moms and dads.

### Resources

- [Postpartum support for moms and dads](https://www.postpartum.net/colorado) (https://www.postpartum.net/colorado)
- [Safe sleep for your baby](https://www.colorado.gov/pacific/cdphe/safe-sleep-your-baby) (https://www.colorado.gov/pacific/cdphe/safe-sleep-your-baby)
- [Car seat safety](https://www.colorado.gov/pacific/cdphe/car-seat-safety) (https://www.colorado.gov/pacific/cdphe/car-seat-safety)
- [WIC families](https://www.coloradowic.gov) (https://www.coloradowic.gov)
- [Breastfeeding](https://www.colorado.gov/pacific/cdphe/breastfeeding) (https://www.colorado.gov/pacific/cdphe/breastfeeding)
- [Newborn screening](https://www.colorado.gov/pacific/cdphe/newbornscreening) (https://www.colorado.gov/pacific/cdphe/newbornscreening)
- [American Academy of Pediatrics](https://www.aap.org) (https://www.aap.org)
- [Preterm infants](https://www.cps.ca/en/documents/position/facilitating-discharge-of-the-preterm-infant) (https://www.cps.ca/en/documents/position/facilitating-discharge-of-the-preterm-infant)
- [Bringing home baby](https://kidshealth.org/en/parents/bringing-baby-home.html) (https://kidshealth.org/en/parents/bringing-baby-home.html)

**Adjusting to the transition takes time for parents and babies. It is common for parents to feel nervous. Try to enjoy this special time during a baby's first few months to bond and get to know each other. Developing secure attachments begins in these first months of life and is critical for all areas of development.**



## Infancy to Toddlerhood

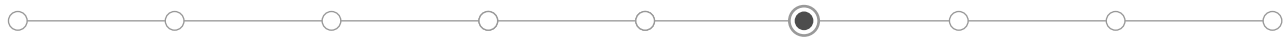
As children grow from infants to toddlers, they undergo several major rapid developmental changes that support their increasing independence. First, during this period a child moves from crawling to walking and running. This newfound mobility allows children to explore with increasing curiosity. Some parents may find their child now “gets into everything” and child-proofing the environment becomes a must. It can be challenging to both support their growing curiosity and also monitor their safety, with discipline struggles emerging as well. Second, children’s sense of self is also developing, along with their likes and dislikes. Perhaps one of the most significant milestones is children’s ability to use words to communicate their wants and needs. These budding language skills impact the parent-child relationship in new and important ways because children can now communicate their wants and needs using simple words like yes, no, and want. While children are experiencing major developmental milestones, those attending an early care and education setting may also be moving from an infant to a toddler classroom. It is important to maintain continuity to the extent possible during this transition. When the same caregiver isn’t able to follow children from an infant room to a toddler room, ensuring alignment between caregivers in each setting is important. Planning for this change in advance and communicating what will happen with families and children helps to ease fears. Helpful transition activities include inviting children to visit their new classroom with parents or maintaining some similar routines in the new classroom.

## Resources

- Support infant/toddler transitions and responsive interactions through the [Expanding Quality in Infant Toddler Care Initiative \(EQIT\)](http://coloradoofficeofearlychildhood.force.com/oec/OEC_Providers?p=Providers&s=Expanding-Quality-in-Infant-Toddler-Care-Initiative&lang=en) ([http://coloradoofficeofearlychildhood.force.com/oec/OEC\\_Providers?p=Providers&s=Expanding-Quality-in-Infant-Toddler-Care-Initiative&lang=en](http://coloradoofficeofearlychildhood.force.com/oec/OEC_Providers?p=Providers&s=Expanding-Quality-in-Infant-Toddler-Care-Initiative&lang=en))
- Head Start [Infant/Toddler Curriculum Series](https://eclkc.ohs.acf.hhs.gov/curriculum/teacher-time-series/infanttoddler-curriculum-series) (<https://eclkc.ohs.acf.hhs.gov/curriculum/teacher-time-series/infanttoddler-curriculum-series>)
- [Continuity of care](https://www.zerotothree.org/resources/85-primary-caregiving-and-continuity-of-care) (<https://www.zerotothree.org/resources/85-primary-caregiving-and-continuity-of-care>)







## Home to School

Going to school for the first time—whether as an infant, toddler, or preschooler—is often met with mixed emotions for children and parents. Parents enroll their child in a group care setting such as childcare, preschool, or Head Start for many different reasons. Some need childcare in order to work, while others may be seeking socialization opportunities. Regardless of the reason or age of the child, the transition from home to any out-of-home care is a significant transition that is stressful for children and parents.

Parents and caregivers should pay attention to a child’s temperament in preparing them for the school transition. If a child is slow to adapt at home—for example they are sensitive to changes in their routine, clothes, or food—they may also have a hard time with transitioning to a new environment. For children slow to adapt, it can be helpful to gradually introduce them to the change. Older children may worry about change or a new school which can result in different reactions, such as withdrawal, aggression, or regression in skills. For example, a once potty-trained child may start having accidents. Tasks that a child once independently performed such as feeding themselves, they may now ask a parent to do. Give children time to adjust and support them as they transition, their independence will return once they are comfortable in their new setting.

Depending on their age a number of different strategies might support children’s adjustment:

- Read books about going to school. Regardless of your child’s language skills, you can talk about what is happening in the story and how the characters are feeling, opening up natural conversations to ask older children how they feel about going to school.
- Engage in make-believe play scenarios about going to school with dolls, stuffed animals, and other toys that can help children share how they feel.
- Visit the new school and classroom together, taking time to play on the playground or in the classroom. Observe what your child enjoys about the new classroom and remind them what they are looking forward to about their new school or classroom.
- Communicate with the classroom teacher about letting your child bring in a familiar object from home and put pictures of the family up in the classroom.
- Be prepared to have a longer drop-off the first few mornings to help ease the transition. Start a good-bye routine to help comfort and prepare your child for your exit.

### Resources

- [Bright Futures](https://brightfutures.aap.org/materials-and-tools/guidelines-and-pocket-guide/Pages/default.aspx)  
(<https://brightfutures.aap.org/materials-and-tools/guidelines-and-pocket-guide/Pages/default.aspx>)
- [Group socializations](https://eclkc.ohs.acf.hhs.gov/teaching-practices/home-visitors-handbook/group-socializations)  
(<https://eclkc.ohs.acf.hhs.gov/teaching-practices/home-visitors-handbook/group-socializations>)



## Early Intervention (Part C) to Preschool Special Education (Part B)

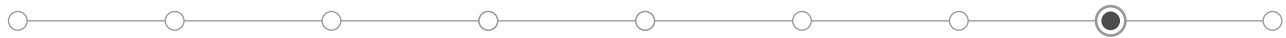
If a child is receiving early intervention services to support their development, as they get closer to the age of three—between the ages of 2 years and 3 months and 2 years and 9 months—a referral to Part B for an evaluation will be made. A transition conference will then be held to begin the transition to Preschool Special Education. A service coordinator will meet with parents and other providers as a team to complete the transition plan that will outline steps in the transition process to preschool special education services that begin at age three. At this point the local school district will meet with the family to develop a service plan for preschool special education.

When children are no longer eligible for early intervention or special education services other options may include private therapy sessions, other community or faith based preschools, Head Start, or other programs in the community that will support the ongoing development of your child.

## Resources

- [Family Guidebook III: Transition Planning](#)
- **Family Voices of Colorado** is a chapter of the national, grassroots organization made up of families and friends who care for and about children with special health care needs. [www.familyvoicesco.org](http://www.familyvoicesco.org)
- Parent to Parent of Colorado provides parent-to-parent connections to support families on the journey of parenting a child with special needs. [www.p2p-co.org](http://www.p2p-co.org) ([www.abilityconnectioncolorado.org/p2p-co/](http://www.abilityconnectioncolorado.org/p2p-co/))
- PEAK Parent Center provides information, support, workshops, and technical assistance for parents of children with disabilities and to professionals who work with children with disabilities. [www.peakparent.org](http://www.peakparent.org)





## Transition to Kindergarten

Going to kindergarten is a major milestone of early childhood. As with other transitions, going to kindergarten can bring about feelings of excitement as well as fear for children and families. For example, a child's readiness for kindergarten may be a question on the mind of many families. Children who are ready for kindergarten are able to do things independently such as going to the bathroom, getting dressed on their own, and other personal hygiene tasks. Ready children also have acquired more complex motor skills like skipping and balancing as well as developed the fine motor skills needed to use a writing utensil. Kindergarteners may still be working on self-regulation skills but they can engage in some strategies to manage their behavior and emotions so that they can learn academic skills in the kindergarten classroom.

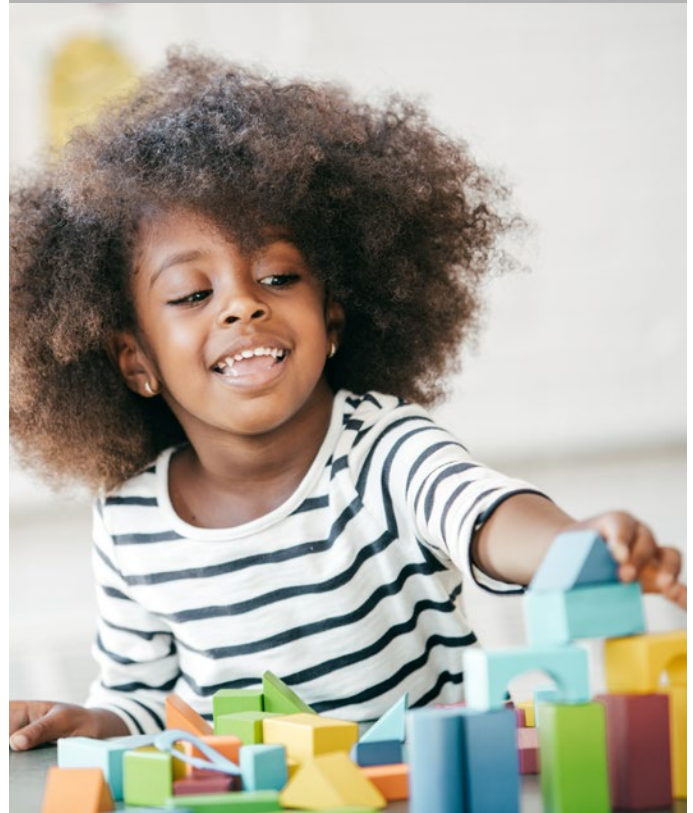
Whether coming to kindergarten from a preschool setting or the home, parents can support children's readiness with a few simple activities:

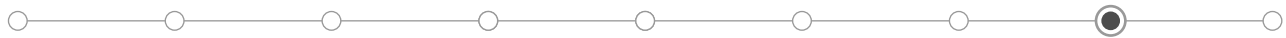
- Read together every day.
- Provide opportunities to draw, write, and use scissors.
- Engage in counting and comparison activities during play and routines such as meals.
- Play with blocks and other small manipulatives to support fine motor coordination.
- Support children in making positive choices on their own.
- Make sure children get enough sleep and healthy meals.

In the first weeks of school, children may be evaluated using a kindergarten readiness assessment to help teachers understand their developmental progress and how best to support their learning. Children who receive special education services in preschool will receive transition support to continue services in kindergarten.

### Resources

- [Bright Futures](#)
- [Head Start's comprehensive approach to preparing children for school.](#)
- [NAEYC Kindergarten Transitions](#)
- [City of Denver, Countdown to Kindergarten](#)





## Other transitions

Outside of the more common transitions discussed above, there are a number of other changes children might experience during childhood. Remember that even changes that seem routine to adults can be stressful for children, who may need adult support to cope. Any break in a typical routine can be considered a transition.

- Transitions between adults and settings include moving between classrooms in the same child care center or movement between different schools.
  - Consult resources on the importance of [continuity of care](https://www.zerotothree.org/resources/85-primary-caregiving-and-continuity-of-care).  
(<https://www.zerotothree.org/resources/85-primary-caregiving-and-continuity-of-care>)
- Mid-year or multiple relocations include children and families experiencing homelessness, migrant or seasonal families, children experiencing foster care, expulsions, parental job change or relocation, and military appointments.
  - Consult [Tips for Teachers & Staff: How to Support Students Experiencing Homelessness](#).
- Review Staying connected when a parent is away.
  - Check out resources for supporting [military families](https://www.zerotothree.org/parenting/military-and-veteran-families-support).  
(<https://www.zerotothree.org/parenting/military-and-veteran-families-support>)

- Seasonal transitions occur when children experience seasonal breaks such as winter, spring, or summer vacations.
  - Check out ideas to support transitioning during [winter break](https://www.naeyc.org/resources/pubs/tyc/dec2018/helping-children-readjust-winter-break).  
(<https://www.naeyc.org/resources/pubs/tyc/dec2018/helping-children-readjust-winter-break>)
- Transitions due to family separation include children in dual households when parents are separated, or who experience separation due to military deployment, incarceration, or deportation.
  - Check out the Zero to Three Resources, [Divorce with an under 3 in the House, Living Apart Parenting Together, and Effects of Deployment on Young Children](https://www.zerotothree.org/resources/1365-honoring-our-babies-and-toddlers-supporting-young-children-affected-by-a-military-parent-s-deployment-injury-or-death).  
(<https://www.zerotothree.org/resources/1365-honoring-our-babies-and-toddlers-supporting-young-children-affected-by-a-military-parent-s-deployment-injury-or-death>)
  - Review how to [Support Children and Parents Affected by the Trauma of Separation](https://www.childtrends.org/publications/supporting-children-parents-affected-trauma-separation).  
(<https://www.childtrends.org/publications/supporting-children-parents-affected-trauma-separation>)





# Birth to Age 3

---



## Birth to Age 3

The Colorado Early Learning and Development Guidelines for ages birth to age 36 months describe the development of infants and toddlers during their first 3 years of life and provide suggestions and guidelines for parents and other caregivers. The Guidelines are broken into four age groups. The first age, birth to 4 months, is presented as a narrative that describes the unique needs of newborns and how caregivers can support the early development of very young infants. The remaining three age groups list indicators and examples that describe what infants and toddlers may do that are typical of development at 4–8 months, 9–18 months, and 19–36 months. These components of the Guidelines are adapted from the *California Infant/Toddler Learning and Development Foundations*, which are based on extensive and well-documented research about the skills and attributes young children exhibit during these early years. The Guidelines also provide a variety of suggested supports, with ideas about how caregivers can support the development of infants and toddlers at each group, including environmental supports they may provide.





Although the Guidelines identify specific indicators of growth and development that are typical for infants and toddlers at each age group, young children’s acquisition of skills and abilities are also widely variable. Infants and toddlers will grow and develop particular skills at their own unique pace. A family’s cultural beliefs and values may also shape a child’s development. While caregivers should provide experiences for infants and toddlers that encourage their development, they should not push a young child to perform skills for which they are not yet ready. Infants and toddlers with a developmental disability or delay may show differences in one or more domains of learning, which are described in the sections that follow. For example, a child with cerebral palsy may need to explore the environment differently which may impact overall development. Developmental delays may be identified from the time of birth or may not be recognized until a specific milestone has passed. Additionally, children born prematurely may show a delay in reaching developmental expectations. Therefore, it is important for caregivers to understand the developmental continuum in each domain and be aware of resources for screening and referral if a developmental concern arises. Caregivers should talk with a health care provider or other trusted professional with any questions or concerns.

### Resources for Caregivers of Infants and Toddlers

- Early Intervention Colorado: [www.eicolorado.org](http://www.eicolorado.org)
- Zero to Three: [www.zerotothree.org](http://www.zerotothree.org)
- March of Dimes: [www.marchofdimes.com](http://www.marchofdimes.com)
- National Early Childhood Technical Assistance Center: [www.nectac.org](http://www.nectac.org)
- The Division for Early Childhood: [www.dec-sped.org](http://www.dec-sped.org)
- Earlier is Easier: [www.earlieriseasier.org](http://www.earlieriseasier.org)
- National Association for the Education of Young Children: [www.naeyc.org](http://www.naeyc.org)
- Head Start, Early Learning and Knowledge Center: <https://eclkc.ohs.acf.hhs.gov/learning-environments/article/resources-infanttoddler-learning-environments>



The Guidelines provide descriptions of child development for infants and toddlers that are organized in six domains: Physical Development and Health, Social Development, Emotional Development, Language & Literacy Development, Cognitive Development, and Approaches to Learning. Developmental milestones are described within separate domains to provide an organizational structure for the document. In practice, child development and learning across domains are highly interrelated.

**Make sure that the environment supports infants' and toddlers' growing physical abilities and provides opportunities to develop gross motor and fine motor skills. For example, providing a stimulating environment that encourages infants to move and explore affects the rate of motor skill development.**



## Physical Development and Health

Physical health is an important prerequisite for infants’ growth and development in all domains. Any disruption to normal growth patterns or the development of physical and sensory-motor skills has a profound effect on children’s general well-being as well as on the development of specific competencies. Infants and toddlers depend on their caregivers to promote their healthy development and to help them learn how to make healthy choices such as selecting food. Caregivers must be observant of infants’ signals of hunger and fullness and respond to these cues in predictable ways. Attending to such signals not only supports the development of a trusting relationship but also supports the infant’s emerging development of self-regulation and healthy nutrition.

Caregivers need to monitor babies’ health, physical development, and behavioral functioning for any red flags that may point to a potential health or developmental concern. Early screening for issues such as hearing and vision problems or communication concerns will ensure timely intervention that may prevent more serious conditions from developing. Observations about a child’s health should be continually communicated to the other adults who provide care.

Research indicates that infants’ physical development is propelled forward by a combination of maturation of the body—both brain and physical capacities—and support from the environment, including the kinds of objects the child can interact with. Make sure that the environment supports infants’ and toddlers’ growing physical abilities and provides opportunities to develop gross motor and fine motor skills. For example, providing a stimulating environment that encourages infants to move and explore affects the rate of motor skill development. Other environmental factors that can affect motor skill development include the way an infant is held; how much time she spends in infant seats, swings, and walkers; the amount of time an infant spends on her stomach during play; and the toys she plays with. Higher levels of physical activity in late infancy and toddlerhood have also been associated with healthier weight and lower rates of chronic diseases in adulthood. Engaging infants in fun activities that involve movement will not only help them develop these skills but will also help them develop healthy habits, laying the foundation for a healthier lifestyle.

**Engaging infants in fun activities that involve movement will not only help them develop these skills but will also help them develop healthy habits, laying the foundation for a healthier lifestyle.**





## Social Development

Babies' interest in other people, evident in the early months of life, extends to their interest in other children and forms the foundation of later relationships with peers. By six months of age, infants can communicate with other infants by smiling, touching, and babbling. Early reactions such as crying in response to other babies crying are the signs that infants are developing empathy toward peers. To develop these early behaviors into social skills, infants and toddlers should be guided in their interactions with peers and explicitly taught the social rules of these interactions. Caregivers need to be mindful of the cultural differences in the rules of social interactions between children and between children and adults. In addition, special attention should be paid to children with developmental delays or disabilities who may demonstrate challenges related to attention and imitation skills. Children with limited vocabularies may also encounter difficulties in establishing relationships with peers and will need additional support to be successful in their efforts at communicating.

## Emotional Development

From the moment they are born, babies prefer to look at human faces compared to other visual stimuli and recognize their parents' faces better than the faces of strangers. Newborns are also more attentive to the sounds of speech than to other environmental sounds and prefer to listen to familiar voices. These visual and auditory preferences indicate that people become the most salient part of babies' environment from their very first days, and their primary caregivers play the most prominent role of all. The first signs of a special relationship with caregivers emerge when babies show preferences for and stronger emotional responsiveness to one person. This is the precursor to attachment, which blooms at 12 months. Attachment is a protective factor, helping children weather the stresses of life, and influences brain development. Caregivers' behaviors are a predictor of the kind of attachment the baby develops—the best predictor of secure attachment being responsive and sensitive care given by an adult.

Emotional development in infancy and toddlerhood progresses along several dimensions. First, babies learn to express more complex emotions, from joy and anger to pride and shame. Second, they learn to recognize, interpret, and respond to the emotions of other people. Third, babies learn ways of regulating their own emotions. The emotional behaviors of infants are influenced by their temperaments. Children differ in characteristics such as how easily they get distracted or frustrated, how shy or outgoing they are, or how they respond to a novel situation. Understanding individual differences in temperament and addressing these differences in caregiving practices is critical in supporting social-emotional development in infants and toddlers.

The emergence of self-awareness marks an important milestone in social development as infants discover first their physical independence from a caregiver and later the difference in their own wants. Asserting their independence is often associated with toddlers' frustration, manifested in emotional outbursts and tantrums. Remember that these behaviors indicate children's emotional growth and are not signs of opposition and defiance. At the same time, caregivers should help toddlers cope with their frustrations by teaching them simple ways to regulate their emotions.

**Children differ in characteristics such as how easily they get distracted or frustrated, how shy or outgoing they are, or how they respond to a novel situation. Understanding individual differences in temperament and addressing these differences in caregiving practices is critical in supporting social-emotional development in infants and toddlers.**



## Language and Literacy Development

Newborns’ preference of speech sounds over other types of stimulation indicates that babies are hardwired to learn human language. However, this preference will not guarantee babies’ mastery of language—a rich and stimulating environment is essential. It is important for caregivers to pay attention to the rapidly changing ability of infants and toddlers to understand words and gestures addressed to them (receptive language). Equally important is their ability to communicate to others (expressive language) in multiple ways—from cooing and smiles to words to simple sentences. For caregivers, staying in tune with the changes in infants’ ability to communicate and adjusting their own language to support this ability is the key not only to language development but to the development of other competencies.

Development of receptive and expressive language follows a fairly stable and predictable trajectory as babies progress from responding to their internal states with crying and smiling to using these earliest ways to express their needs and initiate communication with a caregiver. Later, as infants gain control over their mouth, they begin producing more differentiated and complex sounds. The emergence of first words signals an important milestone not only in language but also in cognitive development, as these words signify the first generalizations paving the way for the development of abstract thinking. In the next few months, children’s vocabulary undergoes a “growth spurt” making this period particularly sensitive to both quantity and quality of children’s communication with caregivers. Having learned their first words, toddlers begin stringing these into sentences, gradually mastering the grammar of language and the rules of its use.

**Infants who are being talked to in more than one language follow the same developmental trajectory for both languages as do monolingual children. Learning two or more languages at the same time does not lead to cognitive deficits. In fact, bilingual children have been shown to be more advanced than their monolingual counterparts in some areas such as cognitive development and attention control.**

To create an optimal environment for infants’ and toddlers’ acquisition of language remember that in these early years children can understand more than they can express. Therefore, instead of oversimplifying language when talking to a baby or even mimicking the child’s level of language production, caregivers should instead expose children to rich but not too complex vocabulary while commenting on their actions, asking questions, or giving directions. In addition to providing a rich language environment, caregivers should engage in back and forth conversations with their infants and toddlers. Research suggests that conversational experiences may be more important than just the quantity of words a child hears. As children’s use of expressive language grows, the optimal ways of supporting language development involve re-phrasing and extending children’s sentences as well as engaging children in longer conversation around familiar objects and events. The end of toddlerhood is marked by another important milestone in language and cognitive development when children begin using words to stand for the non-present people, objects, and actions in their world. Engaging young children in make-believe play will support this emergent ability.

## Cognitive Development

Babies start learning from the moment they are born, and some of the things they learn in the first months of their lives are foundational skills and concepts that will be directly taught to them years later. Interacting with infants and toddlers about the world around them, including book reading and storytelling, is the best way to build foundations for reading. The ideas children form in the course of these interactions and the new words they learn will later help them make connections when learning new concepts such as the key ideas in science and social studies.

Learning to write involves children’s ability to control writing instruments. This ability is an outgrowth of the years of development of fine motor skills that begins in infancy. Providing infants with various materials to manipulate helps them develop hand-eye coordination and control of their hands and fingers. An especially valuable activity to prepare toddlers for writing is drawing—it provides yet another opportunity to develop fine motor skills and helps children connect symbolic marks on paper with spoken words or messages.

Engaging in make-believe play experiences is a developmentally appropriate way for children to learn. During play, they can use all of their senses to try out new things, make predictions, and solve problems. Play allows children to practice early math and language skills in a meaningful context.

Another way to help children build their emerging understanding of mathematics is for caregivers to frequently use math-related concepts in their interactions with babies and toddlers. Long before babies learn number words they demonstrate an ability to discriminate between quantities and notice when a new object is larger or smaller than the familiar one. These early ideas about number and size lay the foundation for understanding more advanced mathematical concepts. Adults can guide infants and toddlers in their mathematics learning by engaging them in exploration of objects that differ in size, shape, and quantity. Learning to discriminate between objects based on their different attributes is also critical for developing logic and reasoning. Early development of logical reasoning and other essential cognitive processes not only contribute to children’s future mastery of school subjects, but also help them solve problems across a variety of contexts.



## Approaches to Learning

Babies are born to learn. Their eagerness to learn, curiosity, and openness to new experiences seem to come naturally. Nurturing these characteristics in infants and toddlers builds foundations for their learning in the more structured environments that they will experience in the future. Make sure that infants have multiple opportunities to explore the environment and that they are offered a variety of materials that stimulate all of their senses.

At the same time, infants cannot be expected to build on these early dispositions on their own. Caregivers play an important role in stimulating and encouraging exploratory behaviors and helping babies establish connections between these behaviors and newly learned concepts and skills. The key is to engage children in learning experiences that are meaningful and enjoyable for them. For example, play and exploration help children to learn and express themselves creatively. During play, they can use all of their senses to try out new things, make predictions, and solve problems. Play also allows children to be creative, flexible, and engage their imagination in pretend scenarios that build the foundation for later executive functioning skills.

**The key is to engage children in learning experiences that are meaningful and enjoyable for them. For example, play and exploration help children to learn and express themselves creatively.**



Other dispositions and habits that contribute to children's success in school and beyond—such as persistence, attentiveness, and initiative—may show greater variability between children. Some children may need more support than others to develop these characteristics. The ways in which infants express their approaches to learning varies depending on their temperament and the cultural context. Caregivers' awareness of these differences and how to address them is critical for supporting these competencies.

The ability to regulate one's behavior is a competency that is equally important when applied to learning in the Cognitive domain as well as learning how to act in various social situations. Babies have some mechanisms that enable them to regulate their emotions and to use feedback to adjust their actions. To learn how to regulate more complex behaviors, they need to integrate these mechanisms with development of cognitive, social, and language skills.



**Ages 0-4 Months**

---

## Ages 0-4 Months

In the first months following birth, babies change and grow quickly. Even when babies are born early or with medical concerns, they quickly begin to show the desire to learn about and interact with the world. Newborns learn by seeing, listening, and touching the things that surround them. They begin to communicate their needs and preferences, and they develop a sense of attachment and security through relationships with their caregivers.

An important first step in development for newborns includes organizing their body functions. Their bodies must learn to control systems that were controlled by their mothers during pregnancy, such as breathing, skin color, temperature, and digestion. Overall, it may take weeks and sometimes months for babies to keep body functions steady, especially when they are born early or have medical complications. Parents should note if their baby has several wet diapers a day and at least one dirty diaper. Although it is common for newborns' breathing patterns to be somewhat irregular at times when sleeping, babies should not have a pause in breathing longer than 10–15 seconds, and their breathing should become increasingly even and effortless in the weeks following birth. Many babies are sensitive to loud sounds, bright lights, or activity, and they may suddenly throw their arms out to the sides when startled. These are normal responses as the baby develops the ability to adjust to new experiences and to being touched, moved, and handled.

Newborns spend much of their first weeks sleeping, though it may take a few weeks to many months to establish regular sleeping patterns. In the first few months, look for newborns to begin sleeping 3–4 hours at a time, especially at night. Babies should increasingly be able to go to sleep on their own when they are sleepy and tune out regularly occurring sounds while sleeping. Eventually, babies learn to wake up without crying. They may wake up when it is time to eat. As they spend more time awake, looking at parent's faces and listening to voices, infants build the foundation for later learning.



**Newborns spend much of their first weeks sleeping, though it may take a few weeks to many months to establish regular sleeping patterns.**




Newborns need some time to become acquainted with their bodies and learn how to smoothly move their limbs. Initially, babies tend to keep their arms and legs tucked into their bodies most of the time and may be more comfortable being swaddled in a blanket. Gradually, babies learn to reach out and touch their own head, body, hands, and arms. They learn to adjust their posture for comfort and snuggle into a caregiver's body when being held or fed. Babies who are born early, or who spend an extended time in the hospital, may move differently or use body positions that are different from those of babies who were not born early. When babies are awake, caregivers should offer a variety of positions, such as in their caregiver's arms, on their shoulder, and on the baby's back, sides, or stomach. This promotes body movement and acquaints babies with different postures.

Interactions with parents and other caregivers are important experiences for young babies. Emerging research suggests that infants as young as two months old are beginning to use their sense of touch and imitation to begin building connections to others. These early interactions between infants and their parents and other caregivers establish a foundation for resiliency and positive social-emotional functioning. Moreover, responsive caregiving is important for brain development. Research suggests that parent-child interactions have a significant impact on how the brain develops and adapts to adversity and trauma. Furthermore, these interactions provide important opportunities to engage in back and forth conversations that significantly impact language development.

Relationship-building experiences like holding, cuddling, and feeding teach babies that they will be protected, cared for, and loved. Listening to voices and looking at faces are also important for the social and emotional development of newborns. Parents can help build skills and trust with their babies simply by looking at them warmly and quietly when they are awake. Babies will begin to follow their parents' faces with their eyes, later moving their head, and they may copy facial expressions in response to a parent's voice or smile. Interaction with young babies should be tempered to match the baby's level of interest and their ability to take in sounds and actions. Some newborns may easily become overwhelmed and need a quiet place to relax.



**Relationship-building experiences like holding, cuddling, and feeding teach babies that they will be protected, cared for, and loved.**



Eating is a complex skill for newborns to acquire. Learning to attach to the breast or suck from a bottle, while also swallowing and breathing, takes some practice. When babies are fed, all of their senses are stimulated. They not only taste and smell food, they also must handle being moved and interacting with the person who feeds them. Parents can help babies learn to enjoy and anticipate eating by keeping eating times calm and predictable. Parents and caregivers must observe the infant's behavioral cues that they are hungry or full and respond as quickly and predictably as possible to support infants in developing self-regulation. Babies provide cues to caregivers when they are hungry. Early cues are stirring or stretching with waking, mouth opening and turning their head as if to seek a nipple, or putting hand to mouth. Crying, agitated body movements and turning red are late hunger cues. Newborns often find it difficult to stay awake when eating, but their ability to stay alert will increase as they become used to regular eating and waking times. Young infants will often grasp or explore with their hands while eating. They will begin to anticipate being fed by showing excitement and turning their head toward bottle or breast and opening their mouth. Babies will also often look at their caregiver while eating, and so feeding provides an opportune time for baby and parent to share eye contact and feel close to one another.

A key skill for newborns and infants to develop is the ability to self-soothe or regulate their emotions. Young babies need help from their caregivers to protect them from overstimulation, including loud sounds, bright lights, and too much handling or activity. When babies become overwhelmed, parents should step in and help by removing them to a quiet and soothing atmosphere. As they grow, babies develop strategies to better manage stimulation and soothe themselves, such as sucking on their hand or grasping a blanket. Infants who can calm themselves are better able to manage stress and adapt to new experiences. Parents and caregivers can help infants develop self-soothing skills by observing what causes distress and what techniques or strategies soothe them.

Newborns will change and develop quickly given a nurturing environment. Parents and caregivers should consistently respond to infants' needs and give them close attention. Babies respond positively to environments that are organized and consistent. Caregivers can help babies develop a sense of trust and security by providing consistent routines that help them know what to expect. They can help them feel secure by doing some things the same way each time, such as feeding and changing. Caregivers should notice how a baby reacts to different situations and respond accordingly. Caregivers should talk with a health care provider about any questions or concerns about their child's development.

**Babies respond positively to environments that are organized and consistent. Caregivers can help babies develop a sense of trust and security by providing consistent routines that help them know what to expect.**



**Ages 4-8 Months**

---

## Ages 4–8 Months

Infants 4–8 months old are becoming more alert and mobile. They learn about their world through their senses and emerging physical skills. Babies at this age are gaining muscle strength and may achieve a series of physical milestones, including head control and sitting up, followed by creeping or crawling. They explore objects with their mouths and by kicking, reaching, grasping, pulling, and letting go. They delight in discovering new skills and may become deeply engrossed in practicing a newly discovered ability. Young infants are skillful at attracting and holding the attention of those around them. Responsive interactions with parents and caregivers continue to be critical for developing social-emotional skills, language development, and cognitive functions. Infants can smile, laugh, coo, and reach out to engage their parents and other caregivers. Parents and caregivers should acknowledge infants’ attempts to engage attention with positive and predictable responses. Back and forth conversations continue to be important to develop secure and trusting relationships and provide opportunities for infants to listen and respond to language by imitating the sounds and rhythms of what they hear.





Physical Development & Health		
Indicators	Examples	Suggested Supports
Young infants may . . .	Young infants may . . .	Adults may . . .
<b>1. Perceptual Development:</b> The developing ability to become aware of the social and physical environment through the senses.		
1. Use the senses to explore objects and people in the environment.	<ul style="list-style-type: none"> <li>• Look at an object in her hand, mouth it, and then take it out to look at it again.</li> <li>• Hear footsteps in the darkened nap room and turn his head to try to look.</li> <li>• Show excitement upon recognizing the color of a favorite food that is offered on a spoon.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Have a range of vision that is several feet.</li> <li>• Experience the sensation of being touched, and then search for the object or person.</li> <li>• Listen to the sounds that family members use while talking in the home language, and use these same sounds while babbling.</li> <li>• Startle when hearing a loud noise.</li> <li>• Kick feet while lying in the crib, feel the crib shake, and then kick feet again.</li> <li>• Recognize an object as something she has seen before, even while looking at it from a different perspective.</li> <li>• Notice the difference between different songs.</li> <li>• Look confused upon hearing sounds that do not fit with the motions observed (for example, hearing a squeaking noise while seeing a rattle move).</li> <li>• Explore objects with the mouth.</li> <li>• See different colors.</li> <li>• See things from a distance.</li> <li>• Track moving objects with both eyes together.</li> </ul>	<ul style="list-style-type: none"> <li>• Pay attention to signs that the baby can hear noises and voices and can see lights, colors, and actions.</li> <li>• Arrange for regular health and developmental exams (usually part of baby's well-child visit), including vision and hearing screenings with a health care provider.</li> <li>• Expose the infant to a variety of sensory experiences (e.g., sights, sounds, tastes, textures, movements, smells), both indoors and outdoors.</li> <li>• Provide the infant with both calming and stimulating experiences in different environments depending on the baby's signals.</li> <li>• Pay attention to noise levels in the baby's environment, making sure to keep loud noises away from the baby's ear; avoid putting electronic toys in crib or areas where the baby may sleep.</li> <li>• Gently turn, roll, bounce, and sway the infant to increase her muscle strength and to help develop important connections between the brain and muscles.</li> </ul>



Physical Development & Health		
Indicators	Examples	Suggested Supports
Young infants may . . .	Young infants may . . .	Adults may . . .
<b>2. Gross Motor:</b> The developing ability to move the large muscles.		
<ol style="list-style-type: none"> <li>Maintain their posture in a sitting position and shift between sitting and other positions.</li> <li>Demonstrate control of head and neck.</li> </ol>	<ul style="list-style-type: none"> <li>Sit on the floor, legs bent, with one leg closer to the body than the other.</li> <li>Use forearms to pull forward on the floor while on her tummy.</li> <li>Move from a sitting position onto hands and knees.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>Hold head upright and in midline when being held and moved.</li> <li>Hold onto a foot while lying on her back.</li> <li>Roll from back to stomach.</li> <li>Roll from stomach to back.</li> <li>Bring both hands to the midline while lying on his back.</li> <li>Sit without support and turn to the left or right to reach an object.</li> <li>Balance on one side, bearing weight on the lower hip, arm, and leg, leaving the upper arm and leg free to move and to manipulate objects.</li> <li>Move from hands and knees into a sitting position.</li> <li>Rock on hands and knees, sometimes losing balance.</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for the infant to move and engage in a variety of physical activities, such as lying on a blanket on the floor in a safe area.</li> <li>Avoid prolonged periods (no more than 30 minutes at a time unless eating or during transportation) in devices that restrict movement (e.g., mechanical swings, baby carrier).</li> <li>During play, sometimes place the baby on his back and other times on his stomach to provide broader views and encourage the use of legs, arms, and hands.</li> </ul>
<b>3. Fine Motor:</b> The developing ability to move the small muscles.		
<ol style="list-style-type: none"> <li>Easily reach for and grasp things.</li> <li>Use eyes and hands to explore objects actively.</li> </ol>	<ul style="list-style-type: none"> <li>Reach for and grasp an object, using one hand.</li> <li>Use hand in a raking or sweeping motion to bring a toy closer.</li> <li>Hold a small block using the thumb and fingertips.</li> <li>Hold a small block in each hand and bang the blocks together.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>Transfer a cloth from one hand to another.</li> <li>Pull the spoon out of her mouth.</li> <li>Reach toward a toy and make grasping motions with the hand.</li> <li>Reach for a second toy when already holding one in the other hand.</li> <li>Hold one block in each hand, then drop one of them when an adult holds out a third block.</li> <li>Have the hands in an open position when relaxed.</li> </ul>	<ul style="list-style-type: none"> <li>Provide safe (i.e., no small parts or pieces) objects and toys and play games to encourage the infant to move and do things for herself.</li> <li>Provide objects to be pushed, pulled, and held.</li> <li>Provide and encourage the baby to play with bath toys by scooping and pouring.</li> <li>Give the infant appropriate finger foods to eat when they are ready (e.g., dry cereal, cooked vegetables).</li> <li>Place objects of interest just beyond the reach of baby to encourage stretching and body coordination.</li> </ul>



Physical Development & Health		
Indicators Young infants may . . .	Examples Young infants may. . .	Suggested Supports Adults may . . .
<b>4. Health:</b> Maintenance of healthy growth and participation in physical activity.		
<ol style="list-style-type: none"> <li>1. Maintain growth.</li> <li>2. Engage in physical activity and movement.</li> <li>3. Develop sleep routines and cycles.</li> <li>4. Demonstrate increasing interest in engaging in healthy eating habits and making nutritious food choices.</li> </ol>	<ul style="list-style-type: none"> <li>• Grow proportionally according to height and weight growth charts.</li> <li>• Anticipate being fed.</li> <li>• Show they enjoy physically active play by repeating actions (e.g., kick, wave arms, roll over).</li> <li>• Get sufficient rest and exercise to support healthy development.</li> <li>• Sleep for longer periods at a time: more at night, and less during the day.</li> <li>• Cry or fuss to signal hunger.</li> <li>• Smile or gaze at caregiver, or coo during feeding to indicate wanting more.</li> <li>• Move their head toward the spoon or try to swipe food towards mouth</li> <li>• Reach for spoon or food.</li> <li>• Point to food.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce healthy strained foods, then finger foods, as recommended by a health care provider.</li> <li>• Acknowledge the baby’s excitement about eating when getting into a feeding position, smelling the breastfeeding mother, or seeing a bottle.</li> <li>• Respond to signs of illness with soothing and additional help if needed; communicate these signs to others who care for the baby.</li> <li>• Provide the infant with periods of unstructured movement every day, allowing the infant to move freely on the floor.</li> <li>• Engage in physical activities together.</li> <li>• Encourage participation in gross motor physical activities and limited time (no more than twice a day and no longer than 15 minutes at a time) in confining equipment.</li> <li>• Respond to signs of hunger (e.g., bringing hands to mouth, rooting reflex [ability that babies are born with to help with breastfeeding; it involves turning their heads toward anything that strokes their cheek or mouth], sucking noises, fast breathing, clenching fingers, flexing arms and legs).</li> <li>• Respond to signs (e.g., push you away, stop sucking, extend or relax her/his arms, legs, and fingers, or simply fall asleep) that the baby is full and no longer wants to eat.</li> </ul>



Physical Development & Health		
Indicators Young infants may . . .	Examples Young infants may. . .	Suggested Supports Adults may . . .
<b>5. Routines:</b> The developing ability to understand and participate in personal care and sleep routines.		
<ol style="list-style-type: none"> <li>Respond during the steps of personal care routines.</li> <li>Develop sleep routines and cycles.</li> </ol>	<ul style="list-style-type: none"> <li>Turn head away as adult reaches with a tissue to wipe the child’s nose.</li> <li>Kick legs in anticipation of a diaper change and then quiet down as the parent wipes the child’s bottom.</li> <li>Pay attention to her hands as caregiver holds them under running water and helps rub them together with soap.</li> <li>Fall asleep when tired.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>Anticipate being fed upon seeing a bottle.</li> <li>Hold onto the bottle while being fed.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage the baby to focus on caregiving tasks and what will happen next by talking about what you are doing and what you will do next.</li> <li>Repeat the same routines over and over so that the baby can begin to anticipate the routine.</li> <li>Communicate with other caregivers about child’s preferences and routines (e.g., changes in feeding, napping, sleep, eating).</li> <li>Use signs and words to help the baby establish routines and guide them (e.g., “all done,” “more,” “bye-bye,” “night-night”).</li> <li>Remove televisions from sleeping spaces which may be disruptive to healthy sleep routines.</li> <li>Put baby to bed drowsy to help them learn to fall asleep on their own.</li> <li>Aim for newborns (birth to 3 months) to have 14-17 hours of sleep (including naps) during a 24 hour period and infants 4-11 months to have 12-15 hours of sleep per 24 hours.</li> </ul>





Social Development		
Indicators Young infants may . . .	Examples Young infants may . . .	Suggested Supports Adults may . . .
<b>1. Interaction with Adults:</b> The developing ability to respond to and engage with adults.		
<ol style="list-style-type: none"> <li>Purposefully engage in reciprocal interactions and try to influence the behavior of others.</li> <li>May be both interested in and cautious of unfamiliar adults.</li> </ol>	<ul style="list-style-type: none"> <li>Attend to an unfamiliar adult with interest but show wariness or become anxious when that adult comes too close.</li> <li>Take the adult’s hands and rock forward and backwards as a way of asking her to sing a favorite song.</li> <li>Engage in games such as pat-a-cake and peek-a-boo.</li> <li>Make eye contact with a family member.</li> <li>Vocalize to get attention.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>Engage in playful, face-to-face interactions with an adult, such as taking turns vocalizing and then smiling or laughing.</li> <li>Begin to protest separations from significant adults.</li> </ul>	<ul style="list-style-type: none"> <li>Make eye contact with the infant during routine times such as feeding and diaper changing, with respect for cultural practices.</li> <li>Provide regular and purposeful interactions.</li> <li>Talk and coo during interactions with the infant; imitate sounds made by the baby.</li> <li>Introduce the baby to new adults gradually and follow the baby’s cues when the baby is ready to be held by others.</li> </ul>
<b>2. Interaction with Peers:</b> The developing ability to respond to and engage with other children.		
<ol style="list-style-type: none"> <li>Show interest in familiar and unfamiliar peers by staring at another child, exploring another child’s face and body, or responding to siblings and older peers.</li> </ol>	<ul style="list-style-type: none"> <li>Watch other children with interest.</li> <li>Touch the eyes or hair of a peer.</li> <li>Attend to a crying peer with a serious expression.</li> <li>Laugh when an older sibling or peer makes a funny face.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>Notice other infants and children while sitting on a parent’s or teacher’s lap.</li> <li>Cry when hearing another baby cry.</li> </ul>	<ul style="list-style-type: none"> <li>Provide time for child to child interaction (e.g., placing infants during tummy time facing one another, sharing a sand box).</li> <li>Verbally recognize and label children’s interaction (e.g., “I see you looking at Sam.”).</li> </ul>



