



Alignment of



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Teaching Strategies GOLD®  
Objectives for Development & Learning:  
Birth *Through* Kindergarten

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WITH

**Alignment of *Teaching Strategies GOLD*® Objectives for Development & Learning: Birth Through Kindergarten  
With  
*Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines***

This document aligns the developmental domains, components, and indicators in *Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines* with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD*® assessment system.

**References**

Texas Early Learning Council. (2013). *Texas infant, toddler, and three-year-old early learning guidelines*. Houston, TX: Author. Retrieved September 6, 2013 from <http://www.earlylearningtexas.org/media/20496/texas%20infant%20toddler%20and%20three-year-old%20early%20learning%20guidelines.pdf>

Heroman, C., Burts, D. C., Berke, K., & Bickart, T. (2010). *Teaching Strategies GOLD*® objectives for development & learning: Birth through kindergarten. Washington, DC: Teaching Strategies, LLC.

<i>Texas Infant, Toddler, and Three-Year-Olds Early Learning Guidelines</i>	<i>Teaching Strategies GOLD® Objectives for Development &amp; Learning</i>
<b>Physical Health and Motor Development</b>	
<b>Health and Well-being</b>	
<b>Health and Well-being Indicators:</b> 1. Shows signs of healthy development 2. Responds when physical needs are met 3. Expresses physical needs nonverbally or verbally 4. Participates in physical care routines 5. Begins to develop self-care skills 6. Begins to understand safe and unsafe behaviors	
<b>0-8 months   infants might</b> <ul style="list-style-type: none"> <li>· Gaze at object, person, or toy</li> <li>· Turn towards sounds and noises</li> <li>· Cry when hungry and quiet down when picked up for breastfeeding or when they see caregiver with bottle</li> <li>· Begin to calm during bathtime</li> <li>· Babble or coo with caregivers during diaper-changing time</li> </ul>	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
<b>8-18 months   older infants might</b> <ul style="list-style-type: none"> <li>· Feed themselves with some assistance</li> <li>· Ask, point, or sign for “more” when eating</li> <li>· Play during bathtime</li> <li>· Listen to safety warnings and accept redirection</li> <li>· Show interest in dressing themselves</li> </ul>	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
<b>18-36 months   toddlers might</b> <ul style="list-style-type: none"> <li>· Participate in healthy care activities like washing hands and brushing teeth</li> <li>· Use body language, sign, or say “wet!” to indicate wet or soiled pants</li> <li>· Make personal food choices among several healthy options (“Want apple.”)</li> <li>· Eat with a spoon and fork and drink from a cup with some assistance</li> <li>· Dress themselves with help</li> </ul>	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs

<ul style="list-style-type: none"> <li>· Begin to respond to verbal safety warnings (“Danger. Hot.”)</li> </ul>	
<p><b>36-48 months   three-year-olds might</b></p> <ul style="list-style-type: none"> <li>· Feed themselves with fork and spoon without assistance</li> <li>· Choose their own clothes to wear and dress themselves</li> <li>· Participate in healthy care routines, such as using a tissue to wipe own nose, covering mouth when coughing, and brushing teeth</li> <li>· Alert a caregiver when another child is in an unsafe situation or try to stop an unsafe behavior</li> </ul>	<ol style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately</li> <li>6. Demonstrates confidence in meeting own needs</li> </ol>
<p><b>Gross Motor Skills</b></p>	
<p><b>Gross Motor Indicators:</b></p> <ol style="list-style-type: none"> <li>1. Moves body, arms, and legs with increasing coordination</li> <li>2. Demonstrates increasing balance, stability, control, and coordination</li> <li>3. Develops increasing ability to change positions and move body from place to place</li> <li>4. Moves body to achieve a goal</li> </ol>	
<p><b>0-8 months   infants might</b></p> <ul style="list-style-type: none"> <li>· Turn head from side to side and shake or wiggle arms and legs</li> <li>· Lift head and shoulders</li> <li>· Roll or try to move towards a toy</li> <li>· Scoot forward or backwards</li> <li>· Begin to sit with support</li> <li>· Bat at or kick at toys or things hanging over them</li> </ul>	<ol style="list-style-type: none"> <li>4. Demonstrates traveling skills</li> <li>2. Moves to explore immediate environment</li> <li>5. Demonstrates balancing skills</li> <li>2. Balances while exploring immediate environment</li> <li>6. Demonstrates gross-motor manipulative skills</li> <li>2. Reaches, grasps, and releases objects</li> </ol>
<p><b>8-18 months   older infants might</b></p> <ul style="list-style-type: none"> <li>· Sit up and maintain balance while playing with a toy</li> <li>· Crawl on hands and knees</li> <li>· Use furniture to pull self up, cruise, and lower self from standing to sitting</li> <li>· Walk on their own and with increasing speed</li> </ul>	<ol style="list-style-type: none"> <li>4. Demonstrates traveling skills</li> <li>3. emerging to 4. Experiments with different ways of moving</li> <li>5. Demonstrates balancing skills</li> <li>3. emerging to 4. Experiments with different ways of balancing</li> </ol>
<p><b>18-36 months   toddlers might</b></p> <ul style="list-style-type: none"> <li>· Walk easily or run from place to place</li> <li>· Jump into puddles, piles of leaves, or sandboxes</li> <li>· Climb on chairs, stools, and playground equipment</li> </ul>	<ol style="list-style-type: none"> <li>4. Demonstrates traveling skills</li> <li>5. emerging to 6. Moves purposefully from place to place with control</li> </ol>

<ul style="list-style-type: none"> <li>· Enjoy playing on slides and swings</li> <li>· Kick or throw a large ball toward another child or adult</li> <li>· Climb stairs one step at a time</li> </ul>	<p>5. Demonstrates balancing skills 5. emerging to 6. Sustains balance during simple movement Experiences</p> <p>6. Demonstrates gross-motor manipulative skills 5. emerging to 6. Manipulates balls or similar objects with flexible body movements</p>
<p><b>36-48 month   three-year-olds might</b></p> <ul style="list-style-type: none"> <li>· Walk up and down stairs alternating feet</li> <li>· Kick, throw, and catch a large ball with accuracy</li> <li>· Run more confidently and ride a tricycle</li> <li>· Hop or jump</li> <li>· Climb a small jungle gym</li> </ul>	<p>4. Demonstrates traveling skills 6. Moves purposefully from place to place with control</p> <p>5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences</p> <p>6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements</p>
<p><b>Fine Motor Skills</b></p>	
<p><b>Fine Motor Indicators:</b></p> <ol style="list-style-type: none"> <li>1. Uses hands or feet to touch objects or people</li> <li>2. Develops small muscle control and coordination</li> <li>3. Coordinates eye and hand movements</li> <li>4. Uses tools and different actions on objects</li> </ol>	
<p><b>0-8 months   infants might</b></p> <ul style="list-style-type: none"> <li>· Look at and follow faces and objects with their eyes</li> <li>· Bat or kick at objects or toys</li> <li>· Begin to grab at things with a purpose but may not hold things well yet</li> <li>· Point to something they find interesting</li> <li>· Look at objects while bringing them to their mouth</li> </ul>	<p>7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully</p>
<p><b>8-18 months   older infants might</b></p> <ul style="list-style-type: none"> <li>· Bang toys together to make sounds or move toys from one hand to the other</li> <li>· Scoop or rake with their hand to pick up objects, food, etc.</li> <li>· Use thumb and index finger to pick up, squeeze, or poke small</li> </ul>	<p>7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 3. emerging to 4. Uses fingers and whole-arm movements to manipulate and explore objects</p>

