

ILLINOIS EARLY LEARNING GUIDELINES BIRTH – THREE

SELF-REGULATION	
Physiological Regulation	
Birth to 9 months:	
Begins to demonstrate a pattern in sleep-wake and feeding cycles	Addressed on pages 50, 53
Signals for needs, e.g., cries when hungry, arches back in discomfort	Cries when hungry, tired, overstimulated (19, 28, 31); Makes demanding cries (40); Cries to demand attention (37, 40)
Disengages when overstimulated, e.g., turns head, glances away, falls asleep, spits up	Cries when hungry, tired, overstimulated (19, 28, 31)
Uses sucking to assist in sleeping	
7 months to 18 months:	
Demonstrates consistent sleeping and feeding times throughout the day	Infant daily schedule 54, 57, 68-71, 198
Increasingly organized and consolidated internal schedule for sleep/wake, elimination, and feeding, e.g., decreases the number of naps but extends the length of the naps	Infant daily schedule 54, 57, 68-71, 198
Communicates with a wide range of signals as crying diminishes, e.g., smiles, gestures, uses words	Claps hands with enjoyment (16, 100); Uses intonations in sounds (31); Uses gestures and actions intentionally (31, 150, 159); Intentionally says "Mama" and/or "Dada" (31); Uses one sound to stand for more than one gesture or object 31; Has vocabulary of three to fifty words 31; Expresses emotions (happiness, sadness, anger, and surprise) through gestures, sounds, or facial expressions (40, 165); Understands the meaning of "no" but often resists directions and must be physically removed (40)
Begins to exhibit certain behaviors when overstimulated and/or unfocused, e.g., becomes aggressive, lashes out, bites	Biting Addressed on page 203; Physical aggression Addressed on page 203; Temper tantrums Addressed on page 203; Inappropriate Language Addressed on page 203
Increased desire for independence and control	Understands the meaning of "no" but often resists directions and must be physically removed (40)
16 months to 24 months:	
Uses gestures and symbolic actions to demonstrate feelings and needs, e.g., lays head on caregiver's lap when tired	Uses gestures and actions intentionally (31, 150, 159); Uses one sound to stand for more than one gesture or object 31; Points, gestures, or asks "what's that" when curious about something (47)

Becomes frustrated and displays regressive behaviors when overstimulated, e.g., temper tantrums	Temper tantrums Addressed on page 203
Communicates needs with one or two words, e.g., says or gestures "milk" for "I want milk"	Uses gestures and actions intentionally (31, 150, 159);
Begins to have an awareness of bodily functions and begins to demonstrate an interest in toileting, e.g., recognizes a "potty"	Shows interest in toilet training (16) Is toilet trained 41
21 months to 36 months:	
Calms down in order to sit and read a book with a caregiver	Talks about pictures in books (23); Shows and interest in print and books 32; Looks for "home base" or significant adult during difficult situations, for comfort and approval (41, 191); Shows attachment to significant adults (41)
Uses movement to express an emotion, e.g., jumps up and down when excited, stomps feet when upset	Identifies and talks about personal feelings (41, 151, 184); Shows increasing ability to control own behavior (35, 41)
Recognizes patterns throughout the day, e.g., grabs a pillow and blanket after lunch, when it is nap time	Notices patterns (24, 62, 121)
Communicates needs more thoroughly, e.g., "I am hungry"	Asks questions and seeks answers (32, 151, 156); Expresses feelings and emotions with words (39, 41)
Manages overstimulation in a more organized manner, e.g., disengages, walks away	Shows independence (39, 41, 44) Expresses feelings and emotions with words (39, 41) Shows increasing ability to cope with stress (41)
Demonstrates a readiness to begin toilet training	Completes toilet training (17) Shows interest in toilet training (16)
Emotional Regulation	
Birth to 9 months:	
Signals needs by sounds and movement	Cries when hungry, tired, overstimulated(19, 28, 31); Makes demanding cries (40);Cries to demand attention (37, 40)
Able to use cues to signal overstimulation , e.g., turns head, gaze aversion	Moves head from side to side while on stomach(15, 88, 93); Turns head to both sides while on back (15, 88); Cries when hungry, tired, overstimulated(19, 28, 31)
Begins to use self-soothing strategies, e.g., sucks on hands, grasps an object in order to calm self	Calms self (40)
Vocalizes and uses facial cues to get caregiver's attention, e.g., cries, gazes, initiates eye contact	Coos in response to adults' speech(28, 31, 145, 157); Coos(28, 40, 122 145, 157); Makes demanding cries (40);Cries to demand attention (37, 40); Babbles and laughs to get adult attention(40, 149,150, 181)
7 months to 18 months:	
Communicates needs to an adult, e.g., points, shakes head	Gestures or points to communicate (31, 146, 150, 153, 159); Uses gestures and actions

	intentionally (31, 150, 159); Uses one sound to stand for more than one gesture or object 31; Expresses emotions (happiness, sadness, anger, and surprise) through gestures, sounds, or facial expressions (40, 165); Gestures or points to communicate 147
Able to self-soothe more effectively, e.g., sucks thumb, holds on to stuffed toy	Addressed on page 19, 204
Uses social referencing in uncertain situations, e.g., looks at a caregiver's face for reassurance in the presence of a new person	Feels anxiety in the presence of strangers (stranger anxiety) 40; Feels anxiety on separation from familiar adults (separation anxiety) (37, 40)
Prefers physical proximity to familiar adults in unknown situations, e.g., follows caregiver when he or she leaves the room	Distinguishes voices of important, familiar people (40, 174); Attachment to familiar caregiver 35
Seeks out caregiver through physical actions, e.g., reaches for the caregiver's hand or moves closer to them when frightened	Distinguishes voices of important, familiar people (40, 174); Attachment to familiar caregiver 35; Looks for "home base" or significant adult during difficult situations, for comfort and approval (41)
Uses comfort objects, e.g., a stuffed animal or blanket, to help calm down	
16 months to 24 months	
Uses caregiver's facial cues and body language to assist in novel and uncertain situations, e.g., sees a dog for the first time and uses the adult's smile as a cue to cautiously pat the dog	Participates in new and unfamiliar activities with the help of trusted adults (47, 191); Looks for "home base" or significant adult during difficult situations, for comfort and approval (41, 191)
Uses play to sort out feelings and gain control over them, e.g., projects feeling onto an object, grasps a ball and hugs it tightly to chest when excited	Uses imagination in dramatic play (47, 191) Find ways resolve conflicts 50
Uses verbal and nonverbal communication to signal the need for their caregiver, e.g., calls by name, crawls into a familiar adult's lap	Participates in new and unfamiliar activities with the help of trusted adults (47, 191); Attachment to familiar caregiver 35
Names some emotions, e.g., "me sad"	Expresses feelings with words (31, 151)
Begins to use "private speech" in order to assist in regulating their emotions, e.g., utters "bear, where is bear" to self	Expresses feelings with words (31, 151)
21 months to 36 months:	
Communicates wants and needs verbally, e.g. "pick me up"	Expresses feelings with words (31, 151) Uses two- or three-word phrases (31)
Engages in pretend play to manage uncertainty and fear, e.g., plays doctor and gives someone a "shot"	Shows increasing ability to cope with stress (41) Expresses feelings with words (31, 151) Creates imaginary friends (24) Uses imagination in dramatic play (47, 191)

Seeks caregiver support when feeling overwhelmed by emotion; may reject support as well	Shows signs of stress when family members initiate separation 41 Participates in new and unfamiliar activities with the help of trusted adults (47, 191) Attachment to familiar caregiver 35
Expresses emotions through the use of play	Expresses feelings and emotions with words (39, 41) Uses imagination in dramatic play (47, 191) Engages in fantasy play, making up plots (24) Uses real objects as props during pretend play 24 Plays alone (39, 41) Engages in pretend play (42, 176)
Holds on to a special object during certain times of the day, e.g., blanket, picture, book, stuffed toy	
Attention Regulation	
Birth to 9 months:	
Focuses on objects in the environment during alert states	Focuses on objects 8 to 12 inches away(15, 88, 106); Follows moving object with eyes(15, 88, 102); Follows distant object with eyes (15, 98, 102); Makes eye contact(40)
Initiates and briefly maintains social interactions with adults, e.g., establishes eye contact, coos to receive attention	Makes eye contact(40); Coos in response to adults' speech(28, 31, 145, 157); Coos(28, 40, 122 145, 157)
Explores environment through senses, e.g., touches and mouths Objects	Explores environment with senses(22, 112); Explores the environment actively, regardless of obstacles(47, 189); Plays with hands and may hold and observe a toy (15); Brings feet to mouth easily while lying on back(15, 97)
Focuses attention on novel objects and familiar caregiver(s)	Focuses on objects 8 to 12 inches away(15, 88, 106); Follows moving object with eyes(15, 88, 102); Follows distant object with eyes (15, 98, 102); Makes eye contact(40); Looks and listens for purpose40; Intentionally looks for and reaches for objects of interest(47, 195)
Plays with one object for a few minutes before focusing on a different object	Focuses on objects 8 to 12 inches away(15, 88, 106); Follows moving object with eyes(15, 88, 102); Follows distant object with eyes (15, 98, 102); Plays with hands and may hold and observe a toy (15); Shows interest in playing games (23, 113, 123); Shows interest in manipulating toys and objects (23, 126)
7 months to 18 months:	
Engages in joint attention with a caregiver, e.g. joins in looking at the same object or shifts gaze to where someone is pointing	Intentionally looks for and reaches for objects of interest (47, 195); Listens to songs, stories, or rhymes with interest (31, 141, 157, 158); Follows simple commands from adults or older children (23, 114, 134)

Maintains more advanced levels of engagement, e.g., repeats actions over and over when enjoying the reaction and result of the experience	Shows persistence by repeating actions, such as banging objects (47, 113); Engages in more intentional play (23, 117, 123, 127, 133); Gestures or points to communicate (31, 146, 150, 153, 159)
Focuses on one object or activity for a brief period of time, even with other objects close in proximity; still easily distracted	Shows awareness of object permanence (knows objects exist when out of sight) 117; Intentionally looks for and reaches for objects of interest (47, 195); Focuses on some activities of interest for several minutes at a time (47, 191); Takes initiative, such as looking for missing toy (47, 192)
Shifts attention from adults to peers	Imitates older siblings or peers (40, 170); Shows signs of teasing adults (40, 174); Follows simple commands from adults or older children (23, 114, 134); Plays games with adults and older children (40, 134, 165, 169, 173, 178, 182)
Relies on routines and patterns to maintain an organized state in order to focus	Thrive with routine (36, 37, 38, 43, 50, 64, 68, 69, 70)
16 months to 24 months:	
Works to find solutions to simple problems and/or obstacles, e.g., attempts to climb onto a piece of furniture in order to retrieve a toy	Takes initiative, such as looking for missing toy (47, 192)
Works on solving increasingly difficult activities, e.g., attempts to solve a simple, three-piece puzzle	Focuses on some activities of interest for several minutes at a time (47, 191)
Remains focused for longer periods of time while engaged in self-initiated play	Focuses on some activities of interest for several minutes at a time (47, 191)
Attends and stays engaged to often reach a goal, e.g., places all the shapes in the shape sorter	Focuses on some activities of interest for several minutes at a time (47, 191)
21 months to 36 months:	
Attention expands and stays focused on an activity or object even when distractions are present	Can stay with the same activity for five to ten minutes (increasing concentration) 24
Uses self-talk to extend play, e.g., says "now sleepy" to the baby doll after feeding it a bottle	Has vocabulary of three to fifty words 31; Engages in more pretend play (23, 124) Asks questions (24); Creates imaginary friends (24); Expresses feelings with words (31, 151); Uses two- or three-word phrases (31); Puts nouns and verbs together in simple sentences ("want cookie.") (32, 147, 160)
Plays independently before moving on to a new activity, e.g., engages in block play, reads a book	Shows independence in self-help skills (166) Plays next to other children, sharing occasionally (41, 91, 167) Builds and stacks with several small blocks (17) Can stay with the same activity for five to ten minutes (increasing concentration) 24 Shows independence (39, 41, 44) Plays alone (39, 41)

Wait time increases, e.g., participates in turn-taking activities	Can stay with the same activity for five to ten minutes (increasing concentration) 24
Transitions between what he or she is engaged in and what is happening in the background, e.g., makes a comment in regard to a conversation happening between another child and adult, while engaged in completing a puzzle	Uses language socially (pragmatics) (32) Shows respect for other people and possessions occasionally (41, 167, 179) Is interested in the outside world (41, 175, 179)
Behavior Regulation	
Birth to 9 months:	
Cries when hungry, tired, uncomfortable, or bored	Learns that crying will bring attention from caregiver(22); Cries when hungry, tired, overstimulated(19, 28, 31); Makes demanding cries (40); Cries to demand attention(37, 40)
Uses physical movements to disengage from interaction, turns head, averts gaze	Moves head from side to side while on stomach(15, 88, 93); Turns head to both sides while on back (15, 88)
Physically explores environment through touch, e.g., sucking, gnawing, hitting, pulling, banging	Explores environment with senses(22, 112); Explores the environment actively, regardless of obstacles(47, 189)
Shows curiosity and limited restraint when exploring the environment, e.g., reaches for objects that adults or other children are holding	Explores environment with senses(22, 112); Explores the environment actively, regardless of obstacles(47, 189); Reaches for objects(15, 195); Intentionally looks for and reaches for objects of interest(47, 195)
7 months to 18 months:	
Explores environment while unaware of boundaries and limits, e.g., crawls toward a shelf and attempts to climb it	Explores environment (22, 40, 44, 53, 54, 90, 112, 113, 169, 177, 189); Explores the environment actively, regardless of obstacles (47, 189)
Reads cues and body language of caregiver(s) and familiar others to guide reactions and behaviors in novel and uncertain situations	Expresses emotions (happiness, sadness, anger, and surprise) through gestures, sounds, or facial expressions (40, 165); Understands many more words than he or she can say 31; Understands and responds to simple directions (31, 158); Understands the meaning of "no" but often resists directions and must be physically removed (40)
Demonstrates frustration, e.g., cries, bites	Biting Addressed on page 203; Physical aggression Addressed on page 203; Temper tantrums Addressed on page 203; Inappropriate Language Addressed on page 203
Has difficulty channeling excitement, e.g., screams, jumps, squeezes, bites	Expresses emotions (happiness, sadness, anger, and surprise) through gestures, sounds, or facial expressions (40, 165)
Chooses between two options, e.g., "You can have the red ball or the blue ball"	Demonstrates confidence (104); Selects toys to play with, intentionally (23, 195)
Completes a forbidden action regardless of referencing a caregiver's reaction, e.g., looks toward their caregiver before touching the	Understands the meaning of "no" but often resists directions and must be physically removed (40)

forbidden object and then touches it anyway	
16 months to 24 months:	
Communicates “mine” when another child takes a toy away	Addressed on page 59
Communicates “no” to self when reaching for forbidden objects	Understands the meaning of "no" but often resists directions and must be physically removed (40)
Begins to respond to caregiver’s cues and modifies behavior, e.g., does not touch the forbidden object, once recognizing the caregiver is discouraging the action	Understands the meaning of "no" but often resists directions and must be physically removed (40)
21 months to 36 months:	
Increases the use of private speech in everyday play and interactions	Has vocabulary of three to fifty words 31 Has a vocabulary of twenty to three hundred words (31, 142, 147, 154) Expresses feelings with words (31, 151) Uses two- or three-word phrases (31) Uses words for time, such as yesterday and today (24, 136) Uses sentences with seven words or more (30, 32) Likes to learn new words (32, 143, 155) Understands the meaning of most preschool words (semantics) (32) Expresses feelings and emotions with words (39, 41)
Increasingly reacts appropriately to adults’ facial expressions, tone, and affect, before acting on an impulse	Knows some rules but cannot follow them consistently (41) Understands some limits and rules (39, 42, 172)
Identifies situations where he or she needs the caregiver to support in controlling behavior, e.g., holds caregiver’s hand when crossing the street	Participates in new and unfamiliar activities with the help of trusted adults (47, 191) Attachment to familiar caregiver 35
Transitions smoothly if is prepared ahead of time	Addressed on page 43, 47, 66, 205
Checks in with caregiver through nonverbal and verbal communication, e.g., glances, waves, points, says name, asks a question, all without having to be in close proximity	Participates in new and unfamiliar activities with the help of trusted adults (47, 191)
Demonstrates an awareness of expectations, e.g., approaches and gently touches a baby, waits for brief periods of time when turn-taking	Knows some rules but cannot follow them consistently (41) Understands some limits and rules (39, 42, 172)
SOCIAL & EMOTIONAL DEVELOPMENT	
Attachment Relationships	
Birth to 9 months:	
Establishes, maintains, and disengages eye contact	Makes eye contact (40)
Responds to caregiver(s) by smiling and cooing	Smiles at the sound of familiar voices (40, 181);

	Responds to smiles with smiling(40, 164, 177); Coos in response to adults' speech(28, 31, 145, 157); Coos(28, 40, 122 145, 157)
Seeks comfort from a familiar caregiver	Smiles at the sound of familiar voices(40, 181); Distinguishes voices of important, familiar people(40, 174); Cries to demand attention(37, 40)
Imitates familiar adults' gestures and sounds	Responds to smiles with smiling (40, 164, 177)
Demonstrates preference for familiar adults	Smiles at the sound of familiar voices(40, 181); Distinguishes voices of important, familiar people(40, 174)
Exhibits separation anxiety , e.g., does not want to be held by another person when being held by primary caregiver	Addressed on page 37
7 months to 18 months:	
Distinguishes between primary caregivers and others	Feels anxiety on separation from familiar adults (separation anxiety) (37, 40); Attachment to familiar caregiver 35
Attempts to change the situation when separation anxiety occurs, e.g., follows caregiver(s) when he or she leaves the room	Feels anxiety on separation from familiar adults (separation anxiety) (37, 40); Attachment to familiar caregiver 35
Uses social referencing with caregiver(s) when in uncertain situations, e.g., will glance at caregiver's face for cues on how to respond to an unfamiliar person or new situation	Feels anxiety on separation from familiar adults (separation anxiety) (37, 40); Attachment to familiar caregiver 35
Uses key adults as a "secure base" when exploring the environment	Feels anxiety on separation from familiar adults (separation anxiety) (37, 40); Attachment to familiar caregiver 35
Exhibits stranger anxiety and concern in presence of an unknown person or a new situation	Feels anxiety in the presence of strangers (stranger anxiety) 40
Seeks comfort from caregiver(s) and/or a familiar object, e.g., blanket, stuffed animal	Attachment to familiar caregiver 35
Initiates and maintains interactions with caregiver(s)	Understands and responds to simple directions (31, 158); Shares toys or possessions (40); Shows signs of teasing adults (40, 174); Begin to imitate (183);
16 months to 24 months:	
Shows an emotional connection with familiar adults other than the primary caregiver	Participates in new and unfamiliar activities with the help of trusted adults (47, 191); Attachment to familiar caregiver 35
Uses imitation and pretend play to make sense of relationships, e.g., uses a toy to "brush" hair, or feeds and rocks a doll	Uses imagination in dramatic play (47, 191); Shows creativity by using objects in new ways (47, 190)
Plays physically farther away from primary caregiver with increasing confidence; moves closer as needed	Participates in new and unfamiliar activities with the help of trusted adults (47, 191)
Seeks physical closeness when distressed	Participates in new and unfamiliar activities

	with the help of trusted adults (47, 191); Attachment to familiar caregiver 35
Actively seeks emotional responses from caregiver(s) by waving, hugging, and crying	Attachment to familiar caregiver 35; Uses gestures and actions intentionally (31, 150, 159); Uses one sound to stand for more than one gesture or object 31
21 months to 36 months:	
Uses glances and words to stay connected, without having to be physically near or touching the caregiver	Looks for "home base" or significant adult during difficult situations, for comfort and approval (41, 191)
Initiates activities that are meaningful in the relationship, e.g., brings over a favorite book to be read together	Attachment to familiar caregiver 35 Shows and interest in print and books 32 Names objects or people of interest (32, 142) Shows interest in helping (41)
Communicates thoughts, feelings, and plans to familiar adults	Attachment to familiar caregiver 35 Expresses feelings with words (31, 151) Identifies and talks about personal feelings (41, 151, 184) Identifies and talks about others' feelings (41, 183) Expresses feelings and emotions with words (39, 41)
Seeks adult assistance with challenges	Participates in new and unfamiliar activities with the help of trusted adults (47, 191) Attachment to familiar caregiver 35
Separates with assistance from attachment figure with minimal anxiety	Initiates separation from caregivers (41) Shows signs of stress when family members initiate separation 41 Shows increasing ability to cope with stress (41)
Emotional Expression	
Birth to 9 months:	
Uses facial expressions and sounds to get needs met, e.g., cries, smiles, gazes, coos	Smiles at the sound of familiar voices (40, 181); Cries when hungry, tired, overstimulated(19, 28, 31); Makes demanding cries(40); Cries to demand attention(37, 40); Coos in response to adults' speech (28, 31, 145, 157); Coos(28, 40, 122 145, 157)
Expresses emotions through sounds and gestures, e.g., squeals, laughs, claps	Smiles at the sound of familiar voices (40, 181); Cries when hungry, tired, overstimulated(19, 28, 31); Makes demanding cries(40); Cries to demand attention(37, 40); Coos in response to adults' speech (28, 31, 145, 157); Coos(28, 40, 122 145, 157)
Demonstrates discomfort, stress, or unhappiness through body language and sounds, e.g., arches back, moves head, cries	Smiles at the sound of familiar voices (40, 181); Cries when hungry, tired, overstimulated(19, 28, 31); Makes demanding cries(40); Cries to demand attention(37, 40); Coos in response to adults' speech (28, 31, 145, 157); Coos(28, 40, 122 145, 157)

