



Alignment of

The Creative Curriculum®
for Infants, Toddlers & Twos



WITH

**Alignment of *The Creative Curriculum*[®] for Infants, Toddlers & Twos
With
*Illinois Early Learning Guidelines Birth to Age 3***

This document aligns the content in the *Illinois Early Learning Guidelines Birth to Age 3* with the goals and ideals of *The Creative Curriculum*[®] for Infants, Toddlers & Twos. *The Creative Curriculum*[®] for Infants, Toddlers & Twos is a comprehensive, research-based curriculum designed to help educators at all levels of experience plan and offer excellent care and education for infants, toddlers, and twos.

References

- Illinois Early Learning Council. (2012). *Illinois early learning guidelines for children birth to age 3*. Springfield, IL: Author. Retrieved from <http://www.isbe.state.il.us/earlychi/pdf/el-guidelines-0-3.pdf>
- Heroman, C., Burts, D. C., Berke, K., & Bickart, T. S. (2011). *The Creative Curriculum*[®] for infants, toddlers & twos. Washington, DC: Author.

Social and Emotional Development	
Birth to 9 months	
Children form secure attachment relationships with caregivers who are emotionally available, responsive, and consistent in meeting their needs.	
Children begin to build trust, initiate interaction, and seek proximity with one (or a few) primary caregiver(s).	
Establishes, maintains, and disengages eye contact	Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others
Responds to caregiver(s) by smiling and cooing	Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others
Seeks comfort from a familiar caregiver	Regulates own emotions and behaviors Manages feelings Uses adult support to calm self
Imitates familiar adults' gestures and sounds	Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others
Demonstrates preference for familiar adults	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults
Exhibits separation anxiety, e.g., does not want to be held by another person when being held by primary caregiver	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults

<p>Children demonstrate an awareness of and the ability to identify and express emotions.</p>	
<p>Children begin to express a wide range of feelings through verbal and nonverbal communication, and begin to develop emotional expression with the assistance of their caregiver(s).</p>	
<p>Uses facial expressions and sounds to get needs met, e.g., cries, smiles, gazes, coos</p>	<p>Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs</p>
<p>Expresses emotions through sounds and gestures, e.g., squeals, laughs, claps</p>	<p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate</p>
<p>Demonstrates discomfort, stress, or unhappiness through body language and sounds, e.g., arches back, moves head, cries</p>	<p>Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs</p> <p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate</p>
<p>Children demonstrate the desire and develop the ability to engage, interact, and build relationships with familiar adults.</p>	
<p>Children develop the ability to signal for caregivers. By the end of this age period, children begin to engage in playful communication with familiar adults.</p>	
<p>Uses signals to communicate needs, e.g., crying, body language, and facial expressions</p>	<p>Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs</p> <p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate</p>

Attempts to engage both unfamiliar and familiar adults	<p>Establishes and sustains positive relationships</p> <p>Forms relationships with adults</p> <ul style="list-style-type: none"> Uses trusted adult as a secure base from which to explore the world <p>Uses appropriate conversational and other communication skills</p> <p>Engages in conversations</p> <ul style="list-style-type: none"> Engages in simple back-and-forth exchanges with others
Engages in social interactions with adults through smiles, coos, and eye contact	<p>Uses appropriate conversational and other communication skills</p> <p>Engages in conversations</p> <ul style="list-style-type: none"> Engages in simple back-and-forth exchanges with others
Demonstrates preference for familiar adults, e.g., reaches hands out to signal for caregiver(s)	<p>Establishes and sustains positive relationships</p> <p>Forms relationships with adults</p> <ul style="list-style-type: none"> Demonstrates a secure attachment to one or more adults
Cautious of unfamiliar adults	<p>Establishes and sustains positive relationships</p> <p>Forms relationships with adults</p> <ul style="list-style-type: none"> Demonstrates a secure attachment to one or more adults <p>Establishes and sustains positive relationships</p> <p>Forms relationships with adults</p> <ul style="list-style-type: none"> Uses trusted adult as a secure base from which to explore the world
Begins to engage in simple, back-and-forth interactions with a familiar adult, e.g., plays “peek-a-boo,” babbles in response to an adult speaking and repeats this interaction	<p>Uses appropriate conversational and other communication skills</p> <p>Engages in conversations</p> <ul style="list-style-type: none"> Engages in simple back-and-forth exchanges with others
Children develop identity of self.	
Children begin to recognize themselves as individuals, separate from others. At first, young infants are not aware that they are separate beings. However, between six and nine months of age, the realization that they are separate people emerges.	
Demonstrates interest in faces and voices of others	<p>Listens to and understands increasingly complex language</p> <p>Comprehends language</p> <ul style="list-style-type: none"> Shows an interest in the speech of others <p>Demonstrates positive approaches to learning</p> <p>Attends and engages</p> <ul style="list-style-type: none"> Pays attention to sights and sounds

Explores his or her own hands and feet	Demonstrates knowledge about self
Recognizes own name, e.g., looks up, or turns head toward a person who is saying his/her name	Demonstrates knowledge about self
Recognizes and prefers familiar adults and siblings, e.g., leans toward caregiver when being held by someone else	Remembers and connects experiences Recognizes and recalls Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
Initiates interactions with others, e.g., imitates actions, plays peek-a-boo	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
Begins to display the beginning of joint attention, e.g., points to objects and people	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
Demonstrates separation anxiety, e.g., cries when caregiver leaves the room	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults
Children demonstrate the desire and develop the ability to engage and interact with other children.	
Children begin to interact with their environment and people around them; an interest in other young children emerges.	
Demonstrates effort to interact and engage, e.g., uses eye contact, coos, smiles	Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others
Observes other children in the environment	Establishes and sustains positive relationships Interacts with peers Plays near other children; uses similar materials or actions
Shows interest in both familiar and unfamiliar peers	Establishes and sustains positive relationships Interacts with peers Plays near other children; uses similar materials or actions
Cries when hearing another child cry	Establishes and sustains positive relationships Responds to emotional cues Reacts to others' emotional expressions

Reaches out to touch another child	Demonstrates positive approaches to learning Solves problems Reacts to a problem; seeks to achieve a specific goal
Attempts to imitate actions, e.g., bangs a toy	Demonstrates positive approaches to learning Solves problems Reacts to a problem; seeks to achieve a specific goal
Children demonstrate an emerging ability to understand someone else's feelings and to share in the emotional experiences of others.	
Children begin to build awareness of others' feelings by observing and reacting to sounds that others make. Toward the end of this age period, infants understand that they are individuals and separate from their caregiver(s), a crucial milestone in interpreting the feelings of others.	
Watches and observes adults and other children	Establishes and sustains positive relationships Interacts with peers Plays near other children; uses similar materials or actions
Cries when hearing another infant cry	Establishes and sustains positive relationships Responds to emotional cues Reacts to others' emotional expressions
Responds to interactions from caregiver(s), e.g., smiles when caregiver smiles, looks toward a caregiver when he or she shakes a rattle	Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others
Shows signs of separation anxiety, e.g., protests when a caregiver leaves the room	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults
Begins to share in simple emotions by reading facial and gestural cues, e.g., repeats activities that make others laugh	Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others

7 months to 18 months	
Children form secure attachment relationships with caregivers who are emotionally available, responsive, and consistent in meeting their needs.	
Children trust in, engage with, and seek reassurance from their primary caregiver(s). Children can confidently explore their environment when in close physical proximity to an attachment figure.	
Distinguishes between primary caregivers and others	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults
Attempts to change the situation when separation anxiety occurs, e.g., follows caregiver(s) when he or she leaves the room	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
Uses social referencing with caregiver(s) when in uncertain situations, e.g., will glance at caregiver's face for cues on how to respond to an unfamiliar person or new situation	Establishes and sustains positive relationships Responds to emotional cues Reacts to others' emotional expressions
Uses key adults as a "secure base" when exploring the environment	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
Exhibits stranger anxiety and concern in presence of an unknown person or a new situation	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults
Seeks comfort from caregiver(s) and/or a familiar object, e.g., blanket, stuffed animal	Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person
Initiates and maintains interactions with caregiver(s)	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults

Children demonstrate an awareness of and the ability to identify and express emotions.	
Children begin to express some emotions with intention, and with the help of their caregiver(s) children can increase their range of emotional expression.	
Expresses wants with intentionality, e.g., pushes an unwanted object out of the way, reaches for a familiar adult when wanting to be carried	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
Expresses fear by crying or turning toward caregiver(s) for comfort	Regulates own emotions and behaviors Manages feelings Uses adult support to calm self
Shows anger and frustration, e.g., cries when a toy is taken away	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate
Recognizes and expresses emotion toward a familiar person, e.g., shows emotion by hugging a sibling	Establishes and sustains positive relationships Responds to emotional cues Demonstrates concern about the feelings of others
Children demonstrate the desire and develop the ability to engage, interact, and build relationships with familiar adults.	
Children use familiar adults for guidance and reassurance. Children also initiate and engage in back-and-forth interactions with familiar adults.	
Looks for caregiver’s response in uncertain situations	Regulates own emotions and behaviors Manages feelings Uses adult support to calm self Regulates own emotions and behaviors Follows limits and expectations Responds to changes in an adult’s tone of voice and expression

<p>Engages with adults during play, e.g., bangs on a toy drum and repeats action after an adult completes the same action</p>	<p>Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds</p> <p>Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results</p>
<p>Uses key adults as a “secure base” when exploring the environment</p>	<p>Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world</p>
<p>Uses “social referencing” when encountering new experiences, e.g., glances at a caregiver’s face for cues on how to respond to an unfamiliar person or unknown object</p>	<p>Regulates own emotions and behaviors Manages feelings Uses adult support to calm self</p> <p>Regulates own emotions and behaviors Follows limits and expectations Responds to changes in an adult’s tone of voice and expression</p>
<p>Draws a familiar adult into an interaction, e.g., hands a book or toy to engage in together</p>	<p>Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults</p>
<p>Children develop identity of self.</p>	
<p>Children begin to have a greater awareness of their own characteristics and begin to express themselves with their own thoughts and feelings.</p>	
<p>Shows awareness of significant people by calling them by name, e.g., “papa”</p>	<p>Uses language to express thoughts and Uses an expanding expressive vocabulary Names familiar people, animals, and objects</p>
<p>Engages in joint attention with familiar others, e.g., shares in looking and engaging with objects and people</p>	<p>Listens to and understands increasingly complex language Comprehends language Identifies familiar people, animals, and objects when prompted</p>
<p>Responds with vocalizations or gestures when hears name</p>	<p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate</p>

Demonstrates interest in looking in mirror	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
Uses gestures and some words to express feelings, e.g., “no”	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate
Uses social referencing to guide actions and begins to test limits	Regulates own emotions and behaviors Follows limits and expectations Responds to changes in an adult’s tone of voice and expression
Points to and identifies body parts on him or herself, e.g., points to eyes when asked, “Where are your eyes?”	Demonstrates knowledge about self
Children demonstrate the desire and develop the ability to engage and interact with other children.	
Children will begin to observe and imitate other children’s behaviors.	
Shows interest in another child by moving closer, e.g., rolls, crawls, or walks toward the child	Establishes and sustains positive relationships Interacts with peers Plays near other children; uses similar materials or actions
Imitates actions of another child, e.g., rolling a car	Establishes and sustains positive relationships Interacts with peers Plays near other children; uses similar materials or actions
Engages in a simple, reciprocal game such as “pat-a-cake”	Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others
Begins to engage in parallel play, in closer proximity to other children but no interaction is attempted	Establishes and sustains positive relationships Interacts with peers Plays near other children; uses similar materials or actions

