



Healthy Beginnings:

Supporting Development and Learning from Birth through Three Years



Crosswalk for Maryland **Infant/Toddler Development by Age** **and the Three Early Childhood Outcomes**



Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age
Maryland State Department of Education

Crosswalk to Early Childhood Outcomes

Outcome 1: Positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
Birth to Four Months		
<p>Personal and Social Development</p> <p>A. <u>Feelings about self and others</u></p> <p>1. <i>Express comfort and discomfort, enjoyment and unhappiness in her environment</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Cry, smile, wiggle, gurgle, fuss and use facial expressions to let people know how she feels • Enjoy soothing, tactile stimulation <p>2. <i>Calm herself</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Learn to close her eyes, suck on fist, or turn head away from distractions • Begin to follow regular patterns of eating and sleeping • Quiet when you intervene with rocking, talking, singing, or dimming lights • Indicate when she needs rest by closing her eyes or turning 	<p>Language Development</p> <p>A. <u>Understanding and communicating</u></p> <p>1. <i>Listen and express herself</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • React strongly to noise by either being soothed or frightened • Use sounds, body, and facial expressions to express pleasure or displeasure • Cry to communicate hunger, pain or discomfort • Babble or coo when hearing a voice • Copy some facial expressions and movements • Respond to noises in the environment • Appear to “listen” • Smile or make noises to sustain contact with you • Turn head to look at you 	<p>Language Development</p> <p>A. <u>Understanding and communicating</u></p> <p>1. <i>Listen and express herself</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • React strongly to noise by either being soothed or frightened • Use sounds, body, and facial expressions to express pleasure or displeasure • Cry to communicate hunger, pain or discomfort • Babble or coo when hearing a voice • Copy some facial expressions and movements • Respond to noises in the environment • Appear to “listen” • Smile or make noises to sustain contact with you • Turn head to look at you

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<p>away from distractions</p> <p>3. <i>Show interest in familiar adults</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Fuss, cry, or coo to initiate interactions with adults • Turn to voices of familiar adults • Smile when seeing or hearing them • Develop a sense of trust <p>4. <i>Show awareness of other children</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Begin to show recognition of familiar children with facial expressions, noises or body language and facial expressions • See and enjoy older children <p>5. <i>Demonstrate attachment to individuals</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Turn her head toward a familiar caregiver • Look in the direction of your voice • Imitate your smile • Begin to track your movements 	<p>B. <u>Early literacy: Pre-reading and pre-writing</u></p> <p>2. <i>Recognize and react to the sounds of language</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • React to a new nursery rhyme by kicking legs; smile or suck calmly on a pacifier when hearing a familiar nursery rhyme • Repeat sounds, enjoy and experiment with making different sounds (e.g., cooing, gurgling) • Coo in response to caregiver's conversation with her <p>3. <i>Begin to build a receptive vocabulary</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Show momentary attention to board books with bright colors and simple shapes, especially faces • React to colors and shapes by cooing or moving her hands <p>Cognitive Development</p> <p>A. <u>Discovering and learning</u></p> <p>1. <i>Begin to understand that she can make things happen</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Play with her hands • Explore toys with her hands and her mouth 	<p>Physical Development</p> <p>A. <u>Coordinating movements</u></p> <p>1. <i>Use many repetitions to move various body parts*</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Bring hands together to grasp and shake toys • Grasp and release things that she touches accidentally • Reach for objects and swipe at dangling objects • Raise her head, arch her body and flex her legs • Begin to try to roll over and sometimes kick herself over • Push up by hands or forearms when on her stomach • Bring her hands to her mouth • Push down on her legs when placed on a firm surface

Outcome 1: Positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
<p>Language Development</p> <p>A. <u>Understanding and communicating</u></p> <p>1. <i>Listen and express herself</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • React strongly to noise by either being soothed or frightened • Use sounds, body, and facial expressions to express pleasure or displeasure • Cry to communicate hunger, pain or discomfort • Babble or coo when hearing a voice • Copy some facial expressions and movements • Respond to noises in the environment • Appear to “listen” • Smile or make noises to sustain contact with you • Turn head to look at you 	<ul style="list-style-type: none"> • Turn her head to follow objects when removed from sight • Turn his head in the direction of a loud noise • Repeats enjoyable actions or actions that caused a noise, such as shaking a rattle 	

Outcome 1: Positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
Four to Eight Months		
<p>Personal and Social Development</p> <p>A. <u>Feelings about self and others</u></p> <p>1. <i>Express comfort and discomfort, enjoyment and unhappiness</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Show displeasure by crying or whimpering • Show pleasure by cooing, smiling, or making other noises • Enjoy social play • Laugh in response to a noise or an action • Smile at a smiling face <p>2. <i>Calm herself</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Suck thumb, fingers, or pacifier • Rock himself • Coo or babble <p>3. <i>Show interest in familiar adults</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Reach, smile, laugh, babble and coo to get the attention of a familiar person • Gaze intently at the face of the familiar person talking to him • Catch the eye of someone nearby, and smile • Imitate sounds or noises 	<p>Language Development</p> <p>A. <u>Understanding and communicating</u></p> <p>1. <i>Respond to sounds and words heard often</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Begin to react to his own name • Tell how a speaker is feeling by the tone of their voice • Cry at loud noises or voices, and calm in response to a gentle, familiar voice <p>2. <i>Use various sounds and movements to communicate</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Use his voice to express happiness or unhappiness • Babble using strings of consonant sounds • Babble using the sounds and rhythms of his native language • Actively imitate the sounds of speech, like raspberry sounds • Stops crying when you talk to her <p>B. <u>Early literacy: Pre-reading and pre-writing</u></p> <p>1. <i>Recognize and react to the sounds of language</i></p>	<p>Physical Development</p> <p>A. <u>Coordinating movements</u></p> <p>1. <i>Change the position of his body*</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Push up on his arms and lift head and chest, arching his back when on his stomach Lift both arms and legs and rock on his stomach • Roll over from back to stomach and stomach to back • Start to move either forward or backwards, pulling or pushing with his arms • Get up on his hands and knees, rocking back and forth • Move from lying down to sitting position <p>2. <i>Use his hands in more coordinated movements*</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Reach for objects with one hand • Move objects from hand to hand • “Rake” objects to himself with one hand • Pick up a Cheerio® with a raking grasp • Grab feet and toes and bring them to his mouth • Hold objects in both hands and

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<ul style="list-style-type: none"> • Enjoy looking at photos of parents or family members <p>4. <i>Show awareness of other children</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Make noises or wave arms and legs to get the attention of other children • Watch the play of other children • Laugh at other children doing funny actions • Explore the face, hair and hands of another child with his hands • Show concern about another child crying <p>5. <i>Demonstrate attachment to individuals</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Reach out to you when approached • by an unfamiliar adult • Hold tightly to, or hide his face in your • shoulder when an unfamiliar adult tries • to talk to him • Turn her head toward you • Look in the direction of your voice • Imitate your smile • Begin to track your movements 	<p>EXAMPLES:</p> <ul style="list-style-type: none"> • Make sounds when he hears sounds • Attend to the sounds and repetitive or • rhyming words • Imitate the sounds he hears around him <p>2. <i>Begin to respond to some of the vocabulary associated with picture books</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Look intently at the pictures in a book, • and show a preference for some pictures • Attend and react to colorful pictures • of books with bright pictures • Hold a book with your help <p>Cognitive Development</p> <p>A. <u>Discovering and learning</u></p> <p>1. <i>Show awareness of happenings in his surroundings</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Follow moving objects easily with his eyes • Find an object that is partially hidden • Explore everything with hands and 	<p>bang them together</p> <ul style="list-style-type: none"> • Wave bye-bye or imitate hand clapping • Try to turn the pages of a favorite board book

Outcome 1: Positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
<p>Language Development</p> <p>A. <u>Understanding and communicating</u></p> <p>2. <i>Use various sounds and movements to communicate</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Use his voice to express happiness or unhappiness • Babble using strings of consonant sounds • Babble using the sounds and rhythms of his native language • Actively imitate the sounds of speech, like raspberry sounds • Stops crying when you talk to her 	<p>mouth</p> <ul style="list-style-type: none"> • Try to reach objects just out of reach • Look at an object in his hand for a longer period of time • Imitate actions such as waving bye-bye <p>2. <i>Remember what has happened recently</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Begin to understand that things exist even if not physically present • Look for an object that he has thrown from the high chair • Put his arms up when you ask, "How big is baby?" • Turn his face away from his caregiver when he sees a tissue in her hand • Hold out his hand for you to play a game • Begin to imitate actions in familiar songs or finger plays <p>3. <i>Cause things to happen</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Bang on his tray with a spoon to hear the different sounds it makes • Hit the buttons on his busy box to make different things happen • Pull a string to bring a toy closer 	

Outcome 1: Positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
	<p>Physical Development</p> <p>A. <u>Coordinating movements</u></p> <p>2. <i>Use his hands in more coordinated movements</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Reach for objects with one hand • Move objects from hand to hand • “Rake” objects to himself with one hand • Pick up a Cheerio® with a raking grasp • Grab feet and toes and bring them to his mouth • Hold objects in both hands and bang them together • Wave bye-bye or imitate hand clapping • Try to turn the pages of a favorite board book 	

