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M E M O R A N D U M

November 19, 2015

TO: Senator Beth Martinez Humenik

FROM: Lisa Gezelter, Research Analyst, 303-866-3264

SUBJECT: Kindergarten Curriculum Information

This memorandum responds to your request for information on the kindergarten curricula in use in four school districts, and on those districts' efforts to share curricular information with private and nonprofit child care centers and preschools within the boundaries of the school districts. On August 17, 2015, superintendents from Adams 12 Five Star Schools, Aurora Public Schools, Denver Public Schools, and Douglas County School District spoke to the Early Childhood and School Readiness Legislative Commission (ECSRLC) about transitioning students from preschool to kindergarten. This memorandum contains the information about districts' kindergarten curriculum and the sharing of curricula with non-district preschools that you requested as follow-up to that discussion. Two of the four districts responded to staff requests for information.

According to Early Childhood Director Nancy Vendegna, Adams 12 Five Star Schools relies on the state's academic content standards and Early Learning and Development Guidelines (ELDGs) to assist nondistrict preschools and childcare centers with information about what children should know and be able to do in order to be successful in kindergarten. The state's academic content standards provide teachers with a list of the academic knowledge that each child should have mastered by the end of preschool. These standards, sorted by subject and grade level, are available on the Colorado Department of Education's (CDE's) website at http://cde.state.co.us/standardsandinstruction/GradeLevelBooks. The state's Early Learning and Development Guidelines, which provide information about the developmental and cognitive skills that each child should have attained at the end of preschool, are appended to this memorandum (Appendix A). Adams 12 relies on its local Early Childhood Council to publicize the standards and guidelines to private and nonprofit child care centers and preschools.

The Douglas County School District reports that its curriculum for preschool and kindergarten students is called the Guaranteed and Viable Curriculum (GVC). It consists of four elements: World Class Outcomes (WCOs), 4 Cs, 21st Century Skills, and Content. At this time, the Preschool GVCs and WCOs are posted on the district website at https://www.dcsdk12.org/world-class-education/gvcs. The Early Childhood Education department has created a collection of curricular resources to assist teachers that are aligned

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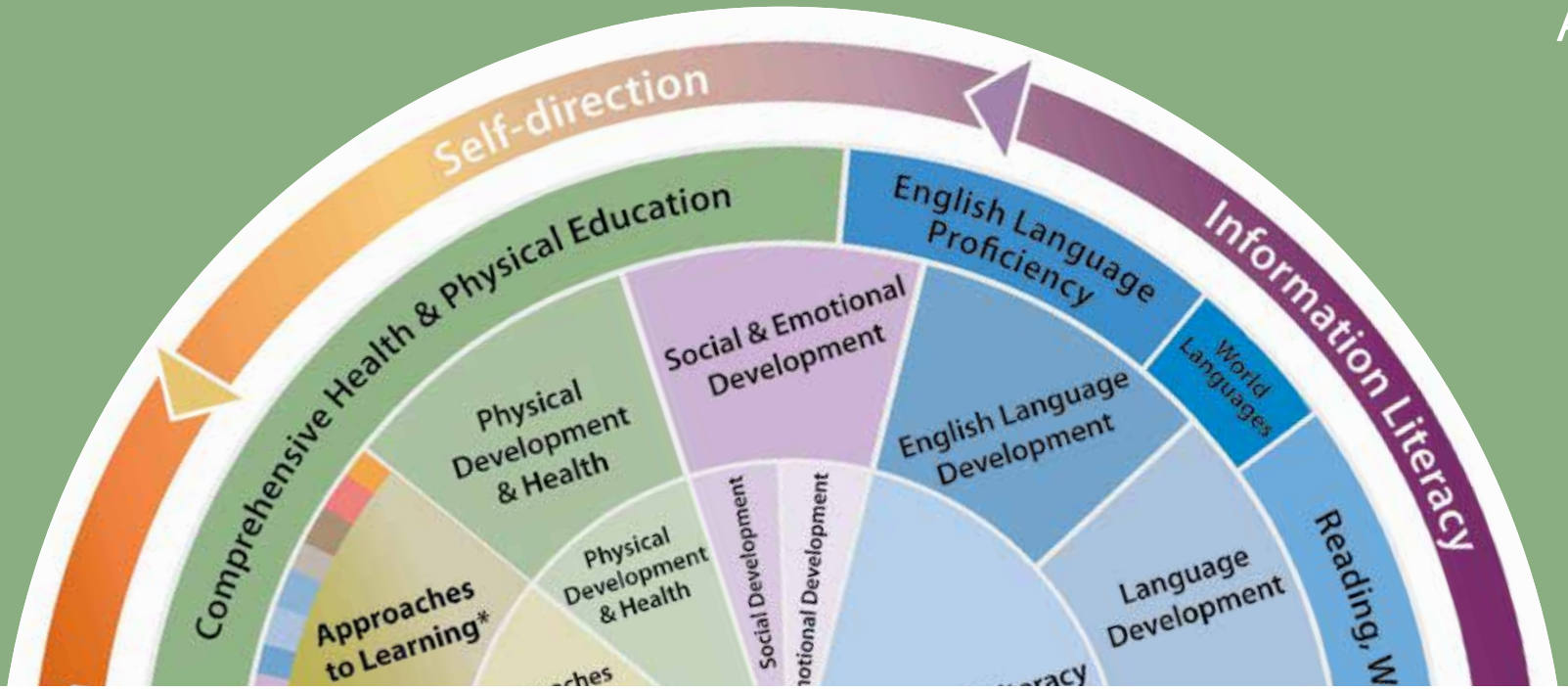
with the GVCs, WCOs, the National Association for the Education of Young Children's (NAEYC) Developmentally Appropriate Practice, the Colorado Early Learning Guidelines, and CDE's Preschool Academic Standards. Unit plans are developed using these resources and personalized by each classroom staff based on student needs. While nondistrict preschools and child care centers have access to the GVCs and WCOs, the preschool curricular resource has not been shared outside the district. District staff has presented certain parts of it, by invitation, to groups such as the Douglas County Early Childhood Council General Membership and the Douglas County Child Care Association. To date, the district has not had requests to share its curriculum or resources on a larger scale, nor have any nondistrict preschools or child care centers requested information on an individual basis.

Appendix A



Colorado Early Learning & Development Guidelines

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The Colorado Early Learning and Development Guidelines (Guidelines) describe the trajectory of children's learning and development from birth to 8 years old in Colorado. They include a broad description of children's growth to ensure a holistic approach to creating positive early childhood environments. For each age level, this document addresses approaches to learning, health and physical development, social and emotional development, language, literacy, numeracy, logic and reasoning, and other subject-specific learning. Although the specific domains used to organize descriptions of children's development evolve within the Guidelines to reflect the specific requirements of each age group, they maintain a broad view of the whole child and describe all aspects of children's growth.

Also of importance to the Guidelines is that they acknowledge and are responsive to variations in culture, languages, and abilities. For instance, child rearing practices, developmental expectations, the role of different family members, and the child's own individual versus collective identity may vary across cultures. To address this, the Guidelines include examples and resources that address the particular requirements of children for whom English is a second language and children with learning or physical challenges. The Guidelines also acknowledge the great variation in when and in what order children attain particular developmental milestones. The knowledge and skills described are designed to provide support and information to families, caregivers, and educators concerning children's development within certain age spans, rather than dictate exactly when or how each child should progress.

These Guidelines are aligned with the Colorado Academic Standards for preschool through third grade and with the *Head Start Child Development and Early Learning Framework*. They are designed to show the continuum of development from birth through age 8, while complementing the variety of existing expectations and models being used in the State of Colorado with each age group. Thus, the Guidelines were informed by a wide variety of state and national documents, including current research on early learning and best practices in early education. Additionally, representatives from a wide variety of Colorado agencies were involved in planning the document's design, providing input and information, and reviewing its final contents.

By including the full breadth of children's development, addressing diversity, and aligning content across all early childhood settings and early grades, these Guidelines are intended to effect greater collaboration and consistency across early childhood systems in Colorado. With collaboration and common reference points, we can create positive early childhood environments that lay a critical foundation for our young children's later success.

The Colorado Early Learning and Development Guidelines

- focus on children throughout the birth through age 8 continuum;
- are inclusive of all areas of development and learning;
- recognize and are responsive to variations in cultures, languages, and abilities;
- recognize and are responsive to variations in a child's and family's developmental trajectories and environments;
- are relevant to a variety of settings including, but not limited to, child care, preschool, Head Start, K–3, health care, home, and other community settings;
- are targeted to parents, caregivers, teachers, higher education personnel, early interventionists, health providers, home visitors, early learning professionals, and family educators;
- are based on research or promising practices; and
- complement and align with the Preschool–3rd grade portion of Colorado's P-12 Academic Standards and the Head Start Child Development and Early Learning Framework, as well as build from other relevant state and national initiatives.

Guiding Principles

The Guiding Principles (Principles) below describe what we believe to be true both about children and about the environments that best support children's growth and development. These Principles highlight aspects of children and early learning development that span across the domains. They were adopted from two highly regarded resources, *Neurons to Neighborhoods* and *The Irreducible Needs of Children*.

The Colorado Early Learning and Developmental Guidelines are based on the following principles:

1. **Nature and nurture affect children's development**; child development is shaped by a dynamic and continuous interaction between biology and experience.
2. **Culture influences** every aspect of human development and is reflected in childrearing beliefs and practices designed to promote healthy adaptation.
3. The growth of **self-regulation** is a cornerstone of early childhood development that cuts across all domains of behavior.
4. Children are **active participants** in their own development, reflecting the intrinsic human drive to explore and master one's own environment.
5. Human **relationships** are the building blocks of healthy development.
6. The broad range of **individual differences** among young children often makes it difficult to distinguish normal variations and maturational delays from transient disorders and persistent impairments.
7. The development of children unfolds along individual pathways whose trajectories are characterized by **continuities and discontinuities**, as well as by a series of significant transitions.
8. Human development is shaped by the ongoing interplay among sources of **vulnerability** and sources of **resilience**.
9. The **timing of early experiences can matter**, but, more often than not, the developing child remains vulnerable to risks and open to protective influences throughout the early years of life and into adulthood.
10. The course of development can be altered in early childhood by **effective interventions** that change the balance between risk and protection, thereby shifting the odds in favor of more adaptive outcomes.

The Guidelines promote environments that foster growth in young children, which include:

1. Ongoing nurturing **relationships** that provide the basis for physical and emotional well-being.
2. Physical protection, **safety,** and regulation for children's security.
3. **Tailored experiences** to individual differences so that children have choices and are respectful of others' choices.
4. **Developmentally appropriate experiences** that build children's skills.
5. Limit setting, **structure**, and expectations that provide a secure environment.
6. Stable, supportive **communities** and cultural continuity.

Development of the Guidelines

Beginning in the summer of 2011, the Colorado Early Childhood Commission contracted Mid-Continent Research for Education and Learning (McREL) to facilitate an advisory board and provide technical services with the goal of developing a set of early childhood guidelines for children birth through age 8 that could be used across the early childhood system. The Early Learning and Development Guidelines Advisory Board consisted of a wide variety of stakeholders, including representatives from the Colorado Department of Education, the Colorado Department of Public Health and Environment, the Colorado Department of Human Services, Zero to Three, Head Start, local child care providers, higher education, early learning professionals, and others. The Advisory Board met numerous times as a whole and in workgroups to ensure the resulting guidelines reflect a strong research base, enhance working early childhood systems in Colorado, and meet the needs of diverse audiences and purposes. The Guidelines were reviewed and advised by both state and national experts with knowledge of early childhood development and teaching practice, as well as specific content areas.

Purposes

The Colorado Early Learning and Developmental Guidelines are intended to:

- Improve families' and professionals' knowledge of child development;
- Guide families and professionals working with children in planning and implementing developmental and learning activities;
- Inform or guide developmental support, instruction, assessment, and intervention; and
- Provide unifying guidelines that are embraced by and embedded in programs and services (e.g. early care and education, home visitation, medical homes, early intervention) across the comprehensive early childhood service delivery system.

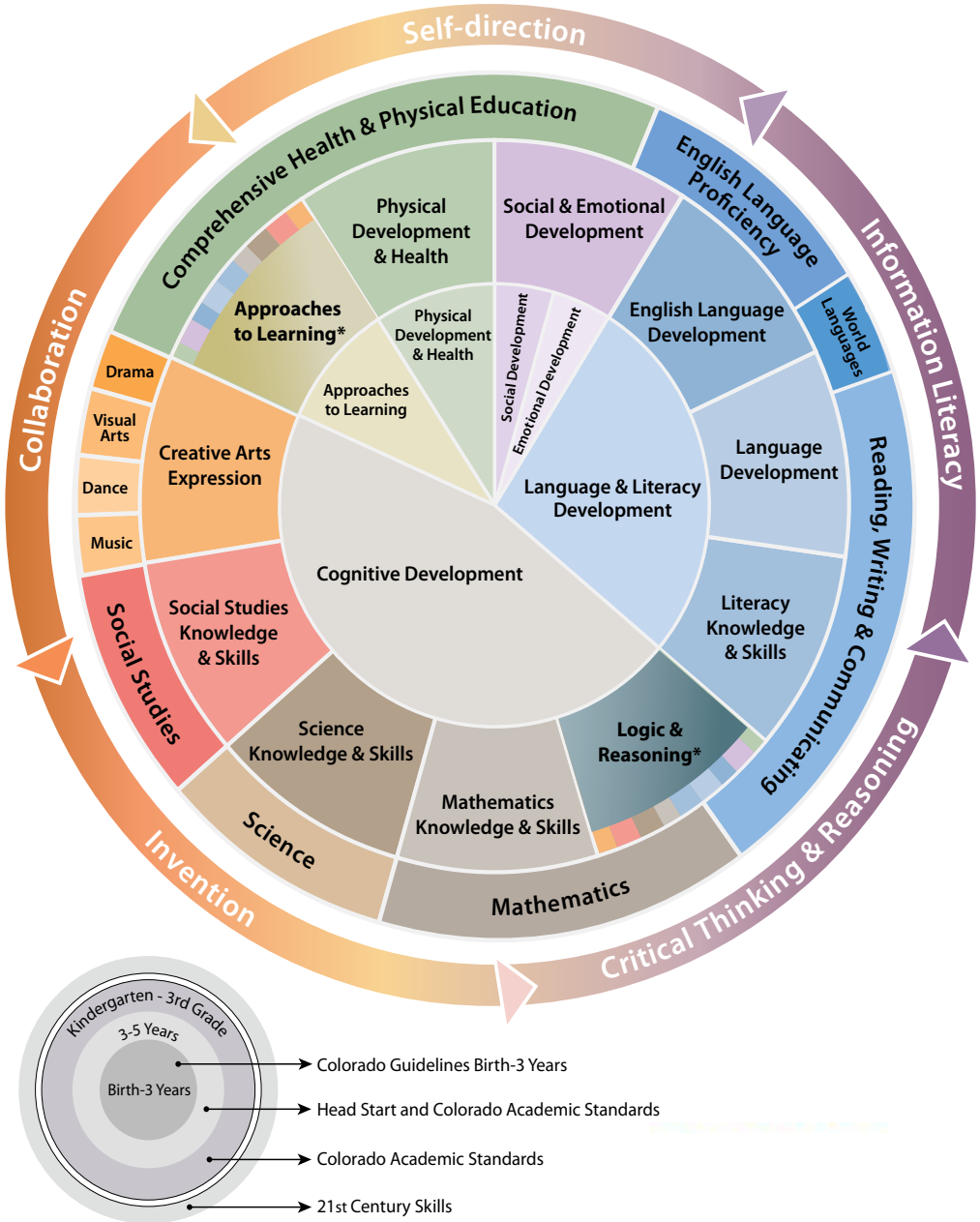
These purposes are consistent with reports from several national groups studying the development of state-level early learning standards.

Structure of the Guidelines

The Colorado Early Learning and Developmental Guidelines are divided into three major sections: Birth–Age 3; Ages 3–5, and Kindergarten–Third Grade (Ages 5–8). Each of these sections describes children's development within a set of areas called domains. These domains differ somewhat for each age group and are shown in the graphic on the following page. The Guidelines begin with a narrative describing the first four months of a baby's life. This is followed by a set of tables describing children's abilities from ages 4 months to 5 years. These tables organize content within domains and subdomains and include indicators, examples, and suggested supports. Content for infants and toddlers is organized for children at 4–8 months, 9–18 months, and 19–36 months. Content for preschool-age children 3–5 years old is articulated as a single age span. The Guidelines conclude with a narrative describing the development of children in kindergarten through third grade. The graphic on the following page orients readers to how the Guidelines are organized by domains across age ranges. Domains are color-coded throughout the document to align with the graphic. It should be noted that the graphic is meant to illustrate the organization of this document, rather than the importance of the domains or the possible connections across domains.

Guidelines Chart

This graphic illustrates the essential domains of learning within the Colorado Early Learning and Development Guidelines. It represents the progression of these domains across ages, rather than the relative importance of each domain within any one age group. The complex connections within and among domains are more fully explored throughout the guidelines.



* are embedded within **all** content areas of the PK-3 Standards and **emphasized** within the 21st Century Skills.

Birth to Age 3

The Colorado Early Learning and Development Guidelines for birth to age 3 describe the development of infants and toddlers during their first three years of life and provide suggestions and guidelines for parents and other caregivers. The Guidelines are broken into four age groups. The first age group, birth to 4 months, is presented as a narrative that describes the unique needs of newborns and how caregivers can support the early development of very young infants. The remaining three age groups— 4–8 months, 9–18 months, and 19–36 months —list indicators and examples that describe what infants and toddlers may do that is typical of development at those ages. These components of the Guidelines are adapted from the California Infant/Toddler Learning and Development Foundations, which are based on extensive and well-documented research about what skills and attributes young children exhibit during these early years. Also provided are a variety of suggested supports, which provide ideas for what caregivers can do to support the development of infants and toddlers at each age group, and what environmental supports they may provide.

Although the Guidelines identify specific indicators of growth and development that are typical for infants and toddlers at each age group, it is important to note that young children's acquisition of skills and abilities is also widely variable. It is to be expected that infants and toddlers of the same age will develop particular skills at different rates. Each child will grow and develop at his or her own unique pace. A family's cultural beliefs and values may also shape a child's development. While caregivers should provide experiences for babies and toddlers that encourage their development, they should not push a young child to perform skills for which he is not yet ready. Infants and toddlers with a developmental disability or delay may show deficits in one or more domains of learning described below. For example, a child with cerebral palsy may explore the environment differently, impacting overall development. Developmental delays may be identified from the time of birth or may not be recognized until a developmental milestone has passed. Additionally, children born prematurely may show a delay in reaching developmental expectations. Therefore it is important for caregivers to be aware of the developmental continuum in each domain and resources for screening and referral if a developmental concern arises. Caregivers should talk with a health care provider or other trusted professional with any questions or concerns.

Resources for Caregivers of Infants and Toddlers

Early Intervention Colorado
www.eicolorado.org
Zero to Three
www.zerotothree.org
March of Dimes
www.marchofdimes.com
National Early Childhood Technical Assistance Center
www.nectac.org
The Division for Early Childhood
www.dec-sped.org
Early Childhood Colorado Information Clearinghouse
earlychildhoodcolorado.org
Expanding Quality in Infant Toddler Care
www.cde.state.co.us/early/EQInfant_Toddler.htm

Birth to Age 3

The Guidelines organize descriptions of child development for infants and toddlers within six domains: Physical Development & Health; Social Development; Emotional Development; Language & Literacy Development; Cognitive Development; and Approaches to Learning. Although developmental milestones are described within separate domains in the Guidelines in order to provide an organizational scheme to the document, in practice child development and learning across domains are highly interrelated. The domains, and the skills and abilities they address, are described below and on the pages that directly follow.

Physical Development & Health

Physical health is an important prerequisite for infants' growth and development in all domains. Any disruption of normal growth patterns or the development of physical and sensory motor skills has a profound effect on children's general well-being as well as on the development of specific competencies. Infants and toddlers depend on their caregivers to promote their healthy development and to help them learn how to make healthy choices such as food choices. Caregivers need to monitor babies' health, physical development, and behavioral functioning for any "red flags" that may point to a potential health or developmental concern. Early screening for hearing and vision problems, communication disorders, and such will ensure timely intervention that may prevent more serious conditions from developing. Observations about a child's health should be continually communicated to the other adults who provide care. Research indicates that infants' physical development is propelled forward by a combination of maturation of the body—both brain and physical capacities—and the kind of support the infant is given by the environment, including the kinds of objects the child can interact with. It is important to make sure that the environment supports infants' and toddlers' growing physical abilities and provides opportunities to develop gross and fine motor skills. For example, providing a stimulating environment that encourages infants to move and explore affects the rate of motor skill development. Similarly, the way an infant is held; how much time she spends in infant seats, swings, and walkers; the amount of time an infant spends on her stomach during play; and the toys she plays with can all affect motor skill development. Higher levels of physical activity in late infancy and toddlerhood have also been associated with healthier weight and lower rates of chronic diseases in adulthood, so engaging infants in fun activities that involve movement will not only help them develop these skills but will also help them develop healthy habits, laying the foundation for a healthier lifestyle.

Social Development

Babies' interest in other people, evident in the early months of life, extends to their interest in other children and forms the foundation of later relationships with peers. By six months of age, infants can communicate with other infants by smiling, touching, and babbling. Early reactions such as crying in response to other babies crying are signs that infants develop empathy toward peers. For these early prerequisites to develop into social skills, infants and toddlers should be guided in their interactions with peers and explicitly taught the social rules of these interactions. Caregivers need to be mindful of the differences that exist in various cultures regarding the rules of social interactions between children and between children and adults. In addition, special attention should be paid to children with developmental disorders who are impaired in both attention and imitation skills and children with limited vocabularies because these children may encounter problems in establishing relationships with peers.

Emotional Development

From the moment they are born, babies prefer to look at the human face compared to other visual stimuli and recognize their parents' faces better than the faces of strangers. Newborns are also more attentive to the sounds of speech than to other environmental sounds and prefer to listen to familiar voices. These visual and auditory preferences indicate that people become the most salient part of babies' environments from their very first days and the primary caregiver plays the most prominent role of all. The first signs of a special relationship with caregivers emerge when babies show preferences for and stronger emotional responsiveness to one person. This is the precursor to attachment, which blooms at 12 months. Attachment serves as a

protective factor, helping children weather the stresses of life, and influencing their brain development. Caregivers' behaviors are a predictor of the kind of attachment the baby develops—the best predictor of secure attachment being attentive and sensitive care given by an adult.

Emotional development in infancy and toddlerhood progresses along several dimensions. First, babies learn to express more complex emotions from joy and anger to pride and shame; second, they learn to recognize and interpret emotions of other people and respond to these; and third, they learn some ways of regulating their own emotions. The emotional behaviors of infants are influenced by their temperaments: children differ in how easily they get distracted or frustrated, how shy or outgoing they are, how they respond to a novel situation, etc. Understanding individual differences in temperament and addressing these differences in caregiving practices are critical in supporting social-emotional development in infants and toddlers.

The emergence of self-awareness marks an important milestone in social development as infants discover first their physical independence from a caregiver and later the difference in their own wants. Asserting their independence is often associated with toddlers' frustration manifested in emotional outbursts and tantrums. It is important to remember that these behaviors indicate children's emotional growth and are not the signs of opposition and defiance. At the same time, caregivers should help toddlers cope with their frustrations by teaching them simple ways to regulate their emotions.

Language & Literacy Development

Newborns' preference of speech sounds over other types of stimulation indicates that babies are "hard-wired" to learn human language. However, just having this prerequisite will not guarantee babies' mastery of language—a rich and stimulating environment is essential. It is important for caregivers to pay attention to the rapidly changing ability of infants and toddlers to understand words and gestures addressed to them (receptive language) as well as their ability to communicate to others (expressive language) in multiple ways—from cooing and smiles to words to simple sentences. For adults, staying in tune with the changes in infants' ability to communicate and adjusting their own language to support this ability are the keys not only to language development but to the development of other competencies.

Development of receptive and expressive language follows a fairly stable and predictable trajectory as babies progress from responding to their internal states with crying and smiling to using these earliest ways to express their needs and initiate communication with a caregiver. As babies gain control over their mouth, they begin producing more differentiated and complex sounds. The emergence of first words signals an important milestone not only in language but also in cognitive development as these words signify the first generalizations paving the way for the development of abstract thinking. In the next few months, children's vocabulary undergoes a "growth spurt," making this period particularly sensitive to both quantity and quality of children's communication with caregivers. Having learned their first words, toddlers begin stringing these into sentences, gradually mastering the grammar of language and the rules of its use.

To create an optimal environment for infants' and toddlers' acquisition of language, it is important to remember that in these early years children can understand more than they can express. Therefore, instead of oversimplifying the language used when talking to a baby or even mimicking the child' s level of language production, caregivers should instead aim at exposing children to rich but not too complex vocabulary while commenting on the baby's actions, asking questions, or giving directions. As children's

> Babies who are spoken to in more than one language follow the same developmental trajectory for both languages as do monolingual children. Learning two or more languages at the same time does not lead to cognitive delays; in fact, bilingual children have been shown to be more advanced than their monolingual counterparts in some areas such as cognitive development and attention control.

use of expressive language grows, the optimal ways of supporting language development would involve re-phrasing and extending children's sentences as well as engaging children in longer conversation around familiar objects and events. The end of toddlerhood is marked by another important milestone in language and cognitive development when children begin using words to stand for the "non-present" people, objects, and actions. Engaging young children in make-believe play will support this emergent ability.

Certain conditions that affect social aspects of communication as well as the conditions that make it hard for infants and toddlers to understand and produce speech may affect how and when these children will learn to communicate. Early detection and timely interventions are necessary to ensure that children with special needs learn new modes of communication such as sign language or picture systems that they can use when interacting with adults and other children.

Cognitive Development

Babies start learning from the moment they are born and some of the things they learn in the first months of their lives lay foundations for their learning of specific skills and concepts that will be directly taught to them years later.

Engaging interactions with infants and toddlers about the world around them, including book reading and storytelling, are the best way to build foundations for reading. The ideas children form in the course of these interactions and the new words they learn will help them make connections when learning new concepts such as the ones in science and social studies at later ages.

Learning to write involves children's ability to control writing instruments. This ability is an outgrowth of the years of developmentÐbeginning in infancyÐ of children's fine motor skills. Providing infants with various materials to manipulate helps them develop hand-eye coordination and control of their hands and fingers. An especially valuable activity to prepare toddlers for writing is drawing—it provides yet another opportunity to develop fine motor skills and at the same time helps children establish a connection between a symbolic mark on paper and a spoken word or a message.

To help children build their emerging understanding of mathematics, it is important for caregivers to frequently use math-related concepts in their interactions with babies and toddlers. Babies demonstrate an ability to discriminate between quantities and notice when a new object is larger or smaller than the familiar one long before they learn number words. These early ideas about number and size lay the foundation for the development of more advanced mathematical concepts. This later development is shaped by adults guiding infants and toddlers in their learning by engaging them in exploration of objects that differ in size, shape, and quantity. Learning to discriminate between objects based on their different attributes is important not only for learning mathematics—it is critical for developing logic and reasoning. Early developments underlying logical reasoning and other essential cognitive processes will not only contribute to children's future mastery of school subjects, but will also help them in problem solving across a variety of contexts.

Approaches to Learning

Babies are born to learn; their eagerness to learn, curiosity, and openness to new experiences seem to come naturally. Nurturing these characteristics in infants and toddlers is important for building foundations for their learning in the more structured environments that they will experience in the future. It is important to make sure that infants have multiple opportunities to explore the environment and that they are offered a variety of materials that stimulate

all of their senses. At the same time, infants cannot be expected to build on these early dispositions on their own; caregivers play an important role in stimulating and encouraging exploratory behaviors and helping babies establish connections between these behaviors and newly learned concepts and skills. The key is to engage children in learning in the ways that are meaningful and enjoyable for them.

Other dispositions and habits that contribute to children's success in school and beyond—such as persistence, attentiveness, and initiative—may show greater variability between children; some children may need greater support than others in order to develop these characteristics. The ways in which infants express their approaches to learning vary depending on their temperament and the cultural context; caregivers' awareness of these differences and of the ways to address them is critical for supporting these competencies.

The ability to regulate one's behavior is a competency that is equally important when applied to learning in the Cognitive Development domain as well as learning how to act in various social situations. Infants have some mechanisms allowing them to regulate their emotions and to use feedback to adjust their actions, but to develop an ability to regulate more complex behaviors they need to integrate these mechanisms with the development of their cognitive, social, and language skills.

Birth to 4 Months

In the first months following birth, babies change and grow quickly. Even when babies are born early or with medical concerns, they quickly begin to show the desire to learn about and interact with the world. Newborns learn by seeing, listening to, and touching the things that surround them. They begin to communicate their needs and preferences, and they develop senses of attachment and security through relationships with their caregivers.

An important first step in development for newborns includes organizing their body functions. Their bodies must learn to control systems that were controlled by their mothers during pregnancy, such as breathing, temperature, and digestion. Overall, it may take weeks and sometimes months for babies to keep body functions steady, especially when they are born early or have medical complications. Parents should look to see that their baby has several wet diapers a day and at least one dirty diaper. Although it is common for newborns' breathing patterns to be somewhat irregular at times when sleeping, babies' breathing should not pause longer than 10–15 seconds, and their breathing should become increasingly even and effortless in the weeks following birth. Many babies are sensitive to loud sounds, bright lights, or activity, and they may suddenly throw their arms out to the sides when startled. These are normal responses as the baby builds the ability to adjust to new experiences and to being touched, moved, and handled.

Newborns spend much of their first weeks sleeping, though it may take a few weeks to many months to establish regular sleeping patterns. In the first few months, look for newborns to begin sleeping 3-4 hours at a time, especially at night. Babies should increasingly be able to go to sleep on their own when they are sleepy and "tune out" regularly occurring sounds while sleeping. Eventually, babies learn to wake up without crying. They may wake up when it is time to eat. As they spend more time awake, looking at parents' faces and listening to voices, infants build the foundation for later learning.
Newborns need some time to become acquainted with their bodies and learn how to smoothly move their limbs. Initially, babies tend to keep their arms and legs tucked into their bodies most of the time and may be more comfortable being swaddled in a blanket. Gradually, babies learn to reach out and touch their own head, body, hands, and arms. They learn to adjust their posture for comfort and snuggle into a caregiver's body when being held or fed. Babies who are born early, or who spend an extended time in the hospital, may move differently or use body positions that are different from those of

typical babies. When babies are awake, caregivers should offer a variety of positions, such as in their arms, on their shoulder, or on the baby's back, sides, or stomach, to promote body movement and to acquaint babies with different postures.
Interactions with parents and other caregivers are important experiences for young babies. Intimate experiences, such as holding, cuddling, and feeding, teach babies that they will be protected, cared for, and loved. Listening to voices and looking at faces are also important for the social and emotional development of newborns. Parents can help build skills and trust with their babies simply by looking at them warmly and quietly when they are awake. Babies will begin to follow their parents' faces with their eyes, later moving their head, and they may copy facial expressions in response to a parent's voice or smile. Interaction with young babies should be tempered to match the baby's level of interest and ability to take in sounds and actions. Some newborns may easily become overwhelmed and need a quiet place to relax.