<ul style="list-style-type: none"> <li>items</li> <li>· Grab, drop, or throw toys</li> </ul>	
<p><b>18-36 months   toddlers might</b></p> <ul style="list-style-type: none"> <li>· Build a small tower with toy blocks</li> <li>· Fit objects together by pressing and turning (peg in small hole, ring onto pole, nesting, etc.)</li> <li>· Dig in sand with spoon or shovel</li> <li>· Tear paper</li> <li>· Put on easy clothing (button and unbutton large buttons, unzip large zippers)</li> <li>· Play with and complete simple puzzles</li> </ul>	<p>7. Demonstrates fine-motor strength and coordination</p> <p>7a. Uses fingers and hands</p> <p>5. emerging to 6. Uses refined wrist and finger movements</p>
<p><b>36-48 months   three-year-olds might</b></p> <ul style="list-style-type: none"> <li>· Handle or squeeze delicate or tiny objects between thumb and forefinger</li> <li>· Start using simple tools like safety scissors (cut in a line or around a picture, etc.)</li> <li>· Copy simple shapes and write some letters and numbers</li> <li>· Dress and undress with minimal help</li> <li>· Feed self relatively neatly</li> </ul>	<p>7. Demonstrates fine-motor strength and coordination</p> <p>7a. Uses fingers and hands</p> <p>6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</p>
<b>Social and Emotional Development</b>	
<b>Trust and Emotional Security</b>	
<p><b>Trust and Emotional Security Indicators:</b></p> <ol style="list-style-type: none"> <li>1. Establishes secure relationships with primary caregivers</li> <li>2. Differentiates between familiar and unfamiliar adults</li> <li>3. Shows emotional connections and attachment to others while beginning to show independence</li> </ol>	
<p><b>0-8 months   infants might</b></p> <ul style="list-style-type: none"> <li>· Show interest in familiar faces by staring at them</li> <li>· Imitate familiar adults' body language and sounds</li> <li>· Respond with smiles and cooing when picked up by a familiar caregiver</li> <li>· Follow movement of caregiver around the room with their eyes</li> <li>· Prefer sight, smell, and sound of primary caregiver</li> </ul>	<p>2. Establishes and sustains positive relationships</p> <p>2a. Forms relationships with adults</p> <p>2. Demonstrates a secure attachment to one or more adults</p>

<ul style="list-style-type: none"> <li>· Show social interaction with a smile and mutual eye gaze</li> <li>· Stop crying and calm down when comforted by a familiar caregiver</li> </ul>	
<p><b>8-18 months   older infants might</b></p> <ul style="list-style-type: none"> <li>· Try to get help from familiar adults with sounds and body language (says “mama” or cries)</li> <li>· Clap and smile back and forth with familiar adult</li> <li>· Cry or show fear when separated from their primary caregiver</li> <li>· Show affection, such as hugs and kisses, leaning in, or reaching out</li> <li>· Look for familiar adults to comfort them when hungry or tired</li> </ul>	<p>2. Establishes and sustains positive relationships</p> <p>2a. Forms relationships with adults</p> <p>4. Uses trusted adult as a secure base from which to explore the world</p>
<p><b>18-36 months   toddlers might</b></p> <ul style="list-style-type: none"> <li>· Express affection for familiar caregivers, such as telling a caregiver “love you” or greeting a caregiver excitedly</li> <li>· Check back with caregiver often when playing or exploring</li> <li>· Reach for familiar caregivers when unfamiliar adults approach</li> <li>· Look for familiar caregivers after falling down or getting hurt</li> <li>· Take a familiar toy or blanket along on a trip or a visit to a new place</li> </ul>	<p>2. Establishes and sustains positive relationships</p> <p>2a. Forms relationships with adults</p> <p>5. emerging to 6. Manages separations without distress and engages with trusted adults</p>
<p><b>36-48 months   three-year-olds might</b></p> <ul style="list-style-type: none"> <li>· Consistently seek out a trusted adult for comfort when they are upset</li> <li>· Show interest and comfort in playing with and meeting new adults</li> <li>· Show comfort in new situations</li> </ul>	<p>2. Establishes and sustains positive relationships</p> <p>2a. Forms relationships with adults</p> <p>6. Manages separations without distress and engages with trusted adults</p> <p>31. Explores change related to familiar people or places</p>
<p><b>Self-Awareness</b></p>	
<p><b>Self-Awareness Indicators:</b></p> <ol style="list-style-type: none"> <li>1. Expresses needs and wants through facial expressions, sounds, or gestures</li> <li>2. Develops awareness of self as separate from others</li> <li>3. Shows confidence in increasing abilities</li> <li>4. Shows awareness of relationship to family/community/cultural group</li> </ol>	
<p><b>0-8 months   infants might</b></p> <ul style="list-style-type: none"> <li>· Cry when hungry, uncomfortable, tired, or unhappy</li> </ul>	<p>29. Demonstrates knowledge about self</p>