Outcome 1: Positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
Eight to Twelve Months		
<p>Personal and Social Development</p> <p>A. <u>Feelings about self and others</u></p> <p>2. <i>Show interest in familiar adults</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Show a stronger preference for the adults who are her consistent caregivers • Be upset if you leave, even for a short time • Observe your reactions in a variety of situations • Watch the same object you are watching <p>3. <i>Show interest in other children</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Imitate other people in her play • Repeat sounds and gestures for attention <p>4. <i>Show interest in unfamiliar adults</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Show strong separation anxiety by crying when separated from parent or other familiar caregiver • Show fear by crying or turning away in some situations 	<p>Language Development</p> <p>A. <u>Understanding and communicating</u></p> <p>1. <i>Show more interest in speech</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Respond to one step direction such as, "Come to mommy." • Point to the cat in a book when you say, "Where is the cat?" <p>2. <i>Start to understand and use common rules of communication</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Use simple gestures such as shaking • her head for "no" or waving "bye bye" • Use inflection when babbling • Use exclamations, such as "uh oh" when dropping something • Say "mama" and "dada" • Try to imitate words <p>B. <u>Early Literacy: Pre-reading and pre-writing</u></p> <p>1. <i>Recognize and react to the sounds of language</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Begin to imitate animal and non speech sounds • Repeat simple sound syllables, 	<p>Personal and Social Development</p> <p>A. <u>Feelings about self and others</u></p> <p>1. <i>Start to show more independence</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Enjoy using her fingers to feed herself • Help to dress herself, extending an arm or leg • Want to wash her own face after eating • Enjoy pulling off her own socks and shoes <p>Physical Development</p> <p>A. <u>Coordinating movements</u></p> <p>1. <i>Coordinate eyes and hands while exploring or holding objects*</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Place objects into a container and dump them out again • Throw, roll and catch a rolling large rubber ball • Pick up a spoon by its handle • Use pincer grasp (thumb and forefinger) to pick up small objects, such as a Cheerio® • Start to hold the cup and drink from it

Outcome 1: Positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
<p>5. <i>Calm herself</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • React happily to familiar routines • Show a preference for a blanket or stuffed animal, especially at nap time and bed time • Babble, talk, or sing to herself • Suck her thumb 	<p>(ba, ba, ba)</p> <ul style="list-style-type: none"> • String together different sounds, (ba, pa, da) • Enjoy rhymes and nonsense words <p>2. <i>Demonstrate increasing vocabulary and comprehension by using words to express herself</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Begin to use specific sounds to identify objects and people • Begin to participate in songs and rhymes by smiling, clapping, or making noise • Respond to a simple gesture or request, for example, waving “goodbye” when asked • Begin to identify familiar people <p>3. <i>Explore writing and drawing as a way of communicating</i></p> <p>EXAMPLE:</p> <ul style="list-style-type: none"> • Mark paper with crayons or markers <p>Cognitive Development</p> <p>A. <u>Discovering and Learning</u></p> <p>1. <i>Show awareness of happenings in his surroundings</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Watch closely what others are doing and try to copy it • Look for specific toys 	<p>2. <i>Change position and begin to move from place to place*</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Roll from lying on her stomach to sitting up • Balance and sit alone for long periods of time • Move from a crawl to sitting and back again • Crawl easily, gaining speed from month to month • Pull up on a table and “cruise” around it • Walk with someone holding both of her hands • Stand alone without help for a few seconds then minutes • Take her first few steps without help • Go from standing to sitting easily • Climb on to low objects, such as a couch or table

Outcome 1: Positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
	<ul style="list-style-type: none"> • Try to figure out how new toys work • Crawl or move to reach interesting toys • Like to make things happen, for example, pulling all of the tissues out of a box <p>2. <i>Explore objects in various ways</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Explore objects by shaking, banging, pushing, pulling, throwing, mouthing, dropping, etc. • Try to put a square peg into a round space, and keep trying even when it doesn't fit • Repeats enjoyable activities, such as trying to put together nesting cups and taking them apart again <p>3. <i>Remember what has happened recently and find hidden objects</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Understand that things continue to exist even if out of sight • Look for an object that she has thrown from the high chair • Put her arms up when you ask, "How big is baby?" • Turn her face away from her caregiver when she sees a washcloth in her hand 	

Outcome 1: Positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
	<ul style="list-style-type: none"> • Explore a bell in a ball, turning it over and over • Look under the blanket for the toy she watched you hide <p>4. <i>Look at the correct picture or object when it is named</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Point to pictures in books when you read to her • Go to get the ball when you ask if she would like to play ball • Go to the counter where the crackers are kept when asked if she would like a cracker • Point to correct body part when it is named <p>5. <i>Imitate gestures and use of objects</i></p> <p>EXAMPLE:</p> <ul style="list-style-type: none"> • Pretend to brush hair and teeth, drink from a cup and listen to the telephone <p>6. <i>Make expected things happen</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Drop an object from the high chair and wait for you to pick it up • Push favorite buttons on the busy box and make a face just before the dog pops out • Pull car by a string 	

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Twelve to Eighteen Months		
<p>Personal and Social Development</p> <p>A. <u>Feelings about self and others</u></p> <ol style="list-style-type: none"> 1. <i>Show self-awareness and likes and dislikes; begin to develop self-worth</i> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Claim everything he wants as “mine” • Cry when things don’t go as he wants them to • Try to do things, such as feeding, for himself • Primarily play alongside, but not with others, often competing for toys • Recognize his reflection in the mirror and say his own name • Have a temper tantrum over minor frustrations <ol style="list-style-type: none"> 2. <i>Gain in self-control/regulation</i> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Stop hitting another child when you say his name • Come when his name is called • Allow another child to use a favored toy • Stop stomping his feet in a puddle when asked • Have a hard time with transitions between activities 	<p>Language Development</p> <p>A. <u>Understanding and communicating</u></p> <ol style="list-style-type: none"> 1. <i>Understand the meaning of many words and gestures</i> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Understand more words than he is able to say • Go to the climber when asked if he wants to play on the climber • Follow a simple direction such as “Kick the ball” or “Wash your hands” <ol style="list-style-type: none"> 2. <i>Start to understand and use common rules of speech</i> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Use simple gestures such as shaking his head for “no” or waving “bye bye” • Use inflection when babbling • Use exclamations, such as “uh oh” when dropping something • Say “mama” and “dada” • Try to imitate words <ol style="list-style-type: none"> 3. <i>Communicate using consistent sounds, words, and gestures</i> 	<p>Personal and Social Development</p> <p>A. <u>Feelings about self and others</u></p> <ol style="list-style-type: none"> 1. <i>Show self-awareness and likes and dislikes; begin to develop self-worth</i> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Claim everything he wants as “mine” • Cry when things don’t go as he wants them to • Try to do things, such as feeding, for himself • Primarily play alongside, but not with others, often competing for toys • Recognize his reflection in the mirror and say his own name • Have a temper tantrum over minor frustrations <p>Physical Development</p> <ol style="list-style-type: none"> 1. <u>Coordinating movements</u> <ol style="list-style-type: none"> 1. <i>Move constantly, showing increasing large muscle control*</i> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Walk more than he crawls • Stop and start movements with more control • Sit in a chair independently • Go from sitting to standing more

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<ul style="list-style-type: none"> • Choose her own independent way of doing things <p>3. <i>Begin to express a variety of feelings</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Demonstrate reluctance or frustration when asked to eat or do something he doesn't want or like • Show pride in his accomplishments • Share a toy with a friend • Hit, kick or bite other children if he doesn't get what he wants • Show fear by running to you when a stranger enters the room • Tend to say "no" before "yes" <p>B. <u>Relating to others</u></p> <p>1. <i>Rely on trusted adults to feel safe trying new activities</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Venture out when a trusted adult is near • Look to you for reassurance, for example, a word, a smile or a gesture • Experiment with and explore new materials when you are near • Stop playing when the trusted adult leaves and start again when she returns • Show with words or gestures that 	<p>EXAMPLES:</p> <ul style="list-style-type: none"> • Try to mimic words when prompted • Use single words such as "no" and "bye" appropriately • Start to put words together in phrases such as, "ma-ma bye bye" • Shake his head yes when asked, "Are you ready to go outside?" • Learn new words almost daily • Begin to put two words together into a phrase • Get upset when adults don't understand what she says <p>B. <u>Early literacy: Pre-reading and pre-writing</u></p> <p>1. <i>Recognize and react to the sounds of language</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Enjoy, and occasionally join in simple songs • Move rhythmically to familiar songs • Begin to identify familiar environmental sounds, (animals and emergency vehicles) • Point or make sounds when looking at books <p>2. <i>Demonstrate increasing vocabulary and comprehension by using words and phrases to express himself</i></p>	<p>easily</p> <ul style="list-style-type: none"> • Climb stairs on hands and knees, or by putting both feet on each step • Crawl up into a chair and turn around to sit • Go from a squat to standing with ease • Pull a toy behind him as he walks, or push a toy in front of him • Carry a large toy or several smaller ones while walking • Begin to run with increasing skill <p>2. <i>Use hands in various ways*</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Put together several nesting cups, or stacking rings on a ring tree • Drop wooden beads into a bottle, dump them out and start again • Build a tower of four or more blocks • Scribble, if given a crayon and paper • Start to use one hand more often than the other • Take apart, then put together large links or pop beads • Hold an object in one hand and do something to it with the other hand • Hold a cup and drink, sometimes spilling