Social Development		
Indicators Young infants may . . .	Examples Young infants may . . .	Suggested Supports Adults may . . .
<b>3. Relationships with Peers:</b> The development of relationships with certain peers through interactions over time.		
1. Show interest in familiar and unfamiliar children.	<ul style="list-style-type: none"> <li>• Watch other children with interest.</li> <li>• Touch the eyes or hair of a peer.</li> <li>• Attend to a crying peer with a serious expression.</li> <li>• Laugh when an older sibling or peer makes a funny face.</li> <li>• Try to get the attention of another child by smiling at him or babbling to him</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Look at another child who is lying on the blanket nearby.</li> <li>• Turn toward the voice of a parent or older sibling.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage and model behavior for the infant through respectful responses.</li> <li>• Provide the infant with opportunities to be around and observe other children, including those slightly older than themselves. Allow older children to talk, smile and laugh with the baby.</li> </ul>
<b>4. Empathy:</b> The developing ability to share in the emotional experiences of others.		
1. Demonstrate awareness of others' feelings by reacting to their emotional expressions.	<ul style="list-style-type: none"> <li>• Stop playing and look at a child who is crying.</li> <li>• Laugh when an older sibling or peer makes a funny face.</li> <li>• Return the smile of a parent or teacher.</li> <li>• Grimace when another child cries.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Cry when hearing another baby cry.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about what other children are feeling or expressing with their sounds, gestures, or facial expressions.</li> <li>• Observe infant's expressions and mirror back similar expressions.</li> <li>• Sing and speak face-to-face with the infant using an expressive face.</li> </ul>



Social Development		
Indicators Young infants may . . .	Examples Young infants may . . .	Suggested Supports Adults may . . .
<b>5. Social Understanding:</b> The developing understanding of the responses, communication, emotional expressions, and actions of other people.		
<ol style="list-style-type: none"> <li>1. Know what to expect from familiar people.</li> <li>2. Demonstrate an understanding of what to do to get another’s attention.</li> <li>3. Engage in back-and-forth interactions with others.</li> <li>4. Imitate the simple actions or facial expressions of others.</li> </ol>	<ul style="list-style-type: none"> <li>• Smile when a teacher or parent pauses, to get her to continue playing peek-a-boo or pat-a-cake.</li> <li>• Squeal in anticipation during a game of peek-a-boo.</li> <li>• Learn simple behaviors by imitating a caregiver’s facial expressions, gestures, or sounds.</li> <li>• Try to get a familiar game or routine started by prompting adult.</li> <li>• Quiet crying upon realizing that dad is approaching.</li> <li>• Communicate needs to familiar adults by using a variety of behaviors, such as, crying, looking, smiling, pointing, dropping, reaching, or banging objects.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Make imperative vocal sounds to attract attention.</li> <li>• Participate in playful, face-to face interactions with an adult, such as taking turns vocalizing.</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to infant’s attempts (crying, looking, smiling, banging, etc.) to gain attention and interact with words and signs.</li> <li>• Interact with the infant by sitting on the floor, responding to verbalizations and facial expressions.</li> <li>• Allow the baby to “take the lead” and follow them during interactions.</li> </ul>



Emotional Development		
Indicators Young infants may . . .	Examples Young infants may. . .	Suggested Supports Adults may . . .
<b>1. Relationships with adults:</b> The development of close relationships with certain adults who provide consistent nurturance.		
1. Seek a special relationship with one (or a few) familiar adult(s) by initiating interactions and seeking proximity, especially when distressed.	<ul style="list-style-type: none"> <li>• Seek comfort from an adult by crying and looking for him.</li> <li>• Cry out or follow after a parent when dropped off at the child care program.</li> <li>• Lift her arms to be picked up by adult.</li> <li>• Crawl toward a parent when startled by a loud noise.</li> <li>• Turn excitedly and raise his arms to greet a family member at pick-up time.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Hold on to a parent’s sweater when being held.</li> <li>• Babble back and forth with their mother or father.</li> <li>• Be more likely to smile when approached by a familiar adult than a stranger.</li> <li>• Cry when an unfamiliar adult gets too close.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide cuddling and holding when the baby is alert.</li> <li>• Smile, laugh, and play simple games such as peek-a-boo or sound imitations with the infant.</li> <li>• Respond consistently to the baby, using warm facial expressions and words.</li> <li>• Provide a limited number of consistent caregivers who the baby relates to on a regular basis.</li> </ul>
<b>2. Identity of Self in Relation to Others:</b> The developing concept that the child is an individual operating with social relationships.		
1. Show clear awareness of being a separate person and of being connected with other people. 2. Identify others as both distinct from and connected to themselves.	<ul style="list-style-type: none"> <li>• Respond to someone who calls her name.</li> <li>• Turn toward a familiar person upon hearing his name.</li> <li>• Look at an unfamiliar adult with interest but show wariness or become anxious when that adult comes too close.</li> <li>• Wave arms and kick legs when a parent enters the room.</li> <li>• Cry when a familiar adult leaves the room.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Use hands to explore different parts of the body.</li> <li>• Examine her own hands and a parent’s hands.</li> <li>• Watch or listen for an adult to meet his needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk with the infant about body parts and activities during typical routines such as bathing, changing diapers, or feeding (e.g., “You found your toes.”).</li> <li>• Use the infant’s name frequently.</li> <li>• Provide opportunities for the baby to see her reflection in a mirror.</li> </ul>



Emotional Development		
Indicators Young infants may . . .	Examples Young infants may. . .	Suggested Supports Adults may . . .
<b>3. Recognition of Ability:</b> The developing understanding that the child can take action to influence the environment.		
1. Demonstrate an understanding that they are able to make things happen.	<ul style="list-style-type: none"> <li>• Pat a musical toy to try to make the music come on again.</li> <li>• Raise arms to be picked up by their grandma.</li> <li>• Initiate a favorite game; for example, hold out a foot to a parent to start a game of "This Little Piggy."</li> <li>• Gesture at a book and smile with satisfaction when it is taken down from the shelf.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Try again and again to roll over, even though not yet able to roll completely over.</li> <li>• Grasp, suck, or look at a teething ring.</li> <li>• Shake a toy, hear it make noise, and shake it again.</li> <li>• Stop crying upon seeing a bottle.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk with the baby about what he is seeing, hearing, and doing.</li> <li>• Allow the infant to refuse food and bottles and note his disinterest (e.g., "All done now?").</li> <li>• Recognize and comment when the infant enjoys an activity, food, or object.</li> <li>• Recognize infant's accomplishments (e.g., "You pulled off your sock!").</li> <li>• Provide ample opportunity for repeated activities and exploration.</li> </ul>
<b>4. Expression of Emotion:</b> The developing ability to express a variety of feelings through facial expressions, movements, gestures, sounds, or words.		
1. Express a variety of primary emotions such as contentment, distress, joy, sadness, interest, surprise, disgust, anger, and fear.	<ul style="list-style-type: none"> <li>• Exhibit wariness, cries, or turns away when a stranger approaches.</li> <li>• Be more likely to react with anger than just distress when accidentally hurt by another child.</li> <li>• Express fear of unfamiliar people by moving near a familiar person.</li> <li>• Stop crying and snuggle after being picked up by a parent.</li> <li>• Show surprise at the start of a game of peek-a-boo.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Get frustrated or angry when unable to reach a toy.</li> <li>• Express joy by squealing.</li> <li>• Frown and make noises to indicate frustration.</li> <li>• Be surprised when something unexpected happens.</li> </ul>	<ul style="list-style-type: none"> <li>• Label the infant's feelings as they are expressed through actions (e.g., "You seem so sad that mommy had to leave.&gt;").</li> <li>• Express your feelings with your facial expressions, tone of voice, and body language when interacting with the baby.</li> <li>• Observe the infant to determine different cries or actions that demonstrate feelings and needs.</li> </ul>



Emotional Development		
Indicators Young infants may . . .	Examples Young infants may. . .	Suggested Supports Adults may . . .
<b>5. Emotion Regulation:</b> The developing ability to manage emotional responses, with assistance from others and independently.		
<p>1. Use simple behaviors to comfort themselves and begin to communicate the need for help to alleviate discomfort or distress.</p>	<ul style="list-style-type: none"> <li>• Turn away from an over stimulating activity.</li> <li>• Vocalize to get a teacher’s or parent’s attention.</li> <li>• Lift arms to their mom to communicate a desire to be held.</li> <li>• Turn toward an adult for assistance when crying.</li> <li>• Cry after her hand was accidentally stepped on by a peer and then hold the hand up to an adult to look at it.</li> <li>• Reach toward a bottle that is up on the counter and vocalize when hungry.</li> <li>• Make a face of disgust to tell an adult that he does not want any more food.</li> <li>• Bump head, cry, and look for comfort.</li> <li>• Suck on a thumb to make self feel better.</li> <li>• Look at a familiar person when an unfamiliar person enters the room.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Suck on hands, focus on an interesting toy, or move the body in a rocking motion to calm self.</li> <li>• Cry inconsolably less often than in the early months.</li> <li>• Calm self by sucking on fingers or hands.</li> <li>• Be able to inhibit some negative emotions.</li> <li>• Shift attention away from a distressing event onto an object, as a way of managing emotions.</li> <li>• Fall asleep when feeling overwhelmed.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe ways in which the infant is comforted and provide them as needed.</li> <li>• Maintain a calming attitude.</li> <li>• Be aware of individual temperament and accommodate the infant as needed.</li> <li>• Help the baby find ways of calming himself by reducing distractions, bright lights, and loud noises when the baby is tired or upset.</li> <li>• Notice the baby’s responses to stressful situations and the baby’s ways of seeking comfort and coping with stress.</li> <li>• Respond to the infant in consistent, predictable ways.</li> </ul>



Emotional Development		
Indicators Young infants may . . .	Examples Young infants may. . .	Suggested Supports Adults may . . .
<b>6. Impulse Control:</b> The developing capacity to wait for needs to be met, to inhibit potentially hurtful behavior, and to act according to social expectations, including safety rules.		
1. Act on impulses.	<ul style="list-style-type: none"> <li>• Explore the feel of hair by pulling it.</li> <li>• Reach for an interesting toy that another child is mouthing.</li> <li>• Reach for another child’s bottle that was just set down nearby.</li> <li>• Turn the head away or push the bottle away when finished eating.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Cry when hungry or tired.</li> <li>• Fall asleep when tired.</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to infant’s need for comfort by talking to, holding, or patting during times of distress or need.</li> <li>• Allow and encourage access to special objects for comfort and recognize the infant’s need for such objects.</li> <li>• Provide time for expressing emotions while offering a safe and secure environment.</li> </ul>





Language & Literacy Development		
Indicators Young infants may . . .	Examples Young infants may . . .	Suggested Supports Adults may . . .
<b>1. Receptive Language:</b> The developing ability to understand words and increasingly complex utterances.		
1. Demonstrate an understanding of a small number of familiar words and react to adult's overall tone of voice.	<ul style="list-style-type: none"> <li>• Smile and look toward the door when a teacher says, "Daddy's here."</li> <li>• Wave arms and kick legs in excitement when an adult says, "bottle."</li> <li>• Smile when an adult uses baby talk and make a worried face upon hearing a stern voice.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Vocalize in response to speech.</li> <li>• Quiet down when hearing a familiar voice.</li> <li>• Turn toward the window when hearing a fire truck drive by.</li> <li>• Quiet down and focus on an adult who is taking to the child during a diaper change.</li> <li>• Look at or turn toward someone who says the child's name.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in back and forth conversations with the baby and allow the baby time to respond to you, perhaps by turning to look at you, smiling, or cooing.</li> <li>• Greet the infant by name and repeatedly use the name in conversations with the infant.</li> <li>• Repeat familiar words and gestures that accompany your actions when taking care of or interacting with the baby.</li> <li>• Name familiar and repetitive sounds in the environment (e.g., car horn, doorbell, pet barking) for the infant.</li> <li>• Learn words and songs from the infant's primary language.</li> </ul>
<b>2. Expressive Language:</b> The developing ability to produce the sounds of language and use vocabulary and increasingly complex utterances.		
1. Experiment with sounds, practice making sounds, and use sounds or gestures to communicate needs, wants, or interests.	<ul style="list-style-type: none"> <li>• Vocalize to get auntie's attention.</li> <li>• Repeat sounds when babbling, such as "da dadada" or "babababa."</li> <li>• Responds to a wave by waving and saying, "bye-by."</li> <li>• Lift arms to adult to communicate a desire to be held.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Squeal when excited.</li> <li>• Make an angry noise when another child takes a toy.</li> <li>• Make a face of disgust to communicate that she does not want any more food.</li> </ul>	<ul style="list-style-type: none"> <li>• During caregiving routines, engage baby in back and forth conversations about what you are doing and wait for a response.</li> <li>• Respond to the baby's cooing and babbling and converse as if the baby understands everything you are saying.</li> <li>• Imitate sounds or gestures that the baby makes and allow time for the baby to imitate you.</li> <li>• Use everyday routines, such leaving, to role-play social language games (e.g., wave goodbye; blow kisses).</li> <li>• Repeat and expand the infant's vocalizations.</li> </ul>





Language & Literacy Development		
Indicators	Examples	Suggested Supports
Young infants may . . .	Young infants may . . .	Adults may . . .
<b>3. Communication Skills and Knowledge:</b> The developing ability to communicate nonverbally and verbally.		
1. Participate in back-and-forth communication and games.	<ul style="list-style-type: none"> <li>Put arms up above their head when an adult says, “soooo big.”</li> <li>Try to get an adult to play peek-a-boo by hiding her face behind a blanket, uncovering her face, and laughing.</li> <li>Pull adult’s hands away from his face during a game of peek-a-boo.</li> <li>Try to clap hands to get their grandpa to continue playing pat-a-cake.</li> <li>Make sounds in response to a song.</li> <li>Interact with an adult while singing a song with actions or while doing finger plays.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>Respond with babbling when asked a question.</li> <li>Laugh when a parent nuzzles her face in the child’s belly, vocalizes expectantly when she pulls back, and laugh when she nuzzles again.</li> <li>Move body in a rocking motion to get an adult to continue rocking.</li> <li>Babble back and forth with an adult during diaper change.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in back and forth conversations with the baby during play and familiar routines, waiting for baby to respond with coos, babbling, or facial expressions.</li> <li>Engage in familiar sound play with the infant (e.g., clap your hands at different tempos).</li> <li>Play with words with infant (e.g., “I like to eat, I like to oat, I like to ite.”).</li> <li>Read books with rhymes, songs, and repetitive language with the baby.</li> <li>Use motions, signs, and gestures familiar to the infant.</li> <li>Clap, stomp, dance or finger tap with infant.</li> </ul>
<b>4. Interest in Print:</b> The developing interest in engaging with print in books and the environment.		
1. Explore books and show interest in adult-initiated literacy activities, such as looking at photos and exploring books together with an adult.	<ul style="list-style-type: none"> <li>Point to or indicate an object that he would like the adult to pay attention to.</li> <li>Look intently at photographs of classmates when the teacher talks about the pictures.</li> <li>Look at pictures that a parent points to while reading a storybook.</li> <li>Hold a book and try to turn the pages.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>Chew on a board book.</li> </ul>	<ul style="list-style-type: none"> <li>Show the baby pictures of family members or photos of other babies and young children.</li> <li>Show baby pictures of mothers and animals feeding their babies.</li> <li>Provide cloth or cardboard picture books for the baby to hold and look at.</li> <li>Read to the baby.</li> </ul>



Cognitive Development		
Indicators Young infants may . . .	Examples Young infants may . . .	Suggested Supports Adults may . . .
<b>1. Cause-and-Effect:</b> The developing understanding that one event brings about another.		
<p>1. Perform simple actions to make things happen, notice the relationships between events, and notice the effects of others on the immediate environment.</p>	<ul style="list-style-type: none"> <li>• Shake a toy, hear the sound it makes, and then shake it again.</li> <li>• Loudly bang a spoon on the table, notice the loud sound, and do it again.</li> <li>• Watch their grandma wind up a music box and, when the music stops, touch her hand to get her to make it start again.</li> <li>• Splash hands in water and notice how his face gets wet.</li> <li>• Push a button on the push-button toy and watch the figure pop up.</li> <li>• Put objects into a clear container, turn it over and watch the objects fall out, and then fill it up again.</li> <li>• Clap hands and then look at a parent to get her to play pat-a-cake.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Hear a loud noise and turn head in the direction of the noise.</li> <li>• Explore toys with hands and mouth.</li> <li>• Move body in a rocking motion to get their mother to continue rocking.</li> <li>• Kick legs in the crib and notice that the mobile up above jiggles with the kicking movements.</li> <li>• Attend to a toy while exploring it with the hands.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide toys that respond when played with (e.g., toys with large switches, toys that light up when pressed or shaken).</li> <li>• Provide floor space and time for active movement and exploration.</li> <li>• Provide toys that the baby can grasp and explore.</li> <li>• Position toys so the baby can kick or grasp and see a response.</li> <li>• Shake sound toys so the infant can hear and respond.</li> <li>• Respond to the baby, pointing out the effects of their actions on toys (e.g., "Look how you made the ball move!").</li> <li>• Respond to the baby's babbling with smiles and a similar sound.</li> <li>• Engage in conversation, describing what you or the infant is doing.</li> </ul>



Cognitive Development		
Indicators Young infants may . . .	Examples Young infants may . . .	Suggested Supports Adults may . . .
<b>2. Spatial Relationships:</b> The developing understanding of how things move and fit in space.		
<p>1. Move their bodies, explore the size and shape of objects, and observe people and objects as they move through space.</p>	<ul style="list-style-type: none"> <li>• Use vision or hearing to track the path of someone walking by.</li> <li>• Watch a ball roll away after accidentally knocking it.</li> <li>• Hold one stacking cup in each hand.</li> <li>• Put toys into a clear container, dump them out, and then fill the container up again.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Look at her own hand.</li> <li>• Reach for a nearby toy and try to grasp it.</li> <li>• Explore toys with hands and mouth.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a variety of 2-D and 3-D objects of different sizes, shapes, colors, and textures for the baby to look at, hold, mouth, and manipulate.</li> <li>• Allow the baby to play with safe household containers.</li> </ul>
<b>3. Imitation:</b> The developing ability to mirror, repeat, and practice the actions of others, either immediately or later.		
<p>1. Imitate simple actions and expressions of others during interactions.</p>	<ul style="list-style-type: none"> <li>• Copy movements when playing pat-a-cake and peek-a-boo.</li> <li>• Imitate a familiar gesture, such as clapping hands together or patting a doll's back, after seeing someone else do it.</li> <li>• Notice how someone else makes a toy work and then push the same button to make it happen again.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Listen to an adult talk during a diaper change and then babble back when she pauses.</li> <li>• Copy the intonation of adult speech when babbling.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide time for one-to-one interactions, including games such as "peek-a-boo!"</li> <li>• Imitate the baby's faces or noises and watch to see if the baby imitates you.</li> <li>• Play with familiar toys, such as shaking a rattle or patting a soft toy, and allow time for the baby to imitate your actions.</li> </ul>



Cognitive Development		
Indicators Young infants may . . .	Examples Young infants may . . .	Suggested Supports Adults may . . .
<b>4. Number Sense:</b> The developing understanding of number and quantity.		
1. Focus on one object or person at a time, yet they may at times hold two objects, one in each hand.	<ul style="list-style-type: none"> <li>• Hold one block in each hand, then drop one of them when someone holds out a third block for the child to hold.</li> <li>• Watch a ball as it rolls away after hitting it with her hand.</li> <li>• Explore one toy at a time by shaking, banging, or squeezing it.</li> <li>• Notice when someone walks in the room.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Explore toys with hands and mouth.</li> <li>• Reach for second toy but may not grasp it when already holding one toy in the other hand.</li> <li>• Transfer a toy from one hand to the other.</li> <li>• Reach for, grasp, and hold onto a toy with one hand when already holding a different toy in the other hand.</li> <li>• Track visually the path of a moving object.</li> </ul>	<ul style="list-style-type: none"> <li>• Use vocabulary words or gestures that indicate quantity (e.g., all done, more).</li> <li>• Show the young infant how to sign “more” (e.g., putting their finger tips together).</li> <li>• Offer the infant another similar toy while she is holding a toy to encourage her to begin to hold two items at the same time.</li> <li>• Talk about quantity with the baby (e.g., “Now you have two.”).</li> </ul>
<b>5. Classification:</b> The developing ability to group, sort, categorize, connect, and have expectations of objects and people according to their attributes.		
1. Distinguish between familiar and unfamiliar people, places, and objects, and explore the differences between them.	<ul style="list-style-type: none"> <li>• Explore how one toy feels and then explore how another toy feels.</li> <li>• Stare at an unfamiliar person and move toward a familiar person.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Explore toys with hands and mouth.</li> <li>• Bang a toy on the table.</li> <li>• Touch different objects (e.g., hard or soft) differently.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide toys of various size, shape, color, and texture for the baby to explore.</li> <li>• Share books with pictures of different people and animals and name each one as you or the baby touches it.</li> </ul>



Cognitive Development		
Indicators Young infants may . . .	Examples Young infants may. . .	Suggested Supports Adults may . . .
<b>6. Symbolic Play:</b> The developing ability to use actions, objects, or ideas to represent other actions, objects, or ideas.		
<ol style="list-style-type: none"> <li>1. Use active exploration to become familiar with objects and actions.</li> <li>2. Build knowledge of people, action, objects, and ideas through observation.</li> </ol>	<ul style="list-style-type: none"> <li>• Cause toys to make noise by shaking, banging, and squeezing them.</li> <li>• Roll car back and forth on floor.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Explore toys with hands and mouth.</li> </ul>	<ul style="list-style-type: none"> <li>• Allow the baby time to explore and examine toys, as well as everyday objects and new things.</li> <li>• Demonstrate with a doll or stuffed animal actions such as hugging or rocking.</li> </ul>
<b>7. Problem Solving:</b> The developing ability to engage in a purposeful effort to reach a goal or figure out how something works.		
<ol style="list-style-type: none"> <li>1. Use simple actions to try to solve problems involving objects, their bodies, or other people.</li> </ol>	<ul style="list-style-type: none"> <li>• Shake, bang, and squeeze toys repeatedly to make the sounds happen again and again.</li> <li>• Reach for a ball as it rolls away.</li> <li>• Vocalize to get an adult's attention.</li> <li>• Pull the string on a toy to make it come closer.</li> <li>• Focus on a desired toy that is just out of reach while repeatedly reaching for it</li> <li>• Turn the bottle over to get the nipple in his mouth.</li> <li>• Lift up a scarf to search for a toy that is hidden underneath.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Explore toys with hands and mouth.</li> <li>• Reach for a second toy when already holding on to one toy.</li> <li>• Hold a toy up to look at it while exploring it with the hands.</li> </ul>	<ul style="list-style-type: none"> <li>• Allow the baby time to explore and examine objects and new things.</li> <li>• Watch, but don't interrupt, when the baby is busy exploring toys or other objects.</li> <li>• Occasionally place objects far enough away so the baby has to move to get them.</li> <li>• Allow time for the infant to solve problems by observing before intervening.</li> <li>• Comment positively on the baby's attempts and successes in solving problems.</li> </ul>



Cognitive Development		
Indicators Young infants may . . .	Examples Young infants may . . .	Suggested Supports Adults may . . .
<b>8. Memory:</b> The developing ability to store and later retrieve information about past experiences.		
1. Recognize familiar people, objects, and routines in the environment and show awareness that familiar people still exist even when they are no longer physically present.	<ul style="list-style-type: none"> <li>• Turn toward the front door when hearing the doorbell ring or toward the phone when hearing the phone ring.</li> <li>• Look for the father after he briefly steps out of the room.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Explore toys with hands and mouth.</li> <li>• Find a rattle hidden under a blanket when only the handle is showing.</li> <li>• Look toward the floor when the bottle falls off table.</li> </ul>	<ul style="list-style-type: none"> <li>• Play games that involve repetition (e.g., peek-a-boo, pat-a-cake, finger rhymes).</li> <li>• Name people and items in the room.</li> <li>• Play hiding games with the infant by partially hiding a toy under a blanket or cloth.</li> <li>• Provide family photos to look at and name for the infant.</li> </ul>
<b>9. Attention Maintenance:</b> The developing ability to attend to people and things while interacting with others and exploring the environment and play materials.		
1. Pay attention to different things and people in the environment in specific, distinct ways.	<ul style="list-style-type: none"> <li>• Play with one toy for a few minutes before focusing on a different toy.</li> <li>• Focus on a desired toy that is just out of reach while repeatedly reaching for it.</li> <li>• Show momentary attention to board books with bright colors and simple shapes.</li> <li>• Attend to the play of other children.</li> <li>• Put toy animals into a clear container, dump them out, and then fill the container up again.</li> <li>• Stop moving, to focus on an adult who is starting to interact with the child.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Remain calm and focused on people, interesting toys, or interesting sounds for a minute.</li> <li>• Explore a toy by banging, mouthing, or looking at it.</li> </ul>	<ul style="list-style-type: none"> <li>• While playing on the floor, position hanging toys or mobiles so the infant can kick repeatedly.</li> <li>• Share attention with the infant looking and exploring the same toy together for a few minutes before moving on.</li> <li>• Keep the environment relatively quiet and not visually overloaded so the baby can notice sounds and changes in stimuli.</li> <li>• Put words to actions, explain what you are doing and why (e.g., while changing diapers, preparing food).</li> </ul>



Cognitive Development		
Indicators Young infants may . . .	Examples Young infants may . . .	Suggested Supports Adults may . . .
<b>10. Behavior Regulation.</b> The developing ability to manage actions and behaviors with support from adults and independently.		
1. Manage actions and behavior with the support of familiar adults.	<ul style="list-style-type: none"> <li>• Quiet or calm down, when a familiar adult feeds or comforts them during moments of transition or distress.</li> <li>• Develop an awareness of transitions, schedules, and routines with adult prompts</li> <li>• Express desires and feelings by using gestures and actions</li> </ul>	<ul style="list-style-type: none"> <li>• Observe ways in which the infant is comforted (e.g., soft voice, touch) and provide them as needed.</li> <li>• Recognize children's behavioral cues and respond in ways that are effective for a given child. Be aware of individual temperament and accommodate the infant as needed.</li> <li>• Maintain a calming attitude.</li> <li>• Help the baby find ways of calming himself by reducing distractions, bright lights, and loud noises when the baby is tired or upset.</li> <li>• Respond to the infant in consistent, predictable ways.</li> </ul>



Approaches to Learning		
Indicators Young infants may . . .	Examples Young infants may . . .	Suggested Supports Adults may . . .
<b>1. Initiative and curiosity.</b> An interest in varied topics and activities, a desire to learn and independence in learning.		
<ol style="list-style-type: none"> <li>1. Demonstrate emerging initiative in interactions, experiences, and explorations.</li> <li>2. Show interest in and curiosity about objects, materials, or events.</li> </ol>	<ul style="list-style-type: none"> <li>• Initiate play and conversations with familiar adults through expressions, actions, or behaviors.</li> <li>• Show excitement when engaged in play and routines, such as smiling, laughing after batting at a mobile, or knocking over a toy.</li> <li>• Show budding interest in how objects work</li> <li>• Try a variety of approaches to get desired outcomes</li> <li>• Physically explore new ways to use objects and observe results</li> </ul>	<ul style="list-style-type: none"> <li>• Follow the infant’s lead in activities and conversations.</li> <li>• Encourage the infant to participate in routines as much as possible (e.g., lift their legs up when getting a diaper changed).</li> <li>• Offer age-appropriate, open-ended toys and materials and place them where the infant can reach them.</li> <li>• Place one or two colorful toys within an infant's reach during tummy time.</li> <li>• Watch and listen for clues (e.g., body movements, facial expressions, vocalizations) that reflect what children might be wondering, thinking, or trying to share. Share their excitement and delight!</li> <li>• Narrate descriptions of what they are doing.</li> </ul>
<b>2. Creativity.</b> The developing ability to creatively engage in play and interactions with others.		
<ol style="list-style-type: none"> <li>1. Use creativity to increase understanding and learning.</li> <li>2. Show imagination in play and interactions with others.</li> </ol>	<ul style="list-style-type: none"> <li>• Use a variety of ways to interact with other people, including modifying expressions, actions, or behaviors based on the responses of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Imitate sounds, gestures, and facial expressions to support the infant in using a variety of ways to interact with other people.</li> <li>• Participate in infants’ play, modeling positive social interactions such as taking turns.</li> <li>• Engage in pretend play with infants by asking questions such as, “What happens next?” or “Oh look, here is a shell. I wonder if we can use this in our story?”</li> </ul>





**Ages 9-18 Months**

---

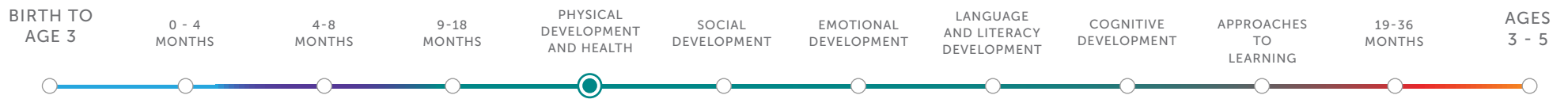
## Ages 9–18 Months

Older infants are ready to explore their world and are becoming more adventurous as their increasing mobility allows them to have new experiences. They are very curious and will actively investigate objects and people in their environment, while still needing the security that familiar adults provide. Infants 9–18 months show strong attachment to the adults in their lives and a fascination with their peers. They practice communication by babbling, and they understand and can respond to a growing number of words.

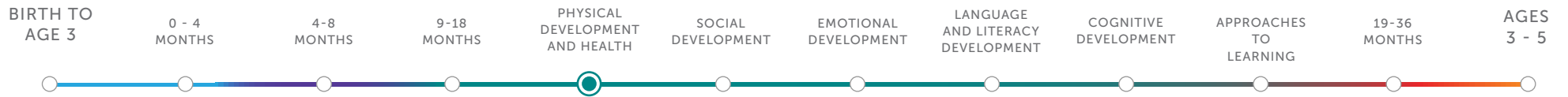




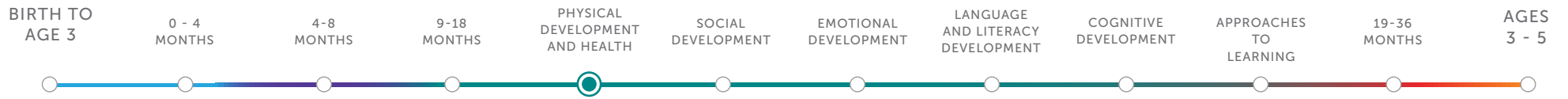
Physical Development & Health		
Indicators Older infants may . . .	Examples Older infants may. . .	Suggested Supports Adults may . . .
<b>1. Perceptual Development:</b> The developing ability to become aware of the social and physical environment through the senses.		
<p>1. Use the information received from the senses to change the way they interact with the environment.</p>	<ul style="list-style-type: none"> <li>Adjust the way he is walking depending on the type of surface; for example, walking slowly on rocks and faster on pavement.</li> <li>Choose to sit on her bottom and slide down a steep hill rather than walk down it.</li> <li>Sway back and forth to the beat of a song while standing up.</li> <li>Pull hands away from the sensory table, which is filled with an unfamiliar slimy substance.</li> <li>Spend a lot of time in the sandbox, burying a hand underneath a pile of sand.</li> <li>Stop pouring sand into a bucket that is already full.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>Nuzzle his face into a freshly washed blanket to smell it.</li> <li>Show recognition of sounds, such as the mother’s footsteps, water running in the bathtub, or the refrigerator door being opened.</li> <li>Pat, push, mound, and squeeze play dough, experiencing all the ways it can be used.</li> <li>Explore pegboard holes with a finger, then look around for something to fit in the holes.</li> <li>Enjoy messy activities or show a dislike for messy activities.</li> <li>React to various sensations, such as extremes in temperature and taste.</li> <li>Crumple and tear paper.</li> <li>Stop crawling when he reaches the edge of the couch.</li> <li>Be able to remember where toys are stored in the classroom because she has crawled by them before.</li> </ul>	<ul style="list-style-type: none"> <li>Give the older infant opportunities to manipulate materials and toys such as small squishy balls or simple toys with handles or knobs.</li> <li>Expose the older infant to soft books and pictures.</li> <li>Help the older infant experience mobility through carrying, positioning, and holding.</li> <li>Provide physical experiences that integrate older infant’s movements with senses, such as water- or sand-play, stacking blocks, and dumping and filling tubs.</li> <li>Provide materials and objects of various textures, colors, smells, and sounds.</li> </ul>



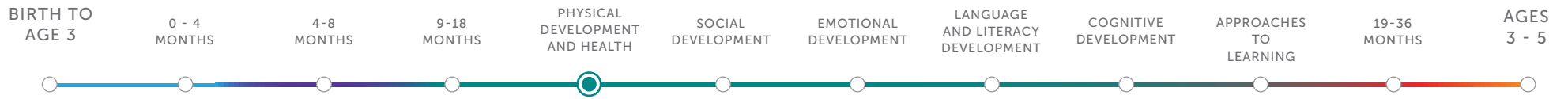
Physical Development & Health		
Indicators Older infants may . . .	Examples Older infants may. . .	Suggested Supports Adults may . . .
<b>2. Gross Motor:</b> The developing ability to move the large muscles.		
<p>1. Move from one place to another by walking and running with basic control and coordination.</p>	<ul style="list-style-type: none"> <li>• Stand on one foot, alone or with support.</li> <li>• Walk sideways.</li> <li>• Push a doll stroller or play shopping cart.</li> <li>• Climb onto an adult-sized couch.</li> <li>• Run.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Creep on hands and knees or hands and feet.</li> <li>• Pull to a stand, using furniture for support.</li> <li>• Explore both indoor and outdoor environments.</li> <li>• Cruise while holding onto furniture.</li> <li>• Sit down from a standing position.</li> <li>• Walk without support.</li> <li>• Throw a ball, underhand or overhand, to an uncle.</li> <li>• Squat to explore a toy on the ground and then stand up.</li> <li>• Walk up or down stairs by stepping with both feet on each step while holding a parent's hand or the handrail.</li> <li>• Get into a standing position without support.</li> <li>• Crawl or creep up or down a few steps.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide safe, interesting places to move around and explore.</li> <li>• Avoid prolonged periods (no more than 30 minutes at a time unless eating or during transportation) in devices that restrict movement (e.g., mechanical swings, baby carrier). Equipment such as swings and carriers should not be used more than twice a day and no longer than 15 minutes at a time.</li> <li>• Allow and encourage the older infant to move to get what he wants, such as a toy that is out of reach.</li> <li>• Provide "props" such as simple toys with wheels (e.g., toy lawn mowers, push toys).</li> <li>• Provide solid props such as ottomans to use for support as the older infant experiments with standing and walking.</li> <li>• Provide toys during tummy time and floor time that promote reaching and movement, such as musical stuffed animal or soft rubber vehicles.</li> <li>• Encourage exploration of different levels or safe household objects (e.g., soft sloping planes, ramps, wedges) that encourage balance or movement.</li> <li>• Play games that require physical actions, such as using different kinds of balls to roll, throw, or kick.</li> </ul>



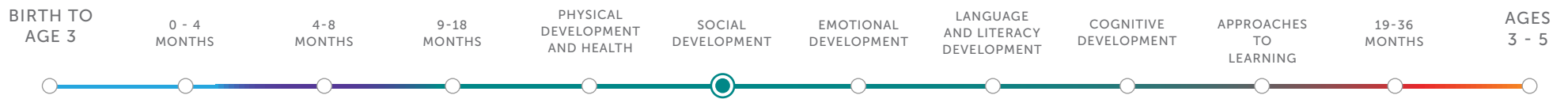
Physical Development & Health		
Indicators Older infants may . . .	Examples Older infants may. . .	Suggested Supports Adults may . . .
<b>3. Fine Motor:</b> The developing ability to move the small muscles.		
<p>1. Hold small objects in one hand and sometimes use both hands together to manipulate objects.</p>	<ul style="list-style-type: none"> <li>• Hold a crayon between fingers and thumb.</li> <li>• Scribble with big arm movements.</li> <li>• Place pegs into a pegboard.</li> <li>• Hold a toy with one hand and use the fingers of the other hand to explore it.</li> <li>• Point to the pictures of a book.</li> <li>• Place a stacking ring on the post.</li> <li>• Use two hands to pick up a big truck, but only one hand to pick up a small one.</li> <li>• Use the wrists to rotate objects in order to explore all sides.</li> <li>• Use one hand in opposition to the other.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Hold on to two blocks while reaching for another block.</li> <li>• Use thumb and index finger to pick up a piece of cereal.</li> <li>• Drop a block into the wide opening of a large container.</li> <li>• Turn the pages of a board book.</li> <li>• Use hands to follow along with some motions of a song, chant, or finger play.</li> <li>• Grasp onto and pull the string of a pull toy.</li> <li>• Point with the index finger.</li> <li>• Stack two to three small blocks into a tower.</li> <li>• Unscrew the lid of a plastic jar.</li> <li>• Put pieces of cereal inside a container with a small opening.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a variety of safe toys with pieces that come apart, fit together, and stack.</li> <li>• Give the older infant supervised opportunities to use pincer grasp (finger-thumb) skills in a variety of activities, such as eating or grasping.</li> <li>• Provide opportunities for grasping, squeezing, and holding objects.</li> <li>• Play hand and finger play games.</li> <li>• Provide water toys that encourage scooping and pouring.</li> <li>• Give the older infant appropriate finger foods to eat (e.g., dry cereal, cooked vegetables).</li> <li>• Provide books to promote fine motor skills (e.g., turning pages, pointing).</li> <li>• Provide toys that encourage two-hand use.</li> <li>• Provide play dough experiences for hand exercise and small muscle development.</li> <li>• Provide markers and other materials for drawing.</li> </ul>



Physical Development & Health		
Indicators Older infants may . . .	Examples Older infants may. . .	Suggested Supports Adults may . . .
<b>4. Health:</b> Maintenance of healthy growth and participation in physical activity.		
<ol style="list-style-type: none"> <li>1. Demonstrate the stamina and energy to participate in daily activities.</li> <li>2. Show characteristics of healthy development and maintain growth.</li> <li>3. Demonstrate an increasing interest in engaging in healthy eating habits and making nutritious food choices.</li> </ol>	<ul style="list-style-type: none"> <li>• Show appropriate gains in height and weight according to growth charts.</li> <li>• Meet developmental milestones as measured by caregiver report, standardized instruments, and behavioral observations.</li> <li>• Respond to verbal cues like “it’s time to go to nap” by moving toward a blanket/cuddle toy or “time for lunch” by sitting at the table, going to wash hands, or getting lunch box.</li> <li>• Show interest in new foods that are offered.</li> <li>• Reach for food.</li> <li>• Point to food.</li> <li>• Get excited when food is presented.</li> <li>• Express desire for specific food with words or sounds</li> <li>• Communicate they are hungry. Signs for 6- to 12-month-old babies include opening mouth when a spoon gets near; reaching for the spoon or food; pointing to food; getting excited when food is presented; and expressing a desire for specific foods with words or sounds.</li> <li>• Communicate they are full. Signs for 6- to 12-month-old babies often involve shaking of their head, turning head away from food, and not opening mouth when spoon is close to indicate that no more food is desired.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage ongoing and regular medical and dental visits.</li> <li>• Continually assess development using observations and using standardized screeners at well-child visits.</li> <li>• Engage in physical activities together.</li> <li>• Encourage participation in gross motor physical activities and limit time (no more than twice a day and no longer than 15 minutes at a time) in confining equipment.</li> <li>• Ensure the older infant receives all age-appropriate immunizations and screenings.</li> <li>• Be responsive to an older infant’s typical signs of illness, distress, or discomfort (e.g., teething, diaper rash, earache, cranky mood) and seek assistance as needed.</li> <li>• Communicate with other adults about older infant’s health and well-being.</li> <li>• Establish a consistent regular schedule for your baby’s meals, snacks, and sleep times. Establishing routines can help your baby set up good habits and learn when to expect to eat.</li> </ul>



Physical Development & Health		
Indicators Older infants may . . .	Examples Older infants may. . .	Suggested Supports Adults may . . .
<b>5. Routines:</b> The developing ability to understand and participate in personal care and sleep routines.		
<p>1. Show awareness of familiar personal care routines and participate in the steps of these routines.</p>	<ul style="list-style-type: none"> <li>• Go to the sink when their grandma says that it is time to wash hands.</li> <li>• Get a tissue when an adult says, "Please go get a tissue. We need to wipe your nose."</li> <li>• Move toward the door to the playground after seeing the teacher put his coat on.</li> <li>• Put snack dishes in the sink and the bib in the hamper after eating.</li> <li>• Have trouble settling down for a nap until their mother reads a story, because that is the naptime routine.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Cooperate during a diaper change by lifting her bottom.</li> <li>• Grab the spoon as their father tries to feed the child.</li> <li>• Raise their arms when mom tries to put a dry shirt on them.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about what the older infant is seeing, hearing and doing or what you are doing with him.</li> <li>• Actively engage in conversations with your baby while feeding her and as you change routines throughout the day. Explain to your baby what you are doing and what is coming next, and warmly respond to her verbal cues. These interactions will help her to understand expectations and facilitate transitions.</li> <li>• Provide regular nap and bedtime routines (aim for 11-14 hours of sleep including naps).</li> <li>• Encourage the older infant to be seated when eating and drinking and hold spoons, feed self, and drink from a cup.</li> <li>• Sit with your child while eating and establish a regular routine for meals and snacks, without the TV or other screens on.</li> <li>• Provide oral health care (brushing teeth and/or gums).</li> <li>• Allow the older infant to participate in wiping her hands and face.</li> </ul>