<ul style="list-style-type: none"> <li>· Turn head, frown, and/or arch back when over-stimulated</li> <li>· Begin to express several clearly different emotions, such as happiness, excitement, and anger</li> <li>· Turn and look at caregiver when their name is called</li> <li>· Look at and/or smile at themselves in the mirror</li> <li>· Explore own hands and feet</li> <li>· Push away bottle, breast, or food, or turn head away when full</li> </ul>	
<p><b>8-18 months   older infants might</b></p> <ul style="list-style-type: none"> <li>· Express a variety of emotions, like happiness, sadness, surprise, and discomfort</li> <li>· Begin pointing to and naming body parts on themselves and others</li> <li>· Enjoy making faces at themselves in mirror</li> <li>· Make choices by shaking head “no” and/or nodding head “yes”</li> <li>· Enjoy pointing to or naming pictures of family members</li> <li>· Choose culturally familiar foods over other foods</li> <li>· Enjoy praise and clapping to celebrate their accomplishments</li> </ul>	<p>29. Demonstrates knowledge about self</p> <p>30. Shows basic understanding of people and how they live</p>
<p><b>18-36 months   toddlers might</b></p> <ul style="list-style-type: none"> <li>· Recognize and name their own emotions</li> <li>· In front of the mirror, point to and name many body parts</li> <li>· Begin to describe themselves in words (“I run fast!”, “I strong”, “I got brown hair”)</li> <li>· Show pride in own accomplishments by smiling, clapping, cheering for themselves, or saying, “I did it!”</li> <li>· Say first and last name when asked</li> <li>· Use words and actions to assert themselves (“No!”, “Mine!”, while pushing another child away)</li> <li>· Choose areas to play in or activities they prefer</li> <li>· Place their own items in their own cubby or area</li> <li>· Begin to show comfort in a greater variety of familiar settings important to family, such as church, local library, or neighborhood park</li> <li>· Name things related to family’s culture (“menorah”, “Christmas tree”, “sari”)</li> </ul>	<p>29. Demonstrates knowledge about self</p> <p>30. Shows basic understanding of people and how they live</p>



<p><b>36-48 months   three-year-olds might</b></p> <ul style="list-style-type: none"> <li>· Refer to themselves as “I” when speaking (“I can do it.”, “I go with Mommy.”)</li> <li>· Express more emotions through words, actions, gestures, and body language</li> <li>· Show more familiarity with personal space (sit on own carpet square during Circle Time, keep their hands to themselves)</li> <li>· Make choices, such as clothing or art materials</li> <li>· Enjoy being a helper with a special job to do</li> <li>· Speak about family members and friends who are not present</li> <li>· Begin to notice how people’s skin color, hair color, and abilities are different or the same</li> <li>· Be able to speak about familiar community places and activities, such as going to church, post office, or grocery store</li> <li>· Enjoy joining others in cultural celebrations</li> </ul>	<p>29. Demonstrates knowledge about self</p> <p>30. Shows basic understanding of people and how they live</p>
<p><b>Self-Regulation</b></p>	
<p><b>Self-Regulation Indicators:</b></p> <ol style="list-style-type: none"> <li>1. Begins to manage own behavior and demonstrates increasing control of emotion</li> <li>2. Shows ability to cope with stress</li> <li>3. Develops understanding of simple routines, rules or limitations</li> </ol>	
<p><b>0-8 months   infants might</b></p> <ul style="list-style-type: none"> <li>· Turn their head, frown, and/or arch back when over-stimulated</li> <li>· Seek and respond to comfort from familiar caregivers when frightened or upset</li> <li>· Calm when held or gently rocked</li> <li>· Start sleep/wake cycles</li> <li>· Show some routine behaviors, such as babbling themselves to sleep and thumb-sucking</li> </ul>	<ol style="list-style-type: none"> <li>1. Regulates own emotions and behaviors       <ol style="list-style-type: none"> <li>1a. Manages feelings           <ol style="list-style-type: none"> <li>2. Uses adult support to calm self</li> </ol> </li> </ol> </li> </ol>
<p><b>8-18 months   older infants might</b></p> <ul style="list-style-type: none"> <li>· Use a comfort object for security, such as blanket or toy, when feeling stressed or upset</li> <li>· Look toward familiar caregivers for help when becoming upset</li> </ul>	<ol style="list-style-type: none"> <li>1. Regulates own emotions and behaviors       <ol style="list-style-type: none"> <li>1a. Manages feelings           <ol style="list-style-type: none"> <li>4. Comforts self by seeking out special object or person</li> </ol> </li> <li>1b. Follows limits and expectations           <ol style="list-style-type: none"> <li>3. emerging to 4. Accepts redirection from adults</li> </ol> </li> </ol> </li> </ol>

<ul style="list-style-type: none"> <li>· Crawl to familiar caregivers who are holding another child</li> <li>· Express own needs by gesturing or moving toward bottles, toys, or other objects they want</li> <li>· Use emotional expressions (pouting, wining, and crying) to obtain things they want</li> <li>· Anticipate and participate in transitions, such as getting a blanket for naptime</li> <li>· Try different ways to calm themselves when they are upset, such as singing themselves to sleep</li> <li>· Understand what “no” means</li> </ul>	
<p><b>18-36 months   toddlers might</b></p> <ul style="list-style-type: none"> <li>· Recover from emotional outbursts (tantrums, biting, or hitting) in a few minutes with adult support</li> <li>· Use words to obtain things they want</li> <li>· Begin to use various emotion words, such as “I’m mad.”</li> <li>· Listen to and begin to follow rules</li> <li>· Change to new or different activities with adult support</li> <li>· Show beginnings of self-control, such as walking around rain puddles</li> <li>· Say “no” or shake head when they don’t want to do something or don’t like something</li> </ul>	<ol style="list-style-type: none"> <li>1. Regulates own emotions and behaviors       <ol style="list-style-type: none"> <li>1a. Manages feelings           <ol style="list-style-type: none"> <li>5. emerging to 6. Is able to look at a situation differently or delay gratification</li> </ol> </li> <li>1b. Follows limits and expectations           <ol style="list-style-type: none"> <li>5. emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders</li> </ol> </li> </ol> </li> </ol>
<p><b>36-48 months   three-year-olds might</b></p> <ul style="list-style-type: none"> <li>· Express strong emotions constructively with assistance, such as going to quiet area or asking for a favorite book to be read when upset</li> <li>· Stick with difficult tasks without becoming overly frustrated</li> <li>· Tell a story that shows their feelings (“I was so happy..”)</li> <li>· Know what will happen next in their day, such as knowing that naptime comes after lunch</li> <li>· Gently handle materials and living things, such as a plant or pet animal</li> <li>· Follow schedules with few reminders, such as leaning up toys and joining group activities</li> </ul>	<ol style="list-style-type: none"> <li>1. Regulates own emotions and behaviors       <ol style="list-style-type: none"> <li>1a. Manages feelings           <ol style="list-style-type: none"> <li>5. emerging to 6. Is able to look at a situation differently or delay gratification</li> </ol> </li> <li>1b. Follows limits and expectations           <ol style="list-style-type: none"> <li>6. Manages classroom rules, routines, and transitions with occasional reminders</li> </ol> </li> </ol> </li> </ol>

