



CHILD DEVELOPMENT HANDOUTS

0-36 Months and Kindergarten-5th Grade

Handouts designed to Increase Parental Understanding of Therapeutic
Applications and Child Development Topics

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CHILD DEVELOPMENT HANDOUTS

Grade Level Development: Kindergarten-5th Grade

Book Suggestions: Birth-Kindergarten

Fine Motor Development: 0-36 Months

Gross Motor Development: 0-36 Months

Social and Emotional Development: 0-36 Months

Self-Help Skills: 0-36 Months

Language Development: 0-36 Months

Utah State Language Standards: Kindergarten- 5th Grade

References

Kindergarten

- ✚ **Social-Emotional:** Your child wants to make and keep friends and is interested in playing with other kids their age. Help your child with problem solving by modeling behaviors, and discussing any problems that occur. They are better at sharing toys and taking turns with others. They enjoy doing things independently and can sometimes be demanding but they are able to learn and follow rules. They like to use their imagination and know the difference between reality and things that are imagined.
- ✚ **Language:** They ask a lot of questions including “who, what, when, where, why, and whose.” They can compare things using adjectives and uses words like “before, after, because, when, and does.” Though they may still make some grammatical errors, kindergarteners can have longer conversations and know how to end a conversation. They also like telling stories.
- ✚ **Cognitive:** They can copy shapes and they can write a few letters and numbers. They can draw a simple person that includes six or more body parts such as eyes, hair, and mouth. They know about and like to learn more about things that are used or done every day such as money, cooking, and housework.
- ✚ **Motor Skills:** They can do a simple somersault, hop, skip, and stand on one foot. They like swings and climbing. They can play physical games with simple rules such as four-square, jump rope, catch, and tag.
- ✚ **Self-Help:** They are potty-trained and can use the restroom on their own. They can fasten a button, zip a zipper, and fasten snaps on clothing. They are also improving skills for using utensils while eating.
- ✚ **Literacy:** Support literacy by reading with your child every day. They may have a favorite book and will recognize if you skip a word or page while reading. They can tell you what will happen next. While reading, stop and look at pictures with your child and talk about the pictures. Have your child make noises of animals, help sing or say any songs, rhymes, or phrases in their favorite books. Ask them questions about what you are reading.



1st Grade

- Social-Emotional:** Your child is interested in making friends and being accepted by their peers. They put more effort into their friendships and they can work as part of a team. They are beginning to focus less on themselves and to discuss thoughts and recognize emotions. They also will show concern for others.
- Language:** They can follow simple multi-step directions and listen and respond to information. They can respond to more complex questions and express themselves using complete sentences. They will start conversations, tell stories, ask questions, retell events in the correct order, and give instructions.
- Cognitive:** This is a time of increased development of cognitive skills including memory, attention, and increasing impulse control. They can reason and use problem solving skills to complete tasks and will spend more time and concentration to achieve a goal.
- Motor Skills:** They have improved their ability to catch and throw a ball. They can dance or clap to the rhythm of a song. They are able to skip and ride a bike. They are improving on their writing skills and should be able to print words neatly and include capital letters.
- Self-Help:** They should be able to dress themselves independently and tie their own shoes. They are able to zip or button up their own jackets or clothes while wearing them.
- Literacy:** They are now starting to read. They can sound out words while reading and can recognize common words by site. They understand what they read and can identify a spoken word within the text on a page. They are also learning spelling of common words.



2nd Grade

- ✚ **Social-Emotional:** Your child is now old enough to develop his own opinions but will still look to you and other adults to answer questions and receive guidance. They are concerned about other people's feelings and are able to understand the actions and emotions in others. They enjoy spending time with their friends and may have a best friend.
- ✚ **Language:** They have clear speech and ask a lot of questions. They may like to tell stories or use language to entertain, or instruct others. They can express their thoughts and ideas and use complex sentences.
- ✚ **Cognitive:** They understand rules and can play sports and board games while following these rules and respecting others. They are beginning to develop the skills needed to resolve situations and negotiate with others to reach a solution. They can understand and follow directions.
- ✚ **Motor Skills:** They have improving motor coordination, balance, and control. These skills allow them to learn and play sports with increased precision and ability. They can also write and draw with more precision. This hand-eye coordination and fine-motor control can also be helpful in learning a musical instrument.
- ✚ **Self-Help:** They can fix themselves a simple meal such as a peanut butter sandwich or pour milk over cereal. They can clean up clutter from their room and do simple chores. They can also take a bath or shower on their own.
- ✚ **Literacy:** They can read, recognize sight words, correct themselves, and retain information they have read in order to answer questions or describe what they have read. They can also predict what will happen in a story and describe plots. Their accuracy in spelling is also improving.



3rd Grade

- ✚ **Social-Emotional:** In the third-grade, your child likely chooses friends that have similar interests. They are able to communicate effectively in a group. Generally, they prefer structure and predictable routines at school and home. They understand other people's feelings and can relate feelings and actions. When your child is upset or discouraged, they may choose to solve the problem or work on a separate project independently.
- ✚ **Language:** They can take turns in conversation and communicate effectively in a group setting. They continue to expand their vocabularies related to specific topics. While speaking, they can stay on topic and use eye contact.
- ✚ **Cognitive:** They are able to recall what they have learned and discuss and explain concepts. They can use resources such as the internet, an encyclopedia, or a dictionary to help them learn more about a topic.
- ✚ **Motor Skills:** Outside play, involvement with sports, and other activities help promote and strengthen balance, coordination, and control of movements. These skills are reflected in the ability to shoot a basketball, kick a soccer ball, learn gymnastic, throw a ball at a target, ride a bike, and learn swimming strokes.
- ✚ **Self-Help:** They can shower and dress themselves independently. They are learning how to plan and pack needed materials for school and may need less assistance in packing a lunch or backpack. They can make a simple meal and use simple appliances such as a toaster with supervision.
- ✚ **Literacy:** They can analyze words that they are reading and correct errors as they read. They can answer questions and make predictions about stories that they have read. They can also use books to expand on subject knowledge and are reading 3rd grade-level books fluently. Their writing expands to include more details, planning, and editing. Spelling continues to improve as does the ability to recognize and correct misspelled words.



4th Grade

- ✚ **Social-Emotional:** In the fourth grade, children are developing a greater security in their sense of self and are becoming more confident in their interactions with adults and their friends. They may prefer to spend time with friends that are familiar to them. They are increasing self-regulation but may react to situations that they feel are unjust or leave a situation that makes them feel insecure. They may need frequent encouragement when working on a difficult or new task.
- ✚ **Language:** They will express their personal interests and perceived strengths and weaknesses. They can listen for a specific answer and form opinions. They will seek information from adults and peers and understand information that is given. They can use language for multiple purposes including: storytelling, giving and asking for directions, presenting information, and having conversations.
- ✚ **Cognitive:** They can use and follow written directions. They are able to integrate knowledge about different subjects and understand how they may work together. They are able to work in a group to achieve a common goal.
- ✚ **Motor Skills:** They show increased motor skills that allow them to dribble and pass a ball back and forth. They can jump and throw a ball both overhand and underhand. They can run for longer periods and understand how to pace themselves. They can apply strategies and motor skills to help work towards a goal in games and sports.
- ✚ **Self-Help:** They are able to help around the house including cleaning their room, tidying a bathroom, and using a vacuum cleaner. They are also able to help with tasks in the yard and kitchen. They are improving planning skills needed to pack their own lunch and back pack.
- ✚ **Literacy:** They can take notes and paraphrase what they have read and use previous knowledge to help learn new material. They may have a favorite genre of literature to read such as historical fiction, nonfiction, or mystery. They can also write stories with a central idea and are learning about writing styles and figurative language.