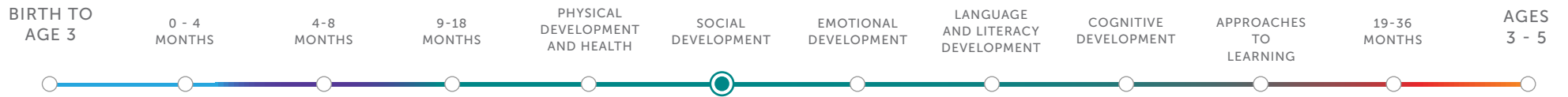


Social Development		
Indicators Older infants may . . .	Examples Older infants may. . .	Suggested Supports Adults may . . .
<b>1. Interaction with Adults:</b> The developing ability to respond to and engage with adults.		
1. Participate in routines and games that involve complex back-and-forth interaction. 2. Follow the gaze of an adult to an object or person. 3. Check with a familiar adult when uncertain about something or someone.	<ul style="list-style-type: none"> <li>• Move close to the teacher and hold her hand when a visitor enters the classroom but watch the visitor with interest.</li> <li>• Bring a familiar object when asked.</li> <li>• Allow an unfamiliar adult to get close only after the adult uses an object to bridge the interaction, such as showing interest in a toy that is also interesting to the child.</li> <li>• Watch, and then help their grandma as she prepares a snack.</li> <li>• Seek reassurance from parents when unsure if something is safe.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Engage in back-and-forth interaction by handing a parent an object, then reaching to receive the object when it is handed back.</li> <li>• Show—but not give—a toy to an aunt.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the older infant’s non-verbal interactions as communication and respond to it.</li> <li>• Join the infant on the floor to play.</li> <li>• Ask the older infant if she wants to help (e.g., provide a spoon and bowl to her while you prepare dinner).</li> <li>• Talk with the older infant to describe your interactions.</li> <li>• Read a book together, pointing out pictures so that the older infant also looks at the same pictures.</li> </ul>
<b>2. Interaction with Peers:</b> The developing ability to respond to and engage with other children.		
1. Engage in simple back-and-forth interactions with peers for short periods of time.	<ul style="list-style-type: none"> <li>• Hit another child who takes a toy.</li> <li>• Offer a book to another child, perhaps with encouragement from the teacher.</li> <li>• Tickle another child, get tickled back, and tickle him again.</li> <li>• Engage in reciprocal play, such as run-and-chase or offer-and-receive. Play ball with a peer by rolling the ball back and forth to each other.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Engage in solitary play.</li> <li>• Play a reciprocal game, such as pat-a-cake, with a teacher and a peer.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for the older infant to see and interact with other babies and young children.</li> <li>• Acknowledge pro-social behavior (e.g., “Thank you for bringing me Tracie’s hat.”).</li> <li>• Be ready to intervene and assist the older infant who has conflicts; verbalize the conflict and resolution (e.g., “See Amy crying. She is sad because you took her toy. Let’s give it back and find you another.”).</li> </ul>





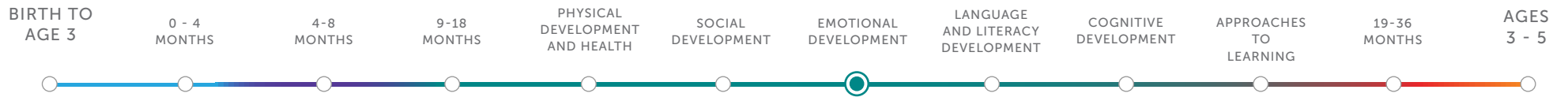
Social Development		
Indicators	Examples	Suggested Supports
Older infants may . . .	Older infants may. . .	Adults may . . .
<b>3. Relationships with Peers:</b> The development of relationships with certain peers through interactions over time.		
1. Prefer to interact with one or two familiar children in the group and usually engage in the same kind of back-and-forth play when interacting with those children.	<ul style="list-style-type: none"> <li>• Play the same kind of game, such as run-and-chase, with the same peer almost every day.</li> <li>• Choose to play in the same area as a friend.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Watch an older sibling play nearby.</li> <li>• Bang blocks together next to a child who is doing the same thing.</li> <li>• Imitate the simple actions of a peer.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide enough space in the play area for two or more children to play side-by-side.</li> <li>• Maintain close supervision as children play near each other.</li> <li>• Engage older infants in simple games with one another (e.g., rolling a ball with two or three children and saying "I'm rolling the ball to Joey; Joey is rolling the ball to Izzy.&gt;").</li> <li>• Point out simple interactions (e.g., "Jacob is smiling at you. He is saying, 'Hello.'").</li> </ul>
<b>4. Empathy:</b> The developing ability to share in the emotional experiences of others.		
1. Change their behavior in response to the feelings of others, even though their actions may not always make the other person feel better. 2. Demonstrate an increased understanding of the reason for another's distress and may become distressed by the other's distress.	<ul style="list-style-type: none"> <li>• Offer to help a crying playmate by bringing his own mother over.</li> <li>• Try to hug a crying peer.</li> <li>• Bring her own special blanket to a peer who is crying.</li> <li>• Become upset when another child throws a tantrum.</li> <li>• Gently pat a crying peer on his back, just like his dad did earlier in the day.</li> <li>• Hit a child who is crying loudly.</li> <li>• Stop playing and look with concerned attention at a child who is screaming.</li> <li>• Move quickly away from a child who is crying loudly.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Stand nearby and quietly watch a peer who has fallen down and is crying.</li> <li>• Exhibit social referencing by looking for emotional indicators in others' faces, voices, or gestures to decide what to do when uncertain.</li> <li>• Cry upon hearing another child cry.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide toys, such as dolls or stuffed animals, that the older infant can pretend to take care of by holding, feeding, rocking, or singing.</li> <li>• Provide support and encouragement when children interact positively (e.g., "You gave the block to Emily. Emily is smiling.&gt;").</li> <li>• Model empathetic feelings for others.</li> <li>• Talk about another child's expression of feelings (e.g., "Mia is laughing because the puppet is so funny.&gt;").</li> <li>• Model strategies of care and comfort for other children; talk about your strategies (e.g., "Jake feels better when I pat his back.&gt;").</li> </ul>



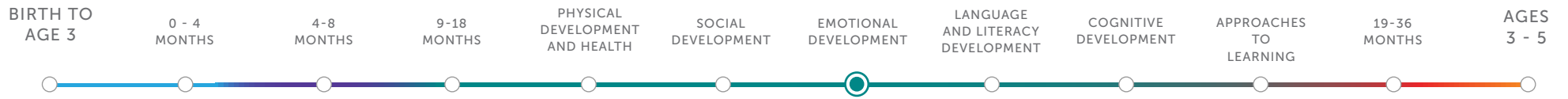
Social Development		
Indicators Older infants may . . .	Examples Older infants may. . .	Suggested Supports Adults may . . .
<b>5. Social Understanding:</b> The developing understanding of the responses, communication, emotional expressions, and actions of other people.		
<ol style="list-style-type: none"> <li>1. Know how to get adults to respond in a specific way through gestures, vocalizations, and shared attention.</li> <li>2. Use another’s emotional expressions to guide their own responses to unfamiliar events.</li> <li>3. Learn more complex behavior through imitation.</li> <li>4. Engage in more complex social interactions and have developed expectations for a greater number of familiar people.</li> </ol>	<ul style="list-style-type: none"> <li>• Gesture toward a desired toy or food while reaching, making imperative vocal sounds, and looking toward their grandpa.</li> <li>• Seek reassurance from parents when unsure about something.</li> <li>• Vary response to different adults depending on their play styles, even before they have started playing; for example, get very excited upon seeing an uncle who regularly plays in an exciting, vigorous manner.</li> <li>• Engage in back-and-forth play that involves turn-taking, such as rolling a ball back and forth.</li> <li>• Look in the direction of dad’s gesturing or pointing.</li> <li>• Learn more complex behaviors through imitation, such as watching an older child put toys together and then doing it.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Follow a teacher’s gaze to look at a toy.</li> <li>• Hold up or gesture toward objects in order to direct their parent’s attention to them.</li> </ul>	<ul style="list-style-type: none"> <li>• Play games or sing songs where the older infant can imitate your sounds, tone of voice, gestures, or facial expressions.</li> <li>• Provide opportunities to listen to conversations and watch adult interactions.</li> <li>• Talk with the older infant to describe his nonverbal interactions (e.g., “You are telling me you want me to play ball with you.”).</li> <li>• Play games that involve taking turns.</li> </ul>



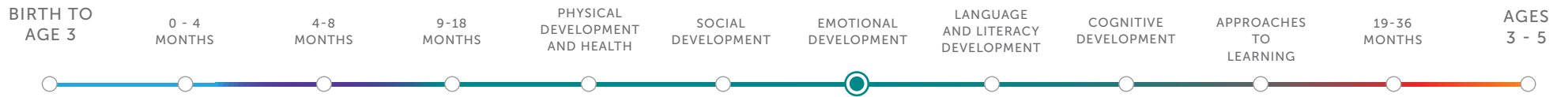
Emotional Development		
Indicators Older infants may . . .	Examples Older infants may. . .	Suggested Supports Adults may . . .
<b>1. Relationships with adults:</b> The development of close relationships with certain adults who provide consistent nurturance.		
<ol style="list-style-type: none"> <li>1. Feel secure exploring the environment in the presence of important adults with whom they have developed a relationship over an extended period of time.</li> <li>2. When distressed, seek to be physically close to familiar adults.</li> </ol>	<ul style="list-style-type: none"> <li>• Run in wide circles around the outdoor play area, circling back each time to hug the legs of the teacher before running off again.</li> <li>• Snuggle with their mom or dad when feeling tired or grumpy.</li> <li>• Wave at their grandpa from the top of the slide to make sure he is watching.</li> <li>• Follow a parent physically around the room.</li> <li>• Play away from a teacher and then move close to him from time to time to check in.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Cry and ask for a parent after being dropped off in the morning.</li> <li>• Look for a smile from an adult when unsure if something is safe.</li> <li>• Cling to a parent when feeling ill.</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to requests for comfort and engagement with hugs, smiles, and mutual laughter.</li> <li>• Talk with the older infant about where you are going and when you will return.</li> <li>• Notice the glances from the older infant and provide verbal reassurance that you know where he is (e.g., "I see you playing with the blocks.").</li> <li>• Provide consistent good-bye routines.</li> </ul>
<b>2. Identity of Self in Relation to Others:</b> The developing concept that the child is an individual operating with social relationships.		
<ol style="list-style-type: none"> <li>1. Demonstrate awareness of their characteristics and express themselves as distinct persons with thoughts and feelings.</li> <li>2. Demonstrate expectations of others' behaviors, responses, and characteristics on the basis of previous experiences with them.</li> </ol>	<ul style="list-style-type: none"> <li>• Point to or indicate parts of the body when asked.</li> <li>• Express thoughts and feelings by saying "no!"</li> <li>• Move excitedly when approached by an uncle who usually engages in active play.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Play games such as peek-a-boo or run-and-chase with teacher.</li> <li>• Recognize familiar people, such as a neighbor or playmate's parent, in addition to immediate family members.</li> <li>• Use names to refer to significant people; for example, "Mama" to refer to the mother and "Papa" to refer to the father.</li> </ul>	<ul style="list-style-type: none"> <li>• Play naming games about parts of the face or body while holding the older infant or while looking in the mirror.</li> <li>• Respect older infant's preferences for people, places, and things.</li> <li>• Notice and acknowledge when the older infant completes a new task (e.g., "Yes, you crawled over to the shelf!").</li> <li>• Acknowledge when the older infant expresses an opinion or feeling, verbally or non-verbally.</li> </ul>



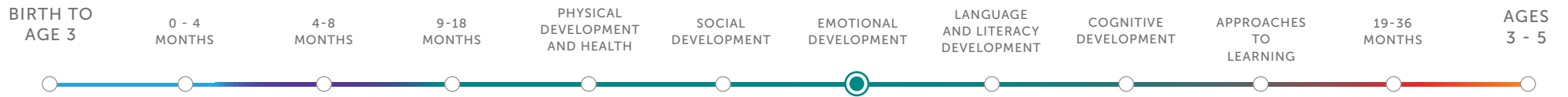
Emotional Development		
Indicators Older infants may . . .	Examples Older infants may. . .	Suggested Supports Adults may . . .
<b>3. Recognition of Ability:</b> The developing understanding that the child can take action to influence the environment.		
<ol style="list-style-type: none"> <li>1. Experiment with different ways of making things happen.</li> <li>2. Persist in trying to do things even when faced with difficulty.</li> <li>3. Show a sense of satisfaction with what they can do.</li> </ol>	<ul style="list-style-type: none"> <li>• Roll a toy car back and forth on the ground and then push it really hard and let go to see what happens.</li> <li>• Clap and bounce with joy after making a handprint with paint.</li> <li>• Squeeze a toy in different ways to hear the sounds it makes.</li> <li>• Smile after walking up a steep incline without falling or carrying a bucket full of sand from one place to another without spilling.</li> <li>• Proudly hold up a book hidden in a stack after being asked to find it.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Drop a toy truck in the water table and blink in anticipation of the big splash.</li> <li>• Look over a shoulder, smile at the mother, and giggle in a playful way while crawling past her, to entice her to play a game of run-and-chase.</li> <li>• Turn light switch on and off repeatedly.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize and reinforce an older infant's attempts to do things on his own.</li> <li>• Provide challenges to already learned skills (e.g., lids on containers, shape sorters, toys to push and pull).</li> <li>• Provide toys, water, and objects that can be used in many ways so that the older infant can experiment on his own with minimal adult supervision.</li> <li>• Provide many opportunities and safe locations to practice new skills.</li> </ul>



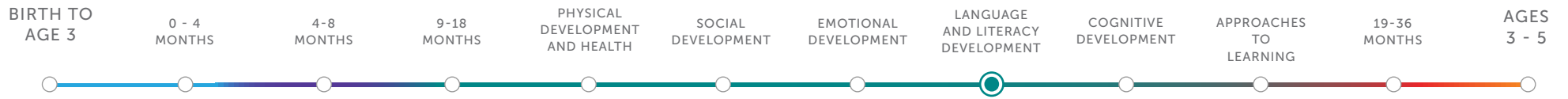
Emotional Development		
Indicators Older infants may . . .	Examples Older infants may. . .	Suggested Supports Adults may . . .
<b>4. Expression of Emotion:</b> The developing ability to express a variety of feelings through facial expressions, movements, gestures, sounds, or words.		
1. Express emotions in a clear and intentional way. 2. Begin to express some complex emotions, such as pride.	<ul style="list-style-type: none"> <li>• Show affection for a family member by hugging.</li> <li>• Express jealousy by trying to crowd onto the teacher’s lap when another child is already sitting there.</li> <li>• Express anger at having a toy taken away by taking it back out of the other child’s hands or hitting her.</li> <li>• Smile directly at other children when interacting with them.</li> <li>• Express pride by communicating, “I did it!”</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Become anxious when a parent leaves the room.</li> <li>• Knock a shape-sorter toy away when it gets to be too frustrating.</li> <li>• Show anger when another child takes a toy by taking it back.</li> <li>• Express fear by crying upon hearing a dog bark loudly or seeing someone dressed in a costume.</li> <li>• Express sadness by frowning after losing or misplacing a favorite toy.</li> <li>• Smile with affection as a sibling approaches.</li> <li>• Push an unwanted object away.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide time for one-to-one interactions that include touching, cuddling, and holding beyond typical care routines such as feeding.</li> <li>• Describe and label emotions and facial expressions (e.g., “You were scared when the door slammed.”).</li> <li>• Respectfully recognize signs of distress (e.g., “You seem upset.” rather than “It’s okay.”).</li> <li>• Look in the mirror together, making happy, sad, scared faces; name and talk about the faces.</li> <li>• Read simple stories about feelings, especially books with photographs of babies expressing different emotions.</li> </ul>



Emotional Development		
Indicators Older infants may . . .	Examples Older infants may. . .	Suggested Supports Adults may . . .
<b>5. Emotion Regulation:</b> The developing ability to manage emotional responses, with assistance from others and independently.		
<ol style="list-style-type: none"> <li>1. Demonstrate a variety of responses to comfort themselves and actively avoid or ignore situations that cause discomfort.</li> <li>2. Communicate needs and wants through the use of a few words and gestures.</li> </ol>	<ul style="list-style-type: none"> <li>• Use gestures and simple words to express distress and seek specific kinds of assistance from parents in order to calm self.</li> <li>• Use comfort objects, such as a special blanket or stuffed toy, to help calm down.</li> <li>• Seek to be close to a parent when upset.</li> <li>• Play with a toy as a way to distract self from discomfort.</li> <li>• Communicate, “I’m okay” after falling down. Indicate her knee and say “boo boo” after falling down and gesture or ask for a bandage.</li> <li>• Approach the teacher for a hug and express, “Mommy work,” then point to the door to communicate missing the mother.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Move away from something that is bothersome and move toward a familiar adult for comfort.</li> <li>• Fight back tears when a parent leaves for the day.</li> <li>• Look for a cue from an adult when unsure if something is safe.</li> <li>• Fuss to communicate needs or wants; begin to cry if their mom does not respond soon enough. Repeat sounds to get mom’s attention.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize when the older infant has comforted herself (e.g., “You found your bear and made yourself feel better.”).</li> <li>• Acknowledge the older infant’s feelings of anxiety and allow her to use familiar adults for security in the presence of unfamiliar adults.</li> <li>• Allow the older infant to meet her own physical or emotional needs in ways that soothe or comfort.</li> <li>• Take along familiar toys or blankets when visiting a new place.</li> <li>• Provide the older infant with a variety of toys, such as stuffed animals or dolls, that she can hold, talk to, and play with.</li> <li>• Stay with the older infant during times of distress to help regulate emotions, if the older infant desires it.</li> </ul>



Emotional Development		
Indicators	Examples	Suggested Supports
Older infants may . . .	Older infants may . . .	Adults may . . .
<b>6. Impulse Control:</b> The developing capacity to wait for needs to be met, to inhibit potentially hurtful behavior, and to act according to social expectations, including safety rules.		
1. Respond positively to choices and limits set by an adult to help control their behavior.	<ul style="list-style-type: none"> <li>• Stop drawing on the wall when a parent asks.</li> <li>• Choose one toy when dad asks, "Which one do you want?" even though the child really wants both.</li> <li>• Express "no no" while approaching something the child knows she should not touch, because their grandparent has communicated "no no" in the past when the child tried to do this.</li> <li>• Look to a teacher to see his reaction when the child reaches toward the light switch.</li> <li>• Stop reaching for the eyeglasses on their grandpa's face when he gently says, "no no."</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Crawl too close to a younger infant lying nearby.</li> <li>• Refrain from exploring another baby's hair when reminded to be gentle.</li> <li>• Look at their mother's face to determine whether it is all right to play with a toy on the table.</li> <li>• Bite another child who takes a toy.</li> <li>• Reach for food on a plate before dad offers it.</li> </ul>	<ul style="list-style-type: none"> <li>• Calmly and clearly explain the reason that you are asking the older infant to stop a certain action (e.g., "The vase might break if we touch it, so we need to look but not touch.").</li> <li>• Use simple directions to tell the older infant what he should be doing (e.g., instead of "no hitting," say "soft touch").</li> <li>• Gently take away forbidden objects or move the older infant away.</li> <li>• Provide enough routine so the older infant can develop an understanding of the expectation for his behavior.</li> <li>• Talk about the routines and what you are doing and what will happen next.</li> <li>• Call the older infant by name and describe actions you are doing.</li> <li>• Give a choice between two acceptable options (e.g., "Would you like to wear the blue socks or the white socks?").</li> </ul>

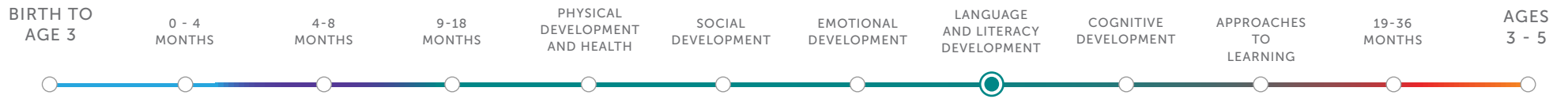


Language & Literacy Development		
Indicators Older infants may . . .	Examples Older infants may. . .	Suggested Supports Adults may . . .
<b>1. Receptive Language:</b> The developing ability to understand words and increasingly complex utterances.		
<p>1. Show understanding of one-step requests that have to do with the current situation.</p>	<ul style="list-style-type: none"> <li>Go to the cubby when the teacher says that it is time to put on coats to go outside.</li> <li>Cover up the doll when a family member says, "Cover the baby with the blanket."</li> <li>Go to the sink when their grandparent says that it is time to wash hands.</li> <li>Get a tissue when dad says, "Please go get a tissue. We need to wipe your nose."</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>Follow one-step simple requests if the adult also uses a gesture to match the verbal request, such as pointing to the blanket when asking the child to get it.</li> <li>Look up and momentarily stop reaching into the mother's purse when she says "no no."</li> <li>Show understanding of the names for most familiar objects and people.</li> </ul>	<ul style="list-style-type: none"> <li>Provide the older infant with a language- rich environment through conversation, books, and family stories.</li> <li>Tell the older infant stories, sing songs, and repeat rhymes from her culture and language, as well as in English.</li> <li>Label and name everything seen and done throughout the day.</li> <li>Play games and sing songs that use gestures and words that involve one-step directions (e.g., "Show me your eyes," "Wave bye-bye.&gt;").</li> <li>Use words representing the older infant's personal experience.</li> <li>Recognize and support the older infant's learning of her home language and culture.</li> </ul>

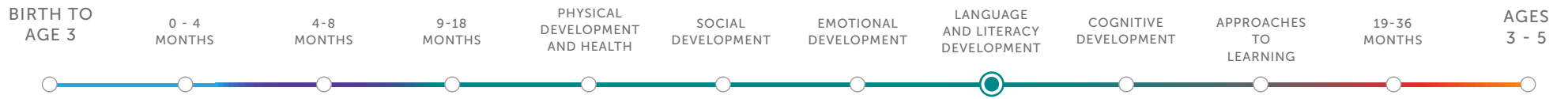




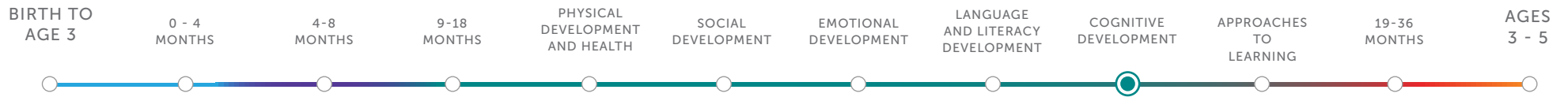
Language & Literacy Development		
Indicators	Examples	Suggested Supports
Older infants may . . .	Older infants may. . .	Adults may . . .
<b>2. Expressive Language:</b> The developing ability to produce the sounds of language and use vocabulary and increasingly complex utterances.		
<p>1. Say a few words and use conventional gestures to tell others about their needs, wants, and interests.</p>	<ul style="list-style-type: none"> <li>• Look at a plate of crackers, then at the teacher, and communicate “more.”</li> <li>• Point to an airplane in the sky and look at their grandparent.</li> <li>• Use the same word to refer to similar things, such as “milk” while indicating the pitcher, even though it is filled with juice.</li> <li>• Use two words together, such as “Daddy give.”</li> <li>• Shake head “no” when offered more food.</li> <li>• Jabber a string of sounds into the toy telephone.</li> <li>• Gesture “all gone” by twisting wrists to turn hands up and down when finished eating lunch.</li> <li>• Use made-up “words” to refer to objects or experiences that only familiar adults will know the meaning of; for example “wo-wo” when wanting to go next door to visit the puppy.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Babble using the sounds of his home language.</li> <li>• Consistently use utterances to refer to favorite objects or experiences that only familiar adults know the meaning of; for example, “babababa” for blanket.</li> <li>• Express “Mama” or “Dada” when the mother or father, respectively, enters the room.</li> <li>• Say a first word clearly enough that the teacher can understand the word within the context; for example, “gih” for give, “see,” “dis” for this, “cookie,” “doggie,” “uh oh” and “no.”</li> <li>• Name a few familiar favorite objects.</li> <li>• Change tone when babbling, so that the child’s babbles sound more and more like adult speech.</li> <li>• Use expressions; for example, “uh oh” when milk spills or when something falls off the table.</li> <li>• Say “up” and lift arms to be picked up by a parent.</li> </ul>	<ul style="list-style-type: none"> <li>• Play naming games, such as naming animals and making the sounds of the animals.</li> <li>• Listen to the words and sounds the older infant is using and show pleasure and excitement at his attempts to speak.</li> <li>• Expose the older infant to language by talking and reading together.</li> <li>• Introduce and model new sounds, gestures, or words for the older infant to imitate.</li> <li>• Use new, as well as familiar, words or sign language with the older infant and repeat them in different contexts.</li> <li>• Leave out the last word of a familiar and repetitive rhyme and see if the infant fills it in.</li> <li>• Repeat and read the same songs and books over and over.</li> <li>• Use assistive technology with an older infant who needs additional support communicating his wants and needs (e.g., providing pictures of favorite foods or toys).</li> </ul>



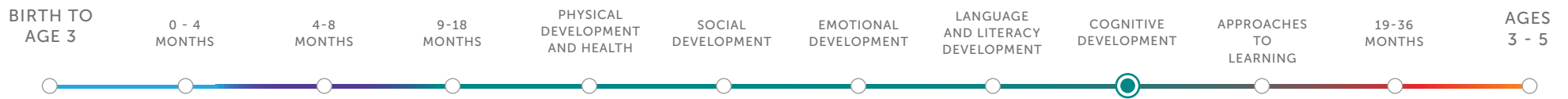
Language & Literacy Development		
Indicators Older infants may . . .	Examples Older infants may. . .	Suggested Supports Adults may . . .
<b>3. Communication Skills and Knowledge:</b> The developing ability to communicate nonverbally and verbally.		
<ol style="list-style-type: none"> <li>1. Use conventional gestures and words to communicate meaning in short back-and-forth interactions.</li> <li>2. Use the basic rules of conversational turn-taking when communicating.</li> </ol>	<ul style="list-style-type: none"> <li>• Respond to adult’s initiation of conversation through vocalizations or nonverbal communication.</li> <li>• Initiate interactions with family members by touching, vocalizing, or offering a toy.</li> <li>• Jabber into a toy phone and then pause, as if to listen to someone on the other end.</li> <li>• Shake head or express “no” when an uncle asks if the child is ready to go back inside.</li> <li>• Respond to dad’s comment about a toy with an additional, but related, action or comment about the same toy; for example, make a barking sound when dad pats a toy dog and says, “Nice doggie.”</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Copy their grandma in waving “bye-bye” to a parent as he leaves the room.</li> <li>• Purse lips after hearing and seeing a neighbor make a sputtering sound with her lips.</li> <li>• Repeat the last word in an adult’s question in order to continue the conversation; for example, saying “dat” after the teacher asks, “What is that?”</li> <li>• Respond with “yes” or “no” when asked a simple question.</li> <li>• Hold out a toy for their mother to take and then reach out to accept it when mom offers it back.</li> <li>• Show an understanding that a conversation must build on what the other person says; for example, expressing, “bear” when dad points to the stuffed bear and asks, “What’s that?”</li> <li>• Initiate back-and-forth interaction with an uncle by babbling and then waiting for the uncle to respond before babbling again.</li> <li>• Say “mmm” when eating, after a parent says, “mmm.”</li> </ul>	<ul style="list-style-type: none"> <li>• Use familiar gestures or words during routines and allow time for response.</li> <li>• Observe older infant’s response to nonverbal communication by others, such as different pitch or tone of voice, gestures, or body language.</li> <li>• Allow sufficient time for the older infant to respond to questions or suggestions.</li> <li>• Talk with, and use older infant’s name, in conversation.</li> <li>• Use eye contact and expressions while talking to the older infant.</li> <li>• Provide play opportunities for the older infant to “talk” to peers and adults, with guidance;</li> <li>• Ask the older infant simple questions (e.g., “Where is bear?”).</li> <li>• Talk and interact with the older infant throughout the day.</li> <li>• Immerse the older infant in a language-rich environment, including her primary language.</li> </ul>



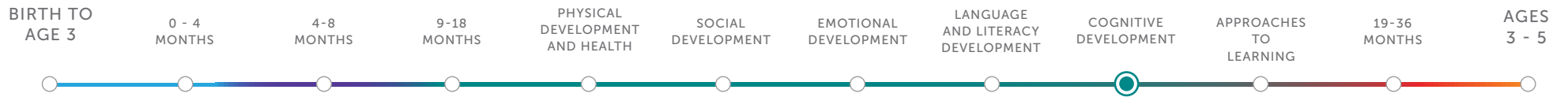
Language & Literacy Development		
Indicators Older infants may . . .	Examples Older infants may. . .	Suggested Supports Adults may . . .
<b>4. Interest in Print:</b> The developing interest in engaging with print in books and the environment.		
<ol style="list-style-type: none"> <li>Listen to the adult and participate while being read to by pointing, turning pages, or making one- or two-word comments.</li> <li>Actively notice print in the environment.</li> </ol>	<ul style="list-style-type: none"> <li>Attempt to turn the pages of a paper book, sometimes turning more than one page at a time.</li> <li>Pretend to read the back of a cereal box while sitting at the kitchen table in the house area.</li> <li>Recognize a favorite book by its cover.</li> <li>Pull the teacher by the hand to the bookshelf, point, and express “book” to get the teacher to read a story.</li> <li>Point to or indicate a familiar sign in the neighborhood.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>Try to turn the pages of a paper book, turning several pages at one time.</li> <li>Scribble with a crayon.</li> <li>Smile and point to or indicate pictures of favorite animals in a book.</li> <li>Help the parent turn a page of a book.</li> <li>Use an open hand to pat a picture while reading with a family member.</li> </ul>	<ul style="list-style-type: none"> <li>Model holding a book correctly and turning pages.</li> <li>Read one-on-one with the older infant.</li> <li>Provide durable books that engage the senses (e.g., different textures, bright colors, flaps to lift).</li> <li>Provide art and books from the older infant’s culture (and other cultures).</li> <li>Provide page-turning devices and book stands to hold books in place for older infants who need them.</li> </ul>



Cognitive Development		
Indicators Older infants may . . .	Examples Older infants may. . .	Suggested Supports Adults may . . .
<b>1. Cause-and-Effect:</b> The developing understanding that one event brings about another.		
<ol style="list-style-type: none"> <li>Combine simple actions to cause things to happen.</li> <li>Change the way they interact with objects and people in order to see how it changes the outcome.</li> </ol>	<ul style="list-style-type: none"> <li>Try to wind the handle of a popup toy after not being able to open the top.</li> <li>Drop different objects from various heights to see how they fall and to hear the noise they make when they land.</li> <li>Build a tower with the big cardboard blocks and kick it over to make it fall, then build it again and knock it down with a hand.</li> <li>Use a wooden spoon to bang on different pots and pans, and notice how grandpa responds when the child hits the pans harder and makes a louder noise.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>Hold a block in each hand and bang the blocks together.</li> <li>Keep turning an object around to find the side that makes it work, such as the reflective side of a mirror, or the open side of a cup.</li> <li>Cry and anticipate that a parent will come to help.</li> <li>Drop an object repeatedly from the chair to hear it clang on the floor or to get grandma to come pick it up.</li> <li>Watch the teacher squeeze the toy in the water table to make water squirt.</li> <li>Hand a toy car to a family member after it stops moving and the child cannot figure out how to make it move again.</li> <li>Close eyes and turn face away from the water table before splashing with hands.</li> <li>Continue to push the button on a toy that is broken and appear confused or frustrated when nothing happens.</li> </ul>	<ul style="list-style-type: none"> <li>Comment positively when the older infant learns a new action or skill to affect things.</li> <li>Provide cause and effect toys (e.g., boxes with buttons to push and turn, jack-in-the-boxes, spinning tops) and toys with moving parts (e.g., cars), and demonstrate how they work.</li> <li>Talk with the older infant to explain how something happened (e.g., "When you pulled the lever, the wheel went around!").</li> <li>Provide a variety of sound instruments that respond when shaken, such as containers with rice or beans, maracas, bells, or shakers.</li> <li>Provide time and space for the older infant's explorations with toys and materials.</li> <li>Respond positively to the older infant's success in making something happen (e.g., clapping and saying, "You did it!").</li> </ul>



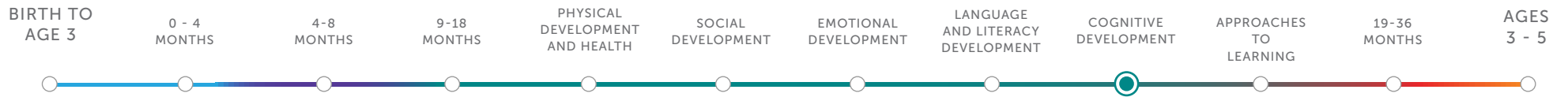
Cognitive Development		
Indicators Older infants may . . .	Examples Older infants may. . .	Suggested Supports Adults may . . .
<b>2. Spatial Relationships:</b> The developing understanding of how things move and fit in space.		
<p>1. Use trial and error to discover how things move and fit in space.</p>	<ul style="list-style-type: none"> <li>Go around the back of a chair to get the toy car that rolled behind it instead of trying to follow the car's path by squeezing underneath the chair.</li> <li>Use two hands to pick up a big truck, but only one hand to pick up a small one.</li> <li>Put a smaller nesting cup inside a larger cup after trying it the other way around.</li> <li>Choose a large cookie off the plate instead of a smaller one.</li> <li>Put the child-sized hat on his head and the larger hat on his dad's head.</li> <li>Stack three nesting cups inside one another, after trying some combinations that do not work.</li> <li>Put one or two pegs into the pegboard.</li> <li>Roll a ball back and forth with an aunt.</li> <li>Fit pieces into a puzzle board.</li> <li>Try to fit a piece into the shape sorter and, when it does not fit, turn it until it fits.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>Roll a car back and forth on the floor.</li> <li>Dump toys out of a container.</li> <li>Turn a toy to explore all sides to figure out how it works.</li> <li>Throw or drop a spoon or cup from the table and watch as it falls.</li> <li>Take rings off a stacking ring toy.</li> <li>Move over and between cushions and pillows on the floor.</li> <li>Crawl down a few carpeted stairs.</li> <li>See a ball roll under the couch and then reach under the couch.</li> <li>Stack one block on top of another one.</li> <li>Put one or two rings back onto the post of a stacking ring toy.</li> <li>Put the circle piece of a puzzle into the round opening, after trying the triangle opening and the square opening.</li> </ul>	<ul style="list-style-type: none"> <li>Provide simple one piece knobbed puzzles with basic shapes, such as circle and square.</li> <li>Encourage the older infant to explore with nesting toys that fit into each other.</li> <li>Make a basic shape sorter by cutting an opening in the plastic lid of a recycled container. Give the older infant clean metal lids from frozen juice cans to drop into the opening.</li> <li>Provide small toys, blocks, and balls of various colors, shapes, sizes, and textures (e.g., wood, plastic, fabric, and vinyl) that the older infant can freely explore.</li> <li>Provide boxes for the older infant to fill with objects or try to fit their body into.</li> <li>Provide various sized containers for water and sand play.</li> </ul>



Cognitive Development		
Indicators Older infants may . . .	Examples Older infants may . . .	Suggested Supports Adults may . . .
<b>3. Imitation:</b> The developing ability to mirror, repeat, and practice the actions of others, either immediately or later.		
<ol style="list-style-type: none"> <li>1. Imitate others' actions that have more than one step.</li> <li>2. Imitate simple actions that they have observed others doing at an earlier time.</li> </ol>	<ul style="list-style-type: none"> <li>• Imitate simple actions that she has observed adults doing; for example, take a toy phone out of a purse and say hello as a parent does.</li> <li>• Pretend to sweep with a child-sized broom, just as a family member does at home.</li> <li>• Rock the baby doll to sleep, just as a parent does with the new baby.</li> <li>• Imitate using the toy hammer as a parent did.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Shrug shoulders after their grandpa does it.</li> <li>• Imitate sounds or words immediately after their mother makes them.</li> <li>• Copy the teacher in waving "bye-bye" to a parent as he leaves the room.</li> <li>• Copy an adult's action that is unfamiliar but that the child can see herself do, such as wiggling toes, even though it may take some practice before doing it exactly as the adult does.</li> <li>• Watch the teacher squeeze a toy in the water table to make water squirt out, then try the same action.</li> <li>• Imitate the hand motion of a family member.</li> <li>• Point to or indicate an object, pay attention as an adult labels the object, and then try to repeat the label.</li> </ul>	<ul style="list-style-type: none"> <li>• Play games and do finger plays in which the older infant can follow your gestures or motions (e.g., "Where is your nose?" or "Where are your eyes?").</li> <li>• Sit on the floor and model placing toys in and out of a container. Ask the older infant to copy you.</li> <li>• Provide household items or toys for the older infant to imitate adult behavior (e.g., plastic cups, bowls, and spoons; toy broom or lawn mower; dolls).</li> <li>• Play simple interactive games that encourage the older infant to repeat actions (e.g., "Peek-a-Boo" and "Row, Row, Row Your Boat").</li> <li>• Comment on the older infant's attempts to copy the actions of another child (e.g., "You banged the blocks together too!").</li> </ul>

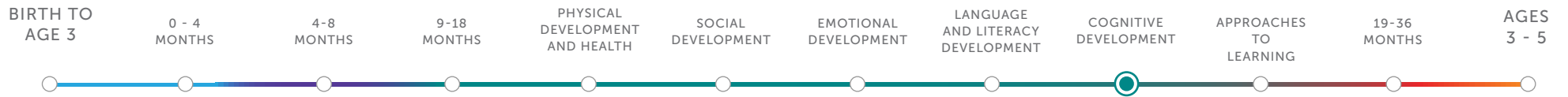


Cognitive Development		
Indicators Older infants may . . .	Examples Older infants may. . .	Suggested Supports Adults may . . .
<b>4. Number Sense:</b> The developing understanding of number and quantity.		
<p>1. Demonstrate understanding that there are different amounts of things.</p>	<ul style="list-style-type: none"> <li>• Communicate “more” and point to a bowl of apple slices.</li> <li>• Shake head “no” when offered more pasta.</li> <li>• Make a big pile of trucks and a little pile of trucks.</li> <li>• Use hand motions or words to indicate “All gone” when finished eating.</li> <li>• Put three cars in a row.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Try to hold onto two toys with one hand while reaching for a third desired toy, even if not successful.</li> <li>• Hold a block in each hand and bang them together.</li> <li>• Put several pegs into a plastic container and then dump them into a pile.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide choices (e.g., offering three different finger foods or two different books).</li> <li>• Read board books with numbers.</li> <li>• Sing songs with numbers (e.g., “Five Little Ducks” or “One, Two, Buckle My Shoe”) showing the numbers with fingers.</li> <li>• Include number references in conversation (e.g., “You have two eyes,” or “One, two, three, up you go!”).</li> </ul>
<b>5. Classification:</b> The developing ability to group, sort, categorize, connect, and have expectations of objects and people according to their attributes.		
<p>1. Show awareness when objects are in some way connected to each other.</p> <p>2. Match two objects that are the same, and separate a pile of objects into two groups based on one attribute.</p>	<ul style="list-style-type: none"> <li>• Look at the crayons before choosing a color.</li> <li>• Choose usually to play with the blue ball even though there is a red one just like it.</li> <li>• Pick the toy car from the bin filled with toy dishes.</li> <li>• Pack the baby doll’s blanket, brush, bottle, and clothes into a backpack.</li> <li>• Match two identical toys; for example, find another fire truck when the teacher asks, “Can you find a truck just like that one?”</li> <li>• Place all toy cars on one side of the rug and all blocks on the other side.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Roll a car back and forth on the floor, then roll a ball.</li> <li>• Use two items that go together; for example, brush a doll’s hair with a brush, put a spoon in a bowl, or use a hammer to an object.</li> <li>• Put the red blocks together when their mother asks, “Which blocks go together?”</li> </ul>	<ul style="list-style-type: none"> <li>• Describe toys by their color or shape characteristics (e.g., “Look at the red truck,” or “This ball is round and rolls.”).</li> <li>• Play matching games with the older infant.</li> <li>• Encourage the older infant to match similar toys when putting them away in bins.</li> <li>• Provide toys that encourage matching, such as shape sorters.</li> </ul>

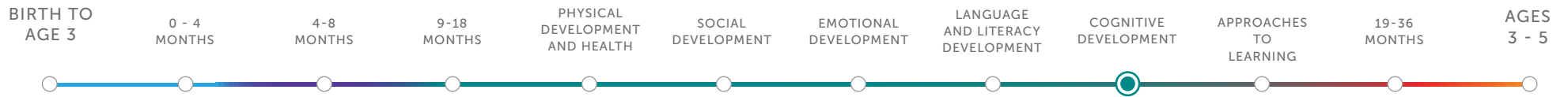


Cognitive Development		
Indicators Older infants may . . .	Examples Older infants may. . .	Suggested Supports Adults may . . .
<b>6. Symbolic Play:</b> The developing ability to use actions, objects, or ideas to represent other actions, objects, or ideas.		
<ol style="list-style-type: none"> <li>1. Use one object to represent another object.</li> <li>2. Engage in one or two simple actions of pretend play.</li> </ol>	<ul style="list-style-type: none"> <li>• Pretend to drink from an empty cup by making slurping noises and saying “ah” when finished.</li> <li>• Begin to engage in pretend play by using a play spoon to stir in the kitchen area.</li> <li>• Pretend that the banana is a telephone by picking it up, holding it to the ear, and saying, “Hi!”</li> <li>• Laugh at an older brother when he puts a bowl on his head like a hat.</li> <li>• Imitate a few steps of adult behavior during play; for example, pretend to feed the baby doll with the toy spoon and bowl.</li> <li>• Use a rectangular wooden block as a phone.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Use two items that go together; for example, brush a doll’s hair with brush, put a spoon in a bowl, or use a hammer to pound an object through a hole.</li> <li>• Use objects in pretend play the way they were intended to be used; for example, pretend to drink coffee or tea from a play coffee cup.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide real and/or toy objects, such as a cup, spoon, or telephone for pretend play.</li> <li>• Encourage the older infant’s use of materials in different ways, such as putting the blocks in a shoe box instead of the intended container (e.g., “You found a new container for the blocks!”).</li> <li>• Talk with the older infant about objects, including different ways they can be used.</li> <li>• Model a simple action with an object that isn’t a realistic replica or the real thing (e.g., pretend to drink from a seashell or feed a baby doll from a marker or cylindrical block).</li> </ul>