<p align="center">Outcome 1: Positive social relationships</p>	<p align="center">Outcome 2: Acquires and uses knowledge and skills</p>	<p align="center">Outcome 3: Takes appropriate action to meet needs</p>
<p>he wants a trusted adult to be near him</p> <p>2. <i>Show awareness of unfamiliar adults</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Appear worried or vulnerable when introduced to a new adult • Cry when he sees something unfamiliar, such as a man with a beard or a clown • Cry briefly when left with a new caregiver, gradually calming with distractions and support <p>3. <i>Interact with other children</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Touch other children, for example, patting or pulling hair • React when another child tries to take a toy away from him • Offer a toy to another child, but show distress when he takes it • Follow the lead of an older child in play • Choose to play in the same area as another child <p>4. <i>Begin to be aware of the feelings of other children</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Think that other children would like the same games or foods as he does 	<p>EXAMPLES:</p> <ul style="list-style-type: none"> • Learn new words and phrases from those frequently used by the adults and children around him • Learn some simple words and phrases from the rhymes he hears repeatedly • Learn some simple words and phrases from books that are read to him frequently • Listen quietly to the story, and ask for it to be read again • Repeat repetitive phrases from the story • Answer simple questions about details in the story • Point to and name several pictures in a book • Begin to identify body parts, simple pictures or familiar people <p>3. <i>Explore drawing, painting, and writing as a way of communicating</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Scribble spontaneously • Explore using markers, crayons, chalk to draw and write <p>Cognitive Development</p> <p>A. <u>Exploring and discovering</u></p> <p>1. <i>Use his senses to investigate the world around him including solving problems</i></p>	<ul style="list-style-type: none"> • Feed himself applesauce with a spoon

Outcome 1: Positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
<ul style="list-style-type: none"> • Look sad or worried when another child is in distress and seek comfort from either a caregiver or cuddly toy • Look worried or sad if he hurts another child 	<p>EXAMPLES:</p> <ul style="list-style-type: none"> • Push and pull a wagon, watching the wheels turn as he tries different tactics to move it • Touch a bug that he finds on the playground and squeal when it moves away quickly • Push, poke, squeeze, pat and sniff the play dough as he explores how it feels and smells • Stack and knock down big blocks • Dump and fill objects • Say “all gone” when finished <p>2. <i>Show an increasing ability to remember and participate in imitative play</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Imitate the actions of an adult such as turning a steering wheel in a play car • Recognize his image in the mirror or in a photograph • Remember the usual sequence of events and go to get his toothbrush after getting into pajamas <p>3. <i>Use objects and toys more purposefully, exploring cause and effect relationships</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Choose a favorite book from the 	

Outcome 1: Positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
	<p>shelf and turn the pages more carefully</p> <ul style="list-style-type: none"> • Put round shapes into the round holes more accurately • Roll a ball back and forth with an adult <p>4. <i>Look at the correct picture or object when it is named</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Identify objects, body parts, and people • Point to objects or pictures in books • Match a picture of an object to the real thing • Say the name of familiar objects <p>5. <i>Begin to understand rules and routines</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Look to the door when it's time to go outside • Show distress when faced with a surprise • Tell when an activity is finished 	

Outcome 1: Positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
Eighteen to Twenty-Four Months		
<p>Personal and Social Development</p> <p>A. <u>Learning about self</u></p> <p>1. <i>Show more awareness of herself and her abilities</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Practice climbing higher and higher on the climber • Explore new activities and games • Show awareness of differences between her and others • Laugh or frown when happy or upset • Want to do things herself, but can become easily frustrated • Take more risks • Notice differences between herself and others <p>2. <i>Know resources available in the room and how to use some of them</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Choose to play in the same area of the room first each day • Come to the fish tank with her hand out to put some food in the tank, like the other children are doing • Move from one activity to another <p>4. <i>Show more, but still limited, self-</i></p>	<p>Personal and Social Development</p> <p>A. <u>Learning about self</u></p> <p>1. <i>Show more awareness of herself and her abilities</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Practice climbing higher and higher on the climber • Explore new activities and games • Show awareness of differences between her and others • Laugh or frown when happy or upset • Want to do things herself, but can become easily frustrated • Take more risks • Notice differences between herself and others <p>2. <i>Know resources available in the room and how to use some of them</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Choose to play in the same area of the room first each day • Come to the fish tank with her hand out to put some food in the tank, like the other children are doing • Move from one activity to another 	<p>Personal and Social Development</p> <p>A. <u>Learning about self</u></p> <p>1. <i>Show more awareness of herself and her abilities</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Practice climbing higher and higher on the climber • Explore new activities and games • Show awareness of differences between her and others • Laugh or frown when happy or upset • Want to do things herself, but can become easily frustrated • Take more risks • Notice differences between herself and others <p>3. <i>Ask for help if needed, in verbal and non-verbal ways</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Come to you and point to where the ball has rolled under the shelf, saying, "ball" • Bring her coat with the sleeve inside out to you for help <p>Physical Development</p> <p>A. <u>Coordinating movements</u></p>

Outcome 1: Positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
<p><i>regulation</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Cry and cling to a parent before she leaves, but calm down immediately after she has left • Play calmly near another child, but have difficulty sharing • Take a toy from another child, and not return it when asked to by an adult • Begin to understand “taking turns” • Begin to understand the concept of “his” and “mine” • Stop what she is doing and come when you call her name • Exhibit frustration by crying, yelling, hitting, or kicking her feet • Get a familiar comfort item (blanket, stuffed animal) when she is feeling sad or angry <p>B. <u>Relating to others</u></p> <p>1. <i>Continue to need the security of a trusted adult as she explores</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Start across the playground to where other children are, but return to you several times before playing there • Sit in the sandbox playing next to several other children, but get up frequently to show you what she is 	<p>Language Development</p> <p>A. <u>Understanding and communicating</u></p> <p>1. <i>Be able to follow simple suggestions and directions with increasing consistency</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Answer a simple question with a nod of her head • Go to get a towel when asked by her caregiver • Understand the names of several body parts and point to them when asked • Go to wash her hands when you say, “Get ready for lunch.” <p>2. <i>Use an increasing number of words and put words together into phrases and simple sentences</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Begin to label objects, or put words together to make simple sentences • Say “ball” as she looks in the toy box for the ball • Put a few words together such as “Talk Daddy?” or “Go bye-bye now?” • Ask questions about what she sees on a walk in the woods. “What that?” when she finds a pinecone • Answer questions about a story 	<p>1. <i>Show increased balance and coordination in play activities*</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Enjoy pulling or pushing a toy that makes noise as she walks with it • Walk backward pulling a wagon • Climb up the ladder on the slide and slide down • Turn backwards and sit on the rocking chair • Go up the stairs putting both feet on each step • Throw a ball and put hands together to try to catch it • May begin to use one hand more than the other <p>2. <i>Have increased eye-hand coordination*</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • String beads on a string or some fish tank tubing • Pour water through a funnel, then a sieve and back and forth from cup to cup in the bathtub • Use hands for simple finger plays such as “The Itsy Bitsy Spider” • Attempt to put together large pop beads after pulling them apart, sometimes succeeding • Put the correct shapes through the holes in the shape sorter

Outcome 1: Positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
<p>making</p> <ul style="list-style-type: none"> • Look up at you for a wave while playing with toys in a new room full of children <p>2. <i>Continue to show caution around unfamiliar adults</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Stop playing and come to you when a new adult enters the room • Watch an adult making cookies, but not want to help • Say “hi” to the greeter at the store, from the safety of her shopping cart seat • Hold your hand as a new person asks her about her toy <p>3. <i>Show increased interest and assert independence when with other children</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Watch the children on the slide intently for several minutes before asking to try going down with help • Play near several other children, talking to them only when she wants a toy that they have • Imitate a child who is pretending to be a dog • Refuse to share a wagon with another child who wants to climb in while she pulls it 	<ul style="list-style-type: none"> • Ask for what she wants using increasingly specific words • Repeat some of the funny sounding words she hears in conversations <p>B. <u>Early literacy: Pre-reading and pre-writing</u></p> <p>1. <i>Recognize and react to the sounds of language</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Enjoy simple songs and occasionally join in • Move rhythmically to familiar songs • Identify familiar sounds such as animal sounds and emergency vehicles <p>2. <i>Start to understand and use common rules of speech</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Say “hello,” “bye-bye,” and other common words in appropriate context • Recognizes and repeats names of objects • Begin to use short sentences “I go.” • Use different tones or sounds when talking <p>3. <i>Communicate using consistent sounds, words, and gestures</i></p>	<ul style="list-style-type: none"> • Still have some trouble with fine motions of wrists and fingers <p>3. <i>Be able to do more things for herself</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Pull off her own clothes at bedtime • Drink from a cup with few spills • Use a spoon for eating most of the time • Attempt to brush her own hair and teeth • Attempt to put on her own shirt and help you with her pants by picking up one leg at a time • Attempt to help put away the toys, putting the blocks with the blocks, and the cars and trucks in another basket

Outcome 1: Positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
<ul style="list-style-type: none"> • Move from one activity to another, playing by herself <p>4. <i>At times shows awareness and concern for other children's feelings</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Take a doll from another child, but give it back when the child cries • Hug another child who is sad because his mom just left 	<p>EXAMPLES:</p> <ul style="list-style-type: none"> • Repeat familiar words and phrases • Put words together in two-word sentences • Wave "hello" and "bye-bye" <p>4. <i>Begin to develop imitative reading</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Show familiarity with text by repeating songs or stories • Fill in words in a familiar text • Show interest in books and other written materials • Show preference for a favorite page in a book by searching for it <p>5. <i>Demonstrate vocabulary and comprehension by listening with interest and displaying understanding</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Spontaneously turn pages and tell the story • Follow simple directions • Perform an action shown in a book • Answer simple questions based on a story • Show empathy for characters in a book; for example, says "oh no," when a character falls • Verbally label pictures in a familiar book • Look at and name pictures 	

