Arkansas
Child Development and Early Learning Standards: Birth to 60 months

Arkansas’ shared expectations for what children younger than five should know and be able to do at different ages of early childhood

Working Draft
August 2015
ACKNOWLEDGEMENTS

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Arkansas Child Development and Early Learning Standards: Birth to 60 Months was created through the hard work of a number of passionate and dedicated early childhood professionals. Jackie Govan, the Arkansas Head Start State Collaboration Director, led the development effort, ensuring that the project stayed on track, that Committee input was appropriately incorporated into the document, and that the broader early childhood stakeholder community was well represented. Tonya Williams, Director of the Arkansas Division of Child Care and Early Childhood Education (DCCECE) and her staff provided valuable input from the state agency perspective throughout the process.

The Arkansas Child Development and Early Learning Standards Committee guided the development of the standards by providing substantive expertise, editorial guidance, and historical context. The Committee members were:

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Finally, Dr. Kelly Etter and Jeffrey Capizzano of the Policy Equity Group worked to develop and revise numerous drafts of the standards under the Committee’s direction.
Introduction

Historically, Arkansas has been a pioneer and leader in developing and implementing high-quality child development and early learning standards. The *Arkansas Early Childhood Education Framework*, the state’s standards for three- and four-year-olds, is celebrating its 20th anniversary. At the time these standards were first developed in 1995, Arkansas was one of only ten states to have a document outlining expectations for children’s learning and development prior to kindergarten entry. Similarly, Arkansas led the nation in the development of infant and toddler standards, publishing the *Arkansas Framework for Infant and Toddler Care* in 2002. The publication of this document, which included companion strategies and activities for early childhood educators, made Arkansas the first state in the country to develop early learning standards for infants and toddlers. ¹

The *Arkansas Child Development and Early Learning Standards: Birth to 60 Months* represents the next generation of Arkansas’ child development and early learning standards. Although the current standards have undergone revision since they were initially created, this revision represents a new way of thinking about the state’s standards. The document combines and expands the two previous sets of standards into a seamless birth-to-60-month progression to ensure strong alignment between standards for infants and standards for older children. The progression allows infant and toddler teachers and caregivers to see how they are working to build the foundational skills upon which later skills are developed and acquired. It allows teachers and caregivers of three-, four- and five-year-olds to understand where children are developmentally, how they got there, and where they are going. The progression also allows teachers of children with disabilities to know where these children are developmentally and what they should expect in the next stage of development.

Equally important, the new standards draw on the latest research in child development and learning, including emerging research in the area of executive function, which is a strong predictor of children’s abilities to engage as successful learners and of the social skills needed to be successful in school and in life.

Finally, the new standards are responsive to Arkansas’ changing demographics, particularly the growing number of children who are dual language learners. The standards work to be culturally and linguistically appropriate and include a development progression on how children who are dual language learners acquire English.

The development process

The development process for the new standards was designed to bring Arkansas early childhood stakeholders together to agree on common expectations of development and learning for all children—those who are typically developing, children with disabilities, dual language learners, and other children with high needs—and for all program types including Head Start, Arkansas Better Chance, center- and home-based child care, and home visiting programs. Accordingly, the first step in the development process was to create a Child Development and Early Learning Standards Committee consisting of state agency staff, the higher education community, early childhood advocates, practitioners, and the state’s early childhood experts. The Committee was designed to represent all early childhood perspectives and the diversity of children and programs in the state.

The Committee used the *Arkansas Framework for Infant and Toddler Care* and the *Arkansas Early Childhood Education Framework Handbook for Three- and Four-Year-Old Children* as a point of departure for the new standards. The two documents were aligned and combined into one progression of development and learning that spans birth to 60 months. Over the course of more than a year, the Committee established guiding principles for the standards revision, reviewed and revised the areas of the development and learning to be included in the new standards, established a new format, reviewed the early childhood research, and revised each standard.

To ensure the broadest stakeholder input possible, a statewide webinar was conducted early in the development process to inform stakeholders of the revisions of the standards and to seek input. Five community meetings were held across the state to get further input on a full draft of the standards document, and the public input was incorporated into the draft.

After a full initial draft was completed, the standards were submitted to a group of national experts for review [Scheduled fall 2015]. This group included experts that had experience creating early learning and development standards, experts in each domain of development and learning, as well as experts focused on special populations of children including children who are dual language learners and children with disabilities.

The standards were then revised using the input of the national experts and stakeholders, and ultimately approved by the Arkansas Early Childhood Commission.