5th Grade

- ✚ **Social-Emotional:** At this age, children will continue to place increased importance on friends and may have more interest in the opposite gender. They are social and enjoy spending time with their family and their friends. Rules and consistent expectations help to guide and enforce expected behaviors. It is important to discuss peer pressure and decision making with your child.
- ✚ **Language:** They can plan and give presentations and reports with use of gestures and expressions. They enjoy talking with their friends in person and over the phone. They can summarize main points from discussions.
- ✚ **Cognitive:** They are able to use understanding of root words, and context in order to learn new words. They are able to form and express opinions and use logic to solve more complex problems. They are learning more difficult math skills such as division, fractions, volume, and story problems.
- ✚ **Motor Skills:** They may have hobbies and skills that they are developing and improving on which may include, sports, reading, drawing, arts and crafts, or music. They are able to understand that practice will increase their skills and proficiency. Practice can improve finesse, coordination, timing, and proficiency.
- ✚ **Self-Help:** An increased level of maturity and ability to concentrate for longer periods on a single task, allows them the ability to increase self-help skills. They are improving on self-regulation and learning ways to recognize and reduce stress. They are able to dress and groom themselves.
- ✚ **Literacy:** They can use reading for learning and understand characters, plot and style. They have improved writing style and are able to edit writing for punctuation, style, spelling, and content. They may enjoy reading books with friends and read for fun.



Book Suggestions for Birth to 8 Months

- **Baby Faces** by Margaret Miller
- **Look at the Animals** by Peter Linenthal
- **My Family is a Zoo** by K.A. Gerrard
- **A Children's Treasury of Nursery Rhymes** by Linda Bleck
- **Lull-a-Bye, Little One** by Dianne Ochiltree and Hideko Takahashi
- **Smile! (Babyfaces)** by Roberta Grobel Intrater
- **Wow! Babies!** by Penny Gentieu
- **Appley Dapply's Nursery Rhymes** by Beatrix Potter
- **Black on White** by Tana Hoban
- **Good Night, Baby** (Soft-to-Touch Books) by Mike Good
- **It Looked Like Spilt Milk** by Charles G. Shaw
- **My Very First Mother Goose** by Iona Opie
- **Tomie's Little Mother Goose** by Tomie dePaola
- **What is That?** by Tana Hoban
- **You and Me, Baby** by Lynn Reiser
- **All About Baby** by Stephen Shott
- **Five Little Monkeys Jumping on the Bed** by Eileen Christelow
- **Animal-Shaped Board Books: Farm Animals** by Lisa Magloff
- **Baby Animals Black and White: Black and White** by Phyllis Limbacher Tildes
- **Corduroy** by Don Freeman
- **Nose to Toes, You are Yummy!** By Tim Harrington
- **Baby's First Words** by Lars Wik
- **Big Red Barn Board Book** by Margaret Wise Brown
- **Hip, Hop** by Catherine Hnatov
- **Humpty Dumpty: and Other Rhymes** by Iona Opie and Rosemary Wells
- **Just Like You: Beautiful Babies Around the World** by Marla Stewart Konrad
- **Read to Your Bunny** by Rosemary Wells
- **Who Says Quack?** by Jerry Smith, Grosset & Dunlap
- **All of Baby Nose to Toes** by Victoria Adler
- **Baby Baby Baby!** by Marilyn Janovitz
- **Bath Books: Bathtime** by Dorling Kindersley Publishing
- **Baby! Talk!** by Penny Gentieu
- **Farm Animals** by Phoebe Dunn
- **Rock-a-bye Romp** by Linda Ashman
- **Gossie** by Olivier Dunrea
- **Guess How Much I Love You** by Sam McBratney
- **Kite in the Park** by Lucy Cousins
- **The Very Hungry Caterpillar** by Eric Carle
- **Oops!** by David Shannon
- **Next to you: A book of Adorableness** by Lori H Houran

Book Suggestions for 8 to 14 Months

- **Baby Penguins Love their Mama!** By Melissa Guion
- **Big Hug for Little Cub** by Lorie Ann Grover
- **Blu Hat, Green Hat** by Sandra Boynton
- **Clean Up Time (Baby Max and Ruby)** by Rosemary Wells
- **Clifford's Animal Sounds** by Norman Bridwell
- **Early Bird** by Toni Yuly
- **Five Stinky Socks** by Jim Benton
- **Funny Face, Sunny Face** by Sally Symes
- **Good Night, Stinky Face** by Lisa McCourt
- **Go! Go! Go! Stop!** By Charise M Harper
- **Grow! Babies!** by Penny Gentieu
- **Head, Shoulders, Knees and Toes** by Sing and Read Storybook series
- **How to dress a Dragon** by Thelma L Godin
- **I Love You Too!** By Eve Bunting
- **Kitty Up** by Elizabeth Wojtusik
- **Let's Eat!** by Andrea Posner
- **Look at You! A Baby Body Book** by Kathy Henderson
- **Moo, Baa, La La La!** by Sandra Boynton
- **Oops!** By David Shannon
- **Peekaboo Morning** by Rachel Isadora
- **Peek-A-Boo** by Jan Ormerod
- **Peek-a-Boo Moon** by Thierry Courtin
- **Peek a Who?** By Nina Laden
- **Pots and Pans** by Patricia Hubbell
- **Red, Blue, Yellow Shoe** by Tana Hoban
- **Read-Aloud Rhymes for the Very Young** by Jack Prelutsky
- **Roly Poly Pangolin** by Anna Dewdney
- **Silly Wonderful You** by Sherri Rinker
- **Splash!** By Roberta Grobel Intrater
- **Smile** (Baby Face Board Book, No 2) by Roberta Grobel Intrater
- **Skippyjon Jones: Color Crazy** by Judy Schachner
- **Skippyjon Jones: Up and Down** by Judy Schachner
- **The Very Busy Spider** by Eric Carle
- **The Ants go Marching** by Priscilla Burris
- **Three Little Kittens** by Paul Galdone
- **Ten Tiny Toes** by Caroline Jayne Church
- **Whale baby** by Joy Labrack
- **Wrapping Paper Romp** by Patricia Hubbell
- **Where's Spot?** by Eric Hill
- **Where's the Baby?** by Cheryl Christian

Book Suggestions for 14 to 24 Months

- **Bananas Gorilla's Sounds** by Richard Scarry
- **Bang! Bang! Toot** by Rich Cowley
- **Bedtime!** by Annie Kubler
- **Boom, Baby, Boom, Boom!** by Margaret Mahy
- **Bread, Bread, Bread** by Ann Morris
- **Bug in a Rug: A Lift-The-Flap Colors Book** by Sue Heap
- **A Boy, a Dog, a Frog and a Friend** by Mercer Mayer and Marianna Mayer
- **Copycat! Faces** by Deborah Chancellor
- **Daddy and Me** by Thierry Courtin
- **Daddy Loves Me** by Donna Warren
- **The Doorbell Rang** by Pat Hutchins
- **The Foot Book** Dr. Seuss
- **Time To Get Dressed!** By Elivia Savadier
- **Funny Faces: A Very First Picture Book** by Nicola Tuxworth
- **Hands Are Not For Hitting** by Martine Agassi
- **Hide-And-Seek Picnic** by Tammie Lyon
- **I Ain't Gonna Paint No More!** By Karen Beaumont
- **I Can** by Helen Oxenbury
- **I Feel Happy: A Bedtime Book of Feelings** by Lisa Weedn
- **If You Give a Pig a Pancake** by Laura Numeroff
- **Gilbert I Love You Very: A Child's Book of Love** by Flavia Weedn
- **I Touch** by Rachel Isadora
- **Llama Llama Red Pajama** by Anna Dewdney
- **Mommy Loves Me** by Donna Warren
- **Mouse Paint** by Ellen Walsh
- **Oh My Oh My Oh Dinosaurs!** by Sandra Boynton
- **Opposites** by Sandra Boynton
- **Panda Whispers** by Mary Beth Owens
- **Pat the Bunny** by Dorothy Kunhardt
- **Peter Spier's Rain** by Peter Spiers
- **Pip & Squeak** by Ian Schoenherr
- **Pretty Brown Face: Family Celebration Board Books** by Andrea Davis
- **Pinkney Raindrop, Plop!** by Wendy Cheyette Lewison
- **Snow Day** by Daniel Peddle
- **Teddy Bear, Teddy Bear** by Steve Scott
- **Train Song: A Little Lionel Book About Sounds** by Catherine Lukas
- **Truck** by Donald Crews
- **Truckery Rhymes** by Jon Scieska
- **We're Going on a Bear Hunt** by Helen Oxenbury
- **When You're Mad: And You Know It** by Elizabeth Crary
- **Wheels on the Bus** by Raffi
- **Whistle for Willie** by Ezra Jack Keats
- **Whose Baby Am I?** by John Butler
- **You Go Away** by Dorothy Corey