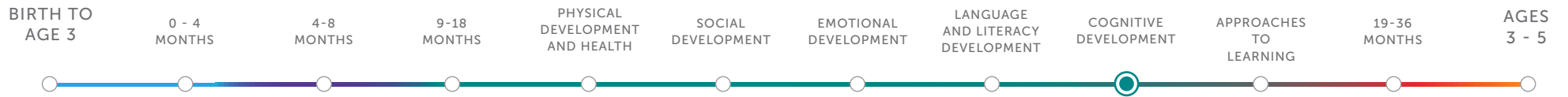




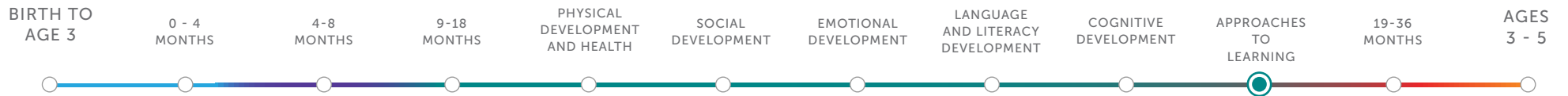
Cognitive Development		
Indicators Older infants may . . .	Examples Older infants may. . .	Suggested Supports Adults may . . .
<b>7. Problem Solving:</b> The developing ability to engage in a purposeful effort to reach a goal or figure out how something works.		
<ol style="list-style-type: none"> <li>1. Physically try out possible solutions before finding one that works.</li> <li>2. Use objects as tools.</li> <li>3. Watch someone else solve the problem and then apply the same solution.</li> <li>4. Gesture or vocalize to someone else for help.</li> </ol>	<ul style="list-style-type: none"> <li>• Pull the string of a pull toy to get it closer even when the toy gets momentarily stuck on something.</li> <li>• Use the handle of a toy broom to dislodge a ball under the bookshelf.</li> <li>• Bring a small stool over to reach a toy on top of a shelf, having observed an adult do it.</li> <li>• Look at a plate of crackers that is out of reach and then look at a family member and communicate "more."</li> <li>• Hand a parent a puzzle piece that the child is having trouble with.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Crawl over a pile of soft blocks to get to the big red ball.</li> <li>• Figure out how toys work by repeating the same actions over and over again.</li> <li>• Pull the blanket in order to obtain the toy that is lying out of reach on top of the blanket.</li> <li>• Crawl around the legs of a chair to get to the ball that rolled behind it.</li> <li>• Keep turning an object around to find the side that makes it work, such as the reflective side of a mirror or the open side of a nesting cup.</li> <li>• Try to hold on to two toys with one hand while reaching for a third desired toy, even if not successful.</li> <li>• Unscrew the lid of a plastic jar to get items out of it.</li> </ul>	<ul style="list-style-type: none"> <li>• Support the older infant by helping him or her problem solve when things get too difficult (e.g., "You really want to get that puzzle piece in the puzzle. Let's see what happens if we turn it this way.&gt;").</li> <li>• Encourage the older infant who is trying to solve problems (e.g., "You are working hard on that puzzle.&gt;"). Intervene only when a need for help is indicated by the older infant.</li> <li>• Provide toys and activities that encourage the older infant to solve problems (e.g., shape sorters, simple one piece puzzles, stacking toys).</li> <li>• Notice interests of the older infant and encourage further exploration (e.g., notice that the older infant is touching sticky contact paper, provide additional sticky items, such as tape. Later provide fabrics and natural items for the older infant to stick onto the contact paper or tape).</li> </ul>



Cognitive Development		
Indicators Older infants may . . .	Examples Older infants may. . .	Suggested Supports Adults may . . .
<b>8. Memory:</b> The developing ability to store and later retrieve information about past experiences.		
<p>1. Remember typical actions of people, the location of objects, and steps of routines.</p>	<ul style="list-style-type: none"> <li>• Get a blanket from the doll cradle because that is where baby blankets are usually stored, after their mother says, “The baby is tired. Where’s her blanket?”</li> <li>• Anticipate and participate in the steps of a nap routine.</li> <li>• Watch the teacher placing a toy inside one of three pots with lids and reach for the correct lid when the teacher asks where the toy went.</li> <li>• Continue to search for an object even though it is hidden under something distracting, such as a soft blanket or a crinkly piece of paper.</li> <li>• See a photo of a close family member and say his name or hug the photo.</li> <li>• Go to the cubby to get his blanket that is inside the diaper bag.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Ask for a parent after morning drop-off.</li> <li>• Reach into their grandpa’s pocket after watching him hide a toy there.</li> <li>• Look or reach inside a container of small toys after seeing an adult take the toys off the table and put them in the container.</li> <li>• Lift a scarf to search for a toy after seeing an aunt hide it under the scarf.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish a daily schedule so the older infant can begin to anticipate routines.</li> <li>• Comment when the older infant notices something new, such as eyeglasses, a hat, or a necklace on you or someone else.</li> <li>• Provide consistent songs or fingerplays that link to a particular activity, such as the same song at naptime or the same fingerplay prior to lunchtime.</li> <li>• Play repetitive games and fingerplays such as “Pat-a-Cake” or “Eensy Weensy Spider” using hand motions.</li> </ul>
<b>9. Attention Maintenance:</b> The developing ability to attend to people and things while interacting with others and exploring the environment and play materials.		
<p>1. Rely on order and predictability in the environment to help organize their thoughts and focus attention.</p>	<ul style="list-style-type: none"> <li>• Expect favorite songs to be sung the same way each time and protest if anyone changes the words.</li> <li>• Insist on following the same bedtime routine every night.</li> <li>• Nod and take the teacher’s hand when the teacher says, “I know you are sad because Shanti is using the book right now, and would like a turn. Shall we go to the book basket and find another one to read together?”</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Pay attention to a family member’s voice without being distracted by other noises in the room.</li> <li>• Focus on one toy or activity for a while when really interested.</li> </ul>	<ul style="list-style-type: none"> <li>• Allow longer periods for playtime.</li> <li>• Continue to read and sing familiar songs while adding books and songs with new words.</li> <li>• Acknowledge the older infant’s attempts to say words. Provide correct words and add more information (e.g., “I think you want something to drink. Would you like milk or water?”)</li> <li>• Observe the older infant and don’t interrupt if the older infant is involved in activities.</li> </ul>



Cognitive Development		
Indicators Older infants may . . .	Examples Older infants may . . .	Suggested Supports Adults may . . .
<b>10. Behavior Regulation.</b> The developing ability to manage actions and behaviors with support from adults and independently.		
1. Manage actions and behavior with support of familiar adults.	<ul style="list-style-type: none"> <li>• Look to familiar adults for assistance and guidance with managing actions and behavior.</li> <li>• Follow simple routines with adult support.</li> <li>• Try to calm himself by sucking on fingers or thumb when excited or distressed with minimal adult support.</li> <li>• Demonstrate the beginnings of impulse control with adult support.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, acknowledge, and support self-soothing behaviors (e.g., "Would you like to hold your blanket? That always seems to make you feel calmer.").</li> <li>• Respond to the older infant's needs as soon as you can. Describe her feelings, what you are doing, and what will happen next in a soothing voice (e.g., "Are you hungry? After I put Jamal in his crib, I'll get your bottle ready. Then we'll sit together in the rocking chair while you drink.").</li> <li>• Prepare older infants for transitions between activities by giving a five-minute warning and letting them know what will happen next (e.g., that it will soon be time to clean up).</li> <li>• Give older infants simple choices like, "You may have apple slices or orange." Make sure the choices you offer are ones that are acceptable no matter which one he chooses.</li> </ul>



Approaches to Learning		
Indicators Older infants may . . .	Examples Older infants may. . .	Suggested Supports Adults may . . .
<b>Initiative and curiosity.</b> The developing interest in a variety of topics and activities, a desire to learn and independence in learning.		
<ol style="list-style-type: none"> <li>Demonstrate initiative in interactions, experiences, and explorations.</li> <li>Show interest in and curiosity about objects, materials, or events.</li> </ol>	<ul style="list-style-type: none"> <li>Point to chosen people, objects, or places, and initiates actions, such as looking for a favorite toy or bringing a book to an adult to read.</li> <li>Actively resist actions or items not wanted.</li> <li>Approach new events, experiences with others, or materials with interest and curiosity, such as intently listening to a new song or examining new toys or materials.</li> <li>Show interest in what others are doing.</li> <li>Select a desired object from several options.</li> <li>Begin to show curiosity/interest in new objects, experiences, and people.</li> <li>Ask questions about familiar objects, people, and experiences.</li> <li>Explore and manipulate familiar objects in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for children to explore using all their senses, encouraging them to react and move (e.g., invite toddlers to taste different varieties of apples).</li> <li>Watch and listen for clues (e.g., body movements, facial expressions, vocalizations, child approaching you) that reflect what children might be interested in.</li> <li>Provide an environment and materials that are safe for a child to explore and support curiosity.</li> <li>Offer open-ended toys, like boxes and blocks, that can be physically manipulated in a variety of ways.</li> <li>Let older infants do things their own way.</li> <li>Encourage older infants to participate in routines as much as possible (e.g., pull up their pants when getting dressed).</li> </ul>
<b>2. Creativity.</b> The developing ability to creatively engage in play and interactions with others.		
<ol style="list-style-type: none"> <li>Use creativity to increase understanding and learning.</li> <li>Show imagination in play and interactions with others.</li> </ol>	<ul style="list-style-type: none"> <li>Find new things to do with familiar, everyday objects, such as using a cooking pot for a hat or a spoon as a drumstick.</li> <li>Use objects for real or imagined purposes</li> <li>Use sounds, gestures, signs, or words playfully through songs, finger plays, or games.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in play with the older infant, modeling positive social interactions such as taking turns.</li> <li>Provide props and open-ended objects to support imaginary play. For example, introduce objects that can be used to represent real-life items (e.g., using a small wooden block as a phone).</li> <li>Engage in pretend play with older infants by asking questions such as, "What happens next?" or "Oh look, here is a shell. I wonder if we can use this in our story?"</li> <li>Provide safe, engaging materials older infants can use for creative expression (e.g., simple rhythm instruments, scarves, crayons, chalk, finger paint, different types of paper to paint on, play dough, collage materials).</li> </ul>



**Ages 19-36 Months**

---

## Ages 19–36 Months

Toddlers are developing independence and gaining a strong sense of self-identity. They increasingly insist on working on tasks by themselves and exerting control over their environment. They like to explore, test, and figure out what is happening in the world around them. They have a growing interest in books, art, toys, and other activities. Although they will spend the majority of their time playing alone or with adults, they will engage in parallel play with peers. Their ability to communicate continues to increase, as does their understanding of the world around them. Development during this stage should be viewed as a progression. Each child is unique—the indicators should be expected by 36 months and the examples are behaviors you might see at any time during this age range, depending on a child’s development.





Physical Development & Health		
Indicators Toddlers may . . .	Examples Toddlers may. . .	Suggested Supports Adults may . . .
<b>1. Perceptual Development:</b> The developing ability to become aware of the social and physical environment through the senses.		
<p>1. Quickly and easily combine the information received from the senses to inform the way they interact with the environment.</p>	<ul style="list-style-type: none"> <li>• Identify a blanket or other familiar objects just by touching them.</li> <li>• Identify a truck when she feels it buried underneath the sand.</li> <li>• Watch the lines that she makes with a marker on the paper.</li> <li>• Climb more slowly as he reaches the top of the ladder.</li> <li>• Press harder on a clump of clay than on play dough.</li> <li>• Watch a family member draw a circle and then try to do it.</li> <li>• Walk more slowly and carefully when carrying an open cup of milk than when carrying a cup with a lid.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Enjoy rough-and-tumble play.</li> <li>• Handle fragile items carefully.</li> <li>• Enjoy tactile books, such as books with faux fuzzy animal fur.</li> <li>• Play with sand and water by filling up buckets, digging, and pouring water.</li> </ul>	<ul style="list-style-type: none"> <li>• Allow the toddler to play with materials that have varying textures and characteristics (e.g., play dough, water, sand).</li> <li>• Use bubbles and encourage the toddler to catch them.</li> <li>• Provide materials and objects of various colors, smells, and sounds.</li> <li>• Play catch with the toddler or roll a ball on the floor.</li> </ul>



Physical Development & Health		
Indicators Toddlers may . . .	Examples Toddlers may. . .	Suggested Supports Adults may . . .
<b>2. Gross Motor:</b> The developing ability to move the large muscles.		
<p>1. Move with ease, coordinating movements and performing a variety of movements.</p>	<ul style="list-style-type: none"> <li>• Walk and run with skill, changing speed and direction.</li> <li>• Kick and throw a ball, but with little control of direction or speed.</li> <li>• Bend over to pick up a toy and stand up without trouble.</li> <li>• Pedal a tricycle.</li> <li>• Climb up climbers and ladders.</li> <li>• Walk backward a few feet.</li> <li>• Jump up with both feet at the same time.</li> <li>• Catch a medium-size ball.</li> <li>• Walk up stairs, without holding on, placing one foot on each step.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Jump off the bottom step.</li> <li>• Kick a ball.</li> <li>• Ride a ride-on toy without pedals, pushing her feet on the ground to move.</li> <li>• Walk up or down stairs by stepping with both feet on each step, without holding on.</li> <li>• Catch a big ball using two arms.</li> <li>• Jump forward a few inches.</li> <li>• Walk on tiptoes.</li> </ul>	<ul style="list-style-type: none"> <li>• Have the toddler practice balance (e.g., walk on a painted line or strip of tape).</li> <li>• Play games with the toddler that require physical actions (e.g., rolling, throwing, and kicking balls; going over and under objects; chasing).</li> <li>• Provide large indoor or outdoor spaces to walk, run, jump, and climb.</li> <li>• Provide toys that the toddler can push and pull.</li> <li>• Play games that encourage movement, such as "Simon Says."</li> <li>• Provide opportunities and supervision for visits to playgrounds and parks.</li> <li>• Provide riding toys (e.g., tricycle, plastic cars).</li> </ul>





Physical Development & Health		
Indicators Toddlers may . . .	Examples Toddlers may. . .	Suggested Supports Adults may . . .
<b>3. Fine Motor:</b> The developing ability to move the small muscles.		
1. Coordinate the fine movements of the fingers, wrists, and hands to skillfully manipulate a wide range of objects and materials in intricate ways. 2. Use one hand to stabilize an object while manipulating it.	<ul style="list-style-type: none"> <li>• Use child-safe scissors in one hand to make snips in a piece of paper.</li> <li>• String large wooden beads onto a shoelace.</li> <li>• Build a tall tower with six or more blocks.</li> <li>• Turn the pages of a paper book, one at a time.</li> <li>• Twist toy nuts and bolts on and off.</li> <li>• Open a door by turning the round handle.</li> <li>• Use one hand to hold and drink from a cup.</li> <li>• Place a wooden puzzle piece in the correct place in the puzzle.</li> <li>• Use thumb, index, and middle fingers to draw or write with a crayon, marker, or pencil.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Fold a piece of paper.</li> <li>• Dump a container by turning it over.</li> <li>• Use a crayon to draw lines and circles on a piece of paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide art materials like large crayons, markers, and paint brushes.</li> <li>• Ask the toddler to complete simple jobs that use small muscles in the hand like wiping down tables, placing napkins for snacks, or putting toys away.</li> <li>• Provide toys that require eye-hand coordination, such as puzzles, shape sorters, blocks, construction toys, lacing cards, and beads to string.</li> <li>• Use play dough and clay to help the toddler develop squeezing, rolling, patting, and pounding skills with his hands.</li> </ul>



Physical Development & Health		
Indicators Toddlers may . . .	Examples Toddlers may. . .	Suggested Supports Adults may . . .
<b>4. Health:</b> The maintenance of healthy and age appropriate physical well-being.		
<ol style="list-style-type: none"> <li>1. Participate in physical activity.</li> <li>2. Begin to practice health and safety behaviors.</li> <li>3. Demonstrate an increasing interest in engaging in healthy eating habits and making nutritious food choices.</li> </ol>	<ul style="list-style-type: none"> <li>• Engage in lively movements by choice for long periods of time indoors and outdoors.</li> <li>• Enjoy more complex movement activities (e.g., running, jumping, skipping).</li> <li>• Initiate chasing games.</li> <li>• Prefer to stand at activities rather than sit.</li> <li>• Cooperate with safety instructions like holding a caregiver’s hand when crossing the street or touching animals.</li> <li>• Use a bike helmet for riding a tricycle.</li> <li>• Show willingness to try new nutritious foods when offered on multiple occasions.</li> <li>• Expresses preferences about foods, specifically likes or dislikes, sometimes based on whether the food is nutritious.</li> <li>• Sometimes make nutritious choices with support from an adult.</li> <li>• Communicate to adults when she is hungry, thirsty, or has had enough to eat.</li> <li>• Combine phrases with gestures such as “want that” and pointing.</li> <li>• Can lead parent to refrigerator and point to a desired food or drink.</li> </ul>	<ul style="list-style-type: none"> <li>• Spend time outdoors.</li> <li>• Engage in physical activities together.</li> <li>• State clear expectations for safe behavior before activities begin.</li> <li>• Provide opportunities for the toddler to practice safe behavior like taking walks and being in the community.</li> <li>• Teach the toddler how to brush his teeth.</li> <li>• Introduce a wide variety of flavors and textures to help the toddler adjust from a liquid diet to meals.</li> <li>• Eat with the toddler and model healthful eating behaviors (e.g., discuss flavors of food, try new foods).</li> <li>• During mealtimes, encourage toddlers to let you know when they are full. The goal is for children to eat what they need, not to “clean the plate.”</li> <li>• Provide toddler-sized utensils to encourage self-feeding. Help toddlers pour liquid into cups, as needed.</li> <li>• Avoid bribing toddlers when encouraging them to try new food and refrain from praising children when they eat everything on their plate.</li> <li>• Never withhold food for punishment.</li> <li>• Give children the time they need to eat.</li> </ul>



Physical Development & Health		
Indicators Toddlers may . . .	Examples Toddlers may. . .	Suggested Supports Adults may . . .
<b>5. Routines:</b> The developing ability to understand and participate in personal care and sleep routines.		
1. Initiate and follow through with some personal care routines.	<ul style="list-style-type: none"> <li>Go to the sink and wash hands after seeing snacks being set out on the table.</li> <li>Get a tissue to wipe own nose or bring the tissue to a family member for help when the child feels that his nose needs to be wiped.</li> <li>Take a wet shirt off when needing to put on a dry one.</li> <li>Help set the table for lunchtime.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>Drink from a cup without spilling much.</li> <li>Try to put on own socks.</li> <li>Pull her shoes off at naptime.</li> </ul>	<ul style="list-style-type: none"> <li>Provide tools that the toddler needs (e.g., stool at the sink, coat hook within reach) to allow her to begin to take care of some of her own physical needs.</li> <li>Model, demonstrate, and assist when needed, but avoid pressuring if the toddler shows resistance for learning or using new behaviors independently.</li> <li>Establish routines where the toddler washes hands and brushes teeth.</li> <li>Allow time for the toddler to practice dressing.</li> <li>Encourage the toddler to take pride in her abilities.</li> </ul>

Social Development		
Indicators Toddlers may . . .	Examples Toddlers may. . .	Suggested Supports Adults may . . .
<b>1. Interaction with Adults:</b> The developing ability to respond to and engage with adults.		
1. Interact with adults to solve problems or communicate about experiences or ideas.	<ul style="list-style-type: none"> <li>Participate in storytelling.</li> <li>Tell an adult friend or neighbor about an upcoming birthday party.</li> <li>Help the teacher bring in the wheeled toys from the play yard at the end of the day.</li> <li>Ask a classroom visitor her name.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>Practice being a grown-up during pretend play by dressing up or using a play stove.</li> <li>Help a parent clean up after a snack by putting snack dishes in the dish bin.</li> </ul>	<ul style="list-style-type: none"> <li>Name familiar people in photos; talk about who they are and what they are doing.</li> <li>Encourage the toddler to greet adults by name.</li> <li>Recognize new people in the room and explain to the toddler who they are and why they are there.</li> <li>Listen carefully and with interest when the toddler talks to you and expand on her message.</li> </ul>



Social Development		
Indicators Toddlers may . . .	Examples Toddlers may. . .	Suggested Supports Adults may . . .
<b>2. Interaction with Peers:</b> The developing ability to respond to and engage with other children.		
1. Engage in simple cooperative play with peers.	<ul style="list-style-type: none"> <li>• Communicate with peers while digging in the sandbox together.</li> <li>• Act out different roles with peers, sometimes switching in and out of her role.</li> <li>• Build a tall tower with one or two other children.</li> <li>• Hand a peer a block or piece of railroad track when building.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Use gestures to communicate a desire to play with a peer.</li> <li>• Refuse to let a peer have a turn on the swing.</li> <li>• Push or bite when another child takes a toy.</li> <li>• Engage in complementary interactions, such as feeding a stuffed animal that another child is holding or pulling a friend in the wagon.</li> <li>• Join a group of children who are together in one play space and follow them as they move outside.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities to play with other children in a variety of settings.</li> <li>• Have duplicates of favorite toys and toys that it takes two to play with.</li> <li>• Model and provide the words to help toddlers learn to share materials with each other.</li> <li>• Provide space for the toddler to manipulate materials within the same area.</li> <li>• Help the toddler learn some words in his peers' home language.</li> </ul>
<b>3. Relationships with Peers:</b> The development of relationships with certain peers through interactions over time.		
1. Develop friendships with a small number of children and engage in more complex play with those friends than with other peers.	<ul style="list-style-type: none"> <li>• Choose to play with a sibling instead of a less familiar child.</li> <li>• Exhibit sadness when the favorite friend is not at school one day.</li> <li>• Seek one friend for running games and another for building with blocks.</li> <li>• Play "train" with one or two friends for an extended period of time by pretending that one is driving the train and the rest are riding.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Engage in social pretend play with one or two friends; for example, pretend to be a dog while a friend pretends to be the owner.</li> <li>• Express an interest in playing with a particular child.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunity to play routinely with the same children.</li> <li>• Recognize the toddler's preferences for playmates and encourage their interactions.</li> <li>• Ask the toddler to pay attention to who is present and missing from activities (e.g., "Was Jenny at the playground today?").</li> <li>• Read books and talk about friends and friendships.</li> </ul>



Social Development		
Indicators Toddlers may . . .	Examples Toddlers may . . .	Suggested Supports Adults may . . .
<b>4. Empathy:</b> The developing ability to share in the emotional experiences of others.		
<ol style="list-style-type: none"> <li>1. Demonstrate an understanding that other people have feelings that are different from their own.</li> <li>2. Sometimes respond to another's distress in a way that might make that person feel better.</li> </ol>	<ul style="list-style-type: none"> <li>• Do a silly dance in an attempt to make a crying peer smile.</li> <li>• Communicate, "Lucas is sad because Isabel took his cup."</li> <li>• Comfort a younger sibling who is crying by patting his back.</li> <li>• Communicate, "Mama sad" when the mother cries during a movie.</li> <li>• Communicate, "Olivia's mama is happy" and point to or indicate the illustration in the picture book.</li> <li>• Get a teacher to help a child who has fallen down and is crying.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Hug a crying peer.</li> <li>• Become upset in the presence of those who are upset.</li> </ul>	<ul style="list-style-type: none"> <li>• Read books together that demonstrate how characters' behaviors affect other characters.</li> <li>• Talk about what the toddler is feeling and how other children may be feeling, such as why they are crying or are upset.</li> <li>• Model comforting others.</li> </ul>
<b>5. Social Understanding:</b> The developing understanding of the responses, communication, emotional expressions, and actions of other people.		
<ol style="list-style-type: none"> <li>1. Talk about their own wants and feelings and those of other people.</li> <li>2. Describe familiar routines.</li> <li>3. Participate in coordinated episodes of pretend play with peers.</li> <li>4. Interact with adults in more complex ways.</li> </ol>	<ul style="list-style-type: none"> <li>• Name their own feelings or desires, explicitly contrast them with another's, or describe why the child feels the way he does.</li> <li>• Describe what happens during the bedtime routine or another familiar everyday event.</li> <li>• Move into and out of pretend play roles, tell other children what they should do in their roles, or extend the sequence (such as by asking "Wanna drink?" after bringing a pretend hamburger to the table as a waiter).</li> <li>• Help an adult search for a missing toy.</li> <li>• Talk about what happened during a recent past experience, with the assistance of a family member.</li> <li>• Help clean up at the end of the day by putting the toys in the usual places.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Vary play with different peers depending on their preferred play activities.</li> <li>• Imitate the behavior of peers as well as adults.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize and support the toddler's need for information about people (e.g., "Yes your Nana visited you this week, but she went home on the airplane.&gt;").</li> <li>• Provide opportunity for the toddler to help with simple tasks (e.g., put the napkins on the table, pick up toys).</li> <li>• Read about diverse families and people.</li> <li>• Provide time and toys that encourage imaginative play with specific roles (e.g., cooking and eating, doctor and patient).</li> <li>• Model and extend pretend play (e.g., draw in children who aren't involved, "Would you like to ride on our train, Robert?").</li> <li>• Demonstrate and describe how to cooperate in daily activities (e.g., talk about waiting your turn in the grocery checkout line).</li> </ul>



Emotional Development		
Indicators Toddlers may . . .	Examples Toddlers may. . .	Suggested Supports Adults may . . .
<b>1. Relationships with adults:</b> The development of close relationships with certain adults who provide consistent nurturance.		
<p>1. When exploring the environment, from time to time reconnect, in a variety of ways, with the adult(s) with whom they have developed a special relationship: through eye contact; facial expressions; shared feelings; or conversations about feelings, shared activities, or plans.</p> <p>2. When distressed, may still seek to be physically close to these adults.</p>	<ul style="list-style-type: none"> <li>• Feel comfortable playing on the other side of the play yard away from the teacher, but cry to be picked up after falling down.</li> <li>• Call "Mama!" from across the room while playing with dolls to make sure that the mother is paying attention.</li> <li>• Call for a family member and look out the window for him after being dropped off at school.</li> <li>• Communicate, "This is our favorite part," when reading a funny story with a family member.</li> <li>• Bring the grandmother's favorite book to her and express, "One more?" to see if she will read one more book, even though she has just said, "We're all done reading. Now it's time for nap."</li> <li>• Cry and look for their mother after falling.</li> <li>• Seek the attention of dad and communicate, "Watch me!" before proudly displaying a new skill.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Say, "I go to school. Mama goes to work," after being dropped off in the morning.</li> <li>• Gesture for one more hug as a parent is leaving for work.</li> </ul>	<ul style="list-style-type: none"> <li>• Squat down to the toddler's eye level when he seeks you out.</li> <li>• Talk with the toddler about where you are going and when you will return.</li> <li>• Make yourself available as a source of safety and security when the toddler ventures out to explore and play.</li> <li>• Provide encouragement for the toddler to try a new activity while you remain close to offer support.</li> <li>• Provide regular and purposeful interactions that include holding, talking, cuddling, hugs, pats on the back, and other physical touches when appropriate.</li> </ul>



Emotional Development		
Indicators Toddlers may . . .	Examples Toddlers may. . .	Suggested Supports Adults may . . .
<b>2. Identity of Self in Relation to Others:</b> The developing concept that the child is an individual operating with social relationships.		
1. Identify their feelings, needs, and interests. 2. Identify themselves and others as members of one or more groups by referring to categories.	<ul style="list-style-type: none"> <li>• Use pronouns such as I, me, you, we, he, and she.</li> <li>• Say their own name.</li> <li>• Begin to make comparisons between self and others; for example, communicate, “_____ is a boy/girl like me.”</li> <li>• Name people in the family.</li> <li>• Point to pictures of friends and say their names.</li> <li>• Communicate, “Do it myself!” when a parent tries to help.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Recognize his own image in the mirror and understand that it is himself.</li> <li>• Know the names of familiar people, such as a neighbor.</li> <li>• Show understanding of or use words such as you, me, mine, he, she, it, and I.</li> <li>• Use name or other family label (e.g., nickname, birth order, “little sister”) when referring to self.</li> <li>• Claim everything as “mine.”</li> <li>• Point to or indicate self in a photograph.</li> <li>• Proudly show a neighbor a new possession.</li> </ul>	<ul style="list-style-type: none"> <li>• Support experiences where the toddler is allowed long periods of time to engage in activities she enjoys.</li> <li>• Recognize the toddler’s ability to identify their own characteristics, such as size, hair color or gender.</li> <li>• Have pictures of the toddler and her family readily accessible.</li> <li>• Provide opportunities for the toddler to interact with other children of diverse culture, ethnicities, and abilities.</li> <li>• Discuss physical differences as they come up, such as differences in skin tone, eye color, and hair texture/style.</li> </ul>



Emotional Development		
Indicators Toddlers may . . .	Examples Toddlers may. . .	Suggested Supports Adults may . . .
<b>3. Recognition of Ability:</b> The developing understanding that the child can take action to influence the environment.		
1. Show an understanding of their own abilities and may refer to those abilities when describing themselves.	<ul style="list-style-type: none"> <li>• Communicate “I take care of the bunny” after helping to feed the class rabbit.</li> <li>• Finish painting a picture and hold it up to show a family member.</li> <li>• Complete a difficult puzzle for the first time and clap or express, “I’m good at puzzles.”</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Insist on zipping up a jacket when a family member tries to help.</li> <li>• Point to a stack of blocks he has made and express “look” to his grandpa.</li> <li>• Communicate “I doing this,” “I don’t do this,” “I can do this,” or “I did this.”</li> <li>• Say, “I climb high” when telling the teacher about what happened during outside play time, then run outside to show him how.</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledge uncooperative or negative behavior as a sign of asserting oneself.</li> <li>• Allow the toddler time to do things for self and acknowledge the actions.</li> <li>• Facilitate the toddler’s success with new tasks (e.g., putting on clothes or shoes, puzzles.).</li> <li>• Allow the toddler to keep favorite toys or possessions in a special place.</li> </ul>
<b>4. Expression of Emotion:</b> The developing ability to express a variety of feelings through facial expressions, movements, gestures, sounds, or words.		
1. Express and label complex, self-conscious emotions such as pride, embarrassment, shame, and guilt. 2. Demonstrate awareness of their feelings by using words to describe feelings to others or acting them out in pretend play.	<ul style="list-style-type: none"> <li>• Hide face with hands when feeling embarrassed.</li> <li>• Use words to describe feelings; for example, “I don’t like that.”</li> <li>• Communicate, “I miss Grandma,” after talking on the phone with her.</li> <li>• Act out different emotions during pretend play by “crying” when pretending to be sad and “cooing” when pretending to be happy.</li> <li>• Express guilt after taking a toy out of another child’s cubby without permission by trying to put it back without anyone seeing.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Communicate, “Mama mad” after being told by the mother to stop an action.</li> <li>• Use one or a few words to describe feelings to a grandparent.</li> <li>• Express frustration through tantrums.</li> </ul>	<ul style="list-style-type: none"> <li>• Share and discuss books and pictures of people showing emotions.</li> <li>• Help the toddler identify feelings as they are occurring.</li> <li>• Provide recognition of the toddler’s response to activities or situations (e.g., “You don’t seem to like this game.”).</li> </ul>





Emotional Development		
Indicators Toddlers may . . .	Examples Toddlers may. . .	Suggested Supports Adults may . . .
<b>5. Emotion Regulation:</b> The developing ability to manage emotional responses, with assistance from others and independently.		
<ol style="list-style-type: none"> <li>1. Anticipate the need for comfort and try to prepare themselves for changes in routine.</li> <li>2. Have many self-comforting behaviors to choose from, depending on the situation, and can communicate specific needs and wants.</li> </ol>	<ul style="list-style-type: none"> <li>• Reach for the mother’s hand just before she pulls a bandage off the child’s knee.</li> <li>• Ask the teacher to hold him up to the window to wave good-bye before the parent leaves in the morning.</li> <li>• Show the substitute teacher that she likes a back rub during naptime by patting own back while lying on the mat.</li> <li>• Play quietly in a corner of the room right after drop-off, until ready to play with the other children.</li> <li>• Ask a parent to explain what’s going to happen at the child’s dental appointment later in the day.</li> <li>• Communicate “Daddy always comes back” after saying good-bye to him in the morning.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Continue to rely on adults for reassurance and help in controlling feelings and behavior.</li> <li>• Reenact emotional events in play to try to gain mastery over these feelings.</li> <li>• Use words to ask for specific help with regulating emotions.</li> <li>• Express wants and needs verbally; for example, say, “hold me” to a family member when feeling tired or overwhelmed.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify specific factors in the day that help the toddler understand when they may be leaving (e.g., “We are going to leave after we eat.”).</li> <li>• Allow the toddler to meet their own physical needs by sucking their thumb or with a comforting object.</li> <li>• Support transitions from activity to activity by providing preparation (e.g., “In five minutes it is time to clean up.”).</li> <li>• Provide a sense of control by giving valid choices (e.g., “You can have water or milk.”).</li> <li>• With close supervision, allow the toddler time to work through his emotions.</li> </ul>



Emotional Development		
Indicators Toddlers may . . .	Examples Toddlers may . . .	Suggested Supports Adults may . . .
<p><b>6. Impulse Control:</b> The developing capacity to wait for needs to be met, to inhibit potentially hurtful behavior, and to act according to social expectations, including safety rules.</p>		
<p>1. Sometimes exercise voluntary control over actions and emotional expressions.</p>	<ul style="list-style-type: none"> <li>• Jump up and down on the couch but stop jumping and climb down when a parent enters the room.</li> <li>• Experience difficulty (e.g., cry, whine, pout) with transitions.</li> <li>• Begin to share.</li> <li>• Handle transitions better when prepared ahead of time or when the child has some control over what happens.</li> <li>• Touch a pet gently without needing to be reminded.</li> <li>• Wait to start eating until others at the table are also ready.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Begin to use words and dramatic play to describe, understand, and control impulses and feelings.</li> <li>• Communicate, "Mine!" and take a doll out of the hands of a peer.</li> <li>• Throw a puzzle piece on the floor after having trouble fitting it in the opening.</li> <li>• Open the playground door and run out, even after being asked by the teacher to wait.</li> <li>• Start to take another child's toy, then stop after catching the eye of the teacher.</li> <li>• Use a quiet voice at naptime.</li> <li>• Understand and carry out simple commands or rules.</li> <li>• Have a tantrum rather than attempt to manage strong feelings.</li> <li>• Be able to wait for a turn.</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledge the toddler's attempts to regulate and negotiate (e.g., "You decided to play with another doll when Maya took yours. That was a good choice.").</li> <li>• Read or tell stories about simple conflicts and how the characters solved them.</li> <li>• Give clear expectations for safe behaviors and use simple rules that the toddler can understand.</li> <li>• Ask the toddler where she would like to play.</li> <li>• Play simple games and sing songs with directions (e.g., "Ring around the Rosie" or the simplest "Simon Says.").</li> <li>• Talk with the toddler about rules, limits, and choices and their purposes.</li> </ul>



Language & Literacy Development		
Indicators Toddlers may . . .	Examples Toddlers may. . .	Suggested Supports Adults may . . .
<b>1. Receptive Language:</b> The developing ability to understand words and increasingly complex utterances.		
<p>1. Demonstrate understanding of the meaning of others' comments, questions, requests, or stories.</p>	<ul style="list-style-type: none"> <li>Look for a stuffed bear when her mother asks, "Where's your bear?"</li> <li>Get the bin of blocks when the teacher asks what the child wants to play with.</li> <li>Show understanding of words such as no, not, and don't, and utterances such as when the father says, "There's no more milk," or "Those don't go there."</li> <li>Know the names of most objects in the immediate environment.</li> <li>Understand requests that include simple prepositions, such as, "Please put your cup on the table," or "Please get your blanket out of your backpack."</li> <li>Laugh when an adult tells a silly joke or makes up rhymes with nonsense "words."</li> <li>Show understanding of the meaning of a story by laughing at the funny parts or by asking questions.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>Show understanding of pronouns, such as he, she, you, me, I, and it; for example, by touching own nose when an adult says, "Where's your nose?" and then touching the adult's nose when he says, "And where's my nose?"</li> <li>By 36 months, follow two-step requests about unrelated events, such as, "Put the blocks away and then go pick out a book."</li> <li>Answer adults' questions; for example, communicate "apple" when a parent asks what the child had for snack.</li> </ul>	<ul style="list-style-type: none"> <li>State simple requests in English and home language and acknowledge the toddler's responses and actions.</li> <li>Share stories, games, and picture books that are fun to look at, talk about, or read together; read with expression.</li> <li>Use hand motions and other body movements when singing or telling stories.</li> <li>Talk about what you are doing (e.g., "I am going to wash off this table and then we can sit down and eat.").</li> <li>Use fanciful language and playful approaches to add interest and new vocabulary to ordinary routines (e.g., "Let's walk like big, heavy elephants. Tromp. Stomp." "Would you like to walk in a zig-zag, or in a straight line?").</li> <li>During back and forth conversations use interesting words with the toddler in contexts that make their meaning clear (e.g., "The horse is trotting.").</li> <li>Engage the toddler in noticing and playing with sounds (e.g., words and nonsense words that rhyme with her name).</li> </ul>



Language & Literacy Development		
Indicators Toddlers may . . .	Examples Toddlers may. . .	Suggested Supports Adults may . . .
<b>2. Expressive Language:</b> The developing ability to produce the sounds of language and use vocabulary and increasingly complex utterances.		
<ol style="list-style-type: none"> <li>1. Communicate in a way that is understandable to most adults who speak the same language they do.</li> <li>2. Combine words into simple sentences.</li> <li>3. Demonstrate the ability to follow some grammatical rules of the home language.</li> </ol>	<ul style="list-style-type: none"> <li>• Use the past tense, though not always correctly; for example, "Daddy goed to work," "She falled down."</li> <li>• Use the possessive, though not always correctly; for example, "That's you car" or "Her Megan."</li> <li>• Use a few prepositions, such as "on" the table.</li> <li>• Talk about what she will do in the future, such as "I gonna get a kitty."</li> <li>• Use an increasing number of words (18 months: approximately 15-25 words; 24 months: approximately 50-75 words; 36 months: approximately 300-1000 words).</li> <li>• Use the plural form of nouns, though not always correctly; for example, "mans," and "mouses."</li> <li>• Express, "Uncle is coming to pick me up."</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Tend to communicate about objects, actions, and events that are in the here and now.</li> <li>• Use some words to refer to more than one thing; for example, "night-night" to refer to bedtime or to describe darkness.</li> <li>• Use many new words each day.</li> <li>• Begin to combine a few words into mini-sentences to express wants, needs, or interests; for example, "more milk," "big doggie," "no night-night" or "go bye-bye."</li> <li>• Start adding articles before nouns, such as, "a book" or "the cup."</li> <li>• Use own name when referring to self (18-24 months).</li> <li>• Ask questions with raised intonations at the end, such as "Doggy go?"</li> <li>• Communicate using sentences of three to five words, such as "Daddy go store?" or "Want more rice."</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage the toddler to "talk like a big girl/boy" and use words to resolve conflicts.</li> <li>• Recognize that children who are English language learners may mix words from different languages in the same sentence; repeat what the toddler says using all words in the same language.</li> <li>• Support the toddler's development and use of their home language by including books and tapes in the language in the listening area, and learning a few phrases in the language to use with the toddler.</li> <li>• Make room for the toddler's participation when telling, singing, or reciting stories and songs.</li> <li>• Engage the toddler in back and forth conversations. Listen patiently and carefully, pausing for their responses.</li> <li>• Promote use of nonverbal communication when language delay is present (e.g., use of movements, signs, sounds, and facial expressions).</li> <li>• Supply the name of an object that the toddler is looking at, playing with, or pointing to.</li> <li>• Ask the toddler to repeat a word(s) or to show you what is meant, if you can't understand what she is saying.</li> <li>• Accept the toddler's grammar and pronunciation. Focus on what she is trying to say, not how it is said.</li> </ul>



Language & Literacy Development		
Indicators Toddlers may . . .	Examples Toddlers may. . .	Suggested Supports Adults may . . .
<b>3. Communication Skills and Knowledge:</b> The developing ability to communicate nonverbally and verbally.		
<p>1. Engage in back-and-forth conversations that contain a number of turns, with each turn building upon what was said in the previous turn.</p>	<ul style="list-style-type: none"> <li>• Persist in trying to get a family member to respond by repeating, speaking more loudly, expanding on what the child said, or touching the adult.</li> <li>• Repeat part of what a parent just said in order to continue the conversation.</li> <li>• Make comments in a conversation that the other person has difficulty understanding; for example, suddenly switch topics or use pronouns without making clear what is being talked about.</li> <li>• Answer adults' questions, such as "What's that?" and "Where did it go?"</li> <li>• Begin to create understandable topics for a conversation partner.</li> <li>• Sometimes get frustrated if a family member does not understand what the child is trying to communicate.</li> <li>• Participate in back-and-forth interaction with adults by speaking, giving feedback, and adding to what was originally said.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Ask and answer simple questions, such as "What's that?"</li> <li>• Say, "huh?" when interacting with his grandmother to keep interaction going.</li> <li>• Repeat or add on to what she just said if a teacher does not respond right away.</li> <li>• Engage in short back-and-forth interactions with an adult friend by responding to comments, questions, and prompts.</li> <li>• Respond almost immediately after a parent finishes talking in order to continue the interaction.</li> <li>• Get frustrated if a neighbor or friend does not understand what the child is trying to communicate.</li> <li>• Attempt to continue conversation, even when the adult does not understand him right away, by trying to use different words to communicate the meaning.</li> <li>• Sustain conversation about one topic for one or two turns, usually about something that is in the here and now.</li> <li>• Respond verbally to adults' questions or comments.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions.</li> <li>• Provide opportunities to engage in conversation with another peer or within a small group.</li> <li>• Recognize and validate conversation styles and dialects that may be different and rooted in the toddler's culture or personal experience.</li> <li>• Acknowledge the toddler's contributions to the conversation, and then build on them by offering questions, information, and extensions of their ideas.</li> <li>• Resist the temptation to rush or interrupt the toddler as he thinks of how to say something.</li> <li>• Use alternate ways to communicate when needed (e.g., sign language, gestures).</li> <li>• Frame conversations around the toddler's interests.</li> <li>• Provide materials that encourage face-to-face interactions (e.g., books, puppets, dolls, mirrors).</li> </ul>



Language & Literacy Development		
Indicators Toddlers may . . .	Examples Toddlers may. . .	Suggested Supports Adults may . . .
<b>4. Interest in Print:</b> The developing interest in engaging with print in books and the environment.		
<ol style="list-style-type: none"> <li>Listen, ask questions, or make comments while being read to.</li> <li>Look at books on their own.</li> <li>Make scribble marks on paper and pretend to read what is written.</li> </ol>	<ul style="list-style-type: none"> <li>Enjoy both being read to and looking at books by himself.</li> <li>Pretend to read books to stuffed animals by telling a story that is related to the pictures and turning the book around to show the picture to the stuffed animals, just as the teacher does when reading to a small group of children.</li> <li>Talk about the trip to the library and ask about the next trip.</li> <li>Recite much of a favorite book from memory while “reading” it to others or self.</li> <li>Try to be careful with books.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>Move behind the teacher in order to look over her shoulder at the pictures, when there are several children crowded around.</li> <li>Turn the pages of a book one by one.</li> <li>Listen as a family member reads short picture books aloud.</li> <li>Ask a question about a story; for example, “Bear go?” while turning from one page to the next.</li> </ul>	<ul style="list-style-type: none"> <li>Choose books that invite interaction (e.g., textures to feel, flaps to lift).</li> <li>Model excitement for reading.</li> <li>Ask the toddler to name the people and things in the pictures.</li> <li>Provide board books for the toddler to handle and “read” herself.</li> <li>Ask the toddler to select a book for you to read together.</li> <li>Read books with rich, descriptive pictures and vocabulary, including books in the toddler’s home language.</li> <li>Help the toddler make connections between the stories and pictures in books and their own experiences.</li> <li>Read together daily, one-on-one or with others.</li> <li>Help the toddler to care for and respect books.</li> </ul>