Guiding principles

At the onset of the development process, the Committee established a set of guiding principles that informed the development of the standards. These principles are:

*The foundations of early development and learning begin before birth.* During the prenatal and early childhood period, children’s brains and bodies are constantly gathering information about the world in which they will live. During this time, children receive signals that indicate if
their immediate surroundings will be dangerous or secure, rich or deficient in food, and whether they can rely on others to protect them and meet their needs. This information forms the blueprint for the development of key biological systems and brain architecture that sets the course for later outcomes.

**Families are children’s first and most influential teachers.** Children’s relationships with their primary caregivers are central to development and learning. Families are a constant presence in the lives of most children, bridging all other care and educational experiences from birth through high school. When strong, collaborative partnerships exist between families and early care and education programs, children experience better outcomes, families are better able to engage in their children’s education, programs are able to meet the needs of children and families, and communities are unified by a shared responsibility to nurture and educate the next generation.

**Child development and learning unfold within each child’s specific social and cultural context.** The key elements of development and learning defined by the standards are products of children’s interactions with their environment, including their social experiences and cultural context. Home and community environments influence how children think and speak, what they value and believe, and how they interact and develop relationships. The values and expectations of families from different social and cultural contexts must be reflected in the development and implementation of the early development and learning standards. Accordingly, the standards are a shared vision for children that reflect and honor variations in cultural values and learning, while creating a set of development and learning goals for children that define their progression toward school readiness.

**All areas of development and learning are equally important and influence a child’s school readiness and life success.** Although early childhood professionals often refer to distinct domains of young children’s development and learning, these areas are interrelated and overlapping. Development in one area can affect other areas. For example, early math skills have been found to predict later reading skills, children’s self-regulation and physical well-being affect their ability to engage in learning, and early social–emotional development has been linked to later health outcomes. All of the domains highlighted in the Arkansas early development and learning standards were chosen because they are the developmental building blocks for the skills, knowledge, dispositions, and emotional and physical well-being that children need to be successful in school and in life.

**Early learning standards should be grounded in the science of child development and learning.** Decades of research on child development and learning have provided us with a strong understanding of the ways in which development and learning typically unfold. Developmental science indicates that learning typically follows a sequence that builds on simple knowledge and skills, moving toward greater complexity. The research literature also provides us with reasonable expectations for what children should know and be able to do at different ages. The Arkansas early development and learning standards rely on this research and represent the
areas of development and learning that are foundational and most predictive of children’s later success and well-being.

**Children’s learning happens through the active, playful exploration of their environment and participation in meaningful interactions with others.**

Children’s learning in early childhood happens in an integrated way throughout the day, unlike later educational experiences that become more specialized through subject-specific classes. Sociodramatic play, for example, can promote children’s language development, emergent math and literacy skills, and capacity for self-regulation. Similarly, children can develop knowledge about science, social studies, and the arts through literacy activities and outdoor play. Children learn through a variety of modalities such as play, social interaction, and structured activities that focus on building key school readiness skills and knowledge.

**Children learn in a variety of ways and develop at varying rates.** Children will meet the standards at different times and teaching should be individualized to meet children where they are to move them forward. Development and learning tend to follow a similar progression for most children and we have research-based expectations for where most children are developmentally at a given age. However, individual children can vary in their rates of development, and even the same child is likely to have different rates of growth and progress across developmental domains. Because each child is a unique individual with distinct learning needs and abilities, it is important to tailor learning opportunities to accommodate their differences and interests while challenging them at an appropriate level.

**Children can demonstrate mastery of the standards in a variety of ways.** Children can show evidence of their developmental progress in many ways. Accordingly, early childhood educators should offer a variety of ways for children to demonstrate what they understand and can do that accommodate a range of child interests, preferences, home languages, and ability levels. For example, verbally counting in a home language demonstrates underlying mathematics ability. Similarly, a child may demonstrate greater capacity for attention and engagement in activities that focus on a particular area of interest. The standards also recognize that some children may need adaptive or assistive technology in order to demonstrate knowledge and skills and to participate in learning experiences that promote their progress.

**Early development and learning standards are not a curriculum or assessment, but provide the areas of and expectations for development and learning to which curricula and assessments must align.** Early development and learning standards represent the destinations on the development roadmap, articulating shared expectations for what young children should know and be able to do at different ages. The standards illustrate the milestones teachers and parents should expect at various points during a child’s developmental journey and the learning goals they should be working toward with a child. The curriculum provides the route to reach these destinations and the assessment system measures how far the child has progressed and the knowledge and skills needed to reach the next milestone. Ideally, programs should select curricula and assessments that work in conjunction with the standards:

- standards show where children need to go,
• curricula provide the teaching tools and content to drive children’s development forward, and
• assessments measure children’s progress and help teachers modify their teaching strategies accordingly.