7 months to 18 months:	
Expresses wants with intentionality, e.g., pushes an unwanted object out of the way, reaches for a familiar adult when wanting to be carried	Expresses emotions (happiness, sadness, anger, and surprise) through gestures, sounds, or facial expressions (40, 165); Uses gestures and actions intentionally (31, 150, 159); Intentionally says "Mama" and/or "Dada" (31)
Expresses fear by crying or turning toward caregiver(s) for Comfort	Expresses emotions (happiness, sadness, anger, and surprise) through gestures, sounds, or facial expressions (40, 165); Uses gestures and actions intentionally (31, 150, 159); Intentionally says "Mama" and/or "Dada" (31)
Shows anger and frustration, e.g., cries when a toy is taken away	Expresses emotions (happiness, sadness, anger, and surprise) through gestures, sounds, or facial expressions (40, 165); Uses gestures and actions intentionally (31, 150, 159);
Recognizes and expresses emotion toward a familiar person, e.g., shows emotion by hugging a sibling	Attachment to familiar caregiver 35; Shows signs of teasing adults (40, 174)
16 months to 24 months:	
Demonstrates anger and frustration through a wide range of physical, vocal, and facial expressions, e.g., temper tantrums	Biting Addressed on page 203; Physical aggression Addressed on page 203; Temper tantrums Addressed on page 203; Inappropriate Language Addressed on page 203
Expresses pride, e.g., smiles, claps, or says, "I did it" after completing a task	Addressed on page 38
Attempts to use a word to describe feelings to a familiar adult	Expresses feelings with words (31, 151)
Expresses wonder and delight while exploring the environment and engaging others	Expresses feelings with words (31, 151); Show strong pride in accomplishments, especially physical (38, 171); Enjoys playing next to other children (parallel play) 40
21 months to 36 months:	
Attempts to use words to describe feelings and names emotions	Expresses feelings and emotions with words (39, 41)
Acts out different emotions while engaged in pretend play, e.g., cries when pretending to be sad, jumps up and down for excitement	Expresses feelings with words (31, 151) Identifies and talks about personal feelings (41, 151, 184) Identifies and talks about others' feelings (41, 183) Expresses feelings and emotions with words (39, 41) Uses imagination in dramatic play (47, 191)
Begins to express complex emotions such as pride, embarrassment, shame, and guilt	Expresses feelings with words (31, 151) Identifies and talks about personal feelings (41, 151, 184)
Engages in play to express emotion, e.g., draws a picture for a caregiver because he or she misses them, hides a "monster" in a box due to a fear	Engages in more pretend play (23, 124) Uses real objects as props during pretend play 24

	Engages in pretend play (42, 176) Identifies and talks about personal feelings (41, 151, 184) Identifies and talks about others' feelings (41, 183)
Relationship with Adults	
Birth to 9 months:	
Uses signals to communicate needs, e.g., crying, body language, and facial expressions	Smiles at the sound of familiar voices (40, 181); Cries when hungry, tired, overstimulated(19, 28, 31); Makes demanding cries(40); Cries to demand attention(37, 40); Coos in response to adults' speech (28, 31, 145, 157); Coos(28, 40, 122 145, 157); Responds to smiles with smiling(40, 164, 177);
Attempts to engage both unfamiliar and familiar adults	Smiles at the sound of familiar voices (40, 181); Smiles at strangers(40); Responds to smiles with smiling (40, 164, 177)
Engages in social interactions with adults through smiles, coos, and eye contact	Smiles at the sound of familiar voices (40, 181); Coos in response to adults' speech (28, 31, 145, 157); Coos(28, 40, 122 145, 157); Responds to smiles with smiling(40, 164, 177); Makes eye contact (40)
Demonstrates preference for familiar adults, e.g., reaches hands out to signal for caregiver(s)	Smiles at the sound of familiar voices (40, 181) Distinguishes voices of important, familiar people (40, 174)
Cautious of unfamiliar adults	Addressed on page 37
Begins to engage in simple, back-and-forth interactions with a familiar adult, e.g., plays "peek-a-boo," babbles in response to an adult speaking and repeats this interaction	Coos in response to adults' speech(28, 31, 145, 157); Experiments with vocalizations to include longer more varied sounds (31); Tracks moving persons or objects40; Distinguishes voices of important, familiar people(40, 174); Babbles sounds, such as "goo" and "gaa"(31, 150); Babbles and laughs to get adult attention(40, 149,150, 181)
7 months to 18 months:	
Looks for caregiver's response in uncertain situations	Attachment to familiar caregiver (35)
Engages with adults during play, e.g., bangs on a toy drum and repeats action after an adult completes the same action	Imitates sounds (28, 31, 145, 183); Imitates older siblings or peers (40, 170); Begin to imitate (183)
Uses key adults as a "secure base" when exploring the environment	Attachment to familiar caregiver (35)
Uses "social referencing" when encountering new experiences, e.g., glances at a caregiver's face for cues on how to respond to an unfamiliar person or unknown object	Attachment to familiar caregiver (35)
Draws a familiar adult into an interaction, e.g., hands a book or toy to engage in together	Attachment to familiar caregiver (35); Shows signs of teasing adults (40, 174); Begin to imitate (183); Listens to songs, stories, or

	rhymes with interest (31, 141, 157, 158)
16 months to 24 months:	
Builds emotional connections with other familiar adults, in addition to primary caregiver(s)	Participates in new and unfamiliar activities with the help of trusted adults (47, 191) Attachment to familiar caregiver 35
Seeks adult assistance with challenges but may refuse help and say "no"	Participates in new and unfamiliar activities with the help of trusted adults (47, 191)
Responds to guidance, e.g., places the shape into the shape sorter after caregiver demonstrates how to	Follows more complex directions from adults (128); Understands and responds to simple directions (31, 158)
Imitates a familiar adult's actions, e.g., waves hands around while pretending to talk on the phone after seeing caregiver make those same actions	Imitates older siblings or peers (40, 170); Begin to imitate (183)
21 months to 36 months:	
Imitates adult roles and activities through pretend play, e.g., goes grocery shopping, or prepares a meal	Shows independence in self-help skills (166) Shows interest in helping (41) Enjoys helping with household tasks 41 Engages in more pretend play (23, 124) Uses real objects as props during pretend play 24 Engages in pretend play (42, 176)
Initiates activities that are meaningful in the relationship, e.g., brings over a favorite book to be read together	Attachment to familiar caregiver 35 Looks for "home base" or significant adult during difficult situations, for comfort and approval (41, 191)
Communicates thoughts, feelings, questions, and plans to both familiar and unfamiliar adults	Expresses feelings with words (31, 151) Identifies and talks about personal feelings (41, 151, 184) Expresses feelings and emotions with words (39, 41)
Demonstrates desire to control or make decisions independent from adults	Shows independence in self-help skills (166) Shows independence in self-care (175) Shows independence in washing hands, dressing, and selecting clothing (41) Shows independence (39, 41, 44)
Self-Concept	
Birth to 9 months:	
Demonstrates interest in faces and voices of others	Reacts to human voice and human heartbeat(28, 31, 112, 140, 157); Smiles at the sound of familiar voices (40, 181); Distinguishes voices of important, familiar people(40, 174); Can distinguish voice tones and emotions(40, 182)
Explores his or her own hands and feet	Brings hands to face(15); Brings hands to midline while on back (15, 106); Plays with hands and may hold and observe a toy(15);

	Transfers objects from one hand to another(15, 89); Discovers hands and feet are extensions of self(23, 92, 94, 97, 100, 116, 122, 165); Brings feet to mouth easily while lying on back(15, 97)
Recognizes own name, e.g., looks up, or turns head toward a person who is saying his/her name	Responds to own name(31, 149, 153)
Recognizes and prefers familiar adults and siblings, e.g., leans toward caregiver when being held by someone else	Plays games with adults and older children(40, 134, 165, 169, 173, 178, 182); Shows attachment (responds positively) to significant adults (36, 40 169, 173); Babbles and laughs to get adult attention(40, 149,150, 181)
Initiates interactions with others, e.g., imitates actions, plays peek-a-boo	Plays games with adults and older children(40, 134, 165, 169, 173, 178, 182); Addressed on page 123, 177, 198, 206
Begins to display the beginning of joint attention, e.g., points to objects and people	Looks and listens for purpose 40; Intentionally looks for and reaches for objects of interest(47, 195)
Demonstrates separation anxiety, e.g., cries when caregiver leaves the room	Addressed on page 37
7 months to 18 months:	
Shows awareness of significant people by calling them by name, e.g., "papa"	Intentionally says "Mama" and/or "Dada" (31)
Engages in joint attention with familiar others, e.g., shares in looking and engaging with objects and people	Shares toys or possessions (40); Enjoys playing next to other children (parallel play) 40
Responds with vocalizations or gestures when hears name	Addressed on page 95; Responds to own name (149)
Demonstrates interest in looking in mirror	Addressed on page 55, 174;
Uses gestures and some words to express feelings, e.g., "no"	Uses gestures and actions intentionally (31, 150, 159); Uses one sound to stand for more than one gesture or object 31; Expresses emotions (happiness, sadness, anger, and surprise) through gestures, sounds, or facial expressions (40, 165); Gestures or points to communicate 147; Says one word or more (31, 158); Has vocabulary of three to fifty words 31
Uses social referencing to guide actions and begins to test limits	Understands the meaning of "no" but often resists directions and must be physically removed (40)
Points to and identifies body parts on him or herself, e.g., points to eyes when asked, "Where are your eyes?"	Interest in anatomy (name body parts) 171, 174; Addressed on page 57, 217; Gross-motor skill development / Hand-eye coordination (99)
16 months to 24 months:	
Demonstrates awareness of self, e.g., touches own nose in the Mirror	Recognizes own image in mirror (23, 122); Addressed on page 114
Able to express his or her name	Knows and says first name (24)
Refers to self with gestures and language	Uses gestures and actions intentionally (31, 150,

	159); Uses one sound to stand for more than one gesture or object 31
Demonstrates understanding and use of concepts through words such as “mine,” “me,” and “you”	Uses one sound to stand for more than one gesture or object 31; Shares toys or possessions (40)
Points to self in images and other types of media	Addressed on page 114
Frequently tests limits	Understands the meaning of "no" but often resists directions and must be physically removed (40)
Asks for help from familiar adults but may begin to attempt to complete tasks autonomously	Participates in new and unfamiliar activities with the help of trusted adults (47, 191)
21 months to 36 months:	
Names people in his/her family and shares stories about them	Names objects or people of interest (32, 142)
Asks for help from familiar adults but pushes away and refuses Help	Participates in new and unfamiliar activities with the help of trusted adults (47, 191); Asks questions (24); Asks questions and seeks answers (32, 151, 156)
Incorporates roles of family members in play	Uses imagination in dramatic play (47, 191); addressed on page 176, 177, 206
Begins to show an interest in describing physical characteristics, e.g., “I have blue eyes”	Begin to identify different characteristics of objects 7, 58, 86, 108; Recognizes own image in mirror (23, 122); Is interested in anatomy (41, 171, 174)
Demonstrates preferences, e.g., “I want the green cup”	Asks questions (24); Asks questions and seeks answers (32, 151, 156); Puts nouns and verbs together in simple sentences ("want cookie.") (32, 147, 160)
Communicates feelings, e.g., may say “I’m sad,” or stomps feet when mad	Expresses feelings with words (31, 151); Identifies and talks about personal feelings (41, 151, 184); Expresses feelings and emotions with words (39, 41)
Begins to understand concept of possession, e.g., “yours,” “hers,” “his”	Shows respect for other people and possessions occasionally (41, 167, 179)
Relationship with Peers	
Birth to 9 months:	
Demonstrates effort to interact and engage, e.g., uses eye contact, coos, smiles	Makes eye contact(40); Smiles at the sound of familiar voices (40, 181); Smiles at strangers(40); Responds to smiles with smiling(40, 164, 177)
Observes other children in the environment	Pays close attention to older children and their actions (40, 164); Plays games with adults and older children (40, 134, 165, 169, 173, 178, 182)
Shows interest in both familiar and unfamiliar peers	Pays close attention to older children and their actions (40, 164); Plays games with adults and older children (40, 134, 165, 169, 173, 178, 182)
Cries when hearing another child cry	Cries when hungry, tired, overstimulated(19, 28,

	31)
Reaches out to touch another child	Pays close attention to older children and their actions (40, 164); Plays games with adults and older children (40, 134, 165, 169, 173, 178, 182)
Attempts to imitate actions, e.g., bangs a toy	Addressed on page 28, 67, 106
7 months to 18 months:	
Shows interest in another child by moving closer, e.g., rolls, crawls, or walks toward the child	Enjoys playing next to other children (parallel play) 40
Imitates actions of another child, e.g., rolling a car	Imitates sounds (28, 31, 145, 183); Imitates older siblings or peers (40, 170); Begin to imitate (183)
Engages in a simple, reciprocal game such as "pat-a-cake"	Listens to songs, stories, or rhymes with interest (31, 141, 157, 158)
Begins to engage in parallel play, in closer proximity to other children but no interaction is attempted	Enjoys playing next to other children (parallel play) 40
16 months to 24 months:	
Gestures in order to communicate a desire to play near a peer	Uses gestures and actions intentionally (31, 150, 159); Uses one sound to stand for more than one gesture or object 31; Points, gestures, or asks "what's that" when curious about something (47)
Demonstrates enthusiasm around other children	Enjoys playing next to other children (parallel play) 40; Expresses feelings with words (31, 151)
Expresses frustration when another child takes something away from him or her, e.g., a toy	Expresses feelings with words (31, 151)
Begins to engage in simple reciprocal interactions, e.g., rolls a ball back and forth	Enjoys playing next to other children (parallel play) 40; Shares toys or possessions (40)
Demonstrates a preference for parallel play, e.g., plays next to other children with similar toys with little or no interaction	Enjoys playing next to other children (parallel play) 40
21 months to 36 months:	
Demonstrates a preference toward select peers	Addressed on page 35; Develop friendships 176
Becomes frustrated with peers, e.g., yells "no" if a peer tries to interfere in something he or she is engaged in	Says "no" 23
Participates in sharing, when prompted	Plays next to other children, sharing occasionally (41, 91, 167) Shares (41, 172)
Communicates with other children in different settings, e.g., talks to a peer during snack time, or hands a peer a book	Talks about pictures in books (23) Identifies and talks about personal feelings (41, 151, 184) Identifies and talks about others' feelings (41, 183) Has vocabulary of three to fifty words 31
Begins to engage in more complex play with two	Plays with other children (39, 41, 167, 172,

or three children	176, 180, 184, 212)
Empathy	
Birth to 9 months:	
Watches and observes adults and other children	Shows attachment (responds positively) to significant adults(36, 40 169, 173); Babbles and laughs to get adult attention(40, 149,150, 181); Plays games with adults and older children(40, 134, 165, 169, 173, 178, 182); Addressed on page 37
Cries when hearing another infant cry	Cries when hungry, tired, overstimulated(19, 28, 31)
Responds to interactions from caregiver(s), e.g., smiles when caregiver smiles, looks toward a caregiver when he or she shakes a rattle	Shows attachment (responds positively) to significant adults(36, 40 169, 173); Babbles and laughs to get adult attention(40, 149,150, 181); Plays games with adults and older children(40, 134, 165, 169, 173, 178, 182)
Shows signs of separation anxiety, e.g., protests when a caregiver leaves the room	Addressed on page 37
Begins to share in simple emotions by reading facial and gestural cues, e.g., repeats activities that make others laugh	Can distinguish voice tones and emotions(40, 182); Babbles and laughs to get adult attention (40, 149,150, 181)
7 months to 18 months:	
Smiles with intention to draw out a smile from a familiar other	Addressed on page 35, 159, 174, 182
Uses social referencing with caregiver(s) when in uncertain situations, e.g., glances at a caregiver's face for cues on how to respond to an unfamiliar person or new situation	Feels anxiety in the presence of strangers (stranger anxiety) 40; Attachment to familiar caregiver (35)
Reacts to a child who is upset by observing or moving physically closer to the child	Find ways resolve conflicts 50
Shares in both positive and negative emotions with caregiver(s), e.g., shares in wonders, amazement, delight, and disappointment	Expresses emotions (happiness, sadness, anger, and surprise) through gestures, sounds, or facial expressions (40, 165)
Begins to have a greater awareness of own emotions, e.g., says or gestures "no" to refuse, squeals and continues to laugh when happy	Expresses emotions (happiness, sadness, anger, and surprise) through gestures, sounds, or facial expressions (40, 165); Gestures or points to communicate (31, 146, 150, 153, 159); Uses gestures and actions intentionally (31, 150, 159); Claps hands with enjoyment (16, 100)
16 months to 24 months:	
Imitates comforting behaviors from caregiver(s), e.g., pats or hugs a child when upset	Begin to imitate (183)
Recognizes some of his or her own emotions, e.g., grabs a comfort object when sad	Begin to express feelings with words 151
Demonstrates awareness of different emotions and feelings during play, e.g., rocks a baby doll and whispers "shhh"	Begin to imitate (183); addressed on page 59

Shares in and communicates simple emotions of others, e.g., “mama sad”, “papa happy”	Addressed on page 39, 65
21 months to 36 months:	
Communicates how other children may be feeling and why, e.g., states that a peer is sad because his or her toy was taken away	Identifies and talks about others' feelings (41, 183)
Responds to a child in distress in an attempted manner to make that child feel better, e.g., gives a crying child a hug, uses soothing words, or uses distraction	Identifies and talks about others' feelings (41, 183)
Shares in and shows an emotional response for peers' feelings, e.g., may show concern for a child who is hurt, or smile for a child who is happy and jumping up and down	Identifies and talks about others' feelings (41, 183)
PHYSICAL DEVELOPMENT & HEALTH	
Gross Motor	
Birth to 9 months:	
Lifts head while on tummy	Moves head from side to side while on stomach(15, 88, 93); Holds head steady when carried or held (15); Rotates or turns head from side to side with no head bobbing(15); Lifts head while lying on back(15)
Brings feet to mouth while lying on back	Brings feet to mouth easily while lying on back(15, 97)
Rolls from back to stomach and from stomach to back	Rolls over(15, 97)
Brings both hands to midline, i.e., center of the body	Rolls over(15, 97)
Begins to gain balance, e.g., sits with and without support	Gets to sitting position (15); Sits unsupported(15); Sits by self and maintains balance(15)
Scoots body to attempt to move from one point to another	Attempts to crawl (stomach and leg dragging) (12, 15, 89,94); Crawls (trunk lifted)(12, 15, 89, 94)
7 months to 18 months:	
Moves from hands and knees to a sitting position	Sits by self and maintains balance(15)
Rocks back and forth on knees	Crawls (trunk lifted) (12, 15, 89, 94)
Crawls from one point to another	Attempts to crawl (stomach and leg dragging) (12, 15, 89,94); Crawls (trunk lifted) (12, 15, 89, 94); Crawls up and down stairs (13, 16)
Pulls to a stand using help from furniture or caregiver	Stands alone (15, 94, 107); Walks alone (15, 107)
Moves objects with large muscles, e.g., pushes a toy car with legs, rolls a ball	Controls small muscles in hands, such as using a spoon (16, 90, 99, 104); Puts one block on top of another (16, 90, 93); Scribbles with crayon (15, 107); Uses small muscles in hands to squish playdough (16, 62, 104)
Cruises while holding on to furniture, e.g., walks	Cruises (walks around holding on to furniture)

around crib, holding on to railing	(13, 15); Walks with assistance (15);
Briefly maintains balance when placed in a non-supported standing Position	Stands alone (15, 94, 107); Walks alone (15, 107)
Takes steps independently	Walks alone (15, 107)
Gets into a standing position without support	Stands alone (15, 94, 107)
16 months to 24 months:	
Attempts to climb objects, e.g., furniture, steps, simple climbing Structures	Crawls up and down stairs (13, 16); Walks up and down stairs with help, usually leading with same foot (16)
Holds objects or toys while walking, e.g., pulls a car by a string while walking around the room	Walks alone (15, 107)
Kicks and attempts to catch a ball	Throws a ball (13, 16, 105); Addressed on page 13, 57; Eye-foot coordination (95)
Rides a toy by using his or her hands or feet	Addressed on page 13; Ride tricycle or other riding toys (91)
21 months to 36 months:	
Stands on one foot with support and maintains balance for a brief period of time	Eye-foot coordination (13, 57, 95) Balances or hops on one foot (14, 17, 96, 109, 216)
Jumps forward a few inches; jumps from slightly elevated surface onto the ground	Jumps from height of 12 inches (13, 16) Jumps into air with both feet (17, 216)
Walks up and down the stairs by placing both feet on each step	Walks up and down stairs with help, usually leading with same foot (16)
Throws a ball	Throws a ball (13, 16, 105)
Walks on tiptoes, walks backward, and runs	Stands on tiptoes (16)
Pedals a tricycle with both feet	Ride tricycle or other riding toys (13, 91) Rides tricycle - may alternate between scooting and peddling (16, 91)
Fine Motor	
Birth to 9 months:	
Opens hands when in a relaxed state	Addressed on page 92
Reaches for objects	Reaches for objects(15, 195); Intentionally looks for and reaches for objects of interest (47, 195)
Grasps, holds, and shakes objects	Grasps small objects(12, 15, 89, 93, 103, 107); Addressed on page 92
Transfers an object from one hand to the other	Transfers objects from one hand to another(15, 89)
Uses raking motion with hands to bring objects closer, e.g., uses all fingers to bring small objects closer to body	Reaches for objects(15, 195); Intentionally looks for and reaches for objects of interest (47, 195)
Holds a small object in each hand; bangs them together	Grasps small objects(12, 15, 89, 93, 103, 107); Addressed on page 92
7 months to 18 months:	
Picks up objects	Tracks a moving toy and retrieves it when partially hidden (23, 118); Controls small muscles in hands, such as using a spoon (16, 90,