<ul style="list-style-type: none"> <li>· Change behavior for different surroundings, such as running outside and walking inside</li> </ul>	
<b>Relationships with Others</b>	
<b>Relationships with Others Indicators:</b> 1. Shows interest in and awareness of others 2. Responds to and interacts with others 3. Begins to recognize and respond to the feelings and emotions of others and begins to show concern	
<b>0-8 months   infants might</b> <ul style="list-style-type: none"> <li>· Show interest in others by watching them and tracking their behaviors</li> <li>· Cry, laugh, or smile with other infants</li> </ul>	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 2. Reacts to others' emotional expressions 2c. Interacts with peers 1. emerging to 2. Plays near other children; uses similar materials or actions
<b>8-18 months   older infants might</b> <ul style="list-style-type: none"> <li>· Look back and forth between toy and adult while playing</li> <li>· Reach out to touch another child's face, hair, or other body part</li> <li>· Grab for an object another child is holding</li> <li>· Play side-by-side with others using the same or similar toys</li> </ul>	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions 2d. Makes friends 1. emerging to 2. Seeks a preferred playmate; shows pleasure when seeing a friend
<b>18-36 months   toddlers might</b> <ul style="list-style-type: none"> <li>· Play with toys with other children or include other children in pretend play</li> <li>· Show interest or concern for another child who is hurt or has fallen</li> <li>· Know the names of familiar playmates and show favorite playmates by holding hands, sharing toys, and getting excited when friends arrive</li> <li>· Watch and copy another child's behavior or activity</li> <li>· Take turns during play with other toddlers, with lots of adult assistance</li> </ul>	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others 2c. Interacts with peers 5. emerging to 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children 2d. Makes friends 3. emerging to 4. Plays with one or two preferred playmates 3. Participates cooperatively and constructively in group situations

	<p>3a. Balances needs and rights of self and others 3. emerging to 4. Takes turns</p>
<p><b>36-48 months   three-year-olds might</b></p> <ul style="list-style-type: none"> <li>· Initiate play and share toys with friends and adults</li> <li>· Ask questions about why another child is crying or tell a familiar caregiver when a friend is hurt</li> <li>· Share and take turns with other children</li> <li>· Encourage and praise peers</li> <li>· Express interest in, acceptance of, and affection for others</li> <li>· Begin to plan play with friends and follow through actions, such as asking a friend to play in the block center, and then doing so</li> <li>· Make decisions with other children with adult assistance</li> <li>· Join others in group activities for brief periods of time</li> </ul>	<p>2. Establishes and sustains positive relationships</p> <p>2b. Responds to emotional cues 5. emerging to 6. Identifies basic emotional reactions of others and their causes accurately</p> <p>2c. Interacts with peers 6. Initiates, joins in, and sustains positive interacts with a small group of two to three children</p> <p>2d. Makes friends 4. Plays with one or two preferred playmates</p> <p>3. Participates cooperatively and constructively in group situations</p> <p>3a. Balances needs and rights of self and others 4. Takes turns</p> <p>3b. Solves social problems 4. Seeks adult help to resolve social problems</p>
<b>Language and Communication Development</b>	
<b>Listening and Understanding</b>	
<b>Listening and Understanding Indicators:</b>	
<p>1. Listens with interest to language of others</p> <p>2. Responds to nonverbal and verbal communication of others</p> <p>3. Begins to understand the rules of conversation</p>	
<p><b>0-8 months   infants might</b></p> <ul style="list-style-type: none"> <li>· Turn towards sounds or voice of caregiver</li> <li>· Smile when spoken to</li> <li>· Watch a person's face and body language when they are talking</li> <li>· Respond to body language and directions given by the caregiver (hold their arms out when caregiver reaches for child and says "Let me pick you up.")</li> <li>· Respond to different tones of voice, such as becoming excited or calm when spoken to</li> <li>· Use hand motions and body movements (reaching, clapping, turning) in response to familiar words and phrases</li> </ul>	<p>8. Listens to and understands increasingly complex language</p> <p>8a. Comprehends language 2. Shows an interest in the speech of others</p>

<p><b>8-18 months   older infants might</b></p> <ul style="list-style-type: none"> <li>· Quiet down or get excited when they hear familiar voices</li> <li>· Look at person who calls their name or is speaking</li> <li>· Recognize names of familiar objects (cup, banana, juice, etc.)</li> <li>· Watch and listen while others speak and then speak or make sounds themselves</li> <li>· Follow simple requests (“Get your ball.”)</li> <li>· Respond with body language or words to simple questions</li> </ul>	<p>8. Listens to and understands increasingly complex language</p> <p>8a. Comprehends language</p> <p>2. Shows an interest in the speech of others</p> <p>8b. Follows directions</p> <p>2. Responds to simple verbal requests accompanied by gestures or tone of voice</p> <p>10. Uses appropriate conversational and other communication skills</p> <p>10b. Uses social rules of language</p> <p>2. Responds to speech by looking toward the speaker; watches for signs of being understood when communicating</p>
<p><b>18-36 months   toddlers might</b></p> <ul style="list-style-type: none"> <li>· Imitate caregiver’s different vocal sounds and body language</li> <li>· Laugh after caregiver says something funny</li> <li>· Quiet and listen when caregivers say they have something to say</li> <li>· Let others know when they want a turn to talk (says “me” or “my turn”)</li> <li>· Follow two-step requests</li> <li>· Show understanding by pointing to or touching a picture in a book or talking about some part of a book</li> <li>· Begin to talk or converse with other toddlers during play (listening and paying attention to each other)</li> </ul>	<p>8. Listens to and understands increasingly complex language</p> <p>8a. Comprehends language</p> <p>4. Identifies familiar people, animals, and objects when prompted</p> <p>8b. Follows directions</p> <p>5. emerging to 6. Follows directions of two or more steps that relate to familiar objects and experiences</p> <p>9. Uses language to express thoughts and needs</p> <p>9b. Speaks clearly</p> <p>4. Uses some words and word-like sounds and is understood by most familiar people</p> <p>10. Uses appropriate conversational and other communication skills</p> <p>10b. Uses social rules of language</p> <p>4. Uses appropriate eye contact, pauses, and simple verbal prompts when communicating</p>
<p><b>36-48 months   three-year-olds might</b></p> <ul style="list-style-type: none"> <li>· Follow three-step directions</li> <li>· Participate in short conversations with expected words and phrases</li> <li>· Produce expected responses to different types of requests</li> <li>· Ask or gesture for a request to be repeated or clarified</li> <li>· Ask a question and wait for an answer from others</li> </ul>	<p>8. Listens to and understands increasingly complex language</p> <p>8a. Comprehends language</p> <p>6. Responds appropriately to specific vocabulary and simple statements, questions, and stories</p> <p>8b. Follows directions</p> <p>6. Follows directions of two or more steps that relate to familiar objects and experiences</p>