Outcome 1: Positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
	<p data-bbox="821 272 1325 337">6. <i>Explore drawing, painting, and writing as a way of communicating</i></p> <p data-bbox="867 362 1010 386">EXAMPLES:</p> <ul data-bbox="867 399 1276 573" style="list-style-type: none"> • Scribble spontaneously • Explore using different writing materials • Intentionally make a mark on a piece of paper <p data-bbox="772 594 1188 621">Cognition and General Knowledge</p> <p data-bbox="772 646 1241 673">A. <u>Mathematical exploring and learning</u></p> <p data-bbox="821 698 1314 760">1. <i>Begin to sort objects according to one criterion</i></p> <p data-bbox="867 784 1010 808">EXAMPLES:</p> <ul data-bbox="867 821 1308 1068" style="list-style-type: none"> • Sort blocks by color • Build a tower using blocks of only one color • Pick out and match two identical cars • Pick out and eat only the bananas from the fruit salad <p data-bbox="821 1092 1308 1154">2. <i>Begin to explore concepts of number, size, and position</i></p> <p data-bbox="867 1179 1010 1203">EXAMPLES:</p> <ul data-bbox="867 1216 1308 1422" style="list-style-type: none"> • Nest several cups together accurately and discover how to hide a smaller cup under a larger one • Turn one piece of a puzzle to fit it into a space the right way 	

Outcome 1: Positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
	<ul style="list-style-type: none"> • Build a tower of 4 or more blocks and enjoy watching it fall • Show interest in quantity and number relationships, for example, recognize if another child has more crackers than she does <p>B. <u>Scientific exploring and learning</u></p> <p>1. <i>Seek information through observation and exploration</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Show interest in found objects, for example, twigs and leaves found outside • Try to figure out how things work • Spend extra time looking at familiar objects • Ask many questions <p>2. <i>Expect certain things to happen as a result of her actions</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Put a doll on the roof of the dollhouse and watch it slide off over and over again • Fill a bucket with sand and watch as it pours over the side when it is full • Build a tower of blocks, and knock it down to see it fall 	

Outcome 1: Positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
	<p>3. <i>Improve memory for details</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Sing songs and say nursery rhymes after hearing them many times • Help her caregiver retell a favorite story after hearing it many times • Show fear of a bee after having been stung by one • Look for items from previous day <p>4. <i>Explore and solve problems</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Try new activities and materials • Increase attention span when exploring something interesting, especially with an interested adult • Explore new ways to do things <p>C. <u>Exploring social learning</u></p> <p>1. <i>Begin to understand rules and routines</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Go to her hook to hang up her coat when she comes in from outside without a reminder • Get down from a standing position on a chair when you remind her that chairs are for sitting, because she might fall • Tell when an activity is finished <p>2. <i>Have beginning awareness of the order of her environment</i></p>	

Outcome 1: Positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
	<p>EXAMPLES:</p> <ul style="list-style-type: none"> • Notice when a new toy is introduced or is in the wrong place • If asked, will tell you when she is finished eating or playing 	
Twenty-four to Thirty Months		
<p>Personal and Social Development</p> <p>A. <u>Learning about self</u></p> <p>1. <i>Show increasing self-awareness</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Need additional reassurance about his attempts to try something new • Put on his own coat, but get it upside down and refuse help to fix it • Get on a new riding toy and refuse to get off when asked to come to breakfast • Put together a several piece puzzle, not wanting help and then ask for it when he has trouble • Identifies self in mirror <p>2. <i>Show increasing self-regulation</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Show more awareness of expectations • Start to be interested in toilet training 	<p>Language Development</p> <p>A. <u>Listening and speaking</u></p> <p>1. <i>Understand questions and simple directions</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Get his coat, and put it on when asked by a teacher • Answer when asked, "Do you want a cracker or a piece of cheese?" • Ask another child to sit next to him • Understand and use some positional words, for example, under, over, in, around <p>2. <i>Demonstrate active listening strategies</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Listen for short periods of time • Retell and relate what has been heard • Begin to ask questions <p>3. <i>Enter into a conversation</i></p>	<p>Personal and Social Development</p> <p>A. <u>Learning about self</u></p> <p>1. <i>Show increasing self-awareness</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Need additional reassurance about his attempts to try something new • Put on his own coat, but get it upside down and refuse help to fix it • Get on a new riding toy and refuse to get off when asked to come to breakfast • Put together a several piece puzzle, not wanting help and then ask for it when he has trouble • Identifies self in mirror <p>3. <i>Use coping skills with tasks and interactions with peers and adults</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Ask for help if needed • May display occasional outbursts of temper when frustrated with an

Outcome 1: Positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
<ul style="list-style-type: none"> • Cry when left with caregivers, but quickly comfort himself by playing with toys or friends • Gain control of emotions with help of trusted adult or comfort item • Begin to wait turn for juice or snack <p>3. <i>Use coping skills with tasks and interactions with peers and adults</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Ask for help if needed • May display occasional outbursts of temper when frustrated with an activity or engaged in a conflict • Withdraw from activities for a short time • Want the same things to happen day after day • Soothe himself when stressed, perhaps with a thumb, blanket, favorite toy, or photo of parent <p>4. <i>Share his feelings through talking and pretend play</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Say “No, I not sleepy,” when told it is time for a nap • Have an imaginary friend with whom he talks regularly • Act out going to the doctor with the dolls • Substitute one object for another, for example, using a block as 	<p>EXAMPLES:</p> <ul style="list-style-type: none"> • Interrupt or talk over other people’s conversations • Ask questions about concepts he doesn’t understand • Try to initiate conversations with others about objects • Repeat what has just been said, or make up a story to be part of the conversation <p>4. <i>Use words and some common rules of speech to express his ideas and thoughts</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Sing simple songs with the teacher and later sing parts of them to himself • Ask questions about the story as well as naming objects • Use descriptive language to tell you what he wants • Use action words to describe what he is doing • Put together three or four word sentences • Use the words I, we, he, and she in sentences • Use some uncommon plurals such as “foots” instead of “feet” • Speak clearly enough to be understood without mumbling or 	<p>activity or engaged in a conflict</p> <ul style="list-style-type: none"> • Withdraw from activities for a short time • Want the same things to happen day after day • Soothe himself when stressed, perhaps with a thumb, blanket, favorite toy, or photo of parent <p>Cognition and General Knowledge</p> <p><u>B. Exploring and learning science concepts</u></p> <p>3. <i>Explore new ways to do things</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Get a stool and try to reach something put up on a high shelf • Try to put on his own coat, but get frustrated when his sleeve is inside out, and finally ask a teacher for help • Try to move the large toy car on the playground by pushing it, but then decide to try pulling it instead • Use a spoon to dig in the garden <p>Physical Development</p> <p><u>A. Coordinating large and small muscle groups</u></p> <p>1. <i>Perform more complex movements with his arms and legs*</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • March around the room, walk on tiptoe, and jump off the bottom of

<p align="center">Outcome 1: Positive social relationships</p>	<p align="center">Outcome 2: Acquires and uses knowledge and skills</p>	<p align="center">Outcome 3: Takes appropriate action to meet needs</p>
<p align="center">“food” in the dramatic play area</p> <p><u>B. Relating to adults</u></p> <p>1. <i>Continue to need adult support but show more independence</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Climb to the top of the climber and then call for you to watch before he slides down • Get up from the lunch table after a few bites, following mom as she leaves the room, then return when he knows what she is doing <p>2. <i>Be more interested in unfamiliar adults, but still cautious</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Go to mom for a hug before accepting the ball from a new person • Let Grandma help him with his shoe, even though he hasn't seen her for a while • Rush to answer the door when the postal worker knocks, but act shy when he speaks to him • Not speak to an unfamiliar adult when he is spoken to <p><u>C. Relating to other children</u></p> <p>1. <i>Play alongside other children</i></p>	<p align="center">running sounds together</p> <p><u>B. Early literacy: Pre-reading and pre-writing</u></p> <p>1. <i>Become aware of the sounds of spoken language</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Sing simple songs that he has heard many times with a group or on his own • Say a simple rhyme that he has heard frequently, with a group or alone • Know that his name starts with an M sound, like mom • Know how to identify farm animals by the sounds they make • Identify environmental sounds such as a doorbell, fire engine, or water running <p>2. <i>Recognize that symbols have corresponding meaning</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Recognize familiar symbols (e.g., hospital, library) • Find his favorite cereal by the picture on the box • Use the stop sign in play with his car set • Put toys away in correctly labeled bins or shelves <p>3. <i>Begin to develop fluency by imitative</i></p>	<p align="center">the slide</p> <ul style="list-style-type: none"> • Try to throw the ball to you • Jump in and out of a hula hoop • Walk on a wide balance beam sideways at first, but forward when you hold his hand <p>2. <i>Use his whole body to develop spatial awareness*</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Move through a simple obstacle course after teacher models actions • Walk around in a circle holding hands with other children • Dance to music, including songs that direct movement • Push himself on riding toys <p>3. <i>Use improved eye-hand coordination to explore and manipulate objects*</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Continue to use both hands together • Put together a several piece puzzle • Use his hands to pound, poke and build with the play dough • Do finger plays that require hand-eye coordination, such as “The Itsy Bitsy Spider” • Zip a large coat zipper <p><u>B. Improving self-help abilities</u></p>