	99, 104); Puts one block on top of another (16, 90, 93)
Uses pincer grasp, e.g., picks up a Cheerio with thumb and forefinger	Scribbles with crayon (15, 107); Uses small muscles in hands to squish playdough (16, 62, 104); Enjoys books, especially turning pages 23
Begins to use simple baby signs (if exposed to baby sign language), e.g., moves hands toward each other to signal more	Use gestures and actions intentionally (150)
Uses hands in a purposeful manner, e.g., turns the pages of a board book, drops objects into a bucket	Enjoys books, especially turning pages 23; Tracks a moving toy and retrieves it when partially hidden (23, 118)
Coordinates increasingly complex hand movements to manipulate objects, e.g., crumples paper, connects and disconnects toy links, flips light switch on and off	Practices cause and effect, such as closing doors (21, 23, 113, 118)
Participates in finger plays, e.g., moves hands to imitate caregiver's hands when singing "Twinkle, Twinkle, Little Star"	Waves bye-bye 23; Listens to songs, stories, or rhymes with interest (31, 141, 157, 158)
16 months to 24 months:	
Attempts to fold various types of materials, e.g., paper, baby Blanket	Imitates older siblings or peers (40, 170)
Uses baby sign to communicate various concepts, e.g., "all done," "more," "water"	Uses gestures and actions intentionally (31, 150, 159); Uses one sound to stand for more than one gesture or object 31;
Uses simple tools, e.g., scooper to scoop sand or water, crayon for scribbling	Controls small muscles in hands, such as using a spoon (16, 90, 99, 104); Scribbles with crayon (15); Scribble (107)
Begins to imitate lines and circles when drawing	Draw circles 108
Controls placement of objects in a more effective manner, e.g., stacks blocks in a more orderly fashion	Puts one block on top of another (16, 90, 93)
21 months to 36 months:	
Begins to use more complicated hand movements, e.g., uses eating utensils independently, stacks blocks	Uses scissors (14, 16, 62, 63, 101) Uses small muscles in hands to color, cut, paste, and paint (16, 96, 105) Feeds self (16, 91)
Attempts to help with dressing self, e.g., snaps buttons, pulls zipper, puts socks and shoes on	Manages zippers, snaps, and buttons (17, 58) Shows independence in self-help skills (166) Shows independence in self-care (175) Feeds self (16, 91) Dresses self (16, 124, 175)
Scribbles with intent and begins to draw circles and lines on own	Makes marks or strokes with drawing tools (17, 91) Copies and draws simple shapes and letters (14, 16) Draw circles 108 Moves fingers individually and draws circle (16, 108)
Uses hand-eye coordination in a more controlled	Puts interlocking puzzles together (24, 101)

manner, e.g., completes puzzles, strings beads together	Builds tower of three or more blocks (16, 100)
Perceptual	
Birth to 9 months:	
Responds to changes in the environment, e.g., startles when hearing a loud noise, turns head toward light	Explores environment with senses(22, 112); Explores the environment actively, regardless of obstacles(47, 189)
Explores objects through senses, e.g., mouths, touches objects	Explores environment with senses(22, 112); Explores the environment actively, regardless of obstacles(47, 189)
Attempts to mimic sounds heard in the environment	Addressed on page 123, 177, 198, 206
Has a range of vision that extends to several feet, which in turn leads to seeing colors and seeing objects from a distance	Looks and listens for purpose 40; Intentionally looks for and reaches for objects of interest(47, 195)
Feels the sensation of being touched and looks around to identify the source of the touch, e.g., person or object	Addressed on page 158
Recognizes familiar objects and begins to demonstrate favoritism for certain toys	Shows interest in manipulating toys and objects(23, 126)
7 months to 18 months:	
Begins to manipulate materials, e.g., pounds at play dough, squeezes finger foods	Uses small muscles in hands to squish playdough (16, 62, 104); Addressed on page 7, 20, 54, 69; Fine-motor control / Sensory stimulation (90)
Begins to show a preference for or aversion to particular sensory activities, e.g., pulls hand away from unfamiliar objects or unpleasant textures	Addressed on page 7, 20, 54, 69; Fine-motor control / Sensory stimulation (90)
Becomes aware of obstacles in the environment, e.g., crawls around the table to get the ball	Explores environment (22, 40, 44, 53, 54, 90, 112, 113, 169, 177, 189); Explores the environment actively, regardless of obstacles (47, 189)
Adjusts manner of walking depending on the surface, e.g., walks carefully across gravel	Walks alone (15, 107)
16 months to 24 months:	
Plays with water and sand tables; explores by pouring, digging, and filling	Addressed on page (7, 58, 211); Fine-motor control/sensory stimulation 90
Enjoys physical play, e.g., wrestling, tickling	Addressed on page 211
Recognizes situations that need to be approached cautiously, e.g., walks slowly with a cup of water, or with food on a plate	Eye-foot coordination (13, 57, 95); Fine-motor control/sensory stimulation 90
Adjusts approach to environment, e.g., changes volume of voice to adjust to noise level in the environment	
21 months to 36 months:	
Imitates familiar adults when coloring; draws lines and/or circles	Copies and draws simple shapes and letters (14, 16)
Adjusts approach to unknown objects, e.g.,	Problem solving (61, 73, 221)

presses harder on a lump of clay	
Perceives and acts accordingly when holding a fragile object, both in the actual environment and in play, e.g., walks carefully when holding a pretend tea cup	Problem solving (61, 73, 221) Begin to identify different characteristics of objects 7, 58, 86, 108 Recalls past experiences (24, 29, 135) Shows increasing ability to control own behavior (35, 41)
Self-Care	
Birth to 9 months:	
Signals to indicate needs, e.g., cries when hungry, arches back when in pain or uncomfortable, turns head to disengage from object or person	Cries when hungry, tired, overstimulated(19, 28, 31); Makes demanding cries(40); Cries to demand attention(37, 40)
Starts to develop self-soothing skills, e.g., sucks fingers for comfort and regulation	Calms self(40)
Attempts to feed self with a bottle	Addressed on page 12
7 months to 18 months:	
Grasps and drinks from a cup	Show understanding that objects have purpose (127); Addressed on page 12
Shakes head to demonstrate no; pushes objects away	Says one word or more (31, 158); Gestures or points to communicate (31, 146, 150, 153, 159); Uses gestures and actions intentionally (31, 150, 159); Uses one sound to stand for more than one gesture or object 31; Expresses emotions (happiness, sadness, anger, and surprise) through gestures, sounds, or facial expressions (40, 165); Gestures or points to communicate 147
Feeds self with foods that he or she can pick up	Feeds self (16); Addressed on page 58
Improves ability to calm self, may fall asleep on own	Addressed on page 28
16 months to 24 months:	
Feeds self with assistance	Feeds self (16, 91); Shows independence in self-care (175); Controls small muscles in hands, such as using a spoon (16, 90, 99, 104)
Starts to indicate needs with gestures or a word, e.g., tugs diaper when wet, says "milk" when thirsty	Uses gestures and actions intentionally (31, 150, 159); Uses one sound to stand for more than one gesture or object 31
Assists in undressing and dressing	Dresses self (16, 124, 175)
Attempts to brush teeth with support	Shows independence in self-care (175)
21 months to 36 months:	
Undresses independently but still needs assistance with dressing	Dresses self (16, 124, 175)
Performs some self-care tasks regularly and mostly independently, e.g., brushes teeth, washes hands, places cup in sink	Washes face and hands (40) Feeds self (16, 91)
Makes choices pertaining to dressing and eating	Feeds self (16, 91)
Uses nonverbal and/or verbal communication to specify needs	Points, gestures, or asks "what's that" when curious about something (47)
Begins to demonstrate an interest in using the	Shows interest in toilet training (16)

bathroom, e.g., wants to sit on “potty”	
Attempts to put on shoes and socks without help	Dresses self (16, 124, 175)
LANGUAGE DEVELOPMENT, COMMUNICATION, & LITERACY	
Social Communication	
Birth to 9 months:	
Uses sounds, cries, facial expressions, and body language to convey needs	Cries when hungry, tired, overstimulated(19, 28, 31); Makes demanding cries(40); Cries to demand attention(37, 40)
Attempts to engage in early forms of turn-taking with caregiver, e.g., coos and stares at caregiver	Coos in response to adults' speech(28, 31, 145, 157); Coos(28, 40, 122 145, 157)
Smiles and uses other facial expressions to initiate interactions with caregiver	Smiles at the sound of familiar voices (40, 181); Smiles at strangers(40); Responds to smiles with smiling (40, 164, 177)
Participates in back-and-forth communication, e.g., babbles back and forth and/or plays peek-a-boo with caregiver	Coos in response to adults' speech(28, 31, 145, 157); Experiments with vocalizations to include longer more varied sounds (31); Tracks moving persons or objects40; Distinguishes voices of important, familiar people(40, 174); Babbles sounds, such as "goo" and "gaa"(31, 150); Babbles and laughs to get adult attention(40, 149,150, 181)
7 months to 18 months:	
Communicates and responds by grunting, nodding, and pointing	Babbles sounds, such as "goo" and "gaa" (31, 150); Uses gestures and actions intentionally (31, 150, 159); Uses one sound to stand for more than one gesture or object 31; Gestures or points to communicate (31, 146, 150, 153, 159); Uses gestures and actions intentionally (31, 150, 159); Expresses emotions (happiness, sadness, anger, and surprise) through gestures, sounds, or facial expressions (40, 165); Gestures or points to communicate147
Demonstrates understanding of a familiar sound or word, e.g., looks toward a caregiver after hearing name	Understands more words every day (receptive vocabulary) 31; Understands many more words than he or she can say 31
Responds with “yes” or “no,” using sounds, words, and/or gestures to answer simple questions	Gestures or points to communicate (31, 146, 150, 153, 159); Uses gestures and actions intentionally (31, 150, 159); Expresses emotions (happiness, sadness, anger, and surprise) through gestures, sounds, or facial expressions (40, 165); Gestures or points to communicate 147
Uses facial expressions, vocalizations, and gestures to initiate interactions with others	Uses gestures and actions intentionally (31, 150, 159); Uses one sound to stand for more than one gesture or object 31; Gestures or points to communicate (31, 146, 150, 153, 159); Uses gestures and actions intentionally (31, 150,

	159); Expresses emotions (happiness, sadness, anger, and surprise) through gestures, sounds, or facial expressions (40, 165); Gestures or points to communicate 147
Participates in simple back-and-forth communication, using words and/or gestures	Uses gestures and actions intentionally (31, 150, 159); Uses one sound to stand for more than one gesture or object 31; Gestures or points to communicate (31, 146, 150, 153, 159); Uses gestures and actions intentionally (31, 150, 159); Expresses emotions (happiness, sadness, anger, and surprise) through gestures, sounds, or facial expressions (40, 165); Gestures or points to communicate 147
16 months to 24 months:	
Engages in short back-and-forth interactions with familiar others using verbal and nonverbal communication, e.g., says or signs "more" after each time a caregiver completes an action the child is enjoying	Uses gestures and actions intentionally (31, 150, 159); Uses one sound to stand for more than one gesture or object 31; Understands many more words than he or she can say 31
Initiates and engages in social interaction with simple words and Actions	Has vocabulary of three to fifty words 31; Has a vocabulary of twenty to three hundred words (31, 142, 147, 154); Uses two- or three-word phrases (31)
Connects gestures and/or sounds to comment about a familiar object, e.g., makes a crying sound after the caregiver hugs a baby doll and says, "Hush, baby"	Uses imagination in dramatic play (47, 191); Imitates older siblings or peers (40, 170); Begin to imitate (183)
Pays attention to the person communicating for a brief period of time	Follows simple commands from adults or older children (23, 114, 134)
Demonstrates an understanding of turn-taking in conversations, e.g., asks and answers simple questions	Points, gestures, or asks "what's that" when curious about something (47); Has a vocabulary of twenty to three hundred words (31, 142, 147, 154)
21 months to 36 months:	
Responds verbally to an adult's questions or comments	Responds to things said by others (32)
Begins to make formal requests or responses based on his or her context and culture	Puts nouns and verbs together in simple sentences ("want cookie.") (32, 147, 160) Asks questions (24) Asks questions and seeks answers (32, 151, 156)
Uses repetition to maintain the conversation and obtain responses from familiar others	Has vocabulary of three to fifty words 31 Has a vocabulary of twenty to three hundred words (31, 142, 147, 154) Uses understandable speech (32, 159) Uses a loud and soft voice 32 Understands most things said by others (32, 155, 159) Responds to things said by others (32)

Communicates related ideas when in interactions with others	Has vocabulary of three to fifty words 31 Has a vocabulary of twenty to three hundred words (31, 142, 147, 154) Uses understandable speech (32, 159) Uses a loud and soft voice 32 Understands most things said by others (32, 155, 159) Responds to things said by others (32)
Uses "w" questions to initiate and expand conversations, e.g., "who," "what," "why"	Asks questions (24) Asks questions and seeks answers (32, 151, 156)
Initiates and engages others using meaningful objects or ideas, e.g., points out his/her artwork or favorite toy to a caregiver to begin conversing	Looks for "home base" or significant adult during difficult situations, for comfort and approval (41, 191) Shows attachment to significant adults (41)
Receptive Communication	
Birth to 9 months:	
Responds to sounds found in the environment, e.g., cries if hears a loud bang, will turn toward a familiar voice	Cries when hungry, tired, overstimulated(19, 28, 31); Reacts to human voice and human heartbeat (28, 31, 112, 140, 157)
Calms down when crying after hearing a soothing and familiar voice or receiving physical reassurance, e.g., a hug or gentle pats on back	Shows attachment (responds positively) to significant adults(36, 40 169, 173); Reacts to human voice and human heartbeat (28, 31, 112, 140, 157)
Looks or turns toward the familiar person who says his or her Name	Responds to own name (31, 149, 153)
Responds to gestures, e.g., waves hello after a familiar person waves to him or her	Addressed on page 92
7 months to 18 months:	
Engages in joint attention with a caregiver, e.g., joins in looking at the same object or shifts gaze to where someone is pointing	Understands more words every day (receptive vocabulary) 31; Understands many more words than he or she can say 31; Has vocabulary of three to fifty words 31
Follows a one-step, simple request when a gesture is used	Responds to "no, no" (23); Understands and responds to simple directions (31, 158)
Responds appropriately to familiar words, e.g., hears the words "so big," and puts arms in air	Understands and responds to simple directions (31, 158); Listens to songs, stories, or rhymes with interest (31, 141, 157, 158)
Understands approximately 100 words relevant to their experiences and cultural context	Understands more words every day (receptive vocabulary) 31; Understands many more words than he or she can say 31; Has vocabulary of three to fifty words 31
16 months to 24 months:	
Recognizes and demonstrates understanding of familiar pictures, people, and objects, e.g., says "mama" while pointing to mother	Intentionally says "Mama" and/or "Dada" (31);
Understands simple commands and questions and can follow two-step requests with the support of gestures and prompting	Understands and responds to simple directions(31, 158); Understands the meaning of "no" but often resists directions and must be

	physically removed (40); Follows more complex directions from adults (128)
Demonstrates understanding of familiar words or phrases by responding appropriately, e.g., sits in chair after hearing it is snack time	Understands and responds to simple directions(31, 158); Understands the meaning of "no" but often resists directions and must be physically removed (40); Follows more complex directions from adults (128)
Points to body parts when prompted	Recognizes own image in mirror (23, 122)
Responds to personal pronouns, e.g., me, her, him	
21 months to 36 months:	
Names most objects and people in a familiar environment	Names objects or people of interest (32, 142) Names simple shapes (24, 210) Show interest in anatomy (name body parts) (171, 174) Names some colors (23, 119, 214) Identifies and names body parts (24)
Comprehends compound statements and can follow multi-step Directions	Understands most things said by others (32, 155, 159) Responds to things said by others (32)
Demonstrates understanding of a story by reacting with sounds, facial expressions, and physical movement, e.g., laughing, widening eyes, or clapping	Pretends to read (23, 124) Repeats simple nursery chants and rhymes (23, 118) Sings parts of simple songs (23) Talks about pictures in books (23)
Understands simple sentences or directions with prepositions, e.g., "Put cup in sink"	Understands most things said by others (32, 155, 159) Understands some limits and rules (39, 42, 172) Follows more complex directions from adults (128) Follows 1-2 step directions from adults (24, 128)
Responds verbally and/or nonverbally to comments or questions while engaged in conversations with both peers and adults	Uses understandable speech (32, 159) Understands most things said by others (32, 155, 159) Understands the meaning of most preschool words (semantics) (32) Understands others' perspectives (41, 176)
Expressive Communication	
Birth to 9 months:	
Cries to signal hunger, pain, or distress	Cries when hungry, tired, overstimulated(19, 28, 31); Makes demanding cries (40)
Uses smiles and other facial expressions to initiate social contact	Smiles at the sound of familiar voices (40, 181); Smiles at strangers(40); Responds to smiles with smiling (40, 164, 177);
Coos and uses physical movements to engage familiar others	Coos in response to adults' speech (28, 31, 145, 157); Coos (28, 40, 122 145, 157);
Babbles and experiments with all types of sounds (two-lip sounds: "p," "b," "m")	Babbles consonant sounds, such as "da-da-da"(31, 149); Babbles sounds, such as "goo" and "gaa"(31, 150); Babbles and laughs to get adult attention (40, 149,150, 181)
Combines different types of babbles	Babbles consonant sounds, such as "da-da-

	da"(31, 149); Babbles sounds, such as "goo" and "gaa"(31, 150); Babbles and laughs to get adult attention (40, 149,150, 181)
Begins to point to objects in his/her environment	Reaches for objects(15, 195); Gesture or point to communicate (146)
7 months to 18 months:	
Babbles using the sounds of the home language	Babbles sounds, such as "goo" and "gaa" (31, 150)
Creates long, babbled sentences	Speaks in jargon or nonsense phrases 31
Uses nonverbal communication to express ideas, e.g., waves bye-bye, signs "more" when eating	Waves bye-bye 23; Gestures or points to communicate (31, 146, 150, 153, 159); Uses gestures and actions intentionally (31, 150, 159)
Utters first words; these words are for familiar objects and people, e.g., "mama," "bottle"	Intentionally says "Mama" and/or "Dada" (31)
Names a few familiar objects in his/her environment	Has vocabulary of three to fifty words 31; Understands more words every day (receptive vocabulary) 31
Uses one word to convey a message, e.g., "milk" for "I want milk"	Uses gestures and actions intentionally (31, 150, 159);
16 months to 24 months:	
Uses more words than gestures when speaking	Has vocabulary of three to fifty words 31; Has a vocabulary of twenty to three hundred words (31, 142, 147, 154); Expresses feelings with words (31, 151); Uses gestures and actions intentionally (31, 150, 159); Uses one sound to stand for more than one gesture or object 31; Points, gestures, or asks "what's that" when curious about something (47)
Repeats overheard words	Imitates older siblings or peers (40, 170); Begin to imitate (183)
Has a vocabulary of approximately 80 words	Has vocabulary of three to fifty words 31; Has a vocabulary of twenty to three hundred words (31, 142, 147, 154);
Begins to use telegraphic speech , consisting of phrases with words left out, e.g., "baby sleep" for "The baby is sleeping"	Uses two- or three-word phrases (31)
21 months to 36 months:	
Speaks in three-word utterances, e.g., "I want ball"	Uses sentences with seven words or more (30, 32) Uses two- or three-word phrases (31)
Begins to use pronouns and prepositions, e.g., "He took my toy" and "on the table"	Understands the meaning of most preschool words (semantics) (32)
Makes mistakes, which signal that he or she is working out complex grammar rules	Likes to learn new words (32, 143, 155) Uses correct grammar (30, 32)
Uses adjectives in speech, e.g., "blue car"	Uses positional terms (under, over, through, next) (24, 121) Uses words for time, such as yesterday and today (24, 136)
Uses simple sentences, e.g., "I want the yellow cup"	Puts nouns and verbs together in simple sentences ("want cookie.") (32, 147, 160)