<p>Children demonstrate an emerging ability to understand someone else’s feelings and to share in the emotional experiences of others.</p>	
<p>Children have more experience with a wide range of emotions, as they begin to recognize and respond to different facial and emotional expressions. Children also begin to demonstrate the understanding of how behavior brings out reactions and emotions from others.</p>	
<p>Smiles with intention to draw out a smile from a familiar other</p>	<p>Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others</p>
<p>Uses social referencing with caregiver(s) when in uncertain situations, e.g., glances at a caregiver’s face for cues on how to respond to an unfamiliar person or new situation</p>	<p>Regulates own emotions and behaviors Follows limits and expectations Responds to changes in an adult’s tone of voice and expression Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world</p>
<p>Reacts to a child who is upset by observing or moving physically closer to the child</p>	<p>Establishes and sustains positive relationships Responds to emotional cues Demonstrates concern about the feelings of others</p>
<p>Shares in both positive and negative emotions with caregiver(s), e.g., shares in wonders, amazement, delight, and disappointment</p>	<p>Establishes and sustains positive relationships Responds to emotional cues Reacts to others’ emotional expressions</p>
<p>Begins to have a greater awareness of own emotions, e.g., says or gestures “no” to refuse, squeals and continues to laugh when happy</p>	<p>Regulates own emotions and behaviors Manages feelings Uses adult support to calm self</p>

16 months to 24 months	
Children form secure attachment relationships with caregivers who are emotionally available, responsive, and consistent in meeting their needs.	
Children begin to use nonverbal and verbal communication to connect and reconnect with their attachment figure.	
Shows an emotional connection with familiar adults other than the primary caregiver	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults
Uses imitation and pretend play to make sense of relationships, e.g., uses a toy to “brush” hair, or feeds and rocks a doll	Uses symbols and images to represent something not present Engages in sociodramatic play Imitates actions of others during play; uses real objects as props
Plays physically farther away from primary caregiver with increasing confidence; moves closer as needed	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
Seeks physical closeness when distressed	Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person
Actively seeks emotional responses from caregiver(s) by waving, hugging, and crying	Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person
Children demonstrate an awareness of and the ability to identify and express emotions.	
Children continue to experience a wide range of emotions (e.g., affection, frustration, fear, anger, sadness). At this point in development, children will express and act on impulses, but begin to learn skills from their caregiver(s) on how to control their emotional expression.	
Demonstrates anger and frustration through a wide range of physical, vocal, and facial expressions, e.g., temper tantrums	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self

Expresses pride, e.g., smiles, claps, or says, “I did it” after completing a task	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
Attempts to use a word to describe feelings to a familiar adult	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
Expresses wonder and delight while exploring the environment and engaging others	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
Children demonstrate the desire and develop the ability to engage, interact, and build relationships with familiar adults.	
Children actively seek out familiar adults and begin to show an interest in adult tasks and roles.	
Builds emotional connections with other familiar adults, in addition to primary caregiver(s)	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults
Seeks adult assistance with challenges but may refuse help and say “no”	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
Responds to guidance, e.g., places the shape into the shape sorter after caregiver demonstrates how to	Demonstrates positive approaches to learning Attends and engages Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
Imitates a familiar adult’s actions, e.g., waves hands around while pretending to talk on the phone after seeing caregiver make those same actions	Demonstrates positive approaches to learning Solves problems Observes and imitates how other people solve problems; asks for a solution and uses it Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Imitates others in using objects in new and/or unanticipated ways

Children develop identity of self.	
Children become aware of themselves as distinct from others both physically and emotionally. During this period, children often struggle with the balance of being independent and needing nurturing from their caregiver(s).	
Demonstrates awareness of self, e.g., touches own nose in the mirror	Demonstrates knowledge about self
Able to express his or her name	Demonstrates knowledge about self
Refers to self with gestures and language	Demonstrates knowledge about self
Demonstrates understanding and use of concepts through words such as “mine,” “me,” and “you”	Demonstrates knowledge about self
Points to self in images and other types of media	Demonstrates knowledge about self
Frequently tests limits	Regulates own emotions and behaviors Follows limits and expectations Accepts redirection from adults
Asks for help from familiar adults but may begin to attempt to complete tasks autonomously	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
Children demonstrate the desire and develop the ability to engage and interact with other children.	
As play and communication matures, children begin to seek out interactions with peers.	
Gestures in order to communicate a desire to play near a peer	Establishes and sustains positive relationships Interacts with peers Plays near other children; uses similar materials or actions
Demonstrates enthusiasm around other children	Establishes and sustains positive relationships Responds to emotional cues Demonstrates concern about the feelings of others Establishes and sustains positive relationships Makes friends Seeks a preferred playmate; shows pleasure when seeing a friend

Expresses frustration when another child takes something away from him or her, e.g., a toy	Participates cooperatively and constructively in group situations Solves social problems Expresses feelings during a conflict
Begins to engage in simple reciprocal interactions, e.g., rolls a ball back and forth	Establishes and sustains positive relationships Interacts with peers Uses successful strategies for entering groups
Demonstrates a preference for parallel play, e.g., plays next to other children with similar toys with little or no interaction	Establishes and sustains positive relationships Interacts with peers Plays near other children; uses similar materials or actions
Children demonstrate an emerging ability to understand someone else's feelings and to share in the emotional experiences of others.	
Children begin to notice different emotions that other children are expressing and may begin to respond to these emotions.	
Imitates comforting behaviors from caregiver(s), e.g., pats or hugs a child when upset	Establishes and sustains positive relationships Responds to emotional cues Demonstrates concern about the feelings of others
Recognizes some of his or her own emotions, e.g., grabs a comfort object when sad	Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person
Demonstrates awareness of different emotions and feelings during play, e.g., rocks a baby doll and whispers "shhh"	Establishes and sustains positive relationships Responds to emotional cues Demonstrates concern about the feelings of others
Shares in and communicates simple emotions of others, e.g., "mama sad", "papa happy"	Establishes and sustains positive relationships Responds to emotional cues Demonstrates concern about the feelings of others Uses language to express thoughts and needs Uses conventional grammar Uses three- to four-word sentences; may omit some words or use some words incorrectly

21 months to 36 months	
Children form secure attachment relationships with caregivers who are emotionally available, responsive, and consistent in meeting their needs.	
Children demonstrate a desire for their attachment figure to share in their feelings, responses, and experiences. Behaviors that demonstrate a need for physical proximity with the primary caregiver decrease, while in certain instances of distress, some children seek to be close to their attachment figure.	
Uses glances and words to stay connected, without having to be physically near or touching the caregiver	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
Initiates activities that are meaningful in the relationship, e.g., brings over a favorite book to be read together	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults
Communicates thoughts, feelings, and plans to familiar adults	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
Seeks adult assistance with challenges	Demonstrates positive approaches to learning Solves problems Observes and imitates how other people solve problems; asks for a solution and uses it
Separates with assistance from attachment figure with minimal anxiety	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults

<p>Children demonstrate an awareness of and the ability to identify and express emotions.</p>	
<p>Children begin to convey and express emotions through the use of nonverbal and verbal communication. Children also begin to apply learned strategies from their caregiver(s) to better regulate these emotions.</p>	
<p>Attempts to use words to describe feelings and names emotions</p>	<p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items</p>
<p>Acts out different emotions while engaged in pretend play, e.g., cries when pretending to be sad, jumps up and down for excitement</p>	<p>Uses symbols and images to represent something not present Engages in sociodramatic play Acts out familiar or imaginary scenarios; may use props to stand for something else</p>
<p>Begins to express complex emotions such as pride, embarrassment, shame, and guilt</p>	<p>Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person</p> <p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items</p>
<p>Engages in play to express emotion, e.g., draws a picture for a caregiver because he or she misses them, hides a “monster” in a box due to a fear</p>	<p>Uses symbols and images to represent something not present Thinks symbolically Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p>

Children demonstrate the desire and develop the ability to engage, interact, and build relationships with familiar adults.	
Children interact with adults to communicate ideas, share feelings, and solve problems. Children also actively explore adult roles and tasks.	
Imitates adult roles and activities through pretend play, e.g., goes grocery shopping, or prepares a meal	Uses symbols and images to represent something not present Engages in sociodramatic play Acts out familiar or imaginary scenarios; may use props to stand for something else
Initiates activities that are meaningful in the relationship, e.g., brings over a favorite book to be read together	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults
Communicates thoughts, feelings, questions, and plans to both familiar and unfamiliar adults	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
Demonstrates desire to control or make decisions independent from adults	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
Children develop identity of self.	
Children begin to identify and discuss their connections to other people and things. Children can also identify their feelings and interests and communicate them to others.	
Names people in his/her family and shares stories about them	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects Remembers and connects experiences Makes connections Looks for familiar persons when they are named; relates objects to events
Asks for help from familiar adults but pushes away and refuses help	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self

Incorporates roles of family members in play	Uses symbols and images to represent something not present Engages in sociodramatic play Imitates actions of others during play; uses real objects as props
Begins to show an interest in describing physical characteristics, e.g., “I have blue eyes”	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items Demonstrates knowledge of self
Demonstrates preferences, e.g., “I want the green cup”	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self Uses language to express thoughts and needs Uses conventional grammar Uses three- to four-word sentences; may omit some words or use some words incorrectly
Communicates feelings, e.g., may say “I’m sad,” or stomps feet when mad	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
Begins to understand concept of possession, e.g., “yours,” “hers,” “his”	Uses language to express thoughts and needs Uses conventional grammar Uses one- or two-word sentences or phrases
Children demonstrate the desire and develop the ability to engage and interact with other children.	
Children engage and maintain interactions with their peers, through the use of developing social and play skills.	
Demonstrates a preference toward select peers	Establishes and sustains positive relationships Makes friends Plays with one or two preferred playmates
Becomes frustrated with peers, e.g., yells “no” if a peer tries to interfere in something he or she is engaged in	Participates cooperatively and constructively in group situations Solves social problems Expresses feelings during a conflict

Participates in sharing, when prompted	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Takes turns
Communicates with other children in different settings, e.g., talks to a peer during snack time, or hands a peer a book	Establishes and sustains positive relationships Makes friends Plays with one or two preferred playmates
Begins to engage in more complex play with two or three children	Establishes and sustains positive relationships Interacts with peers Initiates, joins in, and sustains positive interactions with a small group of two to three children
Children demonstrate an emerging ability to understand someone else's feelings and to share in the emotional experiences of others.	
Children begin to exhibit an understanding that other people have feelings different from their own.	
Communicates how other children may be feeling and why, e.g., states that a peer is sad because his or her toy was taken away	Establishes and sustains positive relationships Responds to emotional cues Identifies basic emotional reactions of others and their causes accurately
Responds to a child in distress in an attempted manner to make that child feel better, e.g., gives a crying child a hug, uses soothing words, or uses distraction	Establishes and sustains positive relationships Responds to emotional cues Demonstrates concern about the feelings of others
Shares in and shows an emotional response for peers' feelings, e.g., may show concern for a child who is hurt, or smile for a child who is happy and jumping up and down	Establishes and sustains positive relationships Responds to emotional cues Demonstrates concern about the feelings of others