Cognitive Development		
Indicators Toddlers may . . .	Examples Toddlers may. . .	Suggested Supports Adults may . . .
<b>1. Cause-and-Effect:</b> The developing understanding that one event brings about another.		
<p>1. Demonstrate an understanding of cause and effect by making predictions about what could happen and reflect upon what caused something to happen.</p>	<ul style="list-style-type: none"> <li>• Communicate “She misses her mommy” when a child cries after her mother leaves in the morning.</li> <li>• Make a prediction about what will happen next in the story when asked, “What do you think will happen next?”</li> <li>• Answer a grandparent who asks, “What do you think your mom’s going to say when you give her your picture?”</li> <li>• See a bandage on a peer’s knee and ask, “What happened?”</li> <li>• Walk quietly when the baby is sleeping.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Roll cars of different sizes down the slide.</li> </ul>	<ul style="list-style-type: none"> <li>• Help the toddler understand the effects of actions on others (e.g., “Jasmine is sad because you pushed her. How can we make her feel better?”).</li> <li>• Provide many opportunities for the younger toddler to observe and practice cause and effect (e.g., push and pull toys, busy boxes, jack-in-the-box, rolling items down a hill or tube).</li> <li>• Provide materials that make sounds (e.g., containers with rice or beans, maracas).</li> <li>• Encourage experiments with cause and effect (e.g., “How many blocks can we stack before the tower falls over?”).</li> <li>• Monitor and limit the amount of screen time for children under two. Use technology together and comment on what the child is doing and seeing.</li> </ul>



Cognitive Development		
Indicators Toddlers may . . .	Examples Toddlers may . . .	Suggested Supports Adults may . . .
<b>2. Spatial Relationships:</b> The developing understanding of how things move and fit in space.		
1. Predict how things will fit and move in space without having to try out every possible solution. 2. Show understanding of words used to describe size and locations in space.	<ul style="list-style-type: none"> <li>• Hand the big truck to a peer who asks for the big one.</li> <li>• Use words such as big and little.</li> <li>• Put together a puzzle with three to four separate pieces.</li> <li>• Get the serving spoon off the tray when asked for the big spoon, even though there are small spoons on the tray.</li> <li>• Stack rings onto a post with the biggest ring on the bottom and the smallest ring on the top, without much trial and error.</li> <li>• Point to a peer’s stick when the teacher asks which stick is longer.</li> <li>• Understand requests that include simple prepositions; for example, “Please put your cup on the table” or “Please get your blanket out of your back pack.”</li> <li>• Move around an obstacle when going from one place to another.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Complete a puzzle of three separate cut-out pieces, such as a circle, square, and triangle.</li> <li>• Fit many pegs into a pegboard.</li> <li>• Turn a book right-side up after realizing that it is upside down.</li> <li>• Fit four nesting cups in the correct order, even if it takes a couple of tries.</li> <li>• Assemble a two-piece puzzle; for example, a picture of a flower cut into two pieces.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide the chance to play with sand, water, and containers to pour, fill, scoop, weigh, and dump.</li> <li>• Chart and talk about changes in the toddler’s height and weight.</li> <li>• Use words related to size and position when describing objects.</li> <li>• Provide things for the toddler to crawl through, get under, and hide behind, using prepositions and other spatial vocabulary when he does so.</li> </ul>





Cognitive Development		
Indicators Toddlers may . . .	Examples Toddlers may . . .	Suggested Supports Adults may . . .
<b>3. Imitation:</b> The developing ability to mirror, repeat, and practice the actions of others, either immediately or later.		
<p>1. Reenact multiple steps of others' actions that they have observed at an earlier time.</p>	<ul style="list-style-type: none"> <li>• Reenact the steps of a family celebration that the child attended last weekend.</li> <li>• Pretend to get ready for work or school by making breakfast, packing lunch, grabbing a purse, and communicating good-bye before heading out the door.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Repeat the most important word of a sentence that a parent has just communicated.</li> <li>• Imitate the last word or last few words of what an adult just said; for example, say "cup" or "a cup" after the caregiver says, "That's a cup" or "Daddy bye-bye" after the mother says, "Daddy went bye-bye."</li> <li>• Copy several actions that the child cannot see himself doing, such as wrinkling the nose.</li> <li>• Say "beep, beep, beep, beep" after hearing the garbage truck back up outside.</li> <li>• Act out a few steps of a familiar routine, such as pretend to fill the tub, bathe a baby doll, and dry the doll.</li> <li>• Imitate words that the adult has expressed to the child at an earlier time, not immediately after hearing them.</li> <li>• Imitate two new actions of a family member; for example, put one hand on head and point with the other hand.</li> <li>• Imitate the way a family member communicates by using the same gestures, unique words, and intonation.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage imitation and pretend play by providing toys that can be used for pretend play (e.g., dolls, dishes, cars, trucks or blocks).</li> <li>• Encourage imagination by joining the toddler's make-believe play (e.g., take on a role and follow the toddler's directions; make suggestions).</li> <li>• Provide opportunities for the toddler to safely explore and practice tasks that he has watched (e.g., dishes, sweeping, feeding a doll).</li> <li>• Model sounds that animals or cars make when playing with the toddler.</li> </ul>



Cognitive Development		
Indicators Toddlers may . . .	Examples Toddlers may. . .	Suggested Supports Adults may . . .
<b>4. Number Sense:</b> The developing understanding of number and quantity.		
<p>1. Show some understanding that numbers represent how many and demonstrate understanding of words that identify how much.</p>	<ul style="list-style-type: none"> <li>• Pick out one object from a box or point to the picture with only one of something.</li> <li>• Reach into a bowl and take out two pieces of pear when their mother says, "Just take two."</li> <li>• Start counting with one, sometimes pointing to the same item twice when counting, or using numbers out of order; for example, "one, two, three, five, eight."</li> <li>• Use fingers to count a small number of items.</li> <li>• Look at a plate and quickly respond "two," without having to count, when an adult asks how many pieces of cheese there are.</li> <li>• Hold up two fingers when asked, "Show me two" or "How old are you?"</li> <li>• Identify "more" with collections of up to four items, without needing to count them.</li> <li>• Use more specific words to communicate how many, such as a little or a lot.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Get two cups from the cupboard when playing in the housekeeping area with a friend.</li> <li>• Look at or point to the child with one piece of apple left on his napkin when the teacher asks, "Who has just one piece of apple?"</li> <li>• Give their grandmother one cracker from a pile of many when she asks for "one."</li> </ul>	<ul style="list-style-type: none"> <li>• Practice counting with the toddler by pointing to items in number books.</li> <li>• Use numbers in everyday speech and routines (e.g., "Do you need one shoe or two shoes to go to the park?" or "Would you like one or two crackers?").</li> <li>• Use number words from the toddler's first language.</li> <li>• Sing songs and recite nursery rhymes and fingerplays that include numbers.</li> <li>• Take opportunities to count with the toddler and point out the number of things in the environment.</li> </ul>



Cognitive Development		
Indicators Toddlers may . . .	Examples Toddlers may . . .	Suggested Supports Adults may . . .
<b>5. Classification:</b> The developing ability to group, sort, categorize, connect, and have expectations of objects and people according to their attributes.		
<ol style="list-style-type: none"> <li>Group objects into multiple piles based on one attribute at a time.</li> <li>Put things that are similar but not identical into one group, even though sometimes these labels are over generalized.</li> </ol>	<ul style="list-style-type: none"> <li>Identify a few colors when they are named; for example, get a red ball from the bin of multicolored balls when their mother asks for the red one.</li> <li>Make three piles of tangrams in various shapes, such as a circle, square, and triangle.</li> <li>Pick two big bears from a bowl containing two big bears and small bears, even if the big bears are different colors.</li> <li>Sort primary-colored blocks into three piles: a red pile, a yellow pile, and a blue pile.</li> <li>Point to different pictures of houses in a book even though all of the houses look different.</li> <li>Put all the soft stuffed animals in one pile and all the hard plastic toy animals in another pile and label the piles "soft animals" and "hard animals."</li> <li>Call all four-legged animals at the farm "cows," even though some are actually sheep and others horses.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>Point to or indicate the realistic-looking plastic cow when their father holds up a few toy animals and says, "Who says, 'moo?'"</li> <li>Sort three different kinds of toys; for example, put the puzzle pieces in the puzzle box, the blocks in the block bin, and the toy animals in the basket during clean-up time.</li> <li>Show understanding of what familiar objects are supposed to be used for, such as knowing that a hat is for wearing or a tricycle is for riding.</li> <li>Pick a matching card from a pile of cards.</li> <li>Point to or indicate all the green cups at the lunch table.</li> <li>Call the big animals "mama" and the small animals "baby."</li> <li>Help their parents sort laundry into two piles: whites and colors.</li> <li>Put the red marker back in the red can, the blue marker back in the blue can, and the yellow marker back in the yellow can when finished coloring.</li> <li>Match one shape to another shape.</li> </ul>	<ul style="list-style-type: none"> <li>Provide toys or collections that can be organized and sorted (e.g., plastic animals, blocks, shape sorters, nature items, balls).</li> <li>Encourage sorting and matching by pointing out the similarities and differences in items (e.g., "This piece is blue. Let's find another piece that is blue.&gt;").</li> <li>Provide simple shape puzzles with inserts that match the puzzle piece.</li> <li>Use words to describe objects that relate to their color, shape, texture, and size.</li> <li>Play matching games and ask the toddler questions about similarities and differences.</li> </ul>



Cognitive Development		
Indicators Toddlers may . . .	Examples Toddlers may. . .	Suggested Supports Adults may . . .
<b>6. Symbolic Play:</b> The developing ability to use actions, objects, or ideas to represent other actions, objects, or ideas.		
<ol style="list-style-type: none"> <li>Engage in make-believe play involving several sequenced steps, assigned roles, and an overall plan.</li> <li>Sometimes pretend by imagining an object without needing the concrete object present.</li> </ol>	<ul style="list-style-type: none"> <li>Assign roles to self and others when playing in the dramatic play area (for example, "I'll be the daddy, you be the baby."), even though the child may not stay in her role throughout the play sequence.</li> <li>Line up a row of chairs and communicate, "All aboard! The train is leaving."</li> <li>Use two markers to represent people in the dollhouse by moving them around as if they were walking.</li> <li>Stir "cake batter" while holding an imaginary spoon or serve an invisible burrito on a plate.</li> <li>Communicate with self during pretend play to describe actions to self; for example, "Now I stir the soup."</li> <li>Plan with other children what they are going to pretend before starting to play; for example, "Let's play doggies!"</li> <li>Pretend to be a baby during dramatic play because there is a new baby at home.</li> <li>Build a small town with blocks and then use the toy fire truck to pretend to put out a fire in the town.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>Use the stuffed animals to play "veterinarian" one day and then to play "farmer" the next day.</li> <li>Communicate "Time for night-night" to a doll while playing house.</li> <li>Complete three or more actions in a sequence of pretend play so the actions have a beginning, middle, and end, such as giving the baby doll a bath, putting his pajamas on, and putting him to sleep.</li> <li>Pretend that the doll or stuffed animal has feelings, such as making a whining noise to indicate that the stuffed puppy is sad.</li> <li>Make the stuffed animals move, as if they were alive, during pretend play.</li> <li>Engage in extended pretend play that has a theme, such as birthday party or doctor.</li> <li>Use abstract things to represent other things in pretend play; for example, use dough or sand to represent a birthday cake and sticks or straws to represent candles.</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for pretend play with simple make-believe toys, such as dolls, stuffed animals, dishes, and blocks.</li> <li>Try acting out different pretend roles during play, such as encouraging the toddler to cook make-believe food that everyone pretends to eat.</li> <li>Encourage the toddler to use other objects to substitute or represent the real thing, such as using a stick for a fishing pole or a jacket for a pillow.</li> </ul>



Cognitive Development		
Indicators Toddlers may . . .	Examples Toddlers may . . .	Suggested Supports Adults may . . .
<b>7. Problem Solving:</b> The developing ability to engage in a purposeful effort to reach a goal or figure out how something works.		
<p>1. Solve some problems without having to physically try out every possible solution and may ask for help when needed.</p>	<ul style="list-style-type: none"> <li>Ignore the stick that is much too short to reach a desired object and choose a stick that looks as if it may be long enough.</li> <li>Stack only the cubes with holes in them on the stacking post, ignoring the cube-shaped blocks without holes that got mixed into the bin.</li> <li>Place the triangle piece into the puzzle without first needing to try it in the round or square hole.</li> <li>Ask for help with the lid of a jar of paint.</li> <li>Ask a peer to help move the train tracks over so that the child can build a block tower on the floor.</li> <li>Ask or gesture for a parent to help tie the child’s shoelace.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>Use a stick to dig in the sandbox when unable to find a shovel.</li> <li>Use a tool to solve a problem, such as using the toy broom to get a car out from under the couch, using a wooden puzzle base as a tray to carry all the puzzle pieces to another place, or using the toy shopping cart to pick up the wooden blocks and move them to the shelf to be put away.</li> <li>Move to the door and try to turn the knob after a parent leaves for work in the morning.</li> <li>Imitate a problem-solving method that the child has observed someone else do before.</li> <li>Tug on shoelaces in order to untie them.</li> <li>Complete a puzzle with three separate cut-out pieces, such as a circle, square, and triangle, even though the child may try to put the triangle into the square hole before fitting it in the triangle opening.</li> </ul>	<ul style="list-style-type: none"> <li>Wait until the toddler indicates a need for help before helping, and help only as much as needed.</li> <li>Talk aloud about how you or the toddler solved a problem.</li> <li>Provide a secure environment and support the toddler’s attempts to solve problems.</li> <li>Allow the toddler to show his creativity and imagination by solving problems in his own way, such as allowing materials or toys to be used in unconventional ways.</li> <li>Show delight in the accomplishments, new skills, and abilities that the toddler has developed.</li> <li>Ask open-ended questions that encourage the toddler to predict what may happen or to think of other solutions.</li> </ul>



Cognitive Development		
Indicators Toddlers may . . .	Examples Toddlers may . . .	Suggested Supports Adults may . . .
<b>8. Memory:</b> The developing ability to store and later retrieve information about past experiences.		
<ol style="list-style-type: none"> <li>1. Anticipate the series of steps in familiar activities, events, or routines.</li> <li>2. Remember characteristics of the environment or people in it.</li> <li>3. Briefly describe recent past events or act them out.</li> </ol>	<ul style="list-style-type: none"> <li>• Communicate, “Big slide” after a trip to a neighborhood park.</li> <li>• Tell a parent, “Today we jumped in the puddles” when picked up from school.</li> <li>• Recall an event in the past, such as the time a family member came to school and made a snack.</li> <li>• Identify which child is absent from school that day by looking around the snack table and figuring out who is missing.</li> <li>• Act out a trip to the grocery store by getting a cart, putting food in it, and paying for the food.</li> <li>• Get her pillow out of the cubby, in anticipation of naptime as soon as lunch is finished.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>• Say “meow” when an aunt or uncle points to the picture of the cat and asks what the cat says.</li> <li>• Give another child an object that belongs to her.</li> <li>• Remember where toys should be put away in the classroom.</li> <li>• Find a hidden toy, even when it is hidden under two or three blankets.</li> <li>• Express “mama” when the teacher asks who packed the child’s snack.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide photos and picture books of past family events, commonly seen animals, or things of interest to the toddler.</li> <li>• Provide flexible, but predictable routines and daily schedule.</li> <li>• Reread favorite books and sing favorite songs repeatedly to help the toddler remember the words.</li> <li>• Reminisce with the toddler about a special event she enjoyed. As you retell the story, use questions and pauses to encourage her to fill in details.</li> <li>• Play hide-and-seek games with the toddler.</li> </ul>



Cognitive Development		
Indicators Toddlers may . . .	Examples Toddlers may. . .	Suggested Supports Adults may . . .
<b>9. Attention Maintenance:</b> The developing ability to attend to people and things while interacting with others and exploring the environment and play materials.		
1. Sometimes demonstrate ability to pay attention to more than one thing at a time.	<ul style="list-style-type: none"> <li>Realize, during clean-up time, that he has put a car in the block bin and return to put it in the proper place.</li> <li>Search for and find a favorite book and ask an adult family member to read it.</li> <li>Pound the play dough with a hammer while talking with a peer.</li> </ul> <p><i>Behaviors leading up to indicators:</i></p> <ul style="list-style-type: none"> <li>Play alone with toys for several minutes at a time before moving on to a different activity.</li> <li>Sit in a parent’s lap to read a book together.</li> </ul>	<ul style="list-style-type: none"> <li>Keep toys and objects in specific places so that the toddler can search for and find particular things.</li> <li>Offer a few toys at a time supporting the toddler to engage in longer periods of play with a single toy, allowing better focus to explore and play more creatively.</li> <li>Allow adequate time for the toddler to explore and get involved in activities.</li> <li>When the toddler’s attention wanders from a story, puzzle, or other activity, gently bring him back to focus with an engaging question or comment.</li> <li>Invite a toddler with a short attention span to play with a child who has a longer attention span in order to encourage more sustained focus of play.</li> </ul>
<b>10. Behavior Regulation.</b> The developing ability to manage actions and behaviors with support from adults and independently.		
1. Manage actions and behavior with support of familiar adults.	<ul style="list-style-type: none"> <li>Begin to manage and adjust actions and behavior with the guidance of familiar adults using words or signs such as "Stop" or "No" during conflict with a peer instead of hitting.</li> <li>Let the adult know when they are hungry or tired.</li> <li>Participate in and follow everyday routines with the support of familiar adults.</li> <li>Communicate verbally or non-verbally about basic needs. Manages short delays in getting physical needs met with the support of familiar adults.</li> <li>Learn and follow some basic rules for managing actions and behavior in familiar settings, such as holding an adult's hand when crossing the street.</li> </ul>	<ul style="list-style-type: none"> <li>Prepare toddlers for transitions between activities by giving a five-minute warning and letting them know what will happen next (e.g., that it will soon be time to clean up).</li> <li>Give toddlers simple choices like, "You may have apple slices or orange." Make sure the choices you offer are ones that are acceptable no matter which one the child chooses.</li> <li>Ensure the environment supports the toddler’s behavioral self-regulation (e.g., safe and appropriate toys, materials, and equipment within children’s reach; duplicates of favorite toys; enough space for active play; places for one or a few children).</li> </ul>



Approaches to Learning		
Indicators Toddlers may . . .	Examples Toddlers may. . .	Suggested Supports Adults may . . .
<b>1. Initiative and curiosity.</b> An interest in varied topics and activities, a desire to learn and independence in learning.		
<ol style="list-style-type: none"> <li>1. Demonstrate emerging initiative in interactions, experiences, and explorations.</li> <li>2. Show interest in and curiosity about objects, materials, or events.</li> </ol>	<ul style="list-style-type: none"> <li>• Prepare for or start some activities without being directed by others, such as getting ready for the next activity or bringing a ball to a new child at the playground.</li> <li>• Engage others in interactions or shared activities.</li> <li>• Demonstrate initiative by making choices or expressing preferences.</li> <li>• Attempt challenging tasks with or without adult help.</li> <li>• Show eagerness to try new things.</li> <li>• Participate in new experiences, ask questions, and experiment with new things or materials, such as collecting leaves and pinecones in the fall.</li> <li>• Ask questions about what things are, how they are used, or what is happening.</li> <li>• Experiment with different ways of using new objects or materials.</li> <li>• Show awareness of and interest in changes in the environment, such as changes in room arrangement, weather, or usual activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide an environment and materials that are safe for a toddler to explore.</li> <li>• Offer open-ended toys, like boxes and blocks, that can be physically manipulated in a variety of ways.</li> <li>• Let toddlers do things their own way. Attempting something, failing, and sometimes becoming a little frustrated supports exploration and acceptance of trial and failure.</li> <li>• Encourage toddlers to participate in routines as much as possible (e.g., pull up their pants when getting dressed).</li> <li>• Introduce new materials and let children explore them on their own.</li> <li>• Ask open-ended questions and keep the rich conversations going.</li> </ul>
<b>2. Creativity.</b> The developing ability to creatively engage in play and interactions with others.		
<ol style="list-style-type: none"> <li>1. Use creativity to increase understanding and learning.</li> <li>2. Show imagination in play and interactions with others.</li> </ol>	<ul style="list-style-type: none"> <li>• Combine objects or materials in new and unexpected ways or show delight in creating something new.</li> <li>• Pay attention to new or unusual things.</li> <li>• Show willingness to participate in new activities or experiences.</li> <li>• Use language in creative ways, sometimes making up words or rhymes.</li> <li>• Use imagination to explore possible uses of objects and materials. Engage in pretend or make-believe play with other children.</li> <li>• Use pretend and imaginary objects or people in play or interaction with others.</li> <li>• Use materials such as paper, paint, crayons, or blocks to make novel things.</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the environment and provide props and open-ended objects to support imaginary play. For example, introduce objects that can be used to represent real-life items (e.g., using a small wooden block as a phone).</li> <li>• Connect toddlers' imaginary play to familiar plots from story books and real-life situations.</li> <li>• Engage in pretend play with infants and toddlers. Extend pretend play by asking questions such as, "What happens next?" or "Oh look, here is a shell. I wonder if we can use this in our story?"</li> <li>• Provide safe, engaging materials toddlers can use for creative expression (e.g., simple rhythm instruments, scarves, crayons, chalk, finger paint, different types of paper to paint on, play dough, collage materials).</li> <li>• Scaffold emerging social skills by modeling taking turns and cooperation during play with toddlers.</li> </ul>





**Ages 3-5**

---



## Ages 3-5

The content for the 3 -5 age group is anchored on the 2015 Early Learning Outcomes Framework (ELOF). This content was then aligned to the 2020 Preschool Colorado Academic Standards (CAS). For instances in which content exists in the CAS but not in the ELOF, these indicators were added to each domain. Each early learning and development domain is introduced with a brief narrative overview discussing what is expected for children within this age group. Development during this age group should be viewed as a progression. The indicators should be expected by age 5 years and the examples are behaviors you might see at any time during this age range depending on a child’s development.

**Indicators that are aligned to the Colorado Academic Standards are noted with an asterisk (\*) throughout each domain.**

## Physical Development & Health

The Physical Development & Health domain describes children’s physical well-being, knowledge of their body, health, safety, nutrition practices, and development of motor skills. Children who have health problems, delays in development, and frequent illness may suffer from a range of poor educational outcomes. Children’s knowledge of their body and health impact their development of healthy habits early in life, habits which are key to life-long health. This domain includes skills that enable children to develop healthy habits, such as staying safe, performing self-care tasks independently of others, exercising, and eating healthy food. The development of motor skills allows children to explore and learn about their world and develop healthy bodies.





Physical Development & Health		
Indicators Children may . . .	Examples Children may. . .	Suggested Supports Adults may . . .
<p><b>1. Health, Safety and Nutrition:</b> The maintenance of healthy and age appropriate physical well-being, and understanding of healthy and safe habits and practicing healthy habits.</p>		
<ol style="list-style-type: none"> <li>1. Possess good overall health, including oral, visual, and auditory health, and be free from communicable or preventable diseases.</li> <li>2. Participate in prevention and management of chronic health conditions and avoid toxins, such as lead.</li> <li>3. Maintain physical growth within the Centers for Disease Control and Prevention (CDC) recommended ranges for weight by height by age.</li> <li>4. Get sufficient rest and exercise to support healthy development.*</li> <li>5. Complete personal care tasks, such as dressing, brushing teeth, toileting, and washing hands independently from adults.*</li> <li>6. Communicate an understanding of the importance of health and safety routines and rules.*</li> <li>7. Follow basic health and safety rules and respond appropriately to harmful or unsafe situations.*</li> <li>8. Distinguish food on a continuum from most healthy to less healthy.</li> <li>9. Eat a variety of nutritious foods.</li> <li>10. Participate in structured and unstructured physical activities.*</li> <li>11. Recognize the importance of doctor and dentist visits.</li> <li>12. Cooperate during doctor and dentist visits and health and developmental screening.</li> </ol>	<ul style="list-style-type: none"> <li>• Participate in games, outdoor play, and other forms of exercise to enhance physical fitness.</li> <li>• Play visual and auditory discrimination games such as “I spy” and take listening walks.</li> <li>• Participate in health education for families and children.</li> <li>• Follow consistent routines regarding washing hands.</li> <li>• Brainstorm all the ways teeth are important (e.g., appearance, chewing, talking).</li> <li>• Listen to stories about teeth, losing teeth.</li> <li>• Grow vegetables in a garden.</li> <li>• Help to prepare a variety of healthy snacks and meals, and talk about ingredients.</li> <li>• Create books, charts, collages, or displays with pictures of healthy/unhealthy foods, or a picture menu of health food choices.</li> <li>• Talk about the nutritional value of various foods and the relationship between a healthy diet and overall health and fitness.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and use local health, medical, and dental resources.</li> <li>• Encourage vision and hearing screening.</li> <li>• Make sure children are properly dressed for weather conditions and activities.</li> <li>• Ensure safety of children through adherence to state and local regulations.</li> <li>• Protect children from abuse and neglect.</li> <li>• Establish routines for eating, rest, and bedtime.</li> <li>• Aim for 10-13 hours of sleep per day (including naps).</li> <li>• Turn off the television and other screens one hour before bedtime and make the child’s room a screen-free zone.</li> <li>• Help the child sleep with a cool room (less than 75 degrees). If the child appears to have trouble breathing, snores, or is restless with frequent kicking during sleep, contact the child’s doctor.</li> <li>• Encourage children to show independence in self-care tasks, helping when necessary (e.g., brushing teeth, wiping nose, dressing, toileting, washing hands, feeding oneself).</li> <li>• Teach and model basic health and safety rules (e.g., washing hands, covering mouth when coughing or sneezing, taking care when using sharp objects, looking both ways before crossing streets, and wearing a helmet when bicycling).</li> <li>• Discuss with children appropriate responses to potentially dangerous situations and teach safety rules (e.g., bus safety, playground safety, staying with the group, knowing personal identification information, fire drills).</li> <li>• Secure adequate nutrition for children and introduce children to a variety of healthy foods.</li> <li>• Provide time for physical activity.</li> </ul>



Physical Development & Health		
Indicators Children may . . .	Examples Children may. . .	Suggested Supports Adults may . . .
<b>2. Gross Motor Skills:</b> The control of large muscles for movement, navigation, and balance.		
<ol style="list-style-type: none"> <li>1. Develop motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping.*</li> <li>2. Develop motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle.</li> <li>3. Understand movement concepts, such as control of the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in coordination with other objects.*</li> </ol>	<ul style="list-style-type: none"> <li>• Walk, run, hop, or gallop when moving from one place to another.</li> <li>• Balance on one leg.</li> <li>• Pretend to be various jumping or crawling creatures (e.g., rabbit, frog, kangaroo, grasshopper, snake, lizard).</li> <li>• Combine large muscle movements with equipment (e.g., riding a tricycle, using a slide or swings, bouncing a ball).</li> <li>• Engage in activities that involve climbing, rocking, swinging, rolling, spinning, jumping, or being turned upside-down.</li> </ul>	<ul style="list-style-type: none"> <li>• Make physical activity a big part of children’s daily life.</li> <li>• Provide adequate space and age-appropriate equipment and materials, with adaptations as needed.</li> <li>• Supervise and participate in daily outdoor play.</li> <li>• Plan daily physical activities that are vigorous as well as developmentally and individually appropriate.</li> <li>• Provide appropriate modifications for children with special needs.</li> </ul>
<b>3. Fine Motor Skills:</b> The control of small muscles for such purposes as using utensils, self-care, building, and exploring.		
<ol style="list-style-type: none"> <li>1. Develop hand strength and dexterity.</li> <li>2. Develop eye-hand coordination to use everyday tools, such as pitchers for pouring or utensils for eating.</li> <li>3. Manipulate a range of objects, such as blocks or books.</li> <li>4. Manipulate writing, drawing, and art tools.</li> </ol>	<ul style="list-style-type: none"> <li>• Engage in activities that enhance hand-eye coordination, such as using eating utensils, dressing themselves, building with blocks, creating with clay or play dough, putting puzzles together, and stringing beads.</li> <li>• Link paper clips to make necklaces.</li> <li>• Create puppet shows with finger puppets.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide adequate time for drawing, cutting, and handwriting development.</li> <li>• Provide modeling materials (e.g., play dough, clay) and activities (e.g., beads, Legos, small blocks) to strengthen hand and develop fine motor coordination.</li> <li>• Provide handheld tools, such as spoons, paintbrushes, crayons, markers, tweezers, eyedroppers, garlic press, clothespins, and safety scissors, with adaptations as needed.</li> <li>• Provide adaptive writing utensils for children with fine motor delays.</li> <li>• Show child how you use drawing and writing tools in your daily activities.</li> </ul>



## Social & Emotional Development

The Social & Emotional domain describes children’s ability to develop positive relationships and ideas about themselves and their abilities, regulate their emotions, behavior, and impulses, and express emotions. Appropriate social and emotional development is critical to life-long development and learning and is associated with a wide array of positive outcomes. Such skills allow children to feel confident in their abilities to interact with others, approach new situations, and express their individuality. Children who are English language learners should be allowed to express their emotions and relationships in their home language.





### Social & Emotional Development

Indicators Children may . . .	Examples Children may . . .	Suggested Supports Adults may . . .
<b>1. Relationships with Adults and Peers:</b> The healthy relationships and interactions with adults and peers.		
<ol style="list-style-type: none"> <li>1. Engage in and maintains positive relationships and interactions with adults.*</li> <li>2. Engage in prosocial and cooperative behavior with adults.*</li> <li>3. Engage in and maintains positive interactions and relationships with other children.*</li> <li>4. Engage in cooperative play with other children.</li> <li>5. Use basic problem-solving skills to resolve conflicts with other children.</li> </ol>	<ul style="list-style-type: none"> <li>• Interact readily with trusted adults.</li> <li>• Engage in some positive interactions with less familiar adults, such as parent volunteers.</li> <li>• Show affection and preference for adults who interact with them on a regular basis.</li> <li>• Seek help from adults when needed.</li> <li>• Engage in prosocial behaviors with adults, such as using respectful language or greetings.</li> <li>• Attend to an adult when asked.</li> <li>• Follow adult guidelines and expectations for appropriate behavior.</li> <li>• Ask or waits for adult permission before doing something when they are unsure.</li> <li>• Engage in and maintain positive interactions with other children.</li> <li>• Use a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy.</li> <li>• Take turns in conversations and interactions with other children.</li> <li>• Develop friendships with one or two preferred other children.</li> <li>• Engage in joint play, such as using coordinated goals, planning, roles, and games with rules, with at least one other child at a time.</li> <li>• Demonstrate willingness to include others' ideas during interactions and play.</li> <li>• Show enjoyment of play with other children, such as through verbal exchanges, smiles, and laughter.</li> <li>• Engage in reflection and conversation about past play experiences.</li> <li>• Recognize and describe basic social problems in books or pictures, such as both children wanting the same toy, and during interactions with other children, such as "Why do you think your friend might be sad?"</li> <li>• Use basic strategies for dealing with common conflicts, such as sharing, taking turns, and compromising.</li> <li>• Express feelings, needs, and opinions in conflict situations.</li> <li>• Seek adult help when needed to resolve conflicts.</li> </ul>	<ul style="list-style-type: none"> <li>• Remember the details concerning the lives of individual children. For example, make a connection to their families by asking children to talk about the people in their drawings or photos. As time permits, use index cards or sentence strips to create captions.</li> <li>• Show children you value their presence by offering a warm, personal greeting when they enter the setting and a "See you tomorrow" or "See you soon" as they leave. When a child is absent, let her know you missed her.</li> <li>• See and be seen. Circulate so you can spot children who might need support. Make sure children can see you, too.</li> <li>• Pair a child who has difficulty making friends with a more skilled buddy to complete a fun activity together.</li> <li>• Model ways a child can invite himself into a group. Join the play yourself with dialogue that shows how; for example, "That looks like fun. Shall we ask them if we can play, too?"</li> <li>• Identify problems as you see them happening. Cue children by saying, "I see we have a problem. What should we do?"</li> <li>• Use puppets and persona dolls to role-play common conflicts, asking children to describe how characters are feeling and how they might solve the problem.</li> <li>• Create laminated books showing illustrated solutions to problems, such as trading, taking turns, and playing together. Have children refer to the book for solutions as needed.</li> <li>• Create a "friendship can" that includes popsicle sticks with each child's name or photo. Draw sticks to pair children for activities or classroom errands.</li> </ul>



Social & Emotional Development		
Indicators Children may . . .	Examples Children may . . .	Suggested Supports Adults may . . .
<b>2. Sense of Identity and Belonging:</b> The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals.		
<ol style="list-style-type: none"> <li>1. Recognize self as a unique individual having own abilities, characteristics, emotions, and interests.*</li> <li>2. Express confidence in own skills and positive feelings about self.*</li> <li>3. Have a sense of belonging to family, community, and other groups.</li> </ol>	<ul style="list-style-type: none"> <li>• Describe self using several different characteristics.</li> <li>• Demonstrate knowledge of uniqueness of self, such as talents, interests, preferences, or culture.</li> <li>• Show satisfaction or seek acknowledgment when completing a task or solving a problem.</li> <li>• Express own ideas or beliefs in group contexts or in interactions with others.</li> <li>• Use positive words to describe self, such as kind or hard-worker.</li> <li>• Identify self as being a part of different groups, such as family, community, culture, faith, or preschool.</li> <li>• Relate personal stories about being a part of different groups.</li> <li>• Identify similarities and differences about self across familiar environments and settings.</li> </ul>	<ul style="list-style-type: none"> <li>• Take photos of children working and playing together and post them around the room. Share children’s accomplishments with families via photos on protected websites or apps designed for this purpose.</li> <li>• Learn words and phrases in a child’s home language that are meaningful to the child and family.</li> <li>• Have families bring in objects that represent children’s cultures; for example, empty food boxes to stock the dramatic play area.</li> <li>• Offer chances for children to share information about themselves, their family, culture, and community; for example, drawing pictures, telling personal stories, and singing a song or doing a dance they learned at home or a community event.</li> </ul>
<b>3. Emotional Functioning:</b> A healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors.		
<ol style="list-style-type: none"> <li>1. Express a broad range of emotions and recognize these emotions in self and others.*</li> <li>2. Express care and concern toward others.</li> <li>3. Manage emotions with increasing independence.*</li> </ol>	<ul style="list-style-type: none"> <li>• Recognize and labels basic emotions in books or photographs.</li> <li>• Use words or signs to describe own feelings.</li> <li>• Use words or signs to describe the feelings of adults or other children.</li> <li>• Reflect on personal experiences that evoked strong emotions.</li> <li>• Experiment with new materials and activities without fear of making mistakes.</li> <li>• Act out powerful emotions (fear, anger) through dramatic play.</li> </ul>	<ul style="list-style-type: none"> <li>• Pause before you react to an incident in the setting; for example, a disagreement over a turn on the slide. Ask the children who were involved how they feel about what has happened. This acknowledges children’s feelings and also gives you a moment to figure out how you want to respond.</li> <li>• Encourage children to notice each other’s feelings and suggest ways to help. “Jared, can you slide a little this way? Samantha is building something with blocks and looks worried that it may get knocked over.”</li> <li>• Anticipate what might happen in a new situation and provide reassurance that will help children manage emotions. For example, “We have new supplies in the art center, and I know you will all want to try them out. Don’t worry. Everyone will get a turn at some point during center time.”</li> </ul>



Social & Emotional Development		
Indicators Children may . . .	Examples Children may . . .	Suggested Supports Adults may . . .
<b>4. Emotional and Behavioral Self-Regulation:</b> The ability to recognize and regulate emotions and behavior.		
<ol style="list-style-type: none"> <li>1. Follow classroom rules and routines with increasing independence.*</li> <li>2. Appropriately handle and take care of classroom materials.*</li> <li>3. Manage actions, words, and behavior with increasing independence.*</li> </ol>	<ul style="list-style-type: none"> <li>• Express emotions in ways that are appropriate to the situation.</li> <li>• Look for adult assistance when emotions are most intense.</li> <li>• Use a range of coping strategies to manage emotions with the support of an adult, such as using words or taking deep breaths.</li> <li>• Demonstrate awareness of classroom rules when asked and is able to follow these rules most of the time.</li> <li>• Follow most classroom routines, such as putting away their backpack when entering the room or sitting on the rug after outside time.</li> <li>• Respond to signals when transitioning from one activity to another.</li> <li>• Appropriately handle materials during activities.</li> <li>• Clean up and put materials away appropriately, such as placing blocks back on correct shelf or placing markers in the correct bin.</li> <li>• Demonstrate control over actions and words in response to a challenging situation, such as wanting to use the same materials as another child, or frustration over not being able to climb to the top of a structure. May need support from adults.</li> <li>• Manage behavior according to expectations, such as using quiet feet when asked or sitting on the rug during circle time.</li> <li>• Wait for their turn, such as wait in line to wash hands or wait for turn on swings.</li> <li>• Refrain from aggressive behavior towards others.</li> <li>• Begin to understand the consequences of behavior, such as hitting leads to quiet time. Children can describe the effects their behavior may have on others, such as noticing that another child feels sad when you hit him.</li> </ul>	<ul style="list-style-type: none"> <li>• Redirect challenging behavior by using different strategies, such as verbal reminders to suggest an alternative; physical cues (e.g., placing a hand on the shoulder of a child who's about to hit or grab a toy); visual cues (e.g., pointing to a rule on a chart); or calling attention to a child's who's doing what's expected.</li> <li>• Help children identify when they're tense and stressed, or relaxed and calm. Name those feelings when you see them.</li> <li>• Introduce the idea of taking three deep breaths as a calming technique. Children can use the mantra "smell the flowers" (inhale) and "blow out the candles" (exhale). Teach and practice when children are calm, and coach them when they're upset.</li> <li>• Set three to five rules that are simple and positively worded (e.g., "Hands to self; safe feet; eyes are watching; ears are listening; I try new things.").</li> <li>• Use pictures or photos to illustrate the rules.</li> <li>• Model what following the rules looks like. Acknowledge when children follow the rules (e.g., "Zenobia is sitting on the rug. She looks like she is ready for story time.").</li> <li>• Label shelves, bins, and containers with pictures and words so children know where to store toys and materials. Show children how to use and store them appropriately.</li> </ul>





Social & Emotional Development		
Indicators Children may . . .	Examples Children may . . .	Suggested Supports Adults may . . .
<b>5. Cognitive Self-Regulation (Executive Functioning):</b> The ability to regulate attention and impulses.		
<ol style="list-style-type: none"> <li>1. Demonstrate an increasing ability to control impulses.*</li> <li>2. Maintain focus and sustain attention with minimal adult support.*</li> <li>3. Persist in tasks.*</li> <li>4. Hold information in mind and manipulate it to perform tasks.*</li> <li>5. Demonstrate flexibility in thinking and behavior.*</li> </ol>	<ul style="list-style-type: none"> <li>• Stop an engaging activity to transition to another less desirable activity with adult guidance and support.</li> <li>• Delay having desires met, such as agreeing to wait their turn to start an activity.</li> <li>• Without adult reminders, wait to communicate information to a group.</li> <li>• Refrain from responding impulsively, such as waiting to be called on during group discussion or requesting materials rather than grabbing them.</li> <li>• Maintain focus on activities for extended periods of time, such as 15 minutes or more.</li> <li>• Engage in purposeful play for extended periods of time.</li> <li>• Attend to adult during large and small group activities with minimal support.</li> <li>• Complete tasks that are challenging or less preferred despite frustration, either by persisting or seeking help from an adult or other child.</li> <li>• Return with focus to an activity or project after having been away from it.</li> <li>• Accurately recount recent experiences in the correct order and includes relevant details.</li> <li>• Successfully follow detailed, multi-step directions, sometimes with reminders.</li> <li>• Remember actions to go with stories or songs shortly after being taught.</li> <li>• Try different strategies to complete work or solve problems, including with other children.</li> <li>• Apply different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet.</li> <li>• Transition between activities without getting upset.</li> </ul>	<ul style="list-style-type: none"> <li>• Play games, such as Simon Says or freeze dance, where children are challenged to control impulses and hold information in mind and use it to perform a task.</li> <li>• Praise children's attempts to regulate or control their impulses (e.g., "Jeremy, thank you for remembering to raise your hand so everyone gets a turn.&gt;").</li> <li>• Use external aids to support children's attention and memory. For example:             <ol style="list-style-type: none"> <li>1. Invite children to plan which learning center they will play in, and give them a card with a picture of the learning center.</li> <li>2. In buddy reading, pair one child who holds a card indicating they want to hear a story with a child who holds a card indicating that they would like to read a story.</li> </ol> </li> <li>• Assist a frustrated child by providing just enough help (e.g., "You are working so hard on that puzzle! Would that piece fit if you turned it a little bit?").</li> <li>• Use prompts to help children connect new concepts with what was learned previously (e.g., "Remember when . . .," "Yesterday . . .," and "What does this remind you of?").</li> <li>• Ask children to generate ideas and try them out (e.g., "How could we use these materials to build a birdhouse?").</li> </ul>

## English Language Development

The English Language Development domain describes skills for children who are English language learners (ELL). Similar to those acquiring a first language, children who are learning English as a second language understand more English initially than they can produce. This domain includes children’s receptive skills, or their ability to understand spoken English as well as children’s expressive skills or their ability to speak English. The indicators and examples describe a variety of the types of skills children may exhibit over time as they acquire English. As children gradually learn more English, they will be able to express themselves in English more often. The English Language Development domain also describes the types of literacy activities that support ELL student’s language acquisition. However, children should also continue to develop the ability to communicate effectively in their home language because such skills provide a foundation for learning English.