<ul style="list-style-type: none"> <li>· Provide expected responses to “wh” questions (who, what, where, when, why), as well as other question forms (how, if/then, etc.)</li> <li>· Let others know when they are interrupted by saying “It’s my turn.”</li> <li>· Know many words and the opposite of those words (tall/short, smooth/rough, light/heavy)</li> </ul>	<p>10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 6. Uses acceptable language and social rules while communicating with others; may need reminders</p> <p>37. Demonstrates progress in listening to and understanding English</p>
<p><b>Communication and Speaking</b></p>	
<p><b>Communication and Speaking Indicators:</b></p> <p>1. Uses consistent sounds, gestures, or words to communicate for a variety of purposes 2. Imitates sounds, gestures, signs, or words 3. Uses language to engage in simple conversations</p>	
<p><b>0-8 months   infants might</b></p> <ul style="list-style-type: none"> <li>· Make a variety of sounds to express needs and interests (laughing, cooing, sucking noises to indicate excitement, hunger, tired cry versus hurt cry, babbling)</li> <li>· Begin to imitate sounds like “da” when caregiver says “da”</li> <li>· Begin to move mouth while looking at caregiver talking</li> <li>· Make sounds or signs to get caregiver’s attention</li> </ul>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate 9b. Speaks clearly 2. Babbles strings of single consonant sounds and combines sounds</p>
<p><b>8-18 months   older infants might</b></p> <ul style="list-style-type: none"> <li>· Respond to caregiver’s talk by babbling or producing words in replay (“ba-ba-ba” repeated over and over for dialogue)</li> <li>· Say first words by 8-12 months</li> <li>· Try to name familiar people and objects like “mama” and “dada”</li> <li>· Use single words combined with hand motions and body movements to communicate (wave while saying “bye-bye”)</li> <li>· Point or use hand motion to communicate wants or needs</li> <li>· Begin to repeat words in simple songs and rhymes</li> <li>· Use approximately 50-100 words in home language or in English by 18 months</li> </ul>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 3. emerging to 4. Names familiar people, animals, and objects 9b. Speaks clearly 3. emerging to 4. Uses some words and word-like sounds and is understood by most familiar people 9c. Uses conventional grammar 2. Uses one- or two-word sentences or phrases</p> <p>10. Uses appropriate conversational and other communication skills 10a. Engages in conversation 2. Engages in simple back-and-forth exchanges with others</p>
<p><b>18-36 months   toddlers might</b></p>	<p>9. Uses language to express thoughts and needs</p>

<ul style="list-style-type: none"> <li>· Combine words into simple sentences (“Mommy bye-bye” or “milk all gone”)</li> <li>· Use new words in everyday experiences (“books in box”)</li> <li>· Ask caregivers to help name unfamiliar objects</li> <li>· Use three- to four-word sentences with a noun and a verb</li> <li>· Use approximately 400 words in home language or in English by 30 months</li> <li>· Use approximately 1000 words in home language or in English by 36 months</li> </ul>	<p>9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects</p> <p>9b. Speaks clearly 4. Uses some words and word-like sounds and is understood by most familiar people</p> <p>9c. Uses conventional grammar 4. Uses three- to four-word sentences; may omit some words or use some words incorrectly</p> <p>10. Uses appropriate conversational and other communication skills</p> <p>10a. Engages in conversations 4. Initiates and attends to brief conversations</p>
<p><b>36-48 months   three-year-olds might</b></p> <ul style="list-style-type: none"> <li>· Ask more difficult questions that need more information and clarification (“Why does ___ happen?”)</li> <li>· Use multiple words to describe and communicate feelings</li> <li>· Use more abstract words to understand their world (use words like “think”, “know”, “guess”)</li> <li>· Speak using the past tense or possessive (“Daddy carried the cake.” “Mommy’s car is blue.”)</li> <li>· Use approximately 4000+ words in home language or in English by 48 months</li> </ul>	<p>9. Uses language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items</p> <p>9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words</p> <p>9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences</p> <p>9d. Tells about another time or place 6. Tells stories about other times and places that have a logical order and that include major details</p> <p>10. Uses appropriate conversational and other communication skills</p> <p>10a. Engages in conversations 6. Engages in conversations of at least three exchanges</p> <p>38. Demonstrates progress in speaking English</p>
<p><b>Emergent Literacy</b></p>	
<p><b>Emergent Literacy Indicators:</b></p> <ol style="list-style-type: none"> <li>1. Shows interest in songs, rhymes, and stories</li> <li>2. Develops interest in and involvement with books and other print materials</li> </ol>	

<p>3. Begins to recognize and understand symbols 4. Begins to develop interests and skills related to emergent writing</p>	
<p><b>0-8 months   infants might</b></p> <ul style="list-style-type: none"> <li>· Focus attention, move body, or make sounds during familiar songs, fingerplays, or rhymes</li> <li>· Touch, look at, or make sounds when looking at picture books with adult</li> <li>· Look at others writing or drawing on paper</li> </ul>	<p>17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books     1. emerging to 2. Shows interest in books</p> <p>33. Explores the visual arts</p> <p>34. Explores musical concepts and expression</p>
<p><b>8-18 months   older infants might</b></p> <ul style="list-style-type: none"> <li>· Imitate body language and/or make sounds during familiar songs, fingerplays, or rhymes</li> <li>· Enjoy being read to and exploring books (in home language and in English)</li> <li>· Point to or name familiar characters, pictures, or photographs in books</li> <li>· Participate in activities or songs that require listening (listens to songs/rhymes in English and home language)</li> <li>· Turn pages of sturdy books, look at the pictures, and make sounds or words</li> <li>· Reach for and hold various writing tools, such as crayons or chalk</li> <li>· Make marks or scribbles on paper</li> </ul>	<p>7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools     2. Grasps drawing and writing tools, jabbing at paper</p> <p>15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme     1. emerging to 2. Joins in rhyming songs and games 15b. Notices and discriminates alliteration     1. emerging to 2. .Sings songs and recites rhymes and refrains with repeating initial sounds</p> <p>17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books     2. Shows interest in books</p> <p>19. Demonstrates emergent writing skills 19a. Writes name     1. Scribbles or marks 19b. Writes to convey meaning     1. Scribbles or marks</p>
<p><b>18-36 months   toddlers might</b></p> <ul style="list-style-type: none"> <li>· Sing along with familiar songs, fingerplays, or rhymes</li> <li>· Enjoy singing familiar songs or saying rhymes with and without adult assistance</li> <li>· Begin to produce real or nonsense words that sound alike</li> </ul>	<p>7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools     24. Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks</p>