	Points, gestures, or asks "what's that" when curious about something (47)
Has a vocabulary of more than 300 words	Has a vocabulary of twenty to three hundred words (31, 142, 147, 154)
Early Literacy	
Birth to 9 months:	
Shows awareness of printed materials, e.g., stares at a picture in a book	Hold and observe a book (106) Addressed on page 27, 55, 67, 157, 192, 195, 205, 208
Reaches out to grasp and mouth books	Hold and observe a book (106) Addressed on page 27, 55, 67, 157, 192, 195, 205, 208
Uses multiple senses to explore books, e.g., explores books with different textures	Hold and observe a book (106) Addressed on page 27, 55, 67, 157, 192, 195, 205, 208
Uses hands to manipulate printed materials, e.g., attempts to turn pages of a board book, grasps objects in hands	Hold and observe a book (106) Addressed on page 27, 55, 67, 157, 192, 195, 205, 208
Points or makes sounds while looking at picture books	Hold and observe a book (106) Addressed on page 27, 55, 67, 157, 192, 195, 205, 208
Focuses attention while looking at printed materials for brief periods of time	Hold and observe a book (106) Addressed on page 27, 55, 67, 157, 192, 195, 205, 208
7 months to 18 months:	
Points to pictures in a book and reacts, e.g., smiles when sees a picture of a dog	Addressed on page 27, 55, 67, 157, 192, 195, 205, 208
Initiates literacy activities, e.g., gestures toward a book or attempts to turn pages of a paper book or magazine	Enjoys books, especially turning pages 23
Imitates gestures and sounds during activities, e.g., hand actions during singing, babbles as caregiver reads book	Listens to songs, stories, or rhymes with interest (31, 141, 157, 158)
Increases ability to focus for longer periods of time on printed Materials	Addressed on page 27, 55, 67, 157, 192, 195, 205, 208
Grasps objects and attempts to scribble, e.g., makes a slight mark with a crayon on a piece of paper	Scribbles with crayon (15, 107)
16 months to 24 months:	
Turns the pages of a board book, one by one	Enjoys books, especially turning pages 23
Points to familiar pictures and actions in books	Points, gestures, or asks "what's that" when curious about something (47)
Repeats familiar words in a book when being read to	Uses two- or three-word phrases (31)
Begins to anticipate what may happen next in a familiar book, e.g., generates sounds and movements and/or uses words for pictures	Uses two- or three-word phrases (31); Uses imagination in dramatic play (47, 191)
Randomly scribbles	Fine-motor control/sensory stimulation 90; Scribble 107; Draw circles 108
Identifies a favorite book and signals familiar others to read with him or her, e.g., brings the book over, or points and gestures	Uses gestures and actions intentionally (31, 150, 159)
21 months to 36 months:	

Imitates adult role when engages with printed materials, e.g., pretends to read a book or newspaper to stuffed animals or dolls	Enjoys books (32, 161) Pretends to read (23, 124) Engages in more pretend play (23, 124) Uses real objects as props during pretend play 24 Engages in pretend play (42, 176)
Participates in early literacy activities independently, e.g., sits in a reading nook and browses through the pages	Pretends to read (23, 124) Turns pages of book one at a time (16)
Recites parts of a book from memory	Has increasing memory (24, 129, 217) Tells stories without prompting (32, 143) Repeats simple nursery chants and rhymes (23, 118) Sings parts of simple songs (23)
Scribbles in a more orderly fashion and begins to name what he or she has drawn	Moves fingers individually and draws circle (16, 108) Draw circles 108 Copies and draws simple shapes and letters (14, 16) Makes marks or strokes with drawing tools (17, 91)
Expresses what happens next when reading a familiar book with a caregiver, e.g., uses gestures, words, and/or sounds	Repeats simple nursery chants and rhymes (23, 118)
COGNITIVE DEVELOPMENT	
Concept Development	
Birth to 9 months	
Turns head toward sounds	Smiles at the sound of familiar voices (40, 181)
Begins to focus on objects, sounds, and people	Looks and listens for purpose 40; Intentionally looks for and reaches for objects of interest (47, 195)
Actively explores the environment through the five senses	Explores environment with senses(22, 112); Explores the environment actively, regardless of obstacles(47, 189)
Attempts to repeat an action, e.g., pats the table and tries to pat it again	Smiles at the sound of familiar voices (40, 181); Distinguishes voices of important, familiar people (40, 174); Addressed on page 37
Focuses and begins to distinguish between familiar and unfamiliar objects, sounds, and people	Smiles at the sound of familiar voices (40, 181); Distinguishes voices of important, familiar people (40, 174); Addressed on page 37
7 months to 18 months:	
Develops object permanence, aware that an object still exists even when it is not physically visible, e.g., pulls the blanket off the pacifier, cries when caregiver leaves the room	Shows awareness of object permanence (knows objects exist when out of sight) (23, 117)
Uses physical actions while exploring objects, e.g., rolls a ball back and forth on the floor, purposefully throws object repeatedly onto floor to be picked up	Investigates objects by banging, shaking, and throwing (23, 113); Shows interest in objects with moving parts (23, 127)

Identifies and indicates objects and people in pictures, e.g., Points	Intentionally looks for and reaches for objects of interest (47, 195); Takes initiative, such as looking for missing toy(47, 192)
Focuses attention on objects, people, and sounds for increasing amounts of time	Shows interest in objects with moving parts (23, 127);
16 months to 24 months:	
Pretends to use objects in their intended manner, e.g., holds a play phone to ear and engages in a conversation by babbling	Uses imagination in dramatic play (47, 191); Shows creativity by using objects in new ways (47, 190)
Begins to identify and name objects and people	Has vocabulary of three to fifty words 31;
Uses an object to represent another during play, e.g., uses block as a phone	Uses imagination in dramatic play (47, 191); Shows creativity by using objects in new ways (47, 190)
Begins to identify characteristics of the object, e.g., "red ball"	Recognizes colors (23, 119); Addressed on page 7, 58, 86, 108
With assistance, groups a few objects by similar characteristics, e.g., color, shape, or size	Do simple sorting 146; Addressed on page 7, 58, 86, 108
21 months to 36 months:	
Identifies characteristics of objects and people when named, e.g., colors	Begin to identify different characteristics of objects 7, 58, 86, 108 Recognizes colors (23, 119) Sorts or describes objects by one or more attributes (24, 115, 129, 130)
Begins to arrange objects in a line, e.g., lines up toy cars, one after the other	Explore manipulative toys, puzzles 58 Builds and stacks with several small blocks (17)
Uses symbolic representation during play, e.g., grabs a hair brush and uses it as a telephone	Uses props to symbolize real objects (24) Engages in fantasy play, making up plots (24)
Purposefully arranges similar objects, e.g., divides plastic blocks into a red group, a blue group, and a yellow group	Recognizes some shapes (23, 128) Notices patterns (24, 62, 121) Sorts or describes objects by one or more attributes (24, 115, 129, 130)
Identifies categories, e.g., able to point out all the animals within a picture even with different types of objects represented	Sorts or describes objects by one or more attributes (24, 115, 129, 130)
Memory	
Birth to 9 months:	
Turns toward familiar voices, sounds, and/or objects	Smiles at the sound of familiar voices (40, 181); Distinguishes voices of important, familiar people (40, 174)
Anticipates familiar events, e.g., reaches for bottle and brings to Mouth	Anticipates events (23, 116)
Finds an object that it is partially hidden	Intentionally looks for and reaches for objects of interest(47, 195); Shows awareness of object permanence (knows objects exist when out of sight) (93);
Remembers that objects and people still exist even when they are no longer physically	Shows awareness of object permanence (knows objects exist when out of sight) (93);

present, e.g., looks around for parent when parent leaves the room	
7 months to 18 months:	
Finds hidden objects, e.g., lifts a blanket to uncover a toy after seeing the caregiver hide it	Tracks a moving toy and retrieves it when partially hidden (23, 118);
Shows awareness of non-present, familiar adults, e.g., while in childcare, asks for mom and dad throughout the day	Feels anxiety in the presence of strangers (stranger anxiety) 40
Searches for objects in their usual location, e.g., finds their favorite book on the bookshelf	Intentionally looks for and reaches for objects of interest (47, 195); Takes initiative, such as looking for missing toy(47, 192)
Anticipates what event comes next in his or her daily routine, e.g., sits down for a morning snack after a music activity	Infant daily schedule 54, 57, 68-71, 198
16 months to 24 months:	
Remembers several steps in familiar routines and carries out these routines with little or no prompting	Follows more complex directions from adults (128); Understands and responds to simple directions (31, 158)
Recalls an event in the past, e.g., a special visitor, or a friend's birthday party	Recall past experiences 136
Searches for objects in different places	Tracks a moving toy and retrieves it when partially hidden (23, 118)
21 months to 36 months:	
Shares with adult what happened in school that day	Uses words for time, such as yesterday and today (24, 136) Has increasing memory (24, 129, 217)
Carries out routines independently without being reminded what comes next in the daily routine	Uses words for time, such as yesterday and today (24, 136) Takes turns (41, 172) Understands some limits and rules (39, 42, 172)
Uses play to communicate about previous events or experiences, including the sequence of events that took place, e.g., a friend's birthday party	Uses words for time, such as yesterday and today (24, 136) Has increasing memory (24, 129, 217)
Translates past knowledge to new experiences, e.g., recalls a trip to the dentist, and narrates and acts out each step of the experience on a peer during play	Recall past experiences 136 Recalls past experiences (24, 29, 135)
Spatial Relationships	
Birth to 9 months:	
Observes objects and people in the immediate environment, e.g., looks at own hands and feet, tracks caregiver with eyes, turns head toward sounds	Follows moving object with eyes (15, 88, 102); Looks and listens for purpose 40; Intentionally looks for and reaches for objects of interest (47, 195)
Reaches and grasps for objects	Reaches for objects (15, 195); Intentionally looks for and reaches for objects of interest (47, 195)
Explores through the use of different senses, e.g., begins to mouth and/or pat objects	Explores environment with senses(22, 112); Explores the environment actively, regardless of

	obstacles (47, 189)
Focuses attention on an object in motion and follows it, e.g., watches a toy roll away after it falls	Follows moving object with eyes(15, 88, 102)
7 months to 18 months:	
Puts objects in a bucket and then dumps them out; repeats this Action	Practices cause and effect, such as closing doors (21, 23, 113, 118); Shows interest in playing games (23, 113, 123); Plays games with adults and older children (40, 134, 165, 169, 173, 178, 182)
Begins to identify physical obstacles and possible solutions when moving around, e.g., crawls around a chair instead of under it	Explores the environment actively, regardless of obstacles (47, 189)
Drops objects such as toys and watches them move	Practices cause and effect, such as closing doors (21, 23, 113, 118); Shows interest in playing games (23, 113, 123); Plays games with adults and older children (40, 134, 165, 169, 173, 178, 182)
Discriminates between small and large objects, e.g., uses one hand or two hands in a variety of ways	Transfers objects from one hand to another (15, 89); Uses small muscles in hands to squish playdough (16, 62, 104); Claps hands with enjoyment (16, 100); Controls small muscles in hands, such as using a spoon (16, 90, 99, 104)
16 months to 24 months:	
Understands words that characterize size, e.g., big, small	Recognizes colors (23, 119); Addressed on page 7, 58, 86, 108
Uses simple trial and error to complete simple puzzles, e.g., matches piece, orients and attempts to turn to make a puzzle piece fit	Filling and emptying containers 58; Explore manipulative toys, puzzles 58; Addressed on page 199
Recognizes the proper direction of objects, e.g., will turn over an upside-down cup	
Begins to understand simple prepositions, e.g., under, in, behind	
21 months to 36 months:	
Uses words and gestures to describe size of objects	Explore manipulative toys, puzzles 58 Puts interlocking puzzles together (24, 101)
Recognizes where his or her body is in relation to objects, e.g., squeezing in behind a chair	Increased spatial awareness (217)
Completes simple puzzles with less trial and error, e.g., can match a puzzle piece to its correct slot by identifying the size and shape by simply looking at it.	Explore manipulative toys, puzzles 58 Puts interlocking puzzles together (24, 101)
Actively uses body to change where he or she is in relation to objects, e.g., climbs to sit on the couch	Increased spatial awareness (217)
Symbolic Thought	
Birth to 9 months:	
Uses senses to explore objects, e.g., observes, mouths, touches	Explores environment with senses (22, 112); Explores the environment actively, regardless of

	obstacles (47, 189)
Interacts with caregiver(s) and the environment	Smiles at the sound of familiar voices (40, 181); Coos in response to adults' speech(28, 31, 145, 157); Plays games with adults and older children(40, 134, 165, 169, 173, 178, 182)
Physically manipulates objects, e.g., twists and turns toys, drops Items	Shows interest in manipulating toys and objects (23, 126); Investigates objects by banging, shaking, and throwing (23, 113); Shows persistence by repeating actions, such as banging objects (47, 113)
Combines objects in play	Shows interest in manipulating toys and objects (23, 126)
Locates an object that has been partially hidden	Shows awareness of object permanence (knows objects exist when out of sight) (93);
7 months to 18 months:	
Demonstrates object permanence , e.g., realizes objects and people still exist, even when they are not physically visible	Shows awareness of object permanence (knows objects exist when out of sight) 117
Imitates adult's actions, e.g., bangs a drum with a rattle, after observing an adult complete the action	Imitates older siblings or peers (40, 170); Begin to imitate (183)
Engages in simple pretend play, e.g., pretends to drink tea from a pretend tea cup, pretends to feed baby doll with toy bottle, uses a toy block as a phone, pretends to talk to mama	Addressed on page 127, 165, 178
Recognizes familiar people and/or objects in photographs	Attachment to familiar caregiver 35; Addressed on page 135, 192, 209
16 months to 24 months:	
Pretends one object is really another by using substitution, e.g., a napkin for a baby's diaper	Shows creativity by using objects in new ways (47, 190)
Finds objects after they are hidden in close proximity	Tracks a moving toy and retrieves it when partially hidden (23, 118)
Engages in pretend play with familiar objects and experiences e.g., places baby doll in stroller and pushes the stroller	Uses imagination in dramatic play (47, 191)
Identifies or names his or her drawings, e.g., points to scribble and says, "mama and dada"	Scribble 107; Has vocabulary of three to fifty words 31; Has a vocabulary of twenty to three hundred words (31, 142, 147, 154); Intentionally says "Mama" and/or "Dada" (31)
Communicates labels to familiar objects and/or people, e.g., says "dog" when seeing four-legged animals	Has vocabulary of three to fifty words 31 Has a vocabulary of twenty to three hundred words (31, 142, 147, 154)
21 months to 36 months:	
Assigns roles to peers while engaged in imaginary play	Uses imagination in dramatic play (47, 191)
Builds in sequencing while engaged in play, e.g., beginning, middle, and end	

Communicates descriptors of people or objects that are not present, e.g., says “My mommy has blue eyes”	Begin to identify different characteristics of objects 7, 58, 86, 108
Projects feelings and words onto stuffed animals, e.g., “The horse is sad”	Begin to identify different characteristics of objects 7, 58, 86, 108
Takes on different adult roles during play and uses appropriate mannerisms, e.g., pretends to be the teacher and speaks in a more adult-like voice, while pretending to read a book to students	Pretends to read (23, 124) Engages in more pretend play (23, 124) Uses real objects as props during pretend play 24 Engages in pretend play (42, 176)
Creative Expression	
Birth to 9 months:	
Actively explores sensory objects in the environment	Explores environment with senses(22, 112); Explores the environment actively, regardless of obstacles (47, 189)
Participates in interactions with caregiver(s), e.g., observes, smiles, coos	Smiles at the sound of familiar voices (40, 181); Responds to smiles with smiling (40, 164, 177); Coos in response to adults' speech (28, 31, 145, 157); Coos (28, 40, 122 145, 157)
Demonstrates interest in sounds, songs, music, and colors	Addressed on page 68, 133, 169
Listens and moves to music	Addressed on page 68, 133, 169
Manipulates objects, e.g., turns, shakes, bangs	Investigates objects by banging, shaking, and throwing (23, 113)
7 months to 18 months:	
Enjoys familiar songs and word rhymes	Listens to songs, stories, or rhymes with interest (31, 141, 157, 158)
Begins to use symbolic play while interacting, e.g., holds a play phone to ear and has a “conversation” with grandma	Shows understanding that objects have purpose (23, 127); Shows creativity by using objects in new ways (47, 190)
Begins to stack large blocks with or without support	Puts one block on top of another (16, 90, 93)
Participates in music activities by performing some accompanying hand movements	Shows interest in music (59, 68, 214); Music 165; Music 104
Engages in art activities such as coloring or finger painting	Recognizes colors (23, 119); Scribbles with crayon (15, 107)
16 months to 24 months:	
Imitates basic movements during an activity, e.g., places beanbag on head	Imitates older siblings or peers (40, 170) Begin to imitate (183)
Engages in more intricate pretend play, e.g., uses a toy banana as a phone	Shows creativity by using objects in new ways (47, 190); Uses imagination in dramatic play (47, 191)
Enjoys using instruments while listening to music	Shows interest in music (59, 68, 214) Music 104
Builds by using different objects and materials, e.g., lines up cars, stacks small boxes	Puts one block on top of another (16, 90, 93); Enjoys playing next to other children (parallel play) 40; Shares toys or possessions (40) Shows creativity by using objects in new ways (47, 190)

