

Minnesota Early Childhood Indicators of Progress	
<b>Social-Emotional Development</b>	
<b>Birth - Three Years</b>	
<b>Trust and Emotional Security</b>	
Engages in behaviors that build relationships with familiar adults	React to human voice (157); Infant social-emotional development (36-40, 53); Toddler social-emotional development (38); Smiles at the sound of familiar voices (40, 181); Responds to smiles with smiling (40, 134, 165, 169, 173, 178, 182)
Shows preference for familiar adults; Looks for "home base" or significant adults during difficult situations for comfort and approval (41, 191); Participates in new and unfamiliar activities with the help of trusted adults (47, 191)	React to human voice (140,157); Coo in response to adult speech (157); shows attachment to familiar adults (41)
Responds to unfamiliar adults cautiously	Stranger anxiety (37, 38, 41); looks for "home base" or significant adult during difficult situations for comfort and approval (41, 191); shows increasing ability to cope with stress (41)
Seeks to find comfort in new situations	Feels anxiety on separation from familiar adults (separation anxiety) (37, 40); looks for "home base" or significant adult during difficult situations for comfort and approval (41, 191); Participates in new and unfamiliar activities with the help of trusted adults (47, 191)
Shows emotional connection and attachment to others	Learns that crying will bring attention from caregiver (22); Coos (28, 40, 122, 145, 157); Makes eye contact (40); Smiles at strangers (40); Babbles and laughs to get adult attention (40, 149, 150, 181); Responds to smiles with smiling (40, 164, 177); looks for "home base" of significant adult during difficult situations for comfort and approval (41, 191); Participates in new and unfamiliar activities with the help of trusted adults (47, 191); Follows 1
<b>Self-Awareness</b>	

Expresses feelings and emotions through facial expressions, sounds, or gestures	Cries when hungry, tired, overstimulated (19, 28, 31); Gestures or points to communicate (31, 146, 150, 153, 159); Makes demanding cries (40); Coos (28, 40, 122, 145, 157); Cries to demand attention (37, 40); Smiles at the sound of familiar voices (40, 181); Smiles at strangers (40); Babbles and laughs to get adult attention (40, 149, 150, 181); Responds to smiles with smiling (40, 177); Expresses emotions (happiness, sadness, anger, and surprise) through gestures, sounds, facial expressions (40, 165); Uses gestures and actions intentionally (31, 150, 159); Can distinguish voice tones and emotions (40, 182); Gestures or points to communicate (40); Identifies and talks about personal feelings (41, 151, 184); Begins to express feelings with words (31, 151)
Develops awareness of self as separate from others	Discovers hands and feet are extensions of self (23, 92, 94, 97, 100, 116, 122, 165); Responds to own reflection in mirror (23, 114, 122, 177), Responds to own name (31)
Shows confidence in increasing abilities	Demonstrates confidence (104); shows pride in accomplishments, especially physical (38, 41, 171); shows increasing ability to control own behavior (35, 41); shows interest in helping (41)
<b>Self-Regulation</b>	
Begins to manage own behavior and show self-regulation	Shows increasing ability to cope with stress (41); Shows increasing ability to control own behavior (35, 41); Identifies and talks about personal feelings (41, 151, 184); Shows interest in helping (41); Knows some rules but cannot follow them consistently (41); Shows respect for other people and possessions occasionally (41, 167, 179); shares toys or possessions (40); Understands the meaning of "no" but often resists directions and must be physically removed (40)
Shows ability to cope with stress	Expresses emotions (happiness, sadness, anger, and surprise) through gestures, sounds or facial expressions (40, 165); shows increasing ability to cope with stress (41)
Shows increasing independence	Demonstrates confidence (104); shows pride in accomplishments, especially physical (38, 41, 171); shows increasing ability to control own behavior (35, 41); shows interest in helping (41)

Understands simple routines, rules or limitations	Shares toys or possessions (40); Understands the meaning of "no" but often resists directions and must be physically removed (40); Knows some rules but cannot follow them consistently (41); shows respect for other people and possessions occasionally (41, 167, 179)
<b>Relationships with Other Children</b>	
Shows interest in and awareness of other children	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)
Responds to and interacts with other children	Shares toys or possessions (40); Imitates older siblings or peers (40, 170); Plays next to other children, sharing occasionally (41, 91, 167); Shows respect for other people and possessions occasionally (41, 167, 179)
Begins to recognize and respond to other children's feelings and emotions	Smiles at the sound of familiar voices (40, 181); Responds to smiles with smiling (40, 164, 177); Can distinguish voice tones and emotions (40, 182); Imitates older siblings or peers (40, 170)
Begins to show concern for others	Can distinguish voice tones and emotions (40, 182); Identifies and talks about others' feelings (41, 183); Shows respect for other people and possessions occasionally (41, 167, 179)
Learns social skills and eventually uses words for expressing feelings, needs, and wants	Plays next to other children, sharing occasionally (41, 91, 167); Knows some rules but cannot follow them consistently (41); Shows respect for other people and possessions occasionally (41, 167, 179)
Uses imitation or pretend play to learn new roles and relationships	Imitates older siblings or peers (40, 170)
<b>Social and Emotional Development</b>	
<b>Three - Five</b>	
<b>Emotional Development</b>	
Demonstrate increasing competency in recognizing and describing own emotions	Understands others' perspectives (41, 176); Expresses feelings and emotions with words (39, 41); Is sensitive to the feelings of others (42)
Demonstrate increasing use of words instead of actions to express emotions	Expresses feelings and emotions with words (39, 41)
Begin to understand and respond to others' emotions	Understands others' perspectives (41, 176); Is sensitive to the feelings of others (42); Likes to be silly and make others laugh (42, 167)
Begin to show self-regulation to handle emotions appropriately	Expresses feelings and emotions with words (39, 41); Shows increasing responsibility (42), Has an increasing attention span (42, 180, 185); Shows increasing patience (42)

