



Revised Tennessee Early Learning Developmental Standards

Birth–48 months

October 2013



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Introduction

As Tennessee moves forward with the adoption of the Common Core State Standards for English language arts, and mathematics, the developmental standards for 4-year-olds were revised in 2012 so that they aligned with the Common Core State Standards for kindergarten. Since Tennessee's previous early learning standards addressed development of children birth through age 5, a decision was made to review and edit the birth–48 months standards as well. While the purpose of the revision was to ensure alignment with the revised 4-year-old standards, the review committee focused on the development aspect of the standards for the younger children keeping in mind that learning and development looks much different for infants, toddlers and preschoolers than it does for children in the primary grades.

The new standards for children birth–48 months provides a developmentally appropriate framework for parents and caregivers to work together to provide meaningful interactions and activities so that even the youngest children can develop to their fullest potential. When using these standards to plan activities, special consideration should be given to children whose home language is not English as well as to children with special needs. You will notice that many of the standards can be observed during routines, play, and transitions. You will also notice that many of the standards and examples mention children's development as it relates to their relationship with their caregiver.

Several key resources were considered in revising these standards:

- Tennessee Early Learning Developmental Standards (2004)
- Revised Tennessee Early Learning Standards for Four-year-olds
- Early Learning Standards from states nationally recognized for their standards
- Head Start Child Development and Early Learning Framework
- National Association for the Education of Young Children's Position statements

Special thanks to the following individuals and organizations that helped in this endeavor:

- East Tennessee State University
- Nashville State Community College
- Roane State Community College
- Tennessee Child Care Resource and Referral
- Tennessee Department of Education
- Tennessee Department of Health
- Tennessee Department of Human Services
- Tennessee Early Childhood Training Alliance
- Tennessee Early Intervention System
- Tennessee Head Start and Early Head Start
- Tennessee Voices for Children
- Various Family, Group and Center child care providers
- Walters State Community College

Guiding Principles for the Revised Tennessee Early Learning Developmental Standards

✓ **All children are capable of learning, achieving and making developmental progress.**

The Early Learning Standards are intended for all children regardless of economic, linguistic, and cultural differences and/or physical, learning, and emotional challenges.

✓ **Children develop at different rates and each child is unique in his/her own development, growth and acquisition of skills.**

Individualized, appropriate and reasonable supports and accommodation must be provided to close the achievement gap and promote school readiness for all children.

✓ **Early experiences have both cumulative and delayed effects on individual children’s development; optimal periods exist for certain types of development and learning.**

✓ **Children are active and eager learners.**

A primary approach to learning is through purposeful, meaningful play. Intentional planning promotes rich learning experiences that invite participation, involve multiple contexts, and engage the senses which help children explore their environment.

✓ **Development advances when children have opportunities to practice newly acquired skills and when they experience a challenge just beyond the level of their present mastery (zone of proximal development).**

✓ **Early learning and development are multi-dimensional.**

Children’s learning is integrated and occurs simultaneously across all developmental domains, which are interrelated and interactive with one another.

✓ **Children learn in the context of interactions and relationships with family members, caregivers, teachers, other children and adults in their immediate environment and greater community.**

✓ **Executive Function (or self-regulation) is vital for children’s growth and development and strongly correlates with positive academic outcomes.**

High quality early childhood experiences enhance and expand optimal brain development.

✓ **The family is the most significant contributor to children’s lifelong learning and development.**

Engaging families in the early education of their children is essential to continuing children’s success in the elementary classroom and later learning.

✓ The Revised TN Early Learning Developmental Standards provide:

- A **resource** for guiding the design, selection and implementation of a high quality curriculum
- A **guide for planning meaningful experiences** and instructional activities which enable children to meet the standards
- A **guide for selecting assessment tools** appropriate for children with differing abilities and challenges
- A **framework of developmental milestones for all children** regardless of language, background, or diverse needs
- A **framework of learning expectations to develop and nurture the relationship between early learning and K-12** so all schools are ready for children and children are ready for school
- A **focus for discussions** regarding the education of young children by educators, policy makers, families and community members
- A **template for planning professional development** opportunities

✗ The Revised TN Early Learning Developmental Standards are not:

- Intended to be used as a checklist, but can inform the development or selection of screening
- Intended to be used as an assessment tool
- Intended to be used as a curriculum
- Meant to exclude children from kindergarten
- Meant to stifle the creativity of teachers, caregivers or parents
- Intended to mandate specific teaching practices and/or materials

“Alone we can do so little;
together we can do so much.”

—Helen Keller”



Commonly Used Terms

The following terms are found in the birth–48 months TN-ELDS.

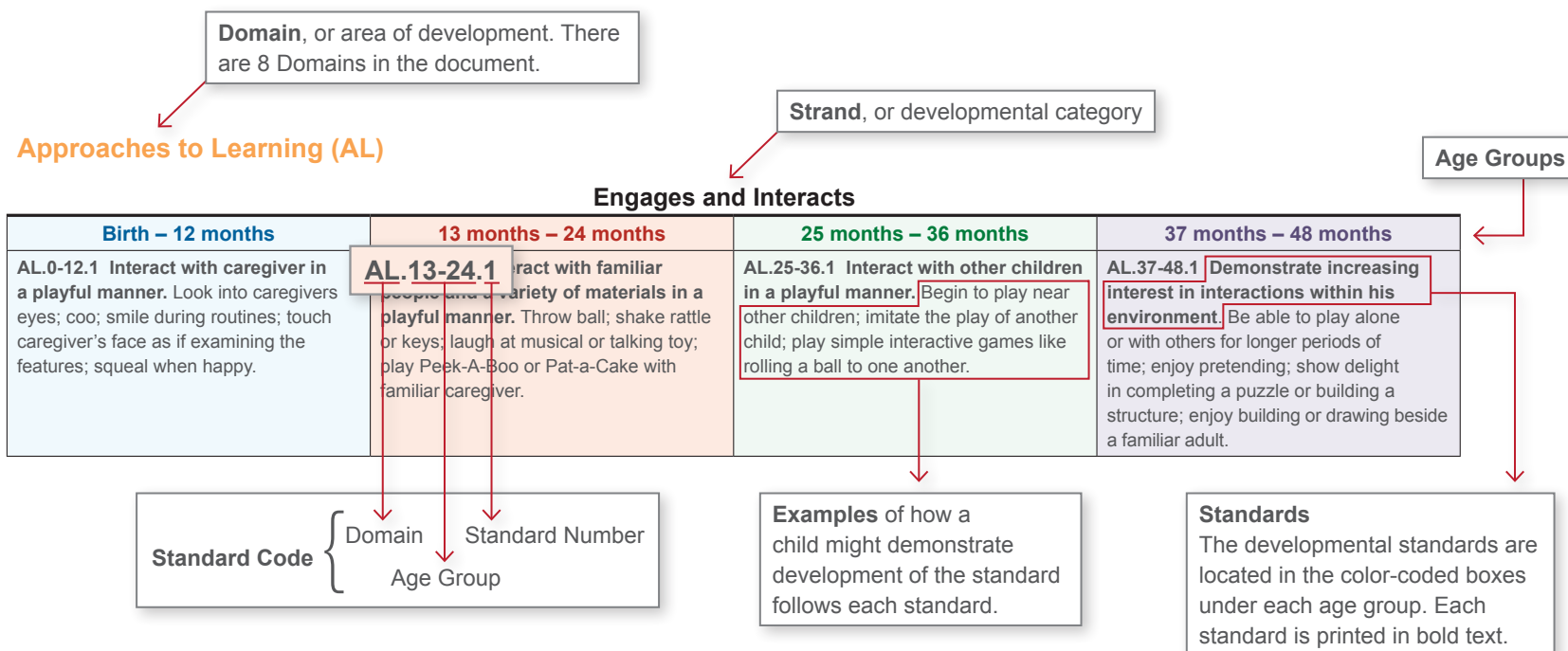
Understanding the meaning of these words will better support understanding of the standards. The first use of these words in the standards is underlined to show that they are included in the list of commonly used terms.