Physical Development and Health	
Birth to 9 months	
Children demonstrate strength, coordination, and controlled use of large muscles.	
Children are beginning to develop and coordinate the large muscles needed to purposefully move their bodies.	
Lifts head while on tummy	Demonstrates balancing skills Balances while exploring immediate environment
Brings feet to mouth while lying on back	Demonstrates gross-motor manipulative skills Reaches, grasps, and releases objects
Rolls from back to stomach and from stomach to back	Demonstrates traveling skills Moves to explore immediate environment
Brings both hands to midline, i.e., center of the body	Demonstrates gross-motor manipulative skills Reaches, grasps, and releases objects
Begins to gain balance, e.g., sits with and without support	Demonstrates balancing skills Balances while exploring immediate environment
Scoots body to attempt to move from one point to another	Demonstrates traveling skills Moves to explore immediate environment
Children demonstrate the ability to coordinate their small muscles in order to move and control objects.	
Children begin to reach for, grasp, and move objects.	
Opens hands when in a relaxed state	Demonstrates gross-motor manipulative skills Reaches, grasps, and releases objects Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully

Reaches for objects	Demonstrates gross-motor manipulative skills Reaches, grasps, and releases objects Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully
Grasps, holds, and shakes objects	Demonstrates gross-motor manipulative skills Reaches, grasps, and releases objects Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully
Transfers an object from one hand to the other	Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully
Uses raking motion with hands to bring objects closer, e.g., uses all fingers to bring small objects closer to body	Demonstrates gross-motor manipulative skills Reaches, grasps, and releases objects Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully
Holds a small object in each hand; bangs them together	Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully
Children demonstrate the ability to distinguish, process, and respond to sensory stimuli in their environment.	
Children begin to use their senses to explore and become aware of their environment.	
Responds to changes in the environment, e.g., startles when hearing a loud noise, turns head toward light	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds

Explores objects through senses, e.g., mouths, touches objects	Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
Attempts to mimic sounds heard in the environment	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
Has a range of vision that extends to several feet, which in turn leads to seeing colors and seeing objects from a distance	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
Feels the sensation of being touched and looks around to identify the source of the touch, e.g., person or object	Regulates own emotions and behaviors Manages feelings Uses adult support to calm self
Recognizes familiar objects and begins to demonstrate favoritism for certain toys	Remembers and connects experiences Recognizes and recalls Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
Children demonstrate the desire and ability to participate in and practice self-care routines.	
Children have a growing awareness and interest in their own needs.	
Signals to indicate needs, e.g., cries when hungry, arches back when in pain or uncomfortable, turns head to disengage from object or person	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
Starts to develop self-soothing skills, e.g., sucks fingers for comfort and regulation	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
Attempts to feed self with a bottle	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self

7 months to 18 months	
Children demonstrate strength, coordination, and controlled use of large muscles.	
Children develop mobility, as they purposefully move from one place to another with limited control and coordination.	
Moves from hands and knees to a sitting position	Demonstrates balancing skills Balances while exploring immediate environment
Rocks back and forth on knees	Demonstrates balancing skills Balances while exploring immediate environment
Crawls from one point to another	Demonstrates traveling skills Moves to explore immediate environment
Pulls to a stand using help from furniture or caregiver	Demonstrates traveling skills Moves to explore immediate environment
Moves objects with large muscles, e.g., pushes a toy car with legs, rolls a ball	Demonstrates gross-motor manipulative skills Reaches, grasps, and releases objects
Cruises while holding on to furniture, e.g., walks around crib, holding on to railing	Demonstrates traveling skills Moves to explore immediate environment
Briefly maintains balance when placed in a non-supported standing position	Demonstrates balancing skills Balances while exploring immediate environment
Takes steps independently	Demonstrates traveling skills Moves to explore immediate environment
Gets into a standing position without support	Demonstrates traveling skills Moves to explore immediate environment

Children demonstrate the ability to coordinate their small muscles in order to move and control objects.	
Children begin to gain control of their small muscles and purposefully manipulate objects.	
Picks up objects	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects
Uses pincer grasp, e.g., picks up a Cheerio with thumb and forefinger	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects
Begins to use simple baby signs (if exposed to baby sign language), e.g., moves hands toward each other to signal more	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate
Uses hands in a purposeful manner, e.g., turns the pages of a board book, drops objects into a bucket	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects
Coordinates increasingly complex hand movements to manipulate objects, e.g., crumples paper, connects and disconnects toy links, flips light switch on and off	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
Participates in finger plays, e.g., moves hands to imitate caregiver’s hands when singing “Twinkle, Twinkle, Little Star”	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
Children demonstrate the ability to distinguish, process, and respond to sensory stimuli in their environment.	
Children begin to use sensory information received from their environment to alter the way they interact and explore.	
Begins to manipulate materials, e.g., pounds at play dough, squeezes finger foods	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects

Begins to show a preference for or aversion to particular sensory activities, e.g., pulls hand away from unfamiliar objects or unpleasant textures	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
Becomes aware of obstacles in the environment, e.g., crawls around the table to get the ball	Demonstrates traveling skills Experiments with different ways of moving
Adjusts manner of walking depending on the surface, e.g., walks carefully across gravel	Demonstrates traveling skills Experiments with different ways of moving
Children demonstrate the desire and ability to participate in and practice self-care routines.	
Children signal caregivers about their needs through nonverbal and verbal communication and increase their ability to complete some self-care tasks on their own.	
Grasps and drinks from a cup	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects
Shakes head to demonstrate no; pushes objects away	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate
Feeds self with foods that he or she can pick up	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects
Improves ability to calm self, may fall asleep on own	Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person

16 months to 24 months	
Children demonstrate strength, coordination, and controlled use of large muscles.	
Children now have gained more control over their movements and begin to explore different ways they can move their bodies.	
Attempts to climb objects, e.g., furniture, steps, simple climbing structures	Demonstrates traveling skills Moves purposefully from place to place with control
Holds objects or toys while walking, e.g., pulls a car by a string while walking around the room	Demonstrates traveling skills Moves purposefully from place to place with control
Kicks and attempts to catch a ball	Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with stiff body movements
Rides a toy by using his or her hands or feet	Demonstrates traveling skills Moves purposefully from place to place with control
Children demonstrate the ability to coordinate their small muscles in order to move and control objects.	
Children begin to coordinate their movements when using their small muscles and begin to manipulate various types of objects.	
Attempts to fold various types of materials, e.g., paper, baby blanket	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
Uses baby sign to communicate various concepts, e.g., “all done,” “more,” “water”	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate
Uses simple tools, e.g., scooper to scoop sand or water, crayon for scribbling	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects
Begins to imitate lines and circles when drawing	Demonstrates fine-motor strength and coordination Uses writing and drawing tools Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks

Controls placement of objects in a more effective manner, e.g., stacks blocks in a more orderly fashion	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
Children demonstrate the ability to distinguish, process, and respond to sensory stimuli in their environment.	
Children continue to work on using perceived sensory information to decide how to interact with their environment.	
Plays with water and sand tables; explores by pouring, digging, and filling	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects
Enjoys physical play, e.g., wrestling, tickling	Demonstrates traveling skills Experiments with different ways of moving
Recognizes situations that need to be approached cautiously, e.g., walks slowly with a cup of water, or with food on a plate	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders Remembers and connects experiences Makes connections Remembers the sequence of personal routines and experiences with teacher support
Adjusts approach to environment, e.g., changes volume of voice to adjust to noise level in the environment	Regulates own emotions and behaviors Follows limits and expectations Applies rules in new but similar situations Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation

Children demonstrate the desire and ability to participate in and practice self-care routines.	
Children become active participants in addressing their own self-care needs with the support of the caregiver.	
Feeds self with assistance	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
Starts to indicate needs with gestures or a word, e.g., tugs diaper when wet, says “milk” when thirsty	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate
Assists in undressing and dressing	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
Attempts to brush teeth with support	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
21 months to 36 months	
Children demonstrate strength, coordination, and controlled use of large muscles	
Children begin to master more complex movements as coordination of different types of muscles continues to develop.	
Stands on one foot with support and maintains balance for a brief period of time	Demonstrates balancing skills Sustains balance during simple movement experiences
Jumps forward a few inches; jumps from slightly elevated surface onto the ground	Demonstrates balancing skills Sustains balance during simple movement experiences
Walks up and down the stairs by placing both feet on each step	Demonstrates traveling skills Experiments with different ways of moving

Throws a ball	Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with stiff body movements
Walks on tiptoes, walks backward, and runs	Demonstrates traveling skills Moves purposefully from place to place with control
Pedals a tricycle with both feet	Demonstrates traveling skills Moves purposefully from place to place with control
Children demonstrate the ability to coordinate their small muscles in order to move and control objects	
Children effectively coordinate their small muscles to manipulate a wide array of objects, toys, and materials in different ways.	
Begins to use more complicated hand movements, e.g., uses eating utensils independently, stacks blocks	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
Attempts to help with dressing self, e.g., snaps buttons, pulls zipper, puts socks and shoes on	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
Scribbles with intent and begins to draw circles and lines on own	Demonstrates fine-motor strength and coordination Uses writing and drawing tools Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks
Uses hand-eye coordination in a more controlled manner, e.g., completes puzzles, strings beads together	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
Children demonstrate the ability to distinguish, process, and respond to sensory stimuli in their environment	
Children begin to process sensory information in a more efficient manner and use the information to modify behavior while interacting with the environment.	
Imitates familiar adults when coloring; draws lines and/or circles	Demonstrates fine-motor strength and coordination Uses writing and drawing tools Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks

Adjusts approach to unknown objects, e.g., presses harder on a lump of clay	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
Perceives and acts accordingly when holding a fragile object, both in the actual environment and in play, e.g., walks carefully when holding a pretend tea cup	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation
Children demonstrate the desire and ability to participate in and practice self-care routines.	
Children attempt to attend to their self-care needs independently with less support from their caregivers.	
Undresses independently but still needs assistance with dressing	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
Performs some self-care tasks regularly and mostly independently, e.g., brushes teeth, washes hands, places cup in sink	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
Makes choices pertaining to dressing and eating	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
Uses nonverbal and/or verbal communication to specify needs	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
Begins to demonstrate an interest in using the bathroom, e.g., wants to sit on “potty”	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
Attempts to put on shoes and socks without help	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self

Language Development, Communication, and Literacy	
Birth to 9 months	
Children demonstrate the ability to engage with and maintain communication with others.	
Children demonstrate effort in engaging others in both verbal and nonverbal communication and interactions.	
Uses sounds, cries, facial expressions, and body language to convey needs	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
Attempts to engage in early forms of turn-taking with caregiver, e.g., coos and stares at caregiver	Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others
Smiles and uses other facial expressions to initiate interactions with caregiver	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate
Participates in back-and-forth communication, e.g., babbles back and forth and/or plays peek-a-boo with caregiver	Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others
Children demonstrate the ability to comprehend both verbal and nonverbal communication.	
Children begin to respond to verbal and nonverbal communication through the use of sounds and physical movements.	
Responds to sounds found in the environment, e.g., cries if hears a loud bang, will turn toward a familiar voice	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
Calms down when crying after hearing a soothing and familiar voice or receiving physical reassurance, e.g., a hug or gentle pats on back	Regulates own emotions and behaviors Manages feelings Uses adult support to calm self
Looks or turns toward the familiar person who says his or her name	Listens to and understands increasingly complex language Comprehends language Shows an interest in the speech of others