Book Suggestions for 24 to 36 Months

- **Alphabears: An ABC Book** by Kathleen Hague
- **Alphabet City** by Stephen T Johnson
- **Are You My Mother** by P.D. Eastman
- **The Big Orange Splot** by Daniel Manus Pinkwater
- **Brown Bear, Brown Bear, What Do You See?** by Bill Martin
- **Caps for Sale: A Tale of a Peddler, Some Monkeys and Their Monkey Business** by Esphyr Slobodkina
- **Chicka Chicka Boom Boom** by John Archambault and Bill Martin Jr
- **Each Peach Pear Plum** by Allan & Janet Ahlberg
- **Eat Up, Gemma** by Sarah Hayes
- **Eyes, Nose Fingers, Toes** by Judy Hindley
- **Feast for 10** by Cathryn Falwell
- **Freight Train** by Donald Crews
- **Froggy Gets Dressed** by Jonathan London
- **Going to the Potty** by Fred Rogers
- **Have You Seen My Duckling?** by Nancy Tafuri
- **Here's a Little Poem: A Very First Book of Poetry** by Jane Yolen and Andrew Fusek Peters
- **Hop, Skip, Jump: A Very First Picture Book** by Nicola Tuxworth
- **I Love Colors** by Margaret Miller
- **I Spy Little Book** by Jean Marzollo
- **If You Give a Mouse a Cookie** by Laura Joffe Numeroff
- **The Itsy Bitsy Spider** by Rosemary Wells
- **Jamberry** by Bruce Degan
- **Big Board Book** by Keith Haring
- **Let's Look at Mix and Match** by Nicola Tuxworth
- **Love You Forever** by Robert Muncsh
- **The Little Engine That Could** by Watty Piper
- **Little Pink Pup** by Johanna Kerby
- **Lunch** by Denise Fleming
- **Machines at Work** by Byron Barton
- **A Mother for Choco** by Keiko Kasza
- **Miss Spider's ABC** by David Kirk
- **My Little Train** by Satomi Ichikawa
- **Over in the Meadow** by Jill Macdonald
- **Pigs Love Potatoes** by Anika Denise and Christopher Denise
- **Playtime Rhymes** by Priscilla Lamont
- **Pouch!** by David Ezra Stein
- **Primary Cats** by Marsha Heatwole
- **Rain Feet** by Angela Johnson
- **Ready, Set, Skip!** by Jane O'Connor
- **Rhymes 'Round the World** by Kay Choroa
- **The Runaway Bunny** by Margaret Wise Brown
- **The Snowy Day** by Ezra Jack Keats
- **Spot's First Words: A Slide-and-Seek Book** by Eric Hill
- **The Tale of Peter Rabbit** by Beatrix Potter

Book Suggestions for Preschoolers

- **Please, Mr. Panda** by Steve Antony
- **Baby Beluga** by Raffi
- **Peep and Egg: I'm not Hatching** by Laura Gehl
- **I Can Handle It!** By Laurie Wright
- **Waiting** by Kevin Henkes
- **Shh! We have a Plan** by Chris Hughton
- **Giraffes Can't Dance** by Giles Andreae and Guy Parker
- **The Snail and the Whale** by Julia Donaldson
- **Tacky the Penguin** by Helen Lester
- **Goodnight Already!** By Jory John
- **Peppa Goes Swimming** by Scholastic
- **If You Plant a Seed** by Kadir Nelson
- **Little Blue Truck** by Alica Schertle
- **Dragons Love Tacos** by Adam Rubin
- **Waddle! Waddle!** By James Proimos
- **The Pout-Pout Fish** by Deborah Diesen and Dan Hanna
- **Pete the Cat and the Bedtime Blues** by Kim Dean
- **10 Little Rubber Ducks** by Eric Carle
- **Wolfie the Bunny** by Ame Dyckman
- **Float** by Daniel Miyares
- **I will Take a Nap!** by Mo Willems
- **First Day Jitters** by Bulir Danneberg
- **My Mouth is a Volcano!** By Julia Cook
- **Wait** by Antoinette Portis
- **Bear Snores On** by Karma Wilson and Jane Chapman
- **The Bear Ate your Sandwich** by Julia Sarcone-Roach
- **How Do Dinosaurs Say Happy Birthday?** By Jane Yolen
- **Today I feel Silly: And other moods that make My Day** by Jamie Lee Curtis
- **Inside Your Outside: All About the Human Body** by Tish Rabe
- **Oh The Places You'll Go!** By Dr Seuss
- **Ada Twist, Scientist** by Andrea Beaty
- **Time for Bed** by Mem Fox
- **This is the House That Jack Built** by Pam Adams
- **National Geographic Little Kids First Big Book of Why** by Amy Shields
- **Moo, Baa, La La La** by Sandra Boynton
- **Hark! A Shark!** By Bonnie Worth
- **The Wonderful Things You Will Be** by Emily Winfield Martin
- **The Most Magnificent Thing** by Ashley Spires
- **The Very Hungry Caterpillar** by Eric Carle
- **Goodnight Moon** by Margaret Wise Brown
- **This Pigeon Needs a Bath!** By Mo Willems
- **See You Later Alligator** by Sally Hopgood
- **The Kissing Hand** by Audrey Penn



READ WITH YOUR CHILD EVERY DAY. YOU MAY NOTICE THAT THEY CHOOSE THE SAME BOOK TO READ, THAT IS OKAY! REPETITION HELPS THEM BECOME FAMILIAR WITH THE WORDS AND THE STORY WHILE BUILDING LANGUAGE SKILLS. BOOKS WITH RHYMES AND A STORY THAT BUILDS ON ITSELF ARE GREAT TO GRAB YOUR CHILD'S ATTENTION. ASK QUESTIONS ABOUT WHAT YOU ARE READING: "WHAT DO YOU THINK IS GOING TO HAPPEN?" "WHERE ARE THEY GOING TO GO NEXT?" STOP AND LOOK AT THE PICTURES AND HAVE YOUR CHILD POINT OUT WHAT THEY SEE. SING ALONG WITH BOOKS THAT HAVE SONGS AND ENCOURAGE YOUR CHILD TO DO THE SAME.