- **Adverb:** A word that describes a verb e.g., happily, quickly, eagerly
- **Algebra:** A branch of math that uses letters to represent numbers
- **Analyze:** To study or determine the nature and relationships of the parts
- **Anxiety/Anxious:** Fearful concern or interest
- **Babble:** To utter meaningless and unintelligible sound
- **Cardinal/Cardinality:** Numbers used in simple counting
- **Colloquial:** Of or relating to conversation
- **Cooperation:** To act or work with another or others (cooperate)
- **Creativity:** The ability to create something new through imaginative skill
- **Curiosity:** Desire to know
- **Deliberate:** On purpose
- **Descriptors:** Words or phrases used to identify a person, thing or feeling
- **Emerge/emerging:** To come into existence; develop
- **Engage/engagement:** To hold the attention of
- **Expressive Language:** Language that is spoken
- **Flexibility:** The capability to adapt
- **Geometry:** Branch of math that deals with points, lines, angles, surfaces and solids
- **Imagination/imaginative:** The ability to create an image or idea of something never before perceived in reality
- **Inflection:** Change in pitch or loudness of the voice
- **Intentional/intentionality:** To do on purpose or with purpose
- **Interacts:** To act upon one another
- **Inventiveness:** Having the skill and imagination to create new things

Definitions taken from Merriam-Webster Online Dictionary

- **Jabber:** To talk rapidly, indistinctly or unintelligibly
- **Language:** Communication of thoughts and feelings through a system of signals, such as sounds, gestures, or written symbols
- **Manipulate:** To manage or utilize skillfully
- **Melody:** A sweet or agreeable succession or arrangement of sounds
- **Object Permanence:** The understanding that objects continue to exist even when they can't be observed
- **Operations (math):** Any various math or logic processes
- **Persistence:** Continuing for a long time
- **Prompting:** To move to action; to assist
- **Pronoun:** Any words that replace nouns such as he, she, whom
- **Purposefully:** Having a purpose, doing something on purpose
- **Receptive Language:** Language that is understood
- **Recognize/ Recognition:** To perceive to be something or someone previously known
- **Self-Awareness:** Awareness of one's own personality or individuality
- **Self-Concept:** The mental image a person has of him or herself
- **Self-Regulation:** To control one's thoughts, emotions and behaviors
- **Sensory awareness:** Awareness of sights, sounds, tastes, touches and smells
- **Social Conventions:** Social norms
- **Spatial Sense:** The ability to perceive relations of objects in space
- **Speech:** The communication or expression of thoughts in spoken words
- **Verb:** The part of speech that expresses an action or occurrence
- **Visually tracks:** Follows an object with eyes as it is moved side to side, up and down
- **Vocalizes:** to utter using vocal sounds.

Explanation of Formatting



Approaches to Learning (AL)

Children learn by doing. Hands on experiences provide children with sensory input needed for healthy brain development. Young children require support from a caregiver to feel comfortable in exploring their environment. Not all children approach learning in the same way. Some children are more cautious while some tend to “jump right in” to a new experience. Some children are flexible while other children need support to try new things. Children with special needs and children whose home language is not English may need additional support from an adult or from adaptive equipment in order to explore their environment. Regardless of a child’s learning style, a responsive adult can support children’s interactions with the people and things in their environment as well as help them learn how to solve problems and persevere at a task. By providing age appropriate toys, activities, and interactions; a caregiver can help every child approach learning with excitement and anticipation.

Approaches to Learning (AL)

Engages and Interacts

Birth – 12 months	13 months – 24 months	25 months – 36 months	37 months – 48 months
AL.0-12.1 Interact with caregiver in a playful manner. Look into caregivers eyes; coo; smile during routines; touch caregiver's face as if examining the features; squeal when happy.	AL.13-24.1 Interact with familiar people and a variety of materials in a playful manner. Throw ball; shake rattle or keys; laugh at musical or talking toy; play Peek-A-Boo or Pat-a-Cake with familiar caregiver.	AL.25-36.1 Interact with other children in a playful manner. Begin to play near other children; imitate the play of another child; play simple interactive games like rolling a ball to one another.	AL.37-48.1 Demonstrate increasing interest in interactions within his environment. Be able to play alone or with others for longer periods of time; enjoy pretending; show delight in completing a puzzle or building a structure; enjoy building or drawing beside a familiar adult.
AL.0-12.2 Show awareness of familiar items in her environment. Kick feet when placed beneath a floor gym; reach for a rattle or other toy, smile when caregiver holds toy up; crawl or scoot towards items of interest.	AL.13-24.2 Begin to self-select play activities to support own curiosity and to engage in pretend and imaginative play. Growl or bark while playing with toy animal; imitate sounds of animals or machines in the environment (make car sounds while playing with car).	AL.25-36.2 Self-select play activities to support own curiosity and to engage in pretend and imaginative play. Use pots and pans to "cook"; pretend to be "mommy" or "daddy" in dramatic play; enjoy wearing mom or dad's shoes or carrying a purse.	AL.37-48.2 Demonstrate ability to act out more complex pretend play scenarios. Act out scenarios and familiar situations seen at home; begin to make up complex scenarios in pretend play ("you be the mommy and I will be the granny and we take care of the baby").
AL.0-12.3 Demonstrate some awareness of familiar people and activities. May squeal and wiggle when hearing familiar song; turn head or try to reposition body after hearing caregiver's voice; experiment to see if kicking or grabbing at toy will cause a sound.	AL.13-24.3 Demonstrate an emerging awareness of the connection between prior and new knowledge. Place and replace rings on nesting ring toy; pull apart and pop together pop beads; feed a baby doll a bottle.	AL.25-36.3 Demonstrate an increasing awareness of the connection between prior and new knowledge. Complete a puzzle without assistance after receiving help from an adult first or second time; change position of a block when tower falls initially; begin to declare independence ("I do it," "do it myself.")	AL.37-48.3 Demonstrate awareness of connection between prior and new knowledge. Recite nursery rhymes and sing songs; begin to predict what will happen next in a story or book; understand a sequence of routines and follow them easily without assistance from caregiver.

Flexibility and Inventiveness

Birth – 12 months	13 months – 24 months	25 months – 36 months	36 months – 48 months
AL.0-12.4 Demonstrate emerging ability to transition from one thing to another with little protest. Allow caregiver to interrupt an activity to perform a routine as long as the caregiver gives warning.	AL.13-24.4 Attempt new things with adult support. Touch and experiment with different textures; taste a new food; climb up stairs.	AL.25-36.4 Attempt new things with excitement and anticipation. Show excitement when a new toy is presented; want to be "first" to try something new.	AL.37-48.4 Attempt more challenging things. ask to try a more challenging puzzle; experiment with different kinds of writing and drawing tools.
AL.0-12.5 Begin to explore materials by mouthing, touching and throwing. May shake a rattle and then throw it; put blocks in mouth; chew on edges of board book.	AL.13-24.5 Begin to ask simple questions. What? When? Where?	AL.25-36.5 Demonstrate emerging ability to ask questions for information or clarification. What doing? Where going? Why?	AL.37-48.5 Continue to ask questions for information or clarification. "Who's that?", "What are you doing?", "My turn?" "Me go?"

Flexibility and Inventiveness *continued*

AL.0-12.6 Demonstrate emerging awareness of the properties of materials. Explore textures, sounds and weight of items by banging, dropping and throwing them.	AL.13-24.6 Use materials in ways other than originally intended. Use toy banana as a telephone; use spoon to bang on table like a drum.	AL.25-36.6 Invent uses for materials other than originally intended. Use blocks as play food; use tub or container as a baby bed; use clothes basket as a house.	AL.37-48.6 Use materials in complex ways, may use in ways other than originally intended. Build a block structure as a house for a doll; use blocks as food in the housekeeping area.
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Problem Solving

Birth – 12 months	13 months – 24 months	25 months – 36 months	37 months – 48 months
AL.0-12.7 With prompting and support show awareness of people and things in his environment. Show interest when caregiver talks or sings to him; turn to look at caregiver when caregiver’s voice is heard; turn to find familiar noise from CD player or door opening.	AL.13-24.7 Begin to identify a problem. Pull at caregiver’s leg and point to favorite nap item in cubby; say “more” when cup is empty; may indicate when diaper is wet or soiled.	AL. 25-36.7 Identify a problem and try to solve it. Try to push steps up to sink to wash hands; change position of shape in shape sorter to make it fit; push toy away from edge of shelf when sees it is about to fall.	AL.37-48.7 Identify a problem and sometimes solve it with the help of others. Ask teacher where a puzzle piece fits after several attempts at trying to find out on her own; ask another child to give object or toy that she needs for building or pretend play.
AL.0-12.8 Show emerging awareness of his/her effect on her environment. <u>Vocalizes</u> to get the attention of caregiver; show understanding that her facial expressions are often imitated by caregiver (smiles and expects a smile from an adult); react to caregivers facial expressions (frowns when caregiver frowns).	AL.13-24.8 Show increasing awareness of his effect on his environment. Cry or protest when caregiver stops an enjoyable activity; smile when caregiver smiles; repeat an action that makes her caregiver smile or laugh.	AL.25-36.8 Begin to intentionally affect his environment. Shake or bang toys to hear the sound; push buttons or switch on toy to see lights.	AL.37-48.8 Continue to make things happen within his environment. Experiment with cause and effect; may provoke reactions from other children by taking toy away.