<p style="text-align: center;">Outcome 1: Positive social relationships</p>	<p style="text-align: center;">Outcome 2: Acquires and uses knowledge and skills</p>	<p style="text-align: center;">Outcome 3: Takes appropriate action to meet needs</p>
<p>EXAMPLES:</p> <ul style="list-style-type: none"> • Have short periods of play with other children, but mostly play beside them • Need adult help to resolve conflicts • Begin to demonstrate preference for friends • Become aware of gender differences <p>2. <i>Show more awareness of the feelings of another child</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Ask for help when another child takes something that belongs to him • Help another child to pick up the beads after he dumped them out of the container • Feel and express remorse by saying “I sorry” after accidentally knocking another child down • Comfort another child who may be upset by patting or hugging him <p>Language Development</p> <p>A. <u>Listening and speaking</u></p> <p>3. <i>Enter into a conversation</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Interrupt or talk over other people’s conversations • Ask questions about concepts he 	<p><i>reading</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Turn the pages of a favorite book • Ask for the same favorite book over and over again • Listen to engaging stories • Recite a familiar nursery rhyme, poem or finger play with expression <p>4. <i>Recognize that drawings paintings, and writing are meaningful representations</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Pretend to write a letter by scribbling on a paper and “reading” it out loud • Make a picture with lines coming out of the bottom and sides of a circle and tell you that it is him • Paint some lines across the paper with broad strokes and movements, using a few different colors, and tell you that it is a rainbow <p>5. <i>Use writing tools for scribbles and drawings</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Hold a crayon, marker or pencil with a whole fist grasp, and scribble with little control <p>6. <i>Develop vocabulary, language usage, and some conventions of speech</i></p>	<p>1. <i>Enjoy doing for himself whatever he thinks he can do</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Hang up his coat on a hook after taking it off himself • Feed himself with a spoon • Drink using both hands, spilling little • Pick up toys after playing • Try to brush his own teeth and comb his hair • Perform at least some skills involved in using the toilet, such as pulling up his own pants afterwards • Wash his hands and use a towel to dry them • Take off his clothes

Outcome 1: Positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
<p>doesn't understand</p> <ul style="list-style-type: none"> • Try to initiate conversations with others about objects • Repeat what has just been said, or make up a story to be part of the conversation <p>Cognition and General Knowledge</p> <p>C. <u>Exploring social learning</u></p> <p>2. <i>Have beginning understanding of consequences when following routines and recreating familiar events</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Express opinions (negative or positive) about any change in his routine • Use the toy mixer the way he has seen mom do it • Bring a play dough cake with pretend candles to his caregiver • Participate in creating class rules • Accept the consequences of his actions, and say, "I'm sorry" when prompted • Want to make choices 	<p>EXAMPLES:</p> <ul style="list-style-type: none"> • Use words to describe the purpose and function of objects, such as "go," "stop," and "play" • Learn the names of objects new to him • Repeat words heard in the environment • Name an increasing number of objects in the books you read, and describe actions <p>7. <i>Show comprehension by demonstrating understanding of text during and after reading</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Listen to fiction and nonfiction materials • Ask and/or answer questions about the story while you are reading • Answer simple questions about the story, such as, "Who was in the story?" "Where did he go?" "What did he do?" and "Why was he sad?" <p>Cognition and General Knowledge</p> <p>A. <u>Exploring and learning math concepts</u></p> <p>1. <i>Show interest in concepts such as matching and sorting, according to color, shape, and size</i></p>	

Outcome 1: Positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
	<p>EXAMPLES:</p> <ul style="list-style-type: none"> • Name at least one color • Compare the color of his toy car to that of another child • Can match the colors and shapes in a matching puzzle • Help to put away the toys, putting the blocks away with the blocks and the vehicles away together • Group items of similar colors • Try to get all of the big blocks to make his tower • Put toys away correctly in bins labeled with pictures <p>2. Show interest in quantity and number relationships</p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Complain that a friend has more orange slices than he does • Fill a balance scale with beads, making one side go down, then the other • Fill large and small containers with sand or water • Can show two objects when asked. For example, will give two crackers when asked, "Can I have two crackers?" <p>B. <u>Exploring and learning science concepts</u></p> <p>1. <i>Seek information through observation, exploration, and investigations</i></p>	

Outcome 1: Positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
	<p>EXAMPLES:</p> <ul style="list-style-type: none"> • Want to pick up and bring home interesting things he finds on a walk • Use senses to observe and gather information • Use tools for investigation <p>2. <i>Improve memory for details</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Sing songs and say nursery rhymes after hearing them many times • Help you retell a favorite story after hearing it many times • Ask to be picked up saying “Uh-oh, doggie” when he sees the same dog that knocked him down and licked him the day before <p>3. <i>Explore new ways to do things</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Get a stool and try to reach something put up on a high shelf • Try to put on his own coat, but get frustrated when his sleeve is inside out, and finally ask a teacher for help • Try to move the large toy car on the playground by pushing it, but then decide to try pulling it instead • Use a spoon to dig in the garden 	

Outcome 1: Positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
	<p>C. <u>Exploring social learning</u></p> <p>1. <i>Use imagination, memory and reasoning to plan and make things happen</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Put a cushion sideways on the couch and pretend to be daddy driving to work • Pretend to feed a baby doll • Put on dress-ups, and pretend to be a dad Tell his caregiver that he is going to be a firefighter before going to the dramatic play area <p>2. <i>Have beginning understanding of consequences when following routines and recreating familiar events</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Express opinions (negative or positive) about any change in his routine • Use the toy mixer the way he has seen mom do it • Bring a play dough cake with pretend candles to his caregiver • Participate in creating class rules • Accept the consequences of his actions, and say, "I'm sorry" when prompted • Want to make choices 	

Outcome 1: Positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
Thirty Months to Three Years		
<p>Personal and Social Development</p> <p>A. <u>Increasing self-awareness</u></p> <p>1. <i>Express feelings more freely, showing independence and competence</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Protest when a friend grabs a toy away from her, but share the toy when the friend asks for it • Raise her hand and say “I do!” with enthusiasm when you ask who wants to have a turn to water the plants • Get out the paper for the easel from the cabinet where it is kept and ask for help to put it up • Show great excitement about finding a ladybug on the playground • Ask for a favorite song as the class waits for everyone to wash hands • Talk more frequently to other children • Show more versatility in play behavior <p>2. <i>Show increased self-regulation</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Take turns when provided with assistance from an adult • Share one of the several dolls that 	<p>Language Development</p> <p>A. <u>Listening and understanding</u></p> <p>1. <i>Understand and respond to simple directions and requests</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Go to wet a paper towel and bring it to an injured friend after you ask her to • Take a napkin from the pile and pass the pile to the next person at the table after being asked to • Follow simple directions, especially if they are part of a familiar routine, or have been demonstrated • Try to control others with direct commands <p>2. <i>Begin to understand some abstract concepts, such as time, order, and positional words</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Be very confident about the order of the daily routine, but not want it to change at all • Settle down to listen to the story when she knows she will get to play after the story • Sit next to a certain friend when asked 	<p>Cognition and General Knowledge</p> <p>B. <u>Exploring and learning science concepts</u></p> <p>1. <i>Think ahead and explore ideas</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Identify what area of the room she wants to play in, but when asked what she wants to do say “play” • Stack up the nesting cups from large to small accurately, making a tower • Go to the math center for something to put in the cooking pot she is stirring on the play stove and come back with some beads in a sorting dish <p>3. <i>Explore new ways to do things, showing more independence and problem solving</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Put the dress over the doll’s head, but struggle with the arms until an older child offers to help her • Stack blocks with the smaller ones on the bottom, but after having the tower fall down several times, start putting the larger blocks on the bottom • Try to make a mound out of the sand as it comes out of the

Outcome 1: Positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
<p>she has with a friend who has none in the pretend play center</p> <ul style="list-style-type: none"> • Attend at circle time for longer periods of time • Demonstrate positive coping strategies such as using her words or asking for help • Have difficulty transitioning from one activity to another • Tell you if she is sad or mad if you ask <p>3. <i>Share feelings through talking and pretend play</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Say “No, I not sleepy”, when told it is time for a nap • Have an imaginary friend with whom he talks regularly • Say, “Mommy is coming back,” when playing with a doll <p><u>B. Relating with adults</u></p> <p>1. <i>Imitate and attempt to please familiar adults</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Continue to need reassurance from you after mom has left, but be easily calmed and comforted • Repeat words she has heard you using to tell another child to take her shoes off of the table • Imitate both courteous and non- 	<ul style="list-style-type: none"> • Know the motions, in order, to a familiar finger play <p>3. <i>Demonstrate active listening skills</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Attend to someone who is speaking for a longer period of time • Retell and understand simple verbal directions • Ask questions about what has been heard <p><u>B. Expressing ideas</u></p> <p>1. <i>Expand her vocabulary with many more connecting and describing words</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Use many words to express her feelings, tell about her ideas and respond to the ideas of others • Use personal pronouns such as “he,” “she,” “we” and “they” more easily • Continue to use some familiar “shorthand” expressions such as “we go” or “all gone” • Tell about what is happening in a book using action words • Describe how the pumpkin feels after putting her hands inside of it • Tell if she is mad or sad when asked 	<p>container instead of just filling and dumping the container of sand</p> <ul style="list-style-type: none"> • Move a stool to use to reach the sink or water fountain <p>Physical Development</p> <p>A. <u>Using large muscle groups</u></p> <p>1. <i>Use riding toys easily*</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Pedal and steer on a low three wheeled toy, going with the traffic around and around the circle • Climb on the rocking horse and push her feet to make it go <p>2. <i>Move body through space with more balance and control*</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Run, jump up with both feet, gallop, walk on tiptoe, walk backward and sideways, crawl under an object, twirl, roll over, balance on one foot • Walk sideways and forward on a wide balance beam • Perform dance motions with the circle of friends • Run across the playground, starting and stopping easily • Play rhythm sticks in time to the music • Easily handle a cup or fork