English Language Development		
Indicators Children may . . .	Examples Children may . . .	Suggested Supports Adults may . . .
<b>1. Receptive English Language Skills:</b> The ability to comprehend or understand the English language.		
<ol style="list-style-type: none"> <li>Participate with movement and gestures while other children and the teachers dance and sing in English.</li> <li>Acknowledge or respond nonverbally to common words or phrases, such as “hello,” “good bye,” “snack time,” or “bathroom,” when accompanied by adult gestures.</li> <li>Point to body parts when asked, “Where is your nose, hand, leg...?”</li> <li>Comprehend and respond to increasingly complex and varied English vocabulary, such as “Which stick is the longest?” “Why do you think the caterpillar is hungry?”</li> <li>Follow multi-step directions in English with minimal cues or assistance.</li> </ol>	<ul style="list-style-type: none"> <li>Respond with gestures, act out, or role play—depending on level of understanding—in response to stories read aloud.</li> <li>Match oral language to classroom and everyday objects.</li> <li>Sort pictures or objects according to oral instructions.</li> <li>Respond verbally or nonverbally to simple oral commands or statements.</li> <li>Draw pictures in response to oral instructions.</li> </ul>	<ul style="list-style-type: none"> <li>Use gestures and body language to support communication with children, as appropriate to their level of language acquisition.</li> <li>Connect English words or phrases to children’s home language, as appropriate and when possible.</li> <li>Introduce braille to children who are blind or visually impaired.</li> </ul>
<b>2. Expressive English Language Skills:</b> The ability to speak or use English.		
<ol style="list-style-type: none"> <li>Repeat word or phrase to self, such as “bus” while group sings the “Wheels on the Bus” or “brush teeth” after lunch.</li> <li>Request items in English, such as “car,” “milk,” “book,” “ball.”</li> <li>Use one or two English words, sometimes joined to represent a bigger idea, such as “throwball.”</li> <li>Use increasingly complex and varied English vocabulary.</li> <li>Construct sentences, such as “The apple is round,” or “I see a fire truck with lights on.”</li> </ol>	<ul style="list-style-type: none"> <li>Repeat words, simple phrases, or some facts from illustrated short stories.</li> <li>Complete phrases in rhymes, songs, and chants.</li> <li>Answer yes or no to simple questions, as appropriate to level.</li> <li>Name classroom and everyday objects.</li> <li>String words together to make short sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Describe pictures, classroom objects, or familiar people using a variety of words for various levels of language learners.</li> <li>Provide a rich language environment that exposes children to vocabulary.</li> <li>Provide assistive technology for children who have language delays, are deaf or hard of hearing.</li> </ul>
<b>3. Engagement in English Literacy Activities:</b> Understanding and responding to books, storytelling, and songs presented in English.		
<ol style="list-style-type: none"> <li>Demonstrate eagerness to participate in songs, rhymes, and stories in English.</li> <li>Point to pictures and says the word in English, such as “frog,” “baby,” “run.”</li> <li>Learn part of a song or poem in English and repeat it.</li> <li>Talk with peers or adults about a story read in English.</li> <li>Tell a story in English with a beginning, middle, and end from a book or about a personal experience.</li> </ol>	<ul style="list-style-type: none"> <li>Distinguish between same and different forms of print (e.g., single letters and symbols).</li> <li>Trace figures and letters.</li> <li>Reproduce letters, symbols, and numbers from models in context.</li> <li>Produce familiar words/phrases from environmental print and illustrations.</li> <li>Create content-based representations through pictures and words.</li> </ul>	<ul style="list-style-type: none"> <li>Use gestures, actions, and real objects to help children understand what is being read, chanted, or sung.</li> <li>Help children make connections between speech and writing, such as matching icons, symbols, or words to corresponding pictures or objects.</li> <li>Help children make connections between books and stories in their home language with those in English.</li> <li>Help children tell stories and recount experiences with a beginning, middle, and end; write down their dictation and let them illustrate if desired.</li> </ul>



## Language Development

The Language Development domain describes children’s developing ability to effectively communicate (expressive language) and understand (receptive language) oral language in different environments and for a variety of purposes. Such skills are key to children’s learning and social competence. The understanding and use of language is also closely related to students’ developing literacy and their later success in learning to read and write.

Indicators Children may . . .	Examples Children may . . .	Suggested Supports Adults may . . .
<b>1. Attending and Understanding:</b> The ability to comprehend or understand language.		
<ol style="list-style-type: none"> <li>1. Attend to language during conversations, songs, stories, or other learning experiences.*</li> <li>2. Comprehend increasingly complex and varied vocabulary.*</li> <li>3. Comprehend different forms of language, such as questions or exclamations.*</li> <li>4. Follow two- to three-step directions.*</li> <li>5. Comprehend different grammatical structures or rules for using language.*</li> </ol>	<ul style="list-style-type: none"> <li>• Listen to age-appropriate stories, poems, and songs that are rich in descriptive vocabulary.</li> <li>• Understand some words that convey special concepts (e.g., first/last, over/under).</li> <li>• Demonstrate use of vocabulary in oral language to express ideas and events.*</li> <li>• Make connections between words with similar meanings.</li> <li>• Follow two-step directions.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce new words and concepts by naming what children are doing and experiencing.</li> <li>• Involve children in sustained conversations, pursuing their interests with questions and comments.</li> <li>• Use facial expressions, gestures, and a rich and varied vocabulary with children.</li> <li>• State directions clearly, positively, respectfully, and only as needed.</li> </ul>
<b>2. Communicating and Speaking:</b> The ability to use language.		
<ol style="list-style-type: none"> <li>1. Vary the amount of information provided to meet the demands of the situation.</li> <li>2. Understand, follow, and use appropriate social and conversational rules.</li> <li>3. Express self in increasingly long, detailed, and sophisticated ways.*</li> <li>4. Participate in conversations of more than three exchanges with peers and adults.*</li> <li>5. Use language to express ideas and needs.*</li> <li>6. Understand the difference between a question and a statement.*</li> <li>7. Practice asking questions and making statements.*</li> <li>8. Speak in sentences of five or six words.*</li> </ol>	<ul style="list-style-type: none"> <li>• Share their ideas and experiences in small groups.</li> <li>• Use language as a part of pretend play to create and enact roles.</li> <li>• Use complete sentences, when appropriate.</li> <li>• Describe experiences and retell simple stories.</li> <li>• Use language to establish and maintain relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask open-ended questions that require more than a “yes” or “no” response.</li> <li>• Use descriptive language.</li> <li>• Provide opportunities for children to engage in dialogue, including one-on-one and group conversations.</li> <li>• Structure activities so that children can engage in telling stories or recounting events by expressing themselves through various means such as speech, pantomime, pointing, and role-playing.</li> <li>• Vary “wait time,” or the amount of time children are allowed to respond. Children from some cultural backgrounds find the pace of verbal interactions in U.S. schools very different from what they are accustomed to.</li> </ul>



Indicators Children may . . .	Examples Children may . . .	Suggested Supports Adults may . . .
<b>3. Vocabulary:</b> The ability to use a variety of words.		
<ol style="list-style-type: none"> <li>1. Understand and use a wide variety of words for a variety of purposes.*</li> <li>2. Show understanding of word categories and relationships among words</li> <li>3. Use increasingly complex and varied vocabulary.*</li> </ol>	<ul style="list-style-type: none"> <li>• Demonstrate the use of multiple (two or three) new words or signs a day during play and other activities.</li> <li>• Show recognition of and/or familiarity with key domain-specific words heard during reading or discussions.</li> <li>• With multiple exposures, use new domain-specific vocabulary during activities, such as using the word "cocoon" when learning about the life-cycle of caterpillars, or "cylinder" when learning about 3-D shapes.</li> <li>• With support, form guesses about the meaning of new words from context clues.</li> <li>• Categorize words or objects, such as sorting a hard hat, machines, and tools into the construction group, or giving many examples of farm animals.</li> <li>• Discuss new words in relation to known words and word categories, such as "It fell to the bottom when it sank," or "When you hop it's like jumping on one leg," or "The bear and fox are both wild animals."</li> <li>• Identify shared characteristics among people, places, things, or actions, such as identifying that both cats and dogs are furry and have four legs.</li> <li>• Show an ability to distinguish similar words, such as "I don't like it, I love it!" or "It's more than tall, it's gigantic," or "It's so cold, it's frosty."</li> </ul>	<ul style="list-style-type: none"> <li>• Notice where children look and then talk about what they are focusing on using interesting, rich vocabulary.</li> <li>• Introduce words that describe objects, actions, and attributes (e.g., include verbs like "gallop" and "soar" as well as adjectives like "enormous" and "miniscule").</li> <li>• Clarify or explain new or unfamiliar words as they relate to everyday objects or actions children are familiar with.</li> <li>• Play sorting games that reinforce the idea of categories (e.g., circles in one box, squares in the other; fruit in one bowl, vegetables in the other; "All the children with curly hair, please line up to wash your hands for snack time.").</li> <li>• Reinforce categories by having children identify the item in a group that is different (e.g., bear, cat, and airplane).</li> <li>• Incorporate specific language learning into classroom transitions (e.g., direct children to the front or back of the line or next to or behind a particular child).</li> </ul>

## Literacy Knowledge & Skills

The Literacy Knowledge & Skills domain describes skills that provide the basis for children’s emerging ability to read and write. Preschool age children are developing attitudes about reading that will affect their approach to learning as they age. They are also developing basic understandings about how books and other print materials convey meaning. This domain also addresses early reading skills, such as the ability to hear and differentiate sounds in words and some basic letter knowledge. Children’s ability to physically write is closely tied to their development of fine motor skills at this age, which often vary significantly. Children may practice communicating their ideas on paper in whatever way they can, including scribbling, dictation, drawing pictures, or tracing letters and words.

Literacy Knowledge & Skills		
Indicators Children may . . .	Examples Children may . . .	Suggested Supports Adults may . . .
<b>1. Print and Alphabet Knowledge:</b> The interest in books and their characteristics, and knowledge of the alphabet.		
<ol style="list-style-type: none"> <li>Demonstrate an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).*</li> <li>Identify letters of the alphabet and produce correct sounds associated with letters.*</li> <li>Show interest in both shared reading experiences and looking at books independently.*</li> <li>Recognize how books are read, such as front-to-back and one page at a time, and recognize basic characteristics, such as title, author, and illustrator.*</li> <li>Recognize words as a unit of print and understand that letters are grouped to form words.*</li> <li>Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.*</li> <li>Attend to the beginning letters and sounds in familiar words.*</li> <li>Recognize print in everyday life, such as numbers, letters, one’s name, words, and familiar logos and signs.*</li> <li>Understand that print conveys meaning.*</li> <li>Understand conventions, such as print moves from left to right and top to bottom of a page.*</li> <li>Recognize the association between spoken or signed and written words.*</li> </ol>	<ul style="list-style-type: none"> <li>Handle books respectfully and appropriately.</li> <li>Distinguish between upper and lower case letter shapes.</li> <li>Play guessing games using letter sounds (“I spy something that begins with sssss.”).</li> <li>Select alphabet letters that match with their sounds.</li> <li>Recognize the letters in their own name.</li> <li>Know the name for many letters of the alphabet.</li> <li>Recognize how printed material connects to their world and daily life.</li> <li>Associate pictorial symbols with objects or actions (e.g., picture recipes, rebus stories).</li> <li>Recognize that print can tell people what to do.</li> <li>Understand that letters function to represent sounds in spoken words.</li> <li>Identify their name on labels or tags.</li> </ul>	<ul style="list-style-type: none"> <li>Make books available in children’s home languages.</li> <li>Use books that communicate information to learn about the world and contain rich language.</li> <li>Read to children often for pleasure and information.</li> <li>Visit the library.</li> <li>Model reading for children (e.g., newspaper, novel).</li> <li>Provide magnetic letters and alphabet blocks, stamps, books, and puzzles.</li> <li>Explore letters through sensory experiences (e.g., trace letters made of sandpaper or rice; use alphabet cookie cutters or pasta alphabets).</li> <li>Point out letters in familiar names and signs.</li> <li>Point out signs and labels in the classroom, neighborhood, or store.</li> <li>Call attention to a variety of print, such as books, newspapers, magazines, menus, or cereal boxes.</li> <li>Create a learning environment that reflects the children’s cultures and languages in each learning center, on wall/window/bulletin board displays, and in educational and play materials.</li> <li>Model using print resources to gain meaning and understanding or answer a question.</li> </ul>



Literacy Knowledge & Skills		
Indicators Children may . . .	Examples Children may. . .	Suggested Supports Adults may . . .
<b>2. Phonological Awareness:</b> An awareness that language can be broken into words, syllables, and smaller pieces of sound.		
<ol style="list-style-type: none"> <li>1. Identify and discriminate between words in language.*</li> <li>2. Identify and discriminate between separate syllables in words.*</li> <li>3. Identify and discriminate between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound.*</li> <li>4. Recognize patterns of sounds in songs, storytelling, and poetry.*</li> </ol>	<ul style="list-style-type: none"> <li>• Recognize the difference between words that sound similar.</li> <li>• Break words into syllables (e.g., clap or tap them out with rhythm instruments).</li> <li>• Recognize rhyming words and alliterations.</li> <li>• Repeat rhythmic patterns in poems and songs through clapping, marching, or using instruments to beat syllables.</li> </ul>	<ul style="list-style-type: none"> <li>• Model having fun with words (e.g., rhymes, poems, finger plays).</li> <li>• Share songs and poems with children.</li> <li>• Encourage children to fill in missing words and complete familiar refrains in familiar rhymes and songs.</li> </ul>
<b>3. Comprehension and Text Structure:</b> The ability to understand and get meaning from stories and information from books and other texts.		
<ol style="list-style-type: none"> <li>1. Ask and answer questions and make comments about print materials.*</li> <li>2. Retell stories or information from books through conversation, artistic works, creative movement, or drama.*</li> <li>3. Make predictions based on illustrations.*</li> <li>4. Begin to identify key features of reality versus fantasy in stories, pictures, and events.*</li> <li>5. Demonstrate interest in different kinds of literature, such as fiction and nonfiction books and poetry, on a range of topics.*</li> </ol>	<ul style="list-style-type: none"> <li>• Use drawing or drawing with captions to identify key characters or events in a story read aloud.</li> <li>• Compare events in books to their own experiences.</li> <li>• Use pictures to understand and make predictions about the topic or story in a book.</li> <li>• Look at pictures, ask questions, and talk about information from books.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions about the stories read together.</li> <li>• Provide materials such as flannel board sets, puppets, and other props to act out and retell stories.</li> </ul>
<b>4. Writing:</b> The familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.		
<ol style="list-style-type: none"> <li>1. Experiment with writing tools and materials.*</li> <li>2. Recognize that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion.*</li> <li>3. Use scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas.*</li> <li>4. Copy, trace, or independently write letters or words.*</li> </ol>	<ul style="list-style-type: none"> <li>• Begin to develop proper pencil grip.</li> <li>• Communicate with others with a card or letter.</li> <li>• Use shapes, symbols, and letters to express ideas.</li> <li>• Talk about a picture or experience.</li> <li>• Describe something learned about a topic (e.g., butterflies, frogs, snow) verbally or through representations.</li> <li>• Ask questions and investigate topics of interest.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage children’s interest and attempts to copy or write letters and their own name.</li> <li>• Provide experiences with markers, crayons, and pencils.</li> <li>• Display writing and drawings.</li> <li>• Encourage children to participate in activities that involve reading and writing, such as making a grocery list.</li> </ul>

## Logic & Reasoning

The Logic & Reasoning domain describes children’s ability to think through problems and apply strategies for solving them. Such strategies require the ability to make connections among events or ideas, such as cause and effect relationships and comparisons. Likewise, the ability to think abstractly, or symbolically, about their world allows children to better understand the world around them. Such critical thinking skills are essential to children’s early learning and also to their ability to understand and adapt to a wide range of situations at home and in the community.

Logic & Reasoning		
Indicators Children may . . .	Examples Children may . . .	Suggested Supports Adults may . . .
<b>1. Reasoning and Problem-Solving:</b> The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.		
1. Seek multiple solutions to a question, task, or problem. 2. Recognize cause and effect relationships. 3. Classify, compare, and contrast objects, events, and experiences. 4. Use past knowledge to build new knowledge. 5. Identify problems and search for solutions by asking questions during collaborative explorations of the topic; begin to state facts about the topic.*	<ul style="list-style-type: none"> <li>• Make suggestions to generate ideas.</li> <li>• Make predictions, including hypotheses about cause or effect.</li> <li>• Act out and talk about experiences.</li> <li>• Talk about activities of yesterday, today, and tomorrow.</li> <li>• Talk about what they are learning.</li> <li>• Try different approaches to solve a problem.</li> <li>• Differentiate between questions and statements.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce everyday household materials and toys that can be used in more than one way.</li> <li>• Ask children what they know, want to know, and have learned about a topic.</li> <li>• Talk through different approaches to problems and value children’s thinking regardless of accuracy.</li> <li>• Ask children questions that apply to real problems.</li> <li>• Involve children in planning activities.</li> </ul>
<b>2. Symbolic Representation:</b> The use of symbols or objects to represent something else.		
1. Represent people, places, or things through drawings, movement, and three-dimensional objects. 2. Engage in pretend play and act out roles. 3. Begin to identify key features of reality versus fantasy in stories, pictures, and events.*	<ul style="list-style-type: none"> <li>• Represent their ideas in more than one way (e.g., painting, drawing, blocks).</li> <li>• Pretend and make believe.</li> <li>• Begin to identify key features of reality versus fantasy in stories, pictures, and events.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage children in making up games, jokes, songs, and stories.</li> <li>• Encourage pretend play, such as using sofa cushions or blankets to make a “cave.”</li> <li>• Add new props to the environment to encourage rich pretend play.</li> <li>• Provide materials for drawing and encourage children to tell you what they have drawn.</li> </ul>



## Mathematics Knowledge & Skills

The Mathematics Knowledge & Skills domain describes children’s abilities to understand numbers, quantity, and the relationships between them. Also important to this domain is a basic understanding of shapes, the position of shapes in space, patterns, and measurement. Many indicators described in this domain require children to make generalizations and think abstractly, which build cognitive skills that support early learning and are associated with positive outcomes. Some of the indicators and examples may not be appropriate until late in the 3–5 year age range.

Mathematics Knowledge & Skills		
Indicators Children may . . .	Examples Children may. . .	Suggested Supports Adults may . . .
<b>1. Number Concepts and Quantities:</b> The understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list).		
<ol style="list-style-type: none"> <li>1. Count verbally or sign to at least 20.*</li> <li>2. Instantly recognize, without counting, small quantities of up to five objects and say or sign the number.*</li> <li>3. Say or sign the number names in order when counting, pairing one number word that corresponds with one object, up to at least 10.*</li> <li>4. Use the number name of the last object counted to answer “How many?” questions for up to approximately 10 objects.*</li> <li>5. Accurately count as many as five objects in a scattered configuration or out of a collection of more than five objects.*</li> <li>6. Understand that each successive number name refers to a quantity that is one larger.*</li> <li>7. Identify whether the number of objects in one group is more than, less than, or the same as objects in another group for up to at least five objects.*</li> <li>8. Identify and use numbers related to order or position from first to fifth.*</li> <li>9. Associate a number of objects with a written numeral 0–5.*</li> <li>10. Recognize and, with support, write some numerals up to 10.*</li> </ol>	<ul style="list-style-type: none"> <li>• Match a group of 1 to 10 objects with written and spoken numbers.</li> <li>• Count, group, and sort objects and materials.</li> <li>• Read stories, sing songs, and act out poems and finger plays that involve counting, numerals, and shapes.</li> <li>• Match a group of one to five objects with written and spoken numbers.</li> <li>• Copy a printed numeral using their own handwriting.</li> <li>• Play games that involve matching numerals to numbers of objects, such as dots on cards.</li> </ul>	<ul style="list-style-type: none"> <li>• Count and use numbers as you play together. Ask children to answer “How many?” to encourage children to count, compare which has more and which has less, and talk about quantity.</li> <li>• Make counting part of everyday routines, like setting the table or determining the number of people in a play area.</li> <li>• Have children group and order materials when cleaning up.</li> <li>• Play board games with a spinner, a die or dice, and other games such as dominoes, number blocks, and cards and puzzles with numbers.</li> <li>• Sing counting songs, finger plays, and read children’s books with numerical content to provide a playful context for practicing counting and understanding cardinality.</li> <li>• Provide opportunities for children to write numbers that are meaningful to them, such as their age, how many people are in their family, or how many blocks they stacked to create a tall tower.</li> </ul>



Mathematics Knowledge & Skills		
Indicators Children may . . .	Examples Children may . . .	Suggested Supports Adults may . . .
<b>2. Operations and Algebraic Thinking:</b> The use of numbers to describe relationships and solve problems.		
<ol style="list-style-type: none"> <li>1. Represent addition and subtraction in different ways, such as with fingers, objects, and drawings.*</li> <li>2. Solve addition and subtraction problems set in simple contexts. Add and subtract up to at least five to or from a given number to find a sum or difference up to 1.*</li> <li>3. With adult assistance, begin to use counting on (adding 1 or 2, for example) from the larger number for addition.*</li> <li>4. Fill in missing elements of simple patterns.*</li> <li>5. Duplicate simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on the rug. Extend patterns, such as making an eight-block tower of the same pattern that was demonstrated with four blocks.*</li> <li>6. Identify the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks.*</li> </ol>	<ul style="list-style-type: none"> <li>• Use fingers on both hands to represent addition.</li> <li>• Add a group of three and a group of two, counting "One, two three ..." and then counting on "Four, five!" while keeping track using their fingers.</li> <li>• Take three away from five, counting "Five, four, three ... two!" while keeping track using their fingers.</li> <li>• Say after receiving more crackers at snack time, "I had two and now I have four."</li> <li>• Predict what will happen when one more object is taken away from a group of five or fewer objects, and then verify their prediction by taking the object away and counting the remaining objects.</li> <li>• Use art materials and other objects to create or replicate patterns (e.g., weaving, stringing beads, stacking blocks, or drawing repeating pictures).</li> <li>• Recognize patterns in a story or song.</li> <li>• Identify two blocks, one red and one blue, as the core unit of a longer pattern using alternating red and blue blocks.</li> <li>• Sequence story cards to show beginning, middle, and end.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask "How many more?" questions, such as, "We have three children in this group. How many more children do we need to make a group of five?"</li> <li>• Use books, songs, and games to introduce and reinforce the concepts of addition (adding to) and subtraction (taking away from).</li> <li>• Watch for opportunities to pose simple number problems during daily routines, interactions, and activities; for example:               <ol style="list-style-type: none"> <li>1. If you give me one crayon, how many will you have left?</li> <li>2. You have three apple slices. If I give you one more apple slice, how many apple slices will you have all together?</li> </ol> </li> <li>• Point out patterns in indoor and outdoor environments. Invite children to identify patterns they see.</li> <li>• Invite children to create patterns physically through marching, sitting, jumping, or clapping (e.g., jump-jump-clap-clap, jump-jump-clap-clap or stand-clap-sit, stand-clap-sit). Sing songs which involve the use of physical patterns, like "If You're Happy and You Know It, Clap Your Hands" or "Hokey Pokey."</li> <li>• Create patterns with sounds by using rhythm instruments such as shakers or sticks.</li> <li>• Share books, stories, and nursery rhyme songs that have repetitive structures, phrases, or rhymes (e.g., "The Wheels on the Bus" or "Old MacDonald Had a Farm").</li> </ul>



Mathematics Knowledge & Skills		
Indicators Children may . . .	Examples Children may . . .	Suggested Supports Adults may . . .
<b>3. Measurement and Data:</b> The understanding of attributes and relative properties of objects as related to size, capacity, and area.		
<ol style="list-style-type: none"> <li>1. Use comparative language, such as shortest, heavier, biggest, or later.*</li> <li>2. Compare or order up to five objects based on their measurable attributes, such as height or weight.*</li> <li>3. Measure using the same unit, such as putting together snap cubes to see how tall a book is.*</li> </ol>	<ul style="list-style-type: none"> <li>• Sort objects by physical characteristics such as a color or size.</li> <li>• Group objects according to their size, using standard and nonstandard forms of measurement (e.g., height, weight, length, color, or brightness).</li> <li>• Explore various processes and units for measurement and begin to notice different results of one method or another.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow a pictorial recipe and let children measure, pour, and stir the ingredients while asking questions like, “How many cups of flour does the recipe show we need to put in the bowl?”</li> <li>• Provide opportunities for children to sort, classify and group household objects and materials.</li> <li>• Ask questions of measurement (e.g., “How many steps does it take to walk from the front door to your cubby?” or “How many blocks long is your arm?”).</li> <li>• Offer a variety of measuring tools and models, such as rulers, yardsticks, measuring tapes, measuring cups, scales, and thermometers. Children may not use each of these correctly, but they are developing early understandings of how tools measure things.</li> <li>• Provide opportunities for children to use non-standard measuring tools such as cubes, paperclips, blocks, etc.</li> </ul>



Mathematics Knowledge & Skills		
Indicators Children may . . .	Examples Children may. . .	Suggested Supports Adults may . . .
<b>4. Geometry and Spatial Sense:</b> The understanding of shapes, their properties, and how objects are related to one another.		
<ol style="list-style-type: none"> <li>1. Name and describe shapes in terms of length of sides, number of sides, and number of angles/corners.*</li> <li>2. Correctly name basic shapes (circle, square, rectangle, triangle) regardless of size and orientation.*</li> <li>3. Analyze, compare, and sort two-and three-dimensional shapes and objects in different sizes. Describe their similarities, differences, and other attributes, such as size and shape.*</li> <li>4. Compose simple shapes to form larger shapes.</li> <li>5. Understand and use language related to directionality, order, and the position of objects, including up/down and in front/behind.*</li> <li>6. Correctly follow directions involving their own position in space, such as "Stand up" and "Move forward."*</li> </ol>	<ul style="list-style-type: none"> <li>• Match, sort, group, and name basic shapes found outside or in the classroom.</li> <li>• Use pattern tiles to make shapes out of other shapes, such as putting two squares side-by-side to make a non-square rectangle.</li> <li>• Put away blocks and/or tiles into different containers based on the number or length of sides.</li> <li>• Use the vocabulary of geometry and position to describe shapes within the room and surrounding environment.</li> <li>• Understand relational directions, such as "Please put a mat under each plate."</li> </ul>	<ul style="list-style-type: none"> <li>• Use a sensory table with various bowls, cups, or other containers to encourage activities with shapes and sorting.</li> <li>• Provide children with puzzles made of simple geometric shapes and encourage saying the names of shapes as they play.</li> <li>• Discuss geometric shapes in terms of their attributes, such as "This is a circle. It's perfectly round with no bumps or corners. This is a triangle. It has three sides and three angles."</li> <li>• Use a variety of lengths and angles in their shapes (such as scalene triangles, long and thin rectangles) as well as more common configurations of shapes (such as equilateral triangles).</li> <li>• Provide opportunities for conversation using everyday words to indicate space location, shape, and size of objects by saying things like, "You crawled under the picnic table, over the tree stump, and now you are in the tunnel slide!"</li> <li>• Help children organize toys, pointing out concepts such as "in," "on," and "beside."</li> </ul>



## Science Knowledge & Skills

The Science Knowledge & Skills domain describes children’s abilities to observe and gather information about the natural and physical world around them. Children use their natural curiosity to explore and ask questions about their environment, through which they learn about living things and natural processes. The indicators in science also describe ways in which children process information by making connections, predictions, and generalizations based on their observations.

Science Knowledge & Skills		
Indicators Children may . . .	Examples Children may. . .	Suggested Supports Adults may . . .
<b>1. Scientific Inquiry:</b> The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions.		
<ol style="list-style-type: none"> <li>1. Observe and describes observable phenomena (objects, materials, organisms, and events).</li> <li>2. Engage in scientific talk.</li> <li>3. Compare and categorize observable phenomena.</li> <li>4. Use senses to explore the properties of objects and materials (e.g., solids, liquids).*</li> <li>5. Make simple observations, predictions, explanations, and generalizations based on real-life experiences.*</li> <li>6. Notice change in matter.*</li> <li>7. Observe, describe and discuss properties of materials and transformation of substances.*</li> <li>8. Observe and discuss common properties, differences and comparisons among objects.*</li> </ol>	<ul style="list-style-type: none"> <li>• Use senses to gather information about objects, living things, and Earth materials.</li> <li>• Ask and pursue questions through simple investigations and observations of living things.</li> <li>• Observe nature and make predictions about natural events (e.g., growing seeds, caring for animals, charting weather).</li> <li>• Investigate changes in liquids and solids when substances are heated, cooled, combined, etc.</li> <li>• Predict outcomes when altering materials (liquids and solids) and record using journals, charts, graphs, technology or drawings.</li> <li>• Participate in experiments and ask “how” and “why” questions.</li> <li>• Draw connections between classroom experiments/ investigation and real-world experiences (e.g., “The water turned to ice like the lake next to my house because it was cold.”).</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a variety of materials and objects (i.e., solids and liquids) to encourage children to observe, manipulate, sort, and describe physical properties (e.g., size, shape, color, texture, weight) using their five senses as well as simple tools (e.g., magnifiers, balance scales, funnels).</li> <li>• Provide opportunities for children to explore changes in matter (e.g., solids and liquids) when adding heat or cold, when mixing ingredients during cooking or when adding items to liquid (e.g., oil, pebbles).</li> <li>• Provide each child with materials for experiments.</li> <li>• Display child observations, predictions and projects.</li> </ul>



Science Knowledge & Skills		
Indicators Children may . . .	Examples Children may. . .	Suggested Supports Adults may . . .
<p><b>2. Reasoning and Problem Solving:</b> Gathering information to make predictions, conduct investigations and experiments, draw conclusions, and analyze and communicate results.</p>		
<ol style="list-style-type: none"> <li>1. Ask a question, gather information, and make predictions.</li> <li>2. Plan and conduct investigations and experiments.</li> <li>3. Analyze results, draw conclusions, and communicate results.</li> </ol>	<ul style="list-style-type: none"> <li>• Identify the common needs such as food, air, and water of familiar living things.</li> <li>• Make and record by drawing, acting out, or describing observations of living things and how they change over time.</li> <li>• Observe and explore the natural processes of growing, changing, and adapting to the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage children in exploring natural objects such as collecting small rocks, feathers, leaves, and other objects.</li> <li>• Engage children in observing events, such as wet and dry places and how the sun warms objects it shines on.</li> <li>• Engage children to reflect on what they learn, such as why a plant takes days to sprout.</li> <li>• Provide a variety of outdoor natural materials (smooth stones, shells, pinecones, acorns) that children can investigate.</li> </ul>
<p><b>3. Life Science:</b> Make sense of natural phenomena and solve problems that require understanding how individual organisms are configured and how these structures function to support life, growth, behavior and reproduction.</p>		
<ol style="list-style-type: none"> <li>1. Observe, describe and discuss living things and natural processes.*</li> <li>2. Observe similarities and differences in the needs of living things.*</li> <li>3. Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air and light.*</li> <li>4. Ask and pursue questions through simple investigations and observations of living things.*</li> <li>5. Collect, describe, and record information about living things through discussion, drawings, graphs, technology and charts.*</li> <li>6. Identify differences between living and nonliving things.*</li> <li>7. Identify the common needs such as food, air and water of familiar living things.*</li> <li>8. Predict, explain and infer patterns based on observations and representations of living things, their needs and life cycles.*</li> <li>9. Observe and document changes in living things over time using different modalities such as drawing, dramatization, describing or using technology.*</li> <li>10. Recognize that plants and animals grow and change.*</li> </ol>	<ul style="list-style-type: none"> <li>• Match photographs of different habitats to the things that occupy them (i.e., worms live in the ground; fish live in water).</li> <li>• Sequence a series of photographs/pictures of a plant's growth.</li> <li>• Sequence a series of photographs/pictures of the life cycle of a butterfly from caterpillar to chrysalis/cocoon to butterfly.</li> <li>• Document the life cycle of living things.</li> <li>• Recognize that living things require water, air, and food.</li> <li>• Identify and describe through a variety of modalities the changes in living things overtime (e.g., bears hibernate when it is cold outside).</li> <li>• Investigate living things by caring for animals and plants in the classroom.</li> <li>• Document the human life cycle (i.e., babies grow into children, children grow to be adults, adults get older).</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for children to engage with live animals and plants along with toy/stuffed animals and plants and photographs/pictures throughout the classroom.</li> <li>• Read books about living and nonliving things, inquire about how we know if something is living or not.</li> <li>• Display worm farms, bird feeders, caterpillar/butterfly habitats, and fish tanks for observation.</li> <li>• Watch the fish, observe and discuss the movement of the gills, explaining that this is how fish breathe under water.</li> <li>• Provide opportunities for children to use different materials (e.g., technology, journals, drawings, etc.) to observe living things.</li> <li>• Provide opportunities for observation and investigation of the characteristics of animals and plants over time.</li> <li>• Take nature walks.</li> <li>• Encourage children to identify similarities and differences between living things and document what each need to survive.</li> <li>• Provide opportunities for children to explore available outdoor habitats.</li> <li>• Provide opportunities for children to help feed the classroom pet, water the plants, etc.</li> </ul>



## Approaches to Learning

The Approaches to Learning domain describes dispositions that support children’s initiative, curiosity, and creativity in learning. The examples describe observable behaviors that reflect these desirable traits. When children develop positive approaches to learning, they are more likely to have success in school.

Approaches to Learning		
Indicators Children may . . .	Examples Children may . . .	Suggested Supports Adults may . . .
<b>1. Initiative and Curiosity:</b> An interest in varied topics and activities, a desire to learn and independence in learning.		
<ol style="list-style-type: none"> <li>1. Engage in independent activities.</li> <li>2. Make choices and communicate these to adults and other children.</li> <li>3. Independently identify and seek things to complete activities or tasks, such as gathering art supplies to make a mask or gathering cards to play a matching activity.</li> <li>4. Plan play scenarios, such as dramatic play or construction, by establishing roles for play, using appropriate materials, and generating appropriate scenarios to be enacted.</li> <li>5. Ask questions and seek new information.</li> <li>6. Be willing to participate in new activities or experiences even if they are perceived as challenging.</li> <li>7. Demonstrate eagerness to learn about and discuss a range of topics, ideas, and activities.</li> </ol>	<ul style="list-style-type: none"> <li>• Use or combine materials/strategies in novel ways while exploring and solving problems.</li> <li>• Use senses to explore the environment.</li> <li>• Demonstrate a willingness to choose both familiar and new experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Show delight at children's discoveries (e.g., "Alicia, that is a beautiful pine cone! Tell me about where you found it.&gt;").</li> <li>• Encourage inquiry by asking open-ended questions, such as:               <ol style="list-style-type: none"> <li>1. "I wonder how that got there?"</li> <li>2. "What would happen if ...?"</li> <li>3. "How might you do that?"</li> <li>4. "How might you learn more about ...?"</li> </ol> </li> <li>• Provide materials and time for children to follow their own interests, create, and explore.</li> <li>• Play games that build on and extend children's curiosity, such as "I Spy" or "Mystery Bag."</li> <li>• Change plans if children initiate a more interesting idea or experience.</li> </ul>

Indicators Children may . . .	Examples Children may . . .	Suggested Supports Adults may . . .
<b>2. Creativity:</b> Creatively engaging in learning and interactions with others.		
<ol style="list-style-type: none"> <li>1. Ask questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity.</li> <li>2. Approach tasks, activities, and play in ways that show creative problem solving.</li> <li>3. Use multiple means of communication to creatively express thoughts, feelings, or ideas.</li> <li>4. Engage in social and pretend play.</li> <li>5. Use imagination with materials to create stories or works of art.</li> <li>6. Use objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel.</li> </ol>	<ul style="list-style-type: none"> <li>• Communicate creative ideas and actions both with and without prompting from adults.</li> <li>• Ask questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity.</li> <li>• Approach tasks, activities, and play in ways that show creative problem solving.</li> <li>• Use multiple means of communication to creatively express thoughts, feelings, or ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Create an environment where children feel supported and can take risks (i.e., they aren't afraid to try and fail). Praise effort and persistence (e.g., "You worked really hard on that!").</li> <li>• Allow time for children to investigate their own interests. Actively listen to their ideas and ask questions that invite children to explain what they are doing and why.</li> <li>• Respond to children in ways that let them know you accept and appreciate the creative ways they solve problems, approach tasks, and express themselves.</li> <li>• Provide children with opportunities to create and explore with a variety of materials.</li> </ul>







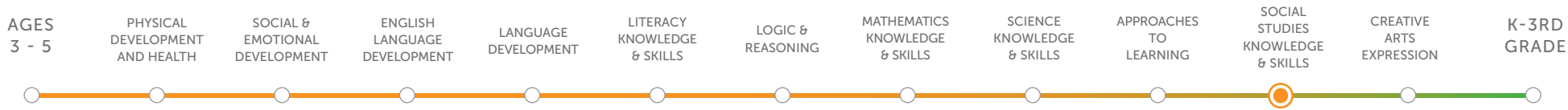
## Social Studies Knowledge & Skills

The Social Studies Knowledge & Skills domain describes children’s learning about people, places, events, and society, and how these things relate to their lives. By learning about themselves, their family, and their community, children develop self-identity and expand their understanding of places and people outside their direct experience.

Social Studies Knowledge & Skills		
Indicators Children may . . .	Examples Children may . . .	Suggested Supports Adults may . . .
<b>1. History and Events:</b> The understanding that events happened in the past and how these events relate to one’s self, family, and community.		
<ol style="list-style-type: none"> <li>Differentiate between past, present, and future.</li> <li>Recognize family or personal events that happened in the past.</li> <li>Understand that how people live and what they do changes over time.</li> </ol>	<ul style="list-style-type: none"> <li>Tell stories of past events.</li> <li>Select examples from pictures that illustrate past, present, and future.</li> <li>Describe how they have grown.</li> <li>Participate in creating a class memory book.</li> <li>Track the height of the classroom plant and record progress photos and measurements on a calendar.</li> </ul>	<ul style="list-style-type: none"> <li>Ask children to recall events from earlier in the day or from the day before.</li> <li>Provide scaffolding to assist children’s recall of prior learning and events.</li> <li>Ask children to identify their plan for center time.</li> <li>Provide opportunities for children to plan for upcoming transitions, events, and activities.</li> </ul>



Social Studies Knowledge & Skills		
Indicators Children may . . .	Examples Children may . . .	Suggested Supports Adults may . . .
<p><b>2. Geography:</b> Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.</p>		
<p>1. Identify aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, and land formations.</p> <p>2. Develop an awareness of the school, neighborhood, and community.</p>	<ul style="list-style-type: none"> <li>• Build with blocks or draw various environments.</li> <li>• Take pictures of familiar building locations to place on a map of the school. Children may glue the pictures on the map while the adult labels the location.</li> <li>• Identify and discuss the things they see, such as trees, fountains, streets, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Involve children in firsthand experiences in their community. For example: exploration of the school, neighborhood, and city.</li> <li>• Furnish learning centers with literature, activities, and materials for play based on children’s experiences with their community. For example: visit the school office and then create a classroom office.</li> <li>• Involve children in discussions about the homes they live in and the different types of homes and buildings in the community. For example: taking neighborhood walks.</li> <li>• Have children interpret simple maps of the classroom, playground and neighborhood.</li> <li>• Provide materials, literature, and activities that explore different types of homes and aspects of the children’s surrounding environment. For example: apartments, single-family homes, motels, modular homes, trees, rivers, mountains, and buildings.</li> <li>• Display pictures of familiar community buildings and landmarks in block, writing, or other centers.</li> </ul>



Social Studies Knowledge & Skills		
Indicators Children may . . .	Examples Children may . . .	Suggested Supports Adults may . . .
<b>3. Economics:</b> Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy.		
<ol style="list-style-type: none"> <li>1. Identify choices that individuals can make.</li> <li>2. Explain how individuals earn money and use it to make choices among their various wants.</li> <li>3. Recognize coins and currency as money.</li> <li>4. Identify how money is used.</li> <li>5. Discuss why we need money.</li> <li>6. Sort coins by physical attributes such as color or size.</li> </ol>	<ul style="list-style-type: none"> <li>• Engage in dramatic play, playing various job roles and pretending to perform the work associated with the chosen job.</li> <li>• Use pretend money while engaging in dramatic play activities.</li> <li>• Pretend to have jobs and be paid for their work.</li> <li>• Exchange money for goods through play.</li> <li>• Identify that money is used to buy things.</li> <li>• Explain that money can be saved.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for children to participate in classroom jobs.</li> <li>• Create situations in which children exchange money in a play situation.</li> <li>• Provide materials and opportunities for children to dramatize interactions with currency exchange.</li> <li>• Read stories related to currency.</li> <li>• Set up dramatic play opportunities that involve the use of pretend money. For example: bank, grocery store, or restaurant.</li> <li>• Use names of coins and currency when talking about money.</li> </ul>
<b>4. Civics:</b> Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.		
<ol style="list-style-type: none"> <li>1. Understand the reasons for rules in the home and classroom and for laws in the community.</li> <li>2. Show interest in interacting with and developing relationships with others.</li> <li>3. Recognize that everyone has rights and responsibilities within a group.</li> <li>4. Demonstrate self-regulated behaviors and fairness in resolving conflicts.</li> </ol>	<ul style="list-style-type: none"> <li>• Participate in the development of classroom rules.</li> <li>• Describe classroom rules.</li> <li>• Work cooperatively with other children to achieve an outcome.</li> <li>• Participate in group decision-making.</li> <li>• Notice the classroom rules and support others in remembering the rules.</li> <li>• Develop a few simple classroom rules.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss rules with children.</li> <li>• Explain the purpose of rules such as safety and respect.</li> <li>• Begin to introduce games that have rules.</li> <li>• Read both fiction and nonfiction books that support following rules. Create a class rules chart.</li> <li>• Engage children in class meetings and decision-making.</li> <li>• Give children classroom jobs and responsibilities.</li> <li>• Provide activities that require cooperative play.</li> </ul>



## Creative Arts Expression<sup>1</sup>

The Creative Arts domain describes the variety of artistic activities that allow children to use their imaginations, creativity, and express ideas in a variety of mediums. Included in this domain are indicators for dance, drama and theatre arts, music, and visual arts. The creative arts provide a means for children to display their understanding of a wide variety of knowledge and ideas that are part of other domains.

Creative Arts Expression (Dance)		
Indicators Children may . . .	Examples Children may . . .	Suggested Supports Adults may . . .
<b>1. Movement:</b> The use of the body to move to music and express oneself.		
<ol style="list-style-type: none"> <li>1. Safely practice simple locomotor and non-locomotor movements.</li> <li>2. Explore movement in time and space using shape, size, level, direction, stillness and transference of weight (stepping).</li> <li>3. Explore movement to encourage (kinesthetic) body awareness.</li> <li>4. Explore simple phrases of movement to experience rhythm, clapping and moving to music in relationship to others.</li> </ol>	<ul style="list-style-type: none"> <li>• March and dance to music or rhythmical sounds.</li> <li>• Suggest a way to move (e.g., like a butterfly) during the transition from outdoors to indoors.</li> <li>• Participate in jumping/leaping over “rivers” spread around the room.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide ample time daily for children to use their bodies to move in a variety of ways, both indoors and outdoors.</li> <li>• Arrange for large open spaces where children can move freely and small spaces (e.g., carpet squares, hula hoops, low balance beam) for children to practice more controlled movements.</li> <li>• Enjoy participating alongside children in planned and spontaneous movement and dance activities.</li> <li>• Model and integrate different movements (e.g., twist, bend, hop, slide, roll, stretch) into the daily routines.</li> <li>• Use correct vocabulary when referring to movements (e.g., gallop, twist, stretch, balance).</li> <li>• Include movements that children with physical disabilities can perform with different parts of their bodies.</li> <li>• Challenge children to think of specific ways to travel to various areas.</li> <li>• Bring attention to a child’s created movements and invite others to observe, imitate and suggest their individual ideas.</li> </ul>

<sup>1</sup> The 2015 ELOF does not include Creative Arts Expression, content in this domain is written verbatim from the [2020 Preschool Visual and Performing Arts Colorado Academic Standards \(CAS\)](#).