Book Suggestions for Kindergarteners

- **Are You My Mother?** By P.D. Eastman
- **The Wide-Mouthed Frog** by Keith Faulkner
- **May I Please Have a Cookie?** Jennifer Morris
- **Don't Let the Pigeon Drive the Bus!** By Mo Willems
- **Nerdy Birdy** by Aaron Reynolds
- **The Little Red Cat Who Ran Away and Learned His ABC's** by Patrick McDonnell
- **Little Owl's Night** by Divya Srinivasan
- **Lyle, Lyle, Crocodile** by Bernard Waber
- **I Spy Fly Guy!** By Tedd Arnold
- **The Story of Ferdinand** by Munro Leaf
- **Supertruck** by Stephen Savage
- **Pete the Cat: Pete's Big Lunch** by James Dean
- **Waiting** by Kevin Henkes
- **The Alphabet Book** by P.D. Eastman
- **Big Dog Little Dog** by Dave Pilkey
- **Oops, Pounce, Quick, Run!** An Alphabet Caper by Mike Twohy
- **Sheep in a Jeep** by Nancy E Shaw
- **Hot Dog** by Molly Coxe
- **Mouse Makes Words** by Kathryn Heling
- **Are You Ready to Play Outside?** By Mo Willems
- **Frog and Toad are Friends** by Arnold Lobel
- **Sylvester and the Magic Pebble** by William Steig
- **We are Growing!** By Laurie Keller
- **Mrs. Wishy-Washy's Farm** by Joy Cowley
- **Big Egg** by Molly Coxe
- **Rosie's Walk** by Pat Hutchins
- **Dear Zoo** by Rod Campbell
- **You Are (Not) Small** by Anna Kang
- **The Dot** by Peter H Reynolds
- **Clara and Clem Take a Ride** by Ethan Long
- **See me Run** by Paul Meisel
- **Have You Seen My Cat?** By Eric Carle
- **Just Critters Who Care** by Mercer Mayer
- **Hand, Hand, Fingers, Thumb** by Al Perkins
- **Rabbit & Robot: The Sleepover** by Cece Bell
- **If I Built a Car** by Chris Van Dusen
- **Have You Seen My Dinosaur?** By Jon Surgal
- **Oh Say can you say Di-no-saur?** By Bonnie Worth
- **Kindergarten, here I Come!** By D.J. Steinberg
- **Ladybug Girl Makes Friends** by Jacky Davis
- **What's That, Mittens?** By Lola M Schaefer
- **Pete the Cat: Rocking in My School Shoes** by Eric Litwin
- **There's no Place Like Space** by Tish Rabe

Fine Motor Development 0-6 Months

Fine Motor Milestones

0-3 months

- Grasping your fingers when placed in their palm
- Grabbing or pulling at clothes
- Briefly holding onto something placed in the hand

3-6 months

- Holding toys with a firm grasp
- Using a raking motion to pick up smaller objects
- Picking up a toy with one hand
- Bringing toys to the mouth
- Holding toys up in the air

What is important during this age?

Fine motor development in the first few months begins with your baby grasping objects placed in their palm and continues to them being able to pick up small toys and eventually food.

What can you do to support fine motor development?

Offering your baby toys during play will help promote interest in eventually grasping these objects. Around 5-6 months, babies will hold onto toys for about 1 minute, often bringing them to their mouths for more exploration and learning. Playtime and feeding is a great time to help babies practice using their hands and fingers.

Safety Tip

Babies naturally bring objects to their mouths to explore taste and texture. As fine motor skills strengthen, your baby will begin to be able to pick up smaller objects and bring them to their mouth. It is important to keep any small objects off of the floor and be sure any solid foods offered to older babies are soft and cut in small pieces to avoid choking.

Fine Motor Development

6-9 Months

Fine Motor Milestones

- Holding onto a toy with a firm grasp
- Using a raking motion to pick up smaller objects
- Picking up a toy with one hand
- Picking up toys using finger tips and thumb (tip-pinch)
- Dropping and throwing things
- Passing an object from one hand to another

What is important during this age?

Your baby's coordination is improving, and they can pick up smaller objects with more success. They will begin to use a pincer grasp by utilizing the tips of their fingers and their thumb to pick up small objects.

What can you do to support fine motor development?

Offer your baby opportunities to practice using their hands and fingers. A great way to do this is during feeding. Now that your baby is likely eating soft finger-foods, allow them to practice picking up smaller pieces. They may use a mix of raking with their hand and pincer with their fingers. While this may be messy, it is great opportunity for learning and developing coordination. Small blocks and toys are also helpful in giving your baby an opportunity to practice these skills.

Fine Motor Development

9-12 Months

Fine Motor Milestones

- Feeding themselves using their fingers
- Throwing a small ball
- Turning pages in a book and operating simple toys
- Using tips of fingers to pick up small objects
- Picking up a thin object with thumb and fingers

What is important during this age?

Your baby will start to be able to pick up small objects using the tips of their fingers. They will no longer need to rest their arms on a table to be steady enough to pick up small objects.

What can you do to support fine motor development?

Your baby will be getting better at feeding themselves soft finger-foods during this time. Offer your baby the opportunity to play with toys that require simple hand-eye coordination. Examples include toys that require a button or wheel to be pushed or turned. Let your baby practice turning pages in their books and using other toys and objects to practice using their hands and fingers.

Fine Motor Development

12-18 Months

Fine Motor Milestones

- Starting to use a spoon efficiently when feeding themselves
- Throwing a small ball forward
- Operating simple toys
- Stacking a few blocks or toys on top of each other
- Using a crayon, pencil, or pen to mark on a paper

What is important during this age?

Your toddler is becoming more efficient at feeding themselves finger foods. They're able to interact with their toys by pushing buttons, turning pages of a book and picking up toys.

What can you do to support fine motor development?

Offer your toddler the opportunity to pick up small foods while eating. This will help build the small muscles in their fingers and hands while also promoting hand-eye coordination. Toys with buttons can be motivating to help your baby use their hands. A pull toy with a string can also be a great motivator for using their hands.

Fine Motor Development

18-24 Months

Fine Motor Milestones

- Using a crayon to draw on paper
- Getting a spoon into their mouth while feeding themselves
- Stacking blocks into simple towers
- Turning motion for a doorknob or opening a container
- Stringing large objects such as wooden beads on a string

What is important during this age?

Your toddler will become better at holding onto a crayon and marking on a paper. They will be getting better at feeding themselves while using a spoon. They will also be able at using their hands for turning objects for tasks such as winding a toy, turning a doorknob, or taking a lid off a jar.

What can you do to support fine motor development?

Your toddler will become more proficient at using their hands for functional tasks. Let them practice using a spoon to feed themselves. Blocks are a great toy during this age. Help them to practice stacking blocks into a tower. By the age of 2, your child should be able to stack about 7 blocks into a tower. You can also have them practice stringing beads, or even large pasta noodles onto a piece of shoelace or yarn.

Fine Motor Development 24-30 Months

Fine Motor Milestones

- Copying lines and circles with a crayon while drawing
- Stringing large beads independently
- Opening containers with lids
- Turning pages in a book a single page at a time
- Improved precision while drawing

What is important during this age?

Your toddler will likely be developing improved control with drawing. They can now use their hands together to string beads, and open containers.

What can you do to support fine motor development?

Drawing and coloring is a great activity that promotes fine motor control and strengthening. Sit down with your toddler and have them watch you draw a single line. After watching, prompt your child to try to copy your line. Continue this activity with vertical and diagonal lines. You can also try to have your toddler copy circles. Larger crayons are going to be easier for your toddler to control.

Fine Motor Development

30-36 Months

Fine Motor Milestones

- Improved control while drawing and copying
- Stringing beads
- Turning pages in a book a single page at a time
- Holding a crayon or pencil between fingers and thumb
- Can open and close children's scissors

What is important during this age?

Your toddler has now developed the skills needed to be able to begin cutting pieces of paper. They have more precision with their hands and increased coordination. They will likely start to hold their pencil or crayons with their fingers and thumb instead of wrapped in a fist.

What can you do to support fine motor development?

A milestone during this time is learning to cut with scissors. (Blunt, child-safe scissors are best!) Your child will first need to practice holding on to scissors and learning to just open and close the blades. After they have this motion in control, they can practice making cuts into the edge of a paper. They will likely need help with learning how to control both the scissors and paper and starting with simple snips into a paper is a great first step.