Children develop and learn best in environments that are psychologically and physically safe and that foster strong relationships between caring adults and children. Children’s development unfolds within the context of relationships. When children trust that adults will keep them safe and meet their needs, they can devote their full attention and resources to key developmental tasks such as exploration and learning. Children thrive through relationships that are built from a pattern of interactions in which their caregivers are sensitive and responsive to children’s needs, value children’s perspectives, provide children with choices, are not overly controlling, and promote children’s sense of safety and stability.

Early development and learning standards should be central to the state’s early childhood professional development system and a range of supports should be provided to facilitate teachers’ understanding and use of the standards. Teachers’ understanding and implementation of early development and learning standards ranges along a continuum, from a beginning-level to a high-level of knowledge, experience, and practice. Thus, it is important to provide supports and resources that foster teachers’ progressing understanding of the basic content of the standards; how to use standards in conjunction with curriculum, assessment, and family engagement practices; and implementing for outcomes.

Organization of the standards

Early development and learning is complex and interrelated, and can be organized in a number of different ways. To make the complexity of child development and early learning more manageable, the early learning and development standards are organized into progressively smaller groupings of content in a very intentional way.

Domain of Development and Learning. Referred to as “Learning Strands” in earlier versions of the Arkansas standards, a domain is a broad area of development learning important for school readiness and overall success in school and life. The standards are organized into nine domains:

• Social and Emotional Development
• Language Development
• Emergent Literacy Development
• Cognitive Development
• Physical Development and Health
• Mathematical Thinking
• Science and Technology
• Social Studies
• Creative and Aesthetic Development
**Domain component.** Each domain is further divided into more specific areas of development or learning called domain components. The domain of Cognitive Development, for example, has three domain components, including (1) Approaches to Learning; (2) Executive Function; and (3) Logic and Reasoning.

**Learning Goal.** Each domain component consists of learning goals related to the component. For example, the goals for the Approaches to Learning domain component include: (1) Shows curiosity and a willingness to try new things; (2) Shows persistence in approaching tasks; and (3) Uses planning in approaching a task or activity.

**Indicator.** For each goal, the standards provide a set of expectations for what children should know and be able to do at different ages in early childhood. An indicator is the knowledge or skill that one would expect to see in a child for a specific learning goal at a specific age.

**Age groupings.** The birth-to-60 month continuum of development and learning is divided into a number of age categories. These categories are:

- Birth to 8 months
- 9 to 18 months
- 18 to 36 months
- 36 to 48 months
- 48 to 60 months

For each learning goal, indicators are provided for a child’s development and learning for each of the age categories where appropriate. Because typical child development and learning varies widely from child to child, these indicators can span multiple age ranges across the birth to 60 months continuum.

**How the standards should be used**

The *Arkansas Child Development and Early Learning Standards: Birth to 60 Months* has been created for Arkansas’ entire early childhood community including state administrators, early childhood educators and specialists, professional development providers, parents, and other stakeholders. The standards should be used:

- To align curricula and assessments used in early childhood programs to ensure the most important areas of child development and learning are addressed in a developmentally appropriate way
• As a professional development tool to support teachers and parents understanding of child development and learning
• By the state as the ultimate goal of the state’s early childhood systems-building efforts

The standards should not be used as an assessment or checklist of knowledge and skills, or as a substitute for a developmentally appropriate, play-based curriculum.

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The following sections are drafts of learning goals within the domains of:
   a) Social and Emotional Development
   b) Physical Health and Development
   c) Emergent Literacy
The remaining domains (see p. 8 of the introduction) will follow a similar format.

