

Domain 1: Physical well-being, health and motor development

Goal 1: Children engage in a variety of physical activities



BABIES MAY

- ⊗ Demonstrate reflexes such as grasping a finger and toes fanning when bottom of foot is stroked.
- ⊗ Learn how to self sooth with sucking and responds to signals for sleep (learns to sleep in bassinet, cradle or crib).
- ⊗ Use new skills in different ways. For example, learns the pincer grasp and uses it on many materials.



MOBILE BABIES MAY

- ⊗ Participate in simple movement games (for example, baby anticipates being lifted during the same line in songs).
- ⊗ Show excitement when new toys and objects are used in play.



TODDLERS MAY

- ⊗ Try new activities that require physical movement, such as climbing on a chair, without adult assistance.
- ⊗ Participate actively in games, dance, outdoor play, and other forms of exercise.
- ⊗ Participate in playful and careful rough and tumble with close family or friends.
- ⊗ Begin to participate in active games such as hide and seek and tag.



PRESCHOOLERS MAY

- ⊗ Enthusiastically participate in different full body physical activities (walking, climbing, playing in snow, throwing, dancing, digging, bouncing, swimming).
- ⊗ Incorporate various physical activities while transitioning from one place to another (marches between the kitchen and the bathroom).
- ⊗ Play actively with other children.
- ⊗ Spend most of the day moving and choosing activities and playmates.
- ⊗ Regularly participate in physical activity (walks, dances, plays organized or informal sports).
- ⊗ Help with physical chores (shoveling snow, sweeping the floor, carrying laundry, putting away toys).
- ⊗ Participate in cooperative games with peers.
- ⊗ Work on physical challenges such as climbing rocks, hills and trees, rolling, jumping, throwing, digging, shoveling.

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Goal 2: Children demonstrate strength and coordination of gross motor skills



BABIES MAY

- ⊗ Open and close fingers.
- ⊗ Gain control of arm and leg movements.
- ⊗ Kick legs and bat at dangling objects with hands.
- ⊗ Reach for feet and bring them to mouth.
- ⊗ Transfer objects from hand to hand.
- ⊗ Clap hands.
- ⊗ Roll over.
- ⊗ Once able to roll over, lift head and chest while on tummy.
- ⊗ Move into sitting position.
- ⊗ Sit with support and later, sit without support.
- ⊗ Rock back and forth on hands and knees and later, crawl.



MOBILE BABIES MAY

- ⊗ Pull up self to standing, holding on to something or someone; later stand independently.
- ⊗ Walk holding on to furniture, then later as the primary means of moving around.
- ⊗ Enjoy pushing and pulling objects.
- ⊗ Throw objects while maintaining balance.
- ⊗ Stoop over to explore things on the ground.
- ⊗ Squat and stand back up again while maintaining balance.
- ⊗ Crawl or climb stairs, with assistance.



TODDLERS MAY

- ⊗ Primarily walk heel to toe, not tip toe.
- ⊗ Carry toys or objects while walking.
- ⊗ Walk and run, changing both speed and direction; avoid obstacles.
- ⊗ Walk backwards.
- ⊗ Climb in and out of bed or onto a steady adult chair.
- ⊗ Enjoy pounding objects (hammers peg with accuracy).
- ⊗ Kick and throw a ball, but with little control of direction or speed.
- ⊗ Jump in place.
- ⊗ Balance on one foot briefly.
- ⊗ Bend over easily at the waist, without falling.
- ⊗ Walk in a straight line.
- ⊗ Walk up and down stairs, not alternating feet, without assistance.
- ⊗ Swing a small stick, bat or paddle.
- ⊗ Enjoy riding toys they can move by pushing their feet on the ground



PRESCHOOLERS MAY

- ⊗ Walk and run in circular paths (around obstacles and corners).
- ⊗ Crawl through a play tunnel or under tables.
- ⊗ Climb on play equipment.
- ⊗ Throw beanbags or large lightweight ball with progressively more accuracy.
- ⊗ Catches large balls with two hands, with progressively more skill for smaller balls.
- ⊗ Kick ball forward.
- ⊗ Balance on one foot.
- ⊗ Hop forward on one foot without losing balance.
- ⊗ Jump on two feet and over small objects with balance and control.
- ⊗ Gallop comfortably.
- ⊗ Pedal steadily when riding tricycle.
- ⊗ Walk up and down stairs, using alternating feet, with less and less assistance.
- ⊗ Jump sideways.
- ⊗ Run with an even gait.
- ⊗ Maintain balance while bending or twisting.
- ⊗ Begin to use a racquet, paddle, bat, stick or club, or balls.
- ⊗ Hop with one foot at a time briefly.
- ⊗ Mount and pump a swing with no assistance.

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Goal 2: Children demonstrate strength and coordination of gross motor skills, continued



- ⊗ Skip.
- ⊗ Run with an even gait and with few falls.
- ⊗ Hops on each foot separately without support.
- ⊗ Maintain balance while bending, twisting, or stretching.
- ⊗ Move body into position to catch a ball, then throw the ball in the right direction.
- ⊗ Kick a large with some accuracy.
- ⊗ Alternate weight and feet while skipping or using stairs.
- ⊗ Throw a medium-size ball with some accuracy.
- ⊗ Use a racquet, paddle, bat, stick or club, pucks or balls with more skill.

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Goal 3: Children demonstrate stamina and energy in daily activities



BABIES MAY

- ⊗ Show alertness during waking periods, which increases with age.
- ⊗ Cry persistently until needs are met.
- ⊗ Lift head, make facial expressions.
- ⊗ Initiate active play, exploring and interacting with environment.
- ⊗ Sustain physical activity for at least three to five minutes at a time (recognizing the unique capabilities of the child).
- ⊗ Sustain strength for increased periods of time as child ages.



MOBILE BABIES MAY

- ⊗ Crawl, scoot, or crab walk. Look for the body moving in a coordinated movement one side then the other as opposed to a baby just pulling with arms and dragging legs behind.
- ⊗ Be eager to pull up and stand.
- ⊗ Enjoy walking with support such as cruising along furniture or holding on to fingers.
- ⊗ Be eager to climb up and down on furniture.
- ⊗ May climb out of crib.
- ⊗ Show persistence when crawling, walking or running.
- ⊗ Run with increasing speed and over greater distances.
- ⊗ Be on the move for longer periods of time.



TODDLERS MAY

- ⊗ Participate actively in games, outdoor play, and other forms of physical movement.
- ⊗ Run spontaneously across the room or yard.
- ⊗ Engage in unstructured physical activities for at least 60 minutes and up to several hours each day.
- ⊗ Increase physical (aerobic) activity with age to 15 minutes at a time, for at least 30 minutes each day.
- ⊗ Sleep well, awakening rested and ready for daily activities.
- ⊗ Ride trikes or toys by pushing themselves along with their feet on the ground.
- ⊗ Think of ways to encourage activity in daily tasks – let them “help” sweep, put away groceries, fold laundry, check the mail.



PRESCHOOLERS MAY

- ⊗ Carry light objects, bags, or backpack for a short distance.
- ⊗ Repetitively practice new skills.
- ⊗ Engage in physical activities at least one hour a day, with sustained physical activity for at least 15 minutes at a time (swinging, playground equipment, running games).
- ⊗ Follow along with guided movement activities, such as music and movement or child yoga/ Zumba.
- ⊗ Ride a trike by pedaling for extended periods of time and distance.
- ⊗ Run 50 to 75 yards without stopping.
- ⊗ Engage in physical activities for at least one hour throughout each day.
- ⊗ Complete extended activities such as short hikes or bike rides with supportive adults.
- ⊗ Initiate physical activities (movement games with other children, dancing to music).
- ⊗ Pump on a swing for several minutes.
- ⊗ Skip for 2 minutes.
- ⊗ Jump and hop with increasing persistence.

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Goal 4: Children demonstrate strength and coordination of fine motor skills



BABIES MAY

- ☉ Track objects with eyes.
- ☉ Grasp caregivers' fingers.
- ☉ Consistently reach for toys, objects, and bottles with both hands.
- ☉ Grasp objects with fingers and palm.
- ☉ Transfer small objects from hand to hand.
- ☉ Pick up object with thumb and forefinger.



MOBILE BABIES MAY

- ☉ Mimic hand clapping or a good-bye wave
- ☉ Point with one finger
- ☉ Empty objects with containers
- ☉ Turn pages of large books, often turning pages at the same time.
- ☉ Stack 2-3 small square blocks
- ☉ Make marks on paper with large writing/drawing implements (thick pencil, crayon, marker.)



TODDLERS MAY

- ☉ Turn book pages one page at a time, most of the time.
- ☉ Scribble with crayons and begins to imitate marks (a circle), uses a paintbrush.
- ☉ Fold blanket, cloth diaper, or paper, with assistance.
- ☉ Pour liquid from small pitcher or cup.
- ☉ Attempt to stack small wooden blocks into a tower 4-6 blocks high.
- ☉ Open doors, with assistance, by turning and pulling doorknobs.
- ☉ Use spoons and forks (sometimes) appropriately.
- ☉ Work simple "insert" puzzles (completes simple puzzle, uses shape sorter box).
- ☉ String large beads.



PRESCHOOLERS MAY

- ☉ Eat with utensils.
- ☉ Use various drawing and art materials (markers, pencils, crayons, small brushes, finger paint).
- ☉ Copy shapes and geometric designs.
- ☉ Open and closes blunt scissors with one hand.
- ☉ Cut paper on a straight line and on a curve but without precision.
- ☉ Manipulate small objects with ease (strings beads, fits small objects into holes).
- ☉ Fasten large buttons.
- ☉ Use large zippers.
- ☉ Increase strength in fingers with age, progressing to using a stapler or hole punch.
- ☉ Fit complex puzzles together (single, cut-out figures to 10-15 piece jigsaw puzzles).
- ☉ Write some recognizable letters or numbers.
- ☉ Use fine motor muscles in a variety of activities (winking, snapping fingers, clucking tongue).
- ☉ Remove and replaces easy-to-open container lids.
- ☉ Fold paper and makes paper objects (airplanes, origami), with assistance.

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Goal 4: Children demonstrate strength and coordination of fine motor skills, continued



- ✿ Cut, draw, glue with materials provided.
- ✿ Tie knots and shoe laces, with assistance.
- ✿ Print some letters in own name.
- ✿ Button large buttons on clothing.
- ✿ Tear tape off a dispenser without letting the tape get stuck to itself, most of the time.
- ✿ Put together and pulls apart manipulatives (Legos, beads for stringing and sewing, Lincoln Logs) appropriately.
- ✿ Fit jigsaw puzzles with smaller pieces together.

Domain 1: Physical well-being, health and motor development

Goal 5: Children use their senses of sight, hearing, smell, taste and touch to guide and integrate their learning and interactions (Sensorimotor Skills)



BABIES MAY

- ⊗ Respond by turning toward lights, sound, movement, and touch.
- ⊗ Focus eyes on near and far objects.
- ⊗ Enjoy gentle swinging and rocking.
- ⊗ Enjoy seeing themselves in the mirror.
- ⊗ Calm with caregiver assistance.
- ⊗ Explore the environment with mouth and hands.
- ⊗ Listen to music, nature and animal sounds.
- ⊗ Move objects from one hand to the other.



MOBILE BABIES MAY

- ⊗ Coordinate eye and hand movements (puts objects into large container).
- ⊗ Explore and responds to different surface textures (hard top tables, soft cushions).
- ⊗ Accept new flavors and textures in food.
- ⊗ Explore making sounds with instruments such as pianos/ keyboards, horns, drums.
- ⊗ Practice small motor strength in areas other than fingers (sounds with tongue, tip toes, kisses).



TODDLERS MAY

- ⊗ Respond to music with body movements.
- ⊗ Imitate animal sounds and movements.
- ⊗ Enjoy sensory activities such as playing in the tub or making mud pies.
- ⊗ Eat food with a variety of textures.
- ⊗ Explore and gather materials of different textures (rocks, sticks, shells, leaves).



PRESCHOOLERS MAY

- ⊗ Physically react appropriately to the environment (bend knees to soften a landing, move quickly to avoid obstacles).
- ⊗ Demonstrate concepts through movement (imitates an animal through movement, sounds, dress, dramatization, dance).
- ⊗ Practice sensory regulation by pushing objects, climbing short ladders, swinging on a swing, and sliding.
- ⊗ Move their body in response to sound, marching or dancing with rhythm.
- ⊗ Explore new foods through sight, smell and touch, eventually tasting.
- ⊗ Enjoy watching their own image in photo albums, videos and their motions in the mirror.
- ⊗ Match pairs of colors and patterns.
- ⊗ Match pairs of similar sounds.
- ⊗ Correctly identify high tones and low tones on a music instrument.
- ⊗ Identify a variety of smells.
- ⊗ Echo back a rhythm of hand clapping or drumming.
- ⊗ Be willing to touch the unknown in a "feely bag".
- ⊗ Match textures by feel such as plastic, furs, woods.
- ⊗ Experiment with music instruments.
- ⊗ Use materials to create mosaic patterns.

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Goal 6: Children practice health skills and routines



BABIES MAY

- ⊗ Relax during bathing routines.
- ⊗ Respond to talking during diaper changing routines.
- ⊗ Allow you to wipe their gums after feeding.
- ⊗ Indicate anticipation of feeding on seeing breast, bottle, or food.
- ⊗ Assist caregiver with holding bottle, later grasps a cup, then eats with fingers.
- ⊗ Demonstrate increasing ability to self-soothe and fall asleep.



MOBILE BABIES MAY

- ⊗ Wash and dry hands, with assistance.
- ⊗ Begin to brush gums and teeth with assistance.
- ⊗ Indicate needs and wants such as hunger or a dirty diaper.
- ⊗ Start to wean off pacifier (if used).
- ⊗ Go to bed without a bottle.
- ⊗ Remove loose clothing (socks, hats, mittens).
- ⊗ Assist with undressing, dressing, and diapering.
- ⊗ Start to drink out of a cup.
- ⊗ Retrieve and put own shoes/coat away upon request.
- ⊗ Begin to clean up after meals with assistance.