Gross Motor Development

0-6 Months

Milestones:

0-3 Months

- Lifting head and chest when on stomach
- Pushing down on legs when held up on a solid surface
- Reaches for dangling objects
- Kicks legs when laying on back and stomach
- Bringing hands to mouth

3-6 Months

- Pushing chest up from floor
- Holding head up and looking side to side during tummy time
- Increasing head control and smoother movement in limbs
- Holding on to toys
- Reaching out for toys while supported in sitting
- Rolling from back to tummy
- Beginning to use arms to support body while sitting

What is important during this age?

Gross motor development in the first few months relates to how your baby begins to strengthen and use the larger muscles in their body to be able to support their heads, reach for toys, roll over, and begin to use muscles needed to sit.

What can you do to support motor development? Tummy time is a great way to help your baby develop muscle strength needed to meet milestones. Encourage your baby to lift their head by speaking to them, using toys, and helping to keep their arms in a supportive position. As your baby gets stronger, you can encourage reaching and rolling.

Helpful Tip

Try tummy time when your baby is alert and happy. Place baby on a firm surface, a blanket spread on the floor is great! At first, your baby may only tolerate a few minutes at a time and that is okay, frequent sessions can help increase strength. Having trouble remembering tummy time? Try doing a few minutes after each diaper change; this will help to create a routine.

Gross Motor Development

6-9 Months

Milestones

- Straightening arms to push chest off the floor while on tummy
- Rolling completely from back to tummy
- Getting on hands and knees
- Supporting weight while standing and holding on to your hands
- Sitting up with using arms to support and progressing to sitting for a few minutes without needing arms for support
- Standing while holding on to furniture
- Cruising, walking while holding onto furniture for support

What is important during this age?

You will notice some big changes in the way your baby moves during this time. Your baby will start to sit up, roll over, stand up while holding on to furniture, and they will likely start to crawl.

What can you do to support motor development?

You can promote these skills in the way you interact with your baby. During play, try placing toys just out of reach. Your baby will figure out a way to reach a toy by rolling, reaching, scooting, and eventually crawling. Your baby may also cruise along furniture and hold onto a crib rail while standing.

Don't worry if your child doesn't begin with a perfect pattern or traditional crawl. There are different styles of crawling your child may use to get from one place to another. Like all new skills, it takes practice to build strength, coordination, and confidence. Continued practice through play and encouragement can help your child build these skills.

Gross Motor Development

9-12 Months

Milestones

- Sitting without help
- Crawling forward
- Getting up on hands and knees
- Moves from sitting to crawling
- Cruising while holding onto furniture
- Lowering themselves to sitting
- Standing and reaching for a toy with one hand while supporting themselves with the other

What is important during this age?

Your baby is working on strengthening the muscles and coordination needed to begin walking. They will gain more control over their movements and become quicker at getting at moving from one place to another.

What can you do to support motor development?

Place toys on the floor as well as up on the couch or other sturdy furniture. Your baby will practice crawling, pulling themselves up to standing and reaching. These skills take strength, balance, and coordination. The more practice your baby gets, the more control and confidence they will gain.

Praise your baby when they reach a toy and then encourage them to walk alongside furniture in order to reach you or their favorite toy. Have them practice bending down to reach a toy off of the floor while still standing and holding on to you or furniture for balance.

Gross Motor Development

12-18 Months

Milestones

- Pulls and pushes toys while walking
- Walks alone
- Walks more than they crawl
- Begins to run
- Kicks a ball
- Throwing a ball
- Goes downstairs while holding onto you for support and balance

What is important during this age?

During this time, your toddler will begin improving their coordination, balance and other skills needed for walking. You will notice they will begin to crawl less and walk more. By 18 months, your child will even be able to run and kick a ball forward.

What can you do to support motor development?

Provide practice for your toddler to work on their walking skills. Chasing a ball, pulling a toy on a string, or playing a simplified game of hide and seek in your living room can all provide your baby the opportunity to build coordination.

Extra caution needs to be taken with any stairs in the home during this time. Your toddler will want to work on walking down stairs while holding onto your hand and will need a lot of careful practice to develop this skill safely. Using baby gates at the top and bottom of stairs can increase safety for your toddler.

Gross Motor Development

18-24 Months

Milestones

- Climbing
- Falling less while walking
- Running
- Walking up a few steps by themselves
- Navigating spaces without falling
- Kicking a ball

What is important during this age?

Your toddler is now great at walking and is getting better at running. They have more control and can navigate hallways and spaces with less falling. They are also able to navigate a few steps by themselves, using the wall or handrail for support.

What can you do to support motor development?

Taking your toddler outside to play is a great way to allow them to run, climb, and play. Help your toddler kick a ball back and forth, take turns pushing and pulling toys in a wagon, chase bubbles, or go to the park. Modify sports games such as baseball, soccer, and football to encourage your toddler to practice these skills. Celebrate when your toddler practices and achieves these motor milestones.

Gross Motor Development

24-30 Months

Milestones

- Jumping up and jumping forward with both feet leaving the floor
- Running and stopping
- Walking up steps with one foot on each stair
- Navigating spaces without falling
- Kicking a ball with a leg swing

What is important during this age?

Your toddler is now able to run, jump, and kick a ball. They can now go up the stairs with one foot on each stair, right foot on step with the left foot on the next. You may notice more of a leg swing and better balance on one foot when they kick a ball. They are also improving their motor skills to include the ability to navigate while running and stopping before running into things.

What can you do to support motor development?

Playing games that challenge skills such as running, and starting/stopping games are great development activities. These games can include, Red Light-Green Light, hopscotch, stomping on bubbles, and Duck, Duck Goose.

Gross Motor Development

30-36 Months

Milestones

- Jumping up and jumping forward with both feet leaving the floor
- Running and stopping
- Walking up steps with one foot on each stair
- Kicking a ball with a leg swing
- Briefly balancing on one leg
- Throwing a ball overhand

What is important during this age?

Your toddler is increasing balance and coordination during this time. They are able to stand on one foot long enough to kick a ball. They can throw a ball overhand and in a forward motion. They are able to jump forward about half a foot, with both of their feet leaving the ground. While they still may need to hold onto the railing or wall, they can climb stairs with only one foot on each step at a time.

What can you do to support motor development?

Activities that involve running, throwing, hopping, and balancing are great ways to promote these milestones. Ideas include hopscotch, leap frog, soccer, and tag.

Social & Emotional Development

0-6 Months

Milestones

0-3 Months

- Watches and then imitates simple expressions
- Prefers to be near others

3-6 Months

- Social Smiling
- Begins Laughing
- More responsive with movements and facial expressions
- Watches other people including siblings

What is important during this age?

Infants are building attachment with caregivers through everyday interactions including communication, care, and nurturing. When you respond to your baby's needs, they are building a secure attachment which becomes a great base for healthy social and emotional development. Every interaction through both care and play helps support this development.

What can you do to support Social and Emotional development?

Talk, read, and sing to your baby every day. Smile at your baby and watch for their response. Play simple games like peek a boo, get down on the floor to talk with them and show them toys during tummy time. Talk to your baby while you are doing household chores or grocery shopping.

Social & Emotional Development

6-9 Months

Milestones

- Gives you a toy if you hold out your hand
- Feeding themselves small finger foods
- Likes games like peek-a-boo
- Laughs and smiles during play
- May show preference for a certain blanket or toy
- Will repeat their sounds back to you
- Smiles and coos to themselves in a mirror

What is important during this age?

Your child is learning object permanence they will look for you when you leave the room and turn to look in the direction of your voice. Simple games like peek-a-boo are fun for you and your baby during this time.

What can you do?

Play simple games like hiding a toy and letting your baby find it. Place scarves in an empty tissue box and let them pull them out one by one. Hide a block or toy under a blanket and celebrate when your child lifts the blanket. Hold your child up to a mirror and smile and talk, notice how your child responds to their own reflection. Repeat the sounds and noises that your baby makes back to them.