Learning to eat is a complex skill for newborns to acquire. Learning to attach to the breast or suck from a bottle, while also swallowing and breathing, takes some practice. When babies are fed, all of their senses are stimulated; they not only taste and smell food, they also must handle being moved and interacting with the person who feeds them. Parents can help babies learn to enjoy and anticipate eating by keeping eating times calm and predictable. Newborns often find it difficult to stay awake when eating, but their ability to stay alert will increase as they become used to regular eating and waking times. Young infants will often grasp or explore with their hands while eating. They will begin to anticipate being fed by showing excitement and turning their head toward the bottle or breast and opening their mouth. Babies will also often look at their caregiver while eating, and so feeding provides an opportune time for baby and parent to share eye contact and feel close to one another.

A key skill for newborns and infants to develop is the ability to self-soothe or regulate their emotions. Young babies need help from their caregivers to protect them from overstimulation, including loud sounds, bright lights, and too much handling or activity. When babies become overwhelmed, parents should step in and help by removing them to a quiet and soothing atmosphere. As they grow, babies develop strategies to better manage stimulation and soothe themselves, such as sucking on their hand or grasping a blanket. Infants who can calm themselves are better able to manage stress and adapt to new experiences.

Newborns will change and develop quickly given a nurturing environment. Parents and caregivers should consistently respond to infants' needs and give them close attention. Babies respond positively to environments that are organized and consistent. Caregivers can help babies develop a sense of trust and security by providing consistent routines that help them know what to expect. They can help them feel secure by doing some things, such as feeding and changing, the same way each time. Caregivers should notice how a baby reacts to different situations and respond accordingly. Caregivers should talk with a health care provider about any questions or concerns about their child's development.

Ages 4–8 Months

Infants 4–8 months old are becoming more alert and mobile. They learn about their world through their senses and emerging physical skills. Babies at this age are gaining muscle strength and may achieve a series of physical milestones, including head control and sitting up, which is later followed by creeping or crawling. They explore objects with their mouth and by kicking, reaching, grasping, pulling, and letting go. They delight in discovering new skills and may become deeply engrossed in practicing a newly discovered skill. Young infants are skillful at attracting and holding the attention of those around them. They can smile, laugh, coo, and reach out to engage their parents and other caregivers. They love to listen and respond to language by imitating the sounds and rhythms of what they hear.

Ages 4-8 months

Physical Development & Health		
Indicators *Young infants may...*	**Examples** *Young infants may...*	**Suggested Supports** *Adults may...*
1. Perceptual Development : The developing ability to become aware of the social and physical environment through the senses.		
1. Use the senses to explore objects and people in the environment.	• Look at an object in their hand, mouth it, and then take it out to look at it again. • Hear footsteps in the darkened nap room and turn their head to try to look. • Show excitement upon recognizing the color of a favorite food that is offered on a spoon. *Behaviors leading up to indicator:* • Have a range of vision that is several feet. • Experience the sensation of being touched, and then search for the object or person. • Listen to the sounds that family members use while talking in the home language, and use these same sounds while babbling. • Startle when hearing a loud noise. • Kick their feet while lying in the crib, feel the crib shake, and then kick their feet again. • Recognize an object as something they have seen before, even while looking at it from a different perspective. • Notice the difference between different songs. • Look confused upon hearing sounds that do not fit with the motions observed (for example, hearing a squeaking noise while seeing a rattle move). • Explore objects with the mouth. • See different colors. • See things from a distance. • Track moving objects with both eyes together.	• Pay attention to signs that the baby can hear noises and voices and can see lights, colors, and actions. • Arrange for regular health and developmental exams (usually part of baby's well-child visit), including vision and hearing screenings with a health care provider. • Expose the infant to a variety of sensory experiences (e.g., sights, sounds, tastes, textures, movements, smells), both indoors and outdoors. • Provide the infant with both calming and stimulating experiences in different environments depending on the baby's signals. • Pay attention to noise levels in the baby's environment making sure to keep loud noises away from the baby's ear; avoid putting electronic toys in the crib or areas where the baby may sleep. • Gently turn, roll, bounce, and sway the infant to increase her muscle strength and to help develop important connections between the brain and muscles.

Physical Development & Health		
Indicators *Young infants may...*	**Examples** *Young infants may...*	**Suggested Supports** *Adults may...*
2. Gross Motor : The developing ability to move the large muscles.		
1. Maintain their posture in a sitting position and shift between sitting and other positions. 2. Demonstrate control of their head and neck.	• Sit on the floor, legs bent, with one leg closer to the body than the other. • Use forearms to pull forward on the floor while on their tummy. • Move from a sitting position onto hands and knees. *Behaviors leading up to indicators:* • Hold their head upright and in midline when being held and moved. • Hold onto a foot while lying on their back. • Roll from back to stomach. • Roll from stomach to back. • Bring both hands to the midline while lying on their back. • Sit without support and turn to the left or right to reach an object. • Balance on one side, bearing weight on the lower hip, arm, and leg, leaving the upper arm and leg free to move and to manipulate objects. • Move from their hands and knees into a sitting position. • Rock on their hands and knees, sometimes losing balance.	• Provide opportunities for the infant to move and engage in a variety of physical activities, such as lying on a blanket on the floor in a safe area. • Avoid prolonged periods of time in devices that restrict movement (e.g., mechanical swings, baby carriers). • During play, sometimes place the baby on his back and other times on his stomach to provide broader views and encourage use of his legs, arms, and hands.
3. Fine Motor : The developing ability to move the small muscles.		
1. Easily reach for and grasp things. 2. Use eyes and hands to explore objects actively.	• Reach for and grasp an object, using one hand. • Use their hand in a raking or sweeping motion to bring a toy closer.	• Provide safe (i.e., no small parts or pieces) objects and toys and play games to encourage the infant to move and do things for herself.

Physical Development & Health		
Indicators *Young infants may...*	**Examples** *Young infants may...*	**Suggested Supports** *Adults may...*
	• Hold a small block using the thumb and fingertips. • Hold a small block in each hand and bang the blocks together. *Behaviors leading up to indicator:* • Transfer a cloth from one hand to another. • Pull a spoon out of their mouth. • Reach toward a toy and make grasping motions with the hand. • Reach for a second toy when already holding one in the other hand. • Hold one block in each hand, then drop one of them when an adult holds out a third block. • Have the hands in an open position when relaxed.	• Provide objects to be pushed, pulled, and held. • Provide and encourage the baby to play with bath toys by scooping and pouring. • Give the infant appropriate finger foods to eat when they are ready (e.g., dry cereal, cooked vegetables). • Place objects of interest just beyond the baby's reach to encourage stretching and body coordination.
4. Health : Maintenance of healthy growth and participation in physical activity.		
1. Maintain growth. 2. Engage in physical activity and movement. 3. Develop sleep routines and cycles.	• Grow proportionally according to height and weight growth charts. • Anticipate being fed. • Show they enjoy physically active play by repeating actions (e.g., kicking, waving arms, rolling over). • Get sufficient rest and exercise to support healthy development. • Sleep for longer periods at a time: more at night, and less during the day.	• Introduce healthy strained foods, then finger foods, as recommended by a health care provider. • Acknowledge the baby's excitement about eating when getting into a feeding position, smelling the breastfeeding mother, or seeing a bottle. • Respond to signs of illness with soothing and additional help if needed; communicate these signs to others who care for the baby. • Provide the infant with periods of unstructured movement every day, allowing infant to move freely. • Engage in physical activities together. • Communicate with other caregivers about the child's preferences and routines (e.g., changes in feeding, napping, sleep, eating).

Social Development		
Indicators *Young infants may...*	**Examples** *Young infants may...*	**Suggested Supports** *Adults may...*
1. Interaction with Adults : The developing ability to respond to and engage with adults.		
1. Purposefully engage in reciprocal interactions and try to influence the behavior of others. 2. Show both interest in and caution toward unfamiliar adults.	• Attend to an unfamiliar adult with interest but show wariness or become anxious when that adult comes too close. • Take an adult's hands and rock forward and backwards as a way of asking her to sing a favorite song. • Engage in games (pat-a-cake, peek-a-boo). • Make eye contact with a family member. • Vocalize to get attention. *Behaviors leading up to indicators:* • Engage in playful, face-to-face interactions with an adult, such as taking turns vocalizing and then smiling or laughing. • Begin to protest separations from significant adults.	• Make eye contact with the infant during routine times, such as feeding and diaper changing, with respect for cultural practices. • Provide regular and purposeful interactions. • Talk and coo during interactions with the infant; imitate sounds made by the baby. • Introduce the baby to new adults gradually and follow the baby's cues when the baby is ready to be held by others.
2. Interaction with Peers : The developing ability to respond to and engage with other children.		
1. Show interest in familiar and unfamiliar peers by staring at another child, exploring another child's face and body, or responding to siblings and older peers.	• Watch other children with interest. • Touch the eyes or hair of a peer. • Attend to a crying peer with a serious expression. • Laugh when an older sibling or peer makes a funny face. *Behaviors leading up to indicator:* • Notice other infants and children while sitting on a parent's or teacher's lap. • Cry when hearing another baby cry.	• Provide time for child-to-child interaction (e.g., placing infants facing one another during tummy time, sharing a sand box). • Verbally recognize and label children's interaction (e.g., "I see you looking at Sam.").

Social Development		
Indicators *Young infants may...*	**Examples** *Young infants may...*	**Suggested Supports** *Adults may...*
3. Relationships with Peers : The development of relationships with certain peers through interactions over time.		
1. Show interest in familiar and unfamiliar children.	• Watch other children with interest. • Touch the eyes or hair of a peer. • Attend to a crying peer with a serious expression. • Laugh when an older sibling or peer makes a funny face. • Try to get the attention of another child by smiling at him or babbling to him. *Behaviors leading up to indicator:* • Look at another child who is lying on the blanket nearby. • Turn toward the voice of a parent or older sibling.	• Encourage and model behavior for the infant through respectful responses. • Provide the infant with opportunities to be around and observe other children, including those slightly older than themselves. • Allow older children to talk, smile, and laugh with the baby.
4. Empathy : The developing ability to share in the emotional experiences of others.		
1. Demonstrate awareness of others' feelings by reacting to their emotional expressions.	• Stop playing and look at a child who is crying. • Laugh when an older sibling or peer makes a funny face. • Return the smile of a parent or teacher. • Grimace when another child cries. *Behaviors leading up to indicator:* • Cry when hearing another baby cry.	• Talk about what other children are feeling or expressing with their sounds, gestures, or facial expressions. • Observe the infant's expressions and mirror back similar expressions. • Sing and speak face-to-face with the infant using an expressive face.

Social Development		
Indicators *Young infants may...*	**Examples** *Young infants may...*	**Suggested Supports** *Adults may...*
5. Social Understanding : The developing understanding of the responses, communication, emotional expressions, and actions of other people.		
1. Know what to expect from familiar people. 2. Understand what to do to get another's attention. 3. Engage in back-and-forth interactions with others. 4. Imitate the simple actions or facial expressions of others.	• Smile when a teacher or parent pauses, to get her to continue playing peek-a-boo or pat-a-cake. • Squeal in anticipation during a game of peek-a-boo. • Learn simple behaviors by imitating a caretaker's facial expressions, gestures, or sounds. • Try to get a familiar game or routine started by prompting an adult. • Quiet crying upon realizing that dad is approaching. *Behaviors leading up to indicators:* • Make imperative vocal sounds to attract attention. • Participate in playful, face-to face interactions with an adult, such as taking turns vocalizing.	• Interact with the infant by sitting on the floor and responding to verbalizations and facial expressions. • Allow the baby to "take the lead" and follow her during interactions.

Emotional Development		
Indicators *Young infants may...*	**Examples** *Young infants may...*	**Suggested Supports** *Adults may...*
1. Relationships with Adults : The development of close relationships with certain adults who provide consistent nurturance.		
1. Seek a special relationship with one (or a few) familiar adult(s) by initiating interactions and seeking proximity, especially when distressed.	• Seek comfort from an adult by crying and looking for him. • Cry out or follow after a parent when dropped off at the child care program. • Lift their arms to be picked up by an adult. • Crawl toward a parent when startled by a loud noise. • Turn excitedly and raise their arms to greet a family member at pick-up time. *Behaviors leading up to indicator:* • Hold on to a parent's sweater when being held. • Babble back and forth with their mother or father. • Be more likely to smile when approached by a familiar adult than a stranger. • Cry when an unfamiliar adult gets too close.	• Provide cuddling and holding when the baby is alert. • Smile, laugh, and play simple games such as peek-a-boo or sound imitations with the infant. • Respond consistently to the baby, using warm facial expressions and words. • Provide a limited number of consistent caregivers who the baby relates to on a regular basis.
2. Identity of Self in Relation to Others : The developing concept that the child is an individual operating with social relationships.		
1. Show clear awareness of being a separate person and of being connected with other people. 2. Identify others as both distinct from and connected to themselves.	• Respond to someone who calls their name. • Turn toward a familiar person upon hearing his name. • Look at an unfamiliar adult with interest but show wariness or become anxious when that adult comes too close. • Wave their arms and kick their legs when a parent enters the room. • Cry when a familiar adult leaves the room. *Behaviors leading up to indicators:* • Use hands to explore different parts of the body. • Examine their own hands and a parent's hands. • Watch or listen for an adult to meet their needs.	• Talk with the infant about body parts and activities during typical routines such as bathing, changing diapers, or feeding (e.g., "You found your toes."). • Use the infant's name frequently. • Provide opportunities for the baby to see her reflection in a mirror.

Emotional Development		
Indicators *Young infants may...*	**Examples** *Young infants may...*	**Suggested Supports** *Adults may...*
3. Recognition of Ability : The developing understanding that the child can take action to influence the environment.		
1. Understand that they are able to make things happen.	• Initiate a favorite game; for example, hold out a foot to a parent to start a game of "This Little Piggy." • Gesture at a book and smile with satisfaction when it is taken down from the shelf. *Behaviors leading up to indicator:* • Try again and again to roll over, even though not yet able to roll completely over. • Grasp, suck, or look at a teething ring. • Shake a toy, hear it make noise, and shake it again. • Stop crying upon seeing a bottle.	• Allow the infant to refuse food and bottles and note his disinterest (e.g., "All done now?"). • Recognize and comment when the infant enjoys an activity, food, or object. • Recognize the infant's accomplishments (e.g., "You pulled off your sock!"). • Provide ample opportunity for repeated activities and exploration.
4. Expression of Emotion: The developing ability to express a variety of feelings through facial expressions, movements, gestures, sounds, or words.		
1. Express a variety of primary emotions such as contentment, distress, joy, sadness, interest, surprise, disgust, anger, and fear.	• Exhibit wariness, cries, or turn away when a stranger approaches. • Be more likely to react with anger than just distress when accidentally hurt by another child. • Express fear of unfamiliar people by moving near a familiar person. • Stop crying and snuggle after being picked up by a parent. • Show surprise at the start of a game of peek-a-boo. *Behaviors leading up to indicator:* • Get frustrated or angry when unable to reach a toy. • Express joy by squealing. • Frown and make noises to indicate frustration. • Be surprised when something unexpected happens.	• Label the infant's feelings as they are expressed through actions (e.g., "You seem so sad that mommy had to leave."). • Express your feelings with your facial expressions, tone of voice, and body language when interacting with the baby. • Observe the infant to determine different cries or actions that demonstrate feelings and needs.

Emotional Development		
Indicators *Young infants may...*	**Examples** *Young infants may...*	**Suggested Supports** *Adults may...*
5. Emotion Regulation : The developing ability to manage emotional responses, with assistance from others and independently.		
1. Use simple behaviors to comfort themselves and begin to communicate the need for help to alleviate discomfort or distress.	• Turn away from an overstimulating activity. • Vocalize to get a teacher's or parent's attention. • Lift their arms to their mom to communicate a desire to be held. • Turn toward an adult for assistance when crying. • Cry after their hand was accidentally stepped on by a peer and then hold the hand up to an adult to look at it. • Reach toward a bottle that is up on the counter and vocalize when hungry. • Make a face of disgust to tell an adult that he does not want any more food. • Bump their head, cry, and look for comfort. • Suck on a thumb to make themselves feel better. • Look at a familiar person when an unfamiliar person enters the room. *Behaviors leading up to indicator:* • Suck on their hands, focus on an interesting toy, or move their body in a rocking motion to calm themselves. • Cry inconsolably less often than in the early months. • Calm themselves by sucking on their fingers or hands. • Be able to inhibit some negative emotions. • Shift attention away from a distressing event onto an object, as a way of managing emotions. • Fall asleep when feeling overwhelmed.	• Observe ways in which the infant is comforted and provide them as needed. • Maintain a calming attitude. • Be aware of individual temperament and accommodate the infant as needed. • Help the baby find ways of calming himself by reducing distractions, bright lights, and loud noises when the baby is tired or upset. • Notice the baby's responses to stressful situations and the baby's ways of seeking comfort and coping with stress. • Respond to the infant in consistent, predictable ways.

Emotional Development		
Indicators *Young infants may...*	**Examples** *Young infants may...*	**Suggested Supports** *Adults may...*
6. Impulse Control : The developing capacity to wait for needs to be met, to inhibit potentially hurtful behavior, and to act according to social expectations, including safety rules.		
1. Act on impulses.	• Explore the feel of hair by pulling it. • Reach for an interesting toy that another child is mouthing. • Reach for another child's bottle that was just set down nearby. • Turn their head away or push the bottle away when finished eating. *Behaviors leading up to indicator:* • Cry when hungry or tired. • Fall asleep when tired.	• Respond to the infant's need for comfort by talking to, holding, or patting him during times of distress or need. • Allow and encourage access to special objects for comfort and recognize the infant's need for such objects. • Provide time for expressing emotions while offering a safe, secure environment.

Language & Literacy Development		
Indicators *Young infants may...*	**Examples** *Young infants may...*	**Suggested Supports** *Adults may...*
1. Receptive Language : The developing ability to understand words and increasingly complex utterances.		
1. Show understanding of a small number of familiar words and react to an adult's overall tone of voice.	• Smile and look toward the door when a teacher says, "Daddy's here." • Wave their arms and kick their legs in excitement when an adult says, "bottle." • Smile when an adult uses baby talk and make a worried face upon hearing a stern voice. *Behaviors leading up to indicator:* • Vocalize in response to speech. • Quiet down when hearing a familiar voice. • Turn toward the window when hearing a fire truck drive by. • Quiet down and focus on an adult who is talking to the child during a diaper change. • Look at or turn toward someone who says the child's name.	• Talk with the baby and allow the baby time to respond to you, perhaps by turning to look at you, smiling, or cooing. • Greet the infant by name and repeatedly use the name in conversations with the infant. • Repeat familiar words and gestures that accompany your actions when taking care of or interacting with the baby. • Name familiar and repetitive sounds in the environment (e.g., car horn, doorbell, pet barking) for the infant. • Learn words and songs from the infant's primary language.
2. Expressive Language : The developing ability to produce the sounds of language and use vocabulary and increasingly complex utterances.		
1. Experiment with sounds, practice making sounds, and use sounds or gestures to communicate needs, wants, or interests.	• Vocalize to get an auntie's attention. • Repeat sounds when babbling, such as "dadadada" or "babababa." • Respond to a wave by waving and saying, "bye-bye." • Lift their arms to an adult to communicate a desire to be held. *Behaviors leading up to indicator:* • Squeal when excited. • Make an angry noise when another child takes a toy. • Make a face of disgust to communicate that they do not want any more food.	• During caregiving routines, talk about what you are doing and wait for a response. • Respond to the baby's cooing and babbling and converse as if the baby understands everything you are saying. • Imitate sounds or gestures that the baby makes and allow time for the baby to imitate you. • Use everyday routines, such leaving, to role-play social language games (e.g., wave goodbye, blow kisses). • Repeat and expand the infant's vocalizations.

Language & Literacy Development		
Indicators *Young infants may...*	**Examples** *Young infants may...*	**Suggested Supports** *Adults may...*
3. Communication Skills and Knowledge : The developing ability to communicate nonverbally and verbally.		
1. Participate in back-and-forth communication and games.	• Put their arms up above their head when an adult says, "soooo big." • Try to engage an adult to play peek-a-boo by hiding their face behind a blanket, uncovering face, laughing. • Pull an adult's hands away from their face during a game of peek-a-boo. • Try to clap their hands to get their grandpa to continue playing pat-a-cake. • Make sounds in response to a song. • Interact with an adult while singing a song with actions or while doing fingerplays. *Behaviors leading up to indicator:* • Respond with babbling when asked a question. • Laugh when a parent nuzzles her face in the child's belly, vocalize expectantly when she pulls back, and laugh when she nuzzles again. • Move their body in a rocking motion to get an adult to continue rocking. • Babble back and forth with an adult during a diaper change.	• Engage in familiar sound play with the infant (e.g., clap your hands at different tempos). • Play with words with the infant (e.g. "I like to eat, I like to oat, I like to ite."). • Read books with rhymes, songs, and repetitive language with the baby. • Use motions, signs, and gestures familiar to the infant. • Clap, stomp, dance or finger tap with the infant.
4. Interest in Print : The developing interest in engaging with print in books and the environment.		
1. Explore books and show interest in adult-initiated literacy activities, such as looking at photos and exploring books together with an adult.	• Point to or indicate an object that they would like the adult to pay attention to. • Look intently at photographs of classmates when the teacher talks about the pictures. • Look at pictures that a parent points to while reading a storybook. • Hold a book and try to turn the pages. *Behaviors leading up to indicator:* • Chew on a board book.	• Show the baby pictures of family members or photos of other babies and young children. • Provide cloth or cardboard picture books for the baby to hold and look at. • Read to the baby.

Cognitive Development		
Indicators *Young infants may...*	**Examples** *Young infants may...*	**Suggested Supports** *Adults may...*
1. Cause-and-Effect : The developing understanding that one event brings about another.		
1. Perform simple actions to make things happen, notice the relationships between events, and notice the effects of others on the immediate environment.	• Shake a toy, hear the sound it makes, and then shake it again. • Loudly bang a spoon on the table, notice the loud sound, and do it again. • Watch their grandma wind up a music box and, when the music stops, touch her hand to get her to make it start again. • Splash their hands in water and notice how their face gets wet. • Push a button on the push-button toy and watch the figure pop up. • Put objects into a clear container, turn it over, watch the objects fall out, and then fill it up again. • Clap their hands and then look at a parent to get her to play pat-a-cake. *Behaviors leading up to indicator:* • Hear a loud noise and turn their head in the direction of the noise. • Explore toys with their hands and mouth. • Move their body in a rocking motion to get their mother to continue rocking. • Kick their legs in the crib and notice that the mobile up above jiggles with the kicking movements. • Attend to a toy while exploring it with their hands.	• Provide toys that respond when played with (e.g., toys with large switches, toys that light up when pressed or shaken). • Provide floor space and time for active movement and exploration. • Provide toys that the baby can grasp and explore. • Position toys so the baby can kick or grasp and see a response. • Shake sound toys so the infant can hear and respond. • Respond to the baby, pointing out the effects of her actions on toys (e.g., “Look how you made the ball move!”). • Respond to the baby’s babbling with smiles and a similar sound. • Engage in conversation, describing what you are or the infant is doing.

Cognitive Development		
Indicators *Young infants may...*	**Examples** *Young infants may...*	**Suggested Supports** *Adults may...*
2. Spatial Relationships : The developing understanding of how things move and fit in space.		
1. Move their bodies, explore the size and shape of objects, and observe people and objects as they move through space.	• Use vision or hearing to track the path of someone walking by. • Watch a ball roll away after accidentally knocking it. • Hold one stacking cup in each hand. • Put toys into a clear container, dump them out, and then fill the container up again. *Behaviors leading up to indicator:* • Look at their own hand. • Reach for a nearby toy and try to grasp it. • Explore toys with their hands and mouth.	• Provide a variety of 2D and 3D objects of different sizes, shapes, colors, and textures for the baby to look at, hold, mouth, and manipulate. • Allow the baby to play with safe household containers.
3. Imitation : The developing ability to mirror, repeat, and practice the actions of others, either immediately or later.		
1. Imitate simple actions and expressions of others during interactions.	• Copy movements when playing pat-a-cake and peek-a-boo. • Imitate a familiar gesture, such as clapping hands together or patting a doll's back, after seeing someone else do it. • Notice how someone else makes a toy work and then push the same button to make it happen again. *Behaviors leading up to indicator:* • Listen to an adult talk during a diaper change and then babble back when she pauses. • Copy the intonation of adult speech when babbling.	• Provide time for one-to-one interactions, including games such as peek-a-boo. • Imitate the baby's faces or noises and watch to see if the baby imitates you. • Play with familiar toys, such as shaking a rattle or patting a soft toy, and allow time for the baby to imitate your actions.

Cognitive Development		
Indicators *Young infants may...*	**Examples** *Young infants may...*	**Suggested Supports** *Adults may...*
4. Number Sense : The developing understanding of number and quantity.		
1. Focus on one object or person at a time, yet they may at times hold two objects, one in each hand.	• Hold one block in each hand, then drop one of them when someone holds out a third block. • Watch a ball as it rolls away after hitting it with their hand. • Explore one toy at a time by shaking, banging, or squeezing it. • Notice when someone walks in the room. *Behaviors leading up to indicator:* • Explore toys with their hands and mouth. • Reach for a second toy but may not grasp it when already holding one toy in the other hand. • Transfer a toy from one hand to the other. • Reach for, grasp, and hold onto a toy with one hand when already holding a different toy in the other hand. • Track visually the path of a moving object.	• Use vocabulary words or gestures that indicate quantity (e.g., all done, more). • Show the young infant how to sign "more" (e.g., putting their finger tips together). • Offer the infant another similar toy while she is holding a toy to encourage her to begin to hold two items at the same time. • Talk about quantity with the baby (e.g., "Now you have two.").
5. Classification : The developing ability to group, sort, categorize, connect, and have expectations of objects and people according to their attributes.		
1. Distinguish between familiar and unfamiliar people, places, and objects, and explore the differences between them.	• Explore how one toy feels and then explore how another toy feels. • Stare at an unfamiliar person and move toward a familiar person. *Behaviors leading up to indicator:* • Explore toys with their hands and mouth. • Bang a toy on the table. • Touch different objects (e.g., hard or soft) differently.	• Provide toys of various sizes, shapes, colors, and textures for the baby to explore. • Share books with pictures of different people and animals and name each one as you or the baby touches it.

Cognitive Development		
Indicators *Young infants may...*	**Examples** *Young infants may...*	**Suggested Supports** *Adults may...*
6. Symbolic Play : The developing ability to use actions, objects, or ideas to represent other actions, objects, or ideas.		
1. Use active exploration to become familiar with objects and actions. 2. Build knowledge of people, actions, objects, and ideas through observation.	• Cause toys to make noise by shaking, banging, and squeezing them. • Roll a car back and forth on the floor. *Behaviors leading up to indicators:* • Explore toys with their hands and mouth.	• Allow the baby time to explore and examine toys, as well as everyday objects and new things. • Demonstrate with a doll or stuffed animal actions such as hugging or rocking.
7. Routines : The developing ability to understand and participate in personal care and sleep routines.		
1. Be responsive during the steps of personal care routines. 2. Develop sleep routines and cycles.	• Turn their head away as an adult reaches with a tissue to wipe the child's nose. • Kick their legs in anticipation of a diaper change and then quiet down as the parent wipes the child's bottom. • Pay attention to their hands as a care taker holds them under running water and helps rub them together with soap. • Fall asleep when tired. *Behaviors leading up to indicators:* • Anticipate being fed upon seeing a bottle. • Hold onto the bottle while being fed.	• Encourage the baby to focus on caregiving tasks and what will happen next by talking about what you are doing and what you will do next. • Repeat the same routines over and over so that the baby can begin to anticipate the routine. • Use signs and words to help the baby establish routines and guide them (e.g., "all done," "more," "bye-bye," "night-night").

Approaches to Learning		
Indicators *Young infants may...*	**Examples** *Young infants may...*	**Suggested Supports** *Adults may...*
1. Problem Solving : The developing ability to engage in a purposeful effort to reach a goal or figure out how something works.		
1. Use simple actions to try to solve problems involving objects, their bodies, or other people.	• Shake, bang, and squeeze toys repeatedly to make the sounds happen again and again. • Reach for a ball as it rolls away. • Vocalize to get an adult's attention. • Pull the string on a toy to make it come closer. • Focus on a desired toy that is just out of reach while repeatedly reaching for it. • Turn a bottle over to get the nipple in their mouth. • Lift up a scarf to search for a toy that is hidden underneath. *Behaviors leading up to indicator:* • Explore toys with their hands and mouth. • Reach for a second toy when already holding on to one toy. • Hold a toy up to look at it while exploring it with their hands.	• Use vocabulary words or gestures that indicate quantity (e.g., all done, more). • Show the young infant how to sign "more" (e.g., putting their finger tips together). • Offer the infant another similar toy while she is holding a toy to encourage her to begin to hold two items at the same time. • Talk about quantity with the baby (e.g., "Now you have two.").
2. Memory : The developing ability to store and later retrieve information about past experiences.		
1. Recognize familiar people, objects, and routines in the environment and show awareness that familiar people still exist even when they are no longer physically present.	• Turn toward the front door when hearing the doorbell ring or toward the phone when hearing the phone ring. • Look for their father after he briefly steps out of the room. *Behaviors leading up to indicator:* • Explore toys with their hands and mouth. • Find a rattle hidden under a blanket when only the handle is showing. • Look toward the floor when a bottle falls off of the table.	• Play games that involve repetition (e.g., peek-a-boo, pat-a-cake, finger rhymes). • Name people and items in the room. • Play hiding games with the infant by partially hiding a toy under a blanket or cloth. • Provide family photos to look at and name family members for the infant.

Approaches to Learning		
Indicators *Young infants may...*	**Examples** *Young infants may...*	**Suggested Supports** *Adults may...*
3. Attention Maintenance : The developing ability to attend to people and things while interacting with others and exploring the environment and play materials.		
1. Pay attention to different things and people in the environment in specific, distinct ways.	• Play with one toy for a few minutes before focusing on a different toy. • Focus on a desired toy that is just out of reach while repeatedly reaching for it. • Show momentary attention to board books with bright colors and simple shapes. • Attend to the play of other children. • Put toy animals into a clear container, dump them out, and then fill the container up again. • Stop moving, to focus on an adult who is starting to interact with the child. *Behaviors leading up to indicator:* • Remain calm and focused on people, interesting toys, or interesting sounds for a minute. • Explore a toy by banging, mouthing, or looking at it.	• While playing on the floor, position hanging toys or mobiles so the infant can kick them repeatedly. • Keep the environment relatively quiet and not visually overloaded so the baby can notice sounds and changes in stimuli. • Put words to actions, and explain what you are doing and why (e.g., changing diapers, preparing food).