TODDLERS MAY

- ⊗ Use tissue to wipe nose, with assistance.
- ⊗ Indicate wet or soiled diaper by pointing, vocalizing, or pulling at diaper when prompted.
- ⊗ Wash and dry hands at appropriate times, with minimal assistance (after diapering/toileting, before meals, after blowing nose).
- ⊗ Drink from an open cup independently.
- ⊗ Communicate with caregiver when he/she is not feeling well.
- ⊗ Wean from pacifier (if used).
- ⊗ Start brushing own hair with assistance.
- ⊗ Drink water from a cup before bed; no longer uses a bottle.
- ⊗ Cooperate and assist caregiver with tooth brushing.
- ⊗ Feed self with spoon.
- ⊗ Help put on their shoes and socks.
- ⊗ Show interest in toilet training and can use toilet regularly by 36 months, with assistance.
- ⊗ Participate in sleeping routines such as getting and arranging his/her bedtime comfort items.
- ⊗ Clean up after a meal with little assistance.



PRESCHOOLERS MAY

- ⊗ Use tissue to wipe own nose and throws tissue in wastebaskets.
- ⊗ Take care of own toileting needs.
- ⊗ Wash and dry hands before eating and after toileting, without assistance.
- ⊗ Cooperate and assist caregiver with tooth brushing.
- ⊗ Identify health products (shampoo, toothpaste, soap).
- ⊗ Cover mouth when coughing.
- ⊗ Recognize and communicate when experiencing symptoms of illness.
- ⊗ Feed self with fork and spoon, without assistance.
- ⊗ Clean up spills.
- ⊗ Get a drink of water without assistance.
- ⊗ Dress and undress with minimal help.
- ⊗ Choose own clothes to wear, when asked.
- ⊗ Put shoes on, without assistance.
- ⊗ Decide, with few prompts, when to carry out self-help tasks (washing hands when dirty and before meals).
- ⊗ Choose to rest when he/she is tired.
- ⊗ Participate in helping younger siblings with personal care routines.

Domain 1: Physical well-being, health and motor development

Goal 6: Children practice health skills and routines, continued



- ⊗ Get own snack out of the cabinet.
- ⊗ Begin to tie own shoes with assistance. Brush teeth and attempts flossing with supervision, and then allows assistance to complete process.
- ⊗ Wash face, without assistance.
- ⊗ Cover mouth and nose when coughing and sneezing with elbow or tissue.
- ⊗ Use fork, spoon, and (sometimes) a blunt table knife.
- ⊗ Pour milk or juice easily and with minimal spills.
- ⊗ Dress and undresses in easy pull-on clothes, without assistance.
- ⊗ Brush and comb hair, with assistance.
- ⊗ Help select clothes appropriate for the weather.

Domain 1: Physical well-being, health and motor development

Goal 7: Children Eat a Variety of Nutritious Foods



BABIES MAY

- ⊗ Breast feed or bottle feed, (family preference).
- ⊗ Regulate when, how much, and how fast they eat.
- ⊗ Begin to try a variety of nutritious foods from all food groups, after 6 months of age.
- ⊗ Explore food with fingers, after 6 months.
- ⊗ Show interest in new foods.



MOBILE BABIES MAY

- ⊗ Begin to scoop food onto their plates with assistance.
- ⊗ Begin to eat finger foods.
- ⊗ Feed self with a spoon.
- ⊗ Grasp and drink from a cup.
- ⊗ Control how much, how fast, and what foods they eat.



TODDLERS MAY

- ⊗ Begin to recognize and eat a variety of nutritious foods.
- ⊗ Tell the difference between food and non-food items.
- ⊗ Make personal food choices among several nutritious options.
- ⊗ Try new foods when offered.
- ⊗ Consume age-appropriate amounts of nutritious beverages (water, milk, occasional 100% juice).
- ⊗ Scoop foods onto their plates with assistance.
- ⊗ Begin to help prepare simple food with assistance (tear lettuce, cut up banana with dull knife).



PRESCHOOLERS MAY

- ⊗ Participate in preparing nutritious snacks and meals.
- ⊗ Choose to eat foods that are healthy for the body, with assistance.
- ⊗ Pass food at the table and take appropriate sized portions, or other culturally-specific family serving style.
- ⊗ Be able to explain the primary function of certain foods (milk helps build strong bones).
- ⊗ Recognize foods from different food groups, with assistance.
- ⊗ Provide simple explanations for own and others' food allergies.

Domain 1: Physical well-being, health and motor development

Goal 8: Children are kept safe, and learn safety rules



BABIES MAY

- ⊗ Respond to danger cues from caregivers.
- ⊗ Understand difference between primary caregivers and strangers.



MOBILE BABIES MAY

- ⊗ React when caregiver says “no” but may need assistance to stop unsafe behavior.
- ⊗ Look to adults before starting an unsafe behavior.
- ⊗ Be able to tell who are his or her main caregivers, and who are strangers.



TODDLERS MAY

- ⊗ Begin to recognize and avoid dangers (hot stoves, sharp knives) but cannot be relied upon to keep safe.
- ⊗ Know to hold caregiver's hand when walking in public places.
- ⊗ Begin to identify safe adults.
- ⊗ Be mostly willing to wear appropriate clothing for current conditions.
- ⊗ Tell an adult when someone hurts him/her or makes him/her feel bad.



PRESCHOOLERS MAY

- ⊗ Tell peers and adults when they see dangerous behaviors (throwing rocks on the playground).
- ⊗ Use and ask to use helmets when riding on movable toys.
- ⊗ Carry scissors and pencils with points down to avoid accidents.
- ⊗ Begin to look both ways before crossing street or road, and know to cross with adult assistance.
- ⊗ Recognize danger and poison symbols and avoid those objects or areas.
- ⊗ Know to not touch or take medicine without adult assistance, but knows that medicine can improve health when used properly.
- ⊗ Understand the difference between “safe touch” and “unsafe touch”.
- ⊗ Follow emergency drill instruction (fire, earthquake, tsunami).
- ⊗ Begin to try to help getting buckled into car seat.
- ⊗ Know not to accept rides, food, or money from strangers.
- ⊗ Know to not talk with strangers unless trusted adult is present and gives permission.
- ⊗ Understand that some practices may be personally dangerous

Domain 1: Physical well-being, health and motor development

Goal 8: Children are kept safe, and learn safety rules, continued



(smoking, drinking alcohol, playing with matches, contact with germs and blood).

- ⊗ Identify local hazards (thin ice, wildlife, dogs, moving water, guns).
- ⊗ Identify adults who can assist in dangerous situations (parent, teacher, police officer).
- ⊗ Consistently follow safety rules.
- ⊗ Understand why emergency drills are important.
- ⊗ Explain how to get help in emergency situations (calling 911, finding a police officer or responsible adult, local emergency response).
- ⊗ Demonstrate safety rules as engages in dramatic play (“Tell your doll to keep his/her fingers away from the hot stove.”).

Domain 2: Social and emotional development

Goal 9: Children develop positive relationships with adults



BABIES MAY

- ⊗ Quiet when comforted.
- ⊗ Show preference for familiar adults (reaches for mom when she comes home).
- ⊗ Establish and maintain interactions with adults (cries out and then laughs when adult responds.)
- ⊗ Imitate familiar adults (smiles when adult smiles).
- ⊗ Engage in simple back and forth interactions with a familiar adult (Peek-a-Boo, touches face, makes sounds to engage, follows the gaze of an adult to an item).



MOBILE BABIES MAY

- ⊗ Become upset when separated from familiar adults.
- ⊗ Seek comfort from a familiar adult when upset or tired.
- ⊗ Respond to adult's verbal greeting (waves and smiles).
- ⊗ Engage with adults during play (puts shapes in shape sorter).
- ⊗ Respond positively to adult help most of the time.
- ⊗ Use familiar adult as a "secure base" to explore (looks to adult for indication of appropriate and inappropriate behavior).



TODDLERS MAY

- ⊗ Looks to adults for help and responds to offers of help from familiar adults (takes hand to walk to car).
- ⊗ Follow directions with support ("Let's go brush our teeth.").
- ⊗ Initiate interactions with adults (brings favorite book to the adult).
- ⊗ Communicate thoughts and feelings, likes and dislikes ("I want more.", "No").
- ⊗ Seek independence (helps with dressing self).
- ⊗ Follow basic safety guidelines (walks with adult when near street).



PRESCHOOLERS MAY

- ⊗ Separate from primary caregiver with help from familiar adult (consistent adult is at the door with a smile and a high five).
- ⊗ Express affection for significant adult ("I love you.").
- ⊗ Use familiar adults when engaging new adults (Stays close to mom and makes minimal eye contact with new adult).
- ⊗ Follow directions and rules with minimal support (puts on coat and boots, settles in car seat).
- ⊗ Ask questions of adults to obtain information ("Why are we doing this?").
- ⊗ Follow directions in different environments with minimal support ("Remember we use our whisper voices in the library.").

Domain 2: Social and emotional development

Goal 10: Children develop positive relationships with other children



BABIES MAY

- ⊗ Show interest in and imitate other babies.
- ⊗ Recognize children (vocalizes when familiar child enters room).
- ⊗ Respond positively to other children (smiles and laughs).
- ⊗ Play near other children (solitary and parallel play.)
- ⊗ Respond to upset child (becomes upset when another child cries).
- ⊗ Engages in back and forth interactions (one baby splashes water and the other baby laughs and then splashes water).



MOBILE BABIES MAY

- ⊗ Show interest in children (moves closer, offers a toy, vocalizes to get attention of child).
- ⊗ Engage in problems regarding possession of items (takes toy, cries when toy is taken).
- ⊗ Imitate another child's behavior or activity (follows, laughs, pounds on drum).
- ⊗ Respond to other children's emotions (when another child is upset child pats upset child's head or back to console).
- ⊗ Use gestures and a few words to communicate (says "mine" or "no").
- ⊗ Trade and shares toys with assistance.
- ⊗ Accept adult help to solve problems.



TODDLERS MAY

- ⊗ Be happy to see other children ("Denali is here!").
- ⊗ Play side-by-side with children, shares toys (parallel and associative play).
- ⊗ Share and takes turns, with assistance.
- ⊗ Indicate preferences and intentions by answering yes/no questions ("Are you finished with that? Are you still using it?").
- ⊗ Have preferred playmates.
- ⊗ Recognize similarities and differences between self and others ("Nyamal doesn't like ham, but I do").
- ⊗ Be aware of feelings of others (moves towards upset child and offers a toy).
- ⊗ Be aware of other children's belongings and space (puts another child's toy in their cubby during clean up).
- ⊗ Imitate roles and relationships through play ("I'm the mom and you're the brother.").
- ⊗ Use words and gestures to communicate ("Play with me", "Stop").



PRESCHOOLERS MAY

- ⊗ Separate willingly from adults to play with other children.
- ⊗ Make and maintains a positive relationship with at least one child (develops friendships).
- ⊗ Initiate or enters play, with more than one child, shows flexibility in roles (cooperative play).
- ⊗ Participate in simple sequences of pretend play ("It's time to feed the baby, I will get the bottle, you change her diaper.").
- ⊗ Attempt to solve social problems, with assistance (asks for a timer, offers to trade, says "When I'm done you can have it.").
- ⊗ Use mostly words and some gestures to communicate ("Do you want to play with me?").
- ⊗ Interact with other children positively ("I want to be the dad, who do you want to be?").
- ⊗ Share materials and toys, with assistance ("That is mine." Adult: "You left it here and Carmen saw it."). Helps other children and follows suggestions given by another child ("I'll help you clean up." "Ok, you do the blocks.").
- ⊗ Have positive relationships in different settings (child has friends at school and church).
- ⊗ Maintain positive relationships with

Domain 2: Social and emotional development

Goal 10: Children develop positive relationships with other children, continued



multiple children.

- ⊗ Show understanding of another child's feelings and attempts to comfort them (child falls and is crying, another child goes to see if they are ok).
- ⊗ Attempt to solve problems, seeks adult assistance ("Can we take turns?").
- ⊗ Share materials and toys with other children.
- ⊗ Initiate more complex cooperative play, with three or more children, for extended periods of time.
- ⊗ Play games with rules, with assistance (adult teaches a simple board game and then children play).
- ⊗ Play different roles and makes plans with children (leader, follower, dad, baby).
- ⊗ Complete projects with other children (children make a fort with sheets. The fort changes often.).
- ⊗ Use multiple strategies to solve problems (attempts to communicate and then seeks assistance).
- ⊗ Demonstrate understanding of others' intentions or motives ("You wanted my toy because yours broke.").

Domain 2: Social and emotional development

Goal 11: Children demonstrate awareness of behavior and its effects



BABIES MAY

- ⊗ Respond by quieting, smiling, cooing at loved ones and others.
- ⊗ Engage in simple back and forth playful interactions with parent/caregiver.
- ⊗ Explore face and other body parts of others (touch caregiver ears, hair, hands).



MOBILE BABIES MAY

- ⊗ Repeat actions many times to cause a desired effect (smile because it makes parent or caregiver smile and laugh).
- ⊗ Show understanding that characters from books are connected with certain actions or behaviors (animal books and animal sounds).
- ⊗ Recognize that certain adult actions are associated with expected behavior (I am supposed to go to sleep when an adult puts me in bed).



TODDLERS MAY

- ⊗ Show understanding that playing with objects will get adult's attention, which includes both desirable and forbidden objects.
- ⊗ Learn consequences of behavior, but may not understand why the behavior justifies the consequence (put away toy toddler is using to hit the wall, but doesn't understand why).
- ⊗ Recognize that behaving with challenging ways will cause corrective action or unhappiness from adults.



PRESCHOOLERS MAY

- ⊗ Show empathy for physically hurt or emotionally upset child.
- ⊗ Describe other children's positive, thoughtful, kind behaviors.
- ⊗ Demonstrate understanding of the consequences of own actions on others. ("I gave him the block and he is playing with it now.")
- ⊗ Ask "why" questions about behavior he/she sees.
- ⊗ Take turns and share with peers, with assistance. Practice empathetic, caring behavior so others respond positively.
- ⊗ Describe how own actions make others feel and behave.
- ⊗ Explain his/her response to others' actions and feelings ("I gave him a hug because he was sad").
- ⊗ Cooperate with peers to complete a project with little conflict.
- ⊗ Guess how own and others' behavior will influence responses.