Explore a wide range of emotions in different ways (e.g., through play, art, music, dance)	Engages in pretend play (42, 176); role plays (42, 176); Shares (41, 172); Plays with peers, sharing ideas and toys (42, 180); Likes to be silly and make others laugh (42, 167); Engages in group play (42); Develops elaborate play themes (24, 125)
Respond to praise, limits, and corrections	Understands some limits and rules (42, 172); Follows more complex directions from adults (128); Takes turns (41, 172); Shares (41, 172)
<b>Self-Concept</b>	
Begin to experiment with own potential and show confidence in own abilities	Shows independence (39, 41, 44); Plays alone (39, 41); Makes simple choices (between two objects or two ideas) (42); Shows increasing responsibility (42) Is self-directed (42)
Demonstrate increasing self-direction and independence	Shows independence (39, 41, 44); Plays alone (39, 41); Makes simple choices (between two objects or two ideas) (42); Shows increasing responsibility (42) Is self-directed (42); Shows increasing patience (42)
Develop an awareness of self as having certain abilities, characteristics, and preferences	Understands others' perspectives (41, 176); Engages in pretend play (42, 176); Role plays (42, 176)
Begin to develop awareness, knowledge, and acceptance of own gender and cultural identity	Understands others' perspectives (41, 176); Engages in pretend play (42, 176); Role plays (42, 176)
<b>Social Competence and Relationships</b>	
Interact easily with one or more children	Plays with other children (39, 41, 167, 176 172, 180, 184, 212); Understands others' perspectives (41, 176); Takes turns (41, 172); Shares (41, 172); Likes to be silly and make others laugh (42, 167); Understands some limits and rules (42, 172); Makes friends (42, 176); Engages in group play (42); Plays with peers, sharing ideas and toys (42, 180, 184)
Interact easily with familiar adults	Answers questions (32); Likes to be silly and make others laugh (42, 167); Seeks attention and approval (42); Understands some limits and rules (42, 172); Follows more complex directions from adults (128)
Approach others with expectations of positive interactions	Plays with other children (39, 41, 167, 176 172, 180, 184, 212); Understands others' perspectives (41, 176); Takes turns (41, 172); Shares (41, 172); Likes to be silly and make others laugh (42, 167); Understands some limits and rules (42, 172); Makes friends (42, 176); Engages in group play (42); Plays with peers, sharing ideas and toys (42, 180, 184)

Begin to participate successfully as a member of a group	Engages in group play (42); Makes friends (42, 176); Shares (41, 172); Plays with peers, sharing ideas and toys (42, 180, 184); Understands others perspective (41, 176); Plays with other children (39, 41, 167, 172, 176, 180, 184, 212); Takes turns (41, 172)
Use play to explore, practice, and understand social roles and relationships	Shares (41, 172) Takes turns (41, 172); Role plays (42, 176); Understands others' perspectives (41, 176); Plays with peers, sharing ideas and toys (42, 180, 184); Understands some limited rules (42, 176)
Begin to understand others' rights and privileges	Understands others' perspectives (41, 176); Shows increasing patience (42); Takes turns (41, 172); Shares (41, 172); Plays with peers, sharing ideas and toys (180, 184)
Sustain interaction by cooperating, helping, sharing, and expressing interest	Plays with other children (39, 41, 167, 176 172, 180, 184, 212); Takes turns (41, 172); Shares (41, 172); Likes to be silly and make others laugh (42, 167); Makes friends (42, 176); Engages in group play (42); Plays with peers, sharing ideas and toys (42, 180, 184); Develops elaborate play themes (24, 125); Role plays (42, 176); Increased cooperation (63, 218)
Seek adult help when needed for emotional support, physical assistance, social interaction, and approval	Understands others' perspectives (41, 176); Takes turns (41, 172); Shares (41, 172); Expresses feelings and emotions with words (39, 41); Plays with peers, sharing ideas and toys (42, 180, 184)
Use words and other constructive strategies to resolve conflicts	Expresses feelings and emotions with words (39, 41); Increased cooperation (63, 218); Plays with peers, sharing ideas and toys (42, 180, 184)
<b>Approaches to Learning</b>	
<b>Three - Five</b>	
<b>Curiosity</b>	
Show eagerness and a sense of wonder as a learner	Purposefully explores new things or ideas (47, 193, 194); Approaches situations with increasing flexibility (47); Invents new purposes for objects (47, 190); Creates stories, imagining and describing things or situations that do not exist (48, 196)
Show interest in discovering and learning new things	Purposefully explores new things or ideas (47, 193, 194); Approaches situations with increasing flexibility (47); Invents new purposes for objects (47, 190); Creates stories, imagining and describing things or situations that do not exist (48, 196)
<b>Risk Taking</b>	
Choose new as well as a variety of familiar activities	Invents new purposes for objects (47, 190); Reflects on past experiences and applies information to new situations (48, 190)