<ul style="list-style-type: none"> <li>· Enjoy being read to and exploring books and reading materials on their own (in English and in home language)</li> <li>· Ask to be read to and has favorite books</li> <li>· Pretend to read familiar books</li> <li>· Name and describe familiar characters, pictures, or photographs in books with adult assistance</li> <li>· Recall characters or events in familiar books</li> <li>· Recognize some print or symbols in their surroundings (stock sign, local store sign)</li> <li>· Make circular scribbles, line marks, or letter-like forms when asked to write</li> <li>· Try different ways to grip or use writing and drawing tools, such as crayons or paintbrushes</li> <li>· Identify some letters (the first letter in their name) with assistance</li> </ul>	<p>15. Demonstrates phonological awareness</p> <p>15a. Notices and discriminates rhyme</p> <p style="padding-left: 20px;">3. emerging to 4. Fills in the missing rhyming word; generates rhyming words spontaneously</p> <p>15b. Notices and discriminates alliteration</p> <p style="padding-left: 20px;">2. Sings songs and recites rhymes and refrains with repeating initial sounds</p> <p>16. Demonstrates knowledge of the alphabet</p> <p>16a. Identifies and names letters</p> <p style="padding-left: 20px;">2. Recognizes and names a few letters in own name</p> <p>17. Demonstrates knowledge of print and its uses</p> <p>17a. Uses and appreciates books</p> <p style="padding-left: 20px;">3. emerging to 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p> <p>17b. Uses print concepts</p> <p style="padding-left: 20px;">2. Shows understanding that text is meaningful and can be read</p> <p>18. Comprehends and responds to books and other texts</p> <p>18a. Interacts during read-alouds and book conversations</p> <p style="padding-left: 20px;">2. Contributes particular language from the book at the appropriate time</p> <p>18b. Uses emergent reading skills</p> <p style="padding-left: 20px;">2. 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</p> <p>18c. Retells stories</p> <p style="padding-left: 20px;">2. Retells some events from a familiar story with close adult prompting</p> <p>19. Demonstrates emergent writing skills</p>
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	<p>19a. Writes name 2. Controlled linear scribbles</p> <p>19b. Writes to convey meaning 2. Controlled linear scribbles</p>
<p><b>36-48 months   three-year-olds might</b></p> <ul style="list-style-type: none"> <li>· Like to repeat phrases in books or nursery rhymes, read aloud as a group</li> <li>· Enjoy doing “pretend readings” of familiar books and making up a story to match drawings (in English and in home language)</li> <li>· Enjoy a variety of literacy activities, including shared book reading, listening to recorded stories with headphones, or interacting with e-books</li> <li>· Recall characters and events or predict what will come next in familiar books without help</li> <li>· Handle books with increasing skill</li> <li>· Show increasing understanding that print in most languages is read from left to right, top to bottom, and front to back</li> <li>· Begin to understand that letters are combined to make words</li> <li>· Recognize some familiar words in print, like their name</li> <li>· Identify some letters and know some sounds that letters make</li> <li>· Begin to write letter-like forms and attempt to write from left-to-right and top-to-bottom in English writing</li> <li>· Attempt to reproduce letters (or characters depending on home language) by copying one or more letters (or characters)</li> <li>· Use various writing and drawing tools without adult assistance</li> <li>· Count words in a sentence</li> <li>· Break words into syllables (clap syllables in own name)</li> </ul>	<p>7. Demonstrates fine-motor strength and coordination</p> <p>7b. Uses writing and drawing tools 5. emerging to 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end</p> <p>15. Demonstrates phonological awareness</p> <p>15a. Notices and discriminates rhyme 4. Fills in the missing rhyming word; generates rhyming words spontaneously</p> <p>15b. Notices and discriminates alliteration 3. emerging to 4. Shows awareness that some words begin the same way</p> <p>15c. Notices and discriminates smaller and smaller units of sound 2. Hears and shows awareness of separate words in sentences</p> <p>16. Demonstrates knowledge of the alphabet</p> <p>16a. Identifies and names letters 3. emerging to 4. Recognizes as many as 10 letters, especially those in own name</p> <p>16b. Uses letter-sound knowledge 2. Identifies the sounds of a few letters</p> <p>17. Demonstrates knowledge of print and its uses</p> <p>17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p> <p>17b. Uses print concepts 3. emerging to 4. Indicates where to start reading and the direction to follow</p> <p>18. Comprehends and responds to books and other texts</p>

	<p>18a. Interacts during read-alouds and book conversations  4. Asks and answers questions about the text; refers to pictures</p> <p>18b. Uses emergent reading skills  3. emerging to 4. Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult</p> <p>18c. Retells stories  5. emerging to 6. Retells a familiar story in proper sequence, including major events and characters</p> <p>19. Demonstrates emergent writing skills</p> <p>19a. Writes name  3. Mock letters or letter-like forms</p> <p>19b. Writes to convey meaning  3. Mock letters or letter-like forms</p>
<b>Cognitive Development</b>	
<b>Exploration and Discovery</b>	
<p><b>Exploration and Discovery Indicators:</b></p> <ol style="list-style-type: none"> <li>1. Pays attention and exhibits curiosity in people and objects</li> <li>2. Uses senses to explore people, objects, and the environment</li> <li>3. Shows interest in colors, shapes, patterns, and pictures</li> <li>4. Makes things happen and watches for results and repeats actions</li> </ol>	
<p><b>0-8 months   infants might</b></p> <ul style="list-style-type: none"> <li>· Focus on caregivers' face and follow face or voice</li> <li>· Turn head when a new person enters the room</li> <li>· Reach out to touch objects</li> <li>· Put objects in their mouth to touch and taste</li> <li>· Reach out and grab new toys, and turn them over and over to explore or bang them</li> <li>· Hit or kick toys to make them move over and over</li> </ul>	<p>11. Demonstrates positive approaches to learning</p> <p>11a. Attends and engages  2. Pays attention to sights and sounds</p> <p>11d. Shows curiosity and motivation  2. Uses senses to explore the immediate environment</p>
<p><b>8-18 months   older infants might</b></p> <ul style="list-style-type: none"> <li>· Look at books</li> <li>· Look to see where objects went when they are dropped</li> <li>· Touch and feel others' faces, skin, or hair</li> </ul>	<p>11. Demonstrates positive approaches to learning</p> <p>11a. Attends and engages  2. Pays attention to sights and sounds</p> <p>11d. Shows curiosity and motivation</p>