Social & Emotional Development

9-12 Months

Milestones

- Seeks comfort
- Imitates others
- Displays variety of emotions
- Likes to be near caregivers
- Likes to make others laugh
- Gives hugs and kisses
- Gets upset when something is wrong
- Points at things they want

What is important during this age?

Your child is now showing a variety of emotions. You may notice they imitate the emotions and response of others, especially other children or siblings.

What can you do?

Respond and celebrate behaviors you want your child to continue. Clap when they accomplish something. Comfort them when they are upset. Support continued communication by narrating your day, label the things they point at, and repeat words they say such as mama or dada. Play nursery games like peek a boo, singing songs, and reading books with rhymes.

Social & Emotional Development

12-18 Months

Milestones

- Demonstrates a variety of emotions
- Mimics actions and responses
- Offers comfort through pats, kisses, hugs
- Laughs and smiles
- Seeks comfort when upset
- Likes games, stories, and books with repetition
- Likes to make others laugh

What is important during this age?

Your child is starting to understand actions and consequences as well as understanding structures and routines.

What can you do?

Help your child understand their day by using routines and make transitions easier by letting your child know what is going to happen next. Respond when they are upset or worried. Play games like a peek-a-boo. Laugh and sing songs with your child. Start labeling emotions “I can tell you are sad because you are crying” or “I can tell you are mad because you have such a frown on your face.” This help children to learn to recognize the emotions they are feeling and their response to feelings. Offer questions like “do you want the red cup or the blue?” to help your child make choices and feel involved.

Social & Emotional Development

18-24 Months

Milestones

- Shows ownership over certain toys or objects
- May push or hit if a toy is taken
- Acts differently towards strangers
- Likes a balance of independence and help
- Helps with simple tasks
- Shows fear and seeks reassurance

What is important during this age?

Your toddler is starting to assert their independence and they may use the word no a lot, even when they mean yes.

What can you do?

To help take some of the power from the word no, play silly games with your child where no is the answer you are looking for. “Do dogs say Meow? Do cows say baa?” Your child can practice using the word no with purpose. You may notice your child enjoys playing near other children but may not necessarily play with them. Fighting may happen if another child takes their toy. Model turn-taking and reassure that it is okay for other kids to play with toys. Remind them that hitting and biting is not okay. Read books about turn taking and ask your child how they think the characters should solve the problem.

Social & Emotional Development

24-30 Months

Milestones

- Exerting independence
- Copies activities and actions of others
- Asks many questions
- Shows empathy
- Tries to offer comfort by giving toys or other objects
- Shows a variety of emotions

What is important during this age?

Your toddler is beginning to portray a wide variety of emotions. They are also learning to show empathy for other's emotions

What can you do?

Help your child label emotions they are having. If your child is upset, you may say "I can tell that you are sad because you have tears in your eyes and a frown on your mouth." Helping children recognize emotions will also help them understand how they are responding to these emotions. Children learn what emotions are and then they can learn to recognize how to deal with them. This helps children learn that it is okay to feel angry, but it is not okay to hit. Give them other appropriate option to deal with their emotions such as running around outside instead of kicking a sibling.

Social & Emotional Development

30-36 Months

Milestones

- Learning to regulate emotions
- Can describe feelings
- Likes to play with friends
- Increasing attention span
- Follows simple directions
- Improving turn-taking during play

What is important during this age?

Your toddler is learning how to interact with others and describing their own feelings.

What can you do?

Praise your child when they are able to describe their feelings or ask a person to stop a behavior they don't like instead of hitting or biting. Help your child learn turn-taking by using simple games with one or two rules. Use a small stack of memory cards face-up and take turns picking up the matches. Play a child's board game using only one or two pieces and make up your own rules that include each person taking a turn. Emphasize when your child successfully takes turns during play. This helps to reinforce turn taking as fun and not as who is in possession of a toy or object.

Self-Help Skills

0-6 Months

Milestones

- Increasing head control
- Showing interest in foods and eating
- Opening mouth for a spoon
- Developing control of tongue and swallow
- Doubling of birth weight (around 4 months of age)
- The first tooth usually erupts about 6 months, use a baby toothbrush to clean teeth twice a day and don't put baby to bed with a bottle in order to prevent decay.

What is important during this age?

Around 6 months, your baby will likely show signs of readiness for introduction of their first solid foods such as an infant cereal prepared with breast milk, formula, or water.

What can you do?

Watch for solid-food readiness signs from your baby. They should have established good head control while they are sitting in a high chair or infant seat. They may watch you closely while you are eating, reach out for your food, and open their mouth if you bring a spoon to their mouth. It's normal for a baby to spit, drool, and dribble while first starting solid foods. Thin consistencies and small amounts can help your baby practice moving food to the back of the mouth to swallow. You may try starting with a short feeding of breast milk or formula, a teaspoon amount of food given in half spoonful amounts at a time, and finishing with formula or breastmilk. Gradually thickening mixtures and increasing amounts can be used as they improve this skill.

Self-Help Skills

6-9 Months

Milestones

- Eating a wider variety of foods
- Feeding themselves finger foods
- Developing understanding and response to hunger and fullness cues
- Eating thicker consistencies and an increased variety of textures (Keeping pieces soft and small to prevent choking)
- Teach your child good oral hygiene habits by brushing their teeth twice a day with a very small smear (Grain of rice size) of fluoride toothpaste.

What is important during this age?

Your child is developing taste preferences, so it is important to introduce a variety of flavors and textures during this time.

What can you do?

Be patient. It can take up to 15 tries for your child to like a new flavor. Offering foods prepared in different ways can help your child integrate the new foods you are introducing. Choose foods with a variety of colors including fruits and vegetables.

Allow your baby to practice feeding themselves finger foods during this time as well. If your child turns away from food or won't open their mouth, don't force them to eat. Part of learning to eat is developing and following their own cues for both hunger and fullness.

Self-Help Skills

9-12 Months

Milestones

- Increasing coordination needed for reaching toys, and objects independently
- Cruising furniture
- Reaching, stooping, and pulling themselves up
- Taking a few steps
- Walking independently
- Eating a variety of foods and textures
- Teach your child good oral hygiene habits by brushing their teeth twice a day with a very small smear (Grain of rice size) of fluoride toothpaste

What is important during this age?

Your child is starting to develop the appearance of a toddler and is beginning to have the strength and coordination needed to reach and access objects they are interested in. Nutrition, including healthy fats, is an important part of supporting this growth and development.

Sample One Your One

This menu is planned for a one-year-old child (27 pounds (9.5 kg)).

1 teaspoon = $\frac{1}{3}$ tablespoon = 5 ml

1 tablespoon = $\frac{1}{2}$ ounce = 15 ml

1 cup = 8 ounces = 240 ml

1 ounce = 30 ml

BREAKFAST

$\frac{1}{2}$ cup iron-fortified breakfast cereal or
1 cooked egg

$\frac{1}{4}$ – $\frac{1}{2}$ cup whole or 2 percent milk (with
cereal or without)

Fruit can be added to cereal or on its own

$\frac{1}{2}$ banana, sliced

2–3 large sliced strawberries

SNACK

1 slice toast or whole-wheat muffin with
peanut butter, or yogurt with cut-

$\frac{1}{2}$ cup whole or 2 percent milk

LUNCH

$\frac{1}{2}$ sandwich sliced turkey or chicken, turkey
egg salad, or peanut butter

$\frac{1}{2}$ cup cooked green vegetables

$\frac{1}{2}$ cup whole or 2 percent milk

SNACK

1–2 ounces cubed or string cheese, or

1 cup whole or 2 percent milk

DINNER

2–3 ounces cooked meat, ground or d

$\frac{1}{2}$ cup cooked yellow or orange vegeta

$\frac{1}{2}$ cup whole-grain pasta, rice, or potat

$\frac{1}{2}$ cup whole or 2 percent milk

HealthyChildren.org

Self-Help Skills

12-18 Months

Milestones

- Improving self-feeding skills
- Pushing arms through sleeve and lifting feet to have a shoe put on and pushing leg through pants
- Improving skills with a spoon
- Improving skills with drinking from an open cup
- Climbing over obstacles or up onto chair

What is important during this age?