Use a variety of strategies to solve problems	Recalls past experiences (24, 29, 135); Reflects on past experiences and applies information to new situations (48, 190); Invents new purposes for objects (47, 190); Offers ideas and suggestions (48, 196)
<b>Imagination and Invention</b>	
Approach tasks and experiences with flexibility, imagination, and inventiveness	Purposefully explores new things or ideas (47, 193, 194); Invents new purposes for objects (47, 190); Creates stories, imagining and describing things or situations that do not exist (48, 196); Develops elaborate play themes (24, 125)
Use new ways or novel strategies to solve problems or explore objects	Invents new purposes for objects (47, 190); Offers ideas and suggestions (48, 196); Reflects on past experiences and applies information to new situations (48, 190); Has increasing memory (24, 129, 217)
Try out various pretend roles in play or with make-believe objects	Invents new purposes for objects (47, 190); Role plays (42, 176)
<b>Persistence</b>	
Work at a task despite distractions or interruptions	Works at tasks despite distractions and interruptions (48); Has an increasing attention span (42, 180, 185)
Seek and/or accept help or information when needed	Seeks and accepts help and information (48, 188)
Demonstrate ability to complete a task or stay engaged in an experience	Works at tasks despite distractions and interruptions (48); Has an increasing attention span (42, 180, 185)
<b>Reflection and Interpretation</b>	
Think about event and experiences and apply this knowledge to new situations	Recalls past experiences (24, 29, 135); Reflects on past experiences and applies information to new situations (48, 190); Invents new purposes for objects (47, 190); Offers ideas and suggestions (48, 196)
Generate ideas, suggestions, and/or make predictions	Points, gestures, or asks "what's that" when curious about something (47); Offers ideas and suggestions (48, 196); Reflects on past experiences and applies information to new situations (48, 190)
<b>Language Development and Communication</b>	
<b>Birth - Three Years</b>	
<b>Listening and Understanding</b>	
Shows interest in listening to sounds	Reacts to human voice and human heartbeat (28, 31, 112, 140, 157); Coos in response to adults' speech (28, 31, 145, 157); Responds to own name (31, 149, 153)
Listens with interest to language of others	Reacts to human voice and human heartbeat (28, 31, 112, 140, 157); Coos in response to adults' speech (28, 31, 145, 157); Responds to own name (31, 149, 153)

Responds to verbal communication of others	Coos in response to adults' speech (28, 31, 145, 157); Babbles consonant sounds, such as "da-da-da" (31, 149); Babbles sounds, such as "goo" and "gaa" (31, 150); Responds to own name (31, 149, 153); Responds to "no no" (23); Follows simple commands from adults and older children (23, 114,134)
Response to nonverbal communication of others	Gestures or points to communicate (31, 146, 153); Uses gestures and actions intentionally (31, 149,153)
Begins to understand gestures, words, questions, or routines.	Gestures or points to communicate (31, 146, 153); Uses gestures and actions intentionally (31, 149,153)
<b>Communicating and Speaking</b>	
Uses sounds, gestures, or actions to express needs and wants	Cries when hungry, tired, overstimulated (28, 31); Makes squealing and gurgling sounds (31, 140, 149, 152); Babbles consonant sounds, such as "da-da-da" (31, 149); Babbles sounds, such as "goo" and "gaa" (31, 150); Experiments with vocalizations (31); Uses intonations in sounds (31)