Domain 2: Social and emotional development

Goal 12: Children participate positively in group activities



BABIES MAY

- ⊗ Look at, reach out, or explore others and shows recognition by smiling, reaching, and/or making sounds.
- ⊗ Focus briefly on other children and adults in family and community gatherings



MOBILE BABIES MAY

- ⊗ Express joy with other children or when a familiar adult is present.
- ⊗ Begin to participate in simple play, side by side with other children.
- ⊗ Show increasing interest in family and community gatherings.



TODDLERS MAY

- ⊗ Follow family routines (meal time behavior).
- ⊗ Show increasing excitement about being in the company of loved ones or trusted adults.
- ⊗ Begin to share and take turns, with assistance.
- ⊗ Participate in group games (chase, pretend play).



PRESCHOOLERS MAY

- ⊗ Seek out other children to play with.
- ⊗ Notice and comment on who is absent from group settings.
- ⊗ Identify self as a member of a group (family, culture, school).
- ⊗ Use play to explore, practice and understand social roles.
- ⊗ Join a group of other children playing, with adult encouragement.

Domain 2: Social and emotional development

Goal 13: Children adapt to diverse settings



BABIES MAY

- ☉ Actively observe surroundings.
- ☉ Show recognition of a new setting by changing behavior (look to parent for response).
- ☉ Explore new settings with guidance from caregiver.



MOBILE BABIES MAY

- ☉ Begin to separate from primary caregiver in familiar settings outside home.
- ☉ Begin to explore and play in a range of familiar settings.
- ☉ Initiate simple social interactions with peers.



TODDLERS MAY

- ☉ Separate from primary caregiver in familiar settings outside home.
- ☉ Ask questions or acts in other uncertain ways in unfamiliar settings and environments.
- ☉ Explore and play in a range of familiar settings.
- ☉ Show comfort in a variety of places with familiar adults (home, community events, store, playground).



PRESCHOOLERS MAY

- ☉ Explore objects and materials and interact with others in a variety of group settings.
- ☉ Make smooth transitions from one activity/setting to the next during the day, with guidance.
- ☉ Adjust behavior to different settings. Express anticipation of special events in different settings.
- ☉ Adjust to a variety of settings throughout the day.
- ☉ Anticipate diverse settings and what will be needed in them, with assistance ("We are going to the library, so I will need the books?").

Domain 2: Social and emotional development

Goal 14: Children demonstrate empathy for others



BABIES MAY

- ⊗ Watch and observe adults and children.
- ⊗ Smile when they see a smiling face.
- ⊗ May cry when another child cries.
- ⊗ With assistance begin to notice animals and plants in nature/ outdoors.



MOBILE BABIES MAY

- ⊗ Look sad or concerned when another child is crying or upset. May seek adult help or offer a toy or blanket to comfort child.
- ⊗ Begin to help other children who are sad or hurt.
- ⊗ Begin to explore plants, flowers and other living things through senses (touching, seeing, tasting, smelling, hearing).



TODDLERS MAY

- ⊗ Notice other children who are happy or sad.
- ⊗ Demonstrate awareness of feelings during pretend play (comfort a crying baby doll).
- ⊗ Name emotions experienced by self and others.
- ⊗ Express how another child might feel ("She is crying and must be sad").
- ⊗ Express interest and excitement about animals and other living things.



PRESCHOOLERS MAY

- ⊗ Notice and show concern for another child's feelings.
- ⊗ Adopt a variety of roles and feelings during pretend play.
- ⊗ Care for and doesn't destroy plants, flowers and other living things with guidance.
- ⊗ Act kindly and gently with safe, child-friendly animals. Describe how another child feels ("I think her feelings are hurt because I was picked to help rake leaves").
- ⊗ Comfort family members or friends who are not feeling well or are upset.
- ⊗ Express excitement about special events and accomplishments of others.
- ⊗ Be able to adjust plans in response to injured peer or animal ("I know we can't go to the gym today because David hurt his leg").

Domain 2: Social and emotional development

Goal 15: Children recognize, appreciate, and respect similarities and differences in people



BABIES MAY

- ☉ Focus on primary caregivers, family for periods that grow longer as the child ages.
- ☉ Distinguish primary caregivers from others.
- ☉ Track activity of other children and move toward others. May reach out to touch other children's face, hair, etc.



MOBILE BABIES MAY

- ☉ Observe body parts and self in mirror.
- ☉ Focus attention on others.
- ☉ Notice others' physical characteristics.
- ☉ Interact with others who are of different ethnic and cultural backgrounds, of
- ☉ different gender, speak other languages or have special needs.



TODDLERS MAY

- ☉ Begin to play in presence of other children.
- ☉ Ask simple questions about other children.



PRESCHOOLERS MAY

- ☉ Identify gender and other basic similarities and differences between self and others.
- ☉ Compare similarities or differences of others (hair color, skin color).
- ☉ Develop awareness, knowledge and appreciation of own gender and cultural identity.
- ☉ Begin to include other children in her/his activities who are of a different gender, ethnic background, who speak other languages, or have special needs.
- ☉ Ask questions about others' families, language, ethnicity, cultural heritage, physical characteristics. Shows concern about fairness within peer group.
- ☉ Recognize others' abilities in certain areas (Maria is a fast runner).
- ☉ Name and accept differences and similarities in preferences (food likes/dislikes and favorite play).
- ☉ Notice that children might use different words for the same object.
- ☉ Explore a situation from another's perspective.

Domain 2: Social and emotional development

Goal 16: Children show awareness of their unique self



BABIES MAY

- ☉ Vocalize to caregivers for assistance, attention, or need for comfort.
- ☉ Explore own body (observes hands, reaches for toes).
- ☉ Explore the face and other body parts of others (touches caregivers' ears, hair, hands).
- ☉ Listen and respond by quieting, smiling, cooing, gestures, or vocalizations when name is spoken.
- ☉ Show preference for primary caregivers.
- ☉ Identify familiar objects (bottle, blanket.)
- ☉ Smile at self in mirror.
- ☉ Notice and explore hands, eventually becoming aware they are attached and they can be controlled to do things.
- ☉ Point or moves toward desired people or objects.
- ☉ Play with one object more often than others.
- ☉ Repeat a motion or noise to see if outcome is the same.
- ☉ Indicate preferences by accepting or refusing certain foods.



MOBILE BABIES MAY

- ☉ Respond with head turn, gesture or vocalization when name is spoken.
- ☉ Respond or come when called by a familiar adult.
- ☉ Show awareness of self in voice, mirror image, and body.
- ☉ Attempt to complete basic daily living tasks (eating, getting dressed).
- ☉ Show preference for familiar adults and peers.
- ☉ Point or move toward desired people or objects.
- ☉ Repeat a motion or noise to see if outcome is the same.
- ☉ Protest when does not want to do something (arch back when doesn't want to sit in high chair).
- ☉ Respond to requests for action (claps for the song).
- ☉ Point to at least two body parts, when asked.



TODDLERS MAY

- ☉ Test limits and strive for independence.
- ☉ Recognize and call attention to self when looking in the mirror or at photographs.
- ☉ Identify self and uses own name when asked ("I am a boy." "My name is Rueben.").
- ☉ Show awareness of being seen by others (exaggerate or repeat behavior when notices someone is watching).
- ☉ Occupy self appropriately for brief periods of time (10 to 15 minutes).
- ☉ Identify objects as belonging to him or her.
- ☉ Point to and names some of own body parts.
- ☉ Show preference for familiar adults and peers.
- ☉ Make choices when given two to three options to choose (what clothes to wear).
- ☉ Show preference for favorite books, toys, and activities.
- ☉ Indicate preferences and intentions by answering yes/no questions ("Are you done with that?" "Are you still using it?" "Can José use it now?").



PRESCHOOLERS MAY

- ☉ Describe self as a person with a mind, a body, and feelings.
- ☉ Refer to self by first and last name and use appropriate pronouns (I, me) rather than referring to self in third person.
- ☉ Choose individual activities (doing puzzles, painting).
- ☉ Participate in pretend play, assuming different roles.
- ☉ Describe family members and begin to understand their relationship to one another.
- ☉ Show awareness of own thoughts, feelings, and preferences.
- ☉ Describe own basic physical characteristics.
- ☉ Try to get his/her way and express clear preferences.
- ☉ Test abilities through trial and error.
- ☉ Test limits set by caregiver.
- ☉ Develop awareness, knowledge, and appreciation of own gender and cultural identity.
- ☉ Identify feelings, likes and dislikes, and begin to be able to explain why he/she has them.
- ☉ Share information about self with others.
- ☉ Know some important personal information (family's name, street name).

Domain 2: Social and emotional development

Goal 16: Children show awareness of their unique self, Continued



- ⊗ Play alone and with others, and enjoy him or herself.
- ⊗ Accept responsibilities and follow through on (helps with chores).
- ⊗ Request quiet time and space.
- ⊗ Describe self, using several physical and behavioral characteristics (“I am tall and I can reach up high.”).
- ⊗ Describe own skills and abilities in certain areas (“I like to paint.”).
- ⊗ Suggest games and activities that demonstrate own preferences and abilities (sets up a game of catch).
- ⊗ Notice different preferences between self and others (“I like to play with dolls and she likes to play with toy animals.”).

Domain 2: Social and emotional development

Goal 17: Children demonstrate belief in their abilities to control motivation, behavior and social environment



BABIES MAY

- ☉ Repeat a sound or gesture that creates an effect (repeatedly shakes a rattle).
- ☉ Recognize that adults respond to his/her needs when expressed (is picked up when arms are raised toward adult).
- ☉ Explore environment, at first in close contact with caregiver and then farther away from caregiver as child grows.
- ☉ Smile when succeeding in a task/activity.



MOBILE BABIES MAY

- ☉ Explore environment at increasing distances from caregiver, returning for reassurances.
- ☉ Look to caregiver when accomplishing new tasks (standing or walking).
- ☉ Give objects or toys to others (pick up ball, then reach to give it to caregiver).
- ☉ Smile and express joy when succeeding in a task/activity.



TODDLERS MAY

- ☉ Want to take care of self.
- ☉ Recognize own accomplishments.
- ☉ Show completed projects (drawing, pile of blocks) to caregiver.
- ☉ Act as though she/he is capable of doing new tasks and activities (copies use of adult tools, tries to sweep the floor with an adult-sized broom).
- ☉ Seek help after trying something new or challenging.



PRESCHOOLERS MAY

- ☉ Express delight with mastery of a skill ("I did it myself!").
- ☉ Ask others to view own creations ("Look at my picture!").
- ☉ Demonstrate confidence in own abilities ("I can climb to the top of the big slide!").
- ☉ Express own ideas and opinions.
- ☉ Enjoy process of creating.
- ☉ Take on new tasks and improve skills with practice (catching a ball).
- ☉ Express delight over a successful project and want others to like it too.
- ☉ Start a task and work on it until finished.

Domain 2: Social and emotional development

Goal 18: Children understand and follow rules and routines



BABIES MAY

- ⊗ Develop increasing consistency in sleeping, waking, and eating patterns.
- ⊗ Participate in routine interactions (quiet body when picked up, cooperates in dressing).
- ⊗ Anticipate routine interactions (lift arms toward caregiver to be picked up).



MOBILE BABIES MAY

- ⊗ Engage in some regular behaviors (sing or babble self to sleep, goes to high chair to be fed.)
- ⊗ Follow some consistently set rules and routines.
- ⊗ Anticipate and follows simple routines, with reminders and assistance (help to pick up and put away blocks at clean-up time).
- ⊗ Begin to understand that change in activities, settings, and routines are part of the day and can be managed with adult support.



TODDLERS MAY

- ⊗ Test limits and strive for independence.
- ⊗ Anticipate and follow simple routines, with reminders and assistance (wash hands and help set table at snack time, help to pick up and put away blocks at clean-up time).
- ⊗ Anticipate and follow simple rules, with reminders (expect to be buckled up when he/she gets in car seat).
- ⊗ Accept transitions and changes in routines with adult support.



PRESCHOOLERS MAY

- ⊗ Participate easily in routine activities (meal time, snack time, bedtime).
- ⊗ Follow simple rules without reminders (handles toys with care).
- ⊗ Demonstrate increasing ability to use materials purposefully, safely, and respectfully.
- ⊗ Adapt to changes in daily schedule.
- ⊗ Predict what comes next in the day, when there is an established and consistent schedule.
- ⊗ Manage transitions and adapt to changes in schedules and routines with adult support.
- ⊗ Engage in and complete simple routines without assistance (puts coat on to go outside to play).
- ⊗ Follow rules in different settings (lower voice when enters library).
- ⊗ Explain simple family or classroom rules to others.
- ⊗ Manage transitions and adapt to changes in schedules and routines independently.

Domain 2: Social and emotional development

Goal 19: Children regulate their feelings and impulses



BABIES MAY

- ⊗ Signal needs with sounds or motions (cry when hungry or reach for wanted object of comfort).
- ⊗ Relax or stop crying when comforted (when swaddled or spoken to softly).
- ⊗ Comfort self by clutching, sucking, or stroking when tired or stressed (calm while stroking or holding soft blanket).
- ⊗ Communicate need for support or help from adults (hold out arms when tired).



MOBILE BABIES MAY

- ⊗ Look to or seek comfort when distressed and accept comfort from a familiar adult.
- ⊗ Comfort self by clutching, sucking, or stroking when tired or stressed (calm while stroking or holding soft blanket).



TODDLERS MAY

- ⊗ Show developing ability to cope with stress and or strong emotions such as getting familiar toy or blanket, or seeking caregiver support.
- ⊗ Name some emotions (happy, excited, sad, mad, tired, angry, scared).
- ⊗ Begin to control impulses (say “no” when reaching for forbidden object; restrains self from stepping on a book on the floor).



PRESCHOOLERS MAY

- ⊗ Express strong emotions constructively, at times with assistance.
- ⊗ Recognize own feelings and desire to control self, with assistance.
- ⊗ Calm self after having strong emotions, with guidance (go to quiet area or request favorite book to be read when upset).
- ⊗ Wait for turn and sometimes show patience during group activities.
- ⊗ Stick with difficult tasks without becoming overly frustrated.
- ⊗ Express self in safe and appropriate ways (express anger or sadness without fights.)
- ⊗ Show ability to control destructive impulses, with guidance.
- ⊗ Seek peaceful resolution to conflict.
- ⊗ Stop and listen to instructions before jumping into activity, with guidance.