Outcome 1: Positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
<p>courteous words in her pretend play that she has heard from adults</p> <ul style="list-style-type: none"> • Need a consistent leave taking routine in order to feel comfortable and confident when mom leaves • Pretend play a series of familiar activities, like giving a doll a bath and then putting the doll down for a nap <p>2. <i>Demonstrate cautious curiosity about unfamiliar adults</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Ask a new caregiver to help her play with the puzzle she has selected • Ask the custodian what he is doing when he comes in to fix the broken sink faucet • Show the greeter in the store her new shoes from the safety of the shopping cart <p>C. <u>Relating to other children</u></p> <p>1. <i>Play cooperatively with other children</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Talk to another child as they pretend to clean the house • Watch other children play with the ball, then join in doing the same actions • Look for her special friend to play 	<p>C. <u>Entering into conversations</u></p> <p>2. <i>Use more conventions of speech as she speaks</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Use “I” and “me,” although not always correctly • Talk in a different tone or pitch when playing pretend • Talk in short sentences • Begin to use plurals <p>D. <u>Early literacy: Pre-reading and pre-writing</u></p> <p>1. <i>Develop phonological awareness by becoming aware of sounds of spoken language</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Sing simple songs that she has heard many times with a group or on her own • Say a simple rhyme that she has heard many times, with a group or alone • Know how to identify farm animals by the sounds they make • Identify environmental sounds such as a doorbell, fire engine, or water running • Draw attention to parts of words such as syllables by moving to the beat <p>2. <i>Recognize that symbols have</i></p>	<p>effectively</p> <ul style="list-style-type: none"> • Initiates using the toilet on her own with increasing success <p>B. <u>Using small muscle groups</u></p> <p>1. <i>Explore art materials*</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Enjoy swirling and squishing finger paint • Tear paper to make a collage • Start to use tools with the play dough, such as a rolling pin or a cookie cutter • Use markers and crayons to “color” a picture sometimes going over the edge of the paper <p>2. <i>Use smaller manipulatives and finger plays to develop small muscle strength and coordination*</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Use one inch cubes and Duplo® blocks to build with • String large beads on a shoelace with a knot at the bottom • Wind the jumping mouse with a pincer grasp on the small key • Arrange the counting bears in a line on the table • Use tweezers to pick up cotton balls and put them in a beaker • Put a hand in each puppet and make it talk by moving hands

Outcome 1: Positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
<p>with at center time</p> <ul style="list-style-type: none"> Choose to participate in simple group activities <p>2. <i>Begin to understand the feelings of other children</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> Continue to have a hard time sharing, but look to an adult for help Have a concerned look on her face when another child falls and gets hurt on the playground Give a hug to another child after hitting Attempt to problem-solve when another child takes something that belongs to her Help another child to pick up the blocks after he dumped them out of the container Feel and express remorse after accidentally knocking another child down in a rush to the door to go out <p>Language Development</p> <p>B. <u>Expressing ideas</u></p> <p>1. <i>Expand her vocabulary with many more connecting and describing words</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> Use many words to express her 	<p><i>corresponding meaning</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> Recognize familiar symbols and road signs Find her favorite cereal by the picture on the box Use the stop sign in play with the car set Put toys away in correctly labeled bins or shelves Show awareness of gender differences, for example, pretend she is “Mommy” fixing dinner Recognize her name in print <p>3. <i>Begin to develop fluency by imitative reading</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> Correctly turn the pages of a favorite book Ask for the same favorite book over and over again Listen to you, other adults, or older child model fluent reading Recite a familiar nursery rhyme, poem or finger play with expression Want you to read the story the way she has heard it many times before, not leaving any parts out Choose to look at a favorite book at rest time, retelling parts of the 	<p>inside</p> <ul style="list-style-type: none"> Enjoy moving different fingers for the “Five Little Pumpkins” finger play <p>C. <u>Building self-help ideas</u></p> <p>1. <i>Depend on routines to practice self-help skills and feel confident</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> Feed herself even using a fork and a cup with one hand until she becomes too tired Help with simple chores such as setting the table with a napkin and plate for each person Insist on bathing herself Dress herself, except for finding the right hole for her first leg

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<p>feelings, tell about her ideas and respond to the ideas of others</p> <ul style="list-style-type: none"> • Use personal pronouns such as “he,” “she,” “we” and “they” more easily • Continue to use some familiar “shorthand” expressions such as “we go” or “all gone” • Tell about what is happening in a book using action words • Describe how the pumpkin feels after putting her hands inside of it • Tell if she is mad or sad when asked <p>C. <u>Entering into conversations</u></p> <p>1. <i>Have more meaningful conversations with peers and adults</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Use the same tone of voice she hears you using when talking to a younger child • Repeat adult questions that she has heard you ask to start discussions, such as “What do you think will happen next?” • Tell about getting a new kitten at home • Talks rapidly when trying to get out new ideas • Ask or answer a question, for example, “Do you want to sit 	<p>story softly to herself</p> <p>4. <i>Develop vocabulary and language usage</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Use words to describe the purpose and function of objects • Learn the names of objects new to her • Point to the pictures associated with what you are reading to her • Ask and answer questions such as “What is this?” when reading a book with you • Guess the meaning of new words from the context or the pictures <p>5. <i>Develop comprehension by demonstrating understanding of text during and after reading</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Listen to fiction and nonfiction materials • Ask and answer questions about the story while you are reading • Answer questions about the story, such as, “Who was in the story?” “Where did he go?” “What did he do?” and “Why was he sad?” • Tell you what will happen next in a story that has been read before • Answer questions about the story that has just been read 	

<p align="center">Outcome 1: Positive social relationships</p>	<p align="center">Outcome 2: Acquires and uses knowledge and skills</p>	<p align="center">Outcome 3: Takes appropriate action to meet needs</p>
<p>here?"</p> <p>3. <i>Ask 'why' and other questions frequently to keep a conversation going</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Ask you what they are having for snack and if they can have milk to go with it • Ask the other children at the snack table questions about different unrelated topics <p>Cognition and General Knowledge</p> <p>C. <u>Exploring social learning</u></p> <p>2. <i>Have beginning understanding of consequences when following routines and recreating familiar events</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Have strong feelings about any change in the routine, for example, getting excited when going outside earlier than usual • Try to follow the rules of a simple board game and become frustrated when she doesn't understand why something has changed • Use the toy mixer the way she has seen you do it and say "I making a cake" 	<ul style="list-style-type: none"> • Enjoy looking at a nonfiction book about butterflies, talking about the similarities and differences <p>6. <i>Begin to develop writing skills</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Use a large crayon on a large piece of paper and scribble, telling you that it is her • Take your pen and scribble, saying that she is writing • Find her name card on a table with several others • Point to the rule sign about using "listening ears" when asked what we do at circle time <p>7. <i>Use writing tools for scribbles and drawing</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Hold a crayon with a whole fist grasp, or a correct or incorrect pincer grasp, and scribble with greater control • Draw a closed circle, may add eyes, nose, or mouth, and identify the picture as a person <p>Cognition and General Knowledge</p> <p>A. <u>Exploring and learning math concepts</u></p> <p>1. <i>Use mathematical thinking in daily situations</i></p>	

Outcome 1: Positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
	<p>EXAMPLES:</p> <ul style="list-style-type: none"> • Hold up three fingers when asked how old she is soon after her birthday • Ask you to help her see if there is room in the play dough center and count the name cards with the teacher, deciding that there is room for her • Complain to you that her sister has more crackers than she does • Tell a friend that she is bigger, so she should go first up the climber • Match and sort objects according to color, size, shape or use when playing or putting away toys • Take two crackers out of the snack basket when it is passed, after hearing you say, "Take two crackers" <p>2. <i>Show interest in concepts such as matching and sorting</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Name at least one color • Compare the color of his toy car to that of another child • Easily match the colors and shapes in a matching puzzle • Help to put away the silverware, matching the large spoons with the other large spoons 	

Outcome 1: Positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
	<p>3. <i>Show interest in quantity and number relationships</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Complain that a friend has more pretzels than she does • Fill a balance scale with beads, making one side go down, then the other • Enjoy transferring water from one container to another • Ask for “more” fruit at lunch • Explore counting from 1-10 <p>B. <u>Exploring and learning science concepts</u></p> <p>1. <i>Think ahead and explore ideas</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Identify what area of the room she wants to play in, but when asked what she wants to do say “play” • Stack up the nesting cups from large to small accurately, making a tower • Go to the math center for something to put in the cooking pot she is stirring on the play stove and come back with some beads in a sorting dish <p>2. <i>Seek information through observations, exploration, investigations</i></p>	

Outcome 1: Positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
	<p>EXAMPLES:</p> <ul style="list-style-type: none"> • Pick up and bring home interesting things she finds on a walk • Use senses to observe and gather information • Use tools for investigation (e.g., magnifying glass) <p>3. <i>Explore new ways to do things, showing more independence and problem solving</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Put the dress over the doll's head, but struggle with the arms until an older child offers to help her • Stack blocks with the smaller ones on the bottom, but after having the tower fall down several times, start putting the larger blocks on the bottom • Try to make a mound out of the sand as it comes out of the container instead of just filling and dumping the container of sand • Move a stool to use to reach the sink or water fountain <p>C. <u>Exploring social learning</u></p> <p>1. <i>Use imagination, memory, and reasoning to plan and make things happen</i></p>	