Ages 9-18 months

Older infants are ready to explore their world and are becoming more adventurous as their increasing mobility allows them to have new experiences. They are very curious and will actively investigate objects and people in their environment, while still needing the security that familiar adults provide. Infants 9–18 months show strong attachment to the adults in their life and a fascination with their peers. They practice communication by babbling, and they understand and can respond to a growing number of words.

Physical Development & Health		
Indicators *Older infants may...*	**Examples** *Older infants may...*	**Suggested Supports** *Adults may...*
1. Perceptual Development : The developing ability to become aware of the social and physical environment through the senses.		
1. Use the information received from the senses to change the way they interact with the environment.	• Adjust the way they are walking depending on the type of surface; for example, walking slowly on rocks and faster on pavement. • Choose to sit on their bottom and slide down a steep hill rather than walk down it. • Sway back and forth to the beat of a song while standing up. • Pull their hands away from the sensory table, which is filled with an unfamiliar slimy substance. • Spend a lot of time in the sandbox, burying a hand underneath a pile of sand. • Stop pouring sand into a bucket that is already full. *Behaviors leading up to indicator:* • Nuzzle their face into a freshly washed blanket to smell it. • Show recognition of sounds, such as their mother's footsteps, water running in the bathtub, or the refrigerator door being opened. • Pat, push, mound, and squeeze play dough, experiencing all the ways it can be used. • Explore pegboard holes with a finger, then look around for something to fit in the holes. • Enjoy messy activities or show a dislike for messy activities. • React to various sensations, such as extremes in temperature and taste. • Crumple and tear paper. • Stop crawling when they reach the edge of the couch.	• Give the older infant opportunities to manipulate materials and toys such as small squishy balls or simple toys with handles or knobs. • Expose the older infant to soft books and pictures. • Help the older infant experience mobility through carrying, positioning, and holding. • Provide physical experiences that integrate the older infant's movements with senses, such as water- or sand-play, stacking blocks, and dumping and filling tubs. • Avoid prolonged periods of time in devices that restrict movement (e.g., mechanical swings, baby carriers). • Provide materials and objects of various textures, colors, smells, and sounds.

Physical Development & Health		
Indicators *Older infants may...*	**Examples** *Older infants may...*	**Suggested Supports** *Adults may...*
	• Be able to remember where toys are stored in the classroom because they have crawled by them before. • Notice the difference between different songs. • Look confused upon hearing sounds that do not fit with the motions observed (for example, hearing a squeaking noise while seeing a rattle move). • Explore objects with the mouth. • See different colors. • See things from a distance. • Track moving objects with both eyes together.	
2. Gross Motor : The developing ability to move the large muscles.		
1. Move from one place to another by walking and running with basic control and coordination.	• Stand on one foot, alone or with support. • Walk sideways. • Push a doll stroller or play shopping cart. • Climb onto an adult-sized couch. • Run. *Behaviors leading up to indicator:* • Creep on their hands and knees or hands and feet. • Pull to a stand, using furniture for support. • Cruise while holding onto furniture. • Sit down from a standing position. • Walk without support. • Throw a ball, underhand or overhand, to an uncle. • Squat to explore a toy on the ground and then stand up. • Walk up or down stairs by stepping with both feet on each step while holding a parent's hand or the handrail. • Get into a standing position without support. • Crawl or creep up or down a few steps.	• Provide safe, interesting places to move around and explore. • Allow and encourage the older infant to move to get what he wants, such as a toy that is out ofreach. • Provide "props" such as simple toys with wheels (e.g., toy lawn mowers, push toys). • Provide solid props such as ottomans to use for support as the older infant experiments with standing and walking. • Provide toys during tummy time and floor time that promote reaching and movement, such as musical stuffed animals or soft rubber vehicles. • Encourage exploration of different levels or safe household objects (e.g., soft sloping planes, ramps, wedges) that encourage balance or movement. • Play games that require physical actions, such as using different kinds of balls to roll, throw, or kick.

Physical Development & Health		
Indicators *Older infants may...*	**Examples** *Older infants may...*	**Suggested Supports** *Adults may...*
3. Fine Motor : The developing ability to move the small muscles.		
1. Hold small objects in one hand and sometimes use both hands together to manipulate objects.	• Hold a crayon between their fingers and thumb. • Scribble with big arm movements. • Place pegs into a pegboard. • Hold a toy with one hand and use the fingers of the other hand to explore it. • Point to the pictures of a book. • Place a stacking ring on the post. • Use two hands to pick up a big truck, but only one hand to pick up a small one. • Use the wrists to rotate objects in order to explore all sides. • Use one hand in opposition to the other. *Behaviors leading up to indicator:* • Hold on to two blocks while reaching for another block. • Use their thumb and index finger to pick up a piece of cereal. • Drop a block into the wide opening of a large container. • Turn the pages of a board book. • Use their hands to follow along with some motions of a song, chant, or finger play. • Grasp onto and pull the string of a pull toy. • Point with their index finger. • Stack two to three small blocks into a tower. • Unscrew the lid of a plastic jar. • Put pieces of cereal inside a container with a small opening.	• Provide a variety of safe toys with pieces that come apart, fit together, and stack. • Give the older infant supervised opportunities to use pincer grasp (finger-thumb) skills in a variety of activities, such as eating or grasping. • Provide opportunities for grasping, squeezing, and holding objects. • Play hand and fingerplay games. • Provide water toys that encourage scooping and pouring. • Give the older infant appropriate finger foods to eat (e.g., dry cereal, cooked vegetables). • Provide books to promote fine motor skills (e.g., turning pages, pointing). • Provide toys that encourage two-hand use. • Provide play dough experiences for hand exercise and small muscle development. • Provide markers and other materials for drawing.

Physical Development & Health

Indicators *Older infants may...*	Examples *Older infants may...*	Suggested Supports *Adults may...*
4. Health : Maintenance of healthy growth and participation in physical activity.		
1. Demonstrate the stamina and energy to participate in daily activities. 2. Show characteristics of healthy development and maintain growth.	• Show appropriate gains in height and weight according to growth charts. • Meet developmental milestones as measured by caregiver reports, standardized instruments, and behavioral observations. • Respond to verbal cues like "it's time to take a nap" by moving toward a blanket/cuddle toy or "time for lunch" by sitting at the table, going to wash their hands, or getting their lunch box.	• Encourage ongoing and regular medical and dental visits. • Continually assess development using observations and standardized screeners at well-child visits. • Ensure the older infant receives all age-appropriate immunizations and screenings. • Be responsive to an older infant's typical signs of illness, distress, or discomfort (e.g., teething, diaper rash, earache, cranky mood) and seek assistance as needed. • Communicate with other adults about an older infant's health and well-being.

Social Development

Indicators *Older infants may...*	Examples *Older infants may...*	Suggested Supports *Adults may...*
1. Interaction with Adults: The developing ability to respond to and engage with adults.		
1. Participate in routines and games that involve complex back-and-forth interaction. 2. Follow the gaze of an adult to an object or person. 3. Check with a familiar adult when uncertain about something or someone.	• Move close to the teacher and hold her hand when a visitor enters the classroom but watch the visitor with interest. • Bring a familiar object when asked. • Allow an unfamiliar adult to get close only after the adult uses an object to bridge the interaction, such as showing interest in a toy that is also interesting to the child.	• Recognize the older infant's non-verbal interactions as communication and respond to them. • Join the infant on the floor to play. • Ask the older infant if she wants to help (e.g., provide a spoon and bowl to her while you prepare dinner).

Social Development		
Indicators *Older infants may...*	**Examples** *Older infants may...*	**Suggested Supports** *Adults may...*
	• Watch, and then help their grandma as she prepares a snack. • Seek reassurance from parents when they are unsure if something is safe. *Behaviors leading up to indicator:* • Engage in back-and-forth interaction by handing a parent an object, then reaching to receive the object when it is handed back. • Show—but not give—a toy to an aunt.	• Talk with the older infant to describe your interactions. • Read a book together, pointing out pictures so that the older infant also looks at the same pictures.
2. Interaction with Peers : The developing ability to respond to and engage with other children.		
1. Engage in simple back-and-forth interactions with peers for short periods of time.	• Hit another child who takes a toy. • Offer a book to another child, perhaps with encouragement from the teacher. • Tickle another child, get tickled back, and tickle him again. • Engage in reciprocal play, such as run-and-chase or offer-and-receive. • Play ball with a peer by rolling the ball back and forth to each other. *Behaviors leading up to indicator:* • Engage in solitary play. • Play a reciprocal game, such as pat-a-cake, with a teacher and a peer.	• Provide opportunities for the older infant to see and interact with other babies and young children. • Acknowledge pro-social behavior (e.g., “Thank you for bringing me Tracie’s hat.”). • Be ready to intervene and assist the older infant who has conflicts; verbalize the conflict and resolution (e.g., “See Amy crying? She is sad because you took her toy. Let’s give it back and find you another.”).

Social Development		
Indicators *Older infants may...*	**Examples** *Older infants may...*	**Suggested Supports** *Adults may...*
3. Relationships with Peers : The development of relationships with certain peers through interactions over time.		
1. Prefer to interact with one or two familiar children in the group and usually engage in the same kind of back-and- forth play when interacting with those children.	• Play the same kind of game, such as run-and-chase, with the same peer almost every day. • Choose to play in the same area as a friend. *Behaviors leading up to indicator:* • Watch an older sibling play nearby. • Bang blocks together next to a child who is doing the same thing. • Imitate the simple actions of a peer.	• Provide enough space in the play area for two or more children to play side-by-side. • Maintain close supervision as children play near each other. • Engage older infants in simple games with one another (e.g., rolling a ball with two or three children and saying, "I'm rolling the ball to Joey; Joey is rolling the ball to Izzy."). • Point out simple interactions (e.g., "Jacob is smiling at you. He is saying, 'Hello.'").
4. Empathy : The developing ability to share in the emotional experiences of others		
1. Change their behavior in response to the feelings of others even though their actions may not always make the other person feel better. 2. Show an increased understanding of the reason for another's distress and may become distressed by the other's distress.	• Offer to help a crying playmate by bringing their own mother over. • Try to hug a crying peer. • Bring their own special blanket to a peer who is crying. • Become upset when another child throws a tantrum. • Gently pat a crying peer on his back, just like their dad did earlier in the day. • Hit a child who is crying loudly. • Stop playing and look with concerned attention at a child who is screaming. • Move quickly away from a child who is crying loudly.	• Provide toys, such as dolls or stuffed animals, that the older infant can pretend to take care of by holding, feeding, rocking, or singing. • Provide support and encouragement when children interact positively (e.g., "You gave the block to Emily. Emily is smiling."). • Model empathetic feelings for others. • Talk about another child's expression of feelings (e.g., "Mia is laughing because the puppet is so funny."). • Model strategies of care and comfort for other children; talk about your strategies (e.g., "Jake feels better when I pat his back.").

Social Development		
Indicators *Older infants may...*	**Examples** *Older infants may...*	**Suggested Supports** *Adults may...*
	Behaviors leading up to indicator: • Stand nearby and quietly watch a peer who has fallen down and is crying. • Exhibit social referencing by looking for emotional indicators in others' faces, voices, or gestures to decide what to do when uncertain. • Cry upon hearing another child cry.	
5. Social Understanding : The developing understanding of the responses, communication, emotional expressions, and actions of other people.		
1. Know how to get adults to respond in a specific way through gestures, vocalizations, and shared attention. 2. Use another's emotional expressions to guide their own responses to unfamiliar events. 3. Learn more complex behavior through imitation. 4. Engage in more complex social interactions and have developed expectations for a greater number of familiar people.	• Gesture toward a desired toy or food while reaching, making imperative vocal sounds, and looking toward their grandpa. • Seek reassurance from parents when they are unsure about something. • Vary their response to different adults depending on their play styles, even before they have started playing; for example, get very excited upon seeing an uncle who regularly plays in an exciting, vigorous manner. • Engage in back-and-forth play that involves turn-taking, such as rolling a ball back and forth. • Look in the direction of their dad's gesturing or pointing. • Learn more complex behaviors through imitation, such as watching an older child put toys together and then doing it. *Behaviors leading up to indicator:* • Follow a teacher's gaze to look at a toy. • Hold up or gesture toward objects in order to direct their parent's attention to them.	• Play games or sing songs where the older infant can imitate your sounds, tone of voice, gestures, or facial expressions. • Provide opportunities to listen to conversations and watch adult interactions. • Talk with the older infant to describe his nonverbal interactions (e.g., "You are telling me you want me to play ball with you."). • Play games that involve taking turns.

Emotional Development		
Indicators *Older infants may...*	**Examples** *Older infants may...*	**Suggested Supports** *Adults may...*
1. Relationships with Adults : The development of close relationships with certain adults who provide consistent nurturance.		
1. Feel secure exploring the environment in the presence of important adults with whom they have developed a relationship over an extended period of time. 2. When distressed, seek to be physically close to familiar adults.	• Run in wide circles around the outdoor play area, circling back each time to hug the legs of the teacher before running off again. • Snuggle with their mom or dad when feeling tired or grumpy. • Wave at their grandpa from the top of the slide to make sure he is watching. • Follow a parent physically around the room. • Play away from their teacher and then move close to him from time to time to check in. *Behaviors leading up to indicator:* • Cry and ask for a parent after being dropped off in the morning. • Look for a smile from an adult when unsure if something is safe. • Cling to a parent when feeling ill.	• Respond to requests for comfort and engagement with hugs, smiles, and mutual laughter. • Talk with the older infant about where you are going and when you will return. • Notice the glances from the older infant and provide verbal reassurance that you know where he is (e.g., "I see you playing with the blocks."). • Provide consistent good-bye routines.
2. Identity of Self in Relation to Others : The developing concept that the child is an individual operating with social relationships		
1. Demonstrate awareness of their characteristics and express themselves as distinct persons with thoughts and feelings. 2. Demonstrate expectations of others' behaviors, responses, and characteristics on the basis of previous experiences with them.	• Point to or indicate parts of the body when asked. • Express thoughts and feelings by saying "no!" • Move excitedly when approached by an uncle who usually engages in active play. *Behaviors leading up to indicator:* • Play games such as peek-a-boo or run-and-chase with their teacher. • Recognize familiar people, such as a neighbor or a playmate's parent, in addition to immediate family members. • Use names to refer to significant people; for example, "Mama" to refer to their mother and "Papa" to refer to their father.	• Play naming games about parts of the face or body while holding the older infant or while looking in the mirror. • Respect the older infant's preferences for people, places, and things. • Notice and acknowledge when the older infant completes a new task (e.g., "Yes, you crawled over to the shelf!"). • Acknowledge when the older infant expresses an opinion or feeling, verbally or non-verbally.

Emotional Development		
Indicators *Older infants may...*	**Examples** *Older infants may...*	**Suggested Supports** *Adults may...*
3. Recognition of Ability : The developing understanding that the child can take action to influence the environment.		
1. Experiment with different ways of making things happen. 2. Persist in trying to do things even when faced with difficulty. 3. Show a sense of satisfaction with what they can do.	• Roll a toy car back and forth on the ground and then push it really hard and let go to see what happens. • Clap and bounce with joy after making a handprint with paint. • Squeeze a toy in different ways to hear the sounds it makes. • Smile after walking up a steep incline without falling or carrying a bucket full of sand from one place to another without spilling. • Proudly hold up a book hidden in a stack after being asked to find it. *Behaviors leading up to indicator:* • Drop a blanket over the side of the crib and wait for their mother to pick it up. • Drop a toy truck in the water table and blink in anticipation of the big splash. • Look over a shoulder, smile at their mother, and giggle in a playful way while crawling past her, to entice her to play a game of run-and-chase. • Turn a light switch on and off repeatedly.	• Recognize and reinforce the older infant's attempts to do things on his own. • Provide challenges to already learned skills (e.g., lids on containers, shape sorters, toys to push and pull). • Provide toys, water, and objects that can be used in many ways so that the older infant can experiment on his own with minimum adult supervision. • Provide many opportunities and safe locations to practice new skills.

Emotional Development		
Indicators *Older infants may...*	**Examples** *Older infants may...*	**Suggested Supports** *Adults may...*
4. Expression of Emotion : The developing ability to express a variety of feelings through facial expressions, movements, gestures, sounds, or words.		
1. Express emotions in a clear and intentional way. 2. Begin to express some complex emotions, such as pride. .	• Show affection for a family member by hugging. • Express jealousy by trying to crowd onto the teacher's lap when another child is already sitting there. • Express anger at having a toy taken away by taking it back out of the other child's hands or hitting her. • Smile directly at other children when interacting with them. • Express pride by communicating, "I did it!" *Behaviors leading up to indicator:* • Become anxious when a parent leaves the room. • Knock a shape-sorter toy away when it gets to be too frustrating. • Show anger when another child takes a toy by taking it back. • Express fear by crying upon hearing a dog bark loudly or seeing someone dressed in a costume. • Express sadness by frowning after losing or misplacing a favorite toy. • Smile with affection as a sibling approaches. • Push an unwanted object away.	• Provide time for one-to-one interactions that include touching, cuddling, and holding beyond typical care routines such as feeding. • Describe and label emotions and facial expressions (e.g., "You were scared when the door slammed."). • Respectfully recognize signs of distress (e.g., "You seem upset," rather than "It's okay."). • Look in mirror together, making happy, sad, and scared faces; name and talk about the faces. • Read simple stories about feelings, especially books with photographs of babies expressing different emotions.

Emotional Development		
Indicators *Older infants may...*	**Examples** *Older infants may...*	**Suggested Supports** *Adults may...*
5. Emotion Regulation : The developing ability to manage emotional responses, with assistance from others and independently.		
1. Demonstrate a variety of responses to comfort themselves and actively avoid or ignore situations that cause discomfort. 2. Communicate needs and wants through the use of a few words and gestures.	• Use gestures and simple words to express distress and seek specific kinds of assistance from parents in order to calm themselves. • Use comfort objects, such as a special blanket or stuffed toy, to help calm down. • Seek to be close to a parent when upset. • Play with a toy as a way to distract themselves from discomfort. • Communicate, "I'm okay" after falling down. Indicate their knee and say "boo boo" after falling down and gesture or ask for a bandage. • Approach the teacher for a hug and express, "Mommy work," then point to the door to communicate missing the mother. *Behaviors leading up to indicator:* • Move away from something that is bothersome and move toward a familiar adult for comfort. • Fight back tears when a parent leaves for the day. • Look for a cue from an adult when unsure if something is safe. • Fuss to communicate needs or wants; begin to cry if their mom does not respond quickly enough. Repeat sounds to get their mom's attention.	• Recognize when the older infant has comforted herself. (e.g., "You found your bear and made yourself feel better."). • Acknowledge the older infant's feelings of anxiety and allow her to use familiar adults for security in the presence of unfamiliar adults. • Allow the older infant to meet her own physical or emotional needs in ways that soothe or comfort. • Take along familiar toys or blankets when visiting a new place. • Provide the older infant with a variety of toys, such as stuffed animals or dolls, that she can hold, talk to, and play with. • Stay with the older infant during times of distress to help regulate emotions, if the older infant desires it.

Emotional Development		
Indicators *Older infants may...*	**Examples** *Older infants may...*	**Suggested Supports** *Adults may...*
6. Impulse Control : The developing capacity to wait for needs to be met, to inhibit potentially hurtful behavior, and to act according to social expectations, including safety rules.		
1. Respond positively to choices and limits set by an adult to help control their behavior.	• Stop drawing on the wall when a parent asks. • Choose one toy when dad asks, "Which one do you want?" even though they really want both. • Express "no no" while approaching something they know they should not touch, because their grandparent has communicated "no no" in the past when they tried to do this. • Look to the teacher to see his reaction when they reach toward the light switch. • Stop reaching for the eyeglasses on their grandpa's face when he gently says, "no no." Behaviors leading up to indicator: • Crawl too close to a younger infant lying nearby. • Refrain from exploring another baby's hair when reminded to be gentle. • Look at their mother's face to determine whether it is all right to play with a toy on the table. • Bite another child who takes a toy. • Reach for food on a plate before their dad offers it.	• Calmly and clearly explain the reason that you are asking the older infant to stop a certain action. (e.g., "The vase might break if we touch it, so we need to look but not touch."). • Use simple directions to tell the older infant what he should be doing (e.g., instead of "no hitting," say "soft touch"). • Gently take away forbidden objects or move the older infant away. • Provide enough routine so the older infant can develop an understanding of the expectation for his behavior. • Talk about the routines and what you are doing and what will happen next. • Call the older infant by name and describe actions you are doing. • Give a choice between two acceptable options (e.g., "Would you like to wear the blue socks or the white socks?").

Language & Literacy Development		
Indicators *Older infants may...*	**Examples** *Older infants may...*	**Suggested Supports** *Adults may...*
1. Receptive Language : The developing ability to understand words and increasingly complex utterances.		
1. Show understanding of one-step requests that have to do with the current situation.	• Go to the cubby when the teacher says that it is time to put on coats to go outside. • Cover up the doll when a family member says, "Cover the baby with the blanket." • Go to the sink when their grandparent says that it is time to wash hands. • Get a tissue when their dad says, "Please go get a tissue. We need to wipe your nose." *Behaviors leading up to indicator:* • Follow one-step simple requests if the adult also uses a gesture to match the verbal request, such as pointing to the blanket when asking a child to get it. • Look up and momentarily stop reaching into their mother's purse when she says "no no." • Show understanding of the names for most familiar objects and people.	• Provide the older infant with a language- rich environment through conversation, books, and family stories. • Tell the older infant stories, sing songs, and repeat rhymes from her culture and language, as well as English. • Label and name everything seen and done throughout the day. • Play games and sing songs that use gestures and words that involve one-step directions (e.g., "Show me your eyes," "Wave bye-bye"). • Use words representing the older infant's personal experience. • Recognize and support the older infant's learning of her home language and culture.

Language & Literacy Development		
Indicators *Older infants may...*	**Examples** *Older infants may...*	**Suggested Supports** *Adults may...*
2. Expressive Language : The developing ability to produce the sounds of language and use vocabulary and increasingly complex utterances.		
1. Say a few words and use conventional gestures to tell others about their needs, wants, and interests. .	• Look at a plate of crackers, then at the teacher, and communicate "more." • Point to an airplane in the sky and look at their grandparent. • Use the same word to refer to similar things, such as "milk" while indicating the pitcher, even though it is filled with juice. • Use two words together, such as "Daddy give." • Shake head "no" when offered more food. • Jabber a string of sounds into the toy telephone. • Gesture "all gone" by twisting wrists to turn hands up and down when finished eating lunch. • Use made-up "words" to refer to objects or experiences that only familiar adults will know the meaning of; for example "wo-wo" when wanting to go next door to visit the puppy. *Behaviors leading up to indicator:* • Babble using the sounds of their home language. • Consistently use utterances to refer to favorite objects or experiences that only familiar adults know the meaning of; for example, "bababababa" for blanket. • Express "Mama" or "Dada" when their mother or father, respectively, enters the room. • Say a first word clearly enough that the teacher can understand the word within the context; for example, "gih" for give, "see," "dis" for this, "cookie," "doggie," "uh oh," and "no."	• Play naming games, such as naming animals and making the sounds of the animals. • Listen to the words and sounds the older infant is using and show pleasure and excitement at his attempts to speak. • Expose the older infant to language by talking and reading together. • Introduce and model new sounds, gestures, or words for the older infant to imitate. • Use new, as well as familiar, words or sign language with the older infant and repeat them in different contexts. • Leave out the last word of a familiar and repetitive rhyme and see if the infant fills it in. • Repeat and read the same songs and books over and over. • Use assistive technology with an older infant who needs additional support communicating his wants and needs. (e.g., providing pictures of favorite foods, toys).

Language & Literacy Development		
Indicators *Older infants may...*	**Examples** *Older infants may...*	**Suggested Supports** *Adults may...*
	• Name a few familiar favorite objects. • Change tone when babbling, so that their babbles sound more and more like adult speech. • Use expressions; for example, "uh oh" when milk spills or when something falls off the table. • Say "up" and lift their arms to be picked up by their parent.	
3. Communication Skills and Knowledge : The developing ability to communicate nonverbally and verbally.		
1. Use conventional gestures and words to communicate meaning in short back-and-forth interactions. 2. Use the basic rules of conversational turn-taking when communicating.	• Respond to an adult's initiation of conversation through vocalizations or nonverbal communication. • Initiate interactions with family members by touching, vocalizing, or offering a toy. • Jabber into a toy phone and then pause, as if to listen to someone on the other end. • Shake head or express "no" when an uncle asks if they are ready to go back inside. • Respond to their dad's comment about a toy with an additional, but related, action or comment about the same toy; for example, make a barking sound when their dad pats a toy dog and says, "Nice doggie." *Behaviors leading up to indicator:* • Copy their grandma in waving "bye-bye" to a parent as he leaves the room. • Purse their lips after hearing and seeing a neighbor make a sputtering sound with her lips. • Repeat the last word in an adult's question in order to continue the conversation; for example, saying "dat" after the teacher asks, "What is that?" • Respond with "yes" or "no" when asked a simple question.	• Use familiar gestures or words during routines and allow time for response. • Observe the older infant's response to nonverbal communication by others, such as different pitch or tone of voice, gestures, or body language. • Allow sufficient time for the older infant to respond to questions or suggestions. • Talk with the older infant and use her name in conversation. • Use eye contact and expressions while talking to the older infant. • Provide play opportunities for the older infant to "talk" to peers and adults, with guidance. • Ask the older infant simple questions (e.g., "Where is bear?"). • Talk and interact with the older infant throughout the day. • Immerse the older infant in a language-rich environment, including her primary language.

Language & Literacy Development		
Indicators *Older infants may...*	**Examples** *Older infants may...*	**Suggested Supports** *Adults may...*
	• Hold out a toy for their mother to take and then reach out to accept it when their mom offers it back. • Show an understanding that a conversation must build on what the other partner says; for example, expressing, "bear" when dad points to the stuffed bear and asks, "What's that?" • Initiate back-and-forth interaction with an uncle by babbling and then waiting for the uncle to respond before babbling again. • Say "mmm" when eating, after a parent says, "mmm."	
4. Interest in Print : The developing interest in engaging with print in books and the environment.		
1. Listen to the adult and participate while being read to by pointing, turning pages, or making one- or two-word comments. 2. Actively notice print in the environment.	• Attempt to turn the pages of a paper book, sometimes turning more than one page at a time. • Pretend to read the back of a cereal box while sitting at the kitchen table in the house area. • Recognize a favorite book by its cover. • Pull the teacher by the hand to the bookshelf, point, and express "book" to get the teacher to read a story. • Point to or indicate a familiar sign in the neighborhood. *Behaviors leading up to indicator:* • Try to turn the pages of a paper book, turning several pages at one time.	• Model holding a book correctly and turning pages. • Read one-on-one with the older infant. • Provide durable books that engage the senses (e.g., different textures, bright colors, flaps to lift). • Provide art and books from the older infant's culture (and other cultures). • Provide page-turning devices and book stands to hold books in place for older infants who need them.

Language & Literacy Development		
Indicators *Older infants may...*	**Examples** *Older infants may...*	**Suggested Supports** *Adults may...*
	• Scribble with a crayon. • Smile and point to or indicate pictures of favorite animals in a book. • Help a parent turn a page of a book. • Use an open hand to pat a picture while reading with a family member.	

Cognitive Development		
Indicators *Older infants may...*	**Examples** *Older infants may...*	**Suggested Supports** *Adults may...*
1. Cause-and-Effect : The developing understanding that one event brings about another.		
1. Combine simple actions to cause things to happen. 2.Change the way they interact with objects and people in order to see how it changes the outcome.	• Try to wind the handle of a pop-up toy after not being able to open the top. • Drop different objects from various heights to see how they fall and to hear the noise they make when they land. • Build a tower with big cardboard blocks and kick it over to make it fall, then build it again and knock it down with a hand. • Use a wooden spoon to bang on different pots and pans, and notice how grandpa responds when they hit the pans harder and make a louder noise. *Behaviors leading up to indicator:* • Hold a block in each hand and bang the blocks together.	• Comment positively when the older infant learns a new action or skill to affect things. • Provide cause-and-effect toys (e.g., boxes with buttons to push and turn, jack-in-the-boxes, spinning tops) and toys with moving parts (e.g., cars), and demonstrate how they work. • Talk with the older infant to explain how something happened (e.g., "When you pulled the lever, the wheel went around!"). • Provide a variety of sound instruments that respond when shaken, such as containers with rice or beans, maracas, bells, or shakers. • Provide time and space for the older infant's explorations with toys and materials. • Respond positively to the older infant's success

Cognitive Development		
Indicators *Older infants may...*	**Examples** *Older infants may...*	**Suggested Supports** *Adults may...*
	• Keep turning an object around to find the side that makes it work, such as the reflective side of a mirror, or the open side of a cup. • Cry and anticipate that a parent will come to help. • Drop an object repeatedly from the chair to hear it clang on the floor or to get their grandma to come pick it up. • Watch the teacher squeeze a toy in the water table to make water squirt. • Hand a toy car to a family member after it stops moving and the child cannot figure out how to make it move again. • Close their eyes and turn their face away from the water table before splashing with their hands. • Continue to push the button on a toy that is broken and appear confused or frustrated when nothing happens.	in making something happen (e.g., clapping and saying, "You did it!").
2. Spatial Relationships : The developing understanding of how things move and fit in space.		
1. Use trial and error to discover how things move and fit in space.	• Go around the back of a chair to get the toy car that rolled behind it instead of trying to follow the car's path by squeezing underneath the chair. • Use two hands to pick up a big truck, but only one hand to pick up a small one. • Put a smaller nesting cup inside a larger cup after trying it the other way around. • Choose a large cookie off of the plate instead of a smaller one.	• Provide simple one-piece knobbed puzzles with basic shapes, such as circles and squares. • Encourage the older infant to explore with nesting toys that fit into each other. • Make a basic shape sorter by cutting an opening in the plastic lid of a recycled container. Give the older infant clean metal lids from frozen juice cans to drop into the opening.

Cognitive Development		
Indicators *Older infants may...*	**Examples** *Older infants may...*	**Suggested Supports** *Adults may...*
	• Put the child-sized hat on their head and the larger hat on their dad's head. • Stack three nesting cups inside one another, after trying some combinations that do not work. • Put one or two pegs into the pegboard. • Roll a ball back and forth with an aunt. • Fit pieces into a puzzle board. • Try to fit a piece into the shape sorter and, when it does not fit, turn it until it fits. *Behaviors leading up to indicator:* • Roll a car back and forth on the floor. • Dump toys out of a container. • Turn a toy to explore all sides to figure out how it works. • Throw or drop a spoon or cup from the table and watch as it falls. • Take rings off of a stacking ring toy. • Move over and between cushions and pillows on the floor. • Crawl down a few carpeted stairs. • See a ball roll under the couch and then reach under the couch. • Stack one block on top of another one. • Put one or two rings back onto the post of a stacking ring toy. • Put the circle piece of a puzzle into the round opening, after trying the triangle opening and the square opening.	• Provide small toys, blocks, and balls of various colors, shapes, sizes, and textures (e.g., wood, plastic, fabric, and vinyl) that the older infant can freely explore. • Provide boxes for the older infant to fill with objects or try to fit their body into. • Provide various sized containers for water and sand play.