Please feel free to provide any comments you have on the format, organization, and/or content of these learning goals.
Social and Emotional Development

DRAFT
Social and Emotional Development

SE1. RELATIONSHIPS WITH OTHERS

SE1.1 Forms trusting relationships with nurturing adults

<table>
<thead>
<tr>
<th>BIRTH–8 MONTHS</th>
<th>9–18 MONTHS</th>
<th>19–36 MONTHS</th>
<th>37–48 MONTHS</th>
<th>49–60 MONTHS</th>
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<tbody>
<tr>
<td>Engages in back-and-forth interactions with familiar adults (e.g., peek-a-boo, makes vocalizations in response to adult interaction, imitates facial expressions or sounds)</td>
<td></td>
<td>Participates in longer and more reciprocal interactions with adults to share experiences; imitate adults’ actions; communicate ideas; seek assistance; and engage in role play, games, or other activities</td>
<td></td>
<td>Takes greater initiative in social interactions and begins to show interest in familiar adults’ feelings, preferences, and well-being</td>
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<td>Communicates needs to familiar adults through a variety of behaviors ranging from crying, looking, smiling, pointing, dropping or banging objects, to leading adult by the hand</td>
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<td>Shows preference for familiar adults and forms strong emotional bonds (attachment) with one or more caregivers</td>
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<td>Looks to particular people for security, comfort, and protection and shows distress or uneasiness when separated from a special person (separation anxiety) or when encounters strangers (stranger anxiety)</td>
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<tr>
<td>Explores the environment while regularly checking in (visually or physically) with trusted adults and seeks these adults when experiencing stress or uncertainty</td>
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<td>Separates from primary caregivers with minimal distress when with other familiar and trusted adults</td>
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</table>
Social and Emotional Development
SE1. RELATIONSHIPS WITH OTHERS

SE1.2 Interacts with peers

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<th>BIRTH–8 MONTHS</th>
<th>9–18 MONTHS</th>
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<tbody>
<tr>
<td>Shows interest in peers (e.g., watches other children, reaches out to touch them, imitates sounds or actions) with increasing participation in simple, brief back-and-forth interactions with peers</td>
<td>Begins to engage in parallel play (playing next to but not directly involved in another child’s play)</td>
<td>Shows preferences for certain playmates and develops friendships with a small group of children that are more reciprocal, exclusive, and enduring over time</td>
<td>Participates in associative play (playing independently but engaging in the same activity as other children, sometimes interacting through talking or sharing toys)</td>
<td>Engages in cooperative play with peers (communicates and collaborates with other children in role play or to achieve a goal)</td>
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Social and Emotional Development
SE2. EMOTIONAL EXPRESSION AND UNDERSTANDING

<table>
<thead>
<tr>
<th>BIRTH–8 MONTHS</th>
<th>9–18 MONTHS</th>
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<tbody>
<tr>
<td>Expresses a range of basic emotions (e.g., joy, sadness, contentment, distress, interest, disgust, surprise, anger, fear) through facial expressions, gestures, and sounds</td>
<td>Uses words, signs, other communication methods, and pretend play to express basic emotions as well as more complex, self-conscious emotions (e.g., pride, embarrassment, shame, guilt), with increasing awareness of their effects on others</td>
<td>Shows increased ability to constructively express emotions or alter emotional expression based on social context and cultural norms*</td>
<td>Uses an expanding range of self-regulation strategies with support and modeling (e.g., taking deep breaths and relaxing muscles, verbal reasoning or reframing of the situation, seeking quiet alone time)</td>
<td></td>
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<tr>
<td>Uses adult support to calm self (e.g., relaxes when picked up and held by a familiar adult) and demonstrates some self-soothing behaviors (e.g., thumb/fist sucking, rocking, turning away from source of overstimulation)</td>
<td>Comforts self by seeking a special toy, object, or caregiver when upset</td>
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*Children’s expressive behavior will depend in part on their culture’s emotion display rules (the social norms that specify when, where, and how it is appropriate to express emotion). For example, in Western cultures the dominant social norms emphasize maximizing positive emotions, whereas some other cultures place greater value on appearing calm rather than happy or excited. Western cultures also tend to encourage minimizing negative emotions, although some other cultures emphasize experiencing a balance between positive and negative emotions.
Social and Emotional Development
SE2. EMOTIONAL EXPRESSION AND UNDERSTANDING

SE2.2 Interprets and responds to the feelings of others

<table>
<thead>
<tr>
<th>BIRTH–8 MONTHS</th>
<th>9–18 MONTHS</th>
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<tbody>
<tr>
<td>Reacts to and takes cues from others’ emotional expressions (e.g., cries when hears other children crying, smiles when someone laughs, stops an action when sees a worried or alarmed expression on caregiver’s or peer’s face)</td>
<td>Demonstrates interest or concern when others are hurt or in distress and may try to comfort or assist; at times actions may not always match needs of person (e.g., may bring stuffed animal to adult who has headache)</td>
<td>Recognizes and labels emotional reactions based on facial expressions, body language, and tone with increasing accuracy and precision</td>
<td>Responds sympathetically to others’ distress with increased initiative and understanding that each person has their own specific needs (e.g., gets a peer’s blanket from their cubby when child notices peer is sad)</td>
<td>Makes predictions and identifies causes and consequences of others’ emotional reactions with increasing accuracy (e.g., says, “The bears were scared when they found Goldilocks in their house so they yelled and then she was scared!”; “When I get home from school my little sister is so excited to see me she jumps up and down”)</td>
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Social and Emotional Development