Responds to gestures, e.g., waves hello after a familiar person waves to him or her	Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others
Children demonstrate the ability to understand and convey thoughts through both nonverbal and verbal expression.	
Children begin to experiment with sounds and other various forms of communication to show interest in and exert influence on their environment.	
Cries to signal hunger, pain, or distress	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate
Uses smiles and other facial expressions to initiate social contact	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate
Coos and uses physical movements to engage familiar others	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate
Babbles and experiments with all types of sounds (two-lip sounds: “p,” “b,” “m”)	Uses language to express thoughts and needs Speaks clearly Babbles strings of single consonant sounds and combines sounds
Combines different types of babbles	Uses language to express thoughts and needs Speaks clearly Babbles strings of single consonant sounds and combines sounds
Begins to point to objects in his/her environment	Listens to and understands increasingly complex language Comprehends language Identifies familiar people, animals, and objects when prompted

Children demonstrate interest in and comprehension of printed materials.	
Children begin to build the foundation for early literacy by exploring printed materials and building a capacity for reading printed materials.	
Shows awareness of printed materials, e.g., stares at a picture in a book	Demonstrates knowledge of print and its uses Uses and appreciates books Shows interest in books
Reaches out to grasp and mouth books	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
Uses multiple senses to explore books, e.g., explores books with different textures	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment Demonstrates knowledge of print and its uses Uses and appreciates books Shows interest in books
Uses hands to manipulate printed materials, e.g., attempts to turn pages of a board book, grasps objects in hands	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects
Points or makes sounds while looking at picture books	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate Demonstrates knowledge of print and its uses Uses and appreciates books Shows interest in books
Focuses attention while looking at printed materials for brief periods of time	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds

7 months to 18 months	
Children demonstrate the ability to engage with and maintain communication with others.	
Children are participating in interactions with familiar others. Children also begin to demonstrate simple turn-taking skills while interacting.	
Communicates and responds by grunting, nodding, and pointing	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate
Demonstrates understanding of a familiar sound or word, e.g., looks toward a caregiver after hearing name	Listens to and understands increasingly complex language Comprehends language Identifies familiar people, animals, and objects when prompted
Responds with “yes” or “no,” using sounds, words, and/or gestures to answer simple questions	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate
Uses facial expressions, vocalizations, and gestures to initiate interactions with others	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects
Participates in simple back-and-forth communication, using words and/or gestures	Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others
Children demonstrate the ability to comprehend both verbal and nonverbal communication.	
Children begin to understand and respond to the meaning of actions and sounds.	
Engages in joint attention with a caregiver, e.g., joins in looking at the same object or shifts gaze to where someone is pointing	Listens to and understands increasingly complex language Comprehends language Identifies familiar people, animals, and objects when prompted

Follows a one-step, simple request when a gesture is used	Listens to and understands increasingly complex language Follows directions Follows simple requests not accompanied by gestures
Responds appropriately to familiar words, e.g., hears the words “so big,” and puts arms in air	Listens to and understands increasingly complex language Comprehends language Identifies familiar people, animals, and objects when prompted
Understands approximately 100 words relevant to their experiences and cultural context	Listens to and understands increasingly complex language Comprehends language Identifies familiar people, animals, and objects when prompted Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects
Children demonstrate the ability to understand and convey thoughts through both nonverbal and verbal expression.	
Children’s language progresses from babbling to utterances and to first words. Toward the end of this age period, babbling decreases as children begin to build their vocabulary.	
Babbles using the sounds of the home language	Uses language to express thoughts and needs Speaks clearly Babbles strings of single consonant sounds and combines sounds
Creates long, babbled sentences	Uses language to express thoughts and needs Speaks clearly Uses some words and word-like sounds and is understood by most familiar people
Uses nonverbal communication to express ideas, e.g., waves bye-bye, signs “more” when eating	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate
Utters first words; these words are for familiar objects and people, e.g., “mama,” “bottle”	Uses language to express thoughts and needs Speaks clearly Uses some words and word-like sounds and is understood by most familiar people

Names a few familiar objects in his/her environment	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects
Uses one word to convey a message, e.g., “milk” for “I want milk”	Uses language to express thoughts and needs Speaks clearly Uses some words and word-like sounds and is understood by most familiar people
Children demonstrate interest in and comprehension of printed materials.	
Children become participants as they actively engage in literacy activities with printed materials.	
Points to pictures in a book and reacts, e.g., smiles when sees a picture of a dog	Uses symbols and images to represent something not present Thinks symbolically Recognizes people, objects, and animals in pictures or photographs
Initiates literacy activities, e.g., gestures toward a book or attempts to turn pages of a paper book or magazine	Demonstrates knowledge of print and its uses Uses and appreciates books Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
Imitates gestures and sounds during activities, e.g., hand actions during singing, babbles as caregiver reads book	Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others
Increases ability to focus for longer periods of time on printed materials	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds Demonstrates knowledge of print and its uses Uses and appreciates books Shows interest in books
Grasps objects and attempts to scribble, e.g., makes a slight mark with a crayon on a piece of paper	Demonstrates fine-motor strength and coordination Uses writing and drawing tools Grasps drawing and writing tools, jabbing at paper

16 months to 24 months	
Children demonstrate the ability to engage with and maintain communication with others.	
Children increase their capacity for complex interactions as they use a greater number of words and actions, in addition to better understanding the rules of conversational turn-taking.	
Engages in short back-and-forth interactions with familiar others using verbal and nonverbal communication, e.g., says or signs “more” after each time a caregiver completes an action the child is enjoying	Uses appropriate conversational and other communication skills Engages in conversations Initiates and attends to brief conversations
Initiates and engages in social interaction with simple words and actions	Uses appropriate conversational and other communication skills Engages in conversations Initiates and attends to brief conversations
Connects gestures and/or sounds to comment about a familiar object, e.g., makes a crying sound after the caregiver hugs a baby doll and says, “Hush, baby”	Remembers and connects experiences Makes connections Looks for familiar persons when they are named; relates objects to events
Pays attention to the person communicating for a brief period of time	Uses appropriate conversational and other communication skills Engages in conversations Initiates and attends to brief conversations
Demonstrates an understanding of turn-taking in conversations, e.g., asks and answers simple questions	Uses appropriate conversational and other communication skills Engages in conversations Engages in conversations of at least three exchanges
Children demonstrate the ability to comprehend both verbal and nonverbal communication.	
Children begin to demonstrate a complex understanding of meaning in words, facial expressions, gestures, and pictures.	
Recognizes and demonstrates understanding of familiar pictures, people, and objects, e.g., says “mama” while pointing to mother	Remembers and connects experiences Makes connections Looks for familiar persons when they are named; relates objects to events Uses symbols and images to represent something not present Thinks symbolically Recognizes people, objects, and animals in pictures or photographs

Understands simple commands and questions and can follow two-step requests with the support of gestures and prompting	<p>Listens to and understands increasingly complex language</p> <p>Follows directions</p> <p>Follows directions of two or more steps that relate to familiar objects and experiences</p>
Demonstrates understanding of familiar words or phrases by responding appropriately, e.g., sits in chair after hearing it is snack time	<p>Listens to and understands increasingly complex language</p> <p>Comprehends language</p> <p>Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
Points to body parts when prompted	<p>Listens to and understands increasingly complex language</p> <p>Comprehends language</p> <p>Identifies familiar people, animals, and objects when prompted</p>
Responds to personal pronouns, e.g., me, her, him	<p>Listens to and understands increasingly complex language</p> <p>Comprehends language</p> <p>Identifies familiar people, animals, and objects when prompted</p>
Children demonstrate the ability to understand and convey thoughts through both nonverbal and verbal expression.	
Children continue to experiment with language and expand their vocabulary as they begin to speak in two-word utterances.	
Uses more words than gestures when speaking	<p>Uses language to express thoughts and needs</p> <p>Speaks clearly</p> <p>Uses some words and word-like sounds and is understood by most familiar people</p> <p>Uses language to express thoughts and needs</p> <p>Uses conventional grammar</p> <p>Uses one- or two-word sentences or phrases</p>
Repeats overheard words	<p>Uses language to express thoughts and needs</p> <p>Speaks clearly</p> <p>Uses some words and word-like sounds and is understood by most familiar people</p>

<p>Has a vocabulary of approximately 80 words</p>	<p>Listens to and understands increasingly complex language Comprehends language Identifies familiar people, animals, and objects when prompted</p> <p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects</p>
<p>Begins to use telegraphic speech, consisting of phrases with words left out, e.g., “baby sleep” for “The baby is sleeping”</p>	<p>Uses language to express thoughts and needs Uses conventional grammar Uses three- to four-word sentences; may omit some words or use some words incorrectly</p>
<p>Children demonstrate interest in and comprehension of printed materials.</p>	
<p>Children begin to demonstrate an understanding of printed words and materials.</p>	
<p>Turns the pages of a board book, one by one</p>	<p>Demonstrates knowledge of print and its uses Uses and appreciates books Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p>
<p>Points to familiar pictures and actions in books</p>	<p>Uses symbols and images to represent something not present Thinks symbolically Recognizes people, objects, and animals in pictures or photographs</p>
<p>Repeats familiar words in a book when being read to</p>	<p>Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Contributes particular language from the book at the appropriate time</p>
<p>Begins to anticipate what may happen next in a familiar book, e.g., generates sounds and movements and/or uses words for pictures</p>	<p>Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Contributes particular language from the book at the appropriate time</p>
<p>Randomly scribbles</p>	<p>Demonstrates emergent writing skills Writes to convey meaning Scribbles or marks</p>

<p>Identifies a favorite book and signals familiar others to read with him or her, e.g., brings the book over, or points and gestures Repeats familiar words in a book when being read to</p>	<p>Demonstrates knowledge of print and its uses Uses and appreciates books Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p> <p>Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Contributes particular language from the book at the appropriate time</p>
<p>21 months to 36 months</p>	
<p>Children demonstrate the ability to engage with and maintain communication with others.</p>	
<p>Children maintain social interactions through the pattern of turn-taking, and are able to build upon ideas and thoughts conveyed.</p>	
<p>Responds verbally to an adult’s questions or comments</p>	<p>Uses appropriate conversational and other communication skills Engages in conversations Initiates and attends to brief conversations</p>
<p>Begins to make formal requests or responses based on his or her context and culture</p>	<p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items</p>
<p>Uses repetition to maintain the conversation and obtain responses from familiar others</p>	<p>Uses appropriate conversational and other communication skills Engages in conversations Engages in conversations of at least three exchanges</p>
<p>Communicates related ideas when in interactions with others</p>	<p>Uses appropriate conversational and other communication skills Engages in conversations Engages in conversations of at least three exchanges</p>
<p>Uses “w” questions to initiate and expand conversations, e.g., “who,” “what,” “why”</p>	<p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items</p>
<p>Initiates and engages others using meaningful objects or ideas, e.g., points out his/her artwork or favorite toy to a caregiver to begin conversing</p>	<p>Uses appropriate conversational and other communication skills Engages in conversations Initiates and attends to brief conversations</p>