Persistence

Birth – 12 months	13 months – 24 months	25 months – 36 months	37 months – 48 months
AL.0-12.9 Begin to pay attention to familiar sounds, activities and people. Look at toy for several seconds; watch another person with interest; kick at toy gym repeatedly.	AL.13-24.9 Recognize and respond to familiar sounds, activities and people. Show excitement when caregiver announces a favorite activity; begin dancing when a familiar song is played.	AL.25 –36.9 Demonstrate increasing interest in familiar activities. Sit down on floor for “book time”; take seat at table when teacher puts out art materials; line up at door when outside time is announced.	AL.37-48.9 Stay interested in an activity for longer periods of time. Look at pages of favorite book for several minutes; spend more time on an art activity.
AL.0-12.10 Become involved in familiar activities. Turn pages of book awkwardly, having difficulty with separating pages but succeeds after several tries; repeatedly pull up to table to stand, even after falling several times.	AL.13-24.10 Show increasing involvement in familiar activities. Play with favorite toy for longer periods of time; choose and look at pages of book.	AL.25-36.10 Play with favorite toy, repeating actions over and over. Fill container with blocks only to intentionally dump it and refill; put together puzzle, dump pieces and put together again.	AL.37-48.10 Work at a task or activity for longer periods of time. Spend time necessary to complete a puzzle; use all the blocks in a set to complete a structure; sit and listen to a favorite book.

Social Emotional Development (SE)

Children are naturally social beings. When children have caregivers who make them feel safe and secure, they are able to explore their environment and try new things. Young children must have adults who can help them understand their feelings so that they can eventually learn to manage those feelings (self-regulation). Even at a very young age, children begin to develop an idea of who they are and how they fit into the world (self-concept). As children grow they also begin to understand the importance of other people in their lives. This happens through opportunities to interact with others through play (cooperation). Healthy social and emotional development serves as a foundation on which children can build future learning.

Social Emotional Development (SE)

Self-Awareness (Self-Concept)

Birth – 12 months	13 months – 24 months	25 months – 36 months	37 months – 48 months
SE.0-12.1 Begin to express preferences and interests. Show preference for familiar adults (reaches for parent or favorite caregiver); may have strong feelings about what frightens him and may become <u>anxious</u> more easily than before.	SE.13-24.1 Show preferences, likes and dislikes. Demonstrate egocentrism (gets upset when things don't go his way) and begin to develop sense of independence (says “me” “mine” “me do” “me go”).	SE.25-36.1 Show an emerging sense of self. Has growing sense of separateness; seek and find pride in developing skills that encourage independence (washing own hands, putting on own coat); realize reflection in the mirror is his.	SE.37-48.1 Show positive self-esteem. Recognize own special interests and abilities (child announces “I can run really fast!”); has trusting relationships with other children and adults.
SE.0-12.2 Express feelings. Make responses to express how he feels about what is happening and show awareness of how others are feeling (cries when another child cries, frowns when a caregiver looks sad).	SE.13-24.2 Express wishes, worries and fears. Express definite preferences for favorite clothing or toys; use “no” frequently; respond to and show preference for consistent routines and familiar experiences; may express anxiety when separating from parent or caregiver.	SE.25-36.2 Demonstrate increased skill in identifying and expressing feelings. Verbally state wants and needs (“I want that” “mine” “I’m thirsty”); begin to understand behaviors that hurt self or others (exclaims “no” when another child attempts to hit or bite).	SE.37-48.2 Verbalize feelings, needs and wants. Talk to self and others (including dolls, puppets, imaginary friends) about what he/she is thinking about and how he/she feels; continue to use physical ways of expressing self when feelings are intense.
SE.0-12.3 Pay attention and responds to name and images of self. Pay attention to own reflection in mirror and respond to hearing name called.	SE.13-24.3 Explore the environment to find out who he is and what he can do. Assert independence in wanting to do tasks on his own, yet often asks for help; can make a choice between two options (blue shirt or white shirt, milk or juice).	SE.25-36.3 Begin to gain a sense of mastery and achievement. Try new experiences; repeat a newly gained skill and seek positive response for achievements from adult (looks at caregiver after completion of task to see response).	SE.37-48.3 Show greater comfort with independence and increased feelings of self-worth. Take pride in accomplishments (“I did the puzzle by myself!”); develop a sense of humor; can laugh at self and others when small accidents happen.

Self-Regulation (Self-Control)

Birth – 12 months	13 months – 24 months	25 months – 36 months	37 months – 48 months
SE.0-12.4 Demonstrate some ability to self-regulate. Stop crying upon seeing a familiar person; is able to calm self (e.g., sucks on hand while going to sleep); look to a familiar person for encouragement when encountering new experiences (e.g., looks at caregiver for a positive nod or encouraging word).	SE.13-24.4 Attempt to manage own behavior. Respond to verbal requests to change behavior and stop unacceptable behavior with a few reminders.	SE.25-36.4 Demonstrate emerging ability to manage own behavior. Show beginning understanding of rules (draws attention to another child who is breaking a rule, waits turn to wash hands) but still forgets social expectations; gain more control over routines and personal belongings.	SE.37-48.4 Manage own behavior with increasing skill. Gain new understanding about other people’s feelings to guide the way he manages his own behavior (may decide to share a toy after another child begins to cry).

Self- Regulation (Self-Control) *continued*

<p>SE.0-12.5 Begin to relate to other children. Sit near another child while playing; smile at another child and squeal or fuss when another child approaches.</p>	<p>SE.13-24.5 Begin to test social boundaries. Experience feelings of power and pride; test limits and expectations to find out who is in charge (uses “no” often, gets upset when he doesn’t get his way, and has trouble “sharing”).</p>	<p>SE.25-36.5 Show willingness to follow simple rules. Can follow basic group rules and recognizes when a classmate has not followed the rules.</p>	<p>SE.37-48.5 Begin to demonstrate an understanding of social expectations. Cover mouth when sneezing, hold door for another child, share blocks with another child.</p>
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Cooperation

Birth – 12 months	13 months – 24 months	25 months – 36 months	37 months – 48 months
<p>SE.0-12.6 Demonstrate awareness of others. Begin to watch other children in the group and show interest in their play; show recognition of familiar people by reaching or smiling.</p>	<p>SE.13-24.6 May interact with another child for a short period of time. Reach out to touch another child; may push child who interferes with his play, may offer toy to another child; imitate other children; play side by side with peers with adult supervision, and demonstrate give and take.</p>	<p>SE.25-36.6 Play beside other children for several minutes. May have one or more preferred playmates in a group of familiar children; enjoy small group activities while actively engaged by adult.</p>	<p>SE.37-48.6 Engage in cooperative play with other children. Can include give and take in play with others; sometimes work out problems encountered during play with others.</p>
<p>SE.0-12.7 Recognize actions and images of familiar adults. Show recognition when family photographs are displayed at eye level, begin to imitate familiar actions (pretend to talk on phone, pretend to stir).</p>	<p>SE.13-24.7 Enjoy imitating the actions of adults. Carry a purse around room; ask for help to dress up like mom or dad; take care of “baby.”</p>	<p>SE.25-36.7 Share some pretend play themes. Use words or actions to ask another child to play or to respond to another child who initiates play; join another child in playing “mommy and baby”.</p>	<p>SE.37-48.7 Begin to develop more complex pretend play themes. May imitate cultural or family routines or rituals (going to church, visiting aunt in the hospital, riding the bus).</p>
<p>SE.0-12.8 Engage in social play with familiar adults. Play peek-a-Boo with caregiver; play Pat-a-Cake with familiar adult.</p>	<p>SE.13-24.8 Begin to engage in social play with other children. Interact with another child for 1 or 2 minutes.</p>	<p>SE.25-36.8 Play with others more frequently and for longer periods of time. Join another child in play for 5 – 10 minutes.</p>	<p>SE.37-48.8 Show increasing willingness to work out problems with peers. More willing to talk about problems and issues to work out solutions; participate in transitions and assist with routines (e.g., help other child clean up spilled water).</p>
<p>SE.0-12.9 Begin to show awareness of feelings displayed by others. Match facial expressions of adult; smile in response to caregiver smile.</p>	<p>SE.13-24.9 Show awareness of the feelings displayed by others. May begin to show empathy by crying after hearing or seeing another child cry; may repeat a behavior that made a caregiver laugh or smile.</p>	<p>SE.25-36.9 Respond to other children’s feelings. Begin to show empathy , (consoles upset child by patting his/her back or “kissing” boo boo).</p>	<p>SE.37-48.9 Show increasing ability to understand the feelings of others. Can empathize with the feelings of others (e.g., explains to adult why another child is upset and is able to label some feelings).</p>