Cognitive Development		
Indicators *Older infants may...*	**Examples** *Older infants may...*	**Suggested Supports** *Adults may...*
3. Imitation : The developing ability to mirror, repeat, and practice the actions of others, either immediately or later.		
1. Imitate others' actions that have more than one step. 2.Imitate simple actions that they have observed others doing at an earlier time.	• Imitate simple actions that they have observed adults doing; for example, take a toy phone out of a purse and say hello as a parent does. • Pretend to sweep with a child-sized broom, just as a family member does at home. • Rock a baby doll to sleep, just as a parent does with the new baby. • Imitate using the toy hammer as a parent did. *Behaviors leading up to indicator:* • Shrug shoulders after their grandpa does it. • Imitate sounds or words immediately after their mother makes them. • Copy the teacher in waving "bye-bye" to a parent as he leaves the room. • Copy an adult's action that is unfamiliar but that the child can see herself do, such as wiggling toes, even though it may take some practice before doing it exactly as the adult does. • Watch the teacher squeeze a toy in the water table to make water squirt out, then try the same action. • Imitate the hand motion of a family member. • Point to or indicate an object, pay attention as an adult labels the object, and then try to repeat the label.	• Play games and do fingerplays in which the older infant can follow your gestures or motions (e.g., "Where is your nose?" or "Where are your eyes?"). • Sit on the floor and model placing toys in and out of a container. Ask the older infant to copy you. • Provide household items or toys for the older infant to imitate adult behavior (e.g., plastic cups, bowls, and spoons; toy broom or lawn mower; dolls). • Play simple interactive games that encourage the older infant to repeat actions (e.g., peek-a-boo and "Row, Row, Row Your Boat"). • Comment on the older infant's attempts to copy

Cognitive Development		
Indicators *Older infants may...*	**Examples** *Older infants may...*	**Suggested Supports** *Adults may...*
4. Number Sense : The developing understanding of number and quantity.		
1. Demonstrate understanding that there are different amounts of things.	• Communicate "more" and point to a bowl of apple slices. • Shake head "no" when offered more pasta. • Make a big pile of trucks and a little pile of trucks. • Use hand motions or words to indicate "all gone" when finished eating. • Put three cars in a row. *Behaviors leading up to indicator:* • Try to hold on to two toys with one hand while reaching for a third desired toy, even if not successful. • Hold a block in each hand and bang them together. • Put several pegs into a plastic container and then dump them into a pile.	• Provide choices (e.g., offering three different finger foods or two different books). • Read board books with numbers. • Sing songs with numbers (e.g., "Five Little Ducks" or "One, Two, Buckle My Shoe"), showing the numbers with fingers. • Include number references in conversation (e.g., "You have two eyes," or "One, two, three, up you go!").
5. Classification : The developing ability to group, sort, categorize, connect, and have expectations of objects and people according to their attributes.		
1. Show awareness when objects are in some way connected to each other. 2. Match two objects that are the same, and separate a pile of objects into two groups based on one attribute.	• Look at the crayons before choosing a color. • Choose usually to play with the blue ball even though there is a red one just like it. • Pick the toy car from the bin filled with toy dishes. • Pack the baby doll's blanket, brush, bottle, and clothes into a backpack.	• Describe toys by their color or shape characteristics (e.g., "Look at the red truck," or "This ball is round and rolls."). • Play matching games with the older infant. • Encourage the older infant to match similar toys when putting them away in bins. • Provide toys that encourage matching, such as shape sorters.

Cognitive Development		
Indicators *Older infants may...*	**Examples** *Older infants may...*	**Suggested Supports** *Adults may...*
	• Match two identical toys; for example, find another fire truck when the teacher asks, "Can you find a truck just like that one?" • Place all toy cars on one side of the rug and all blocks on the other side. *Behaviors leading up to indicator:* • Roll a car back and forth on the floor, then roll a ball. • Use two items that go together; for example, brush a doll's hair with a brush, put a spoon in a bowl, or use a hammer to hit an object. • Put the red blocks together when their mother asks, "Which blocks go together?"	
6. Symbolic Play : The developing ability to use actions, objects, or ideas to represent other actions, objects, or ideas.		
1. Use one object to represent another object. 2. Engage in one or two simple actions of pretend play.	• Pretend to drink from an empty cup by making slurping noises and saying "ah" when finished. • Begin to engage in pretend play by using a play spoon to stir in the kitchen area. • Pretend that a banana is a telephone by picking it up, holding it to the ear, and saying, "Hi!" • Laugh at an older brother when he puts a bowl on his head like a hat. • Imitate a few steps of adult behavior during play; for example, pretend to feed a baby doll with a toy spoon and bowl. • Use a rectangular wooden block as a phone.	• Provide real and/or toy objects, such as a cup, spoon, or telephone, for pretend play. • Encourage the older infant's use of materials in different ways, such as putting blocks in a shoe box instead of the intended container (e.g., "You found a new container for the blocks!"). • Talk with the older infant about objects, including different ways they can be used. • Model a simple action with an object that isn't a realistic replica or the real thing (e.g., pretend to drink from a seashell, feed a baby doll from a marker or cylindrical block).

Cognitive Development		
Indicators *Older infants may...*	**Examples** *Older infants may...*	**Suggested Supports** *Adults may...*
	Behaviors leading up to indicator: • Use two items that go together; for example, brush a doll's hair with a brush, put a spoon in a bowl, or use a hammer to pound an object through a hole. • Use objects in pretend play the way they were intended to be used; for example, pretend to drink coffee or tea from a play coffee cup.	
7. Routines : The developing ability to understand and participate in personal care and sleep routines.		
1. Show awareness of familiar personal care routines and participate in the steps of these routines.	• Go to the sink when their grandma says that it is time to wash hands. • Get a tissue when an adult says, "Please go get a tissue. We need to wipe your nose." • Move toward the door to the playground after seeing the teacher put his coat on. • Put snack dishes in the sink and their bib in the hamper after eating. • Have trouble settling down for a nap until their mother reads a story, because that is the naptime routine. *Behaviors leading up to indicator:* • Cooperate during a diaper change by lifting her bottom. • Grab the spoon as their father tries to feed the child. • Raise their arms when mom tries to put a dry shirt on the child.	• Talk about what the older infant is seeing, hearing, and doing or what you are doing with him. • Provide regular nap and bedtime routines. • Encourage the older infant to hold spoons, feed herself, and drink from a cup. • Provide oral health care (brushing teeth and/or gums). • Allow the older infant to participate in wiping her hands and face.

Approaches to Learning		
Indicators *Older infants may...*	**Examples** *Older infants may...*	**Suggested Supports** *Adults may...*
1. Problem Solving : The developing ability to engage in a purposeful effort to reach a goal or figure out how something works.		
1. Physically try out possible solutions before finding one that works. 2. Use objects as tools. 3. Watch someone else solve the problem and then apply the same solution. 4. Gesture or vocalize to someone else for help.	• Pull the string of a pull toy to get it closer even when the toy gets momentarily stuck on something. • Use the handle of a toy broom to dislodge a ball under the bookshelf. • Bring a small stool over to reach a toy on top of a shelf, having observed an adult do it. • Look at a plate of crackers that is out of reach and then look at a family member and communicate "more." • Hand a parent a puzzle piece that they are having trouble with. *Behaviors leading up to indicator:* • Crawl over a pile of soft blocks to get to the big red ball. • Figure out how toys work by repeating the same actions over and over again. • Pull the blanket in order to obtain the toy that is lying out of reach on top of the blanket. • Crawl around the legs of a chair to get to the ball that rolled behind it. • Keep turning an object around to find the side that makes it work, such as the reflective side of a mirror or the open side of a nesting cup. • Try to hold on to two toys with one hand while reaching for a third desired toy, even if not successful. • Unscrew the lid of a plastic jar to get items out of it.	• Support the older infant by helping him problem solve when things get too difficult (e.g., "You really want to get that puzzle piece in the puzzle. Let's see what happens if we turn it this way."). • Encourage the older infant who is trying to solve problems (e.g., "You are working hard on that puzzle."). Intervene only when a need for help is indicated by the older infant. • Provide toys and activities that encourage the older infant to solve problems (e.g., shape sorters, simple one piece puzzles, stacking toys). • Notice interests of the older infant and encourage further exploration (e.g., notice that the older infant is touching sticky contact paper, provide additional sticky items, such as tape; later provide fabrics and natural items for the older infant to stick onto the contact paper or tape).

Approaches to Learning		
Indicators *Older infants may...*	**Examples** *Older infants may...*	**Suggested Supports** *Adults may...*
2. Memory : The developing ability to store and later retrieve information about past experiences.		
1. Remember typical actions of people, the location of objects, and steps of routines.	• Get a blanket from the doll cradle because that is where baby blankets are usually stored, after their mother says, "The baby is tired. Where's her blanket?" • Anticipate and participate in the steps of a nap routine. • Watch the teacher place a toy inside one of three pots with lids and reach for the correct lid when the teacher asks where the toy went. • Continue to search for an object even though it is hidden under something distracting, such as a soft blanket or a crinkly piece of paper. • See a photo of a close family member and say his name or hug the photo. • Go to the cubby to get their blanket that is inside their diaper bag. *Behaviors leading up to indicator:* • Ask for a parent after morning drop-off. • Reach into their grandpa's pocket after watching him hide a toy there. • Look or reach inside a container of small toys after seeing an adult take the toys off the table and put them in the container. • Lift a scarf to search for a toy after seeing an aunt hide it under the scarf.	• Establish a daily schedule so the older infant can begin to anticipate routines. • Comment when the older infant notices something new, such as eyeglasses, a hat, or a necklace on you or someone else. • Provide consistent songs or fingerplays that link to a particular activity, such as the same song at naptime or the same fingerplay prior to lunchtime. • Play repetitive games and fingerplays such as pat-a-cake or "Eensy Weensy Spider" using hand motions.

Approaches to Learning		
Indicators *Older infants may...*	**Examples** *Older infants may...*	**Suggested Supports** *Adults may...*
3. Attention Maintenance : The developing ability to attend to people and things while interacting with others and exploring the environment and play materials.		
1. Rely on order and predictability in the environment to help organize their thoughts and focus attention.	• Expect favorite songs to be sung the same way each time and protest if anyone changes the words. • Insist on following the same bedtime routine every night. • Nod and take the teacher's hand when the teacher says, "I know you are sad because Shanti is using the book right now, and would like a turn. Shall we go to the book basket and find another one to read together?" *Behaviors leading up to indicator:* • Pay attention to a family member's voice without being distracted by other noises in the room. • Focus on one toy or activity for a while when really interested. • Focus on one toy or activity for a while when really interested.	• Allow longer periods for playtime. • Continue to read and sing familiar songs while adding books and songs with new words. • Acknowledge the older infant's attempts to say words. Provide correct words and add more information (e.g., "I think you want something to drink. Would you like milk or water?"). • Observe the older infant and don't interrupt if the older infant is involved in activities.

Ages 19-36 months

Toddlers are developing independence and gaining a strong sense of self-identity. They increasingly insist on working on tasks by themselves and exerting control over their environment. They like to explore, test, and figure out what is happening in the world around them. They have a growing interest in books, art, toys, and other activities. Although they will spend the majority of their time playing alone or with adults, they will engage in parallel play with peers. Their ability to communicate continues to increase, as does their understanding of the world around them.

Physical Development & Health		
Indicators *Toddlers may...*	**Examples** *Toddlers may...*	**Suggested Supports** *Adults may...*
1. Perceptual Development : The developing ability to become aware of the social and physical environment through the senses.		
1. Quickly and easily combine the information received from the senses to inform the way they interact with the environment.	• Identify a blanket or other familiar objects just by touching them. • Identify a truck when they feel it buried underneath the sand. • Watch the lines that they make with a marker on the paper. • Climb more slowly as they reach the top of a ladder. • Press harder on a clump of clay than on play dough. • Watch a family member draw a circle and then try to do it. • Walk more slowly and carefully when carrying an open cup of milk than when carrying a cup with a lid. *Behaviors leading up to indicator:* • Enjoy rough-and-tumble play. • Handle fragile items carefully. • Enjoy tactile books, such as books with faux fuzzy animal fur. • Play with sand and water by filling up buckets, digging, and pouring water.	• Allow the toddler to play with materials that have varying textures and characteristics (e.g., play dough, water, sand). • Use bubbles and encourage the toddler to catch them. • Provide materials and objects of various colors, smells, and sounds. • Play catch with the toddler or roll a ball on the floor.

Physical Development & Health		
Indicators *Toddlers may...*	**Examples** *Toddlers may...*	**Suggested Supports** *Adults may...*
2. Gross Motor : The developing ability to move the large muscles.		
1. Move with ease, coordinating movements, and performing a variety of movements.	• Walk and run with skill, changing speed and direction. • Kick and throw a ball, but with little control of direction or speed. • Bend over to pick up a toy and stand up without trouble. • Pedal a tricycle. • Climb up climbers and ladders. • Walk backward a few feet. • Jump up with both feet at the same time. • Catch a medium-size ball. • Walk up stairs, without holding on, placing one foot on each step. *Behaviors leading up to indicator:* • Jump off the bottom step. • Kick a ball. • Ride a ride-on toy without pedals, pushing their feet on the ground to move. • Walk up or down stairs by stepping with both feet on each step, without holding on. • Catch a big ball using two arms. • Jump forward a few inches. • Walk on their tiptoes.	• Have the toddler practice balance (e.g., walk on a painted line or strip of tape). • Play games with the toddler that require physical actions (e.g., rolling, throwing, and kicking balls; going over and under objects; chasing). • Provide large indoor or outdoor spaces to walk, run, jump, and climb. • Provide toys that the toddler can push and pull. • Play games that encourage movement, such as "Simon Says." • Provide opportunities and supervision for visits to playgrounds and parks. • Provide riding toys (e.g., tricycles, plastic cars).

Physical Development & Health		
Indicators *Toddlers may...*	**Examples** *Toddlers may...*	**Suggested Supports** *Adults may...*
3. Fine Motor : The developing ability to move the small muscles.		
1. Coordinate the fine movements of the fingers, wrists, and hands to skillfully manipulate a wide range of objects and materials in intricate ways. 2. Use one hand to stabilize an object while manipulating it.	• Use child-safe scissors in one hand to make snips in a piece of paper. • String large wooden beads onto a shoelace. • Build a tall tower with six or more blocks. • Turn the pages of a paper book, one at a time. • Twist toy nuts and bolts on and off. • Open a door by turning the round handle. • Use one hand to hold and drink from a cup. • Place a wooden puzzle piece in the correct place in the puzzle. • Use their thumb, index, and middle fingers to draw or write with a crayon, marker, or pencil. *Behaviors leading up to indicator:* • Fold a piece of paper. • Dump a container by turning it over. • Use a crayon to draw lines and circles on a piece of paper.	• Provide art materials like large crayons, markers, and paint brushes. • Ask the toddler to complete simple jobs that use small muscles in the hand like wiping down tables, placing napkins for snacks, and putting toys away. • Provide toys that require hand-eye coordination, such as puzzles, shape sorters, blocks, construction toys, lacing cards, and beads to string. • Use play dough and clay to help the toddler develop squeezing, rolling, patting, and pounding skills with his hands.
4. Health : The maintenance of healthy and age appropriate physical well-being.		
1. Participate in physical activity. 2. Begin to practice health and safety behaviors.	• Engage in lively movements by choice for long periods of time indoors and outdoors. • Enjoy more complex movement activities (e.g., running, jumping, skipping). • Initiate chasing games. • Prefer to stand at activities rather than sit. • Cooperate with safety instructions like holding a caregiver's hand when crossing the street or touching animals. • Use a bike helmet for riding a tricycle.	• Spend time outdoors. • State clear expectations for safe behavior before activities begin. • Provide opportunities for the toddler to practice safe behavior like talking walks and being in the community. • Teach the toddler how to brush his teeth.

Social Development		
Indicators *Toddlers may...*	**Examples** *Toddlers may...*	**Suggested Supports** *Adults may...*
1. Interaction with Adults : The developing ability to respond to and engage with adults.		
1. Interact with adults to solve problems or communicate about experiences or ideas.	• Participate in storytelling. • Tell an adult friend or neighbor about an upcoming birthday party. • Help the teacher bring in the wheeled toys from the play yard at the end of the day. • Ask a classroom visitor her name. *Behaviors leading up to indicator:* • Practices being a grown-up during pretend play by dressing up or using a play stove. • Help a parent clean up after a snack by putting the snack dishes in the dish bin.	• Name familiar people in photos; talk about who they are and what they are doing. • Encourage the toddler to greet adults by name. • Recognize new people in the room and explain to the toddler who they are and why they are there. • Listen carefully and with interest when the toddler talks to you and expand on her message.
2. Interaction with Peers : The developing ability to respond to and engage with other children.		
1. Engage in simple cooperative play with peers.	• Communicate with peers while digging in the sandbox together. • Act out different roles with peers, sometimes switching in and out of a peer's role. • Build a tall tower with one or two other children. • Hand a peer a block or piece of railroad track when building. *Behaviors leading up to indicator:* • Use gestures to communicate a desire to play with a peer. • Refuse to let a peer have a turn on the swing. • Push or bite when another child takes a toy. • Engage in complementary interactions, such as feeding a stuffed animal that another child is holding or pulling a friend in the wagon. • Join a group of children who are together in one play space and follow them as they move outside.	• Provide opportunities to play with other children in a variety of settings. • Have duplicates of favorite toys and toys that it takes two to play with. • Model and provide the words to help toddlers learn to share materials with each other. • Provide space for the toddler to manipulate materials within the same area. • Help the toddler learn some words in his peers' home language(s).

Social Development		
Indicators *Toddlers may...*	**Examples** *Toddlers may...*	**Suggested Supports** *Adults may...*
3. Relationships with Peers : The development of relationships with certain peers through interactions over time.		
1. Develop friendships with a small number of children and engage in more complex play with those friends than with other peers.	• Choose to play with a sibling instead of a less familiar child. • Exhibit sadness when their favorite friend is not at school one day. • Seek one friend for running games and another for building with blocks. • Play "train" with one or two friends for an extended period of time by pretending that one is driving the train and the others are riding. *Behaviors leading up to indicator:* • Engage in social pretend play with one or two friends; for example, pretend to be a dog while a friend pretends to be the owner. • Express an interest in playing with a particular child.	• Provide opportunities to play routinely with the same children. • Recognize the toddler's preferences for playmates and encourage their interactions. • Ask the toddler to pay attention to who is present and missing from activities (e.g., "Was Jenny at the playground today?"). • Read books and talk about friends and friendships.
4. Empathy : The developing ability to share in the emotional experiences of others.		
1. Understand that other people have feelings that are different from their own. 2. Sometimes respond to another's distress in a way that might make that person feel better.	• Communicate, "Mama sad" when their mother cries during a movie. • Communicate, "Olivia's mama is happy" and point to or indicate the illustration in the picture book. • Get a teacher to help a child who has fallen down and is crying. *Behaviors leading up to indicator:* • Hug a crying peer. • Become upset in the presence of those who are upset.	• Read books together that demonstrate how characters' behaviors affect other characters. • Talk about what the toddler is feeling and how other children may be feeling, such as why they are crying or are upset. • Model comforting others.

Social Development		
Indicators *Toddlers may...*	**Examples** *Toddlers may...*	**Suggested Supports** *Adults may...*
5. Social Understanding : The developing understanding of the responses, communication, emotional expressions, and actions of other people.		
1. Talk about their own wants and feelings and those of other people. 2. Describe familiar routines. 3. Participate in coordinated episodes of pretend play with peers. 4. Interact with adults in more complex ways.	• Name their own feelings or desires, explicitly contrast them with another's, or describe why they feel the way they do. • Describe what happens during the bedtime routine or another familiar everyday event. • Move into and out of pretend play roles, tell other children what they should do in their roles, or extend the sequence (such as by asking "Wanna drink?" after bringing a pretend hamburger to the table as a waiter). • Help an adult search for a missing toy. • Talk about what happened during a recent past experience, with the assistance of a family member. • Help clean up at the end of the day by putting the toys in the usual places. *Behaviors leading up to indicator:* • Vary play with different peers depending on their preferred play activities. • Imitate the behavior of peers as well as adults.	• Recognize and support the toddler's need for information about people. (e.g., "Yes your Nana visited you this week, but she went home on the airplane."). • Provide opportunity for the toddler to help with simple tasks (e.g., put the napkins on the table, pick up toys). • Read about diverse families and people. • Provide time and toys that encourage imaginative play with specific roles (e.g., cooking and eating, doctor and patient). • Model and extend pretend play (e.g., draw in children who aren't involved, "Would you like to ride on our train, Robert?"). • Demonstrate and describe how to cooperate in daily activities (e.g., talk about waiting your turn in the grocery checkout line).

Emotional Development		
Indicators *Toddlers may...*	**Examples** *Toddlers may...*	**Suggested Supports** *Adults may...*
1. Relationships with adults : The development of close relationships with certain adults who provide consistent nurturance.		
1. When exploring the environment, from time to time reconnect, in a variety of ways, with the adult(s) with whom they have developed a special relationship: through eye contact; facial expressions; shared feelings; or conversations about feelings, shared activities, or plans. 2. When distressed, still seek to be physically close to these adults.	• Feel comfortable playing on the other side of the play yard away from the teacher, but cry to be picked up after falling down. • Call "Mama!" from across the room while playing with dolls to make sure that their mother is paying attention. • Call for a family member and look out the window for him after being dropped off at school. • Communicate, "This is our favorite part" when reading a funny story with a family member. • Bring the grandmother's favorite book to her and express, "One more?" to see if she will read one more book, even though she has just said, "We're all done reading. Now it's time for a nap." • Cry and look for their mother after falling. • Seek the attention of their dad and communicate, "Watch me!" before proudly displaying a new skill. *Behaviors leading up to indicator:* • Say, "I go to school. Mama goes to work," after being dropped off in the morning. • Gesture for one more hug as a parent is leaving for work.	• Squat down to the toddler's eye level when he seeks you out. • Talk with the toddler about where you are going and when you will return. • Make yourself available as a source of safety and security when the toddler ventures out to explore and play. • Provide encouragement for the toddler to try a new activity while you remain close to offer support. • Provide regular and purposeful interactions that include holding, talking, cuddling, hugs, pats on the back, and other physical touches when appropriate.
2. Identity of Self in Relation to Others : The developing concept that the child is an individual operating with social relationships.		
1. Identify their feelings, needs, and interests. 2. Identify themselves and others as members of one or more groups by referring to categories.	• Use pronouns such as "I," "me," "you," "we," "he," and "she." • Say their own name. • Begin to make comparisons between themselves and others; for example, communicate, "_____ is a boy/girl like me."	• Support experiences where the toddler is allowed long periods of time to engage in activities she enjoys. • Recognize the toddler's ability to identify his own characteristics, such as size, hair color, or gender.

Emotional Development		
Indicators *Toddlers may...*	**Examples** *Toddlers may...*	**Suggested Supports** *Adults may...*
	• Name people in their family. • Point to pictures of friends and say their names. • Communicate, "Do it myself!" when a parent tries to help. *Behaviors leading up to indicator:* • Recognize his own image in the mirror and understand that it is himself. • Know the names of familiar people, such as a neighbor. • Show understanding of or use words such as "you," "me," "mine," "he," "she," "it," and "I." • Use their name or other family label (e.g., nickname, birth order, "little sister") when referring to themselves. • Claim everything as "mine." • Point to or indicate themselves in a photograph. • Proudly show a neighbor a new possession.	• Have pictures of the toddler and her family readily accessible. • Provide opportunities for the toddler to interact with other children of diverse cultures, ethnicities, and abilities. • Discuss physical differences as they come up, such as differences in skin tone, eye color, and hair texture/style.
3. Recognition of Ability : The developing understanding that the child can take action to influence the environment.		
1. Show an understanding of their own abilities and refer to those abilities when describing themselves.	• Communicate, "I take care of the bunny" after helping to feed the class rabbit. • Finish painting a picture and hold it up to show a family member. • Complete a difficult puzzle for the first time and clap or express, "I'm good at puzzles." *Behaviors leading up to indicator:* • Insist on zipping up a jacket when a family member tries to help. • Point to a stack of blocks they have made and express, "look" to their grandpa. • Communicate, "I doing this," "I don't do this," "I can do this," or "I did this." • Say, "I climb high" when telling the teacher about what happened during outside play time, then run outside to show him how.	• Acknowledge uncooperative or negative behavior as a sign of asserting oneself. • Allow the toddler time to do things for himself and acknowledge the actions. • Facilitate the toddler's success with new tasks (e.g., putting on clothes or shoes, puzzles). • Allow the toddler to keep favorite toys or possessions in a special place.

Emotional Development		
Indicators *Toddlers may...*	**Examples** *Toddlers may...*	**Suggested Supports** *Adults may...*
4. Expression of Emotion : The developing ability to express a variety of feelings through facial expressions, movements, gestures, sounds, or words.		
1. Express complex, self-conscious emotions such as pride, embarrassment, shame, and guilt. 2. Demonstrate awareness of their feelings by using words to describe feelings to others or acting them out in pretend play.	• Hide their face with their hands when feeling embarrassed. • Use words to describe feelings; for example, "I don't like that." • Communicate, "I miss Grandma," after talking on the phone with her. • Act out different emotions during pretend play by "crying" when pretending to be sad and "cooing" when pretending to be happy. • Express guilt after taking a toy out of another child's cubby without permission by trying to put it back without anyone seeing. *Behaviors leading up to indicator:* • Communicate, "Mama mad" after being told by their mother to stop an action. • Use one or a few words to describe their feelings to a grandparent. • Express frustration through tantrums. • Say, "I go to school. Mama goes to work," after being dropped off in the morning. • Gesture for one more hug as a parent is leaving for work.	• Share and discuss books and pictures of people showing emotions. • Help the toddler identify feelings as they are occurring. • Provide recognition of the toddler's response to activities or situations (e.g., "You don't seem to like this game.").
5. Emotion Regulation : The developing ability to manage emotional responses, with assistance from others and independently.		
1. Anticipate the need for comfort and try to prepare themselves for changes in routine. 2. Have many self-comforting behaviors to choose from, depending on the situation, and be able to communicate specific needs and wants.	• Reach for their mother's hand just before she pulls a bandage off the child's knee. • Ask the teacher to hold them up to the window to wave good-bye before the parent leaves in the morning.	• Identify specific factors in the day that help the toddler understand when they may be leaving (e.g., "We are going to leave after we eat."). • Allow the toddler to meet her own physical needs for sucking through the use of their thumb or

Emotional Development		
Indicators *Toddlers may...*	**Examples** *Toddlers may...*	**Suggested Supports** *Adults may...*
	• Show the substitute teacher that they like a back rub during naptime by patting their own back while lying on the mat. • Play quietly in a corner of the room right after drop-off, until ready to play with the other children. • Ask a parent to explain what's going to happen at their dental appointment later in the day. • Communicate, "Daddy always comes back" after saying good-bye to him in the morning. *Behaviors leading up to indicator:* • Continue to rely on adults for reassurance and help in controlling feelings and behavior. • Reenact emotional events in play to try to gain mastery over these feelings. • Use words to ask for specific help with regulating emotions. • Express wants and needs verbally; for example, say, "hold me" to a family member when feeling tired or overwhelmed.	comforting object. • Support transitions from activity to activity by providing preparation (e.g., "In five minutes it will be time to clean up."). • Provide a sense of control by giving valid choices (e.g., "You may have water or milk."). • With close supervision, allow the toddler time to work through his emotions.
6. Impulse Control : The developing capacity to wait for needs to be met, to inhibit potentially hurtful behavior, and to act according to social expectations, including safety rules.		
1. Sometimes exercise voluntary control over actions and emotional expressions.	• Jump up and down on the couch but stop jumping and climb down when a parent enters the room. • Experience difficulty (e.g., cry, whine, pout) with transitions. • Begin to share. • Handle transitions better when prepared ahead of time or when they have some control over what happens. • Touch a pet gently without needing to be reminded.	• Acknowledge the toddler's attempts to regulate and negotiate (e.g., "You decided to play with another doll when Maya took yours. That was a good choice."). • Read or tell stories about simple conflicts and how the characters solved them. • Give clear expectations for safe behaviors and use simple rules that the toddler can understand. • Ask the toddler where she would like to play.

Emotional Development		
Indicators *Toddlers may...*	**Examples** *Toddlers may...*	**Suggested Supports** *Adults may...*
	• Wait to start eating until others at the table are also ready. *Behaviors leading up to indicator:* • Begin to use words and dramatic play to describe, understand, and control impulses and feelings. • Communicate, "Mine!" and take a doll out of the hands of a peer. • Throw a puzzle piece on the floor after having trouble fitting it in the opening. • Open the playground door and run out, even after being asked by the teacher to wait. • Start to take another child's toy, then stop after catching the eye of the teacher. • Use a quiet voice at naptime. • Understand and carry out simple commands or rules. • Have a tantrum rather than attempt to manage strong feelings. • Be able to wait for a turn.	• Play simple games and sing songs with directions (e.g., "Ring Around the Rosie," the simplest "Simon Says"). • Talk with the toddler about rules, limits, and choices and their purposes.
Language & Literacy Development		
1. Receptive Language : The developing ability to understand words and increasingly complex utterances.		
1. Demonstrate understanding of the meaning of others' comments, questions, requests, or stories.	• Look for a stuffed bear when their mother asks, "Where's your bear?" • Get the bin of blocks when their teacher asks what they want to play with. • Show understanding of words such as "no," "not," and "don't," and utterances such as when the father says, "There's no more milk," or "Those don't go there."	• State simple requests in English and the home language and acknowledge the toddler's responses and actions. • Share stories, games, and picture books that are fun to look at, talk about, or read together; read with expression. • Use hand motions and other body movements when singing or telling stories.