Children demonstrate the ability to comprehend both verbal and nonverbal communication.	
Children continue to expand their comprehension across a variety of contexts through the use of words, actions, and symbols.	
Names most objects and people in a familiar environment	<ul style="list-style-type: none"> Uses language to express thoughts and needs Uses an expanding expressive vocabulary <ul style="list-style-type: none"> Names familiar people, animals, and objects
Comprehends compound statements and can follow multi-step directions	<ul style="list-style-type: none"> Listens to and understands increasingly complex language Follows directions <ul style="list-style-type: none"> Follows directions of two or more steps that relate to familiar objects and experiences
Demonstrates understanding of a story by reacting with sounds, facial expressions, and physical movement, e.g., laughing, widening eyes, or clapping	<ul style="list-style-type: none"> Demonstrates positive approaches to learning Attends and engages <ul style="list-style-type: none"> Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
Understands simple sentences or directions with prepositions, e.g., “Put cup in sink”	<ul style="list-style-type: none"> Explores and describes spatial relationships and shapes Understands spatial relationships <ul style="list-style-type: none"> Follows simple directions related to proximity (beside, between, next to)
Responds verbally and/or nonverbally to comments or questions while engaged in conversations with both peers and adults	<ul style="list-style-type: none"> Uses appropriate conversational and other communication skills Engages in conversations <ul style="list-style-type: none"> Engages in conversations of at least three exchanges Uses appropriate conversational and other communication skills Uses social rules of language <ul style="list-style-type: none"> Uses appropriate eye contact, pauses, and simple verbal prompts when communicating

Children demonstrate the ability to understand and convey thoughts through both nonverbal and verbal expression.	
Children communicate about present themes and begin to combine a few words into mini-sentences to express needs and wants.	
Speaks in three-word utterances, e.g., “I want ball”	<p>Uses language to express thoughts and needs Uses conventional grammar Uses three- to four-word sentences; may omit some words or use some words incorrectly</p>
Begins to use pronouns and prepositions, e.g., “He took my toy” and “on the table”	<p>Uses language to express thoughts and needs Uses conventional grammar Uses three- to four-word sentences; may omit some words or use some words incorrectly</p> <p>Explores and describes spatial relationships and shapes Understands spatial relationships Uses and responds appropriately to positional words indicating location, direction, and distance</p>
Makes mistakes, which signal that he or she is working out complex grammar rules	<p>Uses language to express thoughts and needs Uses conventional grammar Uses three- to four-word sentences; may omit some words or use some words incorrectly</p>
Uses adjectives in speech, e.g., “blue car”	<p>Uses language to express thoughts and needs Uses conventional grammar Uses three- to four-word sentences; may omit some words or use some words incorrectly</p>
Uses simple sentences, e.g., “I want the yellow cup”	<p>Uses language to express thoughts and needs Uses conventional grammar Uses complete, four- to six-word sentences</p>
Has a vocabulary of more than 300 words	<p>Listens to and understands increasingly complex language Comprehends language Identifies familiar people, animals, and objects when prompted</p> <p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects</p>

Children demonstrate interest in and comprehension of printed materials.	
Children engage others in literacy activities, and have an increased awareness and understanding of the variety of different types of print found in their environment.	
Imitates adult role when engages with printed materials, e.g., pretends to read a book or newspaper to stuffed animals or dolls	Comprehends and responds to books and other texts Uses emergent reading skills Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
Participates in early literacy activities independently, e.g., sits in a reading nook and browses through the pages	Demonstrates knowledge of print and its uses Uses and appreciates books Shows interest in books
Recites parts of a book from memory	Comprehends and responds to books and other texts Retells stories Retells some events from a familiar story with close adult prompting
Scribbles in a more orderly fashion and begins to name what he or she has drawn	Uses symbols and images to represent something not present Thinks symbolically Draws or constructs, and then identifies what it is Demonstrates emergent writing skills Writes to convey meaning Controlled linear scribbles
Expresses what happens next when reading a familiar book with a caregiver, e.g., uses gestures, words, and/or sounds	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Contributes particular language from the book at the appropriate time

Cognitive Development	
Birth to 9 months	
Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.	
Children begin to receive and organize information through social interactions and sensory exploration.	
Turns head toward sounds	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
Begins to focus on objects, sounds, and people	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
Actively explores the environment through the five senses	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
Attempts to repeat an action, e.g., pats the table and tries to pat it again	Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results
Focuses and begins to distinguish between familiar and unfamiliar objects, sounds, and people	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
Children demonstrate the ability to acquire, store, recall, and apply past experiences.	
Children begin to form memories from their experiences and will begin to anticipate certain patterns for occurrences.	
Turns toward familiar voices, sounds, and/or objects	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds

Anticipates familiar events, e.g., reaches for bottle and brings to mouth	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results
Finds an object that it is partially hidden	Remembers and connects experiences Recognizes and recalls Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
Remembers that objects and people still exist even when they are no longer physically present, e.g., looks around for parent when parent leaves the room	Remembers and connects experiences Recognizes and recalls Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
Children demonstrate an awareness of how objects and people move and fit in space.	
Children use observation and sensory exploration to begin building an understanding of how objects and people move in relationship to each other.	
Observes objects and people in the immediate environment, e.g., looks at own hands and feet, tracks caregiver with eyes, turns head toward sounds	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
Reaches and grasps for objects	Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully
Explores through the use of different senses, e.g., begins to mouth and/or pat objects	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
Focuses attention on an object in motion and follows it, e.g., watches a toy roll away after it falls	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds

Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation.	
Children use observation, exploration, and social interaction to learn about objects, actions, and people.	
Uses senses to explore objects, e.g., observes, mouths, touches	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
Interacts with caregiver(s) and the environment	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
Physically manipulates objects, e.g., twists and turns toys, drops items	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
Combines objects in play	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
Locates an object that has been partially hidden	Remembers and connects experiences Recognizes and recalls Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
Children demonstrate the ability to convey ideas and emotions through creative expression.	
Children build the beginnings of creative expression through everyday interactions with their caregivers.	
Actively explores sensory objects in the environment	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
Participates in interactions with caregiver(s), e.g., observes, smiles, coos	Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others
Demonstrates interest in sounds, songs, music, and colors	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds

Listens and moves to music	Explores musical concepts and expression
Manipulates objects, e.g., turns, shakes, bangs	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.	
Children begin to build awareness and use simple actions to have an impact on objects and people in their environment.	
Uses nonverbal and verbal communication to generate responses from caregiver(s), e.g., coos, reaches, laughs	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate
Repeats similar actions on different objects, e.g., shakes stuffed animal in the same manner as a rattle to hear noise	Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results
Looks for and finds an object that has fallen	Remembers and connects experiences Recognizes and recalls Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
Children demonstrate awareness of quantity, counting, and numeric competencies.	
Children are developing an understanding of quantity and number concepts as they explore and interact with objects and people in their everyday environment.	
Uses sounds and body language to signal for more, e.g., begins to cry when finishing a bottle of milk and is still hungry	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate

Explores objects one at a time, e.g., mouths one toy and drops it to grab hold of another, or drops toys in a container	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
Expresses desire for more through facial cues, sounds, gestures, and actions, e.g., bangs, opens mouth, points, reaches	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate
Holds on to more than one object at a time, e.g., grasps a rattle in one hand, and reaches for block	Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully
Children demonstrate a basic awareness of and use scientific concepts.	
Children use social interactions along with their five senses to discover and explore the world around them.	
Observes people and objects in his or her environment	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
Engages in social interactions with familiar adults	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others
Actively explores new objects found in the environment, e.g., mouths, pats, grasps	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
Uses all of his or her senses to explore and discover new things, e.g., reaches out to touch rain or snow	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment

<p>Children demonstrate the emerging ability to recognize risky situations and respond accordingly.</p>	
<p>Children first rely on their natural reflexes to signal basic survival needs to their caregiver(s). Toward the end of this age period, an emerging awareness in their own bodies and trust in their caregiver(s) support children in meeting needs and protecting them in uncertain and potentially unsafe situations.</p>	
<p>Signals needs through reflexes and sounds, e.g., demonstrates rooting reflex when hungry, cries when uncomfortable</p>	<p>Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs</p> <p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate</p>
<p>Actively observes and explores environment</p>	<p>Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment</p>
<p>Demonstrates interest in own body, e.g., stares at hands, mouths feet, pokes at belly button</p>	<p>Demonstrates knowledge about self</p>
<p>Uses physical movements to explore environment, e.g., reaching, sitting, rolling</p>	<p>Demonstrates traveling skills Moves to explore immediate environment</p>
<p>Demonstrates trust in caregiver(s), e.g., reaches for adult, comforted when soothed, looks for caregiver in novel situations</p>	<p>Regulates own emotions and behaviors Manages feelings Uses adult support to calm self</p> <p>Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults</p>

7 months to 18 months	
Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.	
Children begin to recognize object characteristics, and build awareness of simple concepts through interactions and exploration.	
Develops object permanence, aware that an object still exists even when it is not physically visible, e.g., pulls the blanket off the pacifier, cries when caregiver leaves the room	Remembers and connects experiences Recognizes and recalls Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
Uses physical actions while exploring objects, e.g., rolls a ball back and forth on the floor, purposefully throws object repeatedly onto floor to be picked up	Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results
Identifies and indicates objects and people in pictures, e.g., points	Uses symbols and images to represent something not present Thinks symbolically Recognizes people, objects, and animals in pictures or photographs
Focuses attention on objects, people, and sounds for increasing amounts of time	Demonstrates positive approaches to learning Attends and engages Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
Children demonstrate the ability to acquire, store, recall, and apply past experiences.	
Children remember familiar people, routines, actions, places, and objects.	
Finds hidden objects, e.g., lifts a blanket to uncover a toy after seeing the caregiver hide it	Remembers and connects experiences Recognizes and recalls Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
Shows awareness of non-present, familiar adults, e.g., while in childcare, asks for mom and dad throughout the day	Remembers and connects experiences Makes connections Looks for familiar persons when they are named; relates objects to events

<p>Searches for objects in their usual location, e.g., finds their favorite book on the bookshelf</p>	<p>Remembers and connects experiences Recognizes and recalls Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p>
<p>Anticipates what event comes next in his or her daily routine, e.g., sits down for a morning snack after a music activity</p>	<p>Remembers and connects experiences Makes connections Remembers the sequence of personal routines and experiences with teacher support Demonstrates knowledge of patterns Shows interest in simple patterns in everyday life</p>
<p>Children demonstrate an awareness of how objects and people move and fit in space.</p>	
<p>Children begin to use trial and error in discovering how objects and people move and fit in relationship to each other.</p>	
<p>Puts objects in a bucket and then dumps them out; repeats this action</p>	<p>Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results</p>
<p>Begins to identify physical obstacles and possible solutions when moving around, e.g., crawls around a chair instead of under it</p>	<p>Demonstrates traveling skills Experiments with different ways of moving Demonstrates positive approaches to learning Solves problems Reacts to a problem; seeks to achieve a specific goal</p>
<p>Drops objects such as toys and watches them move</p>	<p>Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen</p>
<p>Discriminates between small and large objects, e.g., uses one hand or two hands in a variety of ways</p>	<p>Demonstrates gross-motor manipulative skills Reaches, grasps, and releases objects Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully</p>