Uses consistent sounds, gestures or words to communicate	Cries when hungry, tired, overstimulated (28, 31); Makes squealing and gurgling sounds (31, 140, 149, 152); Babbles consonant sounds, such as "da-da-da" (31, 149); Babbles sounds, such as "goo" and "gaa" (31, 150); Experiments with vocalizations (31); Uses intonations in sounds (31)
Imitates sounds, gestures, or words	Coos in response to adults' speech (28, 31, 145, 157); Babbles consonant sounds, such as "da-da-da" (31, 149); Babbles sounds, such as "goo" and "gaa" (31, 150); Responds to own name (31, 149, 153); Responds to "no no" (23); Follows simple commands from adults and older children (23, 114, 134)
Uses sounds, signs or words for a variety of purposes	Understands most things said by others (32, 155, 159); Responds to things said by others (32); Experiments with vocalizations (31); Expresses feelings with words (31, 151); Names objects or people of interest (32, 142)



Shows reciprocity in using language in simple conversations	Coos in response to adults' speech (28, 31, 145, 157); Babbles consonant sounds, such as "da-da-da" (31, 149); Babbles sounds, such as "goo" and "gaa" (31, 150); Responds to "no no" (23); Responds to things said by others (32); Uses understandable speech (32, 159)
<b>Emergent Literacy</b>	
Shows interest in songs, rhymes and stories	Listens to songs, stories, or rhymes with interest (31, 141, 157, 158); Talks about pictures in books (23); Pretends to read (23, 124); Sings parts of simple songs (23); Repeats simple nursery chants and rhymes (23, 118)
Shows interest in photos, pictures and drawings	Talks about pictures in books (23); scribbles with crayon (15, 107)
Demonstrates interest and involvement with books and other print materials	Listens to songs, stories, or rhymes with interest (31, 141, 157, 158); Talks about pictures in books (23); Pretends to read (23, 124); Sings parts of simple songs (23); Repeats simple nursery chants and rhymes (23, 118)
Begins to recognize and understand symbols	Addressed on page 208
<b>Language and Literacy Development</b>	
<b>Three - Five</b>	
<b>Listening</b>	
Understand non-verbal and verbal cues	
Listen with understand to stories, directions, and conversations	Listens for details (32, 160); Enjoys books and has a sense of how books work (161); Answers questions about familiar stories (32, 151); Speaks when spoken to (30, 32); Understands some limits and rules (42, 172)
Follow directions that involve a two or three-step sequence of actions	Puts things in order or sequence (24, 115); Retells a story in sequence (32, 156); Follows 2-3 step directions (32, 148)
Listen to and recognize different sounds in rhymes and familiar words	Sings songs, finger plays, and rhymes with increasing accuracy (32, 148); Recognizes rhyming sounds in words (25); Recognizes alliterative sounds in words (25)
<b>Speaking</b>	
Communicate needs, wants, or thoughts through non-verbal gestures, action, expressions, and/or words	Expresses feeling and emotions with words (39, 41); Has a vocabulary of 2,000 to 6,000 words (25, 152, 155); Asks questions and seeks answers (32, 151, 156); Uses language to say what he/she feels, wants, and needs (33)
Communicate information using home language and/or English	Expresses feeling and emotions with words (39, 41); Has a vocabulary of 2,000 to 6,000 words (25, 152, 155); Asks questions and seeks answers (32, 151, 156); Uses language to say what he/she feels, wants, and needs (33); Home language (152)

Speak clearly enough to be understood in home language and/or English	Expresses feeling and emotions with words (39, 41); Has a vocabulary of 2,000 to 6,000 words (25, 152, 155); Asks questions and seeks answers (32, 151, 156); Uses language to say what he/she feels, wants, and needs (33); Home language (152)
Use language for a variety of purposes	Has a vocabulary of 2,000 to 6,000 words (25, 152, 155); Expresses feelings and emotions with words (39, 41); Converses easily with adults (33); Asks questions and seeks answers (32, 151, 156); Uses language to say what he/she feels, wants, and needs (33)

Use increasingly complex and varied vocabulary and language	Has a vocabulary of 2,000 to 6,000 words (25, 152, 155); Likes to learn new words (32, 143, 155);
Initiate, ask questions, and respond in conversation with others	Answers questions (32); Asks questions and seeks answers (32, 151, 156)
<b>Emergent Reading</b>	
Initiate stories and respond to stories told or read aloud	Answers questions about familiar stories (32, 151); Retells a story in sequence (32, 156); Tells stories without prompting (32, 143); Enjoys books and has a sense of how books work (161); Listens for details (32, 160); Enjoys books (32, 161)
Represent stories told or read aloud through various media or during play	Flannel board (131); Puppets (156)
Guess what will happen next in a story using pictures as a guide	Illustrations (209); Enjoys books and has a sense of how books work (161)
Retell information from a story	Retells a story in sequence (32, 156); Tells stories without prompting (32, 156)
Show beginning understanding of concepts about print	Knows book and print rules (32); Enjoys books and has a sense of how books work (161); Addressed on page 208
Recognize and name some letters of the alphabet, especially those in own name	Knows half or more letter names (25, 120); Shows interest in the alphabet (120)
Begin to associate sounds with words or letters	Knows half or more letter names (25, 120); Shows interest in the alphabet (120); Pronounces words and letter sounds correctly (32, 144)
Focus on an activity but is easily distracted.	Works at tasks despite distractions and interruptions (48); Has an increasing attention span (42, 180, 185)
<b>Emergent Writing</b>	
Understand that writing is a way of communicating	Writes own name (25, 91); Enjoy books and get a sense of how books work (161); Addressed on page 136
Uses scribbles, shapes, pictures, or dictation to represent thoughts or ideas	Copies and draws simple shapes and letters (161); Writes own name (25, 91); Follows 2-3 step directions (32, 148)
Engage in writing using letter-like symbols to make letters or words	Copies and draws simple shapes and letters (161); Writes own name (25, 91); Follows 2-3 step directions (32, 148); Uses left of right hand predominantly (14, 17)
Begin to copy or write own name	Writes own name (25, 91); Addressed on page 136
<b>Creativity and the Art</b>	
<b>Three - Five</b>	