Domain 2: Social and emotional development

Goal 20: Children express appropriately a range of emotions



BABIES MAY

- ⊗ Cry, use other vocalizations, facial expressions, or body language to express emotions and to get needs met.
- ⊗ Frown in response to discomfort or inability to do something.
- ⊗ Smile, wave, or laugh in response to positive adult interaction.



MOBILE BABIES MAY

- ⊗ Respond to emotional cues and social situations (cry when other babies cry).
- ⊗ Smile, wave, or laugh in response to positive adult interaction.



TODDLERS MAY

- ⊗ Recognize and express emotions towards familiar people, pets, or possessions with appropriate facial expressions, words, gestures, signs, or other means.
- ⊗ Name emotions (happy, excited, sad, mad, tired, scared).
- ⊗ Learn about own feelings and that it is ok to feel silly, sad, angry, and all other emotions.



PRESCHOOLERS MAY

- ⊗ Name and talk about own emotions.
- ⊗ Use pretend play to understand and respond to emotions.
- ⊗ Associate emotions with words and facial expressions.
- ⊗ Express a broad range of emotions across settings, during play and interactions with peers and adults.
- ⊗ Share own excitement with peers, caregivers, and adults.
- ⊗ Acknowledge sadness about loss (change in caregiver, divorce, or death).
- ⊗ Not inhibit emotional expression (cry when feeling sad; name some levels of emotion such as frustrated or angry).

Domain 2: Social and emotional development

Goal 21: Children demonstrate awareness of family characteristics and functions



BABIES MAY

- ⊗ Kick legs and squeal when familiar adult appears.
- ⊗ Initiate contact with caregivers.
- ⊗ Develop and maintains trusting relationships with primary caregiver.



MOBILE BABIES MAY

- ⊗ Show affection (hugs and kisses) to familiar adults.
- ⊗ Address at least two family members by name.
- ⊗ Recognize immediate family members in photographs.



TODDLERS MAY

- ⊗ Recognize family members by voice. Know own first and last names.
- ⊗ Recognize role within own home (“Daddy cooks supper and mommy washes the dishes.”).
- ⊗ Pretend to nurture a doll by feeding and talking to it.
- ⊗ Give names to toys and dolls that reflect family and circle of friends.
- ⊗ Identify boys and girls.
- ⊗ Recognize that family members’ hunting will provide for family.
- ⊗ Comply with simple two-part requests that involve waiting (“Eat your breakfast and then we’ll play with the blocks.”).



PRESCHOOLERS MAY

- ⊗ Recognize extended family members (cousins, aunts, uncles).
- ⊗ Talk about how other children have different family compositions.
- ⊗ Quickly adjust to a new rule (lining up inside the building rather than outside when the weather gets colder or it rains).

Domain 2: Social and emotional development

Goal 22: Children demonstrate awareness of their community, human interdependence, and social roles



BABIES MAY

- ⊗ Begin to watch other children.
- ⊗ Reach out to touch other children or grab their toys.



MOBILE BABIES MAY

- ⊗ Recognize the names of other children.
- ⊗ Recognize family members of other children.
- ⊗ Begin to participate in simple parallel play with other children.



TODDLERS MAY

- ⊗ Identify the possessions of other children.
- ⊗ Show interest in peers by including them in play, referring to them by name.
- ⊗ Recognize that different people have different roles and jobs in the community. Show interest in community workers (garbage collector, Village Public Safety Officer, mail carrier, health aid).
- ⊗ Participate in family routines.



PRESCHOOLERS MAY

- ⊗ Recognize others' capabilities in specific area ("That woman is good at fixing cars.").
- ⊗ Identify some types of jobs and some of the tools used to perform those jobs.
- ⊗ Understand personal responsibility as a member of a group ("If you put away the toys, then I'll clean up the art table.").

Domain 2: Social and emotional development

Goal 23: Children demonstrate civic responsibility



BABIES MAY

- ⊗ Look to caregivers for assistance and guidance.



MOBILE BABIES MAY

- ⊗ Follow simple directions.
- ⊗ Try out roles and relationships through imitation (smile at self in mirror, plays peek-a-boo).
- ⊗ Request assistance when needed.



TODDLERS MAY

- ⊗ Identify the possessions of other children.
- ⊗ Show interest in peers by including them in play, referring to them by name.
- ⊗ Recognize that different people have different roles and jobs in the community. Show interest in community workers (garbage collector, Village Public Safety Officer, mail carrier, health aid).
- ⊗ Participate in family routines



PRESCHOOLERS MAY

- ⊗ Recognize others' capabilities in specific area ("That woman is good at fixing cars.").
- ⊗ Identify some types of jobs and some of the tools used to perform those jobs.
- ⊗ Understand personal responsibility as a member of a group ("If you put away the toys, then I'll clean up the art table.").

Domain 2: Social and emotional development

Goal 24: Children demonstrate awareness and appreciation of their own and others' cultures



BABIES MAY

- ⊗ Demonstrate an interest in themselves (observing themselves in a mirror, looking at their own hands and feet).
- ⊗ Use gestures to communicate their interest in objects and people.
- ⊗ Smile when someone familiar smiles at them.
- ⊗ Focus their attention on others and engage in interactions.
- ⊗ Kick their legs or reach with their arms when they see a familiar person.
- ⊗ Actively explore the similarities and differences among people by feeling their hair, touching their faces, watching their facial expressions, listening to their voices.



MOBILE BABIES MAY

- ⊗ Look to caregivers for assistance, guidance, and safety. Distinguish among familiar and unfamiliar people.



TODDLERS MAY

- ⊗ Demonstrate an understanding of simple rules, and prompts, such as “stop,” but often does not follow direction.
- ⊗ “Chats” with family members, although only half of the words they use may be recognizable.
- ⊗ Identify known people in photographs.
- ⊗ Shadow adults in their work by imitating such activities as sweeping or picking up toys, and attempting to help.
- ⊗ Identify basic similarities and differences between themselves and others.



PRESCHOOLERS MAY

- ⊗ Follow rules and understand that there may be different rules for different places.
- ⊗ Share information about their family and community.
- ⊗ Identify themselves as members of a family or classroom.
- ⊗ Create art that contains realistic elements (pointing to one of their drawings and saying “This is my house.”).
- ⊗ Engage in pretend play and act out different settings or events that happen at home (being a doll’s “Daddy” or using a spoon to feed a doll).
- ⊗ Demonstrate an understanding of the rights and responsibilities in a group (following simple classroom rules, participating in classroom clean-up).
- ⊗ Demonstrate an awareness of and appreciation for personal characteristics (“That man is nice,” “She has red hair.”).

Domain 3: Approaches to learning

Goal 25: Children show curiosity and interest in learning



BABIES MAY

- ⊗ Show interest in people by changing behavior.
- ⊗ React to new voices or sounds by turning in the direction of sound.
- ⊗ Show interest, explore, manipulate, or stare at new objects in the environment.
- ⊗ Use all senses to explore the environment (reaching out to touch rain).



MOBILE BABIES MAY

- ⊗ Engage familiar adults and children in interactions (smiling, approaching, not withdrawing).
- ⊗ Express desire to feed self.
- ⊗ Select a book, toy, or item from several options.
- ⊗ Point to desired people, places, objects and take action.
- ⊗ Show likes and dislikes for activities, experiences, and interactions.
- ⊗ Actively resist items or actions that are unwanted.



TODDLERS MAY

- ⊗ Explore the immediate environment (ask about a new object he/she finds, actively search through collection of toys).
- ⊗ Ask simple “wh” questions (why, what, where).
- ⊗ Try new ways of doing things and begin to take some risk.
- ⊗ Initiate play with others.
- ⊗ Choose one activity over another and pursue it for a brief period of time.
- ⊗ Show interests in wanting to take care of self (dressing).
- ⊗ Initiate activities at caregivers’ suggestions.
- ⊗ Seek and take pleasure in both new and repeated skills and experiences.



PRESCHOOLERS MAY

- ⊗ Ask others for information (“What is that?” “Why is the moon round?”).
- ⊗ Use “Why” to get additional information.
- ⊗ Develop personal interests (trains, farm animals).
- ⊗ Ask a peer to join in play.
- ⊗ Join a play activity already in progress.
- ⊗ Select new activities during play time (select characters for dress-up).
- ⊗ Find and use materials to follow through on an idea (blocks for building a tower, blank paper and crayons for drawing about a story or experience).
- ⊗ Engage in discussions about new events and occurrences (“Why did this happen?”)
- ⊗ Ask questions about changes in his/her world.
- ⊗ Look for new information and want to know more about personal interests.
- ⊗ Develop increasing complexity and persistence in using familiar materials.
- ⊗ Form a plan for an activity and act on it.
- ⊗ Tell the difference between appropriate and inappropriate (or dangerous) risk-taking.

Domain 3: Approaches to learning

Goal 26: Children persist when facing challenges



BABIES MAY

- ⊗ Establish eye contact with caregiver(s).
- ⊗ Recognize caregivers and show emotion.
- ⊗ Examine a face, toy, or rattle for brief period of time.
- ⊗ Repeat simple motions or activities (swats at mobile, consistently reaches for objects).



MOBILE BABIES MAY

- ⊗ Remember where favorite items are stored.
- ⊗ Attempt in self-help activities.
- ⊗ Try different ways of doing things.
- ⊗ Focus on caregiver, material or toy (such as a book) for short periods of time.



TODDLERS MAY

- ⊗ Show interest in favorite activities over and over again.
- ⊗ Complete simple projects (3- to 5-piece puzzle, stacking blocks on top of one another).
- ⊗ Continue to try a difficult task for a brief period of time (build a block structure for 3 to 5 minutes).
- ⊗ Insist on some choices (what to wear, completing a project).
- ⊗ Seek and accept assistance when encountering a problem.
- ⊗ Listen and participate in story time (turning pages of book, using hand motions such as clapping at appropriate times).



PRESCHOOLERS MAY

- ⊗ Focuses on tasks of interest to him/her.
- ⊗ Remains engaged in an activity for at least 5 to 10 minutes at a time.
- ⊗ Completes favorite tasks over and over again.
- ⊗ Persists in trying to complete a task after previous attempts have failed (finish a puzzle, build a tower).
- ⊗ Uses at least two different strategies to solve a problem.
- ⊗ Participates in meal time with few distractions.
- ⊗ Works on a task over a period of time, leaving and returning to it (block structure).
- ⊗ Shifts attention back to activity at hand after being distracted.
- ⊗ Focuses on projects despite distractions.
- ⊗ Accepts reasonable challenges and continues through frustration.
- ⊗ Cooperates with a peer or adult on a task.

Domain 3: Approaches to learning

Goal 27: Children demonstrate initiative



BABIES MAY

- ⊗ Engage in and actively explore new and familiar surroundings.
- ⊗ Engage familiar adults and children in interactions (smiling, approaching, not withdrawing).



MOBILE BABIES MAY

- ⊗ Express desire to feed self.
- ⊗ Select a book, toy, or item from several options.
- ⊗ Show likes and dislikes for activities, experiences, and interactions.



TODDLERS MAY

- ⊗ Use strategies to manage strong emotions (get help, cover eyes, move away).
- ⊗ Use words such as “stop” or “no” in a conflict.
- ⊗ Communicate to caregivers when they are hungry or tired.
- ⊗ Try different ways of doing things.
- ⊗ Identify own interests, feelings, and needs.



PRESCHOOLERS MAY

- ⊗ Ask a peer to join in play.
- ⊗ Join a play activity already in progress, with assistance.
- ⊗ Select new activities during play time (select characters for dress-up).
- ⊗ Offer to help with chores (sweeping sand from the floor, helping to clean up spilled juice).
- ⊗ Find and use materials to follow through on an idea (blocks for building a tower, blank paper and crayons for drawing about a story or experience).
- ⊗ Make decisions about what activity or materials to work with from selection offered.

Domain 3: Approaches to learning

Goal 28: Children approach daily activities with creativity and Imagination



BABIES MAY

- ☉ Inspect own hands and feet by mouthing.
- ☉ Mouth, shake, bang, drop, or throw objects.
- ☉ Change behaviors and responses based on other's expressions and motions.



MOBILE BABIES MAY

- ☉ Imitate action observed in another situation (try to stack blocks after watching another child stack blocks, bang on surface after watching drumming at a cultural event).
- ☉ Use items differently and creatively (a bucket is turned upside down to build a tower base or to be a drum).
- ☉ Play with dolls, stuffed animals, puppets.
- ☉ Pretend one object is really another (use a wood block as a telephone).



TODDLERS MAY

- ☉ Invent new uses for everyday materials (bang on pots and pans).
- ☉ Approach tasks experimentally, adapting as the activity evolves.
- ☉ Display an understanding of how objects work together (get the dustpan when adult is sweeping the floor).
- ☉ Enjoy opportunities for pretend play and creating things ("cooking" dinner for adult, feeding pretend food to adult).
- ☉ Pretend and use imagination during play.
- ☉ Use creative language to describe events.
- ☉ Build with blocks and other manipulatives.
- ☉ Play with dolls, costumes and acts out animal roles.
- ☉ Pretend to be in new and familiar places with new and familiar roles.
- ☉ Create an art project and with a simple story to accompany the artwork.



PRESCHOOLERS MAY

- ☉ Invent new activities or games.
- ☉ Use imagination to create a variety of ideas.
- ☉ Create acceptable rules for group activities.
- ☉ Make up words, songs, or stories.
- ☉ Express ideas through art construction, movement, or music.
- ☉ Engage in extensive pretend play that includes role play (play "house" or "explorers").
- ☉ Investigate and experiment with materials.
- ☉ Represent reality in a variety of ways (pretend play, drawing).
- ☉ Invent projects and work on them.
- ☉ Engage in role play.