<p>Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation.</p>	
<p>Children use social interaction to continue to gather meaning from objects, actions, and people. Children move from exploring objects to learning how to play with objects in ways they are intended to be used. Toward the end of this age period, children begin to use one object to represent another object.</p>	
<p>Demonstrates object permanence, e.g., realizes objects and people still exist, even when they are not physically visible</p>	<p>Remembers and connects experiences Recognizes and recalls Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p>
<p>Imitates adult’s actions, e.g., bangs a drum with a rattle, after observing an adult complete the action</p>	<p>Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Imitates others in using objects in new and/or unanticipated ways</p>
<p>Engages in simple pretend play, e.g., pretends to drink tea from a pretend tea cup, pretends to feed baby doll with toy bottle, uses a toy block as a phone, pretends to talk to mama</p>	<p>Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Imitates others in using objects in new and/or unanticipated ways Uses symbols and images to represent something not present Engages in sociodramatic play Imitates actions of others during play; uses real objects as props</p>
<p>Recognizes familiar people and/or objects in photographs</p>	<p>Uses symbols and images to represent something not present Thinks symbolically Recognizes people, objects, and animals in pictures or photographs</p>
<p>Children demonstrate the ability to convey ideas and emotions through creative expression.</p>	
<p>Children increasingly engage with their caregiver(s) and show enjoyment in activities and interactions that focus on music, movement, building, and play.</p>	
<p>Enjoys familiar songs and word rhymes</p>	<p>Explores musical concepts and expression</p>
<p>Begins to use symbolic play while interacting, e.g., holds a play phone to ear and has a “conversation” with grandma</p>	<p>Uses symbols and images to represent something not present Engages in sociodramatic play Imitates actions of others during play; uses real objects as props</p>

Begins to stack large blocks with or without support	Demonstrates positive approaches to learning Persists Practices an activity many times until successful
Participates in music activities by performing some accompanying hand movements	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects Explores musical concepts and expression Explores dance and movement concepts
Engages in art activities such as coloring or finger painting	Demonstrates fine-motor strength and coordination Uses writing and drawing tools Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks Explores the visual arts
Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.	
Children combine specific actions to have an effect on people and objects, and interact with people and objects in different ways to discover what will happen.	
Uses objects as they are intended, e.g., pretends to drink milk out of a toy bottle	Uses symbols and images to represent something not present Engages in sociodramatic play Imitates actions of others during play; uses real objects as props
Attempts different ways to move an object to see what happens, e.g., rolls a ball gently at first and then hard to see how fast and far it will move	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
Uses different actions for an intended result, e.g., builds tower with blocks and then knocks it down with his or her hand, repeats the activity and uses his/her head to make the tower tumble	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen

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<p>Imitates adult’s body language and simple actions, e.g., puts hands on hips or pretends to brush crumbs off table</p>	<p>Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Imitates others in using objects in new and/or unanticipated ways</p>
<p>Children demonstrate awareness of quantity, counting, and numeric competencies.</p>	
<p>Children begin to identify that there are different quantities of objects and people, and may attempt to match quantities with numbers through the use of words, symbols, and gestures.</p>	
<p>Understands the concept of “more” in regard to food and play; signs or says, “more”</p>	<p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects</p> <p>Uses number concepts and operations Quantifies Demonstrates understanding of the concepts of one, two, and more</p>
<p>Imitates counting, e.g., climbs stairs and mimics “one, two”</p>	<p>Uses number concepts and operations Counts Verbally counts (not always in the correct order)</p>
<p>Uses nonverbal and verbal communication to express more complex concepts, e.g., “some,” “again,” “all done”</p>	<p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects</p> <p>Uses number concepts and operations Quantifies Demonstrates understanding of the concepts of one, two, and more</p>
<p>Begins to understand descriptive words and apply attributes to people, e.g., points to himself when asked, “Who’s a big boy?”</p>	<p>Listens to and understands increasingly complex language Comprehends language Identifies familiar people, animals, and objects when prompted</p>
<p>Begins to use number words to label quantities, even though incorrect</p>	<p>Uses number concepts and operations Counts Verbally counts (not always in the correct order)</p>

<p>Children demonstrate a basic awareness of and use scientific concepts.</p>	
<p>Children use all of their five senses to purposefully collect and act on information received through interactions with their environment.</p>	
<p>Actively explores objects and experiences their properties through the different senses, e.g., color, texture, weight, taste</p>	<p>Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment Uses scientific inquiry skills</p>
<p>Repeats actions that attracts his or her attention, e.g., drops object onto floor to hear the sound it makes</p>	<p>Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results</p>
<p>Experiments with different textures found in the outside environment, e.g., runs fingers through dirt, crumbles dry leaves</p>	<p>Uses scientific inquiry skills</p>
<p>Children demonstrate the emerging ability to recognize risky situations and respond accordingly.</p>	
<p>Children’s increasing physical abilities allow them to explore new ways of interacting with the environment around them. Motivated by these new skills, children take risks to explore and learn, and demonstrate through nonverbal and verbal communication trust in their caregiver(s) to keep them safe.</p>	
<p>Uses social referencing to assess uncertain situations, e.g., looks at a caregiver for social cues as to whether or not to proceed</p>	<p>Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world</p>
<p>Actively climbs to reach for wanted objects during play</p>	<p>Demonstrates traveling skills Moves purposefully from place to place with control Demonstrates positive approaches to learning Solves problems Reacts to a problem; seeks to achieve a specific goal</p>

Responds to cues from caregiver in uncertain and unsafe situations	Regulates own emotions and behaviors Follows limits and expectations Accepts redirection from adults
Hesitates and demonstrates caution in new and/or changing situations, e.g., stops crawling when reaches the edge of an uneven surface	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
Responds to warnings and changes in tone of voice; needs assistance and redirection to stop unsafe behavior, e.g., looks up after hearing a stern “no” but does not necessarily stop the behavior or action	Regulates own emotions and behaviors Follows limits and expectations Accepts redirection from adults
16 months to 24 months	
Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.	
Children begin to understand object representation and begin to use verbal and nonverbal communication with object use.	
Pretends to use objects in their intended manner, e.g., holds a play phone to ear and engages in a conversation by babbling	Uses symbols and images to represent something not present Engages in sociodramatic play Imitates actions of others during play; uses real objects as props
Begins to identify and name objects and people	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects
Uses an object to represent another during play, e.g., uses block as a phone	Uses symbols and images to represent something not present Engages in sociodramatic play Imitates actions of others during play; uses real objects as props
Begins to identify characteristics of the object, e.g., “red ball”	Uses classification skills Matches similar objects
With assistance, groups a few objects by similar characteristics, e.g., color, shape, or size	Uses classification skills Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape

Children demonstrate the ability to acquire, store, recall, and apply past experiences.	
Children recognize and anticipate the series of steps in familiar activities.	
Remembers several steps in familiar routines and carries out these routines with little or no prompting	Remembers and connects experiences Makes connections Remembers the sequence of personal routines and experiences with teacher support
Recalls an event in the past, e.g., a special visitor, or a friend's birthday party	Remembers and connects experiences Recognizes and recalls Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view
Searches for objects in different places	Remembers and connects experiences Recognizes and recalls Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view
Children demonstrate an awareness of how objects and people move and fit in space.	
Children have a clearer sense of size and direction and use this knowledge to expand their understanding of how objects move and fit in relationship to each other.	
Understands words that characterize size, e.g., big, small	Listens to and understands increasingly complex language Comprehends language Identifies familiar people, animals, and objects when prompted
Uses simple trial and error to complete simple puzzles, e.g., matches piece, orients and attempts to turn to make a puzzle piece fit	Demonstrates positive approaches to learning Solves problems Reacts to a problem; seeks to achieve a specific goal
Recognizes the proper direction of objects, e.g., will turn over an upside-down cup	Explores and describes spatial relationships and shapes Understands spatial relationships Follows simple directions related to position (in, on, under, up, down)
Begins to understand simple prepositions, e.g., under, in, behind	Explores and describes spatial relationships and shapes Understands spatial relationships Follows simple directions related to position (in, on, under, up, down)

<p>Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation.</p>	
<p>Children demonstrate the beginning of symbolic thinking as they start to label objects in everyday life. Children also use more complex social interactions and engage in imaginary play to make sense of the world around them.</p>	
<p>Pretends one object is really another by using substitution, e.g., a napkin for a baby’s diaper</p>	<p>Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Imitates others in using objects in new and/or unanticipated ways</p> <p>Uses symbols and images to represent something not present Engages in sociodramatic play Imitates actions of others during play; uses real objects as props</p>
<p>Finds objects after they are hidden in close proximity</p>	<p>Remembers and connects experiences Recognizes and recalls Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p>
<p>Engages in pretend play with familiar objects and experiences, e.g., places baby doll in stroller and pushes the stroller</p>	<p>Uses symbols and images to represent something not present Engages in sociodramatic play Imitates actions of others during play; uses real objects as props</p>
<p>Identifies or names his or her drawings, e.g., points to scribble and says, “mama and dada”</p>	<p>Uses symbols and images to represent something not present Thinks symbolically Draws or constructs, and then identifies what it is</p>
<p>Communicates labels to familiar objects and/or people, e.g., says “dog” when seeing four-legged animals</p>	<p>Remembers and connects experiences Recognizes and recalls Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p>

Children demonstrate the ability to convey ideas and emotions through creative expression.	
Children continue to show increasing ability as they engage with their caregiver(s) in music, movement, building, and play activities.	
Imitates basic movements during an activity, e.g., places beanbag on head	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Imitates others in using objects in new and/or unanticipated ways
Engages in more intricate pretend play, e.g., uses a toy banana as a phone	Uses symbols and images to represent something not present Engages in sociodramatic play Imitates actions of others during play; uses real objects as props
Enjoys using instruments while listening to music	Explores musical concepts and expression
Builds by using different objects and materials, e.g., lines up cars, stacks small boxes	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Imitates others in using objects in new and/or unanticipated ways
Enjoys breaking down what he or she has built, e.g., knocking over a stack of blocks with his or her arm	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
Creates artwork; focuses and enjoys the process rather than the final product	Explores the visual arts
Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.	
Children understand how purposeful and select actions can affect different objects and people. Children also begin to connect objects and ideas based on repetition and experience.	
Repeats actions over and over to cause desired effect, e.g., dumps out a bucket and refills it with objects	Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results
Starts to predict the consequence of simple and familiar actions, e.g., knows that flipping the light switch will either turn on or turn off the light	Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results

Understands functionality of objects, e.g., mop is used to clean the floor	Remembers and connects experiences Makes connections Looks for familiar persons when they are named; relates objects to events
Begins to understand certain behaviors are related to certain contexts, e.g., behaves differently at childcare than at home	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation
Children demonstrate awareness of quantity, counting, and numeric competencies.	
Children recognize various quantities of objects and people, and begin to accurately match number words to the correct amount.	
Communicates amount of familiar objects, e.g., sees two apples and says, “two”	Uses number concepts and operations Quantifies Demonstrates understanding of the concepts of one, two, and more
Uses nonverbal gestures to demonstrate understanding of quantities, e.g., holds up two fingers to express two of something	Uses number concepts and operations Quantifies Demonstrates understanding of the concepts of one, two, and more
Begins to use “one,” “two,” and “three” to identify very small quantities without counting them	Uses number concepts and operations Quantifies Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
Begins to use descriptive words for people in a more complex fashion, e.g., “he big,” “she baby”	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
Children demonstrate a basic awareness of and use scientific concepts.	
Children begin to use experimentation to interact and engage with their environment in different ways. In addition, a new, distinct interest in living things emerges.	
Shows interest in own body; may know names for certain body parts	Demonstrates knowledge about self
Begins simple categorizing, e.g., cats and dogs are animals	Demonstrates knowledge of the characteristics of living things
Asks simple questions about nature	Demonstrates knowledge of Earth’s environment