<b>Creating</b>	
Use a variety of media and materials for exploration and creative expression	Invents new purposes for objects (47, 190); Purposefully explores new things or ideas (47, 193, 194); Creates stories, imagining and describing things or situations that do not exist (48, 196); Uses small muscles in hands to color, cut, paste, and paint (16, 105)
Participate in art and music experiences	Listening to music (59, 61, 68, 109); Uses small muscles in hands to color, cut, paste, and paint (16, 105); Art activities (200, 207)
Participate in creative movement, drama, and dance	Opportunities to dance (120); Dramatic play (60)
<b>Responding</b>	
Show others and/or talk about what they have made or done	Share artwork (30); Tells stories without prompting (32)
Show interest and respect for the creative work of self and others	Purposefully explores new things or ideas (47, 193, 194)
<b>Evaluating</b>	
Share experiences, ideas, and thoughts about art and creative expression	Reflects on past experiences and applies information to new situations (48, 190); Tells stories without prompting (32)
Share opinions about likes and dislikes in art and creative expression	Offers opinions and suggestions (48, 196); Approaches situations with increasing flexibility (47); Purposefully explores new things or ideas (47, 193, 194)
<b>Cognitive Development</b>	
<b>Birth - Three Years</b>	
<b>Exploration and Discovery</b>	
Pays attention to people and objects	Reacts to human voice and human heartbeat (28, 31, 112, 140, 157); Shows attachment (responds positively) to significant adults (160, 165); Smiles at the sound of familiar voices (40, 181); Smiles at strangers (40); Responds to smiles with smiling (40, 177) ; Feels anxiety on separation from familiar adults (separation anxiety) (37, 40); Shows attachment to familiar adults (41)
Uses senses to explore people, objects and the environment	Explores environment with senses (22, 112); Responds to own reflection in the mirror (23, 122); Shows interest in manipulating toys and objects (23, 126); Investigates objects by banging, shaking, and throwing (23, 113); Shows interest in objects with moving parts (23, 127); Increased spacial awareness (217)
Attends to colors, shapes, patterns or pictures	Does simple sorting (23, 114, 135); Recognizes colors (23, 119); Names some colors (23, 119, 214) Recognizes some shapes (23, 128)
Shows interest and curiosity in new people and objects	Smiles at the sound of familiar voices (40, 181); explores environment with senses (22, 112);

Makes things happen and watches for results or repeats action	Explores environment with senses (22, 112); Shows interest in manipulating toys and objects (23, 126); Investigates objects by banging, shaking, and throwing (23, 113); Shows interest in objects with moving parts (23, 127); Shows interest in playing games (23, 113, 123)
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<b>Memory</b>	
Shows ability to acquire and process new information	Explores environment with senses (22, 112); Responds to own reflection in the mirror (23, 122); Shows interest in manipulating toys and objects (23, 126); Investigates objects by banging, shaking, and throwing (23, 113); Shows interest in objects with moving parts (23, 127); Shows interest in playing games (23, 113, 123)
Recognizes familiar people, places, and things	Smiles at the sound of familiar voices (40, 181); Feels anxiety on separation from familiar adults (separation anxiety) ( 37, 40); Shows attachment to familiar adults (41); Recalls past experiences (24, 29, 135)
Recalls and uses information in new situations	Developing memory skills (129, 217); Recalls past experiences (24, 29, 135)
Searches for missing or hidden objects	Developing memory skills (129, 217); Recalls past experiences (24, 29, 135); Tracks a moving toy and retrieves it when partially hidden (23, 118); Shows awareness of object permanence (knows objects exist when out of sight) (23, 117)
<b>Problem Solving</b>	
Experiments with different uses for objects	Shows creativity by using objects in new ways (47, 190); Investigates objects by banging, shaking, and throwing (23); Is interested in the outside world (41)
Shows imagination and creativity in solving problems	Explores the environment actively, regardless of obstacles (47, 189); Practices cause and effect, such as closing doors (21, 23, 113, 118); Takes initiative, such as looking for a missing toy (47, 192)
Uses a variety of strategies to solve problems	Participates in new and unfamiliar activities with the help of trusted adults (47, 191); Points, gestures, or asks "what's that" when curious about something (47); Asks questions (24)
Applies knowledge to new situations	Recalls past experiences (24, 29, 135); Shows understanding that objects have purpose (23, 127)
<b>Imitation and Symbolic Play</b>	
Observes and imitates sounds, gestures or behavior	Uses imagination in dramatic play (47, 191); Responds to smiles with smiling (40, 164, 177); Coos (28, 40, 122, 145, 157); Imitates sounds (28. 31, 145, 183); Imitates older siblings or peers (40, 170)
Uses objects in new ways or in pretend play	Shows creativity by using objects in new ways (47, 190); Engages in intentional play (23, 117, 123, 127, 133); Selects toys to play with intentionally (Uses imagination in dramatic play (47, 191); Engages in pretend play (23, 124)