### Creative Arts Expression (Dance)

Indicators Children may . . .	Examples Children may . . .	Suggested Supports Adults may . . .
<b>2. Create, Compose, and Choreograph:</b> Using the dance elements of space, time, and energy to explore, improvise, and develop movement phrases, sequences and dances.		
<ol style="list-style-type: none"> <li>1. Create movements in response to sensory ideas (e.g., textures, colors, smells) and images from nature.</li> <li>2. Move to express different feelings in personal and general space.</li> <li>3. Explore movement while moving with objects (e.g., scarves, feathers, balls).</li> <li>4. Transfer same movements to different body parts and use repetition.</li> </ol>	<ul style="list-style-type: none"> <li>• Describe why they chose those specific movements to express a certain emotion.</li> <li>• Demonstrate a creative movement in pretend play (e.g., a cat pouncing on a ball, a fish swimming in the classroom aquarium, a rocket ship lifting off).</li> <li>• Move creatively to instrumental music.</li> <li>• Lead a simple movement pattern for others to copy.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide an environment that encourages children to use movement to recognize and understand feelings.</li> <li>• Invite children to move in ways that demonstrate how a character in a story might feel or move in response to a problem.</li> <li>• Ask children to recall a familiar activity such as a field trip, daily routine, or special event using movement to represent the experience.</li> <li>• Provide a variety of props to inspire children to explore or make up their own creative movements.</li> <li>• Connect movement or dance to a curriculum study and integrate throughout the daily routine.</li> <li>• While reading stories, look for words and images that suggest movement, pause and encourage children to use movement to represent the word or image.</li> <li>• Model patterns of movements, starting simply and increasing complexity as appropriate.</li> </ul>
<b>3. Historical and Cultural Context:</b> Understanding the global and cultural relevance of dance.		
<ol style="list-style-type: none"> <li>1. Explore how dance expresses ideas and emotions.</li> <li>3. Explore occasions for dance across different cultures.</li> <li>4. Explore shapes, levels and patterns in a dance, and describe the actions.</li> </ol>	<ul style="list-style-type: none"> <li>• Bring in a photo to show and/or talk about an occasion in which they experienced dance.</li> <li>• Watch a performance with interest and begin to copy a movement observed in a dance.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask families to share traditional music and dances from their cultures.</li> <li>• Invite family members and community groups to the classroom to speak about and teach children a dance.</li> <li>• Provide a range of music such as classical, jazz, rock, rap, salsa and props from various cultures to imitate dance experiences.</li> <li>• Use photographs, short videos, and books about dance or movement performed by various groups of people.</li> <li>• Ask children to share personal stories about times in which they have seen or participated in cultural dances.</li> </ul>



### Creative Arts Expression (Dance)

Indicators Children may . . .	Examples Children may . . .	Suggested Supports Adults may . . .
<b>4. Reflect, Connect, and Respond:</b> Reflecting upon dance, connecting it with other disciplines, responding to it to discuss and analyze dance as art.		
<ol style="list-style-type: none"> <li>1. Experience the joy of seeing and responding to dance.</li> <li>2. Demonstrate movement to express emotion.</li> <li>3. Express what is seen and felt in a movement with different tempos, rhythms and genres.</li> <li>4. View a performance with attention.</li> <li>5. Describe a dance in their own words.</li> <li>6. Show their favorite dance move to the performers or each other.</li> </ol>	<ul style="list-style-type: none"> <li>• Clap following a dance performance by a classmate or guest.</li> <li>• Imitate a movement seen in a dance performance.</li> <li>• Tell what was enjoyed in a particular dance.</li> <li>• Show excitement to watch a creative movement or dance performance.</li> <li>• Comment on or imitate a movement that was observed in a dance.</li> <li>• Explore the process of creating an art work in response to a dance performance (e.g., drawing, painting, invented movement).</li> </ul>	<ul style="list-style-type: none"> <li>• Plan opportunities in the classroom for children to observe and respond to a variety of dance genres performed by peers, family members, local community groups or professionals.</li> <li>• Model asking a question or sharing a thought about a creative movement or dance.</li> <li>• Model using words or actions to describe what was liked about a particular performance.</li> <li>• Integrate a range of music in daily routine for children to listen and freely move to.</li> <li>• Invite a special guest or group to the classroom to demonstrate a creative movement or dance performance.</li> <li>• Attend performances in settings outside the classroom such as a trip to a local rehearsal or performance.</li> <li>• Model and talk about appropriate audience behaviors of watching, listening, and showing appreciation.</li> <li>• Model describing or responding to a particular dance work.</li> </ul>



### Creative Arts Expression (Drama and Theater Arts)

Indicators Children may . . .	Examples Children may . . .	Suggested Supports Adults may . . .
<b>1. Create:</b> Creating and forming theatrical works, interpreting theatrical works for performance and design, and developing characters and analyzing roles.		
<ol style="list-style-type: none"> <li>1. Create characters and environments using imagination and background knowledge through dramatic play or guided drama experience (e.g., story drama, creative drama, movement stories, pantomimes, puppetry, etc.).</li> <li>2. Generate multiple representations of a single object in a variety of dramatic experiences (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.).</li> <li>3. Communicate ideas through actions and words using imagination and background knowledge in dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomimes, puppetry, etc.).</li> <li>4. Investigate story in dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomimes, puppetry, etc.).</li> <li>5. Apply personal experiences to a story in dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.).</li> </ol>	<ul style="list-style-type: none"> <li>• Identify an emotion or feeling in connection to a particular action, facial expression, or word.</li> <li>• Use speech or sounds to imitate a person or object.</li> <li>• Draw pictures or tell stories of their own experiences in order to form dramatic play.</li> <li>• Listen to stories and use them as a jumping-off point for dramatic play.</li> <li>• Recall an experience while exploring within dramatic play.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide ample time and space, indoors and outdoors, for children to engage in dramatic play and storytelling in their own way.</li> <li>• Dramatize stories from children’s cultural and personal experiences by asking families to share stories.</li> <li>• Represent various characters using facial expressions, body movements, and gestures.</li> <li>• Ask students to draw a picture or tell stories of their own experiences as a prompt for dramatic play.</li> <li>• Engage students’ background knowledge through questioning as a prompt for dramatic play (e.g., “When was a time you were courageous?”).</li> <li>• Tell or read a story as a jumping-off point for dramatic play.</li> <li>• Model by sharing a personal or shared class experience.</li> </ul>



### Creative Arts Expression (Drama and Theater Arts)

Indicators Children may . . .	Examples Children may . . .	Suggested Supports Adults may . . .
<b>2. Perform:</b> Expressing the human experience in story, movement, speech, and staging for an intended audience.		
<ol style="list-style-type: none"> <li>1. Make appropriate character reactions that connect the environment or cultures of the story using imagination or background knowledge in a dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.).</li> <li>2. Create characters using body and voice in dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.).</li> <li>3. Explore and experiment with various design or technical elements in dramatic play or a guided drama experience.</li> <li>4. Interpret character choices and emotions using voice and body in dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.).</li> </ol>	<ul style="list-style-type: none"> <li>• React to shared cultural or everyday experiences.</li> <li>• Create a character using voice, body and facial expression from an adult’s modeling.</li> <li>• Utilize technical elements such as lighting, costumes, props, etc. to help tell stories, create moods, build environments, and define characters.</li> <li>• Choose various facial expressions, body movements, gestures, and vocal choices to express character emotions to character choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe or share about a cultural experience.</li> <li>• Build or re-create cultural experiences for children.</li> <li>• Model characters or utilize books, movies, real life community members, animals, etc. as a way to show various characters.</li> <li>• Discuss and create experiences showing how technical elements help to tell stories, create mood, build environments and define characters.</li> <li>• Ask reflective questions concerning a dramatic play or guided drama such as, “How did your character feel when the wolf knocked on the door?” “What did you do when your character felt that way?”</li> <li>• Lead discussions to compare emotions and ways to portray each.</li> </ul>
<b>3. Respond:</b> Responding to the artistic and scientific knowledge of conventions, cultures, styles, genres, theories, and technologies needed to know better choices and best practices.		
<ol style="list-style-type: none"> <li>1. Recall an emotional response in dramatic play or a guided drama experience.</li> <li>2. Reflect on choices in a dramatic play and guided drama experiences.</li> <li>3. Name and describe characters in a dramatic play or a guided drama.</li> <li>4. Recognize artistic choices.</li> <li>5. Identify and connect stories and cultural experiences that are similar to one another in dramatic play or a guided drama experience.</li> </ol>	<ul style="list-style-type: none"> <li>• Express (through vocalizations or movements) how his/her character felt, moved, vocalized, or gestured when thinking about various moments in a dramatic play or guided drama.</li> <li>• Answer questions using vocalizations or movements to define and describe characters.</li> <li>• Answer questions and express ideas through movements or vocalizations that define their artistic choices.</li> <li>• Connect personal experiences and express ideas in reaction to a story through movements or vocalization.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask reflective questions concerning a dramatic play or guided drama such as, “How did your character feel when the wolf knocked on the door?” “What did you do when your character felt that way?”</li> <li>• Ask reflective “what” questions on student experiences such as, “What did your biggest shape look like?” or “What movement was the most sharp?”</li> <li>• Utilize story to have students define a character’s appearance and feelings. For example, “Which characters came to help?” “What did the animals look like?” “What did the characters do when they received help?”</li> <li>• Use questions to lead discussion, for example, “When was the character really scared?” “What did we do to create the environment?” “What was your favorite...”</li> <li>• Ask reflective questions that connect personal experiences to a story; for example, “What are ways your family celebrates different holidays?”</li> </ul>





### Creative Arts Expression (Music)

Indicators Children may . . .	Examples Children may. . .	Suggested Supports Adults may . . .
<b>1. Music Expression:</b> The use of voice and instruments to create sounds.		
<ol style="list-style-type: none"> <li>1. Use voices expressively when speaking, chanting, and singing.</li> <li>2. Perform through multiple modalities a variety of simple songs and singing games alone and with others.</li> <li>3. Use voice and/or instruments to enhance familiar songs or chants.</li> <li>4. Respond to rhythmic patterns and elements of music using expressive movement.</li> <li>5. Apply teacher feedback for progress of musical practice and experience.</li> </ol>	<ul style="list-style-type: none"> <li>• Sing along to verses of songs that have a repeated pattern.</li> <li>• Act out actions in songs.</li> <li>• Play with instruments to create different sounds.                             <ol style="list-style-type: none"> <li>1. Clap hands in response to music with various beats.</li> <li>2. Make vocal sounds.</li> <li>3. Use words such as loud or soft, fast or slow to describe music.</li> <li>4. Move arms up to high notes and down to low notes.</li> </ol> </li> <li>• Sing along with recordings of learned songs.</li> <li>• Choose when to appropriately sing, speak, and chant the words of a learned song.</li> <li>• Practice using high and low vocal sounds.</li> <li>• Play singing games.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy making and listening to music.</li> <li>• Use their voices in different ways (e.g., varying volume, imitating sounds of machines, actions, animals and various characters) while reading a book, telling a story or singing.</li> <li>• Incorporate simple songs throughout the daily routine and transitions.</li> <li>• Introduce parts of a song and repeat until everyone learns the words. Incorporate signs or actions to the words.</li> <li>• Read children’s books based on songs and encourage children’s participation in multiple ways.</li> <li>• Provide a variety of appropriate instruments (e.g., maracas, rhythm sticks, bells, tambourines, drums) for children to use for musical experimentation.</li> <li>• Sing a tone or make a sound and invite children to repeat or echo it.</li> <li>• Experiment with having children match sounds, beats, words, pitches and speed.</li> <li>• Play music from different cultures and traditions.</li> <li>• Sing songs or play music suggested by children’s families.</li> <li>• Offer different types of music rhythms, patterns, tempos, and invite children to clap, tap, or move to the beat.</li> <li>• Provide many opportunities for children to hear or feel the vibrations of music with a prominent and steady beat.</li> <li>• Use recorded models of children singing songs.</li> <li>• Model contrasting ways of singing/speaking songs.</li> <li>• Help students identify missed words of a song.</li> <li>• Play singing games.</li> <li>• Break songs down into parts for students to echo-sing.</li> </ul>



### Creative Arts Expression (Music)

Indicators Children may . . .	Examples Children may . . .	Suggested Supports Adults may . . .
<b>2. Creation of Music:</b> Compose, improvise, and arrange sounds and musical ideas to communicate purposeful intent.		
<ol style="list-style-type: none"> <li>1. Improvise sound effects to accompany play activities.</li> <li>2. Use improvised movement to demonstrate musical awareness.</li> </ol>	<ul style="list-style-type: none"> <li>• Move or play in response to music.</li> <li>• Improvise sound effects during play.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy participating alongside children in creating different sounds during pretend play.</li> <li>• Listen to and imitate children’s sound effects.</li> <li>• Comment on the ways children use their voices or make sound effects to encourage further experimentation.</li> <li>• Call attention to sounds in the indoor and outdoor environment.</li> <li>• Use music or sound to enhance routines and learning activities such as playing the same piece of music to signal a cleanup time.</li> </ul>
<b>3. Theory of Music.</b> Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy.		
<ol style="list-style-type: none"> <li>1. Use individual means to respond to rhythm.</li> <li>2. Use individual means to respond to pitch.</li> <li>3. Use individual means to respond to dynamics.</li> <li>4. Use individual means to respond to form.</li> <li>5. Use invented symbols to represent musical sounds and ideas.</li> <li>6. Use personal communication to describe sources of sound.</li> <li>7. Use individual means to respond to dynamics and tempo.</li> <li>8. Recognize a wide variety of sounds and sound sources.</li> </ol>	<ul style="list-style-type: none"> <li>• Use words or other expressions to say why they like music.</li> <li>• Use words or other expressions to describe differences in music.</li> <li>• Share why they like some music better than others.</li> <li>• Communicate a song’s meaning and intent through drawing or painting (e.g., drawing farm animals while listening to “Old MacDonald”).</li> <li>• Move arms up to high notes and down to low notes.</li> <li>• Identify types of sounds (voice vs. instrument).</li> <li>• Use words to identify sounds they hear in their world.</li> </ul>	<ul style="list-style-type: none"> <li>• Play their favorite kinds of music with children and tell what they like about it.</li> <li>• Play and discuss a variety of musical styles.</li> <li>• Invite children to compare their responses to different types of music.</li> <li>• Ask questions such as how a piece of music makes them feel, what they do or do not like about it and how it is similar to other music they have heard.</li> <li>• Provide opportunities for children to listen to recorded music while drawing or painting.</li> <li>• Model moving arms up when hearing high notes and down with low notes.</li> <li>• Demonstrate a variety of vocal and instrumental sounds.</li> <li>• Play sounds that students may hear in their world (e.g., train whistle, thunderstorm, a concert).</li> </ul>

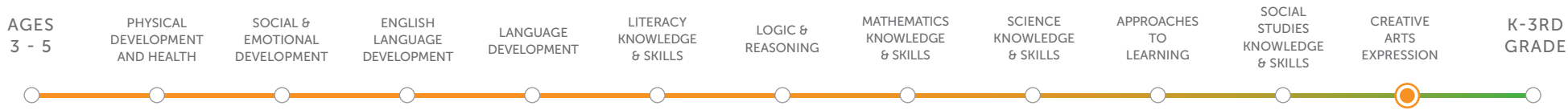


### Creative Arts Expression (Music)

Indicators Children may . . .	Examples Children may. . .	Suggested Supports Adults may . . .
<b>4. Aesthetic Valuation of Music:</b> Evaluate and respond to music using criteria to make informed musical decisions.		
<ol style="list-style-type: none"> <li>1. Move, sing, or describe to show preference for styles of music.</li> <li>2. Discuss feelings in response to music.</li> <li>3. Use individual communication to describe music.</li> <li>4. Explore music from media, community, and home events.</li> <li>5. Listen and respond to various musical styles, such as marches and lullabies.</li> <li>6. Communicate feelings in music.</li> <li>7. Express personal interests regarding why some music selections are preferred over others.</li> </ol>	<ul style="list-style-type: none"> <li>• Move, dance, sing in response to music.</li> <li>• Indicate preference for certain songs or styles of music.</li> <li>• Request their favorite music.</li> <li>• Move in different ways to different styles of music (e.g., children’s songs, lullabies, jazz, marches, etc.).</li> <li>• Bounce, sway, walk, march or skip to music.</li> </ul>	<ul style="list-style-type: none"> <li>• Model and talk about why they chose to listen to a particular musical selection.</li> <li>• Plan classroom experiences in which children are exposed to a variety of musical styles.</li> <li>• Provide children with access to an organized music area and supply with a range of recorded music (e.g., classical, jazz, rock, rap, salsa) and props (e.g., scarves, ribbons, bells) for children to access independently.</li> <li>• Provide children with opportunities to express opinions about music through verbal response, movement, and play.</li> <li>• Play a variety of music styles for children.</li> <li>• Demonstrate movement to music (e.g., marching, skipping, walking, rocking).</li> <li>• Encourage free movement to music of various styles.</li> </ul>



Creative Arts Expression (Visual Arts)		
Indicators Children may . . .	Examples Children may. . .	Suggested Supports Adults may . . .
<b>1. Observe and Learn to Comprehend:</b> Identify art in daily surroundings.		
<ol style="list-style-type: none"> <li>1. Select images in materials such as but not limited to books, cartoons, computer games, and environmental print.</li> <li>2. Use age-appropriate communication to describe works of art.</li> <li>3. Recognize basic language of art and design in relation to daily surroundings.</li> </ol>	<ul style="list-style-type: none"> <li>• Move with a variety of colored scarves noticing how color and shape are changed by the light and movement.</li> <li>• Bring attention to patterns, shapes, lines, or colors found in objects and design inside as well as in nature and the outdoor environment.</li> <li>• Comment or draw attention to a feature of a food item or packaging at snack or meal time.</li> <li>• Ask a question about a work of art.</li> <li>• Notice and discuss the illustrations in picture books as inspiration for making original art.</li> <li>• Help decide which of their art works should be displayed.</li> <li>• Point out images of personal preference found in the everyday and connect to stories about their life.</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporate art experiences throughout the daily routine.</li> <li>• Stress process over product when viewing a work of art.</li> <li>• Post or make available visual representations such as photographs of familiar objects, places and illustrations from books in the art area.</li> <li>• Hang art reproductions showing familiar experiences.</li> <li>• Provide opportunities for children to explore and classify various art media. For example, children may sort photographs, sculptures, collages, drawings, and paintings into groups.</li> <li>• Provide opportunities for children to discover art in their homes, classroom, center or school and community.</li> <li>• Display children’s art creations attractively and prominently in the art room, as much as possible at children’s eye level.</li> <li>• Display collaborative work, such as but not limited to murals, as well as individual work.</li> <li>• Remove displays before the room becomes cluttered or when children lose interest.</li> <li>• Prioritize the display of children’s art over commercially purchased posters.</li> </ul>



Creative Arts Expression (Visual Arts)		
Indicators Children may . . .	Examples Children may . . .	Suggested Supports Adults may . . .
<b>2. Envision and Critique to Reflect:</b> Evaluate the effectiveness of what is made during the creative process.		
<ul style="list-style-type: none"> <li>• Explain that works of art communicate ideas and tell stories.</li> <li>• Communicate a story about a work of art.</li> <li>• Discuss one's own artistic creations and those of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Tell the story of their own work.</li> <li>• Show or tell the steps used in making their own art.</li> <li>• Use the illustrations of books as inspiration to create their own story.</li> </ul>	<ul style="list-style-type: none"> <li>• Include various art forms, materials, and techniques representing children's cultures.</li> <li>• Encourage children to take art home to share with families.</li> <li>• Encourage children to talk about their art by commenting on colors, textures, techniques, and patterns.</li> <li>• Share wordless picture books and invite children to tell the story.</li> <li>• Display children's art at their eye level within the classroom (with their permission) to encourage discussion.</li> <li>• Provide a safe space for children's works-in-progress to be labeled and stored to encourage children to extend elaborating on their work over subsequent days.</li> <li>• Ask questions that encourage children to think about their creations and why they made particular choices.</li> <li>• Display prints of fine art and books that include art reproductions.</li> <li>• Ask children to dictate stories about artwork they have created.</li> <li>• Take photos of children's work and record their explanations.</li> </ul>



### Creative Arts Expression (Visual Arts)

Indicators Children may . . .	Examples Children may . . .	Suggested Supports Adults may . . .
<b>3. Invent and Discover to Create:</b> Use different skills to generate works of art for functional, expressive, conceptual, and social/cultural purposes.		
<ol style="list-style-type: none"> <li>1. Explore the process of creating works of art at one's own pace.</li> <li>2. Use art materials freely, safely, and with respect to specific environments.</li> <li>3. Engage in the process of creating visual narratives from familiar stories and subject matter.</li> </ol>	<ul style="list-style-type: none"> <li>• Use a combination of materials in an inventive way.</li> <li>• Try a variety of techniques.</li> <li>• Talk about the subject of personal artwork.</li> <li>• After several readings of a favorite story, participate in a process that represents the story.</li> <li>• Learn by discovery, such as by finding out what happens when colors are mixed rather than being told ahead of time.</li> <li>• Make choices about their artwork and envision what might happen if they make changes or additions to a work of art.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide children with access to an organized art area and supply with a variety of developmentally appropriate art materials and emphasize open-ended, process-oriented activities.</li> <li>• Designate an area where children can be free to use art materials and be messy; provide cleaning tools and model how to use them to clean up when finished.</li> <li>• Plan art activities that extend children's understanding of art techniques and art media.</li> <li>• Introduce children to vocabulary used in the visual arts (e.g., line, color, shape, sculpture, collage) during hands-on activities and explorations.</li> <li>• Stress the process over product.</li> <li>• Label how children describe areas, techniques or subject matter in their artwork.</li> <li>• Respect children's work and ask permission to write directly on their picture.</li> <li>• Write children's narratives about their artwork on sticky notes or labels and attach to the side or beneath their picture to encourage families to discuss the artwork with their child.</li> </ul>
<b>4. Relate and Connect to Transfer:</b> Make new connections to their own environments, cultures, and stories through the process of making art.		
<ol style="list-style-type: none"> <li>1. Explain what an artist does and who an artist can be.</li> <li>2. Identify some of the activities in which artists participate.</li> <li>3. Identify arts materials used by artists.</li> </ol>	<ul style="list-style-type: none"> <li>• Make decisions about, request and use names for, art materials while working in the art center (such as, but not limited to, pastels, clay, yarn, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Draw children's attention to the illustrations in a book and read about the artist. For example, children may make a work of art inspired by the process and material choice of the illustrator.</li> <li>• Invite family members or local artists to talk about the materials, tools, and techniques they used to create a piece of artwork.</li> <li>• Use the correct art vocabulary for materials, tools, and actions (in English as well as in any other of the children's home languages) while children are actively engaged in working with art materials.</li> <li>• Plan opportunities for children to see artists in action.</li> </ul>

This page Intentionally left blank



# **Kindergarten through 3rd Grade**

---





## Kindergarten through 3rd Grade

This section of the Colorado Early Learning and Development Guidelines for children in kindergarten through 3rd grade (ages 5–8) provides users with information about how foundational skills and knowledge established during the first 5 years of life develop children’s capacities to meet more specific learning expectations in grade school. In the first few years of school, children’s learning builds on their cognitive, physical, social, and emotional development at earlier ages and forms a basis for later learning.

As children transition from preschool to kindergarten, the domains of learning that organize children’s abilities for ages 3 to 5 in the Guidelines shift to the content areas of the Colorado Academic Standards. This change in the organizational domains used in the Guidelines reflects the growing emphasis on academics as children age. However, the development of the whole child is articulated in the Guidelines because social, emotional, and cognitive development remain a key aspect of teaching and learning for children in kindergarten through 3rd grade. Colorado Academic Standards content areas include:

- Comprehensive Health and Physical Education
- World Languages
- Reading, Writing and Communicating
- Mathematics
- Science
- Social Studies
- Music
- Dance
- Visual Arts
- Theater Arts and Drama





Collectively these areas reflect the growing breadth and depth of a child’s academic experiences and encompass all the attributes important in the development of the whole child. This comprehensive approach to the holistic development of school-age children is reflected in the social and emotional wellness standards, which are included in the standards for Comprehensive Health and Physical Education. Additionally, student dispositions and habits of mind are reflected in the standards’ set of 21st Century Skills, which include Self Direction, Information Literacy, Critical Thinking and Reasoning, Information Literacy, Invention, and Collaboration.

In addition to descriptions about child learning and development, the Colorado Academic Standards articulate Concept Connections: cognitive skills and themes that are emphasized in each grade level across multiple content areas. The ideas in the Concept Connections reoccur as children learn and engage with subject area content throughout the school year. The Concept Connections for each grade level (K–3) are included in Appendix B.

The Colorado Academic Standards content areas are presented with descriptions of the preschool domains and sub-domains that support learning in that content area in kindergarten through 3rd grade. Such information should be useful for both K–3 teachers and preschool providers alike, allowing them to better understand the developmental trajectory of children’s skills and knowledge. Parents and caregivers who interact with young children will be able to use this information to understand the overall goals for children’s education and development as well as important ways that they can support those skills. Children with a developmental disability or delay may show deficits in one or more content area. Additionally, children born premature may show a delay in reaching learning expectations. Caregivers should talk with a health care provider or other trusted professional about any questions or concerns.

Visit the Colorado Department of Education’s website to access the Colorado Academic Standards <https://www.cde.state.co.us/standardsandinstruction/standards>



## Comprehensive Health and Physical Education

[The Comprehensive Health and Physical Education](https://www.cde.state.co.us/cophysicaleducation) (<https://www.cde.state.co.us/cophysicaleducation>) content area of the Colorado Academic Standards contains standards that address Physical and Personal Wellness, Emotional and Social Wellness, and Prevention and Risk Management in the context of both health education and physical education. The physical education section also addresses Movement Competence and Understanding. This section provides a broad overview of the requirements for children in kindergarten through 3rd grade, and explains how the content in these Guidelines at earlier ages prepares children for meeting these standards in their formal schooling.

## Movement Competence and Understanding

The first standard in the Comprehensive Health and Physical Education content area is related only to physical education. This standard focuses on children’s development of motor skills and their ability to accurately move in patterns during a variety of routines, games, and activities. In preparation for these skills in grades K–3, toddlers and preschoolers build the large and small muscles of their body gaining strength and control. The Guidelines for children ages 3–5 years address these skills in the sub-domains of Gross Motor and Fine Motor Skills within the Physical Development and Health domain. Kindergartners further develop these motor skills by maintaining awareness of their bodies and the space around them as they move safely during a variety of activities. In 1st grade, children incorporate rhythmic and cross-lateral movements, and by 3rd grade, children may combine movement patterns as they demonstrate growing control and balance.



### *Physical and Personal Wellness*

The second standard addresses healthy eating, exercise habits, and preventing disease. The Guidelines for children ages 3–5 years focus on children maintaining healthy growth by getting rest and exercise and learning to perform personal care tasks. These preschool skills are found primarily in the domains of Physical Development and Health: Physical Health Status and Health Knowledge & Practice. In kindergarten and 1st grade, students expand their understanding of physical wellness to include how their body system and parts react to and benefit from exercise. As children age, this knowledge becomes more useful and expands. Children in 2nd grade use their growing knowledge about physical and personal wellness to make healthy choices. Their perception of themselves as being capable of successfully making healthy choices received support in the preschool Social and Emotional Development domain. Third graders identify the benefits of sustained physical activity and gain a greater understanding about the composition of the human body.

### *Emotional and Social Wellness*

The third standard includes content related to children’s mental, emotional, and social health. Precursor skills in the Guidelines for children ages 3–5 years are found in the Social and Emotional Development and Approaches to Learning domains of these Guidelines. As described in those sections, preschool children are learning many foundational emotional and social skills that they need to support their learning in school, including the ability to build social relationships, regulate their behavior and emotions, and develop a healthy self-concept. These skills continue to be critical to students in kindergarten through 3rd grade, as research findings have linked social-emotional learning to



**Preschool children are learning many foundational emotional and social skills that they need to support their learning in school, including the ability to build social relationships, regulate their behavior and emotions, develop a healthy self-concept, and exhibit emotional and behavioral health.**

a variety of positive outcomes and benefits. The Emotional and Social Wellness standards ensure that kindergarten students demonstrate respect for self and others and follow directions. First grade students grow in their ability to effectively work with others, including following the rules of an activity. In 2nd and 3rd grade, children continue working on social skills so that they may demonstrate positive and helpful behaviors and language toward other students in class.

*Prevention and Risk Management*

The final standard focuses on children’s understanding of rules that keep them safe from harmful situations and dangerous substances or materials. The basis for these skills is found in the Guidelines for ages 3–5 years in the subdomain of Health Knowledge & Practice within the Physical Development & Health domain. The Guidelines describe children’s knowledge about basic health and safety rules and their ability to respond appropriately to harmful or unsafe situations. Children ages 3–5 years also develop skills described in the Social and Emotional Development domain, such as their ability to handle impulses, which will later support students’ ability to make positive choices concerning their health. Children in grades K–3 learn safe participation in games and sports and about applying rules, procedures, and safe practices in the classroom and at home.

**Resources for Supporting Children’s Social and Emotional Health:**

Center for Social and Emotional Education: [www.schoolclimate.org/guidelines/teachingandlearning.php](http://www.schoolclimate.org/guidelines/teachingandlearning.php)

Center for the Study and Prevention of Violence: <https://cspv.colorado.edu/>

Maternal & Child Health Library at Georgetown University: <https://www.mchlibrary.org/>



## Colorado English Language Proficiency

The national World-Class Instructional Design and Assessment (WIDA) standards for English language learner (ELL) children have been adopted by the Colorado State Board of Education as the [Colorado English Language Proficiency \(CELP\) standards](http://www.cde.state.co.us) (<http://www.cde.state.co.us>) for preschool through grade 12. These standards address students' ability to read, write, speak, and listen when English is not their first language. They differ somewhat from the other Colorado Academic Standards because they function as a framework for supporting student learning across content areas. As ELL children study science, social studies, and other subjects, how they learn (e.g., reading, listening) and their ability to communicate their learning (e.g., speaking, writing) depends upon the level of their language competence. The CELP standards define these levels and help teachers understand how children access grade-level academic content while learning English.

The CELP standards include Model Performance Indicators for five levels of English acquisition. These Indicators serve as examples of how ELL children with varying levels of English proficiency might receive and communicate their learning in a variety of content areas. The Guidelines for children ages 3–5 years address learning for ELL children in the domain of English Language Development. This domain includes three subdomains: Receptive English Language Skills, which correlate to the Reading and Listening components of the CELP standards; Expressive English Skills, which correlate to the Writing and Speaking domains of the CELP standards; and Engagement in English Literacy Activities, which are expressed within the example indicators for various content areas in the CELP standards. Elements within the CELP standards concerning children's ability to communicate for social and instructional purposes also relate to preschool skills articulated in the Social Relationships subdomain within the Guideline's Social and Emotional Development domain for children ages 3–5 years.



## World Languages

The [World Languages](http://www.cde.state.co.us/CoWorldLanguages/) (<http://www.cde.state.co.us/CoWorldLanguages/>) content area of the Colorado Academic Standards contains four standards: Communication in Languages Other Than English, Knowledge and Understanding of Other Cultures, Connections with Other Disciplines and Information Acquisition, and Comparisons to Develop Insight into the Nature of Language and Culture. An important aspect of the World Languages standards, which are shared with the Colorado English Language Proficiency standards, is that they define proficiency levels for different ranges of language acquisition. The ranges in the World Languages standards go from Novice-Low to Intermediate-Mid. Learning a foreign language is not explicitly addressed for children younger than kindergarten in the Guidelines, and so there is not a direct correlation between a domain in the Guidelines for children ages 3–5 years and the World Languages standards. However, many of the skills that grade school children develop when learning a foreign language are similar to skills developed by younger children who are learning English, either as a first or second language. These connections are described in the

sections below.

### *Communication in Languages Other Than English*

The first standard focuses on communicating effectively in more than one language in order to function in a variety of situations and for multiple purposes. This standard addresses children’s ability to communicate in a foreign language in real world contexts, including interpersonal, interpretive, and presentational modes. Interpersonal communication requires culturally appropriate listening, viewing, speaking, and writing. Interpretive communication requires children to listen, view, and read using knowledge of cultural products, practices, and perspectives. Presentational communication, which is used in formal contexts, requires children to use the language to present spoken or written information in culturally appropriate ways.

These skills mirror many of the skills that are important when children are learning English as a second language, and so similar material may be found for children ages 3–5 years in the English Language Development domain of the Guidelines. Content within the subdomain



for Receptive English Language Skills relates to reading and listening skills in the World Languages standards. Content within the subdomain for Expressive English Language relates to writing and speaking skills in the World Languages standards. Similarly, the skills in this World Languages standard mirrors many of the skills that are important when children acquire a first language, so similar material may be found for children ages 3–5 years in the Language Development domain of the Guidelines.

### *Knowledge and Understanding of Other Cultures*

The second standard addresses children’s familiarity with the culture of the language being learned and their awareness of how language and culture interact in society. This includes understanding the relationship among cultural products (e.g., art, food, music, sports), cultural practices (e.g., traditions, manners), and the perspectives that underlie these products and practices. Such understanding is also a goal when children are learning English as a second language, and so similar material may be found for children ages 3–5 years in the English Language Development domain of the Guidelines. Content related to this World Languages standard is found within the preschool subdomain Engagement in English Literacy Activities. The preschool content describes how children engage with books, storytelling, and songs presented in the language they are learning (English). These types of activities are similar

to those that promote cultural understanding for older children who are learning a second language.

### *Connections with Other Disciplines and Information Acquisition*

The third standard focuses on connecting with other disciplines and acquiring information and diverse perspectives in order to use the language in academic and career-related situations. Connections may be made in a variety of ways, including examining information from international sources. This World Languages standard is similar to the Receptive English Language skills in both the English Language Development domain and the Language Development domain of the Guidelines for children ages 3–5 years. Receptive language skills include reading and listening. To comprehend in either of those modes, children of all ages must make meaningful connections with the text.

### *Comparisons to Develop Insight into the Nature of Language and Culture*

The final standard in the World Languages content area recognizes that the study of a second language fosters greater understanding of not only the language and culture being studied, but also of an individual’s own language and culture. Although there is not a direct connection to content in the Guidelines for children ages 3–5 years, children learning a second language at any age benefit by making comparisons. Such comparisons are part of the preschool English Language Development domain as students engage in English literacy activities and as children make connections between English words or phrases in their home language.



## Reading, Writing, and Communicating

The [Reading, Writing, and Communicating](http://www.cde.state.co.us/CoReadingWriting/) (<http://www.cde.state.co.us/CoReadingWriting/>) content area of the Colorado Academic Standards includes Oral Expression and Listening, Reading for All Purposes, Writing and Composition, and Research Inquiry and Design. This section provides a broad overview of the requirements of each standard for children in kindergarten through 3rd grade and explains how the content in these Guidelines at earlier ages prepares children for meeting these standards in their formal schooling.

**Children have a growing ability to communicate in speech and understand the spoken language that surrounds them.**

### *Oral Expression and Listening*

The first standard in the Reading, Writing, and Communicating content area focuses on children’s growing ability to communicate in speech and understand the spoken language that surrounds them. Toddlers and preschoolers develop these skills at a rapid pace and then continue to increase their ability to understand and use oral language as described within the Language Development domain for ages 3–5 years. As they enter kindergarten, children continue to build their oral vocabulary and are able to use new words when expressing their ideas, participating in conversations, and following directions. In 1st grade, children may also produce complete sentences orally, ask questions to clear up confusion, and include details when providing descriptions. In 2nd grade, children also link their ideas to the remarks of others, and by 3rd grade children can prepare for conversation by studying a topic or reading material. Children in kindergarten through 3rd grade are also developing phonetic awareness as they are increasingly able to hear and differentiate various sounds in words, a skill that is critical to early reading.

### *Reading for All Purposes*

The second standard describes students’ ability to read a wide variety of materials, which is also the primary focus of the Literacy Knowledge and Skills domain in the Guidelines for children ages 3–5 years. Preschool and kindergarten children are heavily engaged in learning the most fundamental processes of reading, including basic concepts of print, letter knowledge, and phonics. Children in 1st through 3rd grade continue to increase their understanding of reading fundamentals, but they also begin to read independently with accuracy and fluency. They are able to apply word analysis skills to decode and determine the meaning of unknown words and continue to gain vocabulary. At the same time that children are learning to read, they develop an appreciation and understanding of books and the ability to reflect on a text’s meaning. The Book Appreciation and Knowledge subdomain in the Guidelines for children ages 3–5 years describes how preschool children develop an interest in books and the ability to look, listen, and ask questions about books. In kindergarten through 3rd grade, the Reading for All Purposes standard describes how



children continue to develop book appreciation by engaging with a wide variety of materials. Children in kindergarten through 3rd grade comprehend increasingly complex books and are able to identify and reflect on their key features.

### *Writing and Composition*

The third standard includes content related to writing for a variety of purposes. Precursor skills in the Guidelines for children ages 3–5 years are found primarily in Literacy Knowledge and Skills: Writing. As described in that section, preschool children are learning how writing conveys meaning and creating messages using dictation, scribbles, shapes, pictures, and letters. Children’s writing becomes more refined in kindergarten as students begin to conform to conventions, such as printing upper- and lower-case letters and spacing between words. Kindergarten children use a combination of drawing, dictating, and writing to express an opinion, explain information, and tell stories. In 1st through 3rd grade, children learn to use the writing process and their writing becomes more structured. In 1st grade, children begin to provide a sense of closure at the end of a piece. In 2nd grade they use linking words. In 3rd grade, they group related ideas in an organizational structure.



### *Research Inquiry and Design*

The final standard focuses on children’s ability to gather information, apply reasoning and logic, and summarize information. The basis for these skills is found in the Guidelines for ages 3–5 years in the Literacy Knowledge Skills: Comprehension and Text Structure subdomain and in the Logic and Reasoning: Reasoning and Problem-Solving subdomain. These subdomains describe how preschoolers develop the ability to retell information from books and apply reasoning, such as using past knowledge to build

new knowledge and seeking multiple solutions to a question or task. Older children in kindergarten through 3rd grade continue to build these skills. Kindergarteners learn to ask appropriate questions and gather information to answer their questions. As children progress from 1st through 3rd grade, they build on these skills by expanding the types of resources and references that they use to answer increasingly complex questions. By 3rd grade, children are able to evaluate information and recognize that different sources may have different points of view.

## Mathematics

The [Mathematics](http://www.cde.state.co.us/comath) (<http://www.cde.state.co.us/comath>) content area of the Colorado Academic Standards contains four standards that apply to children in kindergarten through 3rd grade: Number Sense, Properties, and Operations; Algebra and Functions; Data Analysis, Statistics, and Probability; and Shape, Dimension, and Geometric Relationships. In addition, a set of mathematical practice standards describes the critical thinking processes and proficiencies that children develop throughout the course of their mathematics education. These standards are adapted from the Common Core State Standards for Mathematics. This section provides a broad overview of the requirements of each of these standards in grades K–3 and explains how the content in these Guidelines at earlier ages prepares children for meeting these standards in their formal schooling.



### Mathematical Practice

The overarching Mathematical Practice standards include problem solving, constructing arguments and evaluating the reasoning of others, looking for and using structure, and looking for and expressing regularity in repeated reasoning. In preparation for these skills in grades K–3, preschoolers develop the ability to understand and solve simple problems by seeking solutions and understanding cause and effect relationships as described in the Logic and Reasoning: Reasoning and Problem-Solving subdomain of the Guidelines for children ages 3–5 years. The Mathematical Practice standards also include abstract and quantitative reasoning and modeling. In preparation for these skills in grades K–3, preschoolers develop the ability to use symbols or objects to represent something else, as described in the Logic and Reasoning: Symbolic Representation domain of the Guidelines for children ages 3–5 years.

### Number Sense, Properties, and Operations

The first standard in the Mathematics content area focuses on children’s understanding of quantity, ways of representing numbers, relationships among numbers, and number systems. Children learn that numbers are governed by properties, and understanding these properties leads to fluency with operations. Precursor skills in the Guidelines for children ages 3–5 years are found in the Number Concepts and Quantities subdomain and the Operations and Algebraic Thinking subdomain. As described in those sections, preschool age children are learning that numbers represent quantities and have ordinal properties. They also use numbers to describe relationships and solve problems. Children build on this knowledge in kindergarten through 3rd grade. Kindergarten children learn to represent, relate, and operate on whole numbers. Children in 1st grade develop understanding of addition, subtraction, and strategies for addition and subtraction; whole number relationships; and place value, including grouping in tens and ones. Second grade children extend their understanding of base ten notation and build fluency with addition and subtraction. Third grade children develop understanding of multiplication, division, and strategies for multiplication and division within 100, and fractions, especially unit fractions (i.e., fractions with numerator 1).

### *Algebra and Functions*

The second standard address how children understand and use numbers. This standard is supported by the skills and understandings addressed under the first standard for Number Sense. Precursor skills in the Guidelines for children age 3–5 years are found in the Number Concepts and Quantities subdomain and the Operations and Algebraic Thinking subdomain. As described in those sections, preschool age children are learning that numbers represent quantities and have ordinal properties. They also use numbers to describe relationships and solve problems. Children build on this knowledge in kindergarten through 3rd grade. Children’s understanding of arithmetic in early grades supports their developing understanding of equations and functions in later grades. In kindergarten, children begin to model and represent addition and subtraction problems with objects, fingers, and drawings. In 1st and 2nd grade, children use more complex problem solving strategies and solve more complex problems involving two- and three-digit numbers. In 3rd grade, children learn to represent and solve multiplication and division problems and apply strategies to other problems. The mathematics addressed in this standard is important for real-world applications that require modeling, expression, and equations.

**Children’s understanding of arithmetic in early grades supports their developing understanding of equations and functions in later grades.**

### *Data, Statistics, and Probability*

The third standard provides children with tools to understand information and uncertainty. Children ask questions and gather and use data to answer their questions. For preschool and kindergarten children, the basic mathematics skills needed to understand this standard are integrated into the other standards—there are no specific guidelines for Data Analysis, Statistics, and Probability. Beginning in 1st grade, children know that visual displays of information can be used to answer questions. Children in second and 3rd grade also know that data can be displayed and described in a variety of formats.

### *Shape, Dimension, and Geometric Relationships*

The final standard in the Mathematics content area focuses on children’s comprehension of space and shape. Precursor skills in the Guidelines for children ages 3–5 years are found in the Geometry and Spatial Sense subdomain and the Measurement and Data subdomain. Preschool age children recognize, describe, and compare shapes, including their position in space. They also compare and order objects by their length, weight, and size. As children progress into kindergarten, they continue to focus on describing shapes and space. First grade children learn about linear measurement; measuring lengths as iterating length units; and reasoning about attributes of, and composing and decomposing, geometric shapes. In 2nd grade, children learn to use standard units of measure and describe and analyze shapes. Children in 3rd grade develop understanding of the structure of rectangular arrays and of area, and learn to describe and analyze two-dimensional shapes.



## Science

The [Science](http://www.cde.state.co.us/coscience) (<http://www.cde.state.co.us/coscience>) content area of the Colorado Academic Standards contains three standards: Physical Science, Life Science, and Earth Systems Science. Content about the nature of scientific inquiry, which is similar to the preschool subdomain Scientific Skills and Methods, is embedded within each of these standards for grades K–3. This section provides a broad overview of the requirements for each standard for children in kindergarten through 3rd grade and explains how the content in these Guidelines at earlier ages prepares children for meeting these standards in their formal schooling.