Language and Early Literacy (LE)

The ability to communicate and use language is important to a child's healthy growth and development in all domains. Between birth and age three, children should be exposed to environments rich in language, both verbal and non-verbal. Very young infants communicate their needs by crying when uncomfortable or laughing when happy. Infants can also learn to use gestures and expressions to communicate with their caregivers. If responded to consistently by adults, children will turn these early attempts at language into words and sentences by the time they are two. It is the caregiver's job to provide young children with exposure to spoken language through conversations, books, and music. Exposing children to books and print helps them to begin to make the connection between spoken and written words. It is also important to note that children should learn their home language first. If you care for children who live in homes where English is not the primary language, you must work with the family to help provide their child with a rich foundation in their first language. Children with special needs may need additional support from an adult or from adaptive equipment in order to communicate. Through early language and literacy experiences, children will learn the skills necessary to succeed in school and life.

Language and Early Literacy (LE)

Receptive Language

Birth – 12 months	13 months – 24 months	25 months – 36 months	37 months – 48 months
<p>LE.0-12.1 Respond to sights and sounds. Can be quieted by a familiar voice; smiles and is attentive when spoken to; startle at a loud noise; begins to look, point and use gestures; turn towards the direction of sounds; watch speaker's face and listen to conversation; become excited upon hearing familiar words; begin to respond to own name.</p>	<p>LE.13-24.1 Show increased understanding of words and gestures. Understand names of familiar objects, persons, and pets; demonstrate understanding of more words than can say; point to some body parts; respond to familiar requests; follow one step directions; understand some prepositions such as "on," "in," and "under."</p>	<p>LE.25-36.1 Understand questions, simple directions, beginning concepts, and the ideas and sequence of stories. Follow more complex 2 - 3 part directions; listen to simple stories and points to associated pictures; understand possessive terms ("my," "mine," "yours"); understand routines; begin to answer questions when looking at books; understand basic contrast.</p>	<p>LE.37-48.1 Listen with understanding and interest to conversations, directions, music and a variety of reading materials. Respond correctly to questions about own name, sex and age; understand relationships expressed by "if," "then," or "because" sentences; understand "let's pretend;" can answer questions about a story plot; demonstrate understanding of conversations through own actions and responses to directions and questions.</p>

Expressive Language

Birth – 12 months	13 months – 24 months	25 months – 36 months	37 months – 48 months
<p>LE.0-12.2 Use some sounds and body movements to communicate. Produce quiet, throaty sounds; make sounds of comfort and displeasure; express different needs (such as pain, distress, joy) cry; laugh out loud.</p>	<p>LE.13-24.2 Use consistent sounds, gestures, and some words to communicate. Continue to <u>babble</u> and <u>jabber</u> with noises that sound like <u>speech</u> with <u>inflection</u> and <u>melody</u>; imitate simple words; use 10-12 words spontaneously; point to request an object or draw attention to something; begin to develop a sense of "me," "my," and "mine."</p>	<p>LE.25-36.2 Use words and some standards of speech to express thoughts and ideas. Put together two or more words to make simple sentences (3-5 words); begin to use <u>pronouns</u> in conversation; demonstrate through action the understanding of action <u>verbs</u>; use some plurals appropriately (car and cars); use simple <u>adverbs</u> (very, slow, fast); begin to use <u>social conventions</u> such as "please" and "thank you"; can be understood by an unfamiliar listener 50% of the time.</p>	<p>LE.37-48.2 Use language for a variety of purposes. Tell familiar stories; make up stories and like silly words and stories; know and tell name and gender of family members; engage in imaginary talk; play both roles; ask many questions and wants to know how answers fit into her own thoughts and understanding; show imagination in verbal expressions; tell sequence of story with appropriate pictures; like to talk about things that have happened and will happen; participate in meaningful, two-way conversations with another person; ask many "who," "what," "why," and "where" questions.</p>

Speech

Birth – 12 months	13 months – 24 months	25 months – 36 months	37 months – 48 months
<p>LE.0-12.3 Develop and makes sounds. Babble extensively; make utterances that are easy to produce using lots of vowels; may say single understandable words like “mama,” “dada,” and “uh-oh”; vocalize to get attention; try to imitate familiar sounds and words.</p>	<p>LE.13-24.3 Develop and make sounds with intentionality to communicate needs. Know meaningful words that are used consistently; use more variety in the sounds that are spoken; use a growing vocabulary and put several words together; participate in conversations; has a vocabulary between 50 and 300 words; attempts to sing.</p>	<p>LE.25-36.3 Produce speech that is increasingly understandable by most familiar adults. Use all the vowels and most of the consonants in our language; majority of speech is understandable however caregivers may understand child better than a stranger; may have a “normal non-fluent” period where sounds, words or phrases are repeated; not to be confused with stuttering; may have difficulty saying more complicated sounds e.g., (s), (z), (sh), (ch), (r), (er), (l), (th).</p>	<p>LE.37-48.3 Produce speech that is clear enough to be understood by most people. Use some slang words and common <u>colloquial</u> expressions like “Mama carried grandma to the doctor”; produce most consonant sounds of our language correctly; may still have difficulty saying some sounds; most frequently (r), (er), and (l); say multi-syllable words easily (balloon, dinosaur, umbrella, automobile).</p>

Reading Foundational Skills

Birth – 12 months	13 months – 24 months	25 months – 36 months	37 months – 48 months
<p>LE.0-12.4 Focus eyes on simple pictures in books or drawings. Make eye contact with the pictures, making hand contact later in age range.</p>	<p>LE.13-24.4 Begin to show interest in exploring books. Turn pages well; turn inverted book right side up or tilt head as if trying to see the picture right side up.</p>	<p>LE.25-36.4 Begin to understand the connection between books and personal experiences. Talk about characters and events in storybooks in ways that suggest understanding of what has been said or read; relate events in books to personal experiences; make associations between similar books (e.g., child brings caregiver two books about trains and draws attention to similar pictures).</p>	<p>LE.37-48.4 Demonstrate interest in books and what they contain. Recognize specific books by their covers; ask for repeated reading of favorite books; pretend to read; during read aloud make comments and ask questions; participate in shared reading by supplying repetitive phrases.</p>
<p>LE.0-12.5 Begin to explore physical properties of a book. Look intently at pictures for several minutes with wide open eyes and thoughtful expression; eventually grasps book and brings it to mouth to suck, chew, shake, crumple and wave book; hold book using both hands and manipulate the book to make the pages open and close; explores how a book works; help adult turn pages.</p>	<p>LE.13-24.5 Show awareness and interest in familiar pictures and begin to interact with story through familiar hand motions and expression of emotions. Point to a picture and ask “What’s that?” or indicate in another way (“Dat?” or questioning intonation) that a label is desired; perform an action that is shown or mentioned in a book; show empathy for characters or situations depicted in books.</p>	<p>LE.25-36.5 Recognize and enjoy reading familiar books. Recite whole phrases from favorite stories if adult pauses during reading; protest when adult misreads a word or leaves words out of familiar story.</p>	<p>LE.37-48.5 Demonstrate knowledge of how to use a book. Recognize when books are upside down or backwards, and turn to correct orientation.</p>