Uses imitation or pretend play to express creativity and imagination	Uses imagination in dramatic play (47, 191); Creates imaginary friends (24)
<b>Cognitive Development</b>	
<b>Three - Five</b>	
<b>MATHEMATICAL AND LOGICAL THINKING</b>	
<b>Number Concepts and Operations</b>	
Demonstrate increasing interest in and awareness of numbers and counting	Shows an interest in numbers and names of numbers (24, 131); Counts out loud (24, 131, 136); Counts twenty or more objects with accuracy (25, 131, 136)
Demonstrate understanding of one-to-one correspondence between objects and number	Counts twenty or more objects with accuracy (25, 131, 136); Counts out loud (24, 131, 136)
Demonstrate ability to count in sequence	Shows an interest in numbers and names of numbers (24, 131); Counts out loud (24, 131, 136); Counts twenty or more objects with accuracy (25, 131, 136)
Demonstrate ability to state the number that comes next up to 9 or 10	Shows an interest in numbers and names of numbers (24, 131); Counts out loud (24, 131, 136); Counts twenty or more objects with accuracy (25, 131, 136)
Demonstrate beginning ability to combine and separate number of objects	Shows an interest in numbers and names of numbers (24, 131); Counts twenty or more objects with accuracy (25, 131, 136)

<b>Patterns and Relationships</b>	
Recognize and duplicate simple patterns	Notices patterns (24, 62, 121), Puts things in order or sequence (24, 115)
Sort objects into subgroups by one or two characteristics	Sorts or describes objects by one or more attributes (24, 115, 129, 130); Makes comparisons between objects after observation (24, 130, 132); Puts things in order or sequence (24, 115); Sorts and organizes (25, 129, 130); Matches objects (25, 125)
Order or sequence several objects on the basis of one characters	Puts things in order or sequence (24, 115); Sorts and organizes (25, 129, 130); Matches objects (25, 125)
<b>Spatial Relationships/Geometry</b>	
Identify and name common shapes	Names simple shapes (24, 210)
Use words that show understanding of order and position of objects	Makes comparisons between objects after observation (24, 130, 132); Counts twenty or more objects with accuracy (25, 131, 136)
<b>Measurement</b>	
Recognize objects can be measured by height, length, weight, and time	Sorts or describes objects by one or more attributes (24, 115, 129, 130); Makes comparisons between objects after observation (24, 130, 132); Sorts and organizes (25, 129, 130); Uses measurement terms (25, 121, 137)
Make comparisons between at least two groups of objects	Notices patterns (24, 62, 121); Sorts or describes objects by one or more attributes (24, 115, 129, 130); Makes comparisons between objects after observation (24, 130, 132); Understands concepts such as age, number and distance (24, 115, 132); Puts things in order or sequence (24, 115); Sorts and organizes (25, 129, 130); Uses measurement terms (25, 121, 137)
<b>Mathematical Reasoning</b>	
Use simple strategies to solve mathematical problems	Reflects on past experiences and applies information to new situations (48, 190); Uses reason to solve problems (19, 24, 63)
<b>SCIENTIFIC THINKING AND PROBLEM-SOLVING</b>	
<b>Observing</b>	
Use senses to explore materials and the environment	Purposefully explores new things or ideas (47, 193, 194); Practices cause and effect (23)
Identify and/or describe objects by physical characteristics	Matches objects (25, 125); Sorts and organizes (25, 129, 130); Puts things in order or sequence (24, 115); Makes comparisons between objects after observation (24, 130, 132); Sorts or describes objects by one or more attributes (24, 115, 129, 130)
<b>Questioning</b>	
Express wonder about the natural world	Shows interest in the outside world (179)



Ask questions and seek answers through active exploration	Purposefully explores new things or ideas (47, 193, 194); Practices cause and effect (23); seeks and accepts help and information (48, 188)
Make predictions about objects and natural events	Uses reason to solve problems (19, 24, 63)
<b>Investigating</b>	