Your toddler is starting to understand routines associated with self-care skills. They will begin to help with dressing by pushing their arms through sleeves and legs through pants. They will also sit and lift their feet so that you can put their shoes on.

What can you do?

Have your toddler practice using a small spoon during eating. They may drop pieces and struggle getting the food onto the spoon, but practice will help develop the fine motor coordination needed to successfully eat with a spoon. Also offer an open-cup (Sippy cup with no lid) so your child can practice bringing the cup to their mouth and back to table.

Toothbrush battles?

- Try using a visual timer or app
- Let your child hold the toothbrush under your hand as you brush
- Let your child pick out a brush with their favorite character. Find a child's brush with lights or music to help them brush for 2 minutes

Self-Help Skills

18-24 Months

Milestones

- Increasing sense of independence
- Pride in completing a task
- Developing fine-motor coordination
- Improving use of utensils while eating
- Copies activities adults do such as cleaning the floor, or combing hair
- Cares for a doll or stuffed animal during pretend play

What is important during this age?

Your toddler is developing a sense of self and autonomy. They are testing rules and want to complete things on their own. They may say no a lot and may sometimes refuse help. They are still learning routines and need help to complete tasks such as dressing, grooming, and eating.

What can you do?

Offer choices. Help your toddler feel more independent by letting them make some decisions. Instead of asking a child if they want to get in the bath after a long day of play, ask if they want the red towel or the blue. Instead of asking if they want peas with dinner, ask if they want one scoop or two. Avoiding “yes” or “no” questions can help limit power struggles and give your toddler a sense of autonomy.

Self-Help Skills

24-30 Months

Milestones

- Turning toys, switches, and buttons on and off
- Can follow brief directions
- Uses a spoon and fork with little spilling
- Pulling up pants after going to the bathroom
- Putting a shirt or coat on by themselves
- Toilet Learning
- Taking off their own shoes
- Throwing garbage away in trashcan
- Play independently for about 30 minutes

What is important during this age?

Toilet learning is an important milestone that is often begun during this time. Toilet learning involves emotional growth, mind-body connection, support from all caregivers, and lots of practice and patience.

What can you do?

Look for readiness signs:

- Child removes dirty diapers
- Awareness and questions about body
- Staying dry for longer periods
- Able to pull pants up and down

Practice:

- Let them practice sitting on the toilet
- Consider a child's toilet seat or chair
- Celebrate when they use the toilet
- Use a stuffed animal or doll for your child to teach about using the toilet
- Read books about toilet learning

- Practice sitting, flushing, and washing hands

Resource: American Academy of Pediatrics
www.healthychildren.org

Self-Help Skills

30-36 Months

Milestones

- Helping to clean up their own toys
- Follows simple instructions
- Has a friend and likes playing with other children
- Spending a little longer time on a single task
- Basic cooking help like stirring and pouring
- Wiping up spills
- Setting the napkins and utensils on the table
- Improving use of snaps and zippers
- Can dress themselves in simple pull-on pant and shirt
- Plays independently for about 45 minutes

What is important during this age?

Your toddler is now likely interested in helping with activities such as simple chores. Routines are a great way to help your child practice their independence and get things done!

What can you do?

Help your child set a basic routine. A visual schedule can be a great way to help them remember what they can do. Things like putting pajamas in a drawer, a towel in the hamper, brushing teeth, putting toys in a bin, or putting napkins on the table are great ways to help your child participate in their own daily care and learn responsibility for their belongings.

Language Development

0-6 Months

Language Milestones

0-3 Months

- Watches a speaker's mouth
- Turns in response to speaking
- Responds to caregiver's voice
- Cries, gurgles and coos

3-6 Months

- Smiles at others
- Laughs
- Babbles
- Makes noises for attention
- Shows happiness and sadness with vocalizations

What is important during this age?

Your baby is learning language through all of your daily interactions. You will notice that they respond to familiar voices and may be interested in new voices. By six months they will smile, laugh, make gurgling noises, and babble sounds such as mama and dada.

What can you do to support language development?

Talk to your baby throughout the day. Communicate as often as possible during play, while completing housework, and running errands.

Reading is an excellent way of introducing new words. Talking, singing, rhyming, and reading every day are excellent ways of promoting language development.

Language Development

6-9 Months

Language Milestones

6-9 Months

- Responds to their name
- Makes sounds after hearing others
- Makes sounds to express happiness
- Makes vowel sounds like “ah” “eh”
- Uses fingers to point at things that are of interest
- Understands the word “no”
- Copies gestures
- Combines sounds like “dadadada”

What is important during this age?

Your baby is using sounds to express themselves and communicate emotions.

What can you do to support language development?

Talk with your baby throughout the day. Narrate what you are doing by talking to your baby as you complete household work or anytime you are with your baby. Read to your baby even though they may not show sustained interest, they will listen to the words you are saying. Label pictures in books and label the things that your baby points at throughout the day.

Language Development

9-12 Months

Language Milestones

9-12 Months

- Says words such as “mama,” “dada,” “uh-oh”
- Uses gestures including pointing to express needs
- Points at things they want or are interested in
- Grunts and uses other noises to communicate

What is important during this age?

Your toddler is learning how to use language to communicate the things they want and need. They will integrate sounds and gestures to help express themselves.

What can you do to support language development?

Continue to talk with your toddler throughout the day. Talking, reading, singing and interacting with your toddler will help to build language skills. Songs and rhymes are great ways to capture your child’s interest with rhythm and rhymes. Point and label pictures in books. Also use words to express what your child is gesturing such as “Do you want out of your chair?” or “You are all done.”

Language Development

12-18 Months

Language Milestones

12-18 Months

- Points at things they want
- Uses 6-8 or more words
- Says “no”
- Uses gestures like shaking head no or waving bye
- Attempts to say words you say
- Uses changes in tone while talking
- Follows simple request such as “Get the ball”

What is important during this age?

Your toddler understands much more language than they are able to express. They will be able to understand and respond to simple requests.

What can you do to support language development?

Support language by frequent communication throughout the day. Read to your child every day. Ask questions when you are reading and talk about the pictures. Prompt your child to try using new words and label objects that they point at. Narrate your day and encourage your child to repeat words you are saying.

Language Development

18-24 Months

Language Milestones

18-24 Months

- Points at things they want
- Says no
- Says single words
- Points to pictures in a book
- Repeats words they hear
- Follows a simple request
- Knows names of family members
- Says short 2-4-word sentences
- Points to things when they are named

What is important during this age?

Your toddler is increasing their vocabulary by interacting with their environment. They will point at pictures in books and are starting to combine words to form simple sentences.

What can you do?

Ask your child to find pictures within a book, “where is the dog?” and have the child to point to the picture of the dog. Play games like head shoulders, knees, and toes to help your child learn body parts. When your child points at something in the room, tell them the name of the object and encourage them to say it back. Continue to read books and ask questions about the pictures and story. Your child learns through repetition and may choose the same story many times.

Language Development

24-30 Months

Language Milestones

24-30 Months

- Names familiar objects
- Repeats words they hear
- Points to body parts
- Can follow simple verbal directions
- Can answer simple questions
- Uses 3 to 4-word sentences

What is important during this age?

Your child is now able to follow simple instructions such as “go get your shoes” without you having to point to where they need to look. They are combining words to create simple sentences. They can also answer questions regarding what they are doing or reading.

What can you do to support language development?

Your child is listening to your conversations throughout the day. You may notice they will repeat words that they overhear. Narrate your day to help your child learn. Talk to your child throughout your day. Point out things as you drive, ask your child to name things at the grocery store, and ask your child questions about their environment. Take your child to the library and have them pick out books they are interested in. The children’s librarian can be a great resource in finding books your child will enjoy.