Enjoys breaking down what he or she has built, e.g., knocking over a stack of blocks with his or her arm	Puts one block on top of another (16, 90, 93) Practices cause and effect, such as closing doors (21, 23, 113, 118)
Creates artwork; focuses and enjoys the process rather than the final product	Scribble 107 Draw circles 108
21 months to 36 months:	
Selects movements that reflect mood, e.g., jumps up and down when excited	Expresses feelings and emotions with words (39, 41)
Identifies and discusses characters that are meaningful to him and her	Talks about pictures in books (23)
Builds increasingly complex structures and expands upon them, e.g., uses smaller blocks to build taller towers, lines up materials and adds other components to create a "road" leading up to the tower	Builds tower of three or more blocks (16, 100)
Uses imaginary play to cope with fears, e.g., puts monster in a Closet	Uses imagination in dramatic play (47, 191) Creates imaginary friends (24) Uses imagination in dramatic play (47, 191)
Plays dress-up and invites caregiver(s) to play along	Uses imagination in dramatic play (47, 191) Creates imaginary friends (24) Uses imagination in dramatic play (47, 191)
Logic & Reasoning	
Birth to 9 months:	
Uses nonverbal and verbal communication to generate responses from caregiver(s), e.g., coos, reaches, laughs	Coos in response to adults' speech (28, 31, 145, 157); Coos (28, 40, 122 145, 157); Laughs out loud 31; Babbles and laughs to get adult attention (40, 149,150, 181)
Repeats similar actions on different objects, e.g., shakes stuffed animal in the same manner as a rattle to hear noise	Investigates objects by banging, shaking, and throwing(23, 113)
Looks for and finds an object that has fallen	Shows awareness of object permanence (knows objects exist when out of sight) (93);
7 months to 18 months:	
Uses objects as they are intended, e.g., pretends to drink milk out of a toy bottle	Shows understanding that objects have purpose (23, 127);
Attempts different ways to move an object to see what happens, e.g., rolls a ball gently at first and then hard to see how fast and far it will move	Shows creativity by using objects in new ways (47, 190); Shows interest in objects with moving parts (23, 127)
Uses different actions for an intended result, e.g., builds tower with blocks and then knocks it down with his or her hand, repeats the activity and uses his/her head to make the tower tumble	Practices cause and effect, such as closing doors (21, 23, 113, 118); Puts one block on top of another (16, 90, 93)
Imitates adult's body language and simple actions, e.g., puts hands on hips or pretends to brush crumbs off table	Practices cause and effect, such as closing doors (21, 23, 113, 118)
16 months to 24 months:	
Repeats actions over and over to cause desired effect, e.g., dumps out a bucket and refills it with	Practices cause and effect, such as closing doors (21, 23, 113, 118)

objects	
Starts to predict the consequence of simple and familiar actions, e.g., knows that flipping the light switch will either turn on or turn off the light	Practices cause and effect, such as closing doors (21, 23, 113, 118)
Understands functionality of objects, e.g., mop is used to clean the floor	
Begins to understand certain behaviors are related to certain contexts, e.g., behaves differently at childcare than at home	Guiding children's behavior Addressed on pages 200-205
21 months to 36 months:	
Recognizes actions and objects and can generalize meaning, e.g., sees someone opening an umbrella and can attribute that to the fact that it may be raining	
Makes a prediction of what will happen next in a sequence of Events	Recall past experiences 136 Recalls past experiences (24, 29, 135)
Applies past experiences to new situations	Recall past experiences 136 Recalls past experiences (24, 29, 135)
Expresses cause and effect in certain situations, e.g., "I fell down and now I have a boo-boo."	
Quantity & Numbers	
Birth to 9 months:	
Uses sounds and body language to signal for more, e.g., begins to cry when finishing a bottle of milk and is still hungry	Makes demanding cries(40); Cries to demand attention(37, 40)
Explores objects one at a time, e.g., mouths one toy and drops it to grab hold of another, or drops toys in a container	Plays with hands and may hold and observe a toy(15); Reaches for objects(15, 195); Intentionally looks for and reaches for objects of interest(47, 195); Shows interest in manipulating toys and objects (23, 126)
Expresses desire for more through facial cues, sounds, gestures, and actions, e.g., bangs, opens mouth, points, reaches	Gestures or points to communicate 147; Reaches for objects(15, 195); Intentionally looks for and reaches for objects of interest (47, 195)
Holds on to more than one object at a time, e.g., grasps a rattle in one hand, and reaches for block	Plays with hands and may hold and observe a toy(15); Reaches for objects(15, 195); Intentionally looks for and reaches for objects of interest(47, 195); Shows interest in manipulating toys and objects (23, 126)
7 months to 18 months:	
Understands the concept of "more" in regard to food and play; signs or says, "more"	Gestures or points to communicate (31, 146, 150, 153, 159); Uses gestures and actions intentionally (31, 150, 159); Uses one sound to stand for more than one gesture or object 31
Imitates counting, e.g., climbs stairs and mimics "one, two"	Imitates sounds (28, 31, 145, 183) Imitates older siblings or peers (40, 170) Begin to imitate (183)
Uses nonverbal and verbal communication to express more complex concepts, e.g., "some,"	Uses one sound to stand for more than one gesture or object 31 Gestures or points to

“again,” “all done”	communicate 147
Begins to understand descriptive words and apply attributes to people, e.g., points to himself when asked, “Who’s a big boy?”	Similarities and difference between people Addressed on page 152, 176, 207
Begins to use number words to label quantities, even though incorrect	Introducing mathematics 210
16 months to 24 months:	
Communicates amount of familiar objects, e.g., sees two apples and says, “two”	Addressed on page 71; Introducing mathematics 210
Uses nonverbal gestures to demonstrate understanding of quantities, e.g., holds up two fingers to express two of something	Addressed on page 71; Introducing mathematics 210
Begins to use “one,” “two,” and “three” to identify very small quantities without counting them	Addressed on page 71; Introducing mathematics 210
Begins to use descriptive words for people in a more complex fashion, e.g., “he big,” “she baby”	Similarities and difference between people Addressed on page 152, 176, 207
21 months to 36 months:	
Understands progressive number order, e.g., recites the number series to ten	Introducing mathematics 210 Shows interest in numbers and names of numbers (24, 131)
Begins to count objects; may count objects twice and/or skip Numbers	Introducing mathematics 210 Shows interest in numbers and names of numbers (24, 131)
Begins to identify quantity comparison, e.g., “Which group has more blocks?”	Sorts or describes objects by one or more attributes (24, 115, 129, 130)
Assigns meaning to numbers; understands the concept of a small number or big number, e.g., communicates “wow” when a caregiver shares that he or she is 35 years old	Shows interest in numbers and names of numbers (24, 131)
Uses descriptive words when communicating about others, e.g., “She ran fast,” “He is short,” “Look how far away I am”	Sorts or describes objects by one or more attributes (24, 115, 129, 130)
Science Concepts & Exploration	
Birth to 9 months:	
Observes people and objects in his or her environment	Pays close attention to older children and their actions (40, 164)
Engages in social interactions with familiar adults	Smiles at the sound of familiar voices (40, 181); Distinguishes voices of important, familiar people(40, 174)
Actively explores new objects found in the environment, e.g., mouths, pats, grasps	Explores environment with senses (22, 112); Explores the environment actively, regardless of obstacles (47, 189)
Uses all of his or her senses to explore and discover new things, e.g., reaches out to touch rain or snow	Explores environment with senses (22, 112); Explores the environment actively, regardless of obstacles (47, 189)
7 months to 18 months:	
Actively explores objects and experiences their properties through the different senses, e.g.,	Explores environment (22, 40, 44, 53, 54, 90, 112, 113, 169, 177, 189); Explores the

color, texture, weight, taste	environment actively, regardless of obstacles (47, 189)
Repeats actions that attracts his or her attention, e.g., drops object onto floor to hear the sound it makes	Shows persistence by repeating actions, such as banging objects (47, 113)
Experiments with different textures found in the outside environment, e.g., runs fingers through dirt, crumbles dry leaves	Explores environment (22, 40, 44, 53, 54, 90, 112, 113, 169, 177, 189); Explores the environment actively, regardless of obstacles (47, 189)
16 months to 24 months:	
Shows interest in own body; may know names for certain body parts	Show interest in anatomy (name body parts) (171, 174)
Begins simple categorizing, e.g., cats and dogs are animals	Begin to identify different characteristics of objects 7, 58, 86, 108
Asks simple questions about nature	Points, gestures, or asks "what's that" when curious about something (47)
Attempts new tasks during familiar activities, e.g., plays at the water table, and instead of using hands, tries to use head to make the water move	Shows creativity by using objects in new ways (47, 190) Participates in new and unfamiliar activities with the help of trusted adults (47, 191)
Uses motion and sound to represent an observation, e.g., "snake, ssssss!"	Uses gestures and actions intentionally (31, 150, 159) Uses one sound to stand for more than one gesture or object 31
21 months to 36 months:	
Begins to identify characteristics of animals, e.g., "The dog barks"	Begin to identify different characteristics of objects 7, 58, 86, 108
Identifies various attributes of objects, food, and materials, e.g., color, shapes, size	Begin to identify different characteristics of objects 7, 58, 86, 108 Recognizes colors (23, 119) Names some colors (23, 119, 214)
Draws on past experience to describe and communicate about observations and experiences, e.g., knows what happens when one blows on a candle, discusses what happens to snow when the temperature is warmer	Recall past experiences 136 Recalls past experiences (24, 29, 135)
Engages in processes to reach an outcome, e.g., mixes three different colors of paint to see what color emerges	Is interested in the outside world (41, 175, 179)
Safety & Well-Being	
Birth to 9 months:	
Signals needs through reflexes and sounds, e.g., demonstrates rooting reflex when hungry, cries when uncomfortable	Cries when hungry, tired, overstimulate (19, 28, 31); Makes demanding cries (40); Cries to demand attention (37, 40)
Actively observes and explores environment	Explores environment with senses (22, 112); Explores the environment actively, regardless of obstacles (47, 189); Shows curiosity by exploring with senses (47, 188, 194)
Demonstrates interest in own body, e.g., stares	Brings hands to face (15); Brings hands to

at hands, mouths feet, pokes at belly button	midline while on back (15, 106); Plays with hands and may hold and observe a toy(15); Discovers hands and feet are extensions of self (23, 92, 94, 97, 100, 116, 122, 165)
Uses physical movements to explore environment, e.g., reaching, sitting, rolling	Gets to sitting position (15); Sits unsupported (15); Sits by self and maintains balance (15); Reaches for objects (15, 195); Intentionally looks for and reaches for objects of interest (47, 195); Rolls over (15, 97)
7 months to 18 months:	
Uses social referencing to assess uncertain situations, e.g., looks at a caregiver for social cues as to whether or not to proceed	Attachment to familiar caregiver 35; Distinguishes voices of important, familiar people (40, 174); Feels anxiety on separation from familiar adults (separation anxiety)(37, 40)
Actively climbs to reach for wanted objects during play	Crawls up and down stairs (13, 16); Problem solving (61, 73, 221); Explores environment (22, 40, 44, 53, 54, 90, 112, 113, 169, 177, 189)
Responds to cues from caregiver in uncertain and unsafe situations	Attachment to familiar caregiver 35; Distinguishes voices of important, familiar people (40, 174)
Hesitates and demonstrates caution in new and/or changing situations, e.g., stops crawling when reaches the edge of an uneven surface	Explores the environment actively, regardless of obstacles (47, 189); Increased spatial awareness (217)
Responds to warnings and changes in tone of voice; needs assistance and redirection to stop unsafe behavior, e.g., looks up after hearing a stern “no” but does not necessarily stop the behavior or action	Responds to "no, no" (23); Understands the meaning of "no" but often resists directions and must be physically removed (40)
16 months to 24 months:	
Understands when “no” and “stop” is communicated through either words or gestures	Understands the meaning of "no" but often resists directions and must be physically removed (40)
Responds to warnings and begins to change behavior accordingly, e.g., moves away from the outlet after caregiver communicates “no”	Understands the meaning of "no" but often resists directions and must be physically removed (40); Understands and responds to simple directions (31, 158)
Seeks comfort when fearful	Looks for "home base" or significant adult during difficult situations, for comfort and approval (41, 191)
Imitates adults' actions during play, e.g., tells baby doll “no touch” when walking by the pretend stove	Imitates older siblings or peers (40, 170) Begin to imitate (183)
21 months to 36 months:	
Pays attention to safety rules but still needs supervision to keep self safe	Knows some rules but cannot follow them consistently (41) Understands some limits and rules (39, 42, 172)
Communicates to an adult if something is wrong,	Attachment to familiar caregiver 35Find

e.g., a peer is hurt or missing	ways resolve conflicts 50
Remembers and begins to apply past experiences to future situations, e.g., walks carefully and slowly when there is snow on the ground	Recalls past experiences (24, 29, 135)
Reminds younger peers of rules, e.g., holds hands with a younger peer while walking outside	Emergency evacuations (228) Understands some limits and rules (39, 42, 172)
Approaches to Learning	
Curiosity & Initiative	
Birth to 9 months:	
Observes the environment and people; tracks a toy as it moves from one point to another	Follows moving object with eyes (15, 88, 102); Shows interest in objects with moving parts (23, 127); Tracks moving persons or objects 40
Shows interest in him- or herself, e.g., gazes at hands, places feet in mouth	Brings hands to face (15); Brings hands to midline while on back (15, 106); Discovers hands and feet are extensions of self (23, 92, 94, 97, 100, 116, 122, 165); Brings feet to mouth easily while lying on back (15, 97)
Actively explores new objects found in the environment, e.g., touches, pats, and mouths	Explores environment with senses (22, 112); Shows curiosity by exploring with senses (47, 188, 194); Explores the environment actively, regardless of obstacles (47, 189)
Attempts to initiate interaction with others, e.g., smiles, reaches for a caregiver	Smiles at the sound of familiar voices (40, 181); Responds to smiles with smiling (40, 164, 177); Babbles and laughs to get adult attention (40, 149, 150, 181); Distinguishes voices of important, familiar people (40, 174)
Participates in joint attention with caregiver(s), e.g., focuses on the same object	Coos in response to adults' speech (28, 31, 145, 157); Shows attachment (responds positively) to significant adults (36, 40, 169, 173); Babbles and laughs to get adult attention (40, 149, 150, 181); Plays games with adults and older children (40, 134, 165, 169, 173, 178, 182)
7 months to 18 months:	
Demonstrates an interest in new objects by manipulating and turning the object	Shows creativity by using objects in new ways (47, 190);
Uses familiar objects in new ways, e.g., places a toy basket on Head	Shows creativity by using objects in new ways (47, 190) Shows awareness of object permanence (knows objects exist when out of sight) (23, 117) Shows understanding that objects have purpose (23, 127)
Moves toward a new activity by crawling or walking	Attempts to crawl (stomach and leg dragging) (12, 15, 89, 94) Crawls (trunk lifted) (12, 15, 89, 94) Crawls up and down stairs (13, 16) Engage in more intentional play 127
Begins to demonstrate preferences for objects	Shows interest in objects with moving parts

and/or materials, e.g., selects a book to read when given options	(23, 127) Shows interest in playing games (23, 113, 123)
Engages familiar adults in meaningful interactions, e.g., points to favorite toy, brings a book over to be read	Expresses emotions (happiness, sadness, anger, and surprise) through gestures, sounds, or facial expressions (40, 165) Shows interest in objects with moving parts (23, 127) Shows interest in playing games (23, 113, 123)
16 months to 24 months:	
Demonstrates an interest in new activities and a willingness to try out new experiences	Shows creativity by using objects in new ways (47, 190) Participates in new and unfamiliar activities with the help of trusted adults (47, 191)
Engages in active exploration in new environments, e.g., walks over to a toy shelf in an unfamiliar home or classroom	Shows creativity by using objects in new ways (47, 190) Participates in new and unfamiliar activities with the help of trusted adults (47, 191)
Initiates play with others, e.g., a grandparent, sibling, or teacher	Imitates older siblings or peers (40, 170) Begin to imitate (183)
Experiments with different ways to use materials and objects	Shows creativity by using objects in new ways (47, 190)
21 months to 36 months:	
Observes other children in play	Plays next to other children, sharing occasionally (41, 91, 167)
Enjoys accomplishing simple goals, e.g., completing a puzzle, blowing a bubble	Explore manipulative toys, puzzles 58 Puts interlocking puzzles together (24, 101) Shows pride in accomplishments, especially physical (38, 41, 171)
Asks questions while interacting with others, e.g., "why," "what," "how"	Asks questions (24) Asks questions and seeks answers (32, 151, 156)
Participates in a broader array of experiences, e.g., outdoor jungle gyms, art projects	Ride tricycle or other riding toys (13, 91) Rides tricycle - may alternate between scooting and peddling (16, 91) Draw circles 108 Copies and draws simple shapes and letters (14, 16) Makes marks or strokes with drawing tools (17, 91)
Problem Solving	
Birth to 9 months:	
Focuses on getting a caregiver's attention through the use of sounds, cries, gestures, and facial expressions	Cries when hungry, tired, overstimulated (19, 28, 31); Makes demanding cries (40); Cries to demand attention (37, 40); Responds to smiles with smiling (40, 164, 177)
Enjoys repeating actions, e.g., continues to drop toy from highchair after it is picked up by a caregiver or sibling	Shows interest in playing games (23, 113, 123); Plays games with adults and older children (40, 134, 165, 169, 173, 178, 182)

Communicates the need for assistance through verbal and/or nonverbal cues, e.g., pointing, reaching, vocalizing	Gestures or points to communicate 147; Understands more words every day (receptive vocabulary) 31; Experiments with vocalizations to include longer more varied sounds (31)
7 months to 18 months:	
Repeats actions over and over again to figure out how an object Works	Shows persistence by repeating actions, such as banging objects (47, 113)
Begins to recognize that certain actions will draw out certain responses, e.g., laughing and smiling will often result in an adult responding in the same manner	Plays games with adults and older children (40, 134, 165, 169, 173, 178, 182)
Attempts a variety of physical strategies to reach simple goals, e.g., pulls the string of a toy train to move it closer or crawls to get a ball that has rolled away	Problem solving (61, 73, 221)
16 months to 24 months:	
Imitates a caregiver's behavior to accomplish a task, e.g., attempts to turn a doorknob	Imitates older siblings or peers (40, 170) Begin to imitate (183)
Increases ability to recognize and solve problems through active exploration, play, and trial and error, e.g., tries inserting a shape at different angles to make it fit in a sorter	Puts one block on top of another (16, 90, 93) Explore manipulative toys, puzzles 58
Uses objects in the environment to solve problems, e.g., uses a pail to move numerous books to the other side of the room	Problem solving (61, 73, 221)
Uses communication to solve problems, e.g., runs out of glue during an art project and gestures to a caregiver for more	Problem solving (61, 73, 221); Uses gestures and actions intentionally (31, 150, 159); Uses one sound to stand for more than one gesture or object 31; Points, gestures, or asks "what's that" when curious about something (47)
21 months to 36 months:	
Asks for help from a caregiver when needed	
Begins to solve problems with less trial and error	Problem solving (61, 73, 221) Find ways resolve conflicts 50
Refuses assistance, e.g., calls for help but then pushes a hand Away	Find ways resolve conflicts 50
Shows pride when accomplishing a task	Shows pride in accomplishments, especially physical (38, 41, 171)
Uses increasingly refined skills while solving problems, e.g., uses own napkin to clean up a spill without asking an adult for help	Problem solving (61, 73, 221)
Confidence and Risk-Taking	
Birth to 9 months:	
Cries and/or uses body language to signal and get needs met, e.g., averts gaze, arches back	Cries when hungry, tired, overstimulated (19, 28, 31); Makes demanding cries (40); Cries to demand attention (37, 40); Learns that crying will bring attention from caregiver (22)