Domain 3: Approaches to learning

Goal 29: Children learn through play and exploration



BABIES MAY

- ☉ Track people and objects by moving his/her head as adult or object moves.
- ☉ Behave in consistent ways to elicit desired response (kick a mobile).
- ☉ Play games with primary caregiver that involves repetition (peek-a-boo).
- ☉ Experiment to see if similar objects will cause similar responses (shake a stuffed animal in the same way as a rattle to hear noise).
- ☉ Use senses to explore objects and toys.



MOBILE BABIES MAY

- ☉ Behave in consistent ways to elicit desired response (kick a mobile).
- ☉ Play games with primary caregiver that involve repetition (peek-a-boo).
- ☉ Experiment to see if similar objects will cause similar responses (shake stuffed animal in the same way as a rattle to hear noise).
- ☉ Display recognition and excitement about game or toys from previous day.
- ☉ Apply knowledge to new situations (bang on bucket instead of drum).



TODDLERS MAY

- ☉ Substitute similar objects (stack boxes like blocks).
- ☉ Realize that behaviors can precede events ("If mom or dad put the pot on the stove, she/he is going to cook something to eat").
- ☉ Alter behavior based on a past event and builds on it (hand-washing prior to mealtime).
- ☉ Relate an experience today to one that happened in the past (hand-washing prior to mealtime).



PRESCHOOLERS MAY

- ☉ Tell others about events that happened in the past.
- ☉ Represent things in environment with available materials, moving from simple to complex representations (recreate pictures of a house, bridge, road with blocks).
- ☉ Think out loud and talk through a situation.
- ☉ Work out problems mentally rather than through trial and error.
- ☉ Use a variety of methods to express thoughts and ideas (discussion, art activities).
- ☉ Demonstrate long-term memory of meaningful events and interesting ideas.
- ☉ Describe or act out a memory of a situation or action.
- ☉ Seek information for further understanding.
- ☉ Use multiple sources of information to complete projects and acquire new information, with assistance.
- ☉ Plan activities and set goals based on past experience.
- ☉ Demonstrate beginning understanding of what others are thinking, their intentions, or motivations.

Domain 4: General knowledge and cognition

Goal 30: Children gain reasoning and critical thinking



BABIES MAY

- ⊗ Bang a block (or other object) on the floor repeatedly to hear the sound it makes.
- ⊗ Explore objects and materials in different ways (mouthing, reaching for, or hitting, banging, and squeezing them).
- ⊗ After repeated experiences with the same objects and persons, sometimes remembers that unseen objects are still there (remembering that a pacifier is under the blanket).



MOBILE BABIES MAY

- ⊗ Show he/she understands cause-and-effect relationships (pushing on a toy truck and watching it roll away). Stacks and then knocks down towers and then stacks them up again.
- ⊗ Explore small openings and looks for items to put in the openings, including their fingers.
- ⊗ Remember where to find favorite toys, pacifier, blanket.
- ⊗ Show an understanding of object permanence, such as reaching under a blanket to retrieve a stuffed animal.
- ⊗ Use objects as intended (pushes buttons on toy phone, drinks from cup). Understand how familiar objects are used in combination (spoon in bowl, socks on feet).
- ⊗ Distinguish sounds and combinations of sounds.
- ⊗ Follow the edge of objects in space, such as a blanket, bed, or room.
- ⊗ Recognize different facial expressions.



TODDLERS MAY

- ⊗ Explore cause-and-effect relationships by intentionally repeating an action and observing the reaction (rolling a car down a ramp repeatedly).
- ⊗ Explore cause and effect by repeating an action and observing the reaction (rolling a car down a ramp repeatedly).
- ⊗ Explore the properties of objects by grabbing, pushing, pulling, turning over, and throwing them.
- ⊗ Make simple decisions, takes action, and observes the impact of their actions on others (pushing a toy truck toward an adult, watching it hit the adult, and observing how the adult reacts).
- ⊗ Engage in pretend play and games requiring several sequential actions (playing kickball, which requires kicking a ball, running, and then stopping at a base).
- ⊗ Treat objects differently as they begin to understand similarity and difference (squeezing stuffed animals and throwing balls).



PRESCHOOLERS MAY

- ⊗ Explore cause-and-effect relationships (rolling two different cars down a ramp and observing the different distances traveled).
- ⊗ Recognize and labels aspects of an event (long, fun).
- ⊗ Compare experiences, with adult assistance (recalls and compares play times with different children).
- ⊗ Use comparative words (“Now the music is faster.” “The soup is hotter than the juice.”).
- ⊗ Solve simple problems without trying every possibility (putting big blocks at the base of a tower and smaller blocks on top to make a tower that doesn’t topple).
- ⊗ Use previous experiences to make plans before attempting to solve some problems (using a wagon to gather toys into one spot rather than trying to carry them all by hand).
- ⊗ Explain reasoning behind a strategy or choice and why it did or didn’t work.
- ⊗ Try out different solutions to problems (trying to staple pieces of paper after unsuccessfully trying to tape them together).
- ⊗ Remember past experiences in the correct order and includes relevant details. (“How did the peddler feel when the monkeys didn’t give him back his caps?”).

Domain 4: General knowledge and cognition

Goal 31: Children find multiple solutions to questions, tasks, problems, and challenges



BABIES MAY

- ⊗ Reach for a toy or object that has rolled away.
- ⊗ Seek assistance from caregiver to solve a problem by using vocalizations, facial expressions, or gestures.



MOBILE BABIES MAY

- ⊗ Use objects as a means to an end (uses a bucket to transport blocks from one room to another, uses spoon to reach for food).
- ⊗ Solve simple problems independently (by climbing to retrieve an out-of-reach object).



TODDLERS MAY

- ⊗ Make plans before attempting to solve a simple problem.
- ⊗ Understand actions in sequence (saying “goodbye” and then leaving, or asking for music and then dancing).
- ⊗ Put two actions together in sequence (grabbing a large ball and rolling it).
- ⊗ Know where things are kept in familiar environments.
- ⊗ Successfully follow two-step directions.



PRESCHOOLERS MAY

- ⊗ Find their own solution or agree to try someone else’s idea for a problem (accepting a suggestion to secure a tower’s greater stability by building it on a wood floor rather than on a thick rug).
- ⊗ Successfully follow three-step directions. Retells a familiar story in the proper sequence, including such details as characters, phrases, and events.
- ⊗ Follow detailed, multi-step directions.

Domain 4: General knowledge and cognition

Goal 32: Children use symbols to represent objects



BABIES MAY

- ⊗ Locate an object that has been hidden from view.



MOBILE BABIES MAY

- ⊗ Recognize people, animals, or objects in pictures or photographs.



TODDLERS MAY

- ⊗ Find objects after they have been hidden nearby.
- ⊗ Draw or scribble and explain the drawing.
- ⊗ Experiment with new uses for familiar objects.
- ⊗ Provide a simple description of a person or object that is not present (child barks when asked what noise the dog makes).
- ⊗ React to mental images of objects or events (claps hands when told aunt/uncle is coming to visit).
- ⊗ Identify symbols for familiar objects correctly (photo of dog).



PRESCHOOLERS MAY

- ⊗ Provide more complex description of a person or object that is not present (the dog is black, soft, and runs around; child gestures to show how big).
- ⊗ Use symbols or pictures as representation for talking.
- ⊗ Use objects to represent real items in make-believe play (card becomes camera).
- ⊗ Recognize objects, places, and ideas by symbols (recognizes which is the men's or women's restroom by looking at the doors).
- ⊗ Use physical objects to demonstrate vocabulary (creates two piles of blocks, one with "more" blocks, one with "less").
- ⊗ Represent simple objects through drawings, movement, mime, three-dimensional constructions.

Domain 4: General knowledge and cognition

Goal 33: Children can distinguish between fantasy and reality



BABIES MAY

- ⊗ Make animal sounds.



MOBILE BABIES MAY

- ⊗ Begin make-believe play (rocking or feeding a baby doll).



TODDLERS MAY

- ⊗ Play make-believe with props (dolls, stuffed animals, blocks).
- ⊗ Create an imaginary friend.
- ⊗ React to people in costume as if they are the characters they portray.
- ⊗ React to puppets as if they are real.



PRESCHOOLERS MAY

- ⊗ Take on pretend roles and situations, using the appropriate language, tone, and movements (pretends to be a baby, crawling on the floor and making baby sounds).
- ⊗ Engage in complex make-believe play, theme-oriented play that involves multiple characters and settings).
- ⊗ Make connections between characters in books, stories, or movies, with people in real life.
- ⊗ Question the reality of characters in books, family and traditional oral stories. Explain if a story is real or make-believe when prompted.
- ⊗ Understand and express when fantasy is influencing actions (“I was just pretending to do that.”).
- ⊗ Recognize that some characters, places, and objects in stories, movies, television shows are not real.

Domain 4: General knowledge and cognition

Goal 34: Children demonstrate knowledge of numbers and counting



BABIES MAY

- ⊗ Understand the concept of “more” in reference to food or play.
- ⊗ Hold two objects, one in each hand.
- ⊗ Gesture for “more” when eating.



MOBILE BABIES MAY

- ⊗ Use words or gestures for action phrases (“all gone” and “more”).
- ⊗ Recognize there are one or two of something.
- ⊗ Demonstrate early one-to-one correspondence (filling containers with objects by dropping them in one at a time).
- ⊗ Usually choose a set that has more of something they prefer over a set that has less, when given the option.
- ⊗ Create larger and smaller sets of objects by grouping and ungrouping items (placing and removing rings on a vertical peg).



TODDLERS MAY

- ⊗ Understand that putting two sets of objects together makes more and taking sets of objects apart will make less.
- ⊗ Add and subtract with sets of objects smaller than three.
- ⊗ Begin to say or gesture the number two when asked how old they are.
- ⊗ Put objects in accurate, one-to-one correspondence (placing one plastic egg into each indentation of an egg carton).
- ⊗ Name their first number word, typically “two” (or holds up two fingers).
- ⊗ Count up to five objects.
- ⊗ Name and identify some written numerals.
- ⊗ Identify numerals as being different from letters.
- ⊗ Bring two treats when asked to get treats for two people.
- ⊗ Count to ten (or in some way indicates a knowledge of words for the numbers from one to ten in sequence) with occasional errors.



PRESCHOOLERS MAY

- ⊗ Quickly count objects up to four.
- ⊗ Use toys and other objects as tools to solve simple addition and subtraction problems when the total is smaller than five.
- ⊗ Verbally count to 20 (or in some way indicate knowledge of the words for the numbers from 1 to 20 in sequence) with occasional errors.
- ⊗ Count to 10 from memory.
- ⊗ Understand that the last number counted represents the number of objects in a set.
- ⊗ Recognize and write some numerals up to 10.
- ⊗ Solve simple word problems with totals of five or fewer items (know they will have a total of four pencils if they already have three and are given one more).
- ⊗ Continue to count when another item is added to a set. Quickly name the number in a group of objects, up to 10.
- ⊗ Use counting to compare two sets of objects and to determine which set has more, less, or the same as the other.
- ⊗ Understand that adding one or taking away one changes the number in a group of objects by exactly one.

Domain 4: General knowledge and cognition

Goal 34: Children demonstrate knowledge of numbers and counting, continued



- ✧ Use toys and other objects as tools to solve simple addition and subtraction problems with totals smaller than 10.
- ✧ Verbally count beyond 20, demonstrating an understanding of the number pattern.
- ✧ Use strategies to count large sets of objects (more than 10).
- ✧ Know the number that comes before or after a specified number (up to 20).
- ✧ Recognize and order each written numeral up to 10.
- ✧ Solve simple word problems with totals of 10 or fewer items (know they will have nine grapes if they have seven and are given two more).

Domain 4: General knowledge and cognition

Goal 35: Children demonstrate knowledge of measurement: size, volume, height, weight, and length



BABIES MAY

- ☉ Explore the size and shape of objects through various means (banging, mouthing, dropping, etc.).
- ☉ Explore volume as they wrap their fingers around an object or an adult's finger.
- ☉ Explore weight as they pull a toy toward themselves.
- ☉ Explore speed by moving hands or legs.



MOBILE BABIES MAY

- ☉ Notice size differences (if large) between two objects (pointing to the bigger ball).
- ☉ Use such words as “big” and “little” to differentiate sizes.
- ☉ Explore relative size by trying to squeeze a large object into a smaller container (putting a doll into doll stroller and then trying to fit themselves into the stroller).



TODDLERS MAY

- ☉ Find and point to small objects (the tiny mouse on the pages of Goodnight Moon).
- ☉ Use words such as “big,” “small,” and “more.”
- ☉ Understand and use general measurement words, such as “big” and “hot.”
- ☉ Recognize when their food bowl is empty and gesture to indicate that, or say “more” or “all gone.”
- ☉ Notice when another child has more of something and gestures or verbalizes “want more.”
- ☉ Put groups of objects together and begins to subtract (share) objects by offering one or more to a friend or adult.
- ☉ Have a general understanding of the passing of time and the meaning of phrases like “not now” and “after lunch.”



PRESCHOOLERS MAY

- ☉ Compare two small sets of objects (five or fewer).
- ☉ Make small series of objects (putting three or four objects in order by length).
- ☉ Recognize differences in measuring (when trying to pour the same amount of juice into three cups, looks to see if one cup has more than the others).
- ☉ Use multiple copies of the same unit to measure (seeing how many pillows make up pillow fort wall).
- ☉ Use comparative language (“shortest,” “heavier,” “biggest”).
- ☉ Build block buildings and include such structural features as arches and ramps.
- ☉ Order four or more items by decreasing or increasing (arranging a rock collection from the largest to the smallest).
- ☉ Use correct tools to measure different items (choosing a scale for weight and a cup for volume).
- ☉ Use measurement language (“This is three blocks long”).
- ☉ Correctly add an object to an existing series (put longest block at end of row of increasing lengths).

Domain 4: General knowledge and cognition

Goal 36: Children sort, classify, and organize objects



BABIES MAY

- ☉ Classify informally as they recognize items as similar (“Things I can hold”).
- ☉ Explore the size and shape of objects (banging, mouthing, dropping, etc.).
- ☉ Follow daily routines or patterns, such as being fed and then going to sleep.
- ☉ Enjoy and begin to anticipate repetition, such as playing a peek-a-boo game or hearing a familiar song each time they are diapered.