Language & Literacy Development		
Indicators *Toddlers may...*	**Examples** *Toddlers may...*	**Suggested Supports** *Adults may...*
	• Know the names of most objects in the immediate environment. • Understand requests that include simple prepositions, such as, "Please put your cup on the table," or "Please get your blanket out of your backpack." • Laugh when an adult tells a silly joke or makes up rhymes with nonsense "words." • Show understanding of the meaning of a story by laughing at the funny parts or by asking questions. *Behaviors leading up to indicator:* • Show understanding of pronouns, such as "he," "she," "you," "me," "I," and "it;" for example, by touching their own nose when an adult says, "Where's your nose?" and then touching the adult's nose when he says, "And where's my nose?" • Follow two-step requests about unrelated events, such as, "Put the blocks away and then go pick out a book." • Answer adults' questions; for example, communicate "apple" when a parent asks what the child had for a snack. • Say, "I go to school. Mama goes to work," after being dropped off in the morning. • Gesture for one more hug as a parent is leaving for work.	• Talk about what you are doing (e.g., "I am going to wash off this table and then we can sit down and eat."). • Use fanciful language and playful approaches to add interest and new vocabulary to ordinary routines (e.g., "Let's walk like big, heavy elephants. Tromp. Stomp." "Would you like to walk in a zig-zag, or in a straight line?"). • Use interesting words with the toddler in contexts that make their meaning clear (e.g., "The horse is trotting."). • Engage the toddler in noticing and playing with sounds (e.g., words and nonsense words that rhyme with her name).

Language & Literacy Development		
Indicators *Toddlers may...*	**Examples** *Toddlers may...*	**Suggested Supports** *Adults may...*
2. Expressive Language : The developing ability to produce the sounds of language and use vocabulary and increasingly complex utterances.		
1. Communicate in a way that is understandable to most adults who speak the same language they do. 2. Combine words into simple sentences. 3. Demonstrate the ability to follow some grammatical rules of the home language.	• Use the past tense, though not always correctly; for example, "Daddy goed to work," or "She falled down." • Use the possessive, though not always correctly; for example, "That's you car," or "Her Megan." • Use a few prepositions, such as "on" the table. • Talk about what she will do in the future, such as "I gonna get a kitty." • Use 300–1000 words. • Use the plural form of nouns, though not always correctly; for example, "mans," and "mouses." • Express, "Uncle is coming to pick me up." *Behaviors leading up to indicator:* • Tend to communicate about objects, actions, and events that are in the here and now. • Use some words to refer to more than one thing; for example, "night-night" to refer to bedtime or to describe darkness. • Use many new words each day. • Begin to combine a few words into mini-sentences to express wants, needs, or interests; for example, "more milk," "big doggie," "no night-night," or "go bye-bye." • Have a vocabulary of about 80 words. • Start adding articles before nouns, such as, "a book" or "the cup."	• Encourage the toddler to "talk like a big girl/boy" and use words to resolve conflicts. • Recognize that children who are English language learners may mix words from different languages in the same sentence; repeat what the toddler says using words all in the same language. • Support the toddler's development and use of their home language by including books and tapes in the language in the listening area and learning a few phrases in the language to use with the toddler. • Make room for the toddler's participation when telling, singing, or reciting stories and songs. • Listen patiently and carefully. • Promote use of nonverbal communication when language delay is present (e.g., use of movements, signs, sounds, facial expressions). • Supply the name of an object that the toddler is looking at, playing with, or pointing to. • Ask the toddler to repeat a word to show you what is meant, if you can't understand what she is saying. • Accept the toddler's grammar and pronunciation.

Language & Literacy Development		
Indicators *Toddlers may...*	**Examples** *Toddlers may...*	**Suggested Supports** *Adults may...*
3. Communication Skills and Knowledge : The developing ability to communicate nonverbally and verbally.		
1. Engage in back-and-forth conversations that contain a number of turns, with each turn building upon what was said in the previous turn.	• Persist in trying to get a family member to respond by repeating, speaking more loudly, expanding on what the child said, or touching the adult. • Repeat part of what a parent just said in order to continue the conversation. • Make comments in a conversation that the other person has difficulty understanding; for example, suddenly switch topics or use pronouns without making clear what is being talked about. • Answer adults' questions, such as "What's that?" and "Where did it go?" • Begin to create understandable topics for a conversation partner. • Sometimes get frustrated if a family member does not understand what the child is trying to communicate. • Participate in back-and-forth interaction with adults by speaking, giving feedback, and adding to what was originally said. *Behaviors leading up to indicator:* • Ask and answer simple questions, such as "What's that?" • Say, "huh?" when interacting with their grandmother to keep interaction going. • Repeat or add on to what they just said if the teacher does not respond right away. • Engage in short back-and-forth interactions with an adult friend by responding to comments, questions, and prompts. • Respond almost immediately after a parent finishes talking in order to continue the interaction.	• Acknowledge the toddler's contributions to the conversation, and then build on them by offering questions, information, and extensions of their ideas. • Resist the temptation to rush or interrupt the toddler as he thinks of how to say something. • Use alternate ways to communicate when needed (e.g., sign language, gestures). • Frame conversations around the toddler's interests. • Provide materials that encourage face-to-face interactions (e.g., books, puppets, dolls, mirrors).

Language & Literacy Development		
Indicators *Toddlers may...*	**Examples** *Toddlers may...*	**Suggested Supports** *Adults may...*
	• Get frustrated if a neighbor or friend does not understand what they are trying to communicate. • Attempt to continue conversation, even when the adult does not understand them right away, by trying to use different words to communicate the meaning. • Sustain conversation about one topic for one or two turns, usually about something that is in the here and now. • Respond verbally to adults' questions or comments.	• Provide opportunities to engage in conversation with another peer or within a small group. • Recognize and validate conversation styles and dialects that may be different and rooted in the toddler's culture or personal experience.
4. Interest in Print : The developing interest in engaging with print in books and the environment.		
1. Listen, ask questions, or make comments while being read to. 2. Look at books on their own. 3. Make scribble marks on paper and pretending to read what is written.	• Enjoy both being read to and looking at books by themselves. • Pretend to read books to stuffed animals by telling a story that is related to the pictures and turning the book around to show the picture to the stuffed animals, just as the teacher does when reading to a small group of children. • Talk about the trip to the library and ask about the next trip. • Recite much of a favorite book from memory while "reading" it to others or themselves. • Try to be careful with books. *Behaviors leading up to indicator:* • Move behind the teacher in order to look over her shoulder at the pictures, when there are several children crowded around. • Turn the pages of a book one by one.	• Choose books that invite interaction (e.g., textures to feel, flaps to lift). • Model excitement for reading. • Ask the toddler to name the people and things in the pictures. • Provide board books for the toddler to handle and "read" herself. • Ask the toddler to select a book for you to read together. • Read books with rich, descriptive pictures and vocabulary, including books in the toddler's home language. • Help the toddler make connections between the stories and pictures in books and their own experiences. • Read together daily, one-on-one or with others. • Help the toddler to care for and respect books. looking at, playing with, or pointing to.

Language & Literacy Development		
Indicators *Toddlers may...*	**Examples** *Toddlers may...*	**Suggested Supports** *Adults may...*
	• Listen as a family member reads short picture books aloud. • Ask a question about a story; for example, "Bear go?" while turning from one page to the next. • Ask questions with raised intonations at the end, such as "Doggy go?" • Communicate using sentences of three to five words, such as "Daddy go store?" or "Want more rice."	• Ask the toddler to repeat a word(s) or to show you what is meant, if you can't understand what she is saying. • Accept the toddler's grammar and pronunciation. Focus on what she is trying to say, not how it is said.

Cognitive Development		
Indicators *Toddlers may...*	**Examples** *Toddlers may...*	**Suggested Supports** *Adults may...*
1. Cause-and-Effect : The developing understanding that one event brings about another.		
1. Demonstrate an understanding of cause-and-effect by making predictions about what could happen and reflect upon what caused something to happen.	• Communicate, "She misses her mommy" when a child cries after her mother leaves in the morning. • Make a prediction about what will happen next in the story when asked, "What do you think will happen next?" • Answer when a grandparent asks, "What do you think your mom's going to say when you give her your picture?" • See a bandage on a peer's knee and ask, "What happened?" • Push the big green button to make the tape recorder play. • Walk quietly when the baby is sleeping. *Behaviors leading up to indicator:* • Roll cars of different sizes down the slide.	• Help the toddler understand the effects of actions on others (e.g., "Jasmine is sad because you pushed her. How can we make her feel better?"). • Provide many opportunities for the younger toddler to observe and practice cause-and-effect (e.g., push and pull toys, busy boxes, jack-in-the-box toys, rolling items down a hill or tube). • Provide materials that make sounds (e.g., containers with rice or beans, maracas). • Encourage experiments with cause-and-effect (e.g., "How many blocks can we stack before the tower falls over?").
2. Spatial Relationships : The developing understanding of how things move and fit in space.		
1. Predict how things will fit and move in space without having to try out every possible solution. 2. Show understanding of words used to describe size and locations in space.	• Hand the big truck to a peer who asks for the big one. • Use words such as "big" and "little." • Put together a puzzle with three to four separate pieces. • Get the serving spoon off of the tray when asked for the big spoon, even though there are small spoons on the tray. • Stack rings onto a post with the biggest ring on the bottom and the smallest ring on the top,	• Provide the chance to play with sand, water, and containers to pour, fill, scoop, weigh, and dump. • Chart and talk about changes in the toddler's height and weight. • Use words related to size and position when describing objects. • Provide things for the toddler to crawl through, get under, and hide behind, using prepositions and other spatial vocabulary when he does so.

Cognitive Development		
Indicators *Toddlers may...*	**Examples** *Toddlers may...*	**Suggested Supports** *Adults may...*
	without much trial and error. • Point to a peer's stick when the teacher asks which stick is longer. • Understand requests that include simple prepositions; for example, "Please put your cup on the table," or "Please get your blanket out of your back pack." • Move around an obstacle when going from one place to another. *Behaviors leading up to indicator:* • Complete a puzzle of three separate cut-out pieces, such as a circle, square, and triangle. • Fit many pegs into a pegboard. • Turn a book right-side up after realizing that it is upside down. • Fit four nesting cups in the correct order, even if it takes a couple of tries. • Assemble a two-piece puzzle; for example, a picture of a flower cut into two pieces.	
3. Imitation : The developing ability to mirror, repeat, and practice the actions of others, either immediately or later.		
1. Reenact multiple steps of others' actions that they have observed at an earlier time.	• Reenact the steps of a family celebration that the child attended last weekend. • Pretend to get ready for work or school by making breakfast, packing lunch, grabbing a purse, and communicating good-bye before heading out the door. *Behaviors leading up to indicator:* • Repeat the most important word of a sentence that a parent has just communicated.	• Encourage imitation and pretend play by providing toys that can be used for pretend play (e.g., dolls, dishes, cars, trucks, blocks). • Encourage imagination by joining the toddler's make-believe play (e.g., take on a role and follow the toddler's directions; make suggestions). • Provide opportunities for the toddler to safely explore and practice tasks that he has watched (e.g., dishes, sweeping, feeding a doll).

Cognitive Development		
Indicators *Toddlers may...*	**Examples** *Toddlers may...*	**Suggested Supports** *Adults may...*
	• Imitate the last word or last few words of what an adult just said; for example say, "cup" or "a cup" after the caregiver says, "That's a cup" or say, "Daddy bye-bye" after the mother says, "Daddy went bye-bye." • Copy several actions that they cannot see themselves doing, such as wrinkling their nose. • Say, "beep, beep, beep, beep" after hearing the garbage truck back up outside. • Act out a few steps of a familiar routine, such as pretend to fill the tub, bathe a baby doll, and dry the doll. • Imitate words that an adult has expressed to them at an earlier time, not immediately after hearing them. • Imitate two new actions of a family member; for example, put one hand on their head and point with the other hand. • Imitate the way a family member communicates by using the same gestures, unique words, and intonation.	• Model sounds that animals or cars make when playing with the toddler.
4. Number Sense : The developing understanding of number and quantity.		
1. Show some understanding that numbers represent how many and demonstrate understanding of words that identify how much.	• Pick out one object from a box or point to the picture with only one of something. • Reach into a bowl and take out two pieces of pear when their mother says, "Just take two." • Start counting with one, sometimes pointing to the same item twice when counting, or using numbers out of order; for example, "one, two, three, five, eight."	• Practice counting with the toddler by pointing to items in number books. • Use numbers in everyday speech (e.g., "Do you need one shoe or two shoes to go to the park?"). • Use number words from the toddler's first language.

Cognitive Development		
Indicators *Toddlers may...*	**Examples** *Toddlers may...*	**Suggested Supports** *Adults may...*
	• Use their fingers to count a small number of items. • Look at a plate and quickly respond "two," without having to count, when an adult asks how many pieces of cheese there are. • Hold up two fingers when asked, "Show me two" or "How old are you?" • Identify "more" with collections of up to four items, without needing to count them. • Use more specific words to communicate how many, such as "a little" or "a lot." *Behaviors leading up to indicator:* • Get two cups from the cupboard when playing in the housekeeping area with a friend. • Look at or point to the child with one piece of apple left on his napkin when the teacher asks, "Who has just one piece of apple?" • Give their grandmother one cracker from a pile of many when she asks for "one."	• Sing songs and recite nursery rhymes and fingerplays that include numbers. • Take opportunities to count with the toddler and point out the number of things in the environment.
5. Classification : The developing ability to group, sort, categorize, connect, and have expectations of objects and people according to their attributes.		
1. Group objects into multiple piles based on one attribute at a time. 2. Put things that are similar but not identical into one group, even though sometimes these labels are overgeneralized.	• Identify a few colors when they are named; for example, get a red ball from the bin of multicolored balls when their mother asks for the red one. • Make three piles of tangrams in various shapes, such as a circle, a square, and a triangle. • Pick two big bears from a bowl containing two big bears and small bears, even if the big bears are different colors.	• Provide toys or collections that can be organized and sorted (e.g., plastic animals, blocks, shape sorters, nature items, balls). • Encourage sorting and matching by pointing out the similarities and differences in items (e.g., "This piece is blue. Let's find another piece that is blue."). • Provide simple shape puzzles with inserts that match the puzzle piece.

Cognitive Development		
Indicators *Toddlers may...*	**Examples** *Toddlers may...*	**Suggested Supports** *Adults may...*
	• Sort primary-colored blocks into three piles: a red pile, a yellow pile, and a blue pile. • Point to different pictures of houses in a book even though all of the houses look different. • Put all of the soft stuffed animals in one pile and all of the hard plastic toy animals in another pile and label the piles "soft animals" and "hard animals." • Call all four-legged animals at the farm "cows," even though some are actually sheep and others horses. *Behaviors leading up to indicator:* • Point to or indicate the realistic-looking plastic cow when their father holds up a few toy animals and says, "Who says, 'moo'?" • Sort three different kinds of toys; for example, put the puzzle pieces in the puzzle box, the blocks in the block bin, and the toy animals in the basket during clean-up time. • Show understanding of what familiar objects are supposed to be used for, such as knowing that a hat is for wearing or a tricycle is for riding. • Pick a matching card from a pile of cards. • Point to or indicate all of the green cups at the lunch table. • Call the big animals "mama" and the small animals "baby." • Help their parents sort laundry into two piles: whites and colors. • Put the red marker back in the red can, the blue marker back in the blue can, and the yellow marker back in the yellow can when finished coloring. • Match one shape to another shape.	• Use words to describe objects that relate to their color, shape, texture, and size. • Play matching games and ask the toddler questions about similarities and differences.

Cognitive Development		
Indicators *Toddlers may...*	**Examples** *Toddlers may...*	**Suggested Supports** *Adults may...*
6. Symbolic Play : The developing ability to use actions, objects, or ideas to represent other actions, objects, or ideas.		
1. Engage in make-believe play involving several sequenced steps, assigned roles, and an overall plan. 2. Sometimes pretend by imagining an object without needing the concrete object present.	• Assign roles to themselves and others when playing in the dramatic play area (for example, "I'll be the daddy, you be the baby."), even though the child may not stay in her role throughout the play sequence. • Line up a row of chairs and communicate, "All aboard! The train is leaving." • Use two markers to represent people in the dollhouse by moving them around as if they were walking. • Stir "cake batter" while holding an imaginary spoon or serve an invisible burrito on a plate. • Communicate with themselves during pretend play to describe actions to themselves; for example, "Now I stir the soup." • Plan with other children what they are going to pretend before starting to play; for example, "Let's play doggies!" • Pretend to be a baby during dramatic play because there is a new baby at home. • Build a small town with blocks and then use the toy fire truck to pretend to put out a fire in the town. *Behaviors leading up to indicator:* • Use the stuffed animals to play "veterinarian" one day and then to play "farmer" the next day. • Communicate, "Time for night-night" to a doll while playing house. • Complete three or more actions in a sequence of pretend play so the actions have a	• Provide opportunities for pretend play with simple make-believe toys, such as dolls, stuffed animals, dishes, and blocks. • Try acting out different pretend roles during play, such as encouraging the toddler to cook make-believe food and everyone pretends to eat it. • Encourage the toddler to use other objects to substitute or represent the real thing, such as using a stick for a fishing pole or a jacket for a pillow.

Cognitive Development		
Indicators *Toddlers may...*	**Examples** *Toddlers may...*	**Suggested Supports** *Adults may...*
	beginning, middle, and end, such as giving the baby doll a bath, putting his pajamas on, and putting him to sleep. • Pretend that a doll or stuffed animal has feelings, such as making a whining noise to indicate that the stuffed puppy is sad. • Make the stuffed animals move, as if they were alive, during pretend play. • Engage in extended pretend play that has a theme, such as 'birthday party' or 'doctor.' • Use abstract things to represent other things in pretend play; for example, use dough or sand to represent a birthday cake and sticks or straws to represent candles.	
7. Routines : The developing ability to understand and participate in personal care and sleep routines.		
1. Initiate and follow through with some personal care routines.	• Go to the sink and wash their hands after seeing snacks being set out on the table. • Get a tissue to wipe their own nose or bring the tissue to a family member for help when they feel that their nose needs to be wiped. • Take a wet shirt off when needing to put on a dry one. • Help set the table for lunchtime. *Behaviors leading up to indicator:* • Drink from a cup without spilling much. • Try to put on their own socks. • Pull their shoes off at naptime.	• Provide tools that the toddler needs (e.g., stool at the sink, coat hook within reach) to allow her to begin to take care of some of her own physical needs. • Model, demonstrate, and assist when needed, but avoid pressuring if the toddler shows resistance for learning or using new behaviors independently. • Establish routines where the toddler washes her hands and brushes her teeth. • Allow time for the toddler to practice dressing. • Encourage the toddler to take pride in her abilities.

Approaches to Learning		
Indicators *Older infants may...*	**Examples** *Older infants may...*	**Suggested Supports** *Adults may...*
1. Problem Solving : The developing ability to engage in a purposeful effort to reach a goal or figure out how something works.		
1. Solve some problems without having to physically try out every possible solution and ask for help when needed.	• Ignore the stick that is much too short to reach a desired object and choose a stick that looks as if it may be long enough. • Stack only the cubes with holes in them on the stacking post, ignoring the cube-shaped blocks without holes that got mixed into the bin. • Place the triangle piece into the puzzle without first needing to try it in the round or square hole. • Ask for help with the lid on a jar of paint. • Ask a peer to help move the train tracks over so that they can build a block tower on the floor. • Ask or gesture for a parent to help tie their shoelace. *Behaviors leading up to indicator:* • Use a stick to dig in the sandbox when unable to find a shovel. • Use a tool to solve a problem, such as using the toy broom to get a car out from under the couch, using a wooden puzzle base as a tray to carry all the puzzle pieces to another place, or using the toy shopping cart to pick up the wooden blocks and move them to the shelf to be put away. • Move to the door and try to turn the knob after a parent leaves for work in the morning. • Imitate a problem-solving method that they have observed someone else do before. • Tug on their shoelaces in order to untie them.	• Wait until the toddler indicates a need for help before helping, and help only as much as needed. • Talk aloud about how you or the toddler solved a problem. • Provide a secure environment and support the toddler's attempts to solve problems. • Allow the toddler to show his creativity and imagination by solving problems in his own way, such as allowing materials or toys to be used in unconventional ways. • Show delight in the accomplishments, new skills, and abilities that the toddler has developed. • Ask open-ended questions that encourage the toddler to predict what may happen or to think of other solutions.

Approaches to Learning		
Indicators *Older infants may...*	**Examples** *Older infants may...*	**Suggested Supports** *Adults may...*
	• Complete a puzzle with three separate cut-out pieces, such as a circle, a square, and a triangle, even though they may try to put the triangle into the square hole before fitting it in the triangle opening.	
2. Memory : The developing ability to store and later retrieve information about past experiences.		
1. Anticipate the series of steps in familiar activities, events, or routines. 2. Remember characteristics of the environment or people in it. 3. Briefly describe recent past events or act them out.	• Communicate, "Big slide" after a trip to a neighborhood park. • Tell a parent, "Today we jumped in the puddles" when picked up from school. • Recall an event in the past, such as the time a family member came to school and made a snack. • Identify which child is absent from school that day by looking around the snack table and figuring out who is missing. • Act out a trip to the grocery store by getting a cart, putting food in it, and paying for the food. • Get their pillow out of the cubby, in anticipation of naptime as soon as lunch is finished. *Behaviors leading up to indicator:* • Say "meow" when an aunt or uncle points to the picture of a cat and asks what the cat says. • Give another child an object that belongs to them. • Remember where toys should be put away in the classroom. • Find a hidden toy, even when it is hidden under two or three blankets. • Express "mama" when the teacher asks who packed their snack.	• Provide photos and picture books of past family events, commonly seen animals, or things of interest to the toddler. • Provide flexible, but predictable routines and daily schedules. • Reread favorite books and sing favorite songs repeatedly to help the toddler remember the words. • Reminisce with the toddler about a special event she enjoyed. As you retell the story, use questions and pauses to encourage her to fill in details. • Play hide-and-seek games with the toddler.

Approaches to Learning		
Indicators *Older infants may...*	**Examples** *Older infants may...*	**Suggested Supports** *Adults may...*
3. Attention Maintenance : The developing ability to attend to people and things while interacting with others and exploring the environment and play materials.		
1. Sometimes demonstrate an ability to pay attention to more than one thing at a time.	• Realize, during clean-up time, that they have put a car in the block bin and return to put it in the proper place. • Search for and find a favorite book and ask an adult family member to read it. • Pound the play dough with a hammer while talking with a peer. *Behaviors leading up to indicator:* • Play alone with toys for several minutes at a time before moving on to a different activity. • Sit in a parent's lap to read a book together.	• Keep toys and objects in specific places so that the toddler can search for and find particular things. • Allow adequate time for the toddler to explore and get involved in activities. • When the toddler's attention wanders from a story, puzzle, or other activity, gently bring him back to the focus with an engaging question or comment. • Invite a toddler with a short attention span to play with a child who has a longer attention span in order to encourage more sustained focus of play.

Ages 3–5

The Guidelines for ages 3–5 reflect expectations for young children's knowledge and behavior when they enter kindergarten. The Guidelines are designed to provide assistance to a wide variety of adults who care for children in their own homes, others' homes, licensed child care, Head Start, special education, public pre-kindergarten, or private preschools. As a resource, the Guidelines serve to inform parents, caregivers, early learning professionals, and teachers in these settings about children's development and learning. Similar to the Guidelines for infants and toddlers, developmental milestones for preschool-age children are organized and described within broad categories called domains and more specific topical categories called subdomains. The indicators within each section describe overarching goals for children's development, and examples are provided to paint a clearer picture of how children might display behaviors and abilities related to these indicators at home or in a classroom. The examples are only examples, however, and are not an exhaustive list of how children might demonstrate their learning. Also provided are suggested supports, which list example activities and ideas that caregivers might use to encourage children's development within each subdomain.

Resources for Caregivers of Children Ages 3-5

Head Start Early Childhood Learning & Knowledge Center
www.eclkc.ohs.acf.hhs.gov
The Colorado Center for Social Emotional Competence and Inclusion
www.pyramidplus.org
Early Childhood Colorado Information Clearinghouse
earlychildhoodcolorado.org

The 10 domains in the Guidelines for ages 3–5 categorize content in ways that allow users to understand key topics and areas of ability that children address at this age; however, the knowledge and many of the skills described apply across a variety of domains and relate to more than one area of early learning. Caregivers should be aware that children's learning will integrate skills across many domains. One key aspect of early learning, executive function, is not articulated as a separate domain but is essential to many of the domains and to children's overall ability to learn. Executive function refers to the cognitive ability to regulate attention and emotion, utilize working memory, and exhibit flexible thinking. Such skills are important to all early learning and are reflected in the Guidelines across domains but are particularly evident in the domains of Approaches to Learning, Logic & Reasoning, and Social & Emotional Development.

The indicators are written to account for the broad diversity and variations that exist among young children. Some children will achieve some of the indicators sooner or later than others. It is also expected that children will not achieve the indicators in the same order. The Guidelines are intended to help and inform caregivers, rather than dictate children's course of development. Children with a developmental disability or delay may show deficits in one or more domains of learning. Developmental delays may be identified from the time of birth or not be recognized until a developmental expectation has passed. Additionally, children born prematurely may show a delay in reaching developmental expectations. Therefore it is important for caregivers to be aware of the developmental continuum in each domain and resources for screening and referral if a developmental concern arises. Caregivers should talk with a health care provider or other trusted professional about any questions or concerns.

The Guidelines include examples and supports that reflect the unique learning needs of children with learning challenges and children whose home language is not English. English language learners are also the focus for the domain English Language Development. The Guidelines include content that acknowledges and embraces Colorado's rich diversity through indicators and examples that encourage children to share and learn about their own culture and the cultures of others.

*Appendix A provides detailed information on how the indicators in the Guidelines incorporate and align to the Colorado Academic Standards (CAS) for preschool.

Physical Development & Health

The Physical Development & Health domain describes children's physical well-being, knowledge of their body and health, and development of motor skills. Children who have health problems, delays in development, and frequent illness may suffer from a range of poor educational outcomes. Children's knowledge of their body and health impacts their development of healthy habits early in life-habits which are key to life-long health. This domain includes skills that enable children to develop healthy habits, such as staying safe, performing self-care tasks independently of others, exercising, and eating healthy food. The development of motor skills allows children to explore and learn about their world and develop healthy bodies.

Physical Development & Health		
Indicators *Children may...*	**Examples** *Children may...*	**Suggested Supports** *Adults may...*
1. Physical Health Status : The maintenance of healthy and age-appropriate physical well-being.		
1. Possess good overall health, including oral, visual, and auditory health, and be free from communicable or preventable diseases. 2. Participate in the prevention and management of chronic health conditions and avoid toxins, such as lead. 3. Maintain physical growth within the Centers for Disease Control and Prevention (CDC) recommended ranges for weight and height by age. 4. Get sufficient rest and exercise to support healthy development.	• Participate in games, outdoor play, and other forms of exercise to enhance physical fitness. • Play visual and auditory discrimination games such as "I spy" and take listening walks. • Participate in health education for families and children.	• Identify and use local health, medical, and dental resources. • Encourage vision and hearing screening. • Make sure children are properly dressed for weather conditions and activities. • Ensure the safety of children through adherence to state and local regulations. • Protect children from abuse and neglect. • Establish routines for eating, rest, and bedtime.
2. Health Knowledge & Practice : The understanding of healthy and safe habits and practicing healthy habits.		
1. Complete personal care tasks, such as dressing, brushing teeth, toileting, and washing hands independently from adults.* 2. Communicate an understanding of the importance of health and safety routines and rules.*	• Follow consistent routines regarding washing hands. • Brainstorm all the ways teeth are important (e.g., appearance, chewing, talking). • Listen to stories about teeth and losing teeth.	• Encourage children to show independence in self-care tasks, helping when necessary (e.g., brushing teeth, wiping nose, dressing, toileting, washing hands, feeding oneself).

* Aligned to the Colorado Academic Standards. See Appendix A.

Physical Development & Health		
Indicators *Children may...*	**Examples** *Children may...*	**Suggested Supports** *Adults may...*
3. Follow basic health and safety rules and respond appropriately to harmful or unsafe situations.* 4. Distinguish food on a continuum from most healthy to less healthy. 5. Eat a variety of nutritious foods. 6. Participate in structured and unstructured physical activities.* 7. Recognize the importance of doctor and dentist visits. 8. Cooperate during doctor and dentist visits and health and developmental screening.	• Grow vegetables in a garden. • Help to prepare a variety of healthy snacks and meals, and talk about ingredients. • Create books, charts, collages, or displays with pictures of healthy/unhealthy foods, or a picture menu of healthy food choices. • Talk about the nutritional value of various foods and the relationship between a healthy diet and overall health and fitness.	• Teach and model basic health and safety rules (e.g., washing hands, covering mouth when coughing or sneezing, taking care when using sharp objects, looking both ways before crossing streets, wearing a helmet when bicycling). • Discuss with children appropriate responses to potentially dangerous situations and teach safety rules (e.g., bus safety, playground safety, staying with the group, knowing personal identification information, fire drills). • Secure adequate nutrition for children and introduce children to a variety of healthy foods. • Provide time for exercise and physical activity.
3. Gross Motor Skills : The control of large muscles for movement, navigation, and balance.		
1. Develop motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping.* 2. Develop motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle. 3. Understand movement concepts, such as control of the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in coordination with other objects.*	• Walk, run, hop, or gallop when moving from one place to another. • Balance on one leg. • Pretend to be various jumping or crawling creatures (e.g., rabbit, frog, kangaroo, grasshopper, snake, lizard). • Combine large muscle movements with equipment (e.g., riding a tricycle, using a slide or swings, bouncing a ball). • Engage in activities that involve climbing, rocking, swinging, rolling, spinning, jumping, or being turned upside-down.	• Make physical activity a big part of children's daily life. • Provide adequate space and age-appropriate equipment and materials, with adaptations as needed. • Supervise and participate in daily outdoor play. • Plan daily physical activities that are vigorous as well as developmentally and individually appropriate. • Provide appropriate modifications for children with special needs.

* Aligned to the Colorado Academic Standards. See Appendix A.

Physical Development & Health		
Indicators *Children may...*	**Examples** *Children may...*	**Suggested Supports** *Adults may...*
4. Fine Motor Skills : The control of small muscles for such purposes as using utensils, self-care, building, and exploring.		
1. Develop hand strength and dexterity. 2. Develop hand-eye coordination to use everyday tools, such as pitchers for pouring or utensils for eating. 3. Manipulate a range of objects, such as blocks or books. 4. Manipulate writing, drawing, and art tools.	• Engage in activities that enhance hand-eye coordination, such as using eating utensils, dressing themselves, building with blocks, creating with clay or play dough, putting puzzles together, and stringing beads. • Link paper clips to make necklaces. • Create puppet shows with finger puppets.	• Provide adequate time for drawing, cutting, and handwriting development. • Provide modeling materials (e.g., play dough, clay) and activities (e.g. beads, Legos, small blocks) to strengthen hands and develop fine motor coordination. • Provide handheld tools, such as spoons, paintbrushes, crayons, markers, tweezers, eyedroppers, garlic press, clothespins, and safety scissors, with adaptations as needed. • Provide adaptive writing utensils for children with fine motor delays. • Show the child how you use drawing and writing tools in your daily activities.

* Aligned to the Colorado Academic Standards. See Appendix A.