Reading Foundational Skills *continued*

<p>LE.0-12.6 Show increased involvement and enjoyment with books. Spend less time <u>manipulating</u> books physically and more time looking at pictures; pat pictures; give book to adult to read; after one reading often takes the book back only to hand it back to the adult to read again; sit in lap for longer periods; show interest in caregivers voice as she talks about the book.</p>	<p>LE.13-24.6 Show enjoyment of books and stories. Point to pictures in book and name some pictures; enjoy looking at books on own; make up stories while turning pages of the book; request favorite book to be read over and over again.</p>	<p>LE.25-36.6 Begin to recite from memory familiar books. Ask to read books to the adult and may be able to recite several books fairly accurately, especially if they are simple and predictable; read familiar books aloud, rendering the text very accurately, particularly when a book is predictable.</p>	<p>LE.37-48.6 Show awareness that print conveys a message, that print is read rather than pictures. Begins to look at and comment about the print as much as the pictures; begins to “read” common signs and other print when traveling in a vehicle.</p>
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Writing Behaviors and Skills

Birth – 12 months	13 months – 24 months	25 months – 36 months	37 months – 48 months
<p>LE.0-12.7 Begin to show interest in exploring writing tools. Grasps the crayon and brings to mouth to suck and chew.</p>	<p>LE.13-24.7 Show increased interest in exploring writing tools. Grasps writing tool in palm to scribble or mark.</p>	<p>LE.25-36.7 Use a variety of writing tools to make scribbles. Holds tool in palm of hand using all fingers (palmer grasp) and scribbles.</p>	<p>LE.37-48.7 Begin to attend to print in the environment, especially own name. Recognizes printed name and attempts to print; uses same purposeful scribbling when “writing”.</p>
<p>LE.0-12.8 Begin to use writing tools. Uses crayon on paper, making a few random marks; may hold the crayon sideways more often than not.</p>	<p>LE.13-24.8 Begin to use writing tools to make marks on paper. Holds large writing tool and marks with it, resulting in visual feedback.</p>	<p>LE.25-36.8 Scribble and draws with intentionality. draws a circle; imitates a horizontal crayon stroke.</p>	<p>LE.37-48.8 Attempt to “write” own name. “Writes” name on paper; letters may or may not be readily identified by others; letters may or may not be from left to right or in a straight line.</p>

Math (MA)

Everyday experiences aid very young children in learning math concepts. Early math learning consists of children exploring objects and their differences, similarities, size, shape and texture through hands-on play activities. Consistent routines teach children about time. Building with blocks teaches children about patterns (counting) and shapes (geometry). Children begin to analyze data by grouping together items that are similar and graphing them. Math in the early childhood classroom is much broader than counting, adding, and subtracting. Math for a very young child is about their senses and how they use those senses to classify, categorize, and sort information so that it has meaning to them. Topics such as operations and algebraic thinking are presented in this document to provide a foundation of skill on which future math skills will develop not to teach formal math operations. Special consideration should be given to children with special needs as well as children whose home language is not English when planning math related activities in the classroom.

Math (MA)

Counting and Cardinality

Birth – 12 months	13 months – 24 months	25 months – 36 months	37 months – 48 months
<p>MA.0-12.1 Pay attention to what is happening in the environment. Looks at and reach for toys; show excitement when seeing caregiver or other familiar person.</p>	<p>MA.13-24.1 Show interest while watching and listening to others counting. Watch as a caregiver counts crackers or napkins; enjoy hearing songs that have number words; may imitate some finger plays that incorporate counting.</p>	<p>MA.25-36.1 Begin to count by rote. Participate in songs/finger plays involving counting; may pretend to count items although counting is out of sequence.</p>	<p>MA.37-48.1 Begin to identify and label objects using numbers. Count a collection of 1-4 items and begin to understand that the last counting word tells how many; can quickly “see” and label a group of objects of one to three with a number; begin to make use of one-to-one correspondence in counting objects and matching groups of objects.</p>

Comparing Numbers

Birth – 12 months	13 months – 24 months	25 months – 36 months	37 months – 48 months
<p>MA.0-12.2 Aware of surroundings; makes things happen, most often unintentionally. Gaze at own hands as they move about; wave arms to touch the dangling toy overhead</p>	<p>MA.13-24.2 Begin to understand similarities and differences. May mistake another child’s pacifier as his own; may notice when another child has the same jacket or shoes.</p>	<p>MA.25-36.2 Begin to build understanding of concepts such as more and one more. Respond when adult asks for “one more”, or “one”, begin to count by imitation.</p>	<p>MA.37-48.2 Begin to use comparative language such as more/less, equal to describe objects. E.g., “my tower is bigger than yours”, “we have the same carrots”.</p>

Operations and Algebra

Birth – 12 months	13 months – 24 months	25 months – 36 months	37 months – 48 months
<p>MA.0-12.3 Make things happen through use of senses of sight, sound, taste, and touch. Begin to enjoy putting items in and getting items out of something; explore and inspect the smallest details of objects; enjoy pulling things off shelves, out of cabinets or dumping things out of containers; repeatedly drop toy from high chair and wait for someone to pick it up; try to complete form board, pushing and pounding with determination.</p>	<p>MA.13-24.3 Show interest in and understanding of identifying characteristics of objects. Match shape to hole in shape sorter; can find match to own shoe or glove; notice matching clothes.</p>	<p>MA.25-36.3 Demonstrate emerging understanding of the relationship between objects, solving simple jigsaw puzzles and matching similar shapes. Complete 3-4 piece puzzle; begin to point out differences in objects (rather than similarities); match more complex shapes such as hexagon, trapezoid, etc.</p>	<p>MA.37-48.3 Explores and begins to sort and classify objects. Begin to sort objects on the basis of one dimension, color, size, shape; begins to recognize, duplicate and create patterns; begin to place objects in order through trial and error.</p>

Measurement and Data

Birth – 12 months	13 months – 24 months	25 months – 36 months	37 months – 48 months
<p>MA.0-12.4 Begin to experiment with containers and items. May take items out of a container and explore them; pull tissue from container.</p>	<p>MA.13-24.4 Continue to experiment with containers and items with little understanding of capacity. Fill block container and dump only to refill the container with something else; may try to fill container with items that are too large.</p>	<p>MA.25-36.4 Demonstrate emerging understanding of basic concepts of measurement i.e. height, length, capacity. Stand side-by-side to see who is taller and may visually decide if one glass looks like it has more water than the other; can tell if one object is heavier than the other.</p>	<p>MA.37-48.4 Begin to demonstrate understanding of time, length, weight, capacity and temperature. Recognize and label measurable characteristics of objects (e.g. , "I need the long string."); know when there are too many children in the art center; know own feelings of hot or cold.</p>

Geometry and Spatial Sense

Birth – 12 months	13 months – 24 months	25 months – 36 months	37 months – 48 months
<p>MA.0-12.5 Display short term memory. Reach toward objects, may move the object to him to touch it or may move to the object; turn head away when adult reaches out a wash cloth to wipe face; look for familiar person after he has left room; look toward sky when an airplane is heard overhead.</p>	<p>MA.13-24.5 Begin to show interest in how things fit together. May be able to line up and fasten together pop beads or large chain links; may experiment with fitting own body into small spaces.</p>	<p>MA.25-36.5 Explore world and understands position in space and how to get around. Understand how to climb up, go around, in or through various spaces to get to or to reach an object.</p>	<p>MA.37-48.5 Become aware of his body and personal space during active exploration of physical environment. Begin to build mental and physical maps of his surroundings, responds to "Put it beside", or "Put it under", explore geometric shapes using hands, eyes and mind.</p>

Problem Solving and Analyzing Data

Birth – 12 months	13 months – 24 months	25 months – 36 months	37 months – 48 months
<p>MA.0-12.6 Begin to understand concept of <u>object permanence</u>. Cry when caregiver leaves room; look for toy that is hidden under a blanket; search for items that have been covered or placed inside something.</p>	<p>MA.13-24.6 Begin to understand how parts work together. May look for or ask caregiver for another puzzle piece when one is missing; realize both feet need socks; enjoy opening and closing doors, etc.</p>	<p>MA.25-36.6 Explore materials and understands simple acts of cause and effect. Flip light switch on and off; turn faucet on and off; drop items to watch them fall.</p>	<p>MA.37-48.6 Show interest in creating simple graphs. Enjoy putting her picture next to favorite treat being graphed; choose favorite ice cream and vote by putting sticker on graph.</p>

Science (S)

Young children taste, touch, smell, look at, and listen to everything around them. This natural inclination to explore makes them great little scientists in training. Parents and caregivers of young children can encourage children to explore their environment by providing them opportunities to be involved in science related activities. Children can learn to use their senses to understand their world better. Children who are given interesting things to look at develop strong observation skills. Even the youngest infant can begin to learn about the earth by going outdoors and feeling the dirt under her feet. Children whose home language is not English or children who have special needs may need additional support from an adult or from adaptive equipment in order to participate in science related activities. Science in the early childhood classroom consists of providing opportunities for young children to enjoy the outdoors, explore the properties of organic materials, and care for and investigate living things. Through these exciting and enjoyable activities, adults can provide children with a lifelong love of science.