### Physical Science

The first standard in the Science content area focuses on children’s understanding of common properties, forms, and changes in matter and energy. The Guidelines for children ages 3–5 years provide a foundation for these skills within the Science Knowledge and Skills domain, which specifies that preschoolers may observe, describe, and discuss the properties of materials

and transformation of substances. As they enter kindergarten, children build on this knowledge by describing the ways that objects can move (e.g., speed, direction) and how objects can be sorted by physical properties. Children in 1st grade learn about the differences between solids and liquids, children in 2nd grade learn how changes in speed or direction of motion are caused by forces, and children in 3rd grade learn how matter can change from one state (e.g., solid, liquid, gas) to another.

### Life Science

The second standard focuses on children’s understanding of the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment. The Guidelines for children ages 3–5 years provide a foundation for these skills within the Science Knowledge and Skills domain, which specifies that children observe and describe living things and natural processes and infer patterns based on those observations. Children in grades K–3 continue to learn about the physical characteristics of organisms and learn how to describe and sort them. By the end of 1st grade, children understand that offspring have characteristics similar to their parents and that their characteristics help them survive. By the end of 2nd grade, children understand how organisms rely on specific habitats and behaviors; and by the end of 3rd grade, children understand duration and timing of life cycle events, such as reproduction and that longevity varies across organisms and species.

### Earth and Space Science

The third standard focuses on children’s understanding of the processes and interactions of Earth’s systems and the structure and dynamics of Earth and other objects in space. The Guidelines for children ages 3–5 years provide a foundation for these skills within the Science Knowledge and Skills domain, which indicate that children observe objects in the sky, daily weather, and seasonal changes. These basic observations expand in kindergarten through 3rd grade as children develop an understanding that the sun provides heat and light to Earth (kindergarten), that Earth’s materials can be compared and classified based on their properties (1st grade), that weather and seasons impact the environment and living organisms (2nd grade), and that Earth’s materials can be broken down and/or combined into different materials, such as rocks and minerals (3rd grade).



## Social Studies

The [Social Studies](http://www.cde.state.co.us/cosocialstudies) (<http://www.cde.state.co.us/cosocialstudies>) content area of the Colorado Academic Standards contains four standards: History, Geography, Economics, and Civics. This section provides a broad overview of the requirements of each standard for children in kindergarten through 3rd grade and explains how the content in these Guidelines at earlier ages prepare children for meeting these standards in their formal schooling.

### History

The first standard in the Social Studies content area focuses on children’s understanding of historical people and events. This content helps children to develop moral understanding and define, identify, and create an appreciation of how things change. History also enhances children’s growing ability to read varied sources and develop the skills to make decisions, analyze, interpret, and communicate. The Guidelines for children ages 3–5 years provide a foundation for these skills within the domain of Social Studies Knowledge and Skills: History and Events, which specifies that preschoolers develop an understanding that events happen in the past and how these events relate to one’s self, family, and community. As they enter kindergarten, children build on this knowledge by asking questions and sharing information about the past and using words that indicate chronological order, such as day, month, year, first, before, and after. Children in 1st grade learn about family and cultural traditions in the United States; patterns in time, such as calendars; and how to place events in chronological order. Children in 2nd grade learn about people who have influenced the history of neighborhoods and communities and identify historical sources of information. Children in 3rd grade learn how events and people may change history and places and how sources relate both historical fact and fiction.

## Geography

The second standard provides children with an understanding of spatial perspectives; the tools used to analyze space, world regions, and resources; and how places are connected at local, national, and global scales. The Guidelines for children ages 3–5 years provide a foundation for these skills within the domain of Social Studies Knowledge and Skills. Children in kindergarten continue to learn about people and places, in particular, that people belong to different groups and live in different places that can be found on a map or globe. By the end of 1st grade, children understand ways in which people in different groups and communities interact with each other and the environment and how maps and globes represent places. By the end of 2nd grade, children understand ways in which people manage, modify, and depend on their environment, and they identify and use particular features of maps and globes. By the end of 3rd grade, children develop an understanding of regions and continue to use geographic tools, such as maps and globes.



### Economics

The third standard includes content related to market forces and trends, economic decision making, personal finances, and managing resources. The Guidelines for children ages 3–5 years provide a foundation for these skills within the domain of Social Studies Knowledge and Skills. The basic knowledge learned in preschool expands as kindergartners learn the idea of ownership and discuss how purchases can be made to meet wants and needs. Children in 1st grade learn how different types of jobs produce goods and services, and they identify examples of short-term financial goals. Children in 2nd grade learn about the effects of scarce resources and identify components of financial decision making, including the difference between long-term and short-term goals. Children in 3rd grade learn about producers and consumers, the exchange of goods and services, and ways to meet short-term financial goals.

### Civics

The fourth standard focuses on government, citizenship, and law. The Guidelines for children ages 3–5 years provide a foundation for these skills within the domain of Social Studies Knowledge and Skills, as preschoolers develop an understanding of family structures and the purpose of rules. In kindergarten, children’s knowledge about social structures grows as they learn about ways that democratic decisions are made and how people act as good citizens. In 1st grade, children learn about the characteristics of leaders and team members, and they give examples of notable people, places, holidays, and patriotic symbols. In 2nd grade, children learn ways that community members advocate for their ideas and resolve conflicts or differences. In 3rd grade, children learn about rights and responsibilities and the origins, structures, and functions of local government.





## Music

The [Music](http://www.cde.state.co.us/CoArts/StateStandards.asp#Music) (<http://www.cde.state.co.us/CoArts/StateStandards.asp#Music>) content area of the Colorado Academic Standards contains four standards: Expression of Music, Creation of Music, Theory of Music, and Aesthetic Valuation of Music. This section provides a broad overview of the requirements of each standard for children in kindergarten through 3rd grade and explains how the content in these Guidelines at earlier ages prepares children for meeting these standards in their formal schooling.

### *Expression of Music*

The first standard in the Music content area addresses human thought and emotion during performance. The Guidelines for children ages 3–5 years provide a foundation for musical expression within the domain of Visual and Performing Arts: Music, which includes content such as expressing feelings in response to music. In grades K–3, this content is extended as children demonstrate skills such as singing songs (kindergarten) and performing extended rhythmic, melodic, and harmonic patterns (3rd grade).

### *Creation of Music*

The second standard focuses on the demonstration of human thought and emotion through skills in the composition, improvisation, and arrangement of music. Creating music involves writing music, fashioning new music from an existing piece of music, or forming an entirely new piece of music. The Guidelines for children ages 3–5 years provide a foundation for musical creation within the domain of Visual and Performing Arts: Music, which includes content such as experimenting with instruments. In grades K–3, children demonstrate skills such as creating music through a variety of experiences (kindergarten) and producing short musical phrases and patterns (3rd grade).

### *Theory of Music*

The third standard is about the understanding of the distinctive language, conventions, mechanics, and structure of organized sound. The Guidelines for children ages 3–5 years provide a foundation for music theory within the domain of Visual and Performing Arts: Music, which includes content such as describing musical elements. In grades K–3, children demonstrate skills, such as identifying simple rhythmic patterns, musical opposites, and basic elements of musical forms (kindergarten); aurally recognizing patterns, analyzing simple notational elements, and using simple visual notations (3rd grade).

### *Aesthetic Valuation of Music*

The fourth standard focuses on the knowledge needed to evaluate and critique a musical piece, including its aesthetics. The Guidelines for children ages 3–5 years provide a foundation for music aesthetics within the domain of Visual and Performing Arts: Music, which includes content such as responding to musical elements and recognizing music in daily life. Content in the preschool domain Logic and Reasoning: Reasoning and Problem-Solving also relates to this standard because it requires critical thinking skills. In grades K–3, children learn skills, such as discussing music and celebrations in daily life (kindergarten) and making informed judgments about music (3rd grade).



## Dance

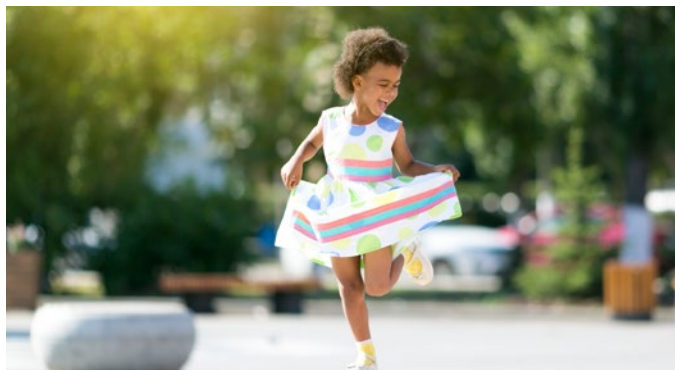
The [Dance](http://www.cde.state.co.us/CoArts/StateStandards.asp#Dance) (<http://www.cde.state.co.us/CoArts/StateStandards.asp#Dance>) content area of the Colorado Academic Standards contains four standards: Movement, Technique, and Performance; Create, Compose, and Choreograph; Historical and Cultural Context; and Reflect, Connect, and Respond. This section provides a broad overview of the requirements of each standard for children in kindergarten through 3rd grade and explains how the content in these Guidelines at earlier ages prepares children for meeting these standards in their formal schooling.

### *Movement, Technique, and Performance*

The first standard in the Dance content area focuses on competence and confidence during performance. The Guidelines for children ages 3–5 years provide a foundation for dancing performance within the domain of Visual and Performing Arts: Dance, which includes content such as expressing what is felt and heard in musical tempos and styles. In grades K–3, children demonstrate skills such as moving with intent to music or other stimuli (kindergarten) and performing dance studies with accuracy (3rd grade).

### *Create, Compose, and Choreograph*

The second standard focuses on using dance elements of space, time, and energy. The Guidelines for children ages 3–5 years provide a foundation for dance composition within the domain of Visual and Performing Arts: Dance, which includes content such as demonstrating simple phrases of movement in time and space. In grades K–3, children demonstrate skills such as translating simple ideas and stories into movement phrases (kindergarten) and creating short dances using compositional principles (3rd grade).



### *Historical and Cultural Context*

The third standard focuses on understanding the relevance of dance across time and place. The Guidelines for children ages 3–5 years provide a foundation for the history and culture of dance within the domain of Visual and Performing Arts: Dance, which includes content such as recognizing dances from around the world. In grades K–3, children demonstrate skills such as performing simple social dances that communicate an idea (kindergarten) and recognizing styles in major dance works (3rd grade).

### *Reflect, Connect, and Respond*

The final standard focuses on how dance stimulates the imagination and challenges the intellect. The Guidelines for children ages 3–5 years provide a foundation for responding to dance within the domain of Visual and Performing Arts: Dance, which includes content such as attentively observing a dance performance. Content in the preschool domain Logic and Reasoning: Reasoning and Problem-Solving also relates to this standard because it requires the application of critical thinking skills. In grades K–3, children demonstrate knowledge such as observing and identifying different dance genres (kindergarten) and describing the use of dance elements in choreography (3rd grade).

## Visual Arts

The [Visual Arts](http://www.cde.state.co.us/CoArts/StateStandards.asp#Visual) (<http://www.cde.state.co.us/CoArts/StateStandards.asp#Visual>) content area of the Colorado Academic Standards contains four standards: Observe and Learn to Comprehend, Envision and Critique to Reflect, Invent and Discover to Create, and Relate and Connect to Transfer. This section provides a broad overview of the requirements of each standard for children in kindergarten through 3rd grade and explains how the content in these Guidelines at earlier ages prepares children for meeting these standards in their formal schooling.

### *Observe and Learn to Comprehend*

The first standard in the Visual Arts content area provides children with understanding that visual arts are a means for expression, communication, and meaning making. The Guidelines for children ages 3–5 years provide a foundation for visual expression and meaning within the domain of Visual and Performing Arts: Visual Arts, which includes content such as knowing that works of art can represent people, places, and things. In grades K–3, children demonstrate knowledge such as understanding that personal feelings are described in and through works of art (kindergarten) and understanding intent and purpose in works of art (3rd grade).

### *Envision and Critique to Reflect*

The second standard focuses on critical thinking through the synthesis, evaluation, and analysis of visual information. The Guidelines for children ages 3–5 years provide a foundation for art criticism within the domain of Visual and Performing Arts: Visual Arts, which includes content such as discussing one’s own artistic creations and those of others. Content in the preschool domain Logic and Reasoning: Reasoning and Problem-Solving also relates to this standard because it requires critical thinking skills. In grades K–3, children demonstrate knowledge such as understanding that artists connect to stories told in and by works of art (kindergarten) and that artists, viewers, and patrons use the language of art to respond to art (3rd grade).

### *Invent and Discover to Create*

The third standard focuses on generating works of art that employ unique ideas, feelings, and values using different media and technologies. The Guidelines for children ages 3–5 years provide a foundation for creating art within the domain of Visual and Performing Arts: Visual Arts, which includes content such as using different materials and techniques to make art creations. In grades K–3, children demonstrate skills such as creating two- and three-dimensional works of art (kindergarten) and demonstrating basic studio skills (3rd grade).

### *Relate and Connect to Transfer*

The fourth standard focuses on the value of visual arts to lifelong learning and the human experience. The Guidelines for children ages 3–5 years provide a foundation for understanding the impact of art within the domain of Visual and Performing Arts: Visual Arts, which identifies art in daily life. In grades K–3, children demonstrate knowledge such as understanding that artists and viewers contribute and connect to their communities (kindergarten) and understanding that historical and cultural ideas are evident in works of art (3rd grade).

## Drama and Theatre Arts

The [Drama and Theatre Arts](http://www.cde.state.co.us/CoArts/StateStandards.asp#Drama) (<http://www.cde.state.co.us/CoArts/StateStandards.asp#Drama>) content area of the Colorado Academic Standards contains three standards: Create, Perform, and Critically Respond. This section provides a broad overview of the requirements of each standard for children in kindergarten through 3rd grade and explains how the content in these Guidelines at earlier ages prepares children for meeting these standards in their formal schooling.

### Create

The first standard in the Drama and Theatre Arts content area focuses on creating new theatrical works, interpreting theatrical works for performance and design, and developing characters and analyzing roles. The Guidelines for children ages 3–5 years provide a foundation for writing and interpreting drama within the domain of Visual and Performing Arts: Drama and Theatre, which includes content such as using dialogue, actions, and objects to tell a story. In grades K–3, children demonstrate skills such as assuming characters through dramatic play (kindergarten) and creating stage environments to understand locale and mood (3rd grade).



### Perform

The second standard in the Drama and Theatre Arts content area focuses on expressing human experience in story, movement, speech, and the staging of a drama. The Guidelines for children ages 3–5 years provide a foundation for performing dramas within the domain of Visual and Performing Arts: Drama and Theatre, which includes content such as manipulating materials and assuming roles in dramatic play situations. In grades K–3, children demonstrate skills such as dramatizing ideas and events (kindergarten) and performing a scripted scene (3rd grade).

### Critically Respond

The third standard in the Drama and Theatre Arts content area focuses on studying drama through literacy, ethical judgment, and cultural research. The Guidelines for children ages 3–5 years provide a foundation for critical responses within the domain of Visual and Performing Arts: Drama and Theatre, which includes content such as responding to stories and plays. Content in the preschool domain Logic and Reasoning: Reasoning and Problem-Solving also relates to this standard because it requires critical thinking skills. In grades K–3, children demonstrate skills such as identifying elements of theatre in everyday life (kindergarten) and using selected criteria to critique what is seen, heard, and understood (3rd grade).

This page Intentionally left blank



# **References**



## Introduction

American Academy of Pediatrics, American Public Health Association, & National Resource Center for Health and Safety in Child Care and Early Education. (2011). *Caring for our children: National health and safety performance standards; Guidelines for early care and education programs*. (3rd ed.). Elk Grove Village, IL: American Academy of Pediatrics; Washington, DC: American Public Health Association.

Brazelton, T. B. & Greenspan, S. I. (2000). *The irreducible needs of children: What every child must have to grow, learn, and flourish*. Cambridge, MA: Da Capo Press.

Colorado Department of Public Health and Environment (n.d.). *Colorado physical activity and nutrition: Early childhood resource kit*. Retrieved from <http://www.cdphe.state.co.us/pp/COPAN/resourcekits/resourcekits.html>.

Copple, C. (2009). *Developmentally appropriate practice in early childhood programs*. Washington, DC: National Association for the Education of Young Children.

Davies, D. (2004). *Child development: A practitioner's guide* (2nd ed.). New York: Guilford Press.

Early Childhood Leadership Commission. (2008). *Early childhood Colorado framework*. Denver, CO: Author. Retrieved from [http://earlychildhoodcolorado.or,Edsg/inc/uploads/CO\\_EC\\_Framework.pdf](http://earlychildhoodcolorado.or,Edsg/inc/uploads/CO_EC_Framework.pdf).

Hagan J. F., Shaw J. S., & Duncan P. M. (Eds.). (2008). *Bright futures: Guidelines for health supervision of infants, children, and adolescents* (3rd ed.). Elk Grove Village, IL: American Academy of Pediatrics.

National Association for the Education of Young Children & National Association of Early Childhood Specialists in State Departments of Education. (2002). *Early learning standards: Creating the conditions for success*. Joint Position Statement. Retrieved from [https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/executive\\_summary.pdf](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/executive_summary.pdf).

Sandall, S., Hemmeter, M. L., Smith, B. J., & McLean, M. E. (Eds.) (2005). *DEC recommended practices: A comprehensive guide*. Council of Exceptional Children: The Division for Early Childhood. CO: Sopris West Educational Services.

Shonkoff, J. P. & Phillips, D. (Ed.). (2000). *Neurons to neighborhoods: The science of early child development*. National Research Council, Committee on Integrating the Science of Early

Childhood Development. Washington: D.C.: National Academy Press.

- Shore, R., Bodrova, E., & Leong, D. J. (2004). Child outcome standards in pre-k programs: What are standards; what is needed to make them work? *Preschool Policy Matters*, Issue 5. National Institute for Early Education Research. Retrieved from <http://nieer.org/wp-content/uploads/2016/08/1.pdf>.
- Williams, L. R. (Ed.) (2008). *Enthusiastic and engaged learners: Approaches to learning in the early childhood classroom*. Washington, D.C.: National Association for Education of Young Children.

### Birth to 36 Months<sup>3</sup>

- Adolph, K. E. (1997). Learning in the development of infant locomotion. *Monographs of the Society for Research in Child Development*, Vol. 62, No. 3, Serial No. 251.
- Adolph, K. E. (2008). Motor/physical development: Locomotion. In M. M. Haith & J. B. Benson (Eds.), *Encyclopedia of Infant and Early Childhood Development*. San Diego, CA: Academic Press.
- Adolph, K. E., & Avolio, A. M. (2000). Walking infants adapt locomotion to changing body dimensions. *Journal of Experimental Psychology: Human Perception and Performance*, 26(3), 1148–66.
- Adolph, K. E., & Berger, S. E. (2005). Physical and motor development. In M. H. Bornstein & M. E. Lamb (Eds.), *Developmental Science: An Advanced Textbook* (5th ed.). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Adolph, K. E., & Berger, S. E. (2006). Motor development. In D. Kuhn, et al. (Eds.), *Handbook of Child Psychology: Volume 2: Cognition, Perception, and Language* (6th ed.). New York: John Wiley and Sons.
- Adolph, K. E., Eppler, M. A., & Gibson, E. J. (1993). Crawling versus walking infants: Perception of affordances for locomotion over sloping surfaces. *Child Development*, 64(4), 1158–74.
- Adolph, K. E., & Joh, A. S. (2007). Motor development: How infants get into the act. In A. Slater & M. Lewis (Eds.), *Introduction to Infant Development* (2nd ed.). New York: Oxford University Press.
- Adolph, K. E., Vereijken, B. & Shrout, P. E. (2003). What changes in infant walking and why. *Child Development*, 74(2), 475–97.

<sup>3</sup> Many references in this section were used to develop the *California Infant/Toddler Learning and Development Foundations*, on which the Indicators and examples in the Guidelines for birth to age 3 are based.





- Adolph, K. E., Weise, I. & Marin, L. (2003). Motor development. *Encyclopedia of Cognitive Science*. London: Macmillan.
- Alaska Department of Education and Early Development. (2007). *Early learning guidelines*. Juneau, AK: Author. Retrieved from <https://library.alaska.gov/asp/edocs/2008/07/ocn233854101.pdf> - 2008-03-25.
- Albert, R. R., Schwade, J. A., & Goldstein, M. H. (2018). The social functions of babbling: Acoustic and contextual characteristics that facilitate maternal responsiveness. *Developmental Science*, 21(5). Retrieved from <https://www.ncbi.nlm.nih.gov/pubmed/29250872>.
- Alexander, R., Boehme, R. & Cupps, B. (1993). *Normal development of functional motor skills*. San Antonio, TX: Therapy Skill Builders.
- American Academy of Pediatrics. (2017). *Bright futures: Guidelines for health supervision of infants, children, and adolescents*. 4th ed. (J. F. Hagan, J. S. Shaw, & P. M. Duncan, Eds.). Elk Grove Village, IL: American Academy of Pediatrics.
- Apfel, N. H., & Provence, S. (2001). *Manual for the Infant-Toddler and Family Instrument (ITFI)*. Baltimore: Brookes Publishing.
- Bahrlick, L. E., Lickliter, R. & Flom, R.. (2004). Intersensory redundancy guides the development of selective attention, perception, and cognition in infancy. *Current Directions in Psychological Science*, 13(3), 99–102.
- Bai, D. L., & Bertenthal, B. I. (1992). Locomotor status and the development of spatial search skills. *Child Development*, 63, 215–26.
- Bayley, N. (2006). *Scales of infant and toddler development* (3rd ed.). San Antonio, TX: Harcourt Assessment.
- Berthier, N. E. (1996). Learning to reach: A mathematical model. *Developmental Psychology*, 32(5), 811–23.
- Bertenthal, B. I. (1996). Origins and early development of perception, action and representation. *Annual Review of Psychology*, 47, 431–59.
- Bertenthal, B. I., & Boker, S. M. (1997). New paradigms and new issues: A comment on emerging themes in the study of motor development. *Monographs of the Society for Research in Child Development*, 62(3), 141–51.



- Bornstein, M. H. (2005). Perceptual development. In M. H. Bornstein & M. E. Lamb (Eds.), *Mahwah Developmental Science: An Advanced Textbook* (5th ed.). NJ: Lawrence Erlbaum Associates.
- Browne, J. V., Talmi, A., & Immele, A. (2009). *A family guidebook: Supporting development of newborns and infants*. CO: Colorado Early Intervention Colorado.
- Bushnell, E. W., & Boudreau, J. P. (1993). Motor development and the mind: the potential role of motor abilities as a determinant of aspects of perceptual development. *Child Development*, 64, 1005–21.
- California Department of Education. (2009). *California infant/toddler learning & development foundations*. Sacramento, CA: Author. Retrieved from <http://www.cde.ca.gov/sp/cd/re/documents/itfoundations2009.pdf>.
- Campos, J. J., & Bertenthal, B. I. (1989). Locomotion and psychological development in infancy. In F. Morrison, C. Lord, & D. Keating (Eds.), *Applied Developmental Psychology*. New York: Academic Press.
- Coplan, J. (1993). *Early language milestone scale* (2nd ed.). Austin, TX: Proed.
- Dauch, C., Imwalle, M., Ocasio, B., & Metz, A. E. (2018). The influence of the number of toys in the environment on toddler's play. *Infant Behavior and Development*, 50, 78–87. Retrieved from <https://www.sciencedirect.com/science/article/pii/S0163638317301613>.
- Delaware Department of Education. (2007). *Delaware infant and toddler early learning foundations*. Dover, DE: Author. Retrieved from [https://www.dhss.delaware.gov/dhss/dms/epqc/birth3/files/earlylearningfoundations\\_activities%20.pdf](https://www.dhss.delaware.gov/dhss/dms/epqc/birth3/files/earlylearningfoundations_activities%20.pdf).
- Diamond, A. (2007). Interrelated and interdependent. *Developmental Science*, 10(1), 152–58.
- Fogel, A. (2001). *Infancy: Infant, family, and society* (4th ed.). Belmont, CA: Wadsworth/Thomson Learning.
- Frankenburg, W. K., et al. (1990). *Denver II screening manual*. Denver, CO: Denver Developmental Materials.
- Freeman, N. H. (1980). *Strategies of representation in young children: analysis of spatial skill and drawing processes*. London: Academic Press.
- Gibson, E. J. (1987). What does infant perception tell us about theories of perception? *Journal of Experimental Psychology: Human Perception and Performance*, 13(4), 515–23.

- Gibson, E. J. (1988). Exploratory behavior in the development of perceiving, acting and the acquiring of knowledge. *Annual Review of Psychology*, 39(1), 1–41.
- Haith, M. M., Hazen, C., & Goodman, G. S. (1988). Expectation and anticipation of dynamic visual events by 3.5 month-old babies. *Child Development*, 59, 467–79.
- High Scope Foundation. (n.d.). *Child observation record for infants and toddlers*. High Scope Educational Research Foundation. Ypsilanti, MI: Author.
- Hodel, A. S. (2018). Rapid infant prefrontal cortex development and sensitivity to early environmental experience. *Developmental Review*, 48, 113–144. Retrieved from <https://doi.org/10.1016/j.dr.2018.02.003>.
- Lerner, C., & Ciervo, L. A. (2003). *Healthy minds: Nurturing children’s development from 0 to 36 months*. Washington, DC: Zero to Three Press and American Academy of Pediatrics.
- Lewis, M. & Slater, A. (Eds.) (2002). *Introduction to infant development*. New York: Oxford University Press.
- Louisiana Department of Children and Family Services. (2006). *Louisiana’s early learning guidelines and program standards: Birth through three*. Baton Rouge, LA: Author. Retrieved from <http://www.dss.state.la.us/assets/docs/searchable/OFS/LAEarlyLearningGuide.pdf>.
- Lucca, K., & Wilbourn, M. P. (2018). Communicating to learn: Infants’ pointing gestures result in optimal learning. *Child Development*, 89(3), 941–960. Retrieved from <https://www.ncbi.nlm.nih.gov/pubmed/28032638>.
- Maryland State Department of Education. (2007). *Guidelines for healthy child development and care for young children*. Baltimore, MD: Author. Retrieved from [http://www.marylandpublicschools.org/msde/divisions/child\\_care/guidelines](http://www.marylandpublicschools.org/msde/divisions/child_care/guidelines).
- Massachusetts Department of Early Education and Care. (2010). *Massachusetts early learning guidelines for infants and toddlers*. Malden, MA: Author. Retrieved from <https://www.mass.gov/doc/massachusetts-early-learning-guidelines-for-infants-and-toddlers/download>.
- McCarty, M. E., et al. (2001). How infants use vision for grasping objects. *Child Development*, 72(4), 973–87.
- Meisels, S. J., et al. (2003). *The ounce scale: Standards for the developmental profiles (birth–42 months)*. New York: Pearson Early Learning.



- Meltzoff, A. N., Saby, J. N., & Marshall, P. J. (2018). Neural representations of the body in 60-day-old human infants. *Developmental Science, 22*, Retrieved from <https://onlinelibrary.wiley.com/doi/full/10.1111/desc.12698>.
- Mercer, J. (1998). *Infant development: A multidisciplinary introduction*. Pacific Grove, CA: Brooks/Cole Publishing.
- Minnesota Department of Human Services. (2007). *Minnesota's early learning guidelines for birth to 3*. Roseville, MN: Author. Retrieved from <https://edocs.dhs.state.mn.us/lfserver/Legacy/DHS-4438-ENG>.
- North Carolina Division of Child Development. (2008). *Infant-toddler foundations*. Raleigh, NC: Author. Retrieved from [https://ncchildcare.dhhs.state.nc.us/pdf\\_forms/dcd\\_infant\\_toddler\\_early\\_foundations.pdf](https://ncchildcare.dhhs.state.nc.us/pdf_forms/dcd_infant_toddler_early_foundations.pdf).
- Pace, A., Luo, R., Hirsh-Pasek, K., & Michnick Golinkoff, R. (2017). Identifying pathways between socioeconomic status and language development. *Annual Review of Linguistics, 3*, 285–308. Retrieved from <https://www.annualreviews.org/doi/pdf/10.1146/annurev-linguistics-011516-034226>.
- Palmer, C. F. (1989). The discriminating nature of infants' exploratory actions. *Developmental Psychology, 25*(6), 885–93.
- Parks, S. (2004). *Inside HELP: Hawaii early learning profile: Administration and reference manual*. Palo Alto, CA: VORT Corporation.
- Pérez-Escamilla, R., Segura-Pérez, S., & Lott, M. (2017). *Feeding guidelines for infants and young toddlers: A responsive parenting approach*. Durham, NC: Healthy Eating Research. Retrieved from <https://healthyeatingresearch.org/research/feeding-guidelines-for-infants-and-young-toddlers-a-responsive-parenting-approach/>.
- Perry, L. K., Prince, E. B., Valtierra, A. M., Rivero-Fernandez, C., Ullery, M. A., Katz, L. F., Laursen, B., & Messinger, D. S. (2018). A year in words: The dynamics and consequences of language experiences in an intervention classroom. *PLoS ONE, 13*(7). Retrieved from <https://doi.org/10.1371/journal.pone.0199893>.
- Perry, N. B., Dollar, J. M., Calkins, S. D., Keane, S. P., & Shanahan, L. (2018). Childhood self-regulation as a mechanism through which early overcontrolling parenting is associated with adjustment in preadolescence. *Developmental Psychology, 54*(8), 1542–1554. Retrieved from <http://dx.doi.org/10.1037/dev0000536>.



- Pick, H. L. (1989). Motor development: the control of action. *Developmental Psychology*, 25(6), 867–70.
- Reardon, P., and Bushnell, E. W. (1988). Infants' sensitivity to arbitrary pairings of color and taste. *Infant Behavior and Development*, 11, 245–50.
- Romeo, R. R., Leonard, J. A., Robinson, S. T., West, M. R., Mackey, A. P., Rowe, M. L., & Gabrieli, J. D. E. (2018). Beyond the 30-million-word gap: Children's conversational exposure is associated with language-related brain function. *Psychological Science*, 29(5), 700–710. Retrieved from <https://journals.sagepub.com/doi/abs/10.1177/0956797617742725>.
- Rowe, M. L. (2012). A longitudinal investigation of the role of quantity and quality of child-directed speech in vocabulary development. *Child Development*, 83(5), 1762–1774. Retrieved from <https://srcd.onlinelibrary.wiley.com/doi/10.1111/j.1467-8624.2012.01805.x>.
- Ruff, H. A., & Kohler, C. J. (1978). Tactual-visual transfer in six-month-old infants. *Infant Behavior and Development*, 1, 259–64.
- Schickedanz, A., Halfon, N., Sastry, N., & Chung, P. J. (2018). Parent's adverse childhood experiences and their children's behavioral health problems. *Pediatrics*, 142(2). Retrieved from <https://pediatrics.aappublications.org/content/142/2/e20180023>.
- Shelov, S. P., & Hannemann, R. E. (Eds.). (2004). *Caring for your baby and young child: Birth to age 5* (4th ed.). American Academy of Pediatrics. New York: Bantam Books.
- Shiner, R. L., Buss, K. A., McClowry, S. G., Putnam, S. P., Saudino, K. J., & Zentner, M. (2012). What is temperament now? Assessing progress in temperament research on the twenty-fifth anniversary of Goldsmith et al. *Child Development Perspectives*, 6(4). Retrieved from <https://doi.org/10.1111/j.1750-8606.2012.00254.x>.
- Squires, J., Potter, L., & Bricker, D. (1999). *The ages and stages questionnaires user's guide* (2nd ed.). Baltimore, MD: Paul H. Brookes Publishing.
- Stiles, J. (1995). The early use and development of graphic formulas: two case study reports of graphic formula production by 2- to 3-year old children. *International Journal of Behavioral Development*, 18(1), 127–49.
- Tamis-LeMonda, C. S., & Adolph, K. E. (2005). Social cognition in infant motor action. In B. Homer and C. S. Tamis-LeMonda (Eds.), *The Development of Social Cognition and Communication*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Teaching Strategies GOLD. (2010). *Moving beyond the developmental continuum for infants, toddlers*

*& twos: Teaching strategies GOLD*. Washington, D.C.: Teaching Strategies.

Thelen, E. (1994). Three-month-old infants can learn task-specific patterns of interlimb coordination. *Psychological Science*, 5(5), 280–85.

Thelen, E. (1995). Motor development: a new synthesis. *American Psychologist*, 50(2), 79–95.

VonHofsten, C. (2007). Action in development. *Developmental Science*, 10.

Walk, R. D., & Gibson, E. J. (1961). A comparative and analytic study of visual depth perception. *Psychological Monographs*, 75(15).

Wass, S. V., Noreika, V., Georgieva, S., Clackson, K., Brightman, L., Nutbrown, R., Santamarie Covarrubias, L., & Leong, V. (2018). Parental neural responsivity to infants' visual attention: How mature brains influence immature brains during social interaction. *PLoS Biology*, 16(12). Retrieved from <https://doi.org/10.1371/journal.pbio.2006328>.

Weissman, M. M. (2018). Postpartum depression and its long-term impact on children: Many new questions. *JAMA Psychiatry*, 75(3), 227–228. Retrieved from <https://jamanetwork.com/journals/jamapsychiatry/article-abstract/2670692>.

Zeegers, M. A. J., Colonesi, C., Stams, G. J. M., & Meins, E. (2017). Mind matters: A meta-analysis on parental mentalization and sensitivity as predictors of infant-parent attachment. *Psychological Bulletin*, 143(12), 1245–1272. Retrieved from <https://www.ncbi.nlm.nih.gov/pubmed/28805399>.

Zero to Three. (2008). *Early learning guidelines for infants and toddlers: Recommendations for states*. Washington, DC: Author. Retrieved from [https://www.dcyf.wa.gov/sites/default/files/pdf/esit/ZerotoThree\\_guidelines.pdf](https://www.dcyf.wa.gov/sites/default/files/pdf/esit/ZerotoThree_guidelines.pdf).

### 3-5 Years

California Department of Education. (2008). *California preschool learning foundations*. Sacramento, CA : Author. Retrieved from <https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>.

Florida Department of Education. (2010). *Florida early learning and developmental standards*. Tallahassee, FL: Author. Retrieved from <http://flbt5.floridaearlylearning.com/>.

High Scope Foundation. (n.d.). *Preschool child observation record*. High Scope Educational Research

Foundation. Ypsilanti, MI: Author.

Indiana Department of Education. (2006). *Foundations to the Indiana academic standards for young children from birth to age 5*. Indianapolis, IN: Author. Retrieved from <https://www.doe.in.gov/sites/default/files/earlylearning/foundations-2015-august-12.pdf>.

Massachusetts Department of Education. (2003). *Guidelines for preschool learning experiences*. Malden, MA: Author. Retrieved from <https://www.mass.gov/doc/massachusetts-early-learning-guidelines-for-infants-and-toddlers/download>.

Minnesota Department of Education. (2005). *Minnesota early childhood indicators of progress: Minnesota's early learning standards*. Roseville, MN: Author. Retrieved from <https://education.mn.gov/MDE/dse/early/ind/>.

North Carolina Department of Public Instruction. (2013). *Foundations: early learning standards for North Carolina preschoolers and strategies for guiding their success*. Raleigh, NC: Author. Retrieved from [https://ncchildcare.ncdhhs.gov/Portals/0/documents/pdf/N/NC\\_Foundations.pdf?ver=2017-05-16-105950-953](https://ncchildcare.ncdhhs.gov/Portals/0/documents/pdf/N/NC_Foundations.pdf?ver=2017-05-16-105950-953).

Office of Head Start. (2015). *The Head Start early learning outcomes framework*. Washington, DC: U.S. Department of Health and Human Services. Retrieved from <https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five>.

Rhode Island Department of Education. (2003). *Rhode Island early learning standards*. Providence, RI: Author. Retrieved from [https://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Early-Childhood/ELDS/2013\\_Early\\_Learning\\_and\\_Development\\_Standards.pdf](https://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Early-Childhood/ELDS/2013_Early_Learning_and_Development_Standards.pdf).

Tennessee Department of Education. (2004). *Tennessee early childhood early learning developmental standards*. Nashville, TN: Author. Retrieved from <https://www.tn.gov/education/instruction/academic-standards/early-learning-development-standards.html>.

## Kindergarten-3rd Grade (5-8 Years)

Colorado Department of Education. (2018). *Colorado academic standards: Comprehensive health*. Denver, CO: Author. Retrieved from <https://www.cde.state.co.us/cohealth/2020cas-ch-p12>.

Colorado Department of Education. (2018). *Colorado academic standards: Dance*. Denver, CO: Author. Retrieved from <https://www.cde.state.co.us/coarts/2020cas-da-p12>.



- Colorado Department of Education. (2018). *Colorado academic standards: Drama and theatre arts*. Denver, CO: Author. Retrieved from <https://www.cde.state.co.us/coarts/2020cas-dt-p12>.
- Colorado Department of Education. (2018). *Colorado academic standards: Mathematics*. Denver, CO: Author. Retrieved from <https://www.cde.state.co.us/comath/2020cas-ma-p12>.
- Colorado Department of Education. (2018). *Colorado academic standards: Music*. Denver, CO: Author. Retrieved from <https://www.cde.state.co.us/coarts/2020cas-mu-p12>.
- Colorado Department of Education. (2018). *Colorado academic standards: Physical education*. Denver, CO: Author. Retrieved from <https://www.cde.state.co.us/cophysicaleducation/2020cas-pe-p12>.
- Colorado Department of Education. (2018). *Colorado academic standards: Science*. Denver, CO: Author. Retrieved from <http://www.cde.state.co.us/coscience/2020cas-sc-p12>.
- Colorado Department of Education. (2018). *Colorado academic standards: Social studies*. Denver, CO: Author. Retrieved from <https://www.cde.state.co.us/cosocialstudies/2020cas-ss-p12>.
- Colorado Department of Education. (2018). *Colorado academic standards: Visual arts*. Denver, CO: Author. Retrieved from <https://www.cde.state.co.us/coarts/2020cas-va-p12>.
- Colorado Department of Education. (2018). *Colorado academic standards: World languages*. Denver, CO: Author. Retrieved from <https://www.cde.state.co.us/coworldlanguages/2020cas-wl-p12>.
- Colorado Department of Education. (2018). *Colorado academic standards: Reading, writing and communicating*. Denver, CO: Author. Retrieved from <https://www.cde.state.co.us/coreadingwriting/2020cas-rw-p12>.
- Pennsylvania Department of Education. (2016). *Pennsylvania learning standards for early childhood: Grade 1*. Harrisburg, PA: Author. Retrieved from <https://www.pakeys.org/wp-content/uploads/2018/03/Grade1LearningStandards.pdf>.
- Pennsylvania Department of Education. (2016). *Pennsylvania learning standards for early childhood: Grade 2*. Harrisburg, PA: Author. Retrieved from <https://www.pakeys.org/wp-content/uploads/2018/03/Grade2-Learning-Standards-.pdf>.
- Pennsylvania Department of Education. (2016). *Pennsylvania learning standards for early childhood: Kindergarten*. Harrisburg, PA: Author. Retrieved from <https://www.pakeys.org/wp-content/uploads/2018/03/KindergartenLearning-Standards.pdf>.





World Class Instructional Design and Assessment (2012). *The English language development standards, K-3*. Board of Regents of the University of Wisconsin. Retrieved from <https://wida.wisc.edu/sites/default/files/resource/2012-ELD-Standards.pdf>.

## Colorado Academic Standards narrative

American Academy of Pediatrics, American Public Health Association, & National Resource Center for Health and Safety in Child Care and Early Education. (2011). *Caring for our children: National health and safety performance standards; Guidelines for early care and education programs*. (3rd ed.). Elk Grove Village, IL: American Academy of Pediatrics; Washington, DC: American Public Health Association.

Brazelton, T. B. & Greenspan, S. I. (2000). *The irreducible needs of children: What every child must have to grow, learn, and flourish*. Cambridge, MA: Da Capo Press.

Colorado Department of Public Health and Environment (n.d.). *Colorado physical activity and nutrition: Early childhood resource kit*. Retrieved from <http://www.cdphe.state.co.us/pp/COPAN/resourcekits/resourcekits.html>.

Copple, C. (2009). *Developmentally appropriate practice in early childhood programs*. Washington, DC: National Association for the Education of Young Children.

Davies, D. (2004). *Child development: A practitioner's guide* (2nd ed.). New York: Guilford Press.

Early Childhood Leadership Commission. (2008). *Early childhood Colorado framework*. Denver, CO: Author. Retrieved from <https://earlychildhoodframework.org>.

Hagan J. F., Shaw J. S., & Duncan P. M., (Eds.). (2008). *Bright futures: Guidelines for health supervision of infants, children, and adolescents* (3rd ed.). Elk Grove Village, IL: American Academy of Pediatrics.

National Association for the Education of Young Children & National Association of Early Childhood Specialists in State Departments of Education. (2002). *Early learning standards: Creating the conditions for success*. Joint Position Statement. Retrieved from [https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/executive\\_summary.pdf](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/executive_summary.pdf).

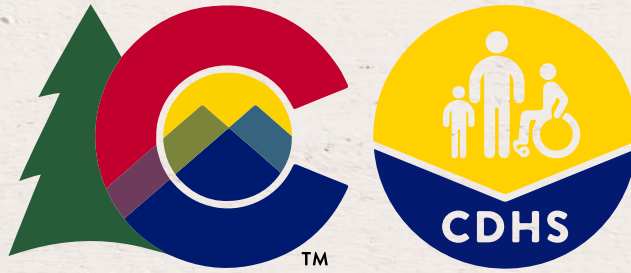
Sandall, S., Hemmeter, M. L., Smith, B. J., & McLean, M. E., (Eds.). (2005). *DEC recommended practices: A comprehensive guide*. Council of Exceptional Children: The Division for Early Childhood. CO: Sopris West Educational Services.



Shonkoff, J. P. & Phillips, D., (Eds.). (2000). *Neurons to neighborhoods: The science of early child development*. National Research Council, Committee on Integrating the Science of Early Childhood Development. Washington: D.C.: National Academy Press.

Shore, R., Bodrova, E., & Leong, D. J. (2004). Child outcome standards in pre-k programs: What are standards; what is needed to make them work? *Preschool Policy Matters*, Issue 5. National Institute for Early Education Research. Retrieved from [www.nieer.org/resources/policybriefs./5.pdf](http://www.nieer.org/resources/policybriefs./5.pdf)

Williams, L. R. (Ed.) (2008). *Enthusiastic and engaged learners: Approaches to learning in the early childhood classroom*. Washington, D.C.: National Association for Education of Young Children.



**This publication is supported by grant 90TP0009-01 from the United States Department of Health and Human Services, Administration for Children and Families. Its contents are solely the responsibility of the Colorado Department of Human Services and do not necessarily represent the official views of the United States Department of Health and Human Services, Administration for Children and Families.**