Social & Emotional Development

The Social & Emotional domain describes children's ability to develop positive relationships and ideas about themselves and their abilities, regulate their emotions and behavior, and express emotions. Appropriate social and emotional development is critical to life-long development and learning and is associated with a wide array of positive outcomes. Such skills allow children to feel confident in their abilities to interact with others, approach new situations, and express their individuality. Children who are English language learners should be allowed to express their emotions and relationships in their home language.

Social Development		
Indicators *Children may...*	**Examples** *Children may...*	**Suggested Supports** *Adults may...*
1. Social Relationships : The healthy relationships and interactions with adults and peers.		
1. Communicate with familiar adults and accept or request guidance. 2. Cooperate with others. 3. Develop friendships with peers. 4. Establish secure relationships with adults. 5. Use socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns. 6. Resolve conflict with peers alone and/or with adult intervention as appropriate. 7. Recognize and label others' emotions. 8. Express empathy and sympathy to peers. 9. Recognize how actions affect others and accept consequences of one's actions.	• Predict possible consequences of actions or decisions in everyday situations. • Listen to age-appropriate stories about relationships, including negotiation and conflict resolution strategies. • Talk about personal experiences of when someone has been either helpful or hurtful. • Retell stories of how they successfully solved a problem.	• Model positive ways to interact with others. • Provide opportunities for children to understand and discuss their feelings and those of others (i.e., show empathy). • Help children see the effect of their behavior on others and help them resolve conflicts. • Model asking for and understanding the viewpoints and opinions of others. • Talk about words and actions that show respect to various cultures. • Accept silence or quiet observation as a proper way for some children to participate, especially when they first join your class.
2. Self-Concept and Self-Efficacy : The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals.		
1. Identify personal characteristics, preferences, thoughts, and feelings. 2. Demonstrate age-appropriate independence in a range of activities, routines, and tasks.	• Identify their favorite things, people, or places. • Take care of their own needs with the support of adults (e.g., wash hands independently at accessible sinks, handle toileting, dress/undress	• Encourage children to try new things by sharing and learning together. • Watch for children's interests and suggest activities to support them.

Social Development		
Indicators *Children may...*	**Examples** *Children may...*	**Suggested Supports** *Adults may...*
3. Show confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks. 4. Demonstrate age-appropriate independence in decision making regarding activities and materials.	themselves, hang up clothing). • Participate in planning activities.	• Support children's awareness of and pride in their cultural heritage. • Listen to what children are saying and show you value their opinions by acknowledging them and building on their ideas. • Provide choices. • Provide opportunities for children to understand similarities and differences with each other. • Accept silence or quiet observation as a proper way for some children to participate, especially when they first join your class.
3. Self-Regulation : The ability to recognize and regulate emotions, attention, impulses, and behavior.		
1. Recognize and label emotions. 2. Handle impulses and behavior with minimal direction from adults. 3. Follow simple rules, routines, and directions. 4. Shift attention between tasks and move through transitions with minimal direction from adults.	• Listen to/discuss books about emotions and respond to situations in stories that evoke emotions. • Identify emotions in photographs of other children and adults. • Create drawings, paintings, collages, or a class book about emotions.	• Make cozy, safe areas where children can be alone if they wish. • Establish, explain, and model simple rules (e.g., a bedtime routine) in terms children can understand. • Be aware that children from different cultures may interpret a single action by an adult to have different meanings. For example, an adult may point to signal where she wants the children to go, but some children may think she is reprimanding them, singling them out for some reason, or saying she wants "one" of something (since she has one finger out). • Provide physical environments, schedules, and routines that promote self-control and self-regulation. • Modify the environment for children who have sensory issues and may be affected by noise, lights, or movement.

Social Development		
Indicators *Children may...*	**Examples** *Children may...*	**Suggested Supports** *Adults may...*
4. Emotional and Behavioral Health : A healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors.		
1. Express a range of emotions appropriately, such as excitement, happiness, sadness, and fear. 2. Refrain from disruptive, aggressive, angry, or defiant behaviors. 3. Adapt to new environments with appropriate emotions and behaviors.	• Reflect on personal experiences that evoked strong emotions. • Experiment with new materials and activities without fear of making mistakes. • Act out powerful emotions (e.g., fear, anger) through dramatic play.	• Talk about ways children can express emotions without harming themselves, others, or property (e.g., dancing or exercising until out of breath, using pounding toys, manipulating play dough, talking to an adult). • Provide tasks in which the goal is trying different strategies or solutions rather than right or wrong answers. • Be aware that ways of expressing feelings, such as excitement, anger, happiness, frustration, and sadness, differ in various cultures. For example, a child may show excitement through shouting and jumping for joy, through a smile and coy look, through no outward signs while inwardly experiencing anticipation, or by sharing the fact they are excited with a friend or a trusted adult.

English Language Development

The English Language Development domain describes skills for children who are English language learners (ELL). Similar to those acquiring a first language, children who are learning English as a second language understand more English initially than they can produce. This domain includes children's receptive skills, or their ability to understand spoken English, and includes children's expressive skills, or their ability to speak English. The indicators and examples describe a variety of the types of skills children may exhibit over time as they acquire English. As children gradually learn more English, they will be able to express themselves in English more often. The English Language Development domain also describes the types of literacy activities that support ELL students' language acquisition. However, children should also continue to develop the ability to communicate effectively in their home language because such skills provide a foundation for learning English.

English Language Development		
Indicators *Children may...*	**Examples** *Children may...*	**Suggested Supports** *Adults may...*
1. Receptive English Language Skills : The ability to comprehend or understand the English language.		
1. Participate with movement and gestures while other children and the teachers dance and sing in English. 2. Acknowledge or respond nonverbally to common words or phrases, such as "hello," "good bye," "snack time," and "bathroom," when accompanied by adult gestures. 3. Point to body parts when asked, "Where is your nose, hand, leg...?" 4. Comprehend and respond to increasingly complex and varied English vocabulary, such as "Which stick is the longest?" and "Why do you think the caterpillar is hungry?" 5. Follow multi-step directions in English with minimal cues or assistance.	• Respond with gestures, act out, or role play—depending on level of understanding—in response to stories read aloud. • Match oral language to classroom and everyday objects. • Sort pictures or objects according to oral instructions. • Respond verbally or nonverbally to simple oral commands or statements. • Draw pictures in response to oral instructions.	• Use gestures and body language to support communication with children, as appropriate to their level of language acquisition. • Connect English words or phrases to children's home language, as appropriate and possible. • Introduce braille to children who are blind or visually impaired.

English Language Development		
Indicators *Children may . . .*	**Examples** *Children may. .*	**Suggested Supports** *Adults may . . .*
2. Expressive English Language Skills : The ability to speak or use English.		
1. Repeat word or phrase to self, such as "bus" while the group sings the song "Wheels on the Bus" or "brush teeth" after lunch. 2. Request items in English, such as "car," "milk," "book," or "ball." 3. Use one or two English words, sometimes joined to represent a bigger idea, such as "throwball." 4. Use increasingly complex and varied English vocabulary. 5. Construct sentences, such as "The apple is round." or "I see a fire truck with lights on."	• Repeat words, simple phases, or some facts from illustrated short stories. • Complete phrases in rhymes, songs, and chants. • Answer yes/no or other simple questions, as appropriate to level. • Name classroom and everyday objects. • String words together to make short sentences.	• Describe pictures, classroom objects, or familiar people using a variety of words for various levels of language learners. • Provide a rich language environment that exposes children to vocabulary. • Provide assistive technology for children who have language delays, are deaf, or are hard of hearing.
3. Engagement in English Literacy Activities : Understanding and responding to books, storytelling, and songs presented in English.		
1. Demonstrate eagerness to participate in songs, rhymes, and stories in English. 2. Point to pictures and says the word in English, such as "frog," "baby," "run." 3. Learn part of a song or poem in English and repeat it. 4. Talk with peers or adults about a story read in English. 5. Tell a story in English with a beginning, middle, and end from a book or about a personal experience.	• Distinguish between same and different forms of print (e.g., single letters, symbols). • Trace figures and letters. • Reproduce letters, symbols, and numbers from models in context. • Produce familiar words/phrases from environmental print and illustrations. • Create content-based representations through pictures and words.	• Use gestures, actions, and real objects to help children understand what is being read, chanted, or sung. • Help children make connections between speech and writing, such as matching icons, symbols, or words to corresponding pictures or objects. • Help children make connections between books and stories in their home language with those in English. • Help children tell stories and recount experiences with a beginning, middle, and end; write down their dictation and let them illustrate if desired.

Language Development

The Language Development domain describes children's developing ability to effectively communicate (expressive language) and understand (receptive language) oral language in different environments and for a variety of purposes. Such skills are key to children's learning and social competence. The understanding and use of language is also closely related to students' developing literacy and their later success in learning to read and write.

Language Development		
Indicators *Children may...*	**Examples** *Children may...*	**Suggested Supports** *Adults may...*
1. Receptive English Language Skills : The ability to comprehend or understand the English language.		
1. Attend to language during conversations, songs, stories, or other learning experiences.* 2. Comprehend increasingly complex and varied vocabulary.* 3. Comprehend different forms of language, such as questions or exclamations.* 4. Comprehend different grammatical structures or rules for using language.	• Listen to age-appropriate stories, poems, and songs that are rich in descriptive vocabulary. • Understand some words that convey special concepts (e.g., first/last, over/under). • Demonstrate use of vocabulary in oral language to express ideas and events.* • Make connections between words with similar meanings. • Follow two-step directions.	• Introduce new words and concepts by naming what children are doing and experiencing. • Involve children in sustained conversations, pursuing their interests with questions and comments. • Use facial expressions, gestures, and a rich and varied vocabulary with children. • State directions clearly, positively, respectfully, and only as needed.
2. Expressive Language : The ability to use language.		
1. Engage in communication and conversation with others. 2. Use language to express ideas and needs.* 3. Use increasingly complex and varied vocabulary.* 4. Use different forms of language.	• Share their ideas and experiences in small groups. • Use language as a part of pretend play to create and enact roles. • Use complete sentences, when appropriate. • Describe experiences and retell simple stories.	• Ask open-ended questions that require more than a "yes" or "no" response. • Use descriptive language. • Provide opportunities for children to engage in dialogue, including one-on-one and group conversations.

Language Development		
Indicators *Children may...*	**Examples** *Children may...*	**Suggested Supports** *Adults may...*
5. Use different grammatical structures for a variety of purposes.* 6. Engage in storytelling. 7. Engage in conversations with peers and adults.	• Use language to establish and maintain relationships.	• Structure activities so that children can engage in telling stories or recounting events by expressing themselves through various means such as speech, pantomime, pointing, and role-playing. • Vary "wait time," or the amount of time children are allowed to respond. Children from some cultural backgrounds find the pace of verbal interactions in U.S. schools very different from the pace to which they are accustomed.

Literacy Knowledge & Skills

The Literacy Knowledge & Skills domain describes skills that provide the basis for children's emerging ability to read and write. Preschool age children are developing attitudes about reading that will affect their approach to learning as they age. They are also developing basic understandings about how books and other print materials convey meaning. This domain also addresses early reading skills, such as the ability to hear and differentiate sounds in words and some basic letter knowledge. Children's ability to physically write is closely tied to their development of fine motor skills at this age, which often varies significantly, and so children practice communicating their ideas on paper in whatever way they can, including scribbling, dictation, drawing pictures, or tracing letters and words.

Literacy Knowledge & Skills		
Indicators *Children may...*	**Examples** *Children may...*	**Suggested Supports** *Adults may...*
1. Book Appreciation and Knowledge : The interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts.		
1. Show interest in shared reading experiences and looking at books independently. 2. Recognize how books are read, such as front-to-back and one page at a time, and recognize basic characteristics, such as title, author, and illustrator.* 3. Ask and answer questions and make comments about print materials.* 4. Demonstrate interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics. 5. Retell stories or information from books through conversation, artistic works, creative movement, or drama.* 6. Make predictions based on illustrations or portions of story or text.*	• Look at pictures, ask questions, and talk about information from books. • Handle books respectfully and appropriately. • Use drawing or drawing with captions to identify key characters or events in a story read aloud. • Compare events in books to their own experiences. • Use pictures to understand and make predictions about the topic or story in a book.	• Make books available in children's home languages. • Use books that communicate information to learn about the world and contain rich language. • Read to children often for pleasure and information. • Visit the library. • Ask questions about the stories read together. • Provide materials such as flannel board sets, puppets, and other props to act out and retell stories. • Model reading for children (e.g., newspapers, novels).
2. Phonological Awareness : An awareness that language can be broken into words, syllables, and smaller pieces of sound.		
1. Identify and discriminate between words in language. 2. Identify and discriminate between separate syllables in words.* * Aligned to the Colorado Academic Standards. See Appendix A.	• Recognize the difference between words that sound similar. • Break words into syllables (e.g., clap or tap them out with rhythm instruments).	• Model having fun with words (e.g., rhymes, poems, fingerplays). • Share songs and poems with children. • Encourage children to fill in missing words and

Literacy Knowledge & Skills		
Indicators *Children may...*	**Examples** *Children may...*	**Suggested Supports** *Adults may...*
3. Identify and discriminate between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound.* 4. Recognize patterns of sounds in songs, storytelling, and poetry.*	• Recognize rhyming words and alliterations. • Repeat rhythmic patterns in poems and songs through clapping, marching, or using instruments to beat syllables.	complete familiar refrains in familiar rhymes and songs.
3. Alphabet Knowledge : The names and sounds associated with letters.		
1. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named. 2. Recognize that letters of the alphabet have distinct sound(s) associated with them. 3. Attend to the beginning letters and sounds in familiar words.* 4. Identify letters and associate correct sounds with letters.*	• Distinguish between upper and lower case letter shapes. • Play guessing games using letter sounds (e.g.,"I spy something that begins with sssss."). • Select alphabet letters that match with their sounds. • Recognize the letters in their own name. • Know the name for many letters of the alphabet.	• Provide magnetic letters and alphabet blocks, stamps, books, and puzzles. • Explore letters through sensory experiences (e.g., trace letters made of sandpaper or rice, use alphabet cookie cutters or pasta alphabets). • Point out letters in familiar names and signs.
4. Print Concepts and Conventions : The concepts about print and early decoding (identifying letter-sound relationships).		
1. Recognize print in everyday life, such as numbers, letters, one's name, words, and familiar logos and signs.* 2. Understand that print conveys meaning.* 3. Understand conventions, such as print moves from left to right and top to bottom of a page.* 4. Recognize words as a unit of print and understand that letters are grouped to form words.	• Recognize how printed material connects to their world and daily life. • Associate pictorial symbols with objects or actions (e.g., picture recipes, rebus stories). • Recognize that print can tell people what to do.	• Point out signs and labels in the classroom, neighborhood, or store. • Call attention to a variety of print, such as books, newspapers, magazines, menus, and cereal boxes.

* Aligned to the Colorado Academic Standards. See Appendix A.

Literacy Knowledge & Skills		
Indicators *Children may....*	**Examples** *Children may...*	**Suggested Supports** *Adults may...*
5. Recognize the association between spoken or signed and written words.	• Understand that letters function to represent sounds in spoken words.	• Create a learning environment that reflects the children's cultures and languages in each learning center, on wall/window/bulletin board displays, and in educational and play materials. • Model using print resources to gain meaning and understanding or answer a question.
5. Early Writing : The familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.		
1. Experiment with writing tools and materials.* 2. Recognize that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion.* 3. Use scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas.* 4. Copy, trace, or independently write letters or words.* 5. Dictate ideas to an adult.* 6. Identify information that is relevant.*	• Begin to develop proper pencil grip. • Communicate with others with a card or letter. • Use shapes, symbols, and letters to express ideas. • Talk about a picture or experience. • Describe something learned about a topic (e.g., butterflies, frogs, snow). verbally or through representations. • Ask questions about and investigate topics of interest.	• Encourage children's interest and attempts to copy or write letters and their own name. • Provide experiences with markers, crayons, and pencils. • Display writing and drawings. • Encourage children to participate in activities that involve reading and writing, such as making a grocery list.

* Aligned to the Colorado Academic Standards. See Appendix A.

Logic & Reasoning

The Logic & Reasoning domain describes children's ability to think through problems and apply strategies for solving them. Such strategies require the ability to make connections among events or ideas, such as cause-and-effect relationships and comparisons. Likewise, the ability to think abstractly, or symbolically, about their world allows children to better understand the world around them. Such critical thinking skills are essential to children's early learning, and also to their ability to understand and adapt to a wide range of situations at home and in the community.

Logic & Reasoning		
Indicators *Children may...*	**Examples** *Children may....*	**Suggested Supports** *Adults may...*
1. Reasoning and Problem-Solving : The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.		
1. Seek multiple solutions to a question, task, or problem. 2. Recognize cause-and-effect relationships. 3. Classify, compare, and contrast objects, events, and experiences. 4. Use past knowledge to build new knowledge. 5. Know that problems can be identified and possible solutions can be created.*	• Make suggestions to generate ideas. • Make predictions, including hypotheses about cause or effect. • Act out and talk about experiences. • Talk about activities of yesterday, today, and tomorrow. • Talk about what they are learning. • Try different approaches to solve a problem. • Differentiate between questions and statements.	• Introduce everyday household materials and toys that can be used in more than one way. • Ask children what they know, want to know, and have learned about a topic. • Talk through different approaches to problems and value children's thinking regardless of accuracy. • Ask children questions that apply to real problems. • Involve children in planning activities.
2. Symbolic Representation : The use of symbols or objects to represent something else.		
1. Represent people, places, or things through drawings, movement, and three-dimensional objects. 2. Engage in pretend play and act out roles. 3. Recognize the difference between pretend or fantasy situations and reality.*	• Represent their ideas in more than one way (e.g., painting, drawing, blocks). • Pretend and make-believe. • Begin to identify key features of reality versus fantasy in stories, pictures, and events.	• Engage children in making up games, jokes, songs, and stories. • Encourage pretend play, such as using sofa cushions or blankets to make a "cave." • Add new props to the environment to encourage rich pretend play. • Provide materials for drawing and encourage children to tell you what they have drawn.

* Aligned to the Colorado Academic Standards. See Appendix A.

Mathematics Knowledge & Skills

The Mathematics Knowledge & Skills domain describes children's abilities to understand numbers, quantity, and the relationships between them. Also important to this domain is a basic understanding of shapes, the position of shapes in space, patterns, and measurement. Many indicators described in this domain require children to make generalizations and think abstractly, which builds cognitive skills that support a wide array of early learning and are associated with positive outcomes. Some of the indicators and examples may not be appropriate until late in the 3–5 year age range.

Mathematics Knowledge & Skills		
Indicators *Children may...*	**Examples** *Children may...*	**Suggested Supports** *Adults may...*
1. Number Concepts and Quantities : The understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list).		
1. Recognize numbers and quantities in the everyday environment. 2. Recite numbers in the correct order and understand that numbers come "before" or "after" one another. 3. Associate quantities and the names of numbers with written numerals.* 4. Use one-to-one counting and subitizing (identifying the number of objects without counting) to determine quantity.* 5. Use the number name of the last object counted to represent the number of objects in the set.	• Matches a group of 1 to 10 objects with written and spoken numbers. • Count, group, and sort objects and materials. • Read stories, sing songs, and act out poems and finger plays that involve counting, numerals, and shapes.	• Count and use numbers as you play together. • Take advantage of every opportunity to count with children in a practical and authentic setting. • Have children group and order materials when cleaning up. • Play age-appropriate games that involve counting spaces or objects.
2. Number Relationships and Operations : The use of numbers to describe relationships and solve problems.		
1. Use a range of strategies, such as counting, subitizing, or matching, to compare quantity in two sets of objects and describe the comparison with terms, such as more, less, greater than, fewer, or equal to.	• Make predictions about quantity and measurements (e.g., the number of cups of water it will take to fill a pitcher).	• Provide opportunities for children to use household materials and experiences to explore numbers, measurement, and patterns. • Provide everyday opportunities to explore numbers and patterns such as helping set the table.

* Aligned to the Colorado Academic Standards. See Appendix A.

Mathematics Knowledge & Skills		
Indicators *Children may...*	**Examples** *Children may....*	**Suggested Supports** *Adults may...*
2. Recognize that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects. 3. Identify the new number created when numbers are combined or separated.		
3. Geometry and Spatial Sense : The understanding of shapes, their properties, and how objects are related to one another.		
1. Recognize and name common shapes, their parts, and attributes.* 2. Combine and separates shapes to make other shapes. 3. Compare objects in size and shape. 4. Understand directionality, order, and position of objects, such as up, down, in front, and behind.*	• Match, sort, group, and name basic shapes found outside or in the classroom. • Use the vocabulary of geometry and position to describe shapes within the room and surrounding environment. • Understand relational directions (e.g., "Please put a mat under each plate.").	• Provide opportunities for conversation using everyday words to indicate space, location, shape, and size of objects. • Help children organize toys, pointing out concepts such as "in," "on," "under," and "beside."
4. Patterns : The recognition of patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern.		
1. Sort, classify, and serialize (put in a pattern) objects using attributes, such as color, shape, or size.* 2. Recognize, duplicate, and extend simple patterns. 3. Create patterns through the repetition of a unit.	• Sort objects by physical characteristics such as color or size. • Use art materials and other objects to create patterns (e.g., weaving, painting, stringing beads, stacking blocks). • Recognize patterns in a story or song.	• Provide opportunities for children to count, group, and order household objects and materials. • Provide opportunities to observe naturally occurring patterns within the indoor and outdoor environments. • Introduce songs with a growing pattern (e.g., "Bingo" where children clap to substitute for one more letter with each verse).

* Aligned to the Colorado Academic Standards. See Appendix A.

Mathematics Knowledge & Skills		
Indicators *Children may....*	**Examples** *Children may...*	**Suggested Supports** *Adults may....*
5. Measurement and Comparison : The understanding of attributes and relative properties of objects as related to size, capacity, and area.		
1. Compare objects using attributes of length, weight, and size (e.g., bigger, longer, taller, heavier). 2. Order objects by size or length. 3. Use nonstandard and standard techniques and tools to measure and compare.* 4. Describe the order of common events.* 5. Sequence a simple set of activities or events.*	• Group objects according to their size, using standard and non-standard forms (e.g., height, weight, length, color brightness) of measurement. • Explore various processes and units for measurement and begin to notice different results of one method or another.	• Follow a recipe and let children measure, pour, and stir the ingredients. • Provide opportunities for children to count, group, and order objects and materials. • Ask questions of measurement (e.g., "How many steps does it take to walk from the front door to your cubby?" or "How many blocks long is your arm?"). • Use a sensory table with various bowls, cups, or other containers to encourage measurement activities.

* Aligned to the Colorado Academic Standards. See Appendix A.

Science Knowledge & Skills

The Science Knowledge & Skills domain describes children's abilities to observe and gather information about the natural and physical world around them. Children use their natural curiosity to explore and ask questions about their environment, through which they learn about living things and natural processes. The indicators in science also describe ways in which children process information by making connections, predictions, and generalizations based on their observations.

Science Knowledge & Skills		
Indicators *Children may...*	**Examples** *Children may...*	**Suggested Supports** *Adults may...*
1. Scientific Skills and Method : The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions.		
1. Use senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships.* 2. Observe and discuss common properties, differences, and comparisons among objects. 3. Participate in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations.* 4. Collect, describe, and record information through discussions, drawings, maps, and charts.* 5. Describe and discuss predictions, explanations, and generalizations based on past experience.*	• Use senses to gather information about objects, living things, and Earth materials. • Ask and pursue questions through simple investigations and observations of living things. • Observe nature and make predictions about natural events (e.g., growing seeds, caring for animals, charting weather).	• Ask questions and make comments that lead children to observe closely and think about how they could find out more. • Provide opportunity to observe objects and events indoors and outdoors. • Encourage children to experiment and discuss what they discover. • Encourage children to ask questions and seek answers through active exploration and reflection on what they learn. • Model language that encourages children to express wonder, pose questions, and provide evidence of discoveries.
2. Conceptual Knowledge of the Natural and Physical World : The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally-occurring relationships.		
1. Observe, describe, and discuss living things and natural processes.* 2. Predict, explain, and infer patterns based on observations and representations of living things, their needs, and life cycles.* 3. Observe, describe, and discuss properties of materials and transformation of substances.*	• Identify the common needs such as food, air, and water of familiar living things. • Make and record by drawing, acting out, or describing observations of living things and how they change over time.	• Engage children in exploring natural objects such as collecting small rocks, feathers, leaves, and other objects. • Engage children in observing events, such as wet and dry places and how the sun warms objects it shines on.

* Aligned to the Colorado Academic Standards. See Appendix A.

Science Knowledge & Skills		
Indicators *Children may....*	**Examples** *Children may...*	**Suggested Supports** *Adults may...*
4. Identify, predict, and extend patterns based on observations and representations of objects in the sky, daily weather, and seasonal changes.* 5. Observe and describe patterns observed over the course of a number of days and nights, possibly including differences in the activities or appearance of plants and animals.* 6. Recognize and investigate cause-and-effect relationships in everyday experiences – pushing, pulling, kicking, rolling, or blowing objects.*	• Observe and explore the natural processes of growing, changing, and adapting to the environment.	• Engage children to reflect on what they learn, such as why a plant takes days to sprout. • Provide a variety of outdoor natural materials (e.g., smooth stones, shells, pinecones, acorns) that children can investigate.

* Aligned to the Colorado Academic Standards. See Appendix A.

Social Studies Knowledge & Skills

The Social Studies Knowledge & Skills domain describes children's learning about people, places, events, and society, and how these things relate to their lives. By learning about themselves, their family, and their community, children develop self-identity and expand their understanding of places and people outside their direct experience.

Social Studies Knowledge & Skills		
Indicators *Children may...*	**Examples** *Children may...*	**Suggested Supports** *Adults may...*
1. Self, Family, and Community : The understanding of one's relationship to the family and community, roles in the family and community, and respect for diversity.		
1. Identify personal and family structure.* 2. Understand similarities and respect differences among people.* 3. Recognize a variety of jobs and the work associated with them.* 4. Understand the reasons for rules in the home and classroom and for laws in the community.* 5. Describe or draw aspects of the geography of the classroom, home, and community.* 6. Recognize money and identify its purpose.*	• Recognize membership in family, neighborhood, school, team, and various other groups and organizations. • Identify examples of times when people can play different roles and bring unique talents to a variety of groups. • Recognize coins and currency as money. • Identify how money is used as a medium of exchange.	• Through books, class visitors, and field trips, extend children's knowledge of what people do in the community. • Promote respect and appreciation for each child's culture and the cultures of others. • Talk about the differences among people (e.g., language, ability, race). • Engage children in noticing and learning about land, water, and other features in the community. • Have children create and interpret simple maps of the classroom, playground, and neighborhood. • Create situations in which children exchange money in a play situation.
2. People and the Environment : The understanding of the relationship between people and the environment in which they live.		
1. Recognize aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations.* 2. Recognize that people share the environment with other people, animals, and plants. 3. Understand that people can take care of the environment through activities, such as recycling.	• Build with blocks or draw various environments, such as towns, farms, and oceans. • Identify common places such as home, school, cafeteria, and gymnasium. • Describe surroundings.	• Point out changes that people have made to the environment while on a walk. • Model environmental consciousness (e.g., picking up trash, recycling).

* Aligned to the Colorado Academic Standards. See Appendix A.

Social Studies Knowledge & Skills		
Indicators *Children may...*	**Examples** *Children may...*	**Suggested Supports** *Adults may...*
3. History and Events : The understanding that events happened in the past and how these events relate to one's self, family, and community.		
1. Differentiate between past, present, and future.* 2. Recognize events that happened in the past, such as family or personal history.* 3. Understand that how people live and what they do changes over time.*	• Select examples from pictures that illustrate past, present, and future.* • Describe how they have grown.	• Tell stories about past events. • Have students sort pictures into those from the past and present. • Visit historical places.

* Aligned to the Colorado Academic Standards. See Appendix A.

Creative Arts Expression

The Creative Arts domain describes the variety of artistic activities that allow children to use their imaginations, creativity, and express ideas in a variety of mediums. Included in this domain are indicators for music, dance, visual art, and drama & theatre arts. The creative arts provide a means for children to display their understanding of a wide variety of knowledge and ideas that are part of other domains.

Creative Arts Expression		
Indicators *Children may...*	**Examples** *Children may...*	**Suggested Supports** *Adults may...*
1. Music : The use of voice and instruments to create sounds.		
1. Participate in music activities, such as listening, singing, or performing.* 2. Experiment with musical instruments. 3. Respond to rhythmic patterns and elements of music using expressive movement.* 4. Improvise movement and sound responses to music.* 5. Describe and respond to musical elements.* 6. Recognize a wide variety of sounds and sound sources.* 7. Express feeling responses to music.* 8. Recognize music in daily life.*	• Speak, chant, and sing expressively. • Participate in singing games. • Demonstrate appropriate behavior and attention when listening to or performing music. • Move to music with various rhythmic patterns, tempos, meters, and dynamics. • Listen to music from diverse modes, genres, and styles. • Improvise sound effects when playing. • Demonstrate musical awareness by moving freely and creatively. • Describe music and sources of sound. • Listen appropriately during a musical selection, live or recorded.	• Invite musicians to the classroom so children can experience live music. • Provide appropriate instruments (e.g., maracas, rhythm sticks, bells, tambourines, drums, sand blocks, shakers) for musical experimentation. • Play different types of music and ask children to label how the music makes them feel. • Provide children with examples of diverse music, including cultural examples and examples in their community and home. • Offer different types of music rhythms, patterns, and tempos and have the children imitate these by clapping or playing musical instruments.
2. Creative Movement and Dance : The use of the body to move to music and express oneself.		
1. Express what is felt and heard in various musical tempos and styles.* 2. Move to different patterns of beat and rhythm in music.* 3. Use creative movement to express concepts, ideas, or feelings.*	• Use senses and prior experience as inspiration for moving and dancing. • Pay attention to a dance performance and clap to show appreciation. • Respond to dance by drawing. • Explore the origin of and occasions for cultural dances around the world.	• Encourage children to move and use their bodies in space (e.g., pretending to be a cat, a volcano, or a butterfly). • In reading stories to children, look for words and images that suggest movement (e.g., "Can you move as softly as the wind blew?")

* Aligned to the Colorado Academic Standards. See Appendix A.