Science (S)

Sensory Awareness

Birth – 12 months	13 months – 24 months	25 months – 36 months	37 months – 48 months
S.0-12.1 Begins to use all five senses to explore and understand surroundings. Mouth objects; grasp toy or caregiver finger; respond to familiar voice; <u>visually tracks</u> objects.	S.13-24.1 Use all five senses to explore and understand surroundings. Respond to specific sounds in the environment (train, telephone, and doorbell); show preferences for favored smells and tastes; enjoy pushing and pulling objects or toys.	S.25-36.1 Demonstrate emerging ability to connect sensory input with words and expressions. Examines objects with focused attention using combinations of sensory input from growing capabilities and verbally expresses reactions.	S.37-48.1 Demonstrate growing ability to connect sensory input with words and expressions. Continues to expand sensory vocabulary and utilizes growing capabilities to begin interpretation of information (“this feels squishy,” “something smells yucky”).

Observation and Exploration

Birth – 12 months	13 months – 24 months	25 months – 36 months	37 months – 48 months
S.0-12.2 Show interest in surroundings by focusing on faces and objects in close range. Looks at surroundings in a new place; explores objects placed in hands; brings objects to mouth; uses entire body to reach toward a toy.	S.13-24.2 Use exploration as a means of understanding and processing differences and similarities. Pats, pushes, squishes and pounds play dough; expresses preferences for particular activities or toys.	S.25-36.2 Build knowledge of world through observation of surroundings. Explore ways to do things and demonstrate beginning understanding of concepts of color, shape, size, matching and weight.	S.37-48.2 Observe surroundings in relation to prior knowledge and methods. Understand new information and begin to explore more complex situations and concepts; expand knowledge of and respect for their body and the environment; expand knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.

Problem Solving

Birth – 12 months	13 months – 24 months	25 months – 36 months	37 months – 48 months
S.0-12.3 Begin to expect actions when basic needs are met in response to expressions of comfort and discomfort. Build understanding that cries or body movements and expressions will bring attention to hunger, safety comfort and play.	S.13-24.3 Expect specific results when playing with toys and other objects. Build with a variety of objects and begin to understand balance, size, and weight; begin to understand cause and effect.	S.25-36.3 Begin to use reasoning skill and imagination when planning ways to make things happen. Combine toys in complex ways to represent real objects (uses play dough in the dramatic play area to represent food, plays “house” under kitchen table).	S.37-48.3 Build understanding of reasoning skill and imagination when planning ways to make things happen. Describe drawing made after trip to fire department; while pretend playing, encourage peer to blow on food that is “hot”; begin to participate in simple investigations and solve problems in relation to knowledge and methods.

Simple Tools

Birth – 12 months	13 months – 24 months	25 months – 36 months	37 months – 48 months
<p>S.0-12.4 Use body movements to explore and understand surroundings. Use body to reach, turn, roll, crawl, cruise and move toward desired objects; begin to grasp at connected items to bring desired object closer.</p>	<p>S.13-24.4 Begin to use simple tools to build knowledge of world through observation and awareness of surroundings. Begin to connect familiar activities with actions or pictures in books; begin to mix, fill and dump materials in containers.</p>	<p>S.25-36.4 Use simple tools to build knowledge of world through observation and awareness of surroundings. Show <i>curiosity</i> in and asks questions about tools used in the environment (thermometers, rain gauges, bird feeders).</p>	<p>S.37-48.4 Imitate familiar actions in using simple tools to build knowledge of world through observation and awareness of surroundings. Associate actions with familiar adults (use magnifiers, telescopes, microscopes, scoops, investigates rain gauge to test observations).</p>

Earth and Space

Birth – 12 months	13 months – 24 months	25 months – 36 months	37 months – 48 months
<p>S.0-12.5 Explore textures, sounds, tastes found in nature. Begin to attend to sounds and respond to touching new objects.</p>	<p>S.13-24.5 Explore a variety of earth materials found in nature and created environments. Begin to demonstrate interest in water, sand and other appropriate materials.</p>	<p>S.25-36.5 Explore and begins to identify a variety of earth materials by distinct properties. Begin to understand hard, soft, wet, dry, etc. when exploring natural materials.</p>	<p>S.37-48.5 Begin to investigate and identify a variety of earth materials by their observable properties. Enjoy planning in sand, dirt, water and other appropriate materials; enjoy scooping, pouring and raking.</p>

Sequencing and Time

Birth – 12 months	13 months – 24 months	25 months – 36 months	37 months – 48 months
<p>S.0-12.6 Begin to understand familiar routines. Respond to familiar routines for feeding, sleeping, diaper changing and interacting when awake.</p>	<p>S.13-24.6 Show increased knowledge and memory for details and routines. Begin to be aware of other people, places and events; act out familiar actions in dramatic play; go to sink to wash hands when called for lunch or snack.</p>	<p>S.25-36.6 Begin to understand consequences when recreating events. Call for adult to help settle an argument over a toy; insist on putting on mittens before putting on coat.</p>	<p>S.37-48.6 Use acquired knowledge of details of routines to carry out some routines independently. Set table for meal; wash own hands; alert adult when out of soap or hand towels.</p>
<p>S.0-12.7 Begin to anticipate familiar actions. Calm or quiet when given pacifier; open mouth for spoon containing food.</p>	<p>S.13-24.7 Demonstrate some understanding of when things happen in relation to routines. Go to sink for hand washing after having diaper changed; ask for bedtime story when it gets dark outside.</p>	<p>S.25-36.7 Demonstrate some understanding of when things happen in relation to routines. Begin to make connection between daily events and what happens “next” (after lunch it is time for a nap); choose new shoes to wear when getting ready for special occasion.</p>	<p>S.37-48.7 Understand sequencing and time in relation to knowledge and methods about Earth and space. Understand the sequence of daily events; demonstrate some understanding of duration of time, “all day”, “for two days”.</p>
<p>S.0-12.8 With support and assistance builds understanding of sensations of cold, hot, warm, dry. Respond to cold wipe during diaper change; respond when splashing water.</p>	<p>S.13-24.8 With support and assistance develops understanding of consequences of sensations related to weather conditions. May respond to “Where did the sun go?” with “All gone” or shrug of shoulders.</p>	<p>S.25-36.8 Increasing understanding of consequences of weather related events. Understand the need for a coat when it is cold outside; ask for umbrella when it is raining.</p>	<p>S.37-48.8 Demonstrates understanding of simple weather conditions and related vocabulary. Participate in identifying simple weather conditions of the day (sunny, cloudy, and snowy).</p>