Explores new objects with eagerness, e.g., squeals and/or squeezes a toy	Makes squealing and gurgling sounds (31, 140, 149, 152); Laughs out loud 31; Babbles and laughs to get adult attention (40, 149, 150, 181)
Uses different approaches for accomplishing a simple task, e.g., reaching, kicking, vocalizing	Reaches for objects (15, 195); Intentionally looks for and reaches for objects of interest (47, 195); Experiments with vocalizations to include longer more varied sounds (31)
Attempts new skills on his or her own while "checking in" with a familiar adult, e.g., a new crawler begins to move, then turns toward the caregiver for reassurance before crawling away	Addressed on page 37, 38
7 months to 18 months:	
Begins to take great risks with little regard for danger, e.g., lunging off a couch to reach for an object	Explores the environment actively, regardless of obstacles (47, 189)
Becomes more intentional and confident when playing and interacting, e.g., grabs, pushes, throws	Demonstrates confidence (104) Engages in more intentional play (23, 117, 123, 127, 133) Selects toys to play with, intentionally (23, 195) Engage in more intentional play 127 Uses gestures and actions intentionally (31, 150, 159) Intentionally says "Mama" and/or "Dada" (31) Intentionally looks for and reaches for objects of interest (47, 195)
Uses trial and error to solve a problem, e.g., tries different angles when attempting to place a shape in a shape sorter	Problem solving (61, 73, 221)
16 months to 24 months:	
Plays and explores farther away from attachment figure; continues to "check in" for reassurance, e.g., plays across the room and glances toward caregiver, then re-engages in playing	Participates in new and unfamiliar activities with the help of trusted adults (47, 191) Attachment to familiar caregiver 35
Seeks out assistance and reassurance from familiar others	Participates in new and unfamiliar activities with the help of trusted adults (47, 191) Attachment to familiar caregiver 35
Demonstrates confidence in abilities and achievements, e.g., cheers or claps when accomplishing a goal such as completing a simple puzzle	Demonstrates confidence (104)
Joins in a new activity after cautiously observing at first	Enjoys playing next to other children (parallel play) 40
21 months to 36 months:	
Attempts to independently resolve social conflicts without automatically running to the caregiver, e.g., tries to retrieve an object that was taken away by a peer	Problem solving (61, 73, 221)
Demonstrates eagerness and determination	Problem solving (61, 73, 221)

when problem solving during new tasks, e.g., the child who pushes the caregiver's hand away and refuses help until he or she is ready to ask for it	
Persistence, Effort, & Attentiveness	
Birth to 9 months:	
Establishes and sustains eye contact with caregiver(s)	Makes eye contact (40)
Focuses attention on sounds, people, and objects	Focuses on objects 8 to 12 inches away (15, 88, 106); Follows moving object with eyes (15, 88, 102); Follows distant object with eyes (15, 98, 102)
Repeats interesting actions over and over	Shows persistence by repeating actions, such as banging objects (47, 113)
Indicates preferences by using nonverbal cues, e.g., turning head, kicking feet	Turns head to both sides while on back (15, 88); Rotates or turns head from side to side with no head bobbing (15);
7 months to 18 months:	
Participates in back-and-forth interactions, e.g., plays peek-a-boo with an adult	Shows interest in playing games (23, 113, 123) Plays games with adults and older children (40, 134, 165, 169, 173, 178, 182)
Repeats activities over and over, e.g., successfully inserts all the shape sorter's pieces, dumps them out, and starts again	Shows persistence by repeating actions, such as banging objects (47, 113)
Begins to attempt assisting in self-help activities, e.g., feeding, Grooming	Accepts being spoon-fed (15, 98) Controls small muscles in hands, such as using a spoon (16, 90, 99, 104)
Demonstrates preferences, e.g., gestures to the bean bag and says "no" when presented with something else	
16 months to 24 months:	
Focuses for longer periods of time on activities	Focuses on some activities of interest for several minutes at a time (47, 191)
Engages for longer periods of time when trying to work through tasks, e.g., fits puzzle pieces together	Focuses on some activities of interest for several minutes at a time (47, 191); Explore manipulative toys, puzzles 58
Repeats experiences he or she enjoys, e.g., says "more" after reading his or her favorite book	Engage in more intentional play 127
Demonstrates preferences for activities, e.g., reads with a caregiver, plays at the sand table, prefers to sit by certain caregivers	Engage in more intentional play 127; Participates in new and unfamiliar activities with the help of trusted adults (47, 191) Attachment to familiar caregiver 35
21 months to 36 months:	
Makes choices based on preferences, and at times, in opposition to adult choices, e.g., "No milk, want juice"	Makes simple choices (between two objects or ideas) (42)
Attempts to try a difficult task for an increasing amount of time	Can stay with the same activity for five to ten minutes (increasing concentration) 24
Practices an activity many times in order to	Can stay with the same activity for five to ten

master it, even if setbacks occur	minutes (increasing concentration) 24
Shows interest in completing routine tasks independently, e.g., zips up coat, puts on shoes	Washes face and hands (40) Feeds self (16, 91) Dresses self (16, 124, 175) Manages zippers, snaps, and buttons (17, 58) Enjoys helping with household tasks 41
Creativity, Inventiveness, & Imagination	
Birth to 9 months:	
Observes materials, objects, and people with curiosity	Follows moving object with eyes (15, 88, 102); Follows distant object with eyes (15, 98, 102); Focuses on objects 8 to 12 inches away (15, 88, 106)
Actively explores new objects found in the environment by touching, patting, and mouthing	Explores environment with senses (22, 112); Shows curiosity by exploring with senses (47, 188, 194); Explores the environment actively, regardless of obstacles (47, 189)
Reaches for objects in close proximity	Reaches for objects (15, 195); Intentionally looks for and reaches for objects of interest (47, 195)
Imitates sounds, movements, and facial expressions, e.g., moves body up and down after caregiver initially moves in that manner	Addressed on page 68, 95, 106, 145
7 months to 18 months:	
Imitates a peer's actions, e.g., bangs on table with cup	Investigates objects by banging, shaking, and throwing (23, 113) Shows persistence by repeating actions, such as banging objects (47, 113)
Uses objects as they're intended to be used, e.g., rolls a toy car	Shows understanding that objects have purpose (23, 127)
Spends increasing amounts of time exploring and learning about objects, e.g., will attend to a new toy for longer periods of time in order to make sense of it	Problem solving (61, 73, 221) Engages in more intentional play (23, 117, 123, 127, 133) Selects toys to play with, intentionally (23, 195) Shows understanding that objects have purpose (23, 127) Investigates objects by banging, shaking, and throwing (23, 113)
Begins to use objects in new and unexpected ways, e.g., places a basket on head	Shows creativity by using objects in new ways (47, 190)
Imitates actions of other people in a playful manner, e.g., wags finger at baby doll and says, "no, no, no"	Imitates sounds (28, 31, 145, 183) Imitates older siblings or peers (40, 170) Begin to imitate (183)
16 months to 24 months:	
Pretends one object is really another by using substitution, e.g., using a toy car to brush hair	Shows creativity by using objects in new ways (47, 190)
Engages in pretend play with familiar objects and experiences, e.g., places baby doll in stroller and pushes the stroller	Shows creativity by using objects in new ways (47, 190); Uses imagination in dramatic play (47, 191); Imitates older siblings or peers (40, 170); Begin to imitate (183) Engage in more intentional play 127
Engages familiar adults in pretend play, e.g.,	Uses imagination in dramatic play (47, 191);

hands the adult a play cup and pretends to pour "tea" into it	Imitates older siblings or peers (40, 170) Begin to imitate (183) Engage in more intentional play 127
Communicates in creative ways, e.g., plays with words by rhyming, chanting, or making up songs; uses movement and dance	Uses one sound to stand for more than one gesture or object 31; Speaks in jargon or nonsense phrases31
21 months to 36 months:	
Expands use of objects and toys in new and unexpected ways; makes a road out of a few blocks; or substitutes an object for another to solve a problem	Uses real objects as props during pretend play 24 Problem solving (61, 73, 221)
Takes on familiar roles during play, e.g., cooks in the pretend Kitchen	Engages in more pretend play (23, 124) Uses imagination in dramatic play (47, 191);
Expresses inventive ideas to peers while playing; becomes directive, e.g., "You will be the police officer and you have to wear this."	Uses real objects as props during pretend play 24 Problem solving (61, 73, 221) Uses imagination in dramatic play (47, 191);
Creates an art project and creates a simple story to accompany the artwork	Uses imagination in dramatic play (47, 191); addressed on page 176, 177, 206 Engages in more pretend play (23, 124)

ILLINOIS EARLY LEARNING GUIDELINES - PRESCHOOL

LANGUAGE ARTS	
PRESCHOOL	
Demonstrate increasing competence in oral communication (listening and speaking).	
1.A Demonstrate understanding through age-appropriate responses.	Asks questions and seeks answers (32, 151, 156); Answers questions about familiar stories (32, 151)
1.A.ECa Follow simple one-, two- and three-step directions.	Follows 2-3 step directions (32, 148)
1.A.ECb Respond appropriately to questions from others.	Uses sentences with seven words or more (30, 32); Speaks when spoken to (30, 32); Uses clear and fluent speech (rarely uses baby talk) (32)
1.A.ECc Provide comments relevant to the context.	Sings songs, finger plays, and rhymes with increasing accuracy (32, 148); Retells a story in sequence (32, 156)
1.A.ECd Identify emotions from facial expressions and body language.	Expresses feelings and emotions with words (39, 41); Shows strong emotions (42); Is sensitive to the feelings of others (42)
1.B Communicate effectively using language appropriate to the situation and audience.	Uses clear and fluent speech (rarely uses baby talk) (32)
1.B.ECa Use language for a variety of purposes.	Uses language to say what he feels, wants, and needs (33); Expresses feelings and emotions with words (39, 41); Asks questions and seeks answers (32, 151, 156); Answers questions about familiar stories (32, 151); Sings songs, finger plays, and rhymes with increasing accuracy (32, 148); Retells a story in sequence (32, 156)
1.B.ECb With teacher assistance, participate in collaborative conversations with diverse partners (e.g., peers and adults in both small and large groups) about age-appropriate topics and texts.	Converses easily with adults (33); Plays with peers, sharing ideas and toys (42, 180, 184)
1.B.ECc Continue a conversation through two or more exchanges.	Converses easily with adults (33)
1.B.ECd Engage in agreed-upon rules for discussions (e.g., listening, making eye contact, taking turns speaking).	Listens for details (32, 160); Takes turns (41, 172)
1.C Use language to convey information and ideas.	Plays with peers, sharing ideas and toys (42, 180, 184); Purposefully explores new things or ideas (47, 193, 194); Offers ideas and suggestions (48, 196)
1.C.ECa Describe familiar people, places, things,	Sorts or describes objects by one or more

and events and, with teacher assistance, provide additional detail.	attributes (24, 115, 129, 130); Creates stories, imagining and describing things or situations that do not exist (48, 196)
1.D Speak using conventions of Standard English.	Pronounces words and sounds correctly (32, 144); Uses pronouns in sentences (32); Uses language to control and give directions (32); Uses language to say what he feels, wants, and needs (33); Argues, reasons, and uses "because" (33); Has and expanding vocabulary up to 6,000 words 33
<u>1.D.ECa</u> With teacher assistance, use complete sentences in speaking with peers and adults in individual and group situations.	Uses pronouns in sentences (32); Uses sentences with seven words or more (30, 32)
<u>1.D.ECb</u> Speak using age-appropriate conventions of Standard English grammar and usage.	Pronounces words and sounds correctly (32, 144); Uses pronouns in sentences (32); Uses language to control and give directions (32); Uses language to say what he feels, wants, and needs (33); Argues, reasons, and uses "because" (33); Has and expanding vocabulary up to 6,000 words 33
<u>1.D.ECc</u> Understand and use question words in speaking.	Asks questions and seeks answers (32, 151, 156)
1.E Use increasingly complex phrases, sentences, and vocabulary.	Pronounces words and sounds correctly (32, 144); Uses pronouns in sentences (32); Uses language to control and give directions (32); Uses language to say what he feels, wants, and needs (33); Argues, reasons, and uses "because" (33); Has and expanding vocabulary up to 6,000 words 33
<u>1.E.ECa</u> With teacher assistance, begin to use increasingly complex sentences.	Uses pronouns in sentences (32); Uses sentences with seven words or more (30, 32); Has and expanding vocabulary up to 6,000 words 33
<u>1.E.ECb</u> Exhibit curiosity and interest in learning new words heard in conversations and books.	Likes to learn new words (32, 143, 155); Purposefully explores new things or ideas (47, 193, 194)
<u>1.E.ECc</u> With teacher assistance, use new words acquired through conversations and book-sharing experiences.	Likes to learn new words (32, 143, 155); Purposefully explores new things or ideas (47, 193, 194); Enjoys books (32, 161); Knows book and print rules (32, 161)
<u>1.E.ECd</u> With teacher assistance, explore word relationships to understand the concepts represented by common categories of words (e.g., food, clothing, vehicles).	Sorts or describes objects by one or more attributes (24, 115, 129, 130)
<u>1.E.ECe</u> With teacher assistance, use adjectives to describe people, places, and things.	Sorts or describes objects by one or more attributes (24, 115, 129, 130)
Goal 2 Demonstrate understanding and enjoyment of	

literature.	
2.A Demonstrate interest in stories and books.	Enjoys books (32, 161); Knows book and print rules (32, 161); Creates stories, imagining and describing things or situations that do not exist (48, 196)
2.A.ECa Engage in book-sharing experiences with purpose and understanding.	Retells a story in sequence (32, 156); Answers questions about familiar stories (32, 151); Enjoys books (32, 161); Knows book and print rules (32, 161)
2.A.ECb Look at books independently, pretending to read.	Enjoys books (32, 161); Knows book and print rules (32, 161)
2.B Recognize key ideas and details in stories.	Tells stories without prompting (32, 143); Retells a story in sequence (32, 156); Answers questions about familiar stories (32, 151); Creates stories, imagining and describing things or situations that do not exist (48, 196)
2.B.ECa With teacher assistance, ask and answer questions about books read aloud. <i>View sample lesson plan</i>	Retells a story in sequence (32, 156); Answers questions about familiar stories (32, 151)
2.B.ECb With teacher assistance, retell familiar stories with three or more key events.	Retells a story in sequence (32, 156)
2.B.ECc With teacher assistance, identify main character(s) of the story.	Enjoy books and get a sense of how books work 161
2.C Recognize concepts of books.	Enjoys books (32, 161); Knows book and print rules (32, 161)
2.C.ECa Interact with a variety of types of texts (e.g., storybooks, poems, rhymes, songs).	Enjoys books (32, 161); Knows book and print rules (32, 161); Sings songs, finger plays, and rhymes with increasing accuracy (32, 148); Addressed on page 59, 63
2.C.ECb Identify the front and back covers of books and display the correct orientation of books and page-turning skills.	Enjoy books and get a sense of how books work 161
2.C.ECc With teacher assistance, describe the role of an author and illustrator.	Enjoy books and get a sense of how books work 161
2.D Establish personal connections with books.	Enjoys books (32, 161); Knows book and print rules (32, 161)
2.D.ECa With teacher assistance, discuss illustrations in books and make personal connections to the pictures and story.	Talks about pictures in books 23
2.D.ECb With teacher assistance, compare and contrast two stories relating to the same topic.	Enjoys books (32, 161); Knows book and print rules (32, 161); Sings songs, finger plays, and rhymes with increasing accuracy (32, 148); Addressed on pages 59, 63
Goal 3 Demonstrate interest in and understanding of informational text.	
3.A Recognize key ideas and details in nonfiction text.	Enjoys books (32, 161); Knows book and print rules (32, 161); Enjoy books and get a sense of how books work 161

3.A.ECa With teacher assistance, ask and answer questions about details in a nonfiction book.	Asks questions and seeks answers (32, 151, 156); Answers questions about familiar stories (32, 151)
3.A.ECb With teacher assistance, retell detail(s) about main topic in a nonfiction book.	Retells a story in sequence (32, 156)
3.B Recognize features of nonfiction books.	Enjoys books (32, 161); Knows book and print rules (32, 161); Enjoy books and get a sense of how books work 161
3.B.ECa With teacher assistance, identify basic similarities and differences in pictures and information found in two texts on the same topic.	Talks about pictures in books 23; Enjoy books and get a sense of how books work 161
Goal 4 Demonstrate increasing awareness of and competence in emergent reading skills and abilities.	
4.A Demonstrate understanding of the organization and basic features of print.	Recognizes own name in print (24, 136); Knows book and print rules (32, 161)
4.A.ECa Recognize the differences between print and pictures.	Talks about pictures in books 23; Enjoy books and get a sense of how books work 161; Understand symbols carry meaning Addressed on 86
4.A.ECb Begin to follow words from left to right, top to bottom, and page by page.	Enjoy books and get a sense of how books work 161
4.A.ECc Recognize the one-to-one relationship between spoken and written words.	Understand that print carries meaning Addressed on page 208
4.A.ECd Understand that words are separated by spaces in print.	Knows book and print rules (32, 161)
4.A.ECe Recognize that letters are grouped to form words.	Understand that print carries meaning Addressed on page 208
4.A.ECf Differentiate letters from numerals.	Shows interest in numbers and names of numbers (24, 131); Understand numbers represent a quantity Addressed on page 131 and 136
4.B Demonstrate an emerging knowledge and understanding of the alphabet.	Developmental Goal: Follow three-step directions 148; Shows interest in the alphabet (120); Knows half or more letter sounds (24, 120); Knows half or more letter names (24, 120)
4.B.ECa With teacher assistance, recite the alphabet.	Knows half or more letter sounds (24, 120); Shows interest in the alphabet (120)
4.B.ECb Recognize and name some upper/lowercase letters of the alphabet, especially those in own name.	Writes own name (25, 91) addressed on page 136; Copies and draws simple shapes and letters (14, 16)
4.B.ECc With teacher assistance, match some upper/lowercase letters of the alphabet.	Copies and draws simple shapes and letters(14, 16); Writes own name (25, 91) addressed on page 136; Recognizes own name in print (24, 136)
4.B.ECd With teacher assistance, begin to form some letters of the alphabet, especially those in	Copies and draws simple shapes and letters(14, 16); Writes own name (25, 91) addressed on

own name.	page 136; Recognizes own name in print (24, 136)
4.C Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).	Recognizes rhyming sounds in words (25); recognizes alliterative sound in words (25)
4.C.ECa Recognize that sentences are made up of separate words.	Knows book and print rules (32, 161)
4.C.ECb With teacher assistance, recognize and match words that rhyme.	Recognizes rhyming sounds in words (25); recognizes alliterative sound in words (25)
4.C.ECc Demonstrate ability to segment and blend syllables in words (e.g., “trac/tor, tractor”).	
4.C.ECd With teacher assistance, isolate and pronounce the initial sounds in words.	Knows half or more letter sounds (24, 120)
4.C.ECe With teacher assistance, blend sounds (phonemes) in one-syllable words (e.g., /c/ /a/ /t/ = cat).	Knows half or more letter sounds (24, 120)
4.C.ECf With teacher assistance, begin to segment sounds (phonemes) in one-syllable words (e.g., cat = /c/ /a/ /t/).	
4.C.ECg With teacher assistance, begin to manipulate sounds (phonemes) in one-syllable words (e.g., changing cat to hat to mat).	Pronounces words and sounds correctly (32, 144)
4.D Demonstrate emergent phonics and word-analysis skills.	Pronounces words and sounds correctly (32, 144)
4.D.ECa Recognize own name and common signs and labels in the environment. View sample lesson plan	Recognizes own name in print (24, 136); Writes own name (25, 91) addressed on page 136
4.D.ECb With teacher assistance, demonstrate understanding of the one-to-one correspondence of letters and sounds.	Knows half or more letter sounds (24, 120)
4.D.ECc With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.	Addressed on page 30, 2
Goal 5 Demonstrate increasing awareness of and competence in emergent writing skills and abilities.	
5.A Demonstrate growing interest and abilities in writing.	Writes own name (25, 91) addressed on page 136; Copies and draws simple shapes and letters (14, 16); Makes marks or strokes with drawing tools (17, 91)
5.A.ECa Experiment with writing tools and materials.	Makes marks or strokes with drawing tools (17, 91)
5.A.ECb Use scribbles, letter like forms, or letters/words to represent written language.	Writes own name (25, 91) addressed on page 136; Copies and draws simple shapes and letters (14, 16); Makes marks or strokes with drawing tools (17, 91)
5.A.ECc With teacher assistance, write own first	Writes own name (25, 91) addressed on page

name using appropriate upper/lowercase letters.	136
5.B Use writing to represent ideas and information.	Use drawings or other visuals to add details to verbal descriptions Addressed on page 207
<u>5.B.ECa</u> With teacher assistance, use a combination of drawing, dictating, or writing to express an opinion about a book or topic.	Addressed on page 161,
<u>5.B.ECb</u> With teacher assistance, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. <i>View sample lesson plan</i>	Addressed on page 161; Use drawings or other visuals to add details to verbal descriptions Addressed on page 207
<u>5.B.ECc</u> With teacher assistance, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.	Addressed on page 161; Use drawings or other visuals to add details to verbal descriptions Addressed on page 207
5.C Use writing to research and share knowledge.	Addressed on page 161; Use drawings or other visuals to add details to verbal descriptions Addressed on page 207
<u>5.C.ECa</u> Participate in group projects or units of study designed to learn about a topic of interest.	Engages in group play (42)
<u>5.C.ECb</u> With teacher assistance, recall factual information and share that information through drawing, dictation, or writing.	Understand that print carries meaning Addressed on page 208; Retells a story in sequence (32, 156)
MATHMATICS	
Goal 6	
Demonstrate and apply a knowledge and sense of numbers, including numeration and operations.	
6.A Demonstrate beginning understanding of numbers, number names, and numerals.	Shows interest in numbers and names of numbers (24, 131)
<u>6.A.ECa</u> Count with understanding and recognize “how many” in small sets up to 5.	Counts objects out loud (24, 131, 136); Counts twenty or more objects with accuracy (25, 131, 136)
<u>6.A.ECb</u> Use subtilizing (the rapid and accurate judgment of how many items there are without counting) to identify the number of objects in sets of 4 or less.	Estimates numbers in a group (25)
<u>6.A.ECc</u> Understand and appropriately use informal or everyday terms that mean zero, such as “none” or “nothing”.	
<u>6.A.ECd</u> Connect numbers to quantities they represent using physical models and informal representations.	Understand numbers represent a quantity Addressed on page 131 and 136; Estimates numbers in a group (25); Demonstrate understanding of one-to-one correspondence 131
<u>6.A.ECe</u> Differentiate numerals from letters and recognize some single-digit written numerals.	Shows interest in numbers and names of numbers (24, 131); Understand numbers