MOBILE BABIES MAY

- ☉ Identify objects or creatures by recognizing their similarities (canines are “doggies”; all felines are “kitties”).
- ☉ Place similar objects with each other (putting all of the dolls in one pile and all of the cars in another).
- ☉ Repeat some actions, such as filling and emptying containers.
- ☉ Make patterns by repeating songs and rhymes.
- ☉ Watch, bounce, or clap to rhythmic sounds or sing-alongs.



TODDLERS MAY

- ☉ Separate objects by a single feature (“all the red blocks go here”).
- ☉ Match simple geometric forms (circle, square, triangle).
- ☉ Notice when two things share similar attributes (cars and buses have wheels).
- ☉ Recognize and extend a simple repeating pattern (stomp/clap, stomp/clap).
- ☉ Match small and large objects (counting bears to make “Mommy and Baby” pairs).
- ☉ Copy an adult’s made-up verbal pattern (“me, me, moo”).
- ☉ Recognize patterns within stories and songs.



PRESCHOOLERS MAY

- ☉ Sort objects and then counts and compares them.
- ☉ Sort objects by one attribute into two or more groups (big, medium, and small).
- ☉ Classify everyday objects that go together (mittens, hats, coats).
- ☉ Copy, complete, and extend repeating patterns.
- ☉ Build block buildings and include such structural features as arches and ramps.
- ☉ Count only those objects in a group that have a specific attribute (all of the red cars in a picture).
- ☉ Place four or more objects or groups in order (number, length, etc.).
- ☉ Sort sets of objects by one characteristic, then sort by a different characteristic and explains the sorting rules (“These are all of the red ones, but these are all of the big ones.”).
- ☉ Replicate and extend simple patterns (adds yellow to patterns of different colored blocks).
- ☉ Combine shapes into patterns that make new shapes or complete puzzles (rearranging a collection of circles and variously sized rectangles to make the image of a person).

Domain 4: General knowledge and cognition

Goal 36: Children sort, classify, and organize objects, continued



- ⊗ Build complex block buildings, intentionally maintain such features as symmetry.
- ⊗ Help child create his or her own patterns (“What would it look like if we sorted blocks by color?”).
- ⊗ Suggest different rules for sorting (put a different color spoon with each plate).
- ⊗ Offer art projects that use shapes (“You can draw a house by putting a triangle on top of a square.”, “You can draw a rectangle for the door.”).

Domain 4: General knowledge and cognition

Goal 37: Children collect information through observation and manipulation



BABIES MAY

- ☉ Turn head toward sounds or voices.
- ☉ Explore objects by holding, mouthing, dropping, etc.
- ☉ Observe objects in the environment briefly.



MOBILE BABIES MAY

- ☉ Use more than one sense at a time (uses sight, touch, and hearing by examining and shaking a toy).
- ☉ Use another object or person as a tool (expresses the desire to be picked up to reach something, use block to push buttons on a toy).



TODDLERS MAY

- ☉ Use all five senses to examine different objects with attention to detail.
- ☉ Identify similarities or difference in objects.
- ☉ Systematically explore the world (notice different types of insects).



PRESCHOOLERS MAY

- ☉ Identify and distinguish among senses (tastes, sounds, textures).
- ☉ Use non-standard tools (blocks, paper tubes) to explore the environment.
- ☉ Try new experiences provided by adults and describe observations (mixing soil and water to make mud).
- ☉ Seek information through observation, exploration, and conversations.
- ☉ Identify, describe, and compare objects.

Domain 4: General knowledge and cognition

Goal 38: Children make predictions and experiment



BABIES MAY

- ⊗ Investigate new phenomena (reaches out to touch rain).
- ⊗ Actively use one or more senses to explore the environment (touch, sight, smell, taste, hearing).



MOBILE BABIES MAY

- ⊗ Express a sense of wonder about the natural world (reach for objects, put objects in mouth or rub on cheek, roll objects in hands, drop objects on floor).



TODDLERS MAY

- ⊗ Ask simple questions about the natural world ("Where did the rainbow go?").
- ⊗ Observe and/or manipulate objects and events to answer simple questions about the natural world.
- ⊗ Make guesses about what might happen based on past experience.



PRESCHOOLERS MAY

- ⊗ Ask questions and finds answers through active exploration.
- ⊗ Make predictions and develops generalizations based on past experiences.
- ⊗ Use vocabulary that show recognition of changes (such as sink, float, melt, freeze).
- ⊗ Communicate information learned from exploration of the natural world ("We picked lots of berries." "The snow was cold and wet.")
- ⊗ Make reasonable explanations, without assistance.
- ⊗ Describe and discuss predictions, explanations, and generalizations based on past experiences.

Domain 4: General knowledge and cognition

Goal 39: Children observe and describe the natural world



BABIES MAY

- ⊗ Respond to plants, animals, and other people in the environment (reach for caregiver, grab a flower, point and squeal at a dog).
- ⊗ Observe sun and clouds.



MOBILE BABIES MAY

- ⊗ Explore characteristics of certain living things (pick up an earthworm, try to catch ants).
- ⊗ Enjoy outdoor play.
- ⊗ Enjoy playing with water, sand and mud.



TODDLERS MAY

- ⊗ Show understanding of how things grow and change.
- ⊗ Comment on what it takes to make things grow ("The plant needs water:").
- ⊗ Ask questions about the earth.
- ⊗ Identify weather (sun, rain, snow).
- ⊗ Identify or labels earth's materials (water, rocks, dirt, and leaves).
- ⊗ Demonstrate curiosity about the natural environment by asking "Why" questions (Why is the flower red?).



PRESCHOOLERS MAY

- ⊗ Identify things as living or non-living based on their characteristics (breathes, moves, grows).
- ⊗ Describe characteristics of plants, animals, and people ("That tree grew really tall!").
- ⊗ Show understanding of changes in living things (plants, spider webs).
- ⊗ Ask questions about growth and change in plants and animals.
- ⊗ Investigate properties of rocks, dirt and water. Recognize and provide simple descriptions of the state of matter ("Water is wet:").
- ⊗ Make simple observations of the characteristics and movements of the sun, moon, stars, and clouds.
- ⊗ Discuss changes in the weather and seasons, using common weather-related vocabulary (rainy, sunny, windy).

Domain 4: General knowledge and cognition

Goal 40: Children differentiate between events that happen in the past, present, and future



BABIES MAY

- ⊗ Begin to show he/she expects familiar routines.
- ⊗ Recognize the beginning and end of an event (claps at the end of a song).



MOBILE BABIES MAY

- ⊗ Show anticipation for regularly scheduled daily events.
- ⊗ Recall information about the immediate past (after eating, says "All done!").



TODDLERS MAY

- ⊗ Remember and communicate what happened earlier in the day.
- ⊗ Recall basics of recent events (are able to follow a daily routine).
- ⊗ Anticipate recurring events in typical routines ("After I eat lunch, I will hear a story").
- ⊗ Connect new experiences to past experiences. Experiment with general terms related to the elements of time ("Today we are going to Grandma's").
- ⊗ Make predictions about what might happen in the future.



PRESCHOOLERS MAY

- ⊗ With support, retell or reenact familiar stories, including such details as characters, phrases, and events.
- ⊗ Demonstrate an awareness of important activities that are "coming up" or "in the near future" (keeping track of the days until a birthday or vacation trip) as a strategy to control excitement.

Domain 4: General knowledge and cognition

Goal 41: Children demonstrate awareness of location and spatial relationships



BABIES MAY

- ⊗ Explore the size and shape of objects through various means (banging, mouthing, dropping, etc.).
- ⊗ Explore the way objects move by tracking objects with their eyes and head.
- ⊗ Explore their spatial sense through movement, both involuntary and voluntary (being picked up, scooting, and pulling up).



MOBILE BABIES MAY

- ⊗ Explore how differently shaped objects fit or do not fit together (nesting cups or stacking cones).
- ⊗ Explore barriers to movement when not able to walk or push past something.
- ⊗ Explore their spatial sense (by bumping into things; squeezing into a tight space; or looking at an adult or a toy from a different angle, when bending over, or with head turned).



TODDLERS MAY

- ⊗ Match familiar shapes (circle, square, triangle) that have the same size and the same orientation.
- ⊗ Attempt to stack blocks as high or higher than themselves.
- ⊗ Match simple shapes (placing a shape on a shape board).
- ⊗ Explore gravity (push toy cars down an incline, such as a slanted board).
- ⊗ Respond to spatial directions, such as “come here,” “go over there,” and “get down on the floor,” especially if the words are accompanied by pointing.



PRESCHOOLERS MAY

- ⊗ Make shapes from parts (using a set of circle, rectangle, and line shapes to create an image of a snowman).
- ⊗ Combine and separate shapes to make designs or pictures (complete shape puzzles).
- ⊗ Build simple examples of buildings, structures, or areas with three-dimensional shapes, such as building blocks.
- ⊗ Name shapes (circle, triangle, square, rectangle), regardless of their size or orientation.
- ⊗ Use basic language to describe location (“I am under the bed.”).
- ⊗ Correctly follow directions involving their own positions in space (“move forward,” “sit behind,” etc.).
- ⊗ Link or sorts familiar shapes (circle, square, triangle) that have different sizes and orientation.

Domain 4: General knowledge and cognition

Goal 42: Children demonstrate knowledge of the relationship among people, places and geography



BABIES MAY

- ⊗ Show caution around strangers or new events.



MOBILE BABIES MAY

- ⊗ Recognize some familiar places (home, store, grandparents' house).
- ⊗ Know where favorite toys or foods are stored in own home.



TODDLERS MAY

- ⊗ Know different environments (sees pictures of fish and says "They live in water.").
- ⊗ Recognize familiar buildings (home, school, post office, library, community building).



PRESCHOOLERS MAY

- ⊗ Match objects to their usual locations (stove in the kitchen, bed in the bedroom, tree in the park).
- ⊗ Be aware of characteristics of own geographic region ("It rains/snow here a lot.")
- ⊗ Recognize where he/she is while traveling in familiar areas, most of the time.
- ⊗ Begin to express and understand concepts and language of geography in the contexts of the classroom, home, and community.
- ⊗ Describe some physical characteristics (bodies of water, mountains, weather) and some of the social characteristics of the corresponding communities (types of shelter, clothing, food, jobs).
- ⊗ Help to navigate on journeys ("After you pass the blue house, our house is next." "I live by the bus stop.").

Domain 4: General knowledge and cognition

Goal 43: Children demonstrate awareness of economic concepts



BABIES MAY

- ⊗ Depend on others to provide for wants and needs.



MOBILE BABIES MAY

- ⊗ Depend on others to provide for wants and needs.



TODDLERS MAY

- ⊗ Recognize relationship between supply and demand (understand that he/she cannot have another cracker because they are all gone).
- ⊗ Recognize and use objects for barter or trade during play (with assistance).



PRESCHOOLERS MAY

- ⊗ Understand that money is needed to purchase goods and services.
- ⊗ Play store or restaurant with play or real money, receipts, credit cards, telephones.
- ⊗ Talk about what wants to be when he/she grows up.
- ⊗ Realize that making one choice means that you may not be able to do something else.
- ⊗ Recognize that people rely on others for goods and services
- ⊗ Understand the concept of saving resources for use in the future.
- ⊗ Accurately name some coins and paper cash (penny, nickel, dollar).
- ⊗ Recognize some things are owned by people and other things are collective goods.

Domain 4: General knowledge and cognition

Goal 44: Children demonstrate awareness of the relationship between humans and the environment



BABIES MAY

- ⊗ Respond to familiar people and objects in a way that is different from the way they respond to unfamiliar people or objects.



MOBILE BABIES MAY

- ⊗ Point to, or in some other way indicates, familiar people and objects when they are named.
- ⊗ Express interest in nature (flowers, a breeze, snow).
- ⊗ Recognize trash as trash.
- ⊗ Know location of trash can and recycle bin, if available, in own home or learning setting.



TODDLERS MAY

- ⊗ Help with home and class routines that keep the house/classroom clean.
- ⊗ Discard trash in trash can.
- ⊗ Recognize and responds to characteristics of the environment (exclaims out loud when he/she sees bird or a very tall tree).
- ⊗ Use natural objects for play (makes mud pies, makes a house out of sticks, uses leaves for a pillow).



PRESCHOOLERS MAY

- ⊗ Show awareness of environment by noticing features of own home and other familiar places (recounts how water was flowing over the road on the way to store).
- ⊗ Recognize things that do not belong in the environment (litter).
- ⊗ Help protect equipment and materials from weather (helps cover outdoor furniture, sweeps leaves).
- ⊗ Recognize, with adult support and guidance, how people can take care of the earth's resources.
- ⊗ Exhibit simple concepts of conservation (uses paper judiciously, does not waste water).
- ⊗ Show interest in understanding how animals gather and store food, sleep, and live.

Domain 4: General knowledge and cognition

Goal 45: Children use technology appropriately



BABIES MAY

- ☉ Use their bodies as “tools” (reaching out and grasping to get a rattle).
- ☉ Show interest in technology (turns toward a ringing telephone or speakers where music is playing).



MOBILE BABIES MAY

- ☉ Understand the use of people as “tools” for help (recognizing that an adult can reach an object for them on a high shelf),
- ☉ Enjoy listening to music.
- ☉ Enjoy using play technology objects (wind-up toy.)
- ☉ Turn light switch on and off.



TODDLERS MAY

- ☉ Play with battery-operated toys and learning objects, with assistance.
- ☉ Make mechanical toys work, if labeled safe for children under three years.
- ☉ Change their behavior in response to their environment by using the “tools” around them (If a toy is on a towel, pulling the towel to bring the toy closer, rather than just going over to the toy). Adapt “tools” (using a stick to reach something under a chair).
- ☉ Use objects in new ways to solve a problem or meet a goal (propping up a track with a block so a toy train can pass underneath).



PRESCHOOLERS MAY

- ☉ Uses a telephone to talk to familiar people, with assistance.
- ☉ Identify some materials as natural or as human-made and explains how he/she knows the difference.
- ☉ Describe stories, images, or sounds experienced with technology (music on speaker, program on television, story heard on speaker).
- ☉ Use accurate vocabulary to identify technology (camera, computer, printer, television, phone).
- ☉ Identify ways in which technology helps people (“The wheelchair helps Alfonso get from one place to another. ““Email or texting lets you communicate with your friend Opal, who lives far away.”).
- ☉ Identify alternate ways of doing things with and without technology (can use hands or dishwasher to clean dishes, can travel by foot or by car).
- ☉ Consider, with adult guidance, what it must have been like to live without technology in an earlier time.
- ☉ Use computer for simple ‘point and click’ operations on child-appropriate websites or software.