<ul style="list-style-type: none"> <li>· Enjoy playing with objects that make sounds and pay attention to different sounds objects can make, such as drums, noise makers, or bells</li> <li>· Ask to continue a game by signing or saying “more”</li> <li>· Push a button on a toy to make objects pop up or to make a sound over and over again</li> <li>· Sit on a rocking horse or toy and move it back and forth</li> <li>· Look closely at small objects, such as pieces of paper or leaves</li> <li>· Put a shape in a box with different shape openings (shape sorters)</li> <li>· Stack blocks or objects</li> </ul>	<p>2. Uses senses to explore the immediate environment</p> <p>21. Explores and describes spatial relationships and shapes</p> <p>21b. Understands shapes</p> <p style="padding-left: 20px;">1. emerging to 2. Matches two identical shapes</p>
<p><b>18-36 months   toddlers might</b></p> <ul style="list-style-type: none"> <li>· Notice, point at, or talk about animals or insects</li> <li>· Pick up rocks, sticks, or other objects when outdoors</li> <li>· Pour, scoop, and explore sand and water</li> <li>· Match colors and shapes and sort toys or objects that are alike</li> <li>· Show interest in mixing colors of water or paints</li> <li>· Push/pull riding toys in order to make them move</li> </ul>	<p>11. Demonstrates positive approaches to learning</p> <p>11a. Attends and engages</p> <p style="padding-left: 20px;">4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p> <p>11d. Shows curiosity and motivation</p> <p style="padding-left: 20px;">4. Explores and investigates ways to make something happen</p> <p>21. Explores and describes spatial relationships and shapes</p> <p>21b. Understands shapes</p> <p style="padding-left: 20px;">2. Matches two identical shapes</p> <p>24. Uses scientific inquiry skills</p> <p>25. Demonstrates knowledge of the characteristics of living things</p> <p>26. Demonstrates knowledge of the physical properties of objects and materials</p> <p>27. Demonstrates knowledge of Earth’s environment</p> <p>33. Explores the visual arts</p>
<p><b>36-48 months   three-year-olds might</b></p> <ul style="list-style-type: none"> <li>· Talk about and ask about objects in nature</li> <li>· Observe and discuss changes in weather</li> </ul>	<p>11. Demonstrates positive approaches to learning</p> <p>11a. Attends and engages</p> <p style="padding-left: 20px;">4. Sustains interest in working on a task, especially when adults</p>

<ul style="list-style-type: none"> <li>· Name basic colors and shapes</li> <li>· Copy simple patterns</li> <li>· Experiment with different objects during play to compare their effects (pushes toy cars down different types of ramps to see which car goes faster)</li> <li>· Repeat actions, such as blowing bubbles or pumping legs on swing, to improve results</li> </ul>	<p>offer suggestions, questions, and comments</p> <p>11d. Shows curiosity and motivation</p> <p>6. Shows eagerness to learn about a variety of topics and ideas</p> <p>21. Explores and describes spatial relationships and shapes</p> <p>21a. Understands spatial relationships</p> <p>5. emerging to 6. Uses and responds appropriately to positional words indicating location, direction, and distance</p> <p>21b. Understands shapes</p> <p>4. Identifies a few basic shapes (circle, square, triangle)</p> <p>23. Demonstrates knowledge of patterns</p> <p>4. Copies simple repeating patterns</p> <p>24. Uses scientific inquiry skills</p> <p>26. Demonstrates knowledge of the physical properties of objects and materials</p> <p>27. Demonstrates knowledge of Earth’s environment</p>
<p><b>Problem Solving</b></p>	
<p><b>Problem Solving Indicators:</b></p> <ol style="list-style-type: none"> <li>1. Experiments with different uses for objects</li> <li>2. Shows imagination, creativity, and uses a variety of strategies to solve problems</li> <li>3. Applies knowledge to new situations</li> <li>4. Begins to develop interests and skills related to numbers and counting</li> </ol>	
<p>0-8 months   infants might</p> <ul style="list-style-type: none"> <li>· Make sounds, cry, or fuss to get caregiver’s attention</li> <li>· Roll over to get a toy just out of reach</li> <li>· Turn objects over to look at and handle them from different positions</li> <li>· Begin to repeat actions to get an effect (drop a toy to hear it land</li> </ul>	<p>11. Demonstrates positive approaches to learning</p> <p>11b. Persists</p> <p>1. emerging to 2. Repeats actions to obtain similar results</p> <p>11c. Solves problems</p> <p>1. emerging to 2. Reacts to a problem; seeks to achieve a specific goal</p>

<p>or bang hands on table)</p>	
<p>8-18 months   older infants might</p> <ul style="list-style-type: none"> <li>· Use objects or utensils to bang on table and make noise</li> <li>· Crawl into, around, or over obstacles</li> <li>· Attempt to nest three or four cups of different sizes</li> <li>· Enjoy taking objects out of containers and putting them back in</li> <li>· Ask, gesture, or sign to be picked up to reach something</li> </ul>	<p>11. Demonstrates positive approaches to learning  11b. Persists  2. Repeats actions to obtain similar results  11c. Solves problems  2. Reacts to a problem; seeks to achieve a specific goal</p>
<p>18-36 months   toddlers might</p> <ul style="list-style-type: none"> <li>· Ask for the names of new objects or people (“What’s that?” or “Who’s that?”)</li> <li>· Climb on a stool to reach an object</li> <li>· Experiment with new toys to see how they work</li> <li>· Turn puzzle pieces many different ways to complete a puzzle</li> <li>· Count objects while pointing to each one and saying the number (one-to-one correspondence)</li> <li>· Offer to trade toys with other children</li> </ul>	<p>11. Demonstrates positive approaches to learning  11b. Persists  . Practices an activity many times until successful  11c. Solves problems  4. Observes and imitates how other people solve problems; asks for a solution and uses it  20. Uses number concepts and operations  20a. Counts  2. Verbally counts (not always in the correct order)  22. Compares and measures  2. Makes simple comparisons between two objects</p>
<p>36-48 months   three-year-olds might</p> <ul style="list-style-type: none"> <li>· Like to play “hide and seek”</li> <li>· Show more thought in problem solving (use a bucket to move toys from one place to another)</li> <li>· Complete simple jigsaw puzzles</li> <li>· Negotiate turn-taking with other children</li> <li>· Compare and sort objects using one or two features (put all the large red cars together)</li> <li>· Use tools to measure items (scoop into bucket, string to determine length or height)</li> <li>· Apply numbers and counting concepts to daily life (count the number of children at school today)</li> </ul>	<p>11. Demonstrates positive approaches to learning  11b. Persists  6. Plans and pursues a variety of appropriately challenging tasks  11c. Solves problems  6. Solves problems without having to try every possibility  13. Uses classification skills  4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape  20. Uses number concepts and operations  20a. Counts  4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p>