Use tools (e.g., magnifying glass, binoculars, maps) for investigation of the environment	Addressed on page 63
Make comparisons between objects that have been collected or observed	Argues, reasons, and uses "because" (33); Makes comparisons between objects after observation (24, 130, 132); Practices cause and effect (23)
<b>SOCIAL SYSTEMS UNDERSTANDING</b>	
<b>Human Relationships</b>	
Recognize and appreciate similarities and differences between self and others from diverse backgrounds	Tells stories without prompting (32, 143); Reflects on past experiences and applies information to new situations (48, 190); Has increasing memory (24, 129, 217); Understands others' perspectives (41)
Understand various family roles, jobs, rules, and relationships	Plays with other children (39, 41, 167, 176 172, 180, 184, 212); Engages in group play (42); Plays with peers, sharing ideas and toys (42, 180, 184); Understand some limits and rules (42, 172)
Participate in activities to help others in the community	Community resources (8, 72, 75, 205)
<b>Understanding the World</b>	
Recognize and describe the roles of workers in the community	Community helpers in dramatic play (184); Dramatic play (64)
Share responsibility in taking care of their environment	Shows interest in the outside world (179)
Begin to recall recent and past events	Uses words for time, such as "yesterday" and "today" (24, 136); Recalls past experiences (24, 29, 135); Reflects on past experiences and applies information to new situations (48, 190)
Identify characteristics of places where they live and play within their community	Tells stories without prompting (32, 143); Reflects on past experiences and applies information to new situations (48, 190); Has increasing memory (24, 129, 217);
Begin to understand the uses of media and technology and how they affect their lives	Television (81, 209); Computers (220, 221)
<b>Physical and Motor Development</b>	
<b>Birth - Three Years</b>	
<b>Gross Motor Development</b>	
Moves body, arms and legs with coordination	Moves head from side to side while on stomach (15, 88, 93); Turns head to both sides while on back (15, 88); Holds head steady when carried or held (15); Brings hands to midline while on back (15, 106); Rotates or turns head from side to side with no head bobbing (15); Rolls over (15, 97); Lifts head while lying on back (15); Brings feet to mouth easily while lying on back (15, 97); Holds up chest with weight on forearms (15, 102); Attempts to crawl/crawls (12, 15, 89, 94); Can be pulled to feet but can't support self (15); Gets to a sitting position (15); Sits unsupported (15); Sits by self and maintains balance (15)

Demonstrates large muscle balance, stability, control and coordination	Sits unsupported (15); Sits by self and maintains balance (15); Crawls (12, 15, 89, 94); Cruises (walks around holding on to furniture) (13, 15); Walks with assistance (15); Stands alone (15, 94, 107); Walks alone (15, 107); Crawls up and down stairs (13, 16);
Develops increasing ability to change positions and move body from place to place	Crawls (12, 15, 89, 94); Cruises (walks around holding on to furniture) (13, 15); Walks with assistance (15); Stands alone (15, 94, 107); Walks alone (15, 107); Crawls up and down stairs (13, 16);
Moves body with purpose to achieve a goal	Transfers object from one hand to another (15, 89); Grasps small objects (12, 15, 89, 93, 103, 107)
<b>Fine Motor Development</b>	

Uses hands or feet to make contact with objects or people	Transfers object from one hand to another (15, 89); Grasps small objects (12, 15, 89, 93, 103, 107)
Develops small muscle control and coordination	Grasps small objects (12, 15, 89, 93, 103, 107); Transfers objects from one hand to another (15, 89); Scribbles with crayon (15, 107); 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); Puts one block on top of another (16, 90, 93)
Coordinates eye and hand movements	Transfers object from one hand to another (15, 89); Grasps small objects (12, 15, 89, 93, 103, 107)
Uses different actions on objects	Uses small muscles in hands to squish playdough (16, 62, 104); Claps hands with enjoyment (16, 100); scribbles with crayon (15, 107); Feeds self (16, 91); Puts one block on top of another (16, 90, 93)
Controls small muscles in hands when doing simple tasks	Transfers object from one hand to another (15, 89); Grasps small objects (12, 15, 89, 93, 103, 107); Scribbles with crayon (15, 107); Uses small muscles in hands to squish playdough (16, 62, 104); Claps hands with enjoyment (16, 100)
<b>Physical Health and Well-Being</b>	
Shows characteristics of healthy development	15, 98); Sits unsupported (15); Sits by self and maintains balance (15); Crawls (12, 15, 89, 94); Follows distant object with eyes (15, 98); Accepts being spoon-fed (Follows simple commands from adults or older children(23, 114, 134); Understands and responds to simple directions (31, 158); Follows more complex directions from adults (128)
Responds when physical needs are met	Accepts being spoon fed (15, 98); Claps hands with enjoyment (16, 100)
Expresses physical needs nonverbally or verbally	Brings hands to face (15); Cries when hungry, tired, overstimulated (28, 31)
Participates in physical care routines	Cries when hungry, tired, overstimulated (19, 28, 31); Gestures or points to communicate (31, 146, 150, 153, 159); Makes demanding cries (40); Coos (28, 40, 122, 145, 157); Cries to demand attention (37, 40); Smiles at the sound of familiar voices (40, 18
Begins to develop self-help skills	Accepts being spoon fed (15, 98); Feeds self (16, 91); Dresses self (16, 124, 175)
Begins to understand safe and unsafe behaviors	Follows simple commands from adults or older children(23, 114, 134); Understands and responds to simple directions (31, 158); Follows more complex directions from adults (128)
<b>Physical and Motor Development</b>	