Creative Arts Expression		
Indicators *Children may...*	**Examples** *Children may...*	**Suggested Supports** *Adults may...*
4. Demonstrate simple phrases of movement in time and space.* 5. Attentively observe a dance performance.* 6. Recognize dances from around the world.*	• Describe how dance expresses ideas and emotions. • Compare different kinds of dances. • Explore shapes, size, levels, direction, stillness, and patterns in movement. • Practice how to respond to action words with movement. • Transfer weight when dancing (i.e.stepping).	
3. Art : The use of a range of media and materials to create drawings, pictures, or other objects.		
1. Use different materials and techniques to make art creations.* 2. Discuss one's own artistic creations and those of others.* 3. Know that works of art can represent people, places, and things.* 4. Identify art in daily life.* 5. Understand that artists have an important role in communities	• Select favorite images in materials such as books, cartoons, computer games, and environmental print. • Use personal vocabulary to describe works of art. • Understand that works of art can communicate ideas and tell stories. • Create drawings based on familiar stories and topics. • Identify art in their surroundings. • Describe some artist activities. • Identify some art materials used by artists.	• Provide age-appropriate art materials (e.g., non-hazardous paints, modeling materials, a wide variety of paper types, writing and drawing utensils of various sizes and types, collage materials). • Provide a variety of horizontal and vertical surfaces (e.g., easels, floor, walls) and two- and three- dimensional objects (e.g., boxes, clay, plastic containers) for creative expression. • Point out basic characteristics and expressive features of art and design in daily life.

* Aligned to the Colorado Academic Standards. See Appendix A.

Creative Arts Expression		
Indicators *Children may...*	**Examples** *Children may...*	**Suggested Supports** *Adults may...*
4. Drama & Theatre Arts : The portrayal of events, characters, or stories through acting and using props and language.		
1. Use dialogue, actions, and objects to tell a story or express thoughts and feelings about one's self or a character.* 2. Use creativity and imagination to manipulate materials and assume roles in dramatic play situations.* 3. Respond to stories and plays.*	• Identify emotions behind particular actions, facial expressions, and words. • Engage in pretend play for longer periods of time. • Respond to new drama performances, puppet shows, or dramatizations. • Ask questions about performances or dramatizations.	• Provide a variety of opportunities for children to view plays and dramatized stories. • Encourage children to use body movement and voice to depict characters. • Promote children's dramatic play by providing props as well as stories and real-life experiences that will stimulate their enacting a range of roles and scenarios.

* Aligned to the Colorado Academic Standards. See Appendix A.

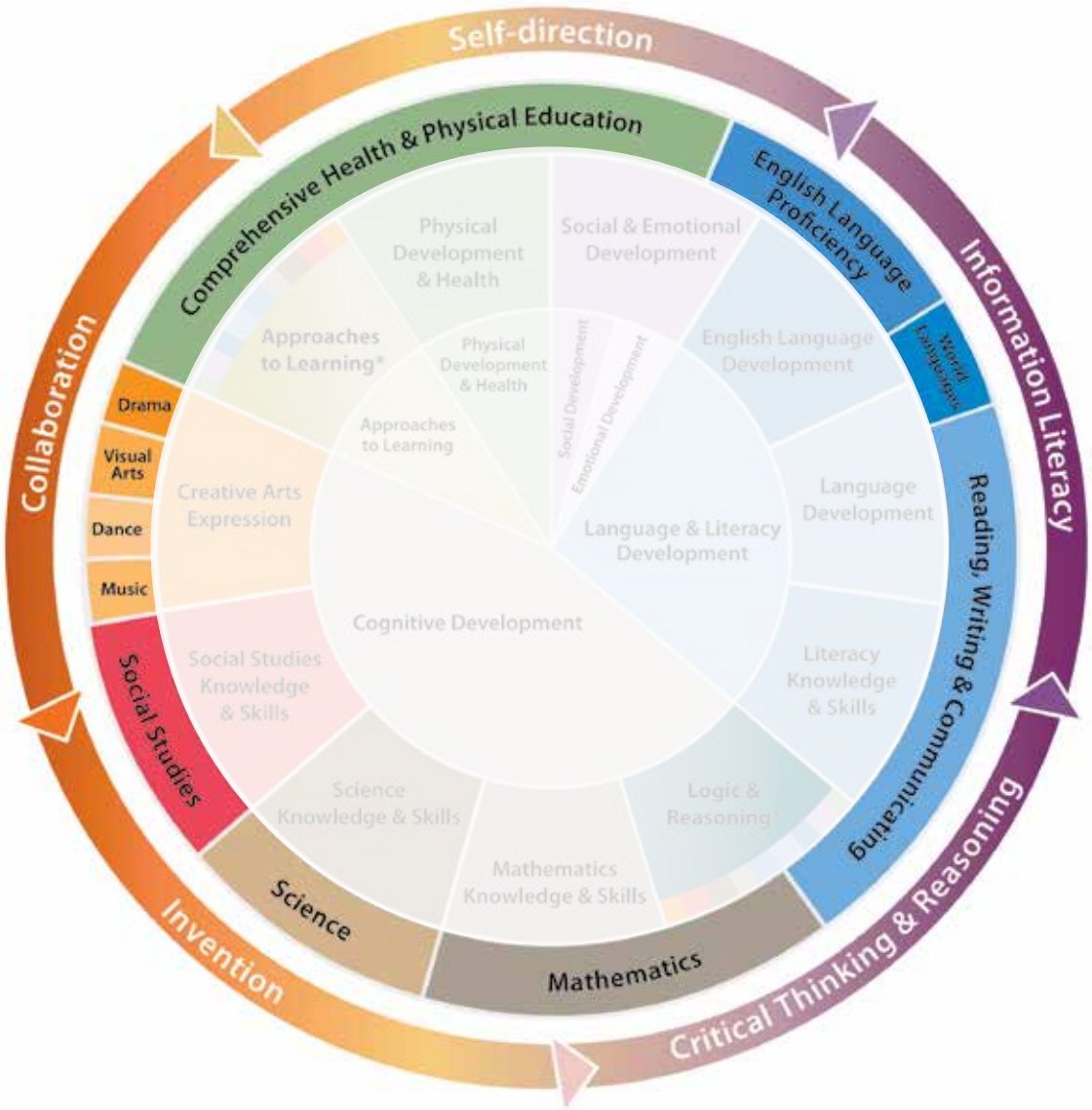
Approaches to Learning

The Approaches to Learning domain describes dispositions that support children's engagement in learning. The examples describe observable behaviors that reflect these desirable traits. When children develop positive approaches to learning, they are more likely to have success in school.

Approaches to Learning		
Indicators *Children may...*	**Examples** *Children may...*	**Suggested Supports** *Adults may...*
1. Initiative and Curiosity : An interest in varied topics and activities, a desire to learn, creativity, and independence in learning.		
1. Demonstrate flexibility, imagination, and inventiveness in approaching tasks and activities. 2. Demonstrate eagerness to learn about and discuss a range of topics, ideas, and tasks. 3. Ask questions and seek new information.	• Use or combine materials/strategies in novel ways while exploring and solving problems. • Use senses to explore the environment. • Demonstrate a willingness to choose both familiar and new experiences.	• Share children's excitement in discoveries, exploration, and manipulation of items in the environment. • Help children learn about and explore their neighborhood and community. • Model curiosity and information-seeking.
2. Persistence and Attentiveness : The ability to begin and finish activities with persistence and attention.		
1. Maintain interest in a project or activity until completed. 2. Set goals and develop and follow through on plans. 3. Resist distractions, maintain attention, and continue the task at hand through frustration or challenges.	• Seek and accept help or information for further understanding. • Develop a sense of purpose and the ability to follow through.	• Allow children to keep their work, such as block structures, in place from one day to the next so they can continue to work on it. • Offer tasks that are just challenging enough but not overwhelming so children learn the satisfaction of rising to the challenge. • Model self-talk such as repeating directions to keep one's attention focused. • Break tasks down into manageable steps. • Provide various modalities (e.g., visual, auditory, movement) to learning.

Approaches to Learning		
Indicators *Children may...*	**Examples** *Children may...*	**Suggested Supports** *Adults may...*
3. Cooperation : An interest and engagement in group experiences.		
1. Plan, initiate, and complete learning activities with peers. 2. Join in cooperative play with others and invite others to play. 3. Model or teach peers. 4. Help, share, and cooperate in a group.	• Take turns. • Exchange ideas with peers.	• Provide opportunities for children to practice listening and talking with others. • Plan activities that build a sense of belonging and community.

Kindergarten through 3rd Grade



This section of the Colorado Early Learning and Development Guidelines for children in kindergarten through third grade (ages 5–8) provides users with information about how foundational skills and knowledge established during the first 5 years of life develop children's capacities to meet more specific learning expectations in grade school. Children's learning in the first few years of school builds on their cognitive, physical, social, and emotional development at earlier ages and forms a basis for later learning. As children transition from preschool to kindergarten, the domains of learning that organize children's abilities for ages 3 to 5 in the Guidelines shift to the content areas of the Colorado Academic Standards (CAS). This change in the organizational domains used in the Guidelines reflects the growing emphasis on academics as children age; however, social, emotional, and cognitive development remain a key aspect of teaching and learning for children in kindergarten through third grade, and so the development of the whole child is articulated in the Guidelines. Colorado Academic Standards content areas include Comprehensive Health & Physical Education, World Languages, Reading, Writing & Communicating, Mathematics, Science, Social Studies, Music, Dance, Visual Arts, and Drama. Collectively these areas reflect the growing breadth and depth of a child's academic experiences, but they also encompass all the aspects important in the development of the whole child. This comprehensive approach to the holistic development of school-age children is reflected in the social and emotional wellness standards, which are part of the Colorado standards for Comprehensive Health & Physical Education. Additionally, important student dispositions and habits of mind are reflected in the standards' set of 21st Century Skills, which include Self Direction, Information Literacy, Critical Thinking & Reasoning, Information Literacy, Invention, and Collaboration.

Visit the Colorado Department of Education's website to access the Colorado Academic Standards: *www.cde.state.co.us/cdeassess/UAS/index.html*

In addition to descriptions about child learning and development, the Colorado Academic Standards articulate Concept Connections. Concept Connections are cognitive skills and themes that are emphasized in each grade across multiple content areas. The ideas in the Concept Connections reoccur as children learn and engage with subject-area content throughout the school year. The Concept Connections for each grade K–3 are shown in Appendix B.

The CAS content areas are each presented with descriptions of the preschool domains and subdomains that support learning in that content area in kindergarten through third grade. Such information should be useful for both K–3 teachers and preschool providers alike, allowing them to better understand the developmental trajectory of children's skills and knowledge. Additionally, parents and caregivers who interact with young children will be able to use this information to understand the overall goals for children's education and development, as well as important ways that they can support those skills. Children with a developmental disability or delay may show deficits in one or more content area. Children born prematurely may show a delay in reaching learning expectations. Caregivers should talk with a health care provider or other trusted professional with any questions or concerns.

Comprehensive Health & Physical Education

The Comprehensive Health & Physical Education content area of the Colorado Academic Standards contain standards that address Physical and Personal Wellness, Emotional and Social Wellness, and Prevention and Risk Management in the context of both health education and physical education www.cde.state.co.us/CoHealthPE/. The physical education section also addresses Movement Competence and Understanding. The following section provides a broad overview of the requirements of each of these standards for children in kindergarten through third grade, and explains how the content in these Guidelines at earlier ages prepares children for meeting these standards in their formal schooling.

Movement Competence and Understanding

The first standard in the Comprehensive Health & Physical Education content area, Movement Competence and Understanding, is related only to physical education. This standard focuses on children's development of motor skills and their ability to accurately move in patterns during a variety of routines, games, and activities. In preparation for these skills in grades K–3, toddlers, and preschoolers build the large and small muscles of their body, gaining strength and control. The Guidelines for children ages 3–5 address these skills within the subdomains of Gross Motor and Fine Motor Skills within the Physical Development and Health domain. Kindergartners further develop these motor skills by maintaining awareness of their bodies and the space around them as they move safely during a variety of activities. In first grade, children incorporate rhythmic and cross-lateral movements, and by third grade, children may combine movement patterns as they demonstrate growing control and balance.

Physical and Personal Wellness

The second standard, Physical and Personal Wellness, addresses healthy eating and exercise habits and preventing disease. The Guidelines for children ages 3–5 focus on children maintaining healthy growth by getting rest and exercise and learning to perform personal care tasks. Within these Guidelines, these preschool skills are found primarily in the domains Physical Development and Health: Physical Health Status and Health Knowledge & Practice. In kindergarten and first grade, students expand their understanding of physical wellness to include how their body systems and parts react to and benefit from exercise. As children age, this knowledge becomes more useful and expands. Children in second grade use their growing knowledge about physical and personal wellness to make healthy choices. Their perception of themselves as being capable of successfully making decisions like healthy choices received support in the preschool Social and Emotional Development domain. Third graders identify the benefits of sustained physical activity and gain a greater understanding about the composition of the human body.

Emotional and Social Wellness

The third standard, Emotional and Social Wellness, includes content related to children's mental, emotional, and social health. Precursor skills in the Guidelines for children 3–5 years old are found in the Social and Emotional Development and Approaches to Learning domains of these Guidelines. As described in those sections, preschool children are learning many foundational emotional and social skills that they need to support their learning in school, including the ability to build social relationships, regulate their behavior and emotions, develop a healthy self-concept, and exhibit emotional and behavioral health. These skills continue to be critical to students in kindergarten through third grade, as social-emotional learning has been linked in research to a variety of positive outcomes and benefits. The Emotional and Social Wellness standards ensure that kindergarten students demonstrate respect for self and others and follow directions. First grade students grow in their ability to effectively work with others, including following the rules of an activity. In second and third grade, children continue working on social skills so that they may demonstrate positive and helpful behaviors and language toward other students in class.

Prevention and Risk Management

The final standard, Prevention and Risk Management, focuses on children's understanding of rules that keep them safe from harmful situations and dangerous substances or materials. The basis for these skills is found in the Guidelines for ages 3–5 in the subdomain of Health Knowledge & Practice within the Physical Development & Health domain, which describes children's knowledge about basic health and safety rules and their ability to respond appropriately to harmful or unsafe situations. Children ages 3–5 also develop skills described in the Social and Emotional Development domain, such as their ability to handle impulses, which will later support students' ability to make positive choices concerning their health. Children in grades K–3 learn safe participation in games and sports and about applying rules, procedures, and safe practices in the classroom and at home.

Colorado English Language Proficiency

The World-Class Instruction Design and Assessment (WIDA) standards, a national set of standards for English language learners (ELL), have been adopted by the Colorado State Board of Education as the Colorado English Language Proficiency (CELP) standards for preschool through grade www.cde.state.co.us/StandardsAndInstruction/ColoradoStandards-CELPStandards.asp. These standards address students' ability to read, write, speak, and listen when English is not their first language. These standards differ somewhat from the other Colorado Academic Standards because they function as a framework for helping children's learning across content areas. As ELL children study and learn about science, social studies, and other subjects, how they learn information––by reading or listening––and their ability to communicate their learning––by speaking and writing––depends upon the level of their language competence, which the CELP standards serve to define. The CELP standards guide teachers to understand how children access grade-level academic content while learning English.The standards include Model Performance Indicators for five levels of English acquisition; these indicators serve as examples of how ELL children with varying levels of English proficiency might receive and communicate their learning in a variety of content areas. The Guidelines for children ages 3–5 address learning for ELL children in the domain of English Language Development. This domain includes three subdomains: Receptive English Language Skills, which correlate to the Reading and Listening components of the CELP standards; Expressive English Skills, which correlate to the Writing and Speaking domains of the CELP standards; and Engagement in English Literacy Activities, which are expressed within the example indicators for various content areas in the CELP standards. In addition, elements within the CELP standards concerning children's ability to communicate for social and instructional purposes relate to preschool skills articulated in the Social Relationships subdomain within the Guideline's Social and Emotional Development domain for children ages 3–5 years.

World Languages

The World Languages content area of the Colorado Academic Standards contains four standards: Communication in Languages Other Than English; Knowledge and Understanding of Other Cultures; Connections with Other Disciplines and Information Acquisition; and Comparisons to Develop Insight into the Nature of Language and Culture www.cde.state.co.us/CoWorldLanguages/. An important aspect of the World Languages standards, which they share with the Colorado English Language Proficiency standards, is that they define proficiency levels for different ranges of language acquisition. The ranges in the World Languages standards go from Novice-Low to Intermediate-Mid. Learning a foreign language is not explicitly addressed for children younger than kindergarten in the Guidelines, and so there is not a direct correlation between a domain in the Guidelines for children 3–5 years old and the World Languages standards. However, many of the skills that grade school children develop when learning a foreign language are much the same as skills developed by younger children who are learning English, either as a first or second language. These connections are described in the sections below.

Communication in Languages Other Than English

The first standard, Communication in Languages Other Than English, addresses children's ability to communicate in a foreign language in real world contexts, including interpersonal, interpretive, and presentational modes. Interpersonal communication requires culturally appropriate listening, viewing, speaking, and writing. Interpretive communication requires children to listen, view, and read using knowledge of cultural products, practices, and perspectives. Presentational communication, which is used in formal contexts, requires children to use the language to present spoken or written information in culturally appropriate ways. These skills mirror many of the same skills that are important when children are learning English as a second language, and so similar material may be found for children ages 3–5 in the English Language Development domain of the Guidelines. Content within the

subdomain for Receptive English Language Skills relates to reading and listening skills in the World Languages standards. Content within the subdomain for Expressive English Language relates to writing and speaking skills in the World Languages standards. Similarly, the skills in this World Languages standard mirror many of the same skills that are important when children acquire a first language, and so similar material may be found for children ages 3–5 in the Language Development domain of the Guidelines.

Knowledge and Understanding of Other Cultures

The second standard, Knowledge and Understanding of Other Cultures, addresses children's familiarity with the culture of the language being learned and an awareness of how language and culture interact in society. This includes an understanding of the relationship among cultural products (e.g., art, food, music, sports), cultural practices (e.g., traditions, manners), and the perspectives that underlie these products and practices. Such understanding is also a goal when children are learning English as a second language, and so similar material may be found for children ages 3–5 in the English Language Development domain of the Guidelines. Related content to this World Languages standard is found within the preschool subdomain, Engagement in English Literacy Activities. The content in preschool describes how children engage with books, storytelling, and songs presented in the language they are learning (English). These types of activities are similar to those that promote cultural understanding for older children who are learning a second language.

Connections with Other Disciplines and Information Acquisition

The third standard, Connections with Other Disciplines and Informational Acquisition, focuses on making connections between the language being learned to children's prior knowledge or personal experience. These connections may be made in a variety of ways, including examining information from international sources. This World Languages standard is similar to the Receptive English Language Skills subdomain in both the English Language Development domain and the Language Development domain of the Guidelines for children ages 3–5. Receptive language skills include reading and listening, and to comprehend in either of those modes, children of all ages must make meaningful connections with the text.

Comparisons to Develop Insight into the Nature of Language and Culture

The final standard in the World Languages content area, Comparisons to Develop Insight into the Nature of Language and Culture, recognizes that the study of a second language fosters greater understanding of not only the language and culture being studied, but also of an individual's own language and culture. While there is not a direct connection to content in the Guidelines for children 3–5 years old, children learning a second language at any age benefit by making comparisons. Such comparisons are part of the preschool English Language Development domain as students engage in English literacy activities and as children make connections between English words or phrases and their home language.

Reading, Writing, & Communicating

The Reading, Writing, & Communicating content area of the Colorado Academic Standards includes Oral Expression and Listening; Reading for All Purposes; Writing and Composition; and Research and Reasoning www.cde.state.co.us/CoReadingWriting/. The following section provides a broad overview of the requirements of each standard for children in kindergarten through third grade, and explains how the content in these Guidelines at earlier ages prepares children for meeting these standards in their formal schooling.

Oral Expression and Listening

The first standard in the Reading, Writing, & Communicating content area, Oral Expression and Listening, focuses on children's growing ability to communicate in speech and understand the spoken language that surrounds them. Toddlers and preschoolers develop these skills at a rapid pace, and

then continue to increase their ability to understand and use oral language as described within the Language Development domain for 3–5 year-olds. As they enter kindergarten, children continue to build their oral vocabulary and are able to use new words when expressing their ideas, participating in conversations, and following directions. In first grade, children may also orally produce complete sentences, ask questions to clear up any confusion, and include details when providing descriptions. In second grade, children also link their ideas to the remarks of others, and by third grade children can prepare for conversation by studying a topic or reading material. Children in kindergarten through third grade are also developing phonetic awareness as they are increasingly able to hear and differentiate various sounds in words, a skill that is critical to early reading.

Reading for All Purposes

The second standard, Reading for All Purposes, describes students' ability to read a wide variety of materials, which is also the primary focus of the Literacy Knowledge and Skills domain in the Guidelines for children ages 3–5. Preschool and kindergarten children are heavily engaged in learning the most fundamental processes of reading, including basic concepts of print, letter knowledge, and phonics. Children in first through third grade continue to increase their understanding of reading fundamentals, but they also begin to read independently with accuracy and fluency. They are able to apply word analysis skills to decode and determine the meaning of unknown words and continue to gain vocabulary. At the same time that children are learning to read, they develop an appreciation and understanding of books and the ability to reflect on a text's meaning. The Book Appreciation and Knowledge subdomain in the Guidelines for children ages 3–5 describes how preschool children develop an interest in books and the ability to look, listen, and ask questions about books. In kindergarten through third grade, the Reading for All Purposes standard describes how children continue to develop book appreciation by engaging with a wide variety of materials. Children in K–3 comprehend increasingly complex books and are able to identify and reflect on their key features.

Writing and Composition

The third standard, Writing and Composition, includes content related to writing for a variety of purposes. Precursor skills in the Guidelines for children 3–5 years old are found primarily in Literacy Knowledge and Skills: Early Writing. As described in that section, preschool children are learning how writing conveys meaning and creating messages using dictation, scribbles, shapes, pictures, and letters. Children's writing becomes more refined in kindergarten as students begin to conform to conventions, such as printing upper and lower case letters and spacing between words. Kindergarten children use a combination of drawing, dictating, and writing to express an opinion, explain information, and tell stories. In first through third grade, children learn to use the writing process and their writing becomes more structured. In first grade, children begin to provide a sense of closure at the end of a piece; in second grade, they use linking words; and in third grade, they group related ideas in an organizational structure.

Research and Reasoning

The final standard, Research and Reasoning, focuses on children's ability to gather information, apply reasoning and logic, and summarize information. The basis for these skills is found in the Guidelines for ages 3–5 in the Literacy Knowledge Skills: Book Appreciation and Knowledge subdomain and in the Logic and Reasoning: Reasoning and Problem-Solving subdomain. These subdomains describe how preschoolers develop the ability to retell information from books and apply reasoning, such as using past knowledge to build new knowledge and seeking multiple solutions to a question or task. Older children in kindergarten through third grade continue to build these skills. Kindergartners learn to ask appropriate questions and gather information to answer their questions. As children progress from first through third grade, they build on these skills by expanding the types of resources and references that they use to answer increasingly complex questions. By third grade, children are able to evaluate information and recognize that different sources may have different points of view.

Mathematics

The Mathematics content area of the Colorado Academic Standards contains three standards that apply to children in kindergarten through third grade: Number Sense, Properties, and Operations; Data Analysis, Statistics, and Probability; and Shape, Dimension, and Geometric Relationships www.cde.state.co.us/CoMath/index.asp. In addition, a set of mathematical practice standards describes the critical thinking processes and proficiencies that children develop throughout the course of their mathematics education. These standards are adapted from the Common Core State Standards for Mathematics. The following section provides a broad overview of the requirements of each of these standards in grades K–3, and explains how the content in these Guidelines at earlier ages prepares children for meeting these standards in their formal schooling.

Mathematical Practice

The over-arching Mathematical Practice standards include problem solving, constructing arguments and evaluating the reasoning of others, looking for and using structure, and looking for and expressing regularity in repeated reasoning. In preparation for these skills in grades K–3, preschoolers develop the ability to understand and solve simple problems by seeking solutions and understanding cause-and-effect relationships as described in the Logic and Reasoning: Reasoning and Problem-Solving subdomain of the Guidelines for children ages 3–5. The Mathematical Practice standards also include abstract and quantitative reasoning and modeling. In preparation for these skills in grades K–3, preschoolers develop the ability to use symbols or objects to represent something else, as described in the Logic and Reasoning: Symbolic Representation domain of the Guidelines for children ages 3–5.

Number Sense, Properties, and Operations

The first standard in the Mathematics content area, Number Sense, Properties, and Operations, focuses on children's understanding of quantity, ways of representing numbers, relationships among numbers, and number systems. Children learn that numbers are governed by properties, and understanding these properties leads to fluency with operations. Precursor skills in the Guidelines for children 3–5 years-old are found in the Number Concepts and Quantities subdomain and the Number Relationships and Operations subdomain. As described in those sections, preschool age children are learning that numbers represent quantities and have ordinal properties. They also use numbers to describe relationships and solve problems. Children build on this knowledge in kindergarten through third grade. An area of focus for kindergarten children in this content area is representing, relating, and operating on whole numbers. Focus areas for first grade include developing understanding of addition, subtraction, and strategies for addition and subtraction; and developing understanding of whole number relationships and place value, including grouping in tens and ones. A key focus area for second grade includes extending understanding of base ten notation and building fluency with addition and subtraction. Focus areas for third grade include developing understanding of multiplication and division and strategies for multiplication and division within 100, and developing understanding of fractions, especially unit fractions (fractions with numerator 1).

Data Analysis, Statistics, and Probability

The second standard, Data Analysis, Statistics, and Probability, provides children with tools to understand information and uncertainty. Children ask questions and gather and use data to answer their questions. For preschool and kindergarten children, the basic mathematics skills needed to understand this standard are integrated into the other standards; there are no specific guidelines for Data Analysis, Statistics, and Probability. Beginning in first grade, children know that visual displays of information can be used to answer questions. Children in second and third grade also know that data can be displayed and described in a variety of formats.

Shape, Dimension, and Geometric Relationships

The final standard in the Mathematics content area, Shape, Dimension, and Geometric Relationships, focuses on children's comprehension of space and shape. Precursor skills in the Guidelines for children 3–5 years old are found in the Geometry and Spatial Sense subdomain and the Measurement and Comparison subdomain. As described in those sections, preschool age children recognize, describe, and compare shapes, including their position in space. They also compare and order objects by their length, weight, and size. As children progress into kindergarten, they continue to focus on describing shapes and space. The focus areas for first grade include developing understanding of linear measurement; measuring lengths as iterating length units; and reasoning about attributes of, and composing and decomposing, geometric shapes. The focus areas for second grade include using standard units of measure and describing and analyzing shapes. The focus areas for third grade include developing understanding of the structure of rectangular arrays and of area, and describing and analyzing two-dimensional shapes.

Science

The Science content area of the Colorado Academic Standards contains three standards: Physical Science; Life Science; and Earth Systems Science www.cde.state.co.us/CoScience/index.asp. Content about the nature of scientific inquiry, which is similar to the preschool subdomain Scientific Skills and Methods, is embedded within each of these standards for grades K–3. The following section provides a broad overview of the requirements of each standard for children in kindergarten through third grade, and explains how the content in these Guidelines at earlier ages prepares children for meeting these standards in their formal schooling.

Physical Science

The first standard in the Science content area, Physical Science, focuses on children's understanding of common properties, forms, and changes in matter and energy. The Guidelines for children ages 3–5 provide a foundation for these skills within the Science Knowledge and Skills domain, which specifies that preschoolers may observe, describe, and discuss the properties of materials and transformation of substances. As they enter kindergarten, children continue to build on this knowledge by describing the ways that objects can move (e.g., speed, direction) and how objects can be sorted by physical properties. Children in first grade learn about the differences between solids and liquids, children in second grade learn how changes in speed or direction of motion are caused by forces, and children in third grade learn how matter can change from one state (i.e., solid, liquid, gas) to another.

Life Science

The second standard, Life Science, focuses on children's understanding of the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment. The Guidelines for children ages 3–5 provide a foundation for these skills within the Science Knowledge and Skills domain, which specifies that children observe and describe living things and natural processes and infer patterns based on those observations, such as the needs of animals and life cycles. Children in grades K–3 continue to learn about the physical characteristics of organisms and learn how to describe and sort them. By the end of first grade, children understand that offspring have characteristics similar to their parents and that their characteristics help them survive. By the end of second grade, children understand how organisms rely on specific habitat and behaviors, and by the end of third grade, children understand that the duration and timing of life cycle events such as reproduction and longevity vary across organisms and species.

Earth Systems Science

The third standard, Earth Systems Science, focuses on children's understanding of the processes and interactions of Earth's systems and the structure and

dynamics of Earth and other objects in space. The Guidelines for children ages 3–5 provide a foundation for these skills within the Science Knowledge and Skills domain, which indicates that children observe objects in the sky, daily weather, and seasonal changes. These basic observations expand in the following years as children develop an understanding that the sun provides heat and light to Earth (kindergarten), that Earth's materials can be compared and classified based on their properties (first grade), that weather and seasons impact the environment and living organisms (second grade), and that Earth's materials can be broken down and/or combined into different materials, such as rocks and minerals (third grade).

Social Studies

The Social Studies content area of the Colorado Academic Standards contains four standards: History; Geography; Economics; and Civics www.cde.state.co.us/CoSocialStudies/index.asp. The following section provides a broad overview of the requirements of each standard for children in kindergarten through third grade, and explains how the content in these Guidelines at earlier ages prepares children for meeting these standards in their formal schooling.

History

The first standard in the Social Studies content area, History, focuses on children's understanding of historical people and events, which helps to develop moral understanding and define, identify, and create an appreciation of how things change. History also enhances children's growing ability to read varied sources and develop the skills to make decisions, analyze, interpret, and communicate. The Guidelines for children ages 3–5 provide a foundation for these skills within the domain Social Studies Knowledge and Skills: History and Events, which specifies that preschoolers develop an understanding that events happen in the past and how these events relate to one's self, family, and community. As they enter kindergarten, children continue to build on this knowledge by asking questions and sharing information about the past, and using words that indicate chronological order, such as day, month, year, first, before, and after. Children in first grade learn about family and cultural traditions in the Unites States; patterns in time, such as calendars; and how to place events in chronological order. Children in second grade learn about people who have influenced the history of neighborhoods and communities and identify historical sources of information. Children in third grade learn how events and people may change history and places, and how sources relate both historical fact and fiction.

Geography

The second standard, Geography, provides children with an understanding of spatial perspectives; the tools used to analyze space, world regions, and resources; and how places are connected at local, national, and global scales. The Guidelines for children ages 3–5 provide a foundation for these skills within the domain Social Studies Knowledge and Skills: People and the Environment, which specifies that preschoolers develop a basic understanding of the relationships between people and the environment in which they live. Children in kindergarten continue to learn about people and places, in particular that people belong to different groups and live in different places that can be found on a map or globe. By the end of first grade, children understand ways in which people in different groups and communities interact with each other and the environment, and how maps and globes represent places. By the end of second grade, children understand ways in which people manage, modify, and depend on their environment, and they identify and use particular features of maps and globes. By the end of third grade, children develop an understanding of regions and continue to use geographic tools, such as maps and globes.