Outcome 1: Positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
	<p>EXAMPLES:</p> <ul style="list-style-type: none"> • Get out a bag and fill it with papers in imitation of an adult leaving for work • Put a cushion sideways on the couch and pretend to be “Daddy” driving to work • Line up some dolls and read a book to them <p>2. <i>Have beginning understanding of consequences when following routines and recreating familiar events</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Have strong feelings about any change in the routine, for example, getting excited when going outside earlier than usual • Try to follow the rules of a simple board game and become frustrated when she doesn’t understand why something has changed • Use the toy mixer the way she has seen you do it and say “I making a cake” 	

Outcome 1: Positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
Three Years		
<p>Personal and Social development</p> <p>A. <u>Building self-concept</u></p> <p>1. <i>Be more confident, self directed, purposeful and inventive in play</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Enthusiastically try new activities and delight when he learns something new • Wait patiently for a short time, knowing that he will get a turn • Laugh easily at any silly words or ideas • Follow older children around and try to enter into their conversations • Attempt to build a bridge out of the unit blocks after watching another child do it • Ask you to watch as he walks on a wide balance beam and jumps off • Make choices about which activities are of interest • Use the box that a new car came in as a garage for it • Play cooperatively with other children • Play with an imaginary friend <p>2. <i>Relate his needs, wants and feelings to others</i></p>	<p>Personal and Social development</p> <p>A. <u>Building self-concept</u></p> <p>1. <i>Be more confident, self directed, purposeful and inventive in play</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Enthusiastically try new activities and delight when he learns something new • Wait patiently for a short time, knowing that he will get a turn • Laugh easily at any silly words or ideas • Follow older children around and try to enter into their conversations • Attempt to build a bridge out of the unit blocks after watching another child do it • Ask you to watch as he walks on a wide balance beam and jumps off • Make choices about which activities are of interest • Use the box that a new car came in as a garage for it • Play cooperatively with other children • Play with an imaginary friend 	<p>Physical Development</p> <p>A. <u>Coordinating large muscle groups</u></p> <p>1. <i>Move with confidence and stability, coordinating movements to accomplish simple tasks*</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Climb the stairs on the climber with alternating feet, without holding on • Push his feet and bend his knees to make the see saw work • Walk forward on the wide balance beam • Hop across to the other side when playing “Red Rover” • Make the Big Wheels® toy spin around fast by turning the handle bar far to one side and pedaling fast • Go over, under, around and through on an obstacle course • Begin to “pump” on the swings after someone has gotten him started • Stand and hop on one foot for a few seconds • Want you to check and respond to even minor bumps or scrapes • Easily use riding toys, such as

Outcome 1: Positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
<p>EXAMPLES:</p> <ul style="list-style-type: none"> • Tell you what he likes and doesn't like • Solve a conflict using his words rather than hitting • Tell you how he feels after he has been noticed looking sad or angry because of someone else's actions • Proudly show the finger play he learned in school • Ask for help with putting the paper on the easel • Choose another center when his first choice is full <p>3. <i>Have increased self-regulation, following classroom rules and routines with guidance</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Get help from you when another child grabs the ball away from him • Proudly tell you that he used the toilet all by himself • Tell another child, "We go down the slide only" as the child starts to go up the slide • Sit at circle time listening to a story for 5-10 minutes before needing to get up and do something more active • Sometimes remember to raise his hand as he asks the teacher a 	<p>Language and Literacy</p> <p>A. <u>Listening and understanding</u></p> <p>1. <i>Show understanding and respond to simple directions and requests</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Follow multi-step directions, especially if they are part of a familiar routine or have been demonstrated • Get his coat and start putting it on when told it is time to get ready to go outside • Go to wet a paper towel and bring it to a hurt friend after being asked by her caregiver • Take a napkin from the pile and pass the pile to the next person at the table after being asked to • Listen more easily in a one-on-one conversation than in a group setting • Begin to ask "how" and "why" questions <p>2. <i>Understand abstract concepts</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Remember events from the past, as well as where objects have been put • Stop pushing anxiously to see, when he hears that the caterpillars 	<p>tricycles and Big Wheels®</p> <p>B. <u>Controlling small muscle groups</u></p> <p>1. <i>Develop finger skills through many forms of play*</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Begin to grasp with a finger grasp, but revert to a whole fist grasp at times • Use connecting blocks to build more recognizable objects such as cars, airplanes and houses, and take them apart • Stack the blocks or building materials to make a house after watching someone else do it • Fill and dump several cups in the sand table using a shovel, then a smaller spoon • Make a snowman out of play dough after watching an older child make balls and put them together • Enjoy using a variety of art supplies, including markers, finger paints, crayons • Practice using scissors to cut out shapes, but be unable to stay on the lines <p>C. <u>Caring for self and others</u></p> <p>1. <i>Feel more grown up as he accomplishes self-help and</i></p>

Outcome 1: Positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
<p>question at circle time</p> <ul style="list-style-type: none"> • Manage transitions between activities with a few reminders • Use classroom materials respectfully • Express interest in her friends' feelings • Remember what he liked in the past and make the same choice again <p>B. Relating to adults</p> <p>1. <i>Imitate and try to please familiar adults</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Separate from his parents with limited anxiety • Pick up his trash after seeing the task modeled by a caregiver • Listen to spoken directions • Come to you to show each new addition to his tinker toy construction • Pretend to wash the dishes and put them away in places where the teacher has shown him they belong • Use an order pad to pretend to take a "customer's order" <p>2. <i>Be more comfortable around unfamiliar adults</i></p>	<p>will be there tomorrow and for "many days"</p> <ul style="list-style-type: none"> • Use and understand directional words such as around, backward and forward • Understand and start to use some positional words such as behind, in front of, next to, under and over • Name or point to many body parts • Tell his name • Match the picture cards in a simple game of concentration • Recognize his name in print and the first letter out of context <p>B. Expressing thoughts and ideas</p> <p>1. <i>Use more conventions of speech as he speaks</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Use some positional words such as "in front of," "behind," and "next to" • Not pronounce all of his words correctly, but be easily understood most of the time • Use longer sentences and more grown up words Use 's' at the end of plurals and 'ed' for past tense • Use plurals, pronouns and possessive words such as "my" and "his" • Use contractions such as "won't" 	<p><i>housekeeping tasks with reminders</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Spread icing on his gingerbread man with a craft stick • Pick up the puzzle he was working on and put it where it belongs • Sort socks, putting together the ones that match • Take care of his own toileting needs • Put on his own coat, hat and mittens, but need help with gloves and getting a zipper started • Brush his own teeth and hair • Dress himself up to the point of tying shoes • Wash and dry his own hands

<p align="center">Outcome 1: Positive social relationships</p>	<p align="center">Outcome 2: Acquires and uses knowledge and skills</p>	<p align="center">Outcome 3: Takes appropriate action to meet needs</p>
<p>EXAMPLES:</p> <ul style="list-style-type: none"> • Show the cashier at the store his new book and say “thank you” after she rings it up and hands it back to him • Not cry when left with a babysitter who engages him with a toy that she brought to share • Go willingly with a neighbor or family to the park even though mom is not going <p>C. <u>Relating to other children</u></p> <p>1. <i>Begin to play cooperatively for brief periods with other children</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Look for a favorite friend to play with on the playground • Offer to share the markers with another child who comes to the art center • Show his play dough monster to the child sitting next to him • Decide with two other children that they will play “Hide-and-Seek” on the playground • Need adult help to resolve a conflict over which song he and a friend will listen to in the Listening Center and agree to take turns • Work with a friend to find the flannel board pieces to go with the 	<p>and “can’t”</p> <ul style="list-style-type: none"> • Use words that describe the size and function of objects • Use words that tell about time such as after and before • Tell a story with many details about a trip to the zoo <p>C. <u>Entering into conversations</u></p> <p>1. <i>Have more meaningful conversations with peers and adults</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Sing or chant nursery rhymes • Talk to a friend or caregiver, an imaginary friend, or the dolls and toys he is playing with • Tell what he did in the past, what he is doing currently, and what he will do in the future • Offer his own information in a group story or discussion about a visit by the firefighters • Talk with the boy he is building with about a new toy he has at home • Talk with a friend on the playground about what they are each going to do over the weekend <p>2. <i>Ask ‘why’ and other questions to keep a conversation going</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Ask questions to participate in a 	

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<p>story they have just heard</p> <p>2. <i>Be able to better understand the feelings of other children</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Watch other children to see how they react • Begin to use some simple techniques for preventing or resolving his own conflicts • Share a toy car with a child who cries because he has none • Say he is sorry when he has accidentally knocked another child down in a rush up the steps of the climber • Agree to let a friend help him feed the fish even though it is his job • Show concern when another child has fallen and is crying <p>3. <i>Participate, with help, in the group life of the class</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Join in group games such as playing "Farmer in the Dell" • Help to clean up after hearing the signal and being encouraged by you • Answer the question that you are asking everyone at circle time 	<p>conversation</p> <ul style="list-style-type: none"> • Repeat a question that another child has asked • Ask about how a caterpillar hangs from the top of the jar <p>3. <i>Demonstrate active listening skills</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Attend to the speaker for a longer period of time • Retell, and relate to what has been heard • Ask questions about what has been heard <p>D. <u>Early literacy: Pre-reading and pre-writing</u></p> <p>1. <i>Develop phonological awareness by becoming aware of the sounds of spoken language</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Sing simple songs that he has heard many times with a group or on his own • Say a simple rhyme that he has heard many times, with a group or alone • Begin to identify rhyming words when he hears them • Begin to supply the rhyming words in a familiar poem or song • Know how to identify farm animals by the sounds they make • Identify environmental sounds 	