	<p>20b. Quantifies</p> <p>4. 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</p> <p>20c. Connects numerals with their quantities</p> <p>4. Identifies numerals to 5 by name and connects each to counted objects</p> <p>22. Compares and measures</p> <p>4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</p> <p>28. Uses tools and other technology to perform tasks</p>
<b>Memory</b>	
<p><b>Memory Indicators:</b></p> <ol style="list-style-type: none"> <li>1. Shows ability to acquire and process new information</li> <li>2. Recognizes familiar people, places, and things</li> <li>3. Recalls and uses information in new situations</li> <li>4. Searches for missing or hidden objects</li> </ol>	
<p><b>0-8 months   infants might</b></p> <ul style="list-style-type: none"> <li>· Look intently at new faces or objects</li> <li>· Smile in recognition of familiar caregiver and show excitement when they enter the room</li> <li>· Look in appropriate direction for toys that have been dropped or partially covered by a blanket</li> </ul>	<p>12. Remembers and connects experiences</p> <p>12a. Recognizes and recalls</p> <p>2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p> <p>12b. Makes connections</p> <p>1. emerging 2. Looks for familiar persons when they are named; relates objects to events</p>
<p><b>8-18 months   older infants might</b></p> <ul style="list-style-type: none"> <li>· Enjoy playing peek-a-boo</li> <li>· Look for hidden objects or toys</li> <li>· Ask for a familiar caregiver when not present</li> <li>· Look for a favorite object in its usual location, and ask for it when not present</li> <li>· Recognize a favorite book when caregiver calls it by name</li> </ul>	<p>12. Remembers and connects experiences</p> <p>12a. Recognizes and recalls</p> <p>2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p> <p>12b. Makes connections</p> <p>2. Looks for familiar persons when they are named; relates objects to events</p>

<ul style="list-style-type: none"> <li>Bring familiar people their shoes or other personal objects</li> </ul>	<p>14. Uses symbols and images to represent something not present</p> <p>14a. Thinks symbolically</p> <p>2. Recognizes people, objects, and animals in pictures or photographs</p>
<p><b>18-36 months   toddlers might</b></p> <ul style="list-style-type: none"> <li>Go to the correct location for familiar activity (goes to bathroom when caregiver says “It’s time for your bath”)</li> <li>Know what sounds animals make and can make the sounds</li> <li>Recognize and name people and animals</li> <li>Use words and phrases that familiar caregivers use (“Be right back.” or “See you later.”)</li> <li>Sing familiar songs over and over</li> <li>Bring favorite book to caregiver to have it read to them</li> <li>Know familiar words and complete sentences in their favorite books</li> </ul>	<p>12. Remembers and connects experiences</p> <p>12a. Recognizes and recalls</p> <p>4. Recalls familiar people, places, objects, and action from the past (a few months before); recalls 1 or 2 items removed from view</p> <p>12b. Makes connections</p> <p>4. Remembers the sequence of personal routines and experiences with teacher support</p> <p>32. Demonstrates simple geographic knowledge</p> <p>34. Explores musical concepts and expression</p>
<p><b>36-48 months   three-year-olds might</b></p> <ul style="list-style-type: none"> <li>Tell what will happen next in a familiar book</li> <li>Answer simple questions about past experiences (“Who took you swimming yesterday?”)</li> <li>Recognize familiar driving routes and locations in neighborhood (says, “That’s where Grandma lives!” when approaching her house)</li> <li>Talk about how common objects, such as spoon, hair brush, or pencil, are used</li> </ul>	<p>12. Remembers and connects experiences</p> <p>12a. Recognizes and recalls</p> <p>6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view</p> <p>12b. Makes connections</p> <p>6. Draws on everyday experiences and applies this knowledge to a similar situation</p> <p>32. Demonstrates simple geographic knowledge</p>
<p><b>Imitation and Make Believe (Symbolic Play)</b></p>	
<p><b>Imitation and Make Believe Indicators:</b></p> <ol style="list-style-type: none"> <li>Uses objects in new ways or in pretend play</li> <li>Uses imitation in pretend play to express creativity and imagination</li> </ol>	
<p><b>0-8 months   infants might</b></p> <ul style="list-style-type: none"> <li>Copy caregiver actions, such as sticking out tongue or clapping hands together</li> <li>Imitate playing with a toy, such as shaking, banging, or pushing buttons to make a toy work</li> </ul>	<p>14. Uses symbols and images to represent something not present</p> <p>14b. Engages in sociodramatic play</p> <p>2. Imitates actions of others during play; uses real objects as props</p>



<ul style="list-style-type: none"> <li>· Coo, squeal, or laugh when their caregiver talks and plays games with infant</li> </ul>	
<p><b>8-18 months   older infants might</b></p> <ul style="list-style-type: none"> <li>· Imitate adult actions (waving “bye-bye” or brushing hair)</li> <li>· Play with toys the way they are intended, such as pretending to drink tea from a toy tea cup</li> <li>· Pretend to feed doll or stuffed animal with their own bottle or food</li> </ul>	<p>14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 3. emerging to 4. Acts out familiar or imaginary scenarios; may use props to stand for something else</p>
<p><b>18-36 months   toddlers might</b></p> <ul style="list-style-type: none"> <li>· Imitate adult actions, such as pretending to wipe a dirty table or talking on the phone</li> <li>· Pretend to drink from an empty cup by making slurping noises and saying “ah” when finished</li> <li>· Pretend objects are other things, such as a banana for a phone or a block for a car</li> <li>· Pretend that a doll or stuffed animal has feelings, such as making a crying noise to indicate that the doll is sad</li> <li>· Play with stuffed animals one day to play “veterinarian” and then to play “farmer” another day</li> </ul>	<p>14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else</p>
<p><b>36-48 months   three-year-olds might</b></p> <ul style="list-style-type: none"> <li>· Reenact actions that have multiple steps that they have seen at an earlier time, such as pretending to get ready for work by making breakfast or putting on jewelry</li> <li>· Have pretend play scenarios that include different roles (“I’ll be the mommy and you be the baby.”)</li> <li>· Plan what they are going to pretend before play, such as saying “Let’s play baking!”</li> <li>· Play with imaginary objects, such as serving an invisible slice of pizza on a plate</li> </ul>	<p>14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 6. 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>36. Explores drama through actions and language</p>