Physical Science

Birth – 12 months	13 months – 24 months	25 months – 36 months	37 months – 48 months
<p>S.0-12.9 Begin to observe properties of objects with support and assistance. Attend to objects, reaching to touch, hold, and bring to mouth.</p>	<p>S.13-24.9 Categorize objects based on simple observable properties. Begin to identify colors, shapes, size.</p>	<p>S.25-36.9 Build understanding to describe and categorize objects based on simple observable properties. Build understanding of concepts of color, shape, and size, alike and different.</p>	<p>S.37-48.9 Describe and categorize objects based on some observable properties. Demonstrate ability to group items by some observable characteristics such as color, size, weight.</p>
<p>S.0-12.10 Develop an awareness of objects in the environment. Build understanding of object permanence; show preference for certain blanket or toy.</p>	<p>S.13-24.10 Observe descriptors of objects in the environment. Begin to identify cold, hot, color blue with support and assistance.</p>	<p>S.25-36.10 Demonstrate an emerging awareness of changes in the environment. Develop awareness of the green leaves turning yellow, or red; pavement gets wet when it rains.</p>	<p>S.37-48.10 Develop an awareness that objects can change in their environment. Build awareness that the paint colors mix when the blue brush goes in the red paint pot; the sun shining on the slide can dry it or make it hotter; the snowman melts.</p>
<p>S.0-12.11 Develop awareness of how objects move and begin to recognize vocabulary <u>descriptors</u> for movements. Bat at small toy suspended overhead; reach for toys that rolls away.</p>	<p>S.13-24.11 Observe how objects move and identify common motion related vocabulary. Roll ball back to adult in play; push toy car across floor; observe airplanes fly.</p>	<p>S.25-36.11 Observe and make simple predictions and build simple descriptors for how objects move and begin to use common related vocabulary. Throw or roll ball in intended direction; build understanding of roll faster or farther.</p>	<p>S.37-48.11 Observe, predict, and solve problems based on prior knowledge and experiences and describe how objects move. May throw and catch; participate in simple investigations of ramps.</p>

Social Studies (SS)

It is very important for young children to learn about who they are in relation to others and where they fit in with regards to their family, culture, and community. It is the caregiver's job to help children recognize and understand the differences among people so that he or she can begin to appreciate their own unique characteristics and abilities. Through exposure to different people, places, and experiences, children begin to build their knowledge about culture, geography, and history.

Social Studies (SS)

Interactions and Culture

Birth – 12 months	13 months – 24 months	25 months – 36 months	37 months – 48 months
<p>SS.0-12.1 Engage with familiar adults. Babble and coo to gain attention of someone nearby; look intently at the face when talked to by a familiar person; smile when someone familiar smiles or make gentle, funny faces; relax when comforted by familiar persons.</p>	<p>SS.13-24.1 Rely on the presence of familiar adults to try things. Explore and experiment with new materials such as play dough or paint when the caregiver is nearby; crawl or walk through an unfamiliar area to reach a familiar person; stop playing to verify the presence of caregiver then returns to play; go to trusted adult and attempt to communicate needs.</p>	<p>SS.25-30.1 Show need for familiar adult's approval. Hold on tight to adult when exploring a new setting but gradually lets go to explore the environment; attempt a new activity but looks to adult to watch and affirm efforts (climbs to top of slide but wants the adult to watch before sliding down); turn to adult for comfort after falling, but goes back to play.</p>	<p>SS.37-48.1 Begins to understand concept of individual, culture and community. Begin to recognize likenesses and differences in others; begin to understand family structures and roles; draw self, usually with head and not much detail; act out family roles in dramatic play center.</p>
<p>SS.0-12.2 Show emerging awareness of and some anxiety towards unfamiliar people. Gaze passively then begin to fuss when a new person moves close; stiffen and lean away when picked up by an unfamiliar person; stop cooing or smiling when a new person tries to get her attention; turn head into shoulder of caregiver when a new person approaches; look curiously at someone who hasn't been around regularly.</p>	<p>SS.13-18.2 Show awareness of and continued anxiety towards unfamiliar adults. May begin to recognize people outside of immediate family such as a caregiver or family friend; hide behind parent or caregiver when new person approaches; move to other side of room when new person enters; cry when parent leaves; allow stranger to approach when person does something familiar such as wave.</p>	<p>SS.25-30.2 Show cautious interest in unfamiliar adults. Approach a new person after familiar adult has talked with the new person a while; look away briefly when a new person talks to her but soon looks back.</p>	<p>SS.37-48.2 Demonstrate increasing interest in unfamiliar people. Point out people in books and pictures; enjoy learning about community helpers; may begin to seek attention of unfamiliar adults who enter classroom or home; may ask questions about people who look or sound different than themselves.</p>

History

Birth – 12 months	13 months – 24 months	25 months – 36 months	37 months – 48 months
<p>SS.0-12.3 Begin to form an individual schedule. May become hungry at around same time each day; may show preference for a certain routine or ritual (likes to be rocked while taking bottle).</p>	<p>SS.13-24.3 Need and expect routines. May begin to expect or demand consistency during familiar routines; may insist that the table is set a certain way or that a certain book is read before naptime.</p>	<p>SS.25-36.3 Begin to identify common events and routines. Put on coat when adult mentions going outside; ask about own parent when other children begin to be picked up at the end of the day.</p>	<p>SS.37-48.1 Identify common events and routines. Know when it is snack time or meal time; recognize routines of washing hands before eating or brushing teeth after meals or before bed time.</p>
<p>SS.0-12.4 Demonstrate emerging awareness of familiar with routines. Hold clean diaper for caregiver during diapering; squeal in anticipation of feeding.</p>	<p>SS.13-24.4 Begin to recognize routines. Show increasing memory for details and routines (remember where things go, go to sink to wash hands when mealtime is announced, get special item for naptime).</p>	<p>SS.25-36.4 Begin to categorize time intervals. Begin to understand that some events follow a pattern (nap time comes after meal time).</p>	<p>SS.37-48.4 Begin to categorize time intervals. Use word “today”, or “day” and “night” to talk about time of day, sometimes uses the wrong term.</p>
<p>SS.0-12.5 Explore environment. Enjoy and is comfortable investigating new environments when with a trusted caregiver who serves as a “secure base”.</p>	<p>SS.19-24.5 Begin to recognize changes in the environment. Notice a new toy or new picture on the wall.</p>	<p>SS.25-36.5 Begin to react to changes in the environment. Recognize weather and or temperature changes; point out that toys or furnishings have been removed or rearranged.</p>	<p>SS.37-48.5 React to changes in environment. Put on sweater when cold or removes jacket when too warm; replace toys on shelves where they belong; try to replace a piece of art that has fallen off the wall.</p>

Creative Arts (CA)

Creative arts provide children with a way to express their feelings, ideas, and interests in ways that are comfortable and fun. By using their imagination to draw, sing, pretend, or dance, young children develop a sense of who they are and what they like to do. It is the caregiver’s job to provide young children with developmentally appropriate opportunities and materials to experiment with. Special consideration should be given to children with special needs who may require additional support from an adult or use of adaptive equipment to fully participate in creative arts activities. Exposure to different types of music and musical instruments, art materials, dress up and role play items not only help children in their physical development but also encourage self-esteem and independence.

Creative Arts (CA)

Interactions and Culture

Birth – 12 months	13 months – 24 months	25 months – 36 months	37 months – 48 months
CA.0-12.1 Respond to music in the environment. Coo and smile to pleasant sounds; cry at harsh or unexpected sounds; become calm when sung to or talked to in a soothing voice.	CA.13-24.1 Respond to and show preference for certain sounds. Clap or move body to music; make connections between sounds and objects (push button on toy repeatedly to hear sound).	CA.25-36.1 Enjoy moving to and singing to music. Dance to music, initiate singing or dancing.	CA.37-48.1 Enjoy participating in group music activities and music making activities. Participate in group music experiences (e.g., hokey pokey, if you're happy and you know it); play with a variety of musical instruments; may use them in unique ways (clangs bells together, jump up and down to make tambourine produce sound).
CA.0-12.2 Begin to produce sounds. Delight in new ability to produce sounds (smack lips, squeals on purpose; explore sounds by shaking rattle, banging blocks together (5 months and up); kick feet while wearing bell socks; enjoy own noise products (squeal over and over, blow raspberry).	CA.13-24.2 Begin to use sounds for music making. Mimic sounds, verbalize in different pitches, increase and decrease volume of noisemaking.	CA.25-36.2 Enjoy making own music. Hum or sing familiar song, enjoy own music and noises (makes up variation of simple tune or rhyme); begin to experiment with musical instruments.	CA.37-48.2 Experiment with voice and instruments. Explore vocal pitch sounds (enjoys making high pitch sounds with own voice); experiment with musical instruments.