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<p>Language and Literacy</p> <p><u>C. Entering into conversations</u></p> <p>1. <i>Have more meaningful conversations with peers and adults</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Sing or chant nursery rhymes • Talk to a friend or caregiver, an imaginary friend, or the dolls and toys he is playing with • Tell what he did in the past, what he is doing currently, and what he will do in the future • Offer his own information in a group story or discussion about a visit by the firefighters • Talk with the boy he is building with about a new toy he has at home • Talk with a friend on the playground about what they are each going to do over the weekend <p>2. <i>Ask 'why' and other questions to keep a conversation going</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Ask questions to participate in a conversation • Repeat a question that another child has asked • Ask about how a caterpillar hangs from the top of the jar 	<p>such as a doorbell, fire engine, or water running</p> <ul style="list-style-type: none"> • Draw attention to parts of words such as syllables by moving or clapping <p>2. <i>Recognize that symbols have corresponding meaning</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Look for and identify familiar logos or signs • Find his favorite cereal by the picture on the box • Use the stop sign in play with the car set • Put toys away in correctly labeled bins or shelves • Find his name card on his carpet square and sit there • See a letter from his name on a sign and point it out to you • Ask what a card says after receiving it in the mail • Sing the alphabet song, pointing to the letters <p>3. <i>Begin to develop fluency by engaging in imitative reading</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Correctly turn the pages of a favorite book • Ask for the same favorite book over and 	

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<p>3. <i>Demonstrate active listening skills</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Attend to the speaker for a longer period of time • Retell, and relate to what has been heard • Ask questions about what has been heard <p>Cognition and General Knowledge</p> <p>C. <u>Exploring social learning</u></p> <p>1. <i>Explore more complex situations and concepts, people's jobs, the environment</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Tell a friend that he wants to be a daddy when he grows up and that only boys can be the daddies • Pretend to be a firefighter and spray the dramatic play center with a play hose, telling everyone to get out • Show a finger play that he learned to a friend, then make up hand motions to go with a new song • Wait until you point to his group to play the jingle bells during the song, after the woods and triangles have had their solos • Pick up trash on the playground and bring it to you 	<p>over again</p> <ul style="list-style-type: none"> • Listen to models of fluent reading • Recite a familiar nursery rhyme, poem or finger play with expression • Ask to reread a favorite story, remembering the funny ending and telling it as you start to read • Sing along with a song after hearing it several times • Retell a story he has heard a few times recently using some of the actual phrases such as "I'll huff and I'll puff and blow your house down!" <p>4. <i>Expand his vocabulary and language usage</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Use words to describe the purpose and function of objects • Learn the names of objects new to him • Use words learned through reading in his own conversation • Discover the meaning of new words from the context or the pictures • Make up a story to go with the clothes he is wearing in the dramatic play center • Begin to use plurals and more verbs acted out 	

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<p>2. <i>Use prior knowledge and imagination to think through what he wants to play</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Plan with a friend and pull many chairs together to make a train • Use the blocks as garages and houses that the cars and trucks drive to • Use the Unifix Cubes® with several friends to try to make a rod that reaches across the room • Decide in advance who will be the dad and who will be the son in the dramatic play area • Take turns playing teacher, acting out circle time routines with a friend, talking first about what they each will do <p>3. <i>Have beginning understanding of consequences when following routines</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Have strong feelings about any change in the routine • Try to follow the rules of a simple board game and become frustrated when he doesn't understand why something has changed • Participate in creating rules for the class Help to clean up, saying, "We 	<p>5. <i>Develop comprehension by demonstrating understanding of text during and after reading</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Make guesses about what a story is about • Point out familiar concepts by looking at pictures in the text • Listen to a variety of fiction and non-fiction materials, including poetry, nursery rhymes, stories, fairy tales and realistic fiction • Ask and answer questions about the story while you are reading • Answer questions after the story, such as, "Who was in the story?" "Where did he go?" "What did he do next?" and "Why was he sad?" • Listen to and discuss a variety of books and stories representing diverse cultures, perspectives and ethnicities • Begin to understand that stories can be acted out • Begin to listen for rhyming words, clap out rhythm, and chant along with repetitive phrases in poetry or other books • Point to, and name, the numbers that he knows in a counting book, and count along with you • Make up a story about a book 	

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<p>are a team”</p> <p>4. <i>Begin to recognize his own physical and family characteristics and those of others</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Count how many boys are in the group he is playing with • Go to the table when the teacher says that everyone who has brown hair may go • Draw a picture of his dad with very long legs 	<p>6. <i>Begin to develop writing skills by recognizing that drawings, paintings and writing are meaningful representations</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Pretend to take your order while playing restaurant by scribbling on a pad with a pencil • Make a picture with lines coming out of the bottom and sides of a circle and tell you that it is him • Paint some broad strokes across the paper with a few different colors, and tell you that it is a rainbow Begin to control scribbles, perhaps telling his caregiver what they say • Find his name card on a carpet square and sit there • Show a friend his work on the wall • Dictate a thank you note to go with his picture for the firefighters after their visit <p>7. <i>Use writing utensils for scribbles and drawings</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Hold a crayon with a pincer grasp, although perhaps resting on the ring finger, or start to hold it correctly, and scribble with increasing 	

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	<p>control</p> <ul style="list-style-type: none"> • Begin to draw representations of people and objects <p>Cognition and General Knowledge</p> <p>A. <u>Using mathematical thinking</u></p> <p>1. <i>Using mathematical thinking to solve real problems</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Count out three crackers from the snack basket when it is passed to him • Tell on a friend who has come into the block center when it is already full • Tell you that his cup is full of sand and hers is empty • Build a tall tower and stand next to it to see if it is as tall as he is • Sort objects by color or shape <p>2. <i>Show interest in concepts such as matching and sorting according to a single criteria</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Name several colors • Compare the color of his toy car to that of another child • Easily match the colors and shapes in a matching puzzle • Help to put away the utensils, matching the large spoons with the 	

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	<p>other large spoons</p> <p>3. <i>Show interest in quantity, measuring and number relationships</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Complain that a friend has more pretzels than he does, then answer “yes” when he is given another and asked if they now have the same • Fill a balance scale with beads, making one side go down, then the other • Sing “Five Little Monkeys Jumping on the Bed” and know that the next number is one less than the one before • Tell a friend that he is taller than the tower he has built <p>4. <i>Show beginning interest in geometry</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Name the circle and triangle • Find examples of shapes in the environment • Play a shape matching game • Draw and name a circle for his head • Make symmetrical designs with shape blocks <p>5. <i>Show beginning interest in numerals and counting</i></p>	

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	<p>EXAMPLES:</p> <ul style="list-style-type: none"> • Proudly show that he can count three objects • Recognize and name the numerals in a counting book 1-5 • Easily count out the four cookies that the snack menu says he can take • Count the name cards to see if there is room for him in a given play center where only four children may play at a time <p>B. <u>Using scientific thinking</u></p> <p>1. <i>Use scientific thinking as well as senses to discover the world around him</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Ask questions about everything he sees, watching carefully • Enthusiastically check his seed cup to see if there have been any changes overnight since his first seed started to sprout • Put the modeling clay in water to see what happens • Watch the fish and tell that he likes the biggest one best <p>2. <i>Seek information through observation</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Want to pick up and bring home 	

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	<p>interesting things he finds on a walk</p> <ul style="list-style-type: none"> • Use senses to observe and gather information • Use tools such as magnifying glass, marble run, gear set, balance scale, measuring cups and spoons, and sorting trays for investigation • Have an improved memory for details • Guess that a nut is inside an acorn, and confirm that prediction by breaking the acorn to find out (with assistance) • Asks lots of “why” questions <p>3. <i>Use more advanced problem solving skills</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Offer to bring a screwdriver from home to fix a broken toy • Get a toy broom and use the handle to get a ball out from under a shelf where it has rolled • Get a ruler from the art center to use as a pointer to play teacher with and point to the ABC’s • Ask for some flour for his hands when the gingerbread is sticking to them • Suggest using the fish net to put the fallen fish tank cave upright 	

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	<p>C. <u>Exploring social learning</u></p> <p>1. <i>Explore more complex situations and concepts, people's jobs, the environment</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Tell a friend that he wants to be a daddy when he grows up and that only boys can be the daddies • Pretend to be a firefighter and spray the dramatic play center with a play hose, telling everyone to get out • Show a finger play that he learned to a friend, then make up hand motions to go with a new song • Wait until you point to his group to play the jingle bells during the song, after the woods and triangles have had their solos • Pick up trash on the playground and bring it to you <p>2. <i>Use prior knowledge and imagination to think through what he wants to play</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Plan with a friend and pull many chairs together to make a train • Use the blocks as garages and houses that the cars and trucks drive to • Use the Unifix Cubes® with several 	

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	<p>friends to try to make a rod that reaches across the room</p> <ul style="list-style-type: none"> • Decide in advance who will be the dad and who will be the son in the dramatic play area • Take turns playing teacher, acting out circle time routines with a friend, talking first about what they each will do <p>3. <i>Have beginning understanding of consequences when following routines</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Have strong feelings about any change in the routine • Try to follow the rules of a simple board game and become frustrated when he doesn't understand why something has changed • Participate in creating rules for the class Help to clean up, saying, "We are a team" <p>4. <i>Begin to recognize his own physical and family characteristics and those of others</i></p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Count how many boys are in the group he is playing with • Go to the table when the teacher says that everyone who has brown hair may go 	

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	<ul style="list-style-type: none"> • Draw a picture of his dad with very long legs 	

* Some of the items listed in this section include precursor skills for functional behaviors. Precursor skills are those that come before functional skills. These skills may not be appropriate or expected for some children, including those with sensory, motor, or other impairments.