Language Development

30-36 Months

Language Milestones

30-36 Months

- Speaks clearly most of the time
- Uses 2-3 sentences at a time
- Understands words like “On” “In” “Over” “Under”
- Can follow an instruction with 2-3 steps
- Can name other people including a friend
- Uses words like “I” “We” “You”
- Uses plural words

What is important during this age?

Your child is learning more complex language patterns and can use words in their plural form as well as naming most familiar things in their environment. They also understand prepositional words such as in, over, and under and can use them to understand simple instructions. They are now able to follow instructions with several steps.

What can you do to support language development?

Help your child continue to learn by modeling the grammar they are learning to apply. Use pronouns “I” “it” “mine” “your” “yours” and “we.” Use words in the past and present tense during play “we are jumping over the rope” and “we jumped over the rope.” Help your child learn plurals “We have two shoes.” Your child will practice using these new words. You can repeat sentences they say using the correct form to help them learn by hearing it used.

Language Standards–Kindergarten

Reading Skills

- Answer questions about details from reading
- Recognize types of readings (Poems, stories)
- Relate illustrations to the story
- Participate in group reading
- Compare stories and characters in familiar stories
- Recognize all letters in the alphabet in upper and lower case
- Recognize words that rhyme
- Read Sight words: The, of, to, you, she, my, is, are, do, does

Writing Skills

- Write, draw, and tell opinion stories about a topic
- Write, draw, and tell about an event or related events in proper order
- Contribute to a group writing project
- Recall and gather information from given resources with help from an adult
- Print clearly, including their name using upper and lower case

Speaking Skills

- Use question words (Who, what, when, where, why, how)
- Use common prepositions (On, off, by, with, in, out, from, to, on)
- Use complete sentences
- Learning word relationships and meaning of words
- Uses words learned through conversation and reading or being read to

Listening Skills

- Understand spoken words, syllables and sounds
- Takes turns speaking
- Can work in groups with children and adults
- Listen and learn from text that are read aloud without other media

Language Standards–1st Grade

Reading Skills

- Use key details to describe characters and messages of stories
- Describe who is telling a story
- Understand the theme of a story and compare and contrast points of view
- Know how to use table of contents, headings, or menus to find information
- Use two sources to build information on the same topic
- Read grade-level text well enough (accuracy and fluency) to sustain comprehension
- Identify frequent root words and use sentence for context clues to understand word meaning

Writing Skills

- Write an opinion piece with reasons to support opinion and end with closure sentence.
- Explore how-to books and write a sequence of instructions
- With help from adults, use digital tools to create and print writing projects
- Add illustrations or visual aids to share ideas

Speaking Skills

- Participate in group projects with peers and adults in small and large groups
- Ask and answer questions about details from reading or presentations
- Ask and answer questions in order to better understand information
- Use details to describe places, people, things, feelings, and events

Listening Skills

- Listen to others when in a group
- Take turns during a conversation, speaking one at a time
- Respond to what others have said and build the conversation

Language Standards–2nd Grade

Reading Skills

- Use details in a text to answer who, what, when, where, why, and how
- Identify message or moral in folktales, fables, or stories from diverse cultures
- Share how characters react to events or problems
- Use illustrations and words to develop understanding
- Compare and contrast different versions of the same story, including those from different cultures
- Understand different points of view and use different voice for separate characters when reading aloud
- Understand structure of a story including beginning and end

Writing Skills

- Write an opinion piece using linking words such as “because and also”
- Write a narrative on an event using details to describe actions, thoughts, and words to describe order of events and use a closure statement or section
- With help of adults and peers, revise and edit writing to focus on a topic
- Complete a written research report using several books for reference
- With support from adults use technology to produce and print work

Speaking Skills

- Participate in peer and adult group conversations
- Tell or story or share an experience using details, facts, speaking clearly in sentences
- Create audio recording of stories or poems and add visuals or drawings
- Ask and answer questions about what a speaker says to increase understanding of a topic

Listening Skills

- Link what others have said to build conversation
- Ask questions for clarification
- Listen to understand and take turns in conversation

Language Standards–3rd Grade

Reading Skills

- Use text to ask and answer questions
- Understand the central message from a variety of stories including fables, myths, and folktales
- Understand use of common prefixes and suffixes
- Develop their own point of view on a reading
- Compare and contrast themes, plots, or settings in a book series
- Begin reading documents written in cursive
- Ask and answer questions about unknown words
- Recall key details and main topics of a reading
- Use search tools such as keywords to find information on a topic
- Describe sequences within a paragraph
- Begin reading informational texts including history, science, and technology tests.

Writing Skills

- Write an opinion piece with structure, reasons to support opinion, and a concluding statement
- Write using linking phrases (for example, since, because)
- Write informational text using facts and linking words (also, therefore)
- Write about experiences or events using sequences, details, and feelings
- Complete research projects on a chosen topic
- Take notes from digital and print resources

Speaking Skills

- Participate in discussions in groups, one-one-one, and teacher-led discussions
- Ask questions about things that are not understood while staying on topic
- Explain their ideas in context of the conversation
- Speak in complete sentences in a clear, understandable pace
- Provide details and additional information when asked

Listening Skills

- Converse with others while taking turns listening and speaking
- Make comments related to what others are saying
- Listen carefully to what others are saying
- Respectfully waiting for appropriate time to speak

Resource: Utah State Office of Education

Language Standards–4th Grade

Reading Skills

- Describe a character or event using details such as thoughts or actions
- Understand differences in structure of different types of writing including rhythm, verse, characters, settings, and dialogue
- Understand difference between first and third person narration
- Use text to understand the meaning of words or phrases
- Compare and contrast themes and topics in myths, stories, and literature from other cultures
- Improving on fluency while reading things written in cursive
- Describe how details in the text support the main idea
- Understand difference between first and secondhand accounts of the same event
- Understand information given visually, orally, and in charts, graphs, or timelines
- Reread if needed to improve understanding or self-correct a word

Writing Skills

- Write opinion piece including structure, factual details, linking phrases, and a concluding statement that relates back to the opinion
- Complete a short research projects from literature or informational texts
- Create a list of resources from print and digital sources
- Write using details and sequence, dialogue and response of characters, transitional words, sensory details, and a conclusion
- Use help of an adult to plan, and edit writing
- Use a keyboard to type at least one page in a single sitting

Speaking Skills

- Participate in group discussions prepared with the reading material and contribute to group discussions
- Explain ideas and express opinions in the discussion
- Paraphrase texts and presentations
- Properly use formal and informal English depending on social situation

Listening Skills

- Use audio and visual presentations
- Carry out role within an assigned group
- Respond to questions and remarks in discussions

Resource: Utah State Office of Education

Language Standards–5th Grade

Reading Skills

- Use quotes from a reading to explain meaning
- Explain relationships between events, concepts, or people in scientific, technical, or historical text
- Define main ideas and explain important details and summarize a reading
- Read multiple sources on same event and compare and contrast views
- Use print and digital sources to find an answer to the question
- Use multiple resources to write or speak about a subject
- Developing fluency in reading cursive

Writing Skills

- Write on a specific topic with structure that clearly supports the paper's purpose
- Write to describe a specific topic or share an idea
- Write using quotations, facts, details, definitions, and clear sequences
- With help from an adult, work to refine, edit, and rewrite work
- With help from an adult, use technology, including the internet to write and publish
- Use keyboard to type at least two pages in one setting

Speaking Skills

- Participate in a variety of groups following rules, adding ideas, and fulfilling assigned roles
- Summarize a text or other presentations that has been read aloud
- Present on a topic while speaking at a clear pace
- Modify speech according to situation from formal to informal English

Listening Skills

- Listen to a speaker and be able to explain main ideas and support with examples
- Enhance presentations using graphics and sounds

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