	represent a quantity Addressed on page 131 and 136
6.A.ECf Verbally recite numbers from 1 to 10.	Counts objects out loud (24, 131, 136); Counts twenty or more objects with accuracy (25, 131, 136)
6.A.ECg Be able to say the number after another in the series up to 9 when given a “running start,” as in “What comes after one, two, three, four...?”.	Counts objects out loud (24, 131, 136); Counts twenty or more objects with accuracy (25, 131, 136)
6.B Add and subtract to create new numbers and begin to construct sets.	Addressed on page 62
6.B.ECa Recognize that numbers (or sets of objects) can be combined or separated to make another number.	Addressed on page 62
6.B.ECb Show understanding of how to count out and construct sets of objects of a given number up to 5. <i>View sample lesson plan</i>	Sort and create sets 130
6.B.ECc Identify the new number created when small sets (up to 5) are combined or separated.	Addressed on page 62
6.B.ECd Informally solve simple mathematical problems presented in a meaningful context.	Addressed on page 62
6.B.ECe Fairly share a set of up to 10 items between two children.	Addressed on page 62, Sort and create sets 130
6.C Begin to make reasonable estimates of numbers.	Estimates numbers in a group (25)
6.C.ECa Estimate number of objects in a small set.	Estimates numbers in a group (25)
6.D Compare quantities using appropriate vocabulary terms.	Uses number words to indicate the quantity in small sets of objects Addressed on page 131
6.D.ECa Compare two collections to see if they are equal or determine which is more, using a procedure of the child’s choice.	Sorts or describes objects by one or more attributes (24, 115, 129, 130)
6.D.ECb Describe comparisons with appropriate vocabulary, such as “more”, “less”, “greater than”, “fewer”, “equal to”, or “same as”.	Uses number words to indicate the quantity in small sets of objects Addressed on page 131
Goal 7 Explore measurement of objects and quantities.	
7.A Measure objects and quantities using direct comparison methods and nonstandard units.	Addressed on page 62; Measure 121; Purposefully explores new things or ideas (47, 193, 194)
7.A.ECa Compare, order, and describe objects according to a single attribute.	Sorts or describes objects by one or more attributes (24, 115, 129, 130)
7.A.ECb Use nonstandard units to measure attributes such as length and capacity.	Addressed on page 62; Measure 121; Purposefully explores new things or ideas (47, 193, 194)
7.A.ECc Use vocabulary that describes and compares length, height, weight, capacity, and size. <i>View sample lesson plan</i>	Uses measurement terms (25, 121, 137)
7.A.ECd Begin to construct a sense of time	Uses words for time, such as yesterday and

through participation in daily activities.	today (24, 136); Recognize elements of the natural environment and that they may change over time Addressed on page 211;
7.B Begin to make estimates of measurements.	Addressed on page 62; Measure 121; Purposefully explores new things or ideas (47, 193, 194)
<u>7.B.ECa</u> Practice estimating in everyday play and everyday measurement problems.	Addressed on page 62; Measure 121; Purposefully explores new things or ideas (47, 193, 194)
7.C Explore tools used for measurement.	Addressed on page 62; Measure 121; Purposefully explores new things or ideas (47, 193, 194)
<u>7.C.ECa</u> With teacher assistance, explore use of measuring tools that use standard units to measure objects and quantities that are meaningful to the child.	Addressed on page 62; Measure 121; Purposefully explores new things or ideas (47, 193, 194)
<u>7.C.ECb</u> Know that different attributes, such as length, weight, and time, are measured using different kinds of units, such as feet, pounds, and seconds	Uses measurement terms (25, 121, 137); Uses words for time, such as yesterday and today (24, 136);
Goal 8 Identify and describe common attributes, patterns, and relationships in objects.	
8.A Explore objects and patterns.	Notices patterns (24, 62, 121); Copy and anticipate a repeating pattern Addressed on page 121
<u>8.A.ECa</u> Sort, order, compare, and describe objects according to characteristics or attribute(s). <i>View sample lesson plan</i>	Sorts and organizes (25, 129, 130); Sort and create sets 130; Sorts or describes objects by one or more attributes (24, 115, 129, 130)
<u>8.A.ECb</u> Recognize, duplicate, extend, and create simple patterns in various formats.	Copy and anticipate a repeating pattern Addressed on page 121
8.B Describe and document patterns using symbols.	Copy and anticipate a repeating pattern Addressed on page 121
<u>8.B.ECa</u> With adult assistance, represent a simple repeating pattern by verbally describing it or by modeling it with objects or actions.	Copy and anticipate a repeating pattern Addressed on page 121
Goal 9 Explore concepts of geometry and spatial relations.	
9.A Recognize, name, and match common shapes.	Sorts or describes objects by one or more attributes (24, 115, 129, 130); Copies and draws simple shapes and letters (14, 16); Names simple shapes (24, 210); Draws basic shapes and expressive art (25)
<u>9.A.ECa</u> Recognize and name common two- and three-dimensional shapes and describe some of their attributes (e.g., number of sides, straight or curved lines).	Copies and draws simple shapes and letters (14, 16); Names simple shapes (24, 210); Draws basic shapes and expressive art (25)
<u>9.A.ECb</u> Sort collections of two- and three-	Sorts or describes objects by one or more

dimensional shapes by type (e.g., triangles, rectangles, circles, cubes, spheres, pyramids).	attributes (24, 115, 129, 130); Sorts and organizes (25, 129, 130); Sort and create sets 130
<u>9.A.ECc</u> Identify and name some of the faces (flat sides) of common three-dimensional shapes using two-dimensional shape names.	Names simple shapes (24, 210)
<u>9.A.ECd</u> Combine two-dimensional shapes to create new shapes.	Draws basic shapes and expressive art (25)
<u>9.A.ECe</u> Think about/imagine how altering the spatial orientation of a shape will change how it looks (e.g., turning it upside down).	Draws basic shapes and expressive art (25)
9.B Demonstrate an understanding of location and ordinal position, using appropriate vocabulary.	Addressed on page 172, 209; Uses positional terms (under, over, through, next) (24, 121)
<u>9.B.ECa</u> Show understanding of location and ordinal position	Addressed on page 172, 209; Uses positional terms (under, over, through, next) (24, 121)
<u>9.B.ECb</u> Use appropriate vocabulary for identifying location and ordinal position.	Addressed on page 172, 209; Uses positional terms (under, over, through, next) (24, 121)
Goal 10 Begin to make predictions and collect data information.	
10.A Generate questions and processes for answering them.	Asks questions and seeks answers (32, 151, 156); Answers questions about familiar stories (32, 151); Seeks and accepts help and information (48, 188)
<u>10.A.ECa</u> With teacher assistance, come up with meaningful questions that can be answered through gathering information.	Asks questions and seeks answers (32, 151, 156); Answers questions about familiar stories (32, 151); With modeling and support explore a variety of digital tools to express ideas addressed on page 220; Purposefully explores new things or ideas (47, 193, 194); Seeks and accepts help and information (48, 188)
<u>10.A.ECb</u> Gather data about themselves and their surroundings to answer meaningful questions.	With modeling and support explore a variety of digital tools to express ideas addressed on page 220; Purposefully explores new things or ideas (47, 193, 194); Develop an awareness and appreciation of family cultural stories and traditions Addressed on page 152; Uses reason to solve problems (19, 24, 63); Makes comparisons between objects after observation (24, 130, 132)
10.B Organize and describe data and information.	Draws basic shapes and expressive art (25); Use drawings or other visuals to add details to verbal descriptions Addressed on page 207; Sorts or describes objects by one or more attributes (24, 115, 129, 130)
<u>10.B.ECa</u> Organize, represent, and analyze information using concrete objects, pictures, and graphs, with teacher support.	Draws basic shapes and expressive art (25); Use drawings or other visuals to add details to verbal descriptions Addressed on page 207;

	Sorts or describes objects by one or more attributes (24, 115, 129, 130)
<u>10.B.ECb</u> Make predictions about the outcome prior to collecting information, with teacher support and multiple experiences over time.	Uses words for time, such as yesterday and today (24, 136); Recognize elements of the natural environment and that they may change over time Addressed on page 211; Show interest in the outside world (179)
10.C Determine, describe, and apply the probabilities of events.	Reflects on past experiences and applies information to new situations (48, 190)
<u>10.C.ECa</u> Describe likelihood of events with appropriate vocabulary, such as “possible”, “impossible”, “always”, and “never”.	Reflects on past experiences and applies information to new situations (48, 190)
SCIENCE	
Goal 11	
Demonstrate curiosity about the world and begin to use the practices of science and engineering to answer questions and solve problems.	
11.A Develop beginning skills in the use of science and engineering practices, such as observing, asking questions, solving problems, and drawing conclusions.	Asks questions and seeks answers (32, 151, 156); Answers questions about familiar stories (32, 151); With modeling and support explore a variety of digital tools to express ideas addressed on page 220; Purposefully explores new things or ideas (47, 193, 194); Seeks and accepts help and information (48, 188)
<u>11.A.ECa</u> Express wonder and curiosity about their world by asking questions, solving problems, and designing things.	With modeling and support explore a variety of digital tools to express ideas addressed on page 220; Purposefully explores new things or ideas (47, 193, 194); Uses reason to solve problems (19, 24, 63); Asks questions and seeks answers (32, 151, 156); Purposefully explores new things or ideas (47, 193, 194); Invents new purposes for objects (47, 190); Reflects on past experiences and applies information to new situations (48, 190)
<u>11.A.ECb</u> Develop and use models to represent their ideas, observations, and explanations through approaches such as drawing, building, or modeling with clay.	Makes marks or strokes with drawing tools (17, 91); Draws basic shapes and expressive art (25); Use drawings or other visuals to add details to verbal descriptions Addressed on page 207; Uses props to symbolize real objects (24); Understand symbols carry meaning Addressed on 86
<u>11.A.ECc</u> Plan and carry out simple investigations.	Show interest in the outside world (179); Reflects on past experiences and applies information to new situations (48, 190); Purposefully explores new things or ideas (47, 193, 194)
<u>11.A.ECd</u> Collect, describe, compare, and record information from observations and	Makes comparisons between objects after observation (24, 130, 132); With modeling and

investigations.	support explore a variety of digital tools to express ideas addressed on page 220; Purposefully explores new things or ideas (47, 193, 194); Uses reason to solve problems (19, 24, 63); Asks questions and seeks answers (32, 151, 156); Purposefully explores new things or ideas (47, 193, 194); Invents new purposes for objects (47, 190); Reflects on past experiences and applies information to new situations (48, 190); Makes marks or strokes with drawing tools (17, 91); Draws basic shapes and expressive art (25); Use drawings or other visuals to add details to verbal descriptions Addressed on page 207;
<u>11.A.ECe</u> Use mathematical and computational thinking.	Makes comparisons between objects after observation (24, 130, 132)
<u>11.A.ECf</u> Make meaning from experience and information by describing, talking, and thinking about what happened during an investigation.	Asks questions and seeks answers (32, 151, 156); Purposefully explores new things or ideas (47, 193, 194); Invents new purposes for objects (47, 190); Reflects on past experiences and applies information to new situations (48, 190);
<u>11.A.ECg</u> Generate explanations and communicate ideas and/or conclusions about their investigations.	Makes comparisons between objects after observation (24, 130, 132)
Goal 12 Explore concepts and information about the physical, earth, and life sciences.	
12.A Understand that living things grow and change.	Show interest in the outside world (179); Recognize elements of the natural environment and that they may change over time Addressed on page 211
<u>12.A.ECa</u> Observe, investigate, describe, and categorize living things.	Makes comparisons between objects after observation (24, 130, 132); With modeling and support explore a variety of digital tools to express ideas addressed on page 220; Purposefully explores new things or ideas (47, 193, 194); Uses reason to solve problems (19, 24, 63); Asks questions and seeks answers (32, 151, 156); Purposefully explores new things or ideas (47, 193, 194); Invents new purposes for objects (47, 190); Reflects on past experiences and applies information to new situations (48, 190); Makes marks or strokes with drawing tools (17, 91); Draws basic shapes and expressive art (25); Use drawings or other visuals to add details to verbal descriptions Addressed on page 207;
<u>12.A.ECb</u> Show an awareness of changes that occur in oneself and the environment.	Show interest in the outside world (179); Recognize elements of the natural environment

	and that they may change over time Addressed on page 211; Basic understanding that physical activity helps the body grow and be healthy Addressed on pages 11 and 14; Distinguish nutritious foods from non-nutritious foods Addressed on page 115
12.B Understand that living things rely on the environment and/or others to live and grow.	Show interest in the outside world (179); Recognize elements of the natural environment and that they may change over time Addressed on page 211
<u>12.B.ECa</u> Describe and compare basic needs of living things.	Show interest in the outside world (179); Recognize elements of the natural environment and that they may change over time Addressed on page 211; Basic understanding that physical activity helps the body grow and be healthy Addressed on pages 11 and 14
<u>12.B.ECb</u> Show respect for living things.	Show interest in the outside world (179); Recognize elements of the natural environment and that they may change over time Addressed on page 211
12.C Explore the physical properties of objects.	Show interest in the outside world (179); Recognize elements of the natural environment and that they may change over time Addressed on page 211
<u>12.C.ECa</u> Identify, describe, and compare the physical properties of objects.	Makes comparisons between objects after observation (24, 130, 132); Purposefully explores new things or ideas (47, 193, 194);
<u>12.C.ECb</u> Experiment with changes in matter when combined with other substances.	Makes comparisons between objects after observation (24, 130, 132)
12.D Explore concepts of force and motion.	Addressed on page 132
<u>12.D.ECa</u> Describe the effects of forces in nature.	Addressed on page 63, 76, 190, 211
<u>12.D.ECb</u> Explore the effect of force on objects in and outside the early childhood environment.	Addressed on page 63, 76, 190, 211
12.E Explore concepts and information related to the Earth, including ways to take care of our planet.	Addressed on page 132, 137, 215
<u>12.E.ECa</u> Observe and describe characteristics of earth, water, and air.	Addressed on page 132, 137, 215
<u>12.E.ECb</u> Participate in discussions about simple ways to take care of the environment.	Show interest in the outside world (179); Recognize elements of the natural environment and that they may change over time Addressed on page 211
12.F Explore changes related to the weather and seasons.	Show interest in the outside world (179); Recognize elements of the natural environment and that they may change over time Addressed on page 211
<u>12.F.ECa</u> Observe and discuss changes in weather and seasons using common vocabulary.	Addressed on page 211
Goal 13	

Understand important connections and understandings in science and engineering.	
13.A Understand rules to follow when investigating and exploring.	Use simple tools to extend investigations Addressed on page 63; Purposefully explores new things or ideas (47, 193, 194)
13.A.ECa Begin to understand basic safety practices one must follow when exploring and engaging in science and engineering investigations	Understands some limits and rules (39, 42, 172)
13.B Use tools and technology to assist with science and engineering investigations.	With modeling and support explore a variety of digital tools to express ideas addressed on page 220; Use simple tools to extend investigations Addressed on page 63
13.B.ECa Use nonstandard and standard scientific tools for investigation.	With modeling and support explore a variety of digital tools to express ideas addressed on page 220; Use simple tools to extend investigations Addressed on page 63
13.B.ECb Become familiar with technological tools that can aid in scientific inquiry.	With modeling and support explore a variety of digital tools to express ideas addressed on page 220; Use simple tools to extend investigations Addressed on page 63
SOCIAL STUDIES	
Goal 14 Understand some concepts related to citizenship.	
14.A Understand what it means to be a member of a group and community.	Plays with other children (39, 41, 167, 172, 176, 180, 184, 212); Plays simple games with rules 42; Plays with peers, sharing ideas and toys (42, 180, 184); Role-plays (42, 176); Addressed on page 209
14.A.ECa Recognize the reasons for rules in the home and early childhood environment and for laws in the community.	Understands some limits and rules (39, 42, 172); Plays simple games with rules 42; Follows and makes simple rules (42); Addressed on page 209
14.A.ECb Contribute to the well-being of one's early childhood environment, school, and community.	Enjoys helping with household tasks 41
14.D Understand the role that individuals can play in a group or community.	Role-plays (42, 176); Addressed on page 125, 209
14.D.ECa Develop an awareness of what it means to be a leader.	Addressed on page 109
14.D.ECb Participate in a variety of roles in the early childhood environment.	Role-plays (42, 176); Addressed on page 125, 209; Works at tasks despite distractions and interruptions (48)
14.E Understand United States foreign policy as it relates to other nations and international issues.	Develop an awareness and appreciation of family cultural stories and traditions Addressed on page 152; Show interest in the outside world (179)
14.F Understand the development of United States' political ideas and traditions.	Develop an awareness and appreciation of family cultural stories and traditions Addressed

	on page 152; Show interest in the outside world (179)
Goal 15 Explore economic systems and human interdependence.	
15.A Explore roles in the economic system and workforce.	Knows some names of coins and bills (money) 25; Addressed on page 62, 125, 194
15.A.ECa Describe some common jobs and what is needed to perform those jobs.	Addressed on page 125, 209
15.A.ECb Discuss why people work.	Addressed on page 125
15.B Explore issues of limited resources in the early childhood environment and world.	Show interest in the outside world (179)
15.B.ECa Understand that some resources and money are limited.	
15.C Understand that scarcity necessitates choices by producers.	
15.D Explore concepts about trade as an exchange of goods or services.	Addressed on page 101, 214
15.D.ECa Begin to understand the use of trade or money to obtain goods and services.	Addressed on page 62, 101, 125, 209, 214
15.E Understand the impact of government policies and decisions on production and consumption in the economy.	
Goal 16 Develop an awareness of the self and his or her uniqueness and individuality.	
16.A Explore his or her self and personal history.	Develop an awareness and appreciation of family cultural stories and traditions Addressed on page 152
16.A.ECa Recall information about the immediate past.	Reflects on past experiences and applies information to new situations (48, 190); Retells a story in sequence (32, 156)
16.A.ECb Develop a basic awareness of self as an individual.	Shows independence (39, 41, 44); Recognizes own name in print (24, 136); Develop an awareness and appreciation of family cultural stories and traditions Addressed on page 152; Knows and says first and last names (32); Expresses feelings and emotions with words (39, 41)
16.B Understand the development of significant political events.	Show interest in the outside world (179)
16.C Understand the development of economic systems.	Addressed on page 62, 101, 125, 209, 214
16.D Understand Illinois, United States, and world social history.	Show interest in the outside world (179)
16.E Understand Illinois, United States, and world environmental history.	Show interest in the outside world (179)
Goal 17 Explore geography, the child's environment, and	

where people live, work, and play.	
17.A Explore environments and where people live.	With modeling and support explore a variety of digital tools to express ideas addressed on page 220; Purposefully explores new things or ideas (47, 193, 194); Addressed on page 209
17.A.ECa Locate objects and places in familiar environments.	Addressed on page 209
17.A.ECb Express beginning geographic thinking.	Addressed on page 132, 137, 215
17.B Analyze and explain characteristics and interactions of the Earth's physical systems.	Recognize elements of the natural environment and that they may change over time Addressed on page 211
17.C Understand relationships between geographic factors and society.	Addressed on page 137
17.D Understand the historical significance of geography.	Recognize elements of the natural environment and that they may change over time Addressed on page 211
Goal 18 Explore people and families.	
18.A Explore people, their similarities, and their differences.	Similarities and difference between people Addressed on page 152, 176, 207
18.A.ECa Recognize similarities and differences in people.	Similarities and difference between people Addressed on page 152, 176, 207
18.B Develop an awareness of self within the context of family.	Develop an awareness and appreciation of family cultural stories and traditions Addressed on page 152
18.B.ECa Understand that each of us belongs to a family and recognize that families vary	Addressed on page 176
18.C Understand how social systems form and develop over time.	
Physical Development and Health	
Goal 19 Acquire movement skills and understand concepts needed to explore the environment, support learning, and engage in health-enhancing physical activity.	
19.A Demonstrate physical competency and control of large and small muscles.	Uses small muscles in hands to color, cut, paste, and paint (16, 96, 105); Builds and stacks with several small blocks (17); Manages zippers, snaps, and buttons (17, 58); Makes marks or strokes with drawing tools (17, 91); Throws a ball overhand with greater accuracy and distance (17); Pedals and steers preschool-sized three-wheeler (17); Scoots on two-wheeled bike without pedals and/or pedals and steers a two-wheeled bike with training wheels (14, 17); Puts puzzle together (14, 17, 62, 101, 123); Uses large muscles to throw, climb, skip, hop, jump, catch, turn somersaults, and bounce (14, 17, 62,

	101, 123); Throws a ball to a target overhand and underhand (17); Catches a ball when thrown or bounced (17)
19.A.ECa Engage in active play using gross- and fine-motor skills.	Throws a ball overhand with greater accuracy and distance (17) Pedals and steers preschool-sized three-wheeler (17); Scoots on two-wheeled bike without pedals and/or pedals and steers a two-wheeled bike with training wheels (14, 17); Puts puzzle together (14, 17, 62, 101, 123); Uses large muscles to throw, climb, skip, hop, jump, catch, turn somersaults, and bounce (14, 17, 62, 101, 123); Throws a ball to a target overhand and underhand (17); Catches a ball when thrown or bounced (17);
19.A.ECb Move with balance and control in a range of physical activities.	Balances well (17); Scoots on two-wheeled bike without pedals and/or pedals and steers a two-wheeled bike with training wheels (14, 17); Uses large muscles to throw, climb, skip, hop, jump, catch, turn somersaults, and bounce (14, 17, 62, 101, 123); Jumps over objects 8 to 10 inches high without falling (17, 92); Balances or hops on one foot (14, 17, 96, 109, 216)
19.A.ECc Use strength and control to accomplish tasks.	Jumps into air with both feet (17, 216); Runs consistently without falling (14, 17, 109, 215); Walks up and down stairs alternating feet (17); Runs with ease and stops quickly (14, 17, 109, 215); Throws a ball overhand with greater accuracy and distance (17); Pedals and steers preschool-sized three-wheeler (17); Scoots on two-wheeled bike without pedals and/or pedals and steers a two-wheeled bike with training wheels (14, 17); Uses large muscles to throw, climb, skip, hop, jump, catch, turn somersaults, and bounce (14, 17, 62, 101, 123); Throws a ball to a target overhand and underhand (17); Catches a ball when thrown or bounced (17); Balances well (17)
19.A.ECd Use eye-hand coordination to perform tasks.	Builds and stacks with several small blocks (17); Manages zippers, snaps, and buttons (17, 58); Makes marks or strokes with drawing tools (17, 91); Puts puzzle together (14, 17, 62, 101, 123); Puts interlocking puzzles together (24, 101)
19.A.ECe Use writing and drawing tools with some control.	Makes marks or strokes with drawing tools (17, 91); Uses small muscles in hands to color, cut, paste, and paint (16, 96, 105)
19.B Demonstrate awareness and coordination of body movements.	Jumps into air with both feet (17, 216); Runs consistently without falling (14, 17, 109, 215); Walks up and down stairs alternating feet (17); Runs with ease and stops quickly (14, 17, 109,