Three - Five	
Gross Motor Development	
Develop large muscle control and coordination	Swings arms while walking (16); Walks on a balance beam or line (14, 16, 62, 96); Slides without assistance (17); 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); Pedals and steers preschool-sized three-wheelers (17); Scoots on two-wheeled bike without pedals and/or pedals and steers a two-wheeled bike with training wheels (14, 17); Rides two-wheeled bike (14, 17); Uses large muscles to throw, climb, skip, hop, jump, catch, turn somersaults, and bounce (14, 17, 62, 101, 123); Balances or hops on one foot (14, 17, 96, 109, 216); Jumps over objects 8 to 10 inches high without falling (17, 92)
Develop body strength, balance, flexibility, and stamina	Walks on a balance beam or line (14, 16, 62, 96); Bounces a ball and catches it (17, 105); Walks up and down stairs, alternating feet (17); Throws a ball overhand with greater accuracy and distance (17); Pedals and steers preschool-sized three-wheelers (17); Scoots on two-wheeled bike without pedals and/or pedals and steers a two-wheeled bike with training wheels (14, 17); Rides two-wheeled bike (14, 17); Throws a ball to a target overhand and underhand (17); Catches a ball when thrown or bounced (17); Kicks a ball with accuracy (17, 109); Learns to jump rope (17, 62, 131)
Use a variety of equipment for physical development	Balances or hops on one foot (14, 17, 96, 109, 216); Jumps into air with both feet (17, 216); Bounces a ball and catches it (17, 105); Throws a ball overhand with greater accuracy and distance (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); Kicks a ball with accuracy (17, 109)
Develop ability to move their body in space with coordination	Balances or hops on one foot (14, 17, 96, 109, 216); Jumps into air with both feet (17, 216); Bounces a ball and catches it (17, 105); Throws a ball overhand with greater accuracy and distance (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); Kicks a ball with accuracy (17, 109)

Fine Motor Development	
Develop small muscle control and coordination	Puts puzzles together (14, 17, 62, 101, 123); Learns to tie shoes (17); Makes marks or strokes with drawing tools (17, 91); Manages zippers, snaps, and buttons (17, 58); Builds and stacks several small blocks (17); Uses small muscles in hands to color, cut, paste, and paint (16, 96, 105); Uses scissors (14, 16, 62, 63, 101); Copies and draws simple shapes and letters (14, 16)
Use eye-hand coordination to perform a variety of tasks	Puts puzzles together (14, 17, 62, 101, 123); Learns to tie shoes (17); Makes marks or strokes with drawing tools (17, 91); Manages zippers, snaps, and buttons (17, 58); Builds and stacks several small blocks (17); Uses small muscles in hands to color, cut, paste, and paint (16, 96, 105); Uses scissors (14, 16, 62, 63, 101); Copies and draws simple shapes and letters (14, 16)
Explore and experiments with a variety of tools (e.g., spoons, crayons, paintbrushes, scissors, keyboards)	Puts puzzles together (14, 17, 62, 101, 123); Learns to tie shoes (17); Makes marks or strokes with drawing tools (17, 91); Manages zippers, snaps, and buttons (17, 58); Builds and stacks several small blocks (17); Uses small muscles in hands to color, cut, paste, and paint (16, 96, 105); Uses scissors (14, 16, 62, 63, 101); Copies and draws simple shapes and letters (14, 16)

Physical Health and Well-Being	
Participate in a variety of physical activities to enhance personal health and physical fitness	Swings arms while walking (16); Walks on a balance beam or line (14, 16, 62, 96); Slides without assistance (17); Runs consistently without falling (14, 17, 109, 215); Walks up and down stairs, alternating feet (17); Runs with ease and stops quickly (14,
Follow basic health and safety rules	Begins to understand some limits and rules (39, 42, 172); Emergency evacuations (228); Transportation of children (219)
Recognize and eat a variety of nutritious foods	Addressed on page 115
Demonstrate increasing independence with basic self-care skills	Manages zippers, snaps, and buttons (17, 58); Stays dry while sleeping (17); Completes toilet training (17); Dresses with little assistance (17); Learns to tie shoes (17)