Economics

The third standard, Economics, includes content related to market forces and trends, economic decision making, personal finances, and managing

resources. The Guidelines for children ages 3–5 provide a foundation for these skills within the domain Social Studies Knowledge and Skills: Self, Family, and Community, which specifies that preschoolers develop an understanding of a variety of jobs and know the purpose of money. This basic knowledge expands in the following years as kindergartners understand the idea of ownership and discuss how purchases can be made to meet wants and needs. Children in first grade learn how different types of jobs produce goods and services, and they identify examples of short-term financial goals. Children in second grade learn about the effects of scarce resources and identify components of financial decision making, including the difference between long-term and short-term goals. Children in third grade learn about producers and consumers, the exchange of goods and services, and ways to meet short-term financial goals.

Civics

The fourth standard, Civics, focuses on government, citizenship, and law. The Guidelines for children ages 3–5 provide a foundation for these skills within the domain Social Studies Knowledge and Skills: Self, Family, and Community, which specifies that preschoolers develop an understanding of family structures and the purpose of rules. In kindergarten, the scope of children's knowledge about social structures grows as they learn about ways that democratic decisions are made and how people act as good citizens. In first grade, children learn about the characteristics of leaders and team members, and they give examples of notable people, places, holidays, and patriotic symbols. In second grade, children learn ways that community members advocate for their ideas and resolve conflicts or differences. In third grade, children learn about rights and responsibilities, and they learn about the origins, structures, and functions of local government.

Music

The Music content area of the Colorado Academic Standards contains four standards: Expression of Music, Creation of Music, Theory of Music, and Aesthetic Valuation of Music www.cde.state.co.us/CoArts/StateStandards.asp#Music. The following section provides a broad overview of the requirements of each standard for children in kindergarten through third grade, and explains how the content in these Guidelines at earlier ages prepares children for meeting these standards in their formal schooling.

Expression of Music

The first standard in the Music content area, Expression of Music, is about human thought and emotion during performance. The Guidelines for children ages 3–5 provide a foundation for musical expression within the domain Creative Arts Expression: Music, which includes content such as expressing feelings in response to music. In grades K–3 this content is extended as children demonstrate skills such as singing songs in kindergarten, and performing extended rhythmic, melodic, and harmonic patterns in third grade.

Creation of Music

The second standard, Creation of Music, focuses on the demonstration of human thought and emotion through learned skills in the composition, improvisation, and arrangement of music. Creating music involves writing music, fashioning new music from an existing piece of music, or forming an entirely new piece of music. The Guidelines for children ages 3–5 provide a foundation for musical creation within the domain Creative Arts Expression: Music, which includes content such as experimenting with instruments. In grades K–3 this content is extended as children demonstrate skills such as creating music through a variety of experiences in kindergarten, and producing short musical phrases and patterns in third grade.

Theory of Music

The third standard, Theory of Music, is about the understanding of the distinctive language, conventions, mechanics, and structure of organized sound. The Guidelines for children ages 3–5 provide a foundation for music theory within the domain Creative Arts Expression: Music, which includes content such as describing musical elements. In grades K–3 this content is extended as children demonstrate skills such as identifying simple rhythmic patterns, musical opposites, and basic elements of musical forms in kindergarten, and aurally recognizing patterns, analyzing simple notational elements, and using simple visual notations in third grade.

Aesthetic Valuation of Music

The fourth standard, Aesthetic Valuation of Music, focuses on the knowledge needed to evaluate and critique a musical piece, including its aesthetics. The Guidelines for children ages 3–5 provide a foundation for music aesthetics within the domain Creative Arts Expression: Music, which includes content such as responding to musical elements and recognizing music in daily life. Content in the preschool domain Logic and Reasoning: Reasoning and Problem-Solving also relates to this standard because it requires critical thinking skills. In grades K–3 this content is extended as children demonstrate abilities such as discussing music and celebrations in daily life in kindergarten, and making informed judgments about music in third grade.

Dance

The Dance content area of the Colorado Academic Standards contains four standards: Movement, Technique, and Performance; Create, Compose, and Choreograph; Historical and Cultural Context; and Reflect, Connect, and Respond www.cde.state.co.us/CoArts/StateStandards.asp#Dance. The following section provides a broad overview of the requirements of each standard for children in kindergarten through third grade, and explains how the content in these Guidelines at earlier ages prepares children for meeting these standards in their formal schooling.

Movement, Technique, and Performance

The first standard in the Dance content area, Movement, Technique, and Performance, focuses on competence and confidence during performance. The Guidelines for children ages 3–5 provide a foundation for dancing performance within the domain Creative Arts Expression: Dance, which includes content such as expressing what is felt and heard in musical tempos and styles. In grades K–3 this content is extended as children demonstrate skills such as moving with intent to music or other stimuli in kindergarten, and performing dance studies with accuracy in third grade.

Create, Compose, and Choreograph

The second standard, Create, Compose, and Choreograph, is about using dance elements of space, time, and energy. The Guidelines for children ages 3–5 provide a foundation for dance composition within the domain Creative Arts Expression: Dance, which includes content such as demonstrating simple phrases of movement in time and space. In grades K–3 this content is extended as children demonstrate skills such as translating simple ideas and stories into movement phrases in kindergarten, and creating short dances using compositional principles in third grade.

Historical and Cultural Context

The third standard, Historical and Cultural Context, is about understanding the relevance of dance across time and place. The Guidelines for children ages 3–5 provide a foundation for the history and culture of dance within the domain Creative Arts Expression: Dance, which includes content such as recognizing dances from around the world. In grades K–3 this content is extended as children demonstrate skills such as performing simple social dances that communicate an idea in kindergarten, and recognizing styles in major dance works in third grade.

Reflect, Connect, and Respond
The final standard, Reflect, Connect, and Respond, focuses on how dance stimulates the imagination and challenges the intellect. The Guidelines for children ages 3–5 provide a foundation for responding to dance within the domain Creative Arts Expression: Dance, which includes content such as attentively observing a dance performance. Content in the preschool domain Logic and Reasoning: Reasoning and Problem-Solving also relates to this standard because it requires the application of critical thinking skills. In grades K–3 this content is extended as children demonstrate knowledge such as observing and identifying different dance genres in kindergarten, and describing the use of dance elements in choreography in third grade.

Visual Arts

The Visual Arts content area of the Colorado Academic Standards contains four standards: Observe and Learn to Comprehend; Envision and Critique to Reflect; Invent and Discover to Create; and Relate and Connect to Transfer www.cde.state.co.us/CoArts/StateStandards.asp#Visual. The following section provides a broad overview of the requirements of each standard for children in kindergarten through third grade, and explains how the content in these Guidelines at earlier ages prepares children for meeting these standards in their formal schooling.

Observe and Learn to Comprehend
The first standard in the Visual Arts content area, Observe and Learn to Comprehend, is about understanding that visual arts are a means for expression, communication, and meaning-making. The Guidelines for children ages 3–5 provide a foundation for visual expression and meaning within the domain Creative Arts Expression: Art, which includes content such as knowing that works of art can represent people, places, and things. In grades K–3 this content is extended as children demonstrate knowledge such as understanding that personal feelings are described in and through works of art in kindergarten, and understanding intent and purpose in works of art in third grade.

Envision and Critique to Reflect
The second standard, Envision and Critique to Reflect, is about critical thinking through the synthesis, evaluation, and analysis of visual information. The Guidelines for children ages 3–5 provide a foundation for art criticism within the domain Creative Arts Expression: Art, which includes content such as discussing one's own artistic creations and those of others. Content in the preschool domain Logic and Reasoning: Reasoning and Problem-Solving also relates to this standard because it requires critical thinking skills. In grades K–3 this content is extended as children demonstrate knowledge such as understanding that artists connect to stories told in and by works of art in kindergarten, and that artists, viewers, and patrons use the language of art to respond to art in third grade.

Invent and Discover to Create
The third standard, Invent and Discover to Create, focuses on generating works of art that employ unique ideas, feelings, and values using different media and technologies. The Guidelines for children ages 3–5 provide a foundation for creating art within the domain Creative Arts Expression: Art, which includes content such as using different materials and techniques to make art creations. In grades K–3 this content is extended as children demonstrate skills such as creating two- and three-dimensional works of art in kindergarten, and demonstrating basic studio skills in third grade.

Relate and Connect to Transfer
The fourth standard, Relate and Connect to Transfer, focuses on the value of visual arts to lifelong learning and the human experience. The Guidelines for

children ages 3–5 provide a foundation for understanding the impact of art within the domain Creative Arts Expression: Art, which identifies art in daily life. In grades K–3 this content is extended as children demonstrate knowledge such as understanding that artists and viewers contribute and connect to their communities in kindergarten, and understanding that historical and cultural ideas are evident in works of art in third grade.

Drama & Theatre Arts

The Drama & Theatre Arts content area of the Colorado Academic Standards contains three standards: Create; Perform; and Critically Respond www.cde.state.co.us/CoArts/StateStandards.asp#Drama. The following section provides a broad overview of the requirements of each standard for children in kindergarten through third grade, and explains how the content in these Guidelines at earlier ages prepares children for meeting these standards in their formal schooling.

Create

The first standard in the Drama & Theatre Arts content area, Create, focuses on creating new theatrical works, interpreting theatrical works for performance and design, and developing characters and analyzing roles. The Guidelines for children ages 3–5 provide a foundation for writing and interpreting drama within the domain Creative Arts Expression: Drama, which includes content such as using dialogue, actions, and objects to tell a story. In grades K–3 this content is extended as children demonstrate skills such as assuming characters through dramatic play in kindergarten, and creating stage environments to understand locale and mood in third grade.

Perform

The second standard in the Drama & Theatre Arts content area, Perform, is about expressing human experience in story, movement, speech, and the staging of a drama. The Guidelines for children ages 3–5 provide a foundation for performing dramas within the domain Creative Arts Expression: Drama, which includes content such as manipulating materials and assuming roles in dramatic play situations. In grades K–3 this content is extended as children demonstrate skills such as dramatizing ideas and events in kindergarten, and performing a scripted scene in third grade.

Critically Respond

The third standard in the Drama & Theatre Arts content area, Critically Respond, focuses on studying drama through literacy, ethical judgment, and cultural research. The Guidelines for children ages 3–5 provide a foundation for critical responses within the domain Creative Arts Expression: Drama, which includes content such as responding to stories and plays. Content in the preschool domain Logic and Reasoning: Reasoning and Problem-Solving also relates to this standard because it requires critical thinking skills. In grades K–3 this content is extended as children demonstrate skills such as identifying elements of theatre in everyday life in kindergarten, and using selected criteria to critique what is seen, heard, and understood in third grade.

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Appendix A: Correlation to the Colorado Academic Standards for Preschool

The domains and indicators in the Guidelines for ages 3–5 are based on the Head Start Child Development and Early Learning Framework. Indicators that are drawn from Head Start, but describe similar expectations as the Colorado Academic Standards (CAS) for preschool, have been cross-referenced to their associated CAS Grade Level Expectation or Evidence Outcomes, as applicable, in the tables of Appendix A that follow.

In order to ensure that the Guidelines are comprehensive and include all of the content in the CAS for preschool age students, CAS content not found explicitly in Head Start was added to the Guidelines. These indicators are also shown in the following tables, with an asterisk that indicates the content echoes the CAS verbatim. The Colorado Academic Standards for preschool are required of all public school students.

Example Code: The CAS codes appear in brackets at the end of the associated indicators and may be decoded using the reference system shown below.

SS09-GR.2-S.1-GLE.1-EO.c:

SS09-	GR.2-	S.1-	GLE.1-	EO.c
Social Studies Adopted 2009	Grade Level Second grade	Standard Number 1	Grade Level Expectation Number 1	Evidence Outcome Letter "c"

Content Area Abbreviations:
DA Dance
DT Drama & Theatre Arts
CH Comprehensive Health
PE Physical Education
ELP English Language Proficiency
MA Mathematics
MU Music
RWC Reading, Writing, & Communicating
SC Science
SS Social Studies
VA Visual Arts
WL World Languages

Physical Development & Health

Indicators
Children may...

1. Physical Health Status : The maintenance of healthy and age-appropriate physical well-being.
4. Get sufficient rest and exercise to support healthy development. [PE09-GR.PK-S.2-GLE.1-EO.c]

2. Health Knowledge & Practice: The understanding of healthy and safe habits and practicing healthy habits.
1. Complete personal care tasks, such as dressing, brushing teeth, toileting, and washing hands independently from adults. [CH09-GR.PK-S.2-GLE.1-EO.a]
2. Communicate an understanding of the importance of health and safety routines and rules. [CH09-GR.PK-S.4-GLE.1-EO.a-b]
3. Follow basic health and safety rules and respond appropriately to harmful or unsafe situations. [PE09-G**R.PK-S.4-GLE.1-EO.a-c]**
6. Participate in structured and unstructured physical activities. [PE09-GR.PK-S.2-GLE.1-EO.a-b]

3. Gross Motor Skills: The control of large muscles for movement, navigation, and balance.
1. Develop motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping. [PE09-GR.PK-S.1-GLE.1-EO.c; PE09-GR.PK-S.1-GLE.2-EO.a]
3. Understand movement concepts, such as control of the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in coordination with other objects. [PE09-GR.PK-S.1-GLE.1-EO.b-e]

4. Fine Motor Skills: The control of small muscles for such purposes as using utensils, self-care, building, and exploring.
[No preschool content in the Colorado Academic Standards directly correlates to the indicators for this topic.]

Social & Emotional Development

[There is no preschool content in the Colorado Academic Standards that directly correlates to the indicators in the domain of Social & Emotional Development.]

English Language Development

[There is no preschool content in the Colorado Academic Standards that directly correlates to the indicators in the domain of English Language Development.]

* Verbatim Colorado Academic Standards for Preschool

Language Development
Indicators *Children may...*
1. Receptive Language: The ability to comprehend or understand language. 1. Attend to language during conversations, songs, stories, or other learning experiences. [RWC10-GR.PK-S.1-GLE.2-EO.c] 2. Comprehend increasingly complex and varied vocabulary. [RWC10-GR.PK-S.1-GLE.1-EO.a-d; RWC10-GR.PK-S.1-GLE.2-EO.c] 3. Comprehend different forms of language, such as questions or exclamations. [RWC10-GR.PK-S.4-GLE.1-EO.a; RWC10-GR.PK-S.1-GLE.2-EO.c] **2. Expressive Language:** The ability to use language. 2. Use language to express ideas and needs. [RWC10-GR.PK-S.1-GLE.2-EO.a] 3. Use increasingly complex and varied vocabulary. [RWC10-GR.PK-S.1-GLE.1-EO.a–d] 5. Use different grammatical structures for a variety of purposes. [RWC10-GR.PK-S.1-GLE.2-EO.a]

Literacy Knowledge & Skills
Indicators *Children may...*
1. Book Appreciation and Knowledge: The interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts. 2. Recognize how books are read, such as front-to-back and one page at a time, and recognize basic characteristics, such as title, author, and illustrator. [RWC10-GR.PK-S.2-GLE.1-EO.a] 3. Ask and answer questions and make comments about print materials. [RWC10-GR.PK-S.2-GLE.1-EO.d] 5. Retell stories or information from books through conversation, artistic works, creative movement, or drama. [RWC10-GR.PK-S.2-GLE.1.f] 6. Make predictions based on illustrations or portions of story or text. [RWC10-GR.PK-S.2-GLE.1-EO.e*] **2. Phonological Awareness:** An awareness that language can be broken into words, syllables, and smaller pieces of sound. 2. Identify and discriminate between separate syllables in words. [RWC10-GR.PK-S.1-GLE.3-EO.b] 3. Identify and discriminate between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound. [RWC10-GR.PK-S.1-GLE.3-EO.b-d] 4. Recognize patterns of sounds in songs, storytelling, and poetry. [RWC10-GR.PK-S.1-GLE.3-EO.a*] **3. Alphabet Knowledge:** The names and sounds associated with letters. 3. Attend to the beginning letters and sounds in familiar words. [RWC10-GR.PK-S.1-GLE.3-EO.c-d] 4. Identify letters and associate correct sounds with letters. [RWC10-GR.PK-S.2-GLE.2-EO.a–c]

* Verbatim Colorado Academic Standards for Preschool

4. Print Concepts and Conventions: The concepts about print and early decoding (identifying letter-sound relationships).

1. Recognize print in everyday life, such as numbers, letters, one's name, words, and familiar logos and signs. [RWC10-GR.PK-S.2-GLE.1-EO.b]
2. Understand that print conveys meaning. [RWC10-GR.PK-S.2-GLE.1-EO.c]
3. Understand conventions, such as print moves from left to right and top to bottom of a page. [RWC10-GR.PK-S.2-GLE.1-EO.a]

5. Early Writing: The familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.

1. Experiment with writing tools and materials. [RWC10-GR.PK-S.3-GLE.2-EO.a]
2. Recognize that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion. [RWC10-GR.PK-S.3-GLE.1-EO.b]
3. Use scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas. [RWC10-GR.PK-S.3-GLE.1-EO.a]
4. Copy, trace, or independently write letters or words. [RWC10-GR.PK-S.3-GLE.1-EO.c; RWC10-GR.PK-S.3-GLE.2-EO.b]
5. Dictate ideas to an adult. [RWC10-S.3-GLE.1-EO.d*]
6. Identify information that is relevant. [RWC10-GR.PK-S.4-GLE.1-EO.c*]

Logic & Reasoning

Indicators
Children may...

1. Reasoning and Problem-Solving: The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.

5. Know that problems can be identified and possible solutions can be created. [RWC10-GR.PK-S.4-GLE.2*]

2. Symbolic Representation: The use of symbols or objects to represent something else.

3. Recognize the difference between pretend or fantasy situations and reality. [RWC10-GR.PK-S.4-GLE.1-EO.c]

* Verbatim Colorado Academic Standards for Preschool

Mathematics Knowledge & Skills

Indicators
Children may...

1. Number Concepts and Quantities: The understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list).
3. Associate quantities and the names of numbers with written numerals. [MA10-GR.PK-S.1-GLE.1-EO.b]
4. Use one-to-one counting and subitizing (identifying the number of objects without counting) to determine quantity. [MA10-GR.PK-S.1-GLE.1-EO.a]

2. Number Relationships and Operations: The use of numbers to describe relationships and solve problems.
[No preschool content in the Colorado Academic Standards directly correlates to the indicators for this topic.]

3. Geometry and Spatial Sense: The understanding of shapes, their properties, and how objects are related to one another.
1. Recognize and name common shapes, their parts, and attributes. [MA10-GR.PK-S.4-GLE.1-EO.a]
4. Understand directionality, order, and position of objects, such as up, down, in front, and behind. [MA10-GR.PK-S.4-GLE.1-EO.d; SS -GR.PK-S.2-GLE.1-EO.a]

4. Patterns: The recognition of patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern.
1. Sort, classify, and serialize (put in a pattern) objects using attributes, such as color, shape, or size. [MA10-GR.PK-S.4-GLE.1-EO.b; MA10-GR.PK-S.4-GLE.2-EO.c]

5. Measurement and Comparison: The understanding of attributes and relative properties of objects as related to size, capacity, and area.
3. Use nonstandard and standard techniques and tools to measure and compare. [MA10-GR.PK-S.4-GLE.2-EO.b]
4. Describe the order of common events. [MA10 -GR.PK-S.4-GLE.2-EO.a*]
5. Sequence a simple set of activities or events. [SS-GR.PK-S.1-GLE.1-EO.c*]

Science Knowledge & Skills

Indicators
Children may...

1. Scientific Skills and Method: The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions.
1. Use senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships. [SC09-GR.PK-S.1-GLE.1-EO.a; SC09-GR.PK-S.2-GLE.1-EO.a; SC09-GR.PK-S.3-GLE.1-EO.a]
3. Participate in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations. [SC09-GR.PK-S.2-GLE.1-EO.c]
4. Collect, describe, and record information through discussions, drawings, maps, and charts. [SC09-GR.PK-S.1-GLE.1-EO.c; SC09-GR.PK-S.2-GLE.1-EO.d; CAS-S.2-GLE.2-EO.c]
5. Describe and discuss predictions, explanations, and generalizations based on past experience. [SC09-GR.PK-S.1-GLE.1-EO.b; SC09-GR.PK-S.3-GLE.1-EO.b]

* Verbatim Colorado Academic Standards for Preschool

2. Conceptual Knowledge of the Natural and Physical World: The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally-occurring relationships.

1. Observe, describe, and discuss living things and natural processes. [SC09-GR.PK-S.2-GLE.1-EO.b; SC09-GR.PK-S.2-GLE.2-EO.a & c]
2. Predict, explain, and infer patterns based on observations and representations of living things, their needs, and life cycles. [SC09-GR.PK-S.2-GLE.2-EO.b*]
3. Observe, describe, and discuss properties of materials and transformation of substances. [SC09-GR.PK-S.3-GLE.1-EO.c]
4. Identify, predict, and extend patterns based on observations and representations of objects in the sky, daily weather, and seasonal changes. [SC09-GR.PK-S.3-GLE.2-EO.a*]
5. Observe and describe patterns observed over the course of a number of days and nights, possibly including differences in the activities or appearance of plants and animals. [SC09-GR.PK-S.3-GLE.2-EO.b*]
6. Recognize and investigate cause-and-effect relationships in everyday experiences – pushing, pulling, kicking, rolling, or blowing objects. [SC09-GR.PK-S.1-GLE.2-EO.a*]

Social Studies Knowledge & Skills

Indicators
Children may...

1. Self, Family, and Community: The understanding of one's relationship to the family and community, roles in the family and community, and respect for diversity.

1. Identify personal and family structure. [SS09-GR.PK-S.4-GLE.1-EO.a–b]
2. Understand similarities and respect differences among people. [SS09-GR.PK-S.4-GLE.1-EO.c]
3. Recognize a variety of jobs and the work associated with them. [SS09-GR.PK-S.3-GLE.1-EO.a-c]
4. Understand the reasons for rules in the home and classroom and for laws in the community. [SS09-GR.PK-S.4-GLE.2-EO.a-e]
5. Describe or draw aspects of the geography of the classroom, home, and community. [SS09-GR.PK-S.2-GLE.1-EO.a-e]
6. Recognize money and identify its purpose. [SS09-GR.PK-S.3-GLE.2*]

2. People and the Environment: The understanding of the relationship between people and the environment in which they live.

1. Recognize aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations. [SS09-GR.PK-S.2-GLE.1-EO.c]

3. History and Events: The understanding that events happened in the past and how these events relate to one's self, family, and community.

1. Differentiate between past, present, and future. [SS09-GR.PK-S.1-GLE.1-EO.a]
2. Recognize events that happened in the past, such as family or personal history. [SS09-GR.PK-S.1-GLE.1-EO.b]
3. Understand how people live and what they do changes over time. [SS09-GR.PK-S.1-GLE.1-EO.d]

* Verbatim Colorado Academic Standards for Preschool

Creative Arts Expression

Indicators
Children may...

1. Music: The use of voice and instruments to create sounds.
1. Participate in music activities, such as listening, singing, or performing. [MU09-GR.PK-S.1-GLE.1-EO.a–c; MU09-GR.PK-S.4-GLE.1-EO.a]
3. Respond to rhythmic patterns and elements of music using expressive movement. [MU09-GR.PK-S.1-GLE.2 *]
4. Improvise movement and sound responses to music. [MU09-GR.PK-S.2-GLE.1*]
5. Describe and respond to musical elements. [MU09-GR.PK-S.3-GLE.1*]
6. Recognize a wide variety of sounds and sound sources. [MU09-GR.PK-S.3-GLE.2 *]
7. Express feeling responses to music. [MU09-GR.PK-S.4-GLE.2*]
8. Recognize music in daily life. [MU09-GR.PK-S.4-GLE.3*]

2. Creative Movement and Dance: The use of the body to move to music and express oneself.
1. Express what is felt and heard in various musical tempos and styles. [DA09-GR.PK-S.4-GLE.1-EO.a-c]
2. Move to different patterns of beat and rhythm in music. [DA09-GR.PK-S.1-GLE.1-EO.d]
3. Use creative movement to express concepts, ideas, or feelings. [DA09-GR.PK-S.2-GLE.1-EO.a-d]
4. Demonstrate simple phrases of movement in time and space. [DA09-GR.PK-S.1-GLE.1*]
5. Attentively observe a dance performance. [DA09-GR.PK-S.4-GLE.2*]
6. Recognize dances from around the world. [DA09-GR.PK-S.3-GLE.1*]

3. Art: The use of a range of media and materials to create drawings, pictures, or other objects.
1. Use different materials and techniques to make art creations. [VA09-GR.PK-S.3-GLE.1-EO.a-c]
3. Know that works of art can represent people, places, and things. [VA09-GR.PK-S.2-GLE.1*]
4. Identify art in daily life. [VA09-GR.PK-S.1-GLE.1*]
5. Understand that artists have an important role in communities. [VA09-GR.PK-S.4-GLE.1*]

4. Drama & Theatre Arts: The portrayal of events, characters, or stories through acting and using props and language.
1. Use dialogue, actions, and objects to tell a story or express thoughts and feelings about one's self or a character. [DT09-GR.PK-S.1-GLE.1-EO.a-b]
2. Use creativity and imagination to manipulate materials and assume roles in dramatic play situations. [DT09-GR.PK-S.2-GLE.1-EO.a-c]
3. Respond to stories and plays. [DT09-GR.PK-S.3-GLE.1*]

Approaches to Learning

[There is no preschool content in the Colorado Academic Standards that directly correlates to the indicators in the domain of English Language Development.]

* Verbatim Colorado Academic Standards for Preschool

Appendix B:
Concept Connections for Kindergarten–Grade 3 Colorado Academic Standards

KINDERGARTEN	1ST GRADE	2ND GRADE	3RD GRADE
ORDER - Order involves the understanding of sequence, succession, steps, and arrangement of events, actions, objects, and details. Kindergartners work toward understanding the concept of order to build toward the larger concepts of patterns, task completion, and organization. This essential and foundational concept is the basis for life-long sense-making. **SIMILARITIES AND DIFFERENCES -** Similarities and differences are concepts grounded in simple use of comparison and classification to organize and make sense of the world. Identifying similarities and differences provides the foundation for sorting, organizing, and contrasting according to attributes and characteristics. Understanding similarities and differences is a fundamental cognitive process, which enables kindergartners to link, connect, and integrate ideas as they build upon prior knowledge and create new learning. **EXPRESSION -** Expression is the ability of an individual or group to represent or convey thoughts, ideas, and feelings through words and nonlinguistic representation. Kindergartners are working on how to use the different means of expression to relay their thoughts, learning, thinking, and feeling to others. Their expression is becoming more social and less egocentric. **REPRESENTATION -** Representation is a complex concept requiring kindergartners to begin the work of understanding that something stands for, takes the place of, or symbolizes something else. A fundamental component of communication is understanding representation. The use of symbols to represent ideas is a life-long skill supporting deeper cognitive understanding and is essential to accessing the world.	**SORTING** - Sorting is a foundational concept that leads to critical thinking. This concept requires 1st graders to categorize, arrange, and classify items based on kind, class, quantity, quality, or other characteristics. 1st graders extend the concept of similarities and differences found in kindergarten by learning the variety of properties, characteristics, and complexities involved in sorting. Work with sorting also allows 1st graders to begin the use of multiple perspectives as they analyze complexities. **PATTERNS AND INTERACTIONS** - Patterns and interactions are the fundamental understanding of the connections and relationships between and among individuals, groups, and the environment in order to create deeper understanding. 1st graders participate in groups, share information, compare, question, and work with others. Through these interactions, 1st graders begin to understand patterns and start to apply them in order to work effectively, productively, and respectfully with others in their environment. **LIFE CONNECTIONS** - Life connections are the recognition of the application, relevance, and meaning of academic information to a 1st grader's experience in civic, social, and post-secondary life. Making connections is the cornerstone of thinking strategies. Making life connections involves building on prior knowledge and schema to allow for greater depth of learning. The ability to relate or associate people, events, ideas, language, performance and various other aspects of learning to one another creates deeper understanding. **PERSONAL COMMUNICATION** - Personal communication is the ability to appropriately express one's thoughts, feelings, and ideas to others. 1st graders are working on the fundamentals of communication through nonlinguistic and linguistic representations. 1st graders are building lifelong skills that employ literacy strategies that include the foundations of reading, writing, listening, and speaking in order to be understood.	**INTERRELATIONSHIPS** - Interrelationships are the logical or natural associations between two or more things. 2nd graders work to understand how individual parts contribute to a whole and how the whole is made of interrelated parts. Interrelationships expand upon the concepts of life connections, patterns and interactions, and sorting by extending these concepts to the idea that individual objects possess reciprocal relationships that influence and interact with one another dynamically. **STRATEGIC TOOL USE** - Strategic tool use is the ability to distinguish which instruments or tools are the best for a given situation in order to maximize productivity and success. Mastering strategic tool use builds the foundation for the concepts of claims and evidence and reasoned argument found at later grades. Strategic tool use is a concept that is used throughout an individual's life in evaluating information, making decisions, and generating arguments for effectiveness and efficiency. **COMMUNICATION** - Communication is the ability to express and understand ideas, information, opinions, feelings, questions, and findings through various media such as music, visual art, and written and oral language. This fundamental concept allows for an understanding of the past and a creation of the future. The 2nd grade concept of communication expands on the 1st grade concept of personal communication by synthesizing various thoughts and ideas, originating from multiple individuals or sources. **PROGRESSION** -Progression is the understanding of the relationship and sequence of objects, quantities, and events. Progression builds on the prior concepts of order and patterns and interactions to create complex interrelationships. Progressions provide the foundation for the concept of time and duration and change and transformation through the examination of initial understandings of cause and effect.	**COMMUNITY/RELATIONSHIPS/IDENTITY -** Community is defined in part by the relationships of its members, and these relationships define the identities of members of the community. The concept of community, relationships and identity extends previous learning about life connections and interrelationships. 3rd graders are learning about various types of communities, their identities within different communities, and the ways in which individual members relate to each other within a community. They are working towards understanding the complexity, interdependence, and organization of various systems that function in the world. **VISUAL AND SPATIAL THINKING -** Visual and spatial thinking involves creating and expressing meaning through pictures and other nonlinguistic representations. 3rd graders use visualization to help create new understandings and connections by creating mental maps and schema. Visual and spatial thinking also extends the work of communication through visual media by using graphical representations. **TIME AND DURATION -** Time and duration are the sequential structures used to describe order and intervals using words or numbers. 3rd graders use the concept of time and duration to make connections between past, present, and future events building on earlier concepts of order and sequence. In addition, 3rd graders are learning about elapsed time in order to organize their lives and develop the basis for understanding cause-and-effect relationships. Time and duration are fundamental concepts for learning as well as managing the responsibilities and demands of life. **SYSTEMS AND STRUCTURES -** Systems and structures are ways of describing the patterns and organization of our world. A system consists of many parts, and structures allow these parts to work together. 3rd graders are beginning to recognize, understand, and use the concepts of systems and structures to describe and organize their world. This concept builds on community and relationships and extends the work of interrelationships.

THE FOLLOWING ORGANIZATIONS AND AGENCIES SUPPORTED THE DEVELOPMENT OF COLORADO'S EARLY LEARNING AND DEVELOPMENT GUIDELINES.