Domain 4: General knowledge and cognition

Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel



BABIES MAY

- ⊗ Attend to bright and/or contrasting colors.
- ⊗ Imitate by babbling during or after an adult sings or chants.
- ⊗ Move bodies with some intent and control.
- ⊗ Show curiosity and explore sensory materials; enjoy feeling various pleasing sensations and textures.
- ⊗ Use objects as tools to make sounds, (banging blocks together with adult help).



MOBILE BABIES MAY

- ⊗ Use sounds and their voice as they play or look at books with adults.
- ⊗ Make movements and sounds in response to cues in songs and finger plays.
- ⊗ Stand with feet wide apart and sways to the sound of music.
- ⊗ Create marks with crayons, paints, and chalk.
- ⊗ Enjoy producing music with simple instruments (triangles, tambourines, drums, etc.).



TODDLERS MAY

- ⊗ Squeeze soft clay and dough into abstract shapes.
- ⊗ Repeat the same song over and over.
- ⊗ Dance alone or with others.
- ⊗ “Play” musical instruments (attempts to blow into a whistle or harmonica).
- ⊗ Explore roles through imaginative play, such as saying “Boo” to them.
- ⊗ Demonstrate preferences for favorite colors.
- ⊗ Move their body with increasing skill to express emotions and rhythms.
- ⊗ March with musical instruments with support from adults.
- ⊗ Imitate simple songs and finger-play movements.
- ⊗ Watch and copy other children’s play activities.



PRESCHOOLERS MAY

- ⊗ Create new songs and dances or adds their own words to songs.
- ⊗ Express preferences for some different types of art, music, and drama.
- ⊗ Explore musical instruments and uses them to produce rhythms and tones.
- ⊗ Mold and build with dough and clay and then identifies and sometimes names their creation (“I make a dog and his name is Spot.”).
- ⊗ Act out plots and characters found in familiar stories.
- ⊗ Participate in pretend play with other children.
- ⊗ Apply vocal skills to instruments to produce more complex rhythms, tones, melodies, and songs.
- ⊗ Intentionally create content in a work of art (picture, a playdough sculpture, etc.).
- ⊗ Write and act out stories based upon familiar topics or characters.

Domain 4: General knowledge and cognition

Goal 47: Children demonstrate understanding and appreciation of creative arts



BABIES MAY

- ⊗ Respond to music by listening and moving their heads, arms, and legs.
- ⊗ Make eye contact with singers.
- ⊗ Gaze at pictures, photographs, and mirror images.



MOBILE BABIES MAY

- ⊗ Recognize and associate a certain song or sound with a particular meaning (hearing a nap-time song and thinking that it's safe, secure, and time to nap).
- ⊗ Make loud noises just for fun, such as screaming or yelling.
- ⊗ Make movements and sounds in response to cues in songs and finger plays.
- ⊗ Use facial expressions, sound (vocalizations, clapping), and movement to encourage singers or music to continue.



TODDLERS MAY

- ⊗ Talk or sing to themselves for comfort or enjoyment.
- ⊗ Stop, turn their head to listen, and watch when hearing music or other rhythmic sounds.



PRESCHOOLERS MAY

- ⊗ Enjoy and engage with displays of art, music, and drama.
- ⊗ Express clear preferences for types of artwork or art activities.
- ⊗ Plan art and shows with increasing care and persistence in completing it.
- ⊗ Choose own art for display in the classroom or for inclusion in a portfolio or book and explains their choices and preferences in some detail.
- ⊗ Communicate about elements appearing in art, music and drama.

Domain 5: Communication, language and literacy

Goal 48: Children demonstrate understanding of social communication



BABIES MAY

- ⊗ Study caregiver's face.
- ⊗ Show preference for familiar human voices to other sounds (animal sounds).
- ⊗ Pay attention to what the speaker is looking at or pointing to.
- ⊗ Vocalize or gesture in response to another person's voice or gesture.
- ⊗ Quiet/calm body movement at the sound of a recognized caregiver's voice.
- ⊗ Shift listening attention to a variety of sounds (caregiver's singing/ words/making environmental sounds to attract baby).
- ⊗ Use eyes and move head to look for caregiver's voice.
- ⊗ Begin to anticipate caregiver's actions in routine game (shows excitement when hearing "peek a boo").
- ⊗ Start to respond to their name when called by looking and smiling at caregiver.
- ⊗ Make sounds/facial expressions/ gestures to communicate feelings such as giggles, laughs, squeals, screech to show excitement, joy, discomfort.
- ⊗ Change volume and pitch to convey meaning.
- ⊗ Play with speech sounds in crib or



MOBILE BABIES MAY

- ⊗ Respond to simple requests when accompanied by gestures.
- ⊗ Identify familiar people or objects when asked to do so.
- ⊗ Combine gestures and single words to communicate thoughts, feelings, or needs (reaches to caregiver when wanting to be held).
- ⊗ Communicate needs through single-word speech and through facial expression, gestures, or actions (points to object desired).
- ⊗ Be able to successfully communicate simple ideas to people who are close and familiar.
- ⊗ Use a small number of real and made-up words that can be understood by familiar adults.
- ⊗ Recognize and respond to mention of own name.
- ⊗ Point to or reach for familiar objects when named.
- ⊗ Enjoy listening to short stories.
- ⊗ Enjoy imitation games.
- ⊗ Watch for signs of being understood by others and repeat efforts if not initially successful.
- ⊗ Initiate interaction, communication, or conversation with others through gestures, words, and facial expressions (by



TODDLERS MAY

- ⊗ Enjoy finger plays (songs and games that use hands).
- ⊗ Respond to action words by performing the action (child starts to eat when caregiver says "Let's eat!").
- ⊗ Respond by looking and attempting to locate when directed, toward a certain object ("There's a car").
- ⊗ Listen to short and simple stories.
- ⊗ Change intonation and tone to communicate meaning.
- ⊗ Use non-verbal gestures and body language to express needs and feelings (gives spontaneous hug).
- ⊗ Communicate with familiar play partner (says sibling's name instead of crying).
- ⊗ Use jargon along with regular words in conversation (child uses inflection to say sentence-like communication with embedded real words).
- ⊗ Pay attention to speaker for at least a portion of a conversation.
- ⊗ Begin to demonstrate turn-taking in play and conversation.
- ⊗ Make a related comment (adult says, "Here is your water." Child says "Cup." or "Water cup.").
- ⊗ Make a formal verbal or sign request or response ("Please?" "Thank you.").
- ⊗ Follow non-verbal directions (signal for "Come here").



PRESCHOOLERS MAY

- ⊗ Listen to others and take turns in a group discussion for a short period.
- ⊗ Respond to simple open-ended questions.
- ⊗ State point of view, likes/dislikes, and opinions using words, signs or picture boards.
- ⊗ Use multiple word sentences.
- ⊗ Relay a simple message (from grandparent to parent).
- ⊗ Repeat words or ideas to be sure information is communicated.
- ⊗ Use pre-writing (also known as "print approximations") in play with other children when pretending to communicate.
- ⊗ Enjoy and participate in jokes and humor with peers (make up silly knock-knock jokes).
- ⊗ Use and respond to a variety of more complex non-verbal cues (facial expressions for pride, displeasure, encouragement).
- ⊗ Begin to understand that non-family adults and peers may not understand home language (code switching for children learning English as an additional language, using more or less formal language for different contexts).
- ⊗ Work with caregivers and peers to solve simple problems verbally,

Domain 5: Communication, language and literacy

Goal 48: Children demonstrate understanding of social communication, continued



- ⊗ during quiet time.
- ⊗ Imitate words and/or beginning sign (simple greetings, sign for more) and gestures. Start to wave “bye” with support.
- ⊗ Participate in turn-taking during one-on-one communication by making sounds or using words.



- ⊗ pointing at objects, requesting a favorite game, speaking or signing a word, sharing a toy or calling attention to an object or person).
- ⊗ Be able to sustain turn taking in play and simple games (rolls ball back and forth several times).



- ⊗ Follow simple verbal direction in home language and attempt to make sense of direction given in English when accompanied by a non-verbal gesture.
- ⊗ Use sounds from home language when speaking in English (Spanish “v” may be pronounced like “b” so Spanish speaking child might say “bery” for “very”).
- ⊗ Have a larger vocabulary in home language and begin to acquire an English vocabulary.
- ⊗ Recall words from simple songs in home language and recognize words from songs in English.
- ⊗ Ask simple questions in home language; use gestures or single words to ask questions in English.
- ⊗ Sometimes insert words from home language while speaking in English.
- ⊗ Enjoy creating or participating in humorous situations (child puts shoe on head as a hat, child makes up a nonsense word).



- ⊗ and is progressing toward independence. (Caregiver identifies feelings and states problem “You both are upset...you both want the swing.” Child states “I want swing”).
- ⊗ Begin to understand that non-family adults and peers may not understand home language.
- ⊗ Listen to others and responds in group conversations and discussions.
- ⊗ Enjoy telling jokes or creating humorous dramatic play.
- ⊗ Enjoy listening to stories from different sources (in person, audiobooks, podcasts).
- ⊗ Begin conversation by making statements or asking questions.
- ⊗ Use language appropriately depending upon the purpose (to tell stories, get information, ask for help), most of the time.
- ⊗ Adjust intonation and volume in a variety of settings (whispers when a baby is sleeping).

Domain 5: Communication, language and literacy

Goal 49: Children listen and understand communication (receptive language)



BABIES MAY

- ⊗ Startle to loud and unexpected sounds.
- ⊗ Alert to sounds and older infant will turn to locate source of a sound.
- ⊗ Turn to look toward caregiver calling their name.
- ⊗ Recognize songs by smiling, singing or joining in finger play or body movements.
- ⊗ Follow early directions, such as “Give me the block” (caregiver may extend hand).
- ⊗ Respond to voices by quieting or calming
- ⊗ Respond differently to familiar and unfamiliar voices
- ⊗ Look for sound source (hears a dog bark and looks for dog).
- ⊗ Start to respond differently to firm voice vs. playful voice.
- ⊗ Turn to look at familiar object when it is named.
- ⊗ Imitate adult actions that go along with simple songs, rhymes and traditional songs (“Row, row, row your boat”).
- ⊗ Follow single-step directions (“Please bring me the ball!”).



MOBILE BABIES MAY

- ⊗ Follow some routine and simple directions with support (“Where is your cup?”).
- ⊗ Show understanding of words by appropriate behavior or gesture (“Can you find your dinosaur?”).
- ⊗ Show enjoyment of music and move body to “dance”.
- ⊗ Show understanding of more words in the home and family routines (50 to 75 words by 15 months).
- ⊗ Follow early directions, such as “Give me the block” (caregiver may extend hand).
- ⊗ Begin to respond to limits, such as “No!”.
- ⊗ Use body movement/gestures when hearing words (Caregiver asks “Want up?” and the child extends their hands up to request being lifted up).
- ⊗ Point to several body parts when asked “Where is your nose?”.
- ⊗ Show understanding of family member names (Child looks toward father when the word “daddy” is mentioned).
- ⊗ Look for objects not present in room (Child runs to other room to find teddy bear when asked).
- ⊗ Point to household objects and



TODDLERS MAY

- ⊗ Follow directions with two related elements (“Get your boots and coat”).
- ⊗ Be willing to sit through most picture books and enjoys longer stories.
- ⊗ Understand a greater variety of words in the home and community (300 words by 24 months).
- ⊗ Show understanding of verb/action words (“Who is eating?” and points to a picture of child eating).
- ⊗ Answer simple questions.
- ⊗ Begin to show understanding of concept words, such as big/little, hot/cold, fast/slow, one vs. all.
- ⊗ Begin to point to a greater variety of body parts when asked (chin, cheek, knee, etc.).



PRESCHOOLERS MAY

- ⊗ Follow directions that involve a two- or three-step sequence of actions which may not be related (“Please pick up your toys and then get your shoes”).
- ⊗ Show understanding of more concept words, such as on, under, behind, next to, first, last, above, below, basic colors).
- ⊗ Show understanding of several shapes, colors (child able to find the green pillow when asked).
- ⊗ Answer “who, where, why, and how many” questions.
- ⊗ Know the difference between gender of self and peers.
- ⊗ Show increased understanding of vocabulary words for most toys, pictures, objects, and materials in the household and familiar environments.
- ⊗ Follow two- and three-part directions unfamiliar to the daily routine.
- ⊗ Use and understand complex sentences in home language.
- ⊗ Enjoy humor through word play (jokes, riddles, words that sound fun together).
- ⊗ Begin to identify pairs of words that rhyme.
- ⊗ Begin to represent a storyline

Domain 5: Communication, language and literacy

Goal 49: Children listen and understand communication (receptive language), continued



pictures in familiar books when asked "Where is the _____?" (16 to 18 months).

- ⊗ Nod head "yes" or shake head "no" when asked a yes/no question.



through drawing, acting, or singing, with assistance,

- ⊗ Make grammatical adjustments in English (men instead of "mans," went instead of "goed").
- ⊗ Show increased understanding of advanced concept words, such as more/less, first/last, big, bigger, biggest, morning/daytime/nighttime.
- ⊗ Be able to stay engaged for longer periods of time for books, in conversations and/or stories.



Domain 5: Communication, language and literacy

Goal 50: Children communicate their thoughts, feelings and ideas with others (expressive language)



BABIES MAY

- ☉ Cry when hungry or uncomfortable.
- ☉ Have cries varying in pitch, length, and volume to indicate different needs (hunger, pain, discomfort).
- ☉ Join in singing songs using rhythm of actual words.
- ☉ Play with speech sounds in crib or during quiet time.
- ☉ Make facial expressions, gestures and changes tones.
- ☉ Coo, make vowel sounds and progress to babbling.
- ☉ Babble using two-lip sounds such as: “p,” “b,” and, “m” followed by a vowel sound (“Ba ba ba da da da...”).
- ☉ Begin to combine sounds together consistently to indicate a few specific objects or people (e.g. “baba” for bottle).
- ☉ Combine vocalizations and gestures (“uh” and pat mother’s chest to request nursing).
- ☉ Enjoy playing back-and-forth games with caregiver using sounds.