	215); Throws a ball overhand with greater accuracy and distance (17); Pedals and steers preschool-sized three-wheeler (17); Scoots on two-wheeled bike without pedals and/or pedals and steers a two-wheeled bike with training wheels (14, 17); Uses large muscles to throw, climb, skip, hop, jump, catch, turn somersaults, and bounce (14, 17, 62, 101, 123); Throws a ball to a target overhand and underhand (17); Catches a ball when thrown or bounced (17); Balances well (17)
19.B.ECa Coordinate movements to perform complex tasks.	Learns to tie shoes (17); Throws a ball to a target overhand and underhand (17); Catches a ball when thrown or bounced (17); Puts puzzle together (14, 17, 62, 101, 123); Uses large muscles to throw, climb, skip, hop, jump, catch, turn somersaults, and bounce (14, 17, 62, 101, 123); Walks up and down stairs alternating feet (17); Dresses with little assistance (17); Builds and stacks with several small blocks (17); Manages zippers, snaps, and buttons (17, 58); Makes marks or strokes with drawing tools (17, 91)
19.B.ECb Demonstrate body awareness when moving in different spaces.	Uses large muscles to throw, climb, skip, hop, jump, catch, turn somersaults, and bounce (14, 17, 62, 101, 123); Walks up and down stairs alternating feet (17); Runs consistently without falling (14, 17, 109, 215)
19.B.ECc Combine large motor movements with and without the use of equipment.	Uses large muscles to throw, climb, skip, hop, jump, catch, turn somersaults, and bounce (14, 17, 62, 101, 123); Walks up and down stairs alternating feet (17); Runs consistently without falling (14, 17, 109, 215)
19.C Demonstrate knowledge of rules and safety during activity.	Understands some limits and rules (39, 42, 172); Plays simple games with rules 42; Follows and makes simple rules (42)
19.C.ECa Follow simple safety rules while participating in activities.	Understands some limits and rules (39, 42, 172); Plays simple games with rules 42; Follows and makes simple rules (42)
Goal 20 Develop habits for lifelong fitness.	
20.A Achieve and maintain a health-enhancing level of physical fitness.	Jumps into air with both feet (17, 216); Runs consistently without falling (14, 17, 109, 215); Walks up and down stairs alternating feet (17); Runs with ease and stops quickly (14, 17, 109, 215); Throws a ball overhand with greater accuracy and distance (17); Pedals and steers preschool-sized three-wheeler (17); Scoots on two-wheeled bike without pedals and/or pedals

	and steers a two-wheeled bike with training wheels (14, 17); Uses large muscles to throw, climb, skip, hop, jump, catch, turn somersaults, and bounce (14, 17, 62, 101, 123); Throws a ball to a target overhand and underhand (17); Catches a ball when thrown or bounced (17); Balances well (17)
20.A.ECa Participate in activities to enhance physical fitness.	Jumps into air with both feet (17, 216); Runs consistently without falling (14, 17, 109, 215); Walks up and down stairs alternating feet (17); Runs with ease and stops quickly (14, 17, 109, 215); Throws a ball overhand with greater accuracy and distance (17); Pedals and steers preschool-sized three-wheeler (17); Scoots on two-wheeled bike without pedals and/or pedals and steers a two-wheeled bike with training wheels (14, 17); Uses large muscles to throw, climb, skip, hop, jump, catch, turn somersaults, and bounce (14, 17, 62, 101, 123); Throws a ball to a target overhand and underhand (17); Catches a ball when thrown or bounced (17); Balances well (17)
20.A.ECb Exhibit increased levels of physical activity.	Jumps into air with both feet (17, 216); Runs consistently without falling (14, 17, 109, 215); Walks up and down stairs alternating feet (17); Runs with ease and stops quickly (14, 17, 109, 215); Throws a ball overhand with greater accuracy and distance (17); Pedals and steers preschool-sized three-wheeler (17); Scoots on two-wheeled bike without pedals and/or pedals and steers a two-wheeled bike with training wheels (14, 17); Uses large muscles to throw, climb, skip, hop, jump, catch, turn somersaults, and bounce (14, 17, 62, 101, 123); Throws a ball to a target overhand and underhand (17); Catches a ball when thrown or bounced (17); Balances well (17)
20.B Assess individual fitness levels.	Basic understanding that physical activity helps the body grow and be healthy Addressed on pages 11 and 14
20.C Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan.	Basic understanding that physical activity helps the body grow and be healthy Addressed on pages 11 and 14; Distinguish nutritious foods from non-nutritious foods Addressed on page 115
Goal 21 Develop team-building skills by working with others through physical activity.	
21.A Demonstrate individual responsibility	Engages in group play (42); Plays simple games

during group physical activities.	with rules 42; Follows and makes simple rules (42)
21.A.ECa Follow rules and procedures when participating in group physical activities.	Understands some limits and rules (39, 42, 172); Plays simple games with rules 42; Follows and makes simple rules (42)
21.A.ECb Follow directions, with occasional adult reminders, during group activities.	Understands some limits and rules (39, 42, 172); Plays simple games with rules 42; Follows and makes simple rules (42)
21.B Demonstrate cooperative skills during structured group physical activity.	Takes turns (41, 172); Shares (41, 172); Engages in group play (42); Plays simple games with rules 42
21.B.ECa Demonstrate ability to cooperate with others during group physical activities.	Takes turns (41, 172); Shares (41, 172); Engages in group play (42); Plays simple games with rules 42
Goal 22 Understand principles of health promotion and the prevention and treatment of illness and injury.	
22.A Explain the basic principles of health promotion, illness prevention, treatment, and safety.	Addressed on page 69, 199; Basic understanding that physical activity helps the body grow and be healthy Addressed on pages 11 and 14; Distinguish nutritious foods from non-nutritious foods Addressed on page 115
22.A.ECa Identify simple practices that promote healthy living and prevent illness.	Addressed on page 69, 199, 206
22.A.ECb Demonstrate personal care and hygiene skills, with adult reminders.	Addressed on page 69, 199; Basic understanding that physical activity helps the body grow and be healthy Addressed on pages 11 and 14; Distinguish nutritious foods from non-nutritious foods Addressed on page 115
22.A.ECc Identify and follow basic safety rules.	Understands some limits and rules (39, 42, 172); Follows and makes simple rules (42)
22.B Describe and explain the factors that influence health among individuals, groups, and communities.	Addressed on page 69, 199; Basic understanding that physical activity helps the body grow and be healthy Addressed on pages 11 and 14; Distinguish nutritious foods from non-nutritious foods Addressed on page 115
22.C Explain how the environment can affect health.	Distinguish nutritious foods from non-nutritious foods Addressed on page 115
Goal 23 Understand human body systems and factors that influence growth and development.	
23.A Describe and explain the structure and functions of the human body systems and how they interrelate.	Identifies and names body parts (24)
23.A.ECa Identify body parts and their functions.	Identifies and names body parts (24)
23.B Identify ways to keep the body healthy.	Basic understanding that physical activity helps the body grow and be healthy Addressed on pages 11 and 14; Distinguish nutritious foods

	from non-nutritious foods Addressed on page 115
<u>23.B.ECa</u> Identify examples of healthy habits.	Addressed on page 69, 199; Basic understanding that physical activity helps the body grow and be healthy Addressed on pages 11 and 14; Distinguish nutritious foods from non-nutritious foods Addressed on page 115
<u>23.B.ECb</u> Identify healthy and nonhealthy foods and explain the effect of these foods on the body.	Distinguish nutritious foods from non-nutritious foods Addressed on page 115
23.C Describe factors that affect growth and development.	Basic understanding that physical activity helps the body grow and be healthy; Distinguish nutritious foods from non-nutritious foods Addressed on page 115
Goal 24 Promote and enhance health and well-being through the use of effective communication and decision-making skills.	
24.A Demonstrate procedures for communicating in positive ways, resolving differences, and preventing conflict.	Uses reason to solve problems (19, 24, 63); Understands others' perspectives (41, 176) Shows increasing patience (42); Makes friends (42, 176)
24.B Apply decision-making skills related to the protection and promotion of individual health.	Uses reason to solve problems (19, 24, 63)
24.C Demonstrate skills essential to enhancing health and avoiding dangerous situations.	Addressed on page 69, 199; Basic understanding that physical activity helps the body grow and be healthy Addressed on pages 11 and 14; Distinguish nutritious foods from non-nutritious foods Addressed on page 115; Understands some limits and rules (39, 42, 172); Plays simple games with rules 42; Follows and makes simple rules (42)
<u>24.C.ECa</u> Participate in activities to learn to avoid dangerous situations.	Emergency evacuations (228); Transportation of children (219)
THE ARTS	
Goal 25 Gain exposure to and explore the arts.	
25.A Investigate, begin to appreciate, and participate in the arts.	Participate in art Addressed on page 69, 70, 86 ; Look at the art of other children 75; Makes marks or strokes with drawing tools (17, 91); Draws basic shapes and expressive art (25); Use drawings or other visuals to add details to verbal descriptions Addressed on page 207
<u>25.A.ECa</u> Movement and Dance: Build awareness of, explore, and participate in dance and creative movement activities.	Learning through music and movement (61, 66, 68, 109)
<u>25.A.ECb</u> Drama: Begin to appreciate and participate in dramatic activities.	Role-plays (42, 176); Uses real objects as props during pretend play 24; Engages in pretend play (42, 176); Engages in fantasy play, making up plots (24); Understanding of the difference

	between reality and fantasy Addressed on page 39
<u>25.A.ECc</u> Music: Begin to appreciate and participate in music activities.	Learning through music and movement (61, 66, 68, 109); Explores music from different cultures 152; Explores musical instruments 185
<u>25.A.ECd</u> Visual Arts: Investigate and participate in activities using visual arts materials.	Participate in art Addressed on page 69, 70, 86; Art night with families 73; Respond to the art of other children 75; Makes marks or strokes with drawing tools (17, 91); Draws basic shapes and expressive art (25); Use drawings or other visuals to add details to verbal descriptions Addressed on page 207; Uses small muscles in hands to color, cut, paste, and paint (16, 96, 105)
25.B Display an awareness of some distinct characteristics of the arts.	Respond to the art of other children 75; Makes marks or strokes with drawing tools (17, 91); Draws basic shapes and expressive art (25);
<u>25.B.ECa</u> Describe or respond to their creative work or the creative work of others.	Respond to the art of other children 75
Goal 26 Understand that the arts can be used to communicate ideas and emotions.	
26.A Understand processes, traditional tools, and modern technologies used in the arts.	Makes marks or strokes with drawing tools (17, 91)
26.B Understand ways to express meaning through the arts.	Draws basic shapes and expressive art (25); Use drawings or other visuals to add details to verbal descriptions Addressed on page 207
<u>26.B.ECa</u> Use creative arts as an avenue for self-expression.	Use drawings or other visuals to add details to verbal descriptions Addressed on page 207
Goal 27 Understand the role of the arts in civilizations, past and present.	
27.A Analyze how the arts function in history, society, and everyday life.	
27.B Understand how the arts shape and reflect history, society, and everyday life.	
English Language Learner Home Language Development	
Goal 28 Use the home language to communicate within and beyond the classroom.	
28.A Use the home language at age-appropriate levels for a variety of social and academic purposes.	Addressed on page 209
<u>28.A.ECa</u> May demonstrate progress and mastery of benchmarks through home language.	Addressed on page 209
<u>28.A.ECb</u> Use home language in family, community, and early childhood settings.	Addressed on page 209
<u>28.A.ECc</u> Develop an awareness of the different contextual and cultural features in the early	Develop an awareness and appreciation of family cultural stories and traditions Addressed

childhood and community settings the child participates in.	on page 152
Goal 29 Use the home language to make connections and reinforce knowledge and skills across academic and social areas.	
29.A Use the home language to attain benchmarks across all the learning areas and to build upon and develop transferable language and literacy skills.	
29.A.ECa Use home cultural and linguistic knowledge to express current understandings and construct new concepts.	Addressed on page 209
29.A.ECb With adult support, begin to bridge home language and English to demonstrate progress in meeting IELDS.	Likes to learn new words (32, 143, 155); Interest in and use words that are new or unfamiliar in conversations and play Addressed on page 66;
29.A.ECc Exhibit foundational literacy skills in home language to foster transfer to English.	Develop an awareness and appreciation of family cultural stories and traditions Addressed on page 152; Interest in and use words that are new or unfamiliar in conversations and play Addressed on page 66; Understand when words are used in unconventional ways Addressed on page 66
SOCIAL/EMOTIONAL DEVELOPMENT	
Goal 30 Develop self-management skills to achieve school and life success and develop positive relationships with others.	
30.A Identify and manage one's emotions and behavior.	Shows strong emotions 42; Shows increasing patience (42); Expresses feelings and emotions with words (39, 41); Is sensitive to the feelings of others (42); Shows increasing responsibility (42)
30.A.ECa Recognize and label basic emotions.	Expresses feelings and emotions with words (39, 41);
30.A.ECb Use appropriate communication skills when expressing needs, wants, and feelings.	Expresses feelings and emotions with words (39, 41);
30.A.ECc Express feelings that are appropriate to the situation.	Shows strong emotions 42; Shows increasing patience (42); Expresses feelings and emotions with words (39, 41); Is sensitive to the feelings of others (42)
30.A.ECd Begin to understand and follow rules.	Knows book and print rules (32, 161); Understands some limits and rules (39, 42, 172); Plays simple games with rules 42; Follows and makes simple rules (42)
30.A.ECe Use materials with purpose, safety, and respect.	Uses scissors (14, 16, 62, 63, 101); Uses small muscles in hands to color, cut, paste, and paint (16, 96, 105); Use small muscles in hands to

	paste and color 105; With modeling and support explore a variety of digital tools to express ideas addressed on page 220; Use simple tools to extend investigations Addressed on page 63; Understands some limits and rules (39, 42, 172); Follows and makes simple rules (42)con
<u>30.A.ECf</u> Begin to understand the consequences of his or her behavior.	Natural Consequences 201
30.B Recognize own uniqueness and personal qualities.	Expresses feelings and emotions with words (39, 41); Likes to be silly and make others laugh (42, 167); Shows increasing responsibility (42); Has an increasing attention span (42, 180, 185); Shows increasing patience (42); Makes friends (42, 176); Engages in group play (42); Role-plays (42, 176); Plays simple games with rules 42; Follows and makes simple rules (42); Shows strong emotions 42; Plays with peers, sharing ideas and toys (42, 180, 184); Is self-directed (42); Is sensitive to the feelings of others (42); Purposefully explores new things or ideas (47, 193, 194)
<u>30.B.ECa</u> Describe self using several basic characteristics.	Expresses feelings and emotions with words (39, 41); Has and expanding vocabulary up to 6,000 words 33; Uses language to say what he feels, wants, and needs(33); Knows and says first and last names (32); Develop an awareness and appreciation of family cultural stories and traditions Addressed on page 152
30.C Demonstrate skills related to successful personal and school outcomes.	Works at tasks despite distractions and interruptions (48); With modeling and support explore a variety of digital tools to express ideas addressed on page 220; Enjoy books and get a sense of how books work (161); Knows book and print rules (32, 161); Writes own name (25, 91) addressed on page 136; Engages in group play (42); Asks questions and seeks answers (32, 151, 156); Answers questions about familiar stories (32, 151); Knows half or more letter names (24, 120)
<u>30.C.ECa</u> Exhibit eagerness and curiosity as a learner.	Purposefully explores new things or ideas (47, 193, 194); Approaches situations with increasing flexibility (47);
<u>30.C.ECb</u> Demonstrate persistence and creativity in seeking solutions to problems.	Invents new purposes for objects (47, 190); Purposefully explores new things or ideas (47, 193, 194); Works at tasks despite distractions and interruptions (48)
<u>30.C.ECc</u> Show some initiative, self-direction, and independence in actions.	Approaches situations with increasing flexibility (47); Use simple tools to extend investigations

	Addressed on page 63; Invents new purposes for objects (47, 190); Makes simple choices (between two objects or ideas) (42)
<u>30.C.ECd</u> Demonstrate engagement and sustained attention in activities.	Has an increasing attention span (42, 180, 185); Engages in fantasy play, making up plots (24); Engages in pretend play (42, 176); Engages in group play (42); Works at tasks despite distractions and interruptions (48)
Goal 31 Use social-awareness and interpersonal skills to establish and maintain positive relationships.	
31.A Develop positive relationships with peers and adults.	Engages in group play (42); Develop friendships 176; Makes friends (42, 176); Converses easily with adults (33); Plays with other children (39, 41, 167, 172, 176, 180, 184, 212); Understands others' perspectives (41, 176); Likes to be silly and make others laugh (42, 167); Is sensitive to the feelings of others (42)
<u>31.A.ECa</u> Show empathy, sympathy, and caring for others.	Is sensitive to the feelings of others (42)
<u>31.A.ECb</u> Recognize the feelings and perspectives of others.	Understands others' perspectives (41, 176)
<u>31.A.ECc</u> Interact easily with familiar adults.	Converses easily with adults (33); Understands others' perspectives (41, 176); Likes to be silly and make others laugh (42, 167); Is sensitive to the feelings of others (42); Asks questions and seeks answers (32, 151, 156)
<u>31.A.ECd</u> Demonstrate attachment to familiar adults.	Attachment to familiar caregiver 35
<u>31.A.ECe</u> Develop positive relationships with peers.	Engages in group play (42); Develop friendships 176; Makes friends (42, 176);
31.B Use communication and social skills to interact effectively with others.	Shares (41, 172); Uses language to control and give directions (32); Uses language to say what he feels, wants, and needs (33)
<u>31.B.ECa</u> Interact verbally and nonverbally with other children.	Shares (41, 172); Takes turns (41, 172); Increased cooperation (64, 218); Uses language to control and give directions (32); Uses language to say what he feels, wants, and needs (33)
<u>31.B.ECb</u> Engage in cooperative group play.	Engages in group play (42);
<u>31.B.ECc</u> Use socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.	Takes turns (41, 172); Increased cooperation (64, 218);
31.C Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	Understands others' perspectives (41, 176); Shares (41, 172); Takes turns (41, 172); Increased cooperation (64, 218); Shows increasing patience (42)
<u>31.C.ECa</u> Begin to share materials and experiences and take turns.	Shares (41, 172); Takes turns (41, 172); Increased cooperation (64, 218);

31.C.ECb Solve simple conflicts with peers with independence, using gestures or words.	Find ways resolve conflicts 50; Uses reason to solve problems(19, 24, 63)
31.C.ECc Seek adult help when needed to resolve conflict.	Find ways resolve conflicts 50
Goal 32 Demonstrate decision-making skills and behaviors in personal, school, and community contexts.	
32.A Begin to consider ethical, safety, and societal factors in making decisions.	Uses reason to solve problems (19, 24, 63); Understands some limits and rules (39, 42, 172); Emergency evacuations (228); Transportation of children (219)
32.A.ECa Participate in discussions about why rules exist.	Understands some limits and rules (39, 42, 172); Emergency evacuations (228); Transportation of children (219)
32.A.ECb Follow rules and make good choices about behavior.	Understands some limits and rules (39, 42, 172); Plays simple games with rules 42; Follows and makes simple rules (42)
32.B Apply decision-making skills to deal responsibly with daily academic and social situations.	Makes simple choices (between two objects or ideas) (42); Uses reason to solve problems (19, 24, 63)
32.B.ECa Participate in discussions about finding alternative solutions to problems.	Uses reason to solve problems (19, 24, 63)
32.C Contribute to the well-being of one's school and community	Shows increasing responsibility (42); Enjoys helping with household tasks 41