Attempts new tasks during familiar activities, e.g., plays at the water table, and instead of using hands, tries to use head to make the water move	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Uses creativity and imagination during play and routine tasks
Uses motion and sound to represent an observation, e.g., “snake, ssssss!”	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Imitates others in using objects in new and/or unanticipated ways
Children demonstrate the emerging ability to recognize risky situations and respond accordingly.	
Children begin to build a basic understanding of their physical limits and unsafe situations. Children are still motivated to interact and explore the environment with little regard to risks, and continue to rely on caregiver(s) to help manage their impulses.	
Understands when “no” and “stop” is communicated through either words or gestures	Regulates own emotions and behaviors Follows limits and expectations Accepts redirection from adults
Responds to warnings and begins to change behavior accordingly, e.g., moves away from the outlet after caregiver communicates “no”	Regulates own emotions and behaviors Follows limits and expectations Accepts redirection from adults
Seeks comfort when fearful	Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person
Imitates adults’ actions during play, e.g., tells baby doll “no touch” when walking by the pretend stove	Uses symbols and images to represent something not present Engages in sociodramatic play Imitates actions of others during play; uses real objects as props

21 months to 36 months	
Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.	
Children begin to demonstrate the ability to classify objects based on common characteristics, and begin to apply knowledge of simple concepts to new situations.	
Identifies characteristics of objects and people when named, e.g., colors	Uses classification skills Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
Begins to arrange objects in a line, e.g., lines up toy cars, one after the other	Uses classification skills Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
Uses symbolic representation during play, e.g., grabs a hair brush and uses it as a telephone	Uses symbols and images to represent something not present Engages in sociodramatic play Acts out familiar or imaginary scenarios; may use props to stand for something else
Purposefully arranges similar objects, e.g., divides plastic blocks into a red group, a blue group, and a yellow group	Uses classification skills Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
Identifies categories, e.g., able to point out all the animals within a picture even with different types of objects represented	Uses classification skills Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
Children demonstrate the ability to acquire, store, recall, and apply past experiences.	
Children anticipate the steps in experiences and activities, and understand the sequence of events. They may also remember and recall past events and translate knowledge of past experiences to new experiences.	
Shares with adult what happened in school that day	Remembers and connects experiences Recognizes and recalls Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view

Carries out routines independently without being reminded what comes next in the daily routine.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
Uses play to communicate about previous events or experiences, including the sequence of events that took place, e.g., a friend's birthday party	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Uses creativity and imagination during play and routine tasks
Translates past knowledge to new experiences, e.g., recalls a trip to the dentist, and narrates and acts out each step of the experience on a peer during play	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation
Children demonstrate an awareness of how objects and people move and fit in space.	
Children can better predict how objects and people will fit and move in relationship to each other. Children have knowledge of object properties and apply this knowledge without having to rely on physical trial and error.	
Uses words and gestures to describe size of objects	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects
Recognizes where his or her body is in relation to objects, e.g., squeezing in behind a chair	Explores and describes spatial relationships and shapes Understands spatial relationships Follows simple directions related to proximity (beside, between, next to)
Completes simple puzzles with less trial and error, e.g., can match a puzzle piece to its correct slot by identifying the size and shape by simply looking at it.	Demonstrates positive approaches to learning Solves problems Solves problems without having to try every possibility
Actively uses body to change where he or she is in relation to objects, e.g., climbs to sit on the couch	Explores and describes spatial relationships and shapes Understands spatial relationships Follows simple directions related to proximity (beside, between, next to)

<p>Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation.</p>	
<p>Children use their ability to label and think symbolically to engage in increasingly complex social interactions, exploration, and play. Children use these skills to recreate experiences, problem-solve, and explore relationships and roles.</p>	
<p>Assigns roles to peers while engaged in imaginary play</p>	<p>Uses symbols and images to represent something not present Engages in sociodramatic play Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes</p>
<p>Builds in sequencing while engaged in play, e.g., beginning, middle, and end</p>	<p>Uses language to express thoughts and needs Tells about another time or place Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end</p> <p>Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Uses creativity and imagination during play and routine tasks</p>
<p>Communicates descriptors of people or objects that are not present, e.g., says “My mommy has blue eyes”</p>	<p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar objects</p> <p>Remembers and connects experiences Recognizes and recalls Recalls familiar people, places, objects, and actions from the past (a few</p>
<p>Projects feelings and words onto stuffed animals, e.g., “The horse is sad”</p>	<p>Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person</p> <p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects</p>

<p>Takes on different adult roles during play and uses appropriate mannerisms, e.g., pretends to be the teacher and speaks in a more adult-like voice, while pretending to read a book to students</p>	<p>Uses symbols and images to represent something not present Engages in sociodramatic play Acts out familiar or imaginary scenarios; may use props to stand for something else</p>
<p>Children demonstrate the ability to convey ideas and emotions through creative expression.</p>	
<p>Children initiate and engage in music, movement, building, and play activities to interact with others and express ideas, feelings, and emotions.</p>	
<p>Selects movements that reflect mood, e.g., jumps up and down when excited</p>	<p>Uses symbols and images to represent something not present Thinks symbolically Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p>
<p>Identifies and discusses characters that are meaningful to him and her</p>	<p>Uses language to express thoughts and needs Tells about another time or place Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end</p>
<p>Builds increasingly complex structures and expands upon them, e.g., uses smaller blocks to build taller towers, lines up materials and adds other components to create a “road” leading up to the tower</p>	<p>Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Uses creativity and imagination during play and routine tasks</p>
<p>Uses imaginary play to cope with fears, e.g., puts monster in a closet</p>	<p>Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Uses creativity and imagination during play and routine tasks</p>
<p>Plays dress-up and invites caregiver(s) to play along</p>	<p>Uses symbols and images to represent something not present Engages in sociodramatic play Acts out familiar or imaginary scenarios; may use props to stand for something else</p>

Illinois Early Learning Guidelines Birth to Age 3

Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.	
Children have a greater understanding of causation and can predict and choose specific actions to attain a desired result. Children also begin to apply past experiences and knowledge to form ideas.	
Recognizes actions and objects and can generalize meaning, e.g., sees someone opening an umbrella and can attribute that to the fact that it may be raining	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation
Makes a prediction of what will happen next in a sequence of events	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation
Applies past experiences to new situations	Remembers and connects experiences Recognizes and recalls Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view
Expresses cause and effect in certain situations, e.g., “I fell down and now I have a boo-boo.”	Remembers and connects experiences Recognizes and recalls Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view
Children demonstrate awareness of quantity, counting, and numeric competencies.	
Children use language to demonstrate a basic understanding of number representation and quantity identification.	
Understands progressive number order, e.g., recites the number series to ten	Uses number concepts and operations Counts Verbally counts to 10; counts up to five objects accurately, using one number name for each object
Begins to count objects; may count objects twice and/or skip numbers	Uses number concepts and operations Counts Verbally counts (not always in the correct order)

Begins to identify quantity comparison, e.g., “Which group has more blocks?”	Uses number concepts and operations Quantifies Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
Assigns meaning to numbers; understands the concept of a small number or big number, e.g., communicates “wow” when a caregiver shares that he or she is 35 years old	Uses number concepts and operations Quantifies Demonstrates understanding of the concepts of one, two, and more
Uses descriptive words when communicating about others, e.g., “She ran fast,” “He is short,” “Look how far away I am”	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
Children demonstrate a basic awareness of and use scientific concepts.	
Children use their communication skills to indicate interests in observations, experiences, and engagement with the world around them. Children actively experiment with their environment to make new discoveries happen.	
Begins to identify characteristics of animals, e.g., “The dog barks”	Demonstrates knowledge of the characteristics of living things
Identifies various attributes of objects, food, and materials, e.g., color, shapes, size	Uses classification skills Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
Draws on past experience to describe and communicate about observations and experiences, e.g., knows what happens when one blows on a candle, discusses what happens to snow when the temperature is warmer	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation
Engages in processes to reach an outcome, e.g., mixes three different colors of paint to see what color emerges	Uses scientific inquiry skills

<p>Children demonstrate the emerging ability to recognize risky situations and respond accordingly.</p>	
<p>Children will begin to demonstrate a limited ability to internalize what caregiver(s) communicates in relation to safety, rules, and well-being. Children continue to act upon impulses but begin to develop strategies to protect themselves in uncertain and potentially unsafe situations.</p>	
<p>Pays attention to safety rules but still needs supervision to keep self safe</p>	<p>Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders</p>
<p>Communicates to an adult if something is wrong, e.g., a peer is hurt or missing</p>	<p>Establishes and sustains positive relationships Responds to emotional cues Demonstrates concern about the feelings of others</p>
<p>Remembers and begins to apply past experiences to future situations, e.g., walks carefully and slowly when there is snow on the ground</p>	<p>Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation</p>
<p>Reminds younger peers of rules, e.g., holds hands with a younger peer while walking outside</p>	<p>Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation</p>

Approaches to Learning	
Birth to 9 months	
Children demonstrate interest and eagerness in learning about their world.	
Children are discovering the world through exploration and social interaction. Children react with special interest to new objects, people, and experiences.	
Observes the environment and people; tracks a toy as it moves from one point to another	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
Shows interest in him- or herself, e.g., gazes at hands, places feet in mouth	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
Actively explores new objects found in the environment, e.g., touches, pats, and mouths	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
Attempts to initiate interaction with others, e.g., smiles, reaches for a caregiver	Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others
Participates in joint attention with caregiver(s), e.g., focuses on the same object	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
Children attempt a variety of strategies to accomplish tasks, overcome obstacles, and find solutions to tasks, questions, and challenges.	
Children are building the foundation for problem solving through active exploration and social interaction.	
Focuses on getting a caregiver's attention through the use of sounds, cries, gestures, and facial expressions	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs

Enjoys repeating actions, e.g., continues to drop toy from highchair after it is picked up by a caregiver or sibling	Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results
Communicates the need for assistance through verbal and/or nonverbal cues, e.g., pointing, reaching, vocalizing	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate
Children demonstrate a willingness to participate in new experiences and confidently engage in risk-taking.	
Children begin to build confidence through the everyday interactions they experience with their caregivers. These interactions form special relationships, which in turn build the “secure base” for children to take risks and try new experiences.	
Cries and/or uses body language to signal and get needs met, e.g., averts gaze, arches back	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
Explores new objects with eagerness, e.g., squeals and/or squeezes a toy	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
Uses different approaches for accomplishing a simple task, e.g., reaching, kicking, vocalizing	Demonstrates positive approaches to learning Solves problems Reacts to a problem; seeks to achieve a specific goal
Attempts new skills on his or her own while “checking in” with a familiar adult, e.g., a new crawler begins to move, then turns toward the caregiver for reassurance before crawling away	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
Children demonstrate the ability to remain engaged in experiences and develop a sense of purpose and follow-through.	
Children observe, explore, attend and interact with the world around them.	
Establishes and sustains eye contact with caregiver(s)	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults

Focuses attention on sounds, people, and objects	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
Repeats interesting actions over and over	Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results
Indicates preferences by using nonverbal cues, e.g., turning head, kicking feet	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
Children demonstrate the ability to use creativity, inventiveness, and imagination to increase their understanding and knowledge of the world.	
Children observe and interact with their surrounding environment, and begin to build the skills needed to manipulate objects and materials in different ways.	
Observes materials, objects, and people with curiosity	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
Actively explores new objects found in the environment by touching, patting, and mouthing	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
Reaches for objects in close proximity	Demonstrates positive approaches to learning Solves Problems Reacts to a problem; seeks to achieve a specific goal
Imitates sounds, movements, and facial expressions, e.g., moves body up and down after caregiver initially moves in that manner	Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others

7 months to 18 months	
Children demonstrate interest and eagerness in learning about their world	
Children’s newly acquired physical control allows them to explore and initiate interactions in a more purposeful and meaningful manner.	
Demonstrates an interest in new objects by manipulating and turning the object	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
Uses familiar objects in new ways, e.g., places a toy basket on head	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Imitates others in using objects in new and/or unanticipated ways
Moves toward a new activity by crawling or walking	Demonstrates traveling skills Moves to explore immediate environment Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
Begins to demonstrate preferences for objects and/or materials, e.g., selects a book to read when given options	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
Engages familiar adults in meaningful interactions, e.g., points to favorite toy, brings a book over to be read	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world

<p>Children attempt a variety of strategies to accomplish tasks, overcome obstacles, and find solutions to tasks, questions, and challenges</p>	
<p>Children begin to discover that certain actions and behaviors can be solutions to challenges and obstacles they encounter. Children also recognize how to engage their caregiver(s) to assist in managing these challenges.</p>	
<p>Repeats actions over and over again to figure out how an object works</p>	<p>Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results</p> <p>Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment</p>
<p>Begins to recognize that certain actions will draw out certain responses, e.g., laughing and smiling will often result in an adult responding in the same manner</p>	<p>Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results</p>
<p>Attempts a variety of physical strategies to reach simple goals, e.g., pulls the string of a toy train to move it closer or crawls to get a ball that has rolled away</p>	<p>Demonstrates traveling skills Moves to explore immediate environment</p> <p>Demonstrates positive approaches to learning Solves problems Reacts to a problem; seeks to achieve a specific goal</p>
<p>Children demonstrate a willingness to participate in new experiences and confidently engage in risk-taking</p>	
<p>Children begin to use their developing confidence to engage in simple risk-taking behavior as they physically explore their environment in the context of a secure relationship.</p>	
<p>Begins to take great risks with little regard for danger, e.g., lunging off a couch to reach for an object</p>	<p>Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self</p>

Becomes more intentional and confident when playing and interacting, e.g., grabs, pushes, throws	Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with stiff body movements
Uses trial and error to solve a problem, e.g., tries different angles when attempting to place a shape in a shape sorter	Demonstrates positive approaches to learning Persists Practices an activity many times until successful
Children demonstrate the ability to remain engaged in experiences and develop a sense of purpose and follow-through	
Children begin to become more persistent in interacting with people, exploring objects, and accomplishing tasks. While their ability to sustain attention increases, they are still easily distracted by other objects and events in the environment.	
Participates in back-and-forth interactions, e.g., plays peek-a-boo with an adult	Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others
Repeats activities over and over, e.g., successfully inserts all the shape sorter's pieces, dumps them out, and starts again	Demonstrates positive approaches to learning Persists Practices an activity many times until successful
Begins to attempt assisting in self-help activities, e.g., feeding, grooming	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
Demonstrates preferences, e.g., gestures to the bean bag and says "no" when presented with something else	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others

Children demonstrate the ability to use creativity, inventiveness, and imagination to increase their understanding and knowledge of the world.	
Children first begin using most objects and materials for their intended use. As they develop, children begin to experiment with using these objects and materials in new and unexpected ways.	
Imitates a peer's actions, e.g., bangs on table with cup	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Imitates others in using objects in new and/or unanticipated ways
Uses objects as they're intended to be used, e.g., rolls a toy car	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Imitates others in using objects in new and/or unanticipated ways
Spends increasing amounts of time exploring and learning about objects, e.g., will attend to a new toy for longer periods of time in order to make sense of it	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
Begins to use objects in new and unexpected ways, e.g., places a basket on head	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Imitates others in using objects in new and/or unanticipated ways
Imitates actions of other people in a playful manner, e.g., wags finger at baby doll and says, "no, no, no"	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Imitates others in using objects in new and/or unanticipated ways
16 months to 24 months	
Children demonstrate interest and eagerness in learning about their world	
Children become increasingly curious about new experiences and activities that include peers and adults; they begin to interact and seek involvement with others.	
Demonstrates an interest in new activities and a willingness to try out new experiences	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment

Engages in active exploration in new environments, e.g., walks over to a toy shelf in an unfamiliar home or classroom	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
Initiates play with others, e.g., a grandparent, sibling, or teacher	Establishes and sustains positive relationships Interacts with peers Initiates, joins in, and sustains positive interactions with a small group of two to three children
Experiments with different ways to use materials and objects	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Uses creativity and imagination during play and routine tasks
Children attempt a variety of strategies to accomplish tasks, overcome obstacles, and find solutions to tasks, questions, and challenges	
Children have an enhanced capacity to solve challenges they encounter through the use of objects and imitation. Children may take on a more autonomous role during this stage, yet, reach out to caregiver(s) in most instances.	
Imitates a caregiver's behavior to accomplish a task, e.g., attempts to turn a doorknob	Demonstrates positive approaches to learning Solves problems Observes and imitates how other people solve problems; asks for a solution and uses it
Increases ability to recognize and solve problems through active exploration, play, and trial and error, e.g., tries inserting a shape at different angles to make it fit in a sorter	Demonstrates positive approaches to learning Solves problems Reacts to a problem; seeks to achieve a specific goal
Uses objects in the environment to solve problems, e.g., uses a pail to move numerous books to the other side of the room	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Uses creativity and imagination during play and routine tasks
Uses communication to solve problems, e.g., runs out of glue during an art project and gestures to a caregiver for more	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate Uses language to express thoughts and needs Uses conventional grammar Uses one- or two-word sentences and phrases

Children demonstrate a willingness to participate in new experiences and confidently engage in risk-taking	
Children increase their confidence in the context of a secure relationship, and begin to engage in more complex tasks and seek out new situations.	
Plays and explores farther away from attachment figure; continues to “check in” for reassurance, e.g., plays across the room and glances toward caregiver, then re-engages in playing	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
Seeks out assistance and reassurance from familiar others	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
Demonstrates confidence in abilities and achievements, e.g., cheers or claps when accomplishing a goal such as completing a simple puzzle	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
Joins in a new activity after cautiously observing at first	Establishes and sustains positive relationships Interacts with peers Uses successful strategies for entering groups
Children demonstrate the ability to remain engaged in experiences and develop a sense of purpose and follow-through	
Children increase their ability to remain focused on goal-oriented tasks. At this stage, persistence is evidenced by the process the child engages in to discover how to accomplish the goal, instead of by the end result.	
Focuses for longer periods of time on activities	Demonstrates positive approaches to learning Attends and engages Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
Engages for longer periods of time when trying to work through tasks, e.g., fits puzzle pieces together	Demonstrates positive approaches to learning Attends and engages Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments

Repeats experiences he or she enjoys, e.g., says “more” after reading his or her favorite book	Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results
Demonstrates preferences for activities, e.g., reads with a caregiver, plays at the sand table, prefers to sit by certain caregivers	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
21 months to 36 months	
Children demonstrate interest and eagerness in learning about their world	
Children demonstrate initiative by participating and maintaining engagement in novel experiences. Children use observation, communication, and inquiry to make sense of these experiences.	
Observes other children in play	Establishes and sustains positive relationships Interacts with peers Plays near other children; uses similar materials or actions
Enjoys accomplishing simple goals, e.g., completing a puzzle, blowing a bubble	Demonstrates positive approaches to learning Persists Practices an activity many times until successful
Asks questions while interacting with others, e.g., “why,” “what,” “how”	Uses appropriate conversational and other communication skills Engages in conversations Initiates and attends to brief conversations Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas
Participates in a broader array of experiences, e.g., outdoor jungle gyms, art projects	Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas

Children attempt a variety of strategies to accomplish tasks, overcome obstacles, and find solutions to tasks, questions, and challenges	
Children begin to discriminate which solutions work, with fewer trials. Children increasingly become more autonomous and will attempt to first overcome obstacles on their own or with limited support from caregiver(s).	
Asks for help from a caregiver when needed	Demonstrates positive approaches to learning Solves problems Observes and imitates how other people solve problems; asks for a solution and uses it
Begins to solve problems with less trial and error	Demonstrates positive approaches to learning Solves problems Solves problems without having to try every possibility
Refuses assistance, e.g., calls for help but then pushes a hand away	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
Shows pride when accomplishing a task	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
Uses increasingly refined skills while solving problems, e.g., uses own napkin to clean up a spill without asking an adult for help	Demonstrates positive approaches to learning Solves problems Solves problems without having to try every possibility
Children demonstrate a willingness to participate in new experiences and confidently engage in risk-taking	
Children use their confidence to begin taking emotional risks in addition to physical risks, with support from their caregiver(s).	
Attempts to independently resolve social conflicts without automatically running to the caregiver, e.g., tries to retrieve an object that was taken away by a peer	Participates cooperatively and constructively in group situations Solves social problems Suggests solutions to social problems
Demonstrates eagerness and determination when problem-solving during new tasks, e.g., the child who pushes the caregiver's hand away and refuses help until he or she is ready to ask for it	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self

Children demonstrate the ability to remain engaged in experiences and develop a sense of purpose and follow-through	
Children can attend to tasks for longer periods of time, and their ability to persist in increasingly difficult tasks increases. In addition, children are now able to attend to more than one event in their environment; this skill enables them to stay focused even when there are distractions.	
Makes choices based on preferences, and at times, in opposition to adult choices, e.g., “No milk, want juice”	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
Attempts to try a difficult task for an increasing amount of time	Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks
Practices an activity many times in order to master it, even if setbacks occur	Demonstrates positive approaches to learning Persists Practices an activity many times until successful
Shows interest in completing routine tasks independently, e.g., zips up coat, puts on shoes	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
Children demonstrate the ability to use creativity, inventiveness, and imagination to increase their understanding and knowledge of the world.	
Children incorporate their use of creativity, inventiveness, and imagination in a more complex manner while they play, communicate, and problem-solve.	
Expands use of objects and toys in new and unexpected ways; makes a road out of a few blocks; or substitutes an object for another to solve a problem	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Uses creativity and imagination during play and routine tasks
Takes on familiar roles during play, e.g., cooks in the pretend kitchen	Uses symbols and images to represent something not present Engages in sociodramatic play Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes

<p>Expresses inventive ideas to peers while playing; becomes directive, e.g., “You will be the police officer and you have to wear this.”</p>	<p>Uses symbols and images to represent something not present Engages in sociodramatic play Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes</p>
<p>Creates an art project and creates a simple story to accompany the artwork</p>	<p>Uses symbols and images to represent something not present Thinks symbolically Draws or constructs, and then identifies what it is</p>