Art

Birth – 12 months	13 months – 24 months	25 months – 36 months	37 months – 48 months
CA.0-12.3 Begin to focus on and show fascination for fun toys and activities. Look toward a moving toy or mobile; intensely explore a toy held in her hand.	CA.13-24.3 Focus on and show fascination in fun things. Pour or dump rice, sand, water from container to container; experiment with play dough, creating shapes with the dough or using tools to make different shapes with the dough.	CA.25-36.3 Focus on and shows fascination in fun things. Build with blocks, experimenting with shapes and sizes while building; show preference for certain pictures or colors.	CA.37-48.3 Focus on and shows fascination for fun things. Begin to develop ability to work independently; begin to establish a sense of "order" in arts messy mediums by use and practice with each medium.
CA.0-12.4 Show interest in art tools. Reach for pen or crayon that adult is holding; eventually hold and mouth crayon; may put crayon on paper making a few random marks.	CA.13-24.4 Use crayon to scribble on paper. Demonstrate increasing control over crayon or marker; is able to make more determined marks; may show preference for certain colors.	CA.25-36.4 Scribble and paint. Uses fingers, crayons, big brushes, markers to make marks; scribbles with crayons or markers, holding marker in several kinds of grasps, but beginning to use thumb and fingertips.	CA.37-48.4 Scribble and paint and begin to use other art materials. Begins to add some detail to drawings and paintings; begins to create models with dough or clay.

Dramatic Play and Movement

Birth – 12 months	13 months – 24 months	25 months – 36 months	37 months – 48 months
<p>CA.0-12.5 Begin to discover his/her body. Watches hands; starts to bring things to mouth; kicks and wiggles upon hearing familiar sounds; may attempt to shift onto side towards toy or caregiver.</p>	<p>CA.13-24.5 Demonstrate control of body. Changes position smoothly; moves to music or rhythm, walks and explores objects and space; sways from side to side.</p>	<p>CA.25-36.5 Demonstrate increasing control of body. Can pretend to be different animals and effectively characterize the animal (elephant’s trunk looks like this); enjoy creative movement such as “hopping like a kangaroo”, “flying like a bird”.</p>	<p>CA.37-48.5 Control body to participate in creative movement and drama. Express through music and dancing what is felt through music; show growth in moving to music, imitates and pretend to be different characters; enjoy using simple props while moving to music; move to different rhythms; enjoy listening to different music styles.</p>
<p>CA.0-12.6 Begin to <u>purposefully</u> act on his environment. Slap and bang objects up and down, but with more control and <u>deliberate</u> effort; verbalize to get caregiver’s attention; may begin to push things off shelves or dump toys from baskets.</p>	<p>CA.13-24.6 Begin to use the environment for pretend play. “Talk” to stuffed animals by babbling ; try to make toys “work” by watching others push buttons or twist handles.</p>	<p>CA.25-36.6 Become more purposeful in using the environment for pretend play. Thrive on riding and action toys; pretend to be riding on a truck , motorcycle, plane etc.; play actively in the dramatic play area, sometimes watching and sometimes imitating actions; exhibit cooperative play.</p>	<p>CA.37-48.6 Become more creative in dramatic play activities. Participate in a variety of dramatic play activities; show growing <u>creativity</u> and imagination in using materials and in assuming different roles in dramatic play situations.</p>

Physical Development (PD)

Children ages birth–48 months make huge strides in physical development. Along with rapid body growth it is during this period that children gain control over their bodies. It is the caregiver’s job to provide a safe and healthy environment in which children can move and explore so that they can reach their full growth potential. Even very young infants should have the opportunity to move freely, whether it is on the floor or on a blanket outside. As children learn to sit up, crawl, and walk, opportunities to run, climb, jump, push, and pull (gross motor skills) should be available in a safe and well supervised environment both indoors or out. Children also need a safe environment that helps them practice manipulating small objects such as block, crayons, and puzzle pieces (fine motor skills). Self-help skills are also part of the healthy physical development of children birth–48 months. Children with special needs should be provided opportunities to move and explore in the environment with their peers but may require additional support from an adult or from adaptive equipment. Caregivers can provide activities that encourage all children to learn about their bodies and how to take care of them.

Physical Development (PD)

Gross Motor (Large Muscle)

Birth – 12 months	13 months – 24 months	25 months – 36 months	37 months – 48 months
<p>PD.0-12.1 Gain control of head and body. Turn head from side to side while lying on stomach; raise head and chest when lying on stomach; hold head erect and steady when held on a shoulder; push down on legs when feet are placed on a firm surface (walking reflex); support upper body with arms when lying on stomach.</p>	<p>PD.13-24.1 Move from place to place. Crawl quickly; walk more than crawl (near end of age range); move from sitting to standing smoothly; stand with feet apart and sway to music; push/pull toys; climb stairs on hands and knees; climb on chair and turn to sit down.</p>	<p>PD.25-36.1 Show coordination skills while moving around and engaging in play activities. Fling a ball in an attempt to throw it towards target; pushes friend on riding toy; climb steps of slide; walk on broad balance beam or edge of walkway; imitate a variety of movements (runs, walks, gallops, jumps); jump with both feet.</p>	<p>PD.37-48.1 Move with enough control to perform more complex tasks. Maintain balance on a two-by-four beam; climb with more agility on the jungle gym; jump with confidence in ability from low platform; develop coordination of moving arms and legs in order to pump on a swing; run up to ball and kick it while maintaining balance; gallop, wiggle, and tiptoe along with classmates watching and imitating movements; throw a variety of objects overhand with increasing accuracy.</p>

Fine Motor (Small Muscle)

Birth – 12 months	13 months – 24 months	25 months – 36 months	37 months – 48 months
<p>PD.0-12.2 Hold things briefly before dropping. Fold hand around finger of another person placed in palm of hand; hold on to ring on cradle gym after hand touches it; begin to hold onto bottle for entire feeding; begin to bring toys or their fingers to mouth; grab own toes.</p>	<p>PD.13-24.2 Manipulate small objects exploring how they can be combined and changed. Hold toy in one hand while searching for another toy with the other hand; pull apart pop beads; use palm and fingers to pick up small objects off floor and examine them; fit shapes into shape sorter; poke fingers in small holes or openings.</p>	<p>PD.25-30.2 Demonstrate eye-hand coordination while manipulating and exploring objects. Poke, pound and build with play dough and other sculpting materials; scribble with a variety of instruments beginning to use thumb and fingertips grasp; use wrist rotation to fit puzzle piece into puzzle; unscrew lids to pour from one container to another; pull apart pop beads or connecting blocks with ease; use thumb and forefinger to pick up and hold small objects.</p>	<p>PD.37-48.2 Use hands with increasing control and precision for a variety of purposes. Easily grasps hold of writing tools such as pencils, crayons, paint brushes and markers; continue to fit together a wide variety of items such as connecting blocks, pop beads, stacking rings, bristle blocks, etc.; shape play dough or clay into more intricate/representational creations; experiment with scissors; experiment with fitting a variety of objects into a defined space; continue to experiment with building and designing familiar structures with blocks.</p>

Self-Help

Birth – 12 months	13 months – 24 months	25 months – 36 months	37 months – 48 months
<p>PD.0-12.3 Show increased awareness of and cooperation with personal routines. Begin to wiggle when having clothes changed; reach for bottle or pacifier; may begin to use sign language to indicate eating or play; reach for or cry for favorite sleep item at rest time; raise arms when shirt is being changed; smile or laugh in anticipation of bath time.</p>	<p>PD.13-24.3 Participate in personal care routines with guidance and assistance. Wash own hands; brush teeth with supervision; begin to show interest in toilet training; use spoon and cup at meals; participate in own dressing and undressing; help with simple chores like wiping up spills or picking up toys.</p>	<p>PD.25-36.3 Participate in personal care routines accomplishing many with minimal or no assistance. Wash own hands; brush teeth; pull down own zipper and assist with pulling up zipper; take off coat and try to hang it on hook; pour own milk or juice from child sized container; helps set table; show increased interest in toileting.</p>	<p>PD.37-48.3 Begin to perform self-help skills and follows basic health and safety rules. Use toilet independently; put on own hat and coat; wash and dry own hands with verbal prompts and support; untie shoes, button and unbutton with little or no assistance; know basic safety rules and follow them with verbal reminder; begin to look both ways before crossing the street; begin to understand how to dial 911 for an emergency; begin to avoid dangers such as hot stoves and sharp knives.</p>