MOBILE BABIES MAY

- ☉ Say “dada” or “mama” nonspecifically (calls father, mother and caregiver “mama”).
- ☉ Show interest in imitating sounds and words they hear during play and routines.
- ☉ Enjoy making sounds and combining sounds in babble and strings of jargon using varying intonation.
- ☉ Babble when alone in crib.
- ☉ Use single word speech (one word to communicate message, child says “up” when wanting to be carried by adult) or begin sign language and symbols (“More,” “nurse/bottle,” “All done”).
- ☉ Say short telegraphic sentences (“Me go,” or “There Mama”).
- ☉ Take hand or push caregiver to desired areas for assistance.
- ☉ By 18 months use words to refer to or request caregiver (“mama/dada”).
- ☉ Use words in conjunction with pointing or gesturing (child reaches hands up and says “up” to be picked up).
- ☉ Say “hi” and “bye” with accompanying waves.
- ☉ Speech sound/articulation errors are frequent.



TODDLERS MAY

- ☉ Use mostly two- and some three-syllable words (“cracker,” “banana”).
- ☉ Ask others to label unfamiliar objects and pictures by pointing and/or asking “what’s that?”.
- ☉ Use adjectives to describe nouns (“red ball”).
- ☉ Imitate simple two-word phrase/sentences.
- ☉ Use some pronouns (“Mine”; older toddler adds “My, me, I, you”).
- ☉ Use simple questions with rising intonation (“What’s that?”).
- ☉ Use regular plural forms for nouns, sometimes (“boots”).
- ☉ Use negatives (“I don’t want it.”) in English or home language.
- ☉ Begin to sing along with familiar songs and fingerplays.
- ☉ Use three- to four-word sentences with noun and verb.
- ☉ Begin to tell others about prior event with help from caregiver.
- ☉ Say first name.
- ☉ Produce early developing sounds and vowels as they form simple words. Expect speech articulation errors.
- ☉ Child’s speech is 75 percent understandable by 36 months.
- ☉ By 24 to 36 months, demonstrate use of an expressive vocabulary



PRESCHOOLERS MAY

- ☉ Use new vocabulary in spontaneous speech.
- ☉ Ask the meaning of unfamiliar words and then experiment with using them.
- ☉ Use words to further describe actions or adjectives (“running fast” or “playing well”).
- ☉ Use multiple words to explain ideas (when talking about primary caregiver says “mother/father” and/or “parent”).
- ☉ Use words to express emotions (happy, sad, tired, scared).
- ☉ Talk in sentences with five to six words to describe people, places, and events.
- ☉ Use words with past and future.
- ☉ Use verb tenses to denote and describe events from the past or future. (He jumped on the bed, I am going to grandma’s house).
- ☉ Describe a task, project, and/or event sequentially in three or more segments.
- ☉ Use prepositions in everyday language, sometimes needing assistance (at, in, under).
- ☉ Child may go through a period of normal non-fluency or “stuttering”.
- ☉ Be able to recall and describe a previous event, such as what they

Domain 5: Communication, language and literacy

Goal 50: Children communicate their thoughts, feelings and ideas with others (expressive language), continued



- ⊗ Communication is 25 percent understandable by 18 months.
- ⊗ Use 5 to 20 understandable words by 18 months (“Daddy,” “bottle,” “up”) and/or “baby signs” (“more,” “nursing/bottle,” “all gone,” “no,” “all done”) language to describe what they’re communicating.



of more than 100 words, or a combination of words and signs, or alternative communication, in home language.



ate for breakfast.

- ⊗ Use increasingly complex language in response to questions to show understanding of new ideas, experiences and concepts.
- ⊗ Define words, with assistance (“Firefighters put out fires”).
- ⊗ Be able to retell a 3-part story or event in sequence.
- ⊗ Use sentences in home language that show an emerging understanding of grammatical structure.
- ⊗ Speech is 90 to 100 percent understandable.
- ⊗ Express an idea in more than one way
- ⊗ Expand vocabulary to include 1,000 to 2,000 words.
- ⊗ Ask others for assistance to define new words in their vocabulary.
- ⊗ Show an interest in playing with language through joke telling and word play.



Domain 5: Communication, language and literacy

Goal 51: Children demonstrate appreciation and enjoyment of reading



BABIES MAY

- ⊗ Show beginning sound awareness by reacting differently to different sounds.
- ⊗ Imitate vocalizations and sounds.
- ⊗ Recite last word of familiar rhymes, with assistance.
- ⊗ Imitate sounds when looking at words in a book.
- ⊗ Pay attention to and/or pat pictures in book with help of caregiver.
- ⊗ Explore physical features of books by touching, flipping through board book pages, patting or putting in the mouth, (chews on cloth books).
- ⊗ Use interactive books, with assistance (opens flaps on flap books, feels soft fur).
- ⊗ Identify familiar people and objects in photographs (pats picture when asked "Where is Grandma?").
- ⊗ Enjoy books about daily routines (eating, toileting).
- ⊗ Hand or offer book to an adult to read.
- ⊗ Show recognition of certain preferred or favorite books.
- ⊗ Focus attention for short periods of time when looking at books.
- ⊗ Show pleasure when read to (smiles, vocalizes).



MOBILE BABIES MAY

- ⊗ Listen to, participate in and play with a variety of sounds, language, stories, rhymes, poems and songs.
- ⊗ Use sounds, signs or words to identify actions or objects in a book.
- ⊗ Verbally imitate adult model and/or names pictures of familiar words when read to.
- ⊗ Point to picture when asked "where is the ___?"
- ⊗ Point at, look intently at, sign, or say name of, or talk about animals, people, or objects in photos, pictures, or drawings.
- ⊗ Show increasing attention for short periods of time when read to.
- ⊗ Hold a book right side up and turn the pages.
- ⊗ Use 'book babble' when holding a book to mimic the sound of reading.
- ⊗ Demonstrate preference for favorite books.
- ⊗ Notice signs (store and restaurant logos).
- ⊗ Learn new words and phrases from those frequently heard, either in conversation or in books.
- ⊗ Ask for the story to be read again.
- ⊗ Answer simple questions about details in the story.
- ⊗ Carry books and use for comfort.



TODDLERS MAY

- ⊗ Imitate tempo and speed of rhythm (clapping hands fast and clapping hands slowly, speaking fast and speaking slowly).
- ⊗ Recite a song with the letters of the alphabet, with assistance (alphabet song).
- ⊗ Select specific details in a story and repeat them.
- ⊗ Complete a familiar rhyme or line from a familiar story or song by providing the last word ("The wheels on the (bus)").
- ⊗ Participate in rhyming games and songs with other children.
- ⊗ Begin to understand that print represents words (pretend to read text).
- ⊗ Turn pages, usually a single page at a time.
- ⊗ Purposefully use pop-up and interactive books (child understands purpose of different text features, such as lifting a pop-up window or petting fur on page).
- ⊗ Use action words to describe pictures (picture of person running, child says "run").
- ⊗ Recalls specific characters or actions from familiar stories.
- ⊗ Enjoy books about different



PRESCHOOLERS MAY

- ⊗ Participate in and create songs, rhymes, and games that play with sounds of language (claps out sounds or rhythms of language).
- ⊗ Find objects in a picture with the same beginning sound, with assistance.
- ⊗ Know that alphabet letters can be individually named and begin to show interest in naming them (letters from their name, letters common in their environment).
- ⊗ Know first and last page of a book.
- ⊗ Begin to understand that print progresses from left to right (Exceptions are Arabic, Chinese, Japanese text, etc.).
- ⊗ Recognize some signs and symbols in environment (stop signs).
- ⊗ Use pictures to predict a story.
- ⊗ Recite some words in familiar books from memory.
- ⊗ Fill in missing information in a familiar story.
- ⊗ Pretend to read a familiar book.
- ⊗ Enjoy a variety of genres (poetry, folk or fairy tales, nonfiction books about different concepts).
- ⊗ Compare stories with real life.
- ⊗ Recognize and name at least half of the letters in the alphabet, including letters in own name (first

Domain 5: Communication, language and literacy

Goal 51: Children demonstrate appreciation and enjoyment of reading, continued



things (books about animals, occupations).

- ⊗ Respond to emotional expressions in a book (point to a happy face).
- ⊗ Recognize signs and images in public (stop signs, store signs).
- ⊗ Request favorite book to be read repeatedly.
- ⊗ Look at books, magazines, and other printed matter without assistance and as through reading.
- ⊗ Make comments on book.
- ⊗ Select books and magazines when asked to select favorite objects/toys.

name and last name), as well as letters encountered often in the environment.

- ⊗ Produce the sound of many recognized letters.
- ⊗ Make up an ending for a story.
- ⊗ Be interested in reading a variety of printed materials (books, newspapers, cereal boxes) and may ask for help.
- ⊗ Use signs he/she sees for information (“no fishing” sign on dock).
- ⊗ Give opinion on books in terms of sections enjoyed.
- ⊗ Enjoy a variety of genres (poetry, folk or fairy tales, nonfiction books about different concepts).
- ⊗ Use picture clues for information (attempts to predict weather by looking at picture of clouds and rain in newspaper or on television news).
- ⊗ Start to make letter-sound associations (begins to recognize that the sound “b” is present in the words ball, boy, and baby).
- ⊗ Recognize beginning sound and letter in his or her name as well as some classmates.
- ⊗ With prompting and support, run their finger under or over print as they pretend to read text.
- ⊗ Demonstrate understanding of

Domain 5: Communication, language and literacy

Goal 5f: Children demonstrate appreciation and enjoyment of reading, continued



some basic print conventions (the concept of what a letter is, the concept of words, direction of print).

- ⊗ Recognize differences among letters, words, and numerals.
- ⊗ Read own first name.
- ⊗ Find objects in a picture with the same beginning sound, with assistance (all items that begin with a “b”).
- ⊗ Differentiate among similar-sounding words in pronunciation and listening skills (three and tree).
- ⊗ Provide one or more words that rhyme with a single word (What rhymes with log?).
- ⊗ Use character voices when retelling a story or event.
- ⊗ Begin to create and invent words by substituting one sound for another (Band-Aid/dambaid).
- ⊗ Recognize function of common labels in the environment (bathroom sign).
- ⊗ Use a simple cookbook, map, or similar printed material with assistance.
- ⊗ Enjoy “how-to” books, non-fiction, and reference books.
- ⊗ Share and talk about books with peers.
- ⊗ Look for books of interest.

Domain 5: Communication, language and literacy

Goal 51: Children demonstrate appreciation and enjoyment of reading, continued



- ⊗ Show interest in learning to read and make attempts at 'reading' favorite books aloud.
- ⊗ Pay attention to story and engage during entire picture book read aloud.
- ⊗ Have a favorite author/illustrator or series of books.
- ⊗ Identify book parts and features such as the front, back, title and author.

Domain 5: Communication, language and literacy

Goal 52: Children use writing for a variety of purposes



BABIES MAY

- ☉ Enjoy exploring a variety of sensations and materials with their hands (for example, using a finger to make a mark in soft food item or smearing food on tray).
- ☉ Develop a grasp to pick up and drop toys, start to transfer toys and objects from one hand to other (early developmental precursors to grasping writing tools).
- ☉ Experiment with grasp when using different writing tools (crayon, paint brush, marker).
- ☉ Focus on marks on paper.
- ☉ Make marks on paper with a variety of writing tools (fingerpaints, paintbrush) without regard to location.
- ☉ Scribble on paper spontaneously.



MOBILE BABIES MAY

- ☉ Be able to use arms to reach across the front of their body in order to make marks or scribbles on large paper on vertical drawing surfaces.
- ☉ Imitate other's writing, drawings, or scribbles by making own marks, dots or scribbles.
- ☉ Use simple tools without adult assistance (makes mark on paper with large marker).
- ☉ Scribble on paper purposefully.
- ☉ Adjust body position to enable writing or drawing on paper.
- ☉ Pretend to write on paper without regard to location or direction.



TODDLERS MAY

- ☉ Enjoy "making a mark" on paper and in play outside.
- ☉ Enjoy scribbling and may label pictures using scribble writing.
- ☉ Begin to watch and imitate drawing a horizontal and vertical stroke as well as a circular motion.
- ☉ Continue to observe and imitate adult writing behaviors.
- ☉ Enjoy making large strokes and movements with paint and markers.
- ☉ Draw simple pictures or scribble word-like marks to communicate a message or an idea, may label or tell a simple story related to their drawing



PRESCHOOLERS MAY

- ☉ Know the difference between printed letters and drawings.
- ☉ Create increasingly recognizable drawings, including attempts to represent human figures, older preschool expands drawings to include other objects, pets, scenery.
- ☉ Child may identify and refine or revise symbols to represent concepts and ideas they are exploring (squiggly lines for curly hair).
- ☉ Attempt to copy letters of the alphabet.
- ☉ Label pictures using letter-like marks.
- ☉ Try to connect sounds in spoken words with the written form.
- ☉ Show interest in using approximations of letters to write their own name or other familiar words.
- ☉ May use invented spelling with consistent or logical beginning sound substitutions.
- ☉ Attempt to convey meaning through writing.
- ☉ Dictate a story for an adult to put in print.
- ☉ Begin to hold marker/pencil in a tripod grasp (48 months).

Domain 5: Communication, language and literacy



- ✧ Write/draw/illustrate for a variety of purposes.
- ✧ May attempt to write a short phrase or greeting.
- ✧ May print several alphabetic letters for given letter names.
- ✧ Show an interest in writing his or her first name.
- ✧ Make a simple storybook using pictures, personal experience or culture and some words, with assistance.
- ✧ Create a variety of written products that may or may not communicate intended message phonetically.
- ✧ Show an interest in copying simple words posted in the classroom or in the environment.
- ✧ May attempt to independently write some words using invented spelling.
- ✧ Demonstrate understanding of print conventions when creating documents (text moves from left to right, page order, etc.).