SE3. SELF-AWARENESS AND SELF-CONCEPT

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<th>BIRTH–8 MONTHS</th>
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<th>49–60 MONTHS</th>
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<tbody>
<tr>
<td>SE3.1 Shows awareness of self as unique individual</td>
<td>Develops beginning self-awareness (e.g., explores own hands and feet, responds to name)</td>
<td>Shows growing awareness of own physical characteristics (e.g., recognizes self in mirror and in photos; points to eyes, ears, or nose when asked)</td>
<td>Uses first-person pronouns (e.g., <em>me</em>, <em>I</em>) and own name to refer to themselves and shows growing understanding of “mine” and “not mine”</td>
<td>Recognizes similarities and differences in their own and others’ personal characteristics (e.g., communicates that a peers’ hair color is different than their own, labels self as boy or girl)</td>
<td>Shows increased understanding that others have different interests, thoughts, beliefs, ideas, feelings, and abilities and differentiates themselves from others (e.g., “I’m a fast runner,” “No one else in my family likes fish, but I do”)</td>
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<tr>
<td>Communication preferences and interests and shows increasing ability to explain their likes and dislikes (e.g., “I don’t like bananas” and later, “I like carrots because they’re crunchy.”)</td>
<td>Shows preferences for specific people, books, toys, food, and activities and indicates dislike or unwillingness by communicating “no” (verbally, signing, shaking head)</td>
<td>Communicates preferences and interests and shows increasing ability to explain their likes</td>
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</tbody>
</table>
**Social and Emotional Development**

**SE3. SELF-AWARENESS AND SELF-CONCEPT**

**SE3.2 Demonstrates competence and confidence**

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<tr>
<th>BIRTH–8 MONTHS</th>
<th>9–18 MONTHS</th>
<th>19–36 MONTHS</th>
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<tbody>
<tr>
<td>Experiments with ability to influence surroundings and behavior of others (e.g., shows pleasure in making toys produce noise; repeats actions that receive attention)</td>
<td>Alternates between doing things independently and wanting help or comfort</td>
<td>Shows increasing confidence and competence in growing abilities by attempting to perform self-care activities without adult assistance (e.g., dressing self, pouring own juice)* and by selecting more challenging activities (e.g., choosing more difficult puzzles)</td>
<td>Describes own physical characteristics, behavior, abilities, gender, and ethnic identity positively</td>
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</table>

*Children may show variation in these skills based on whether early self-help skills are expected and taught and whether independence or interdependence is valued in their family and culture*
Physical Health and Development

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### Physical Development and Health

**PH1. GROSS MOTOR**

**PH1.1 Demonstrates locomotor skills**

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<tr>
<th>BIRTH–8 MONTHS</th>
<th>9–18 MONTHS</th>
<th>19–36 MONTHS</th>
<th>37–48 MONTHS</th>
<th>49–60 MONTHS</th>
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<tbody>
<tr>
<td><strong>Lifts head and chest off firm surface such as floor when on tummy; rolls over</strong></td>
<td><strong>Shifts between lying down, sitting, and balancing on hands and knees</strong></td>
<td><strong>Moves with increasing balance, coordination, control over speed and direction, and ability to stop (e.g., avoids obstacles while moving, zig zags while running, stops at intended location, steers wheelchair into small spaces)</strong></td>
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</tr>
<tr>
<td><em><em>Moves from crawling to cruising</em> to walking</em>*</td>
<td><em><em>Moves from crawling to cruising</em> to walking</em>*</td>
<td><strong>Climbs up and down stairs and playground equipment with increasing ability to move without support from adult or wall/handrail</strong></td>
<td><strong>Experiments with different ways of moving (e.g., walks on tiptoes, uses walker, pushes riding toy with feet) and shows increasing ability to coordinate complex movements (e.g., galloping, sliding, hopping, and later skipping and leaping) smoothly and with ease</strong></td>
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* **cruising** = taking sliding steps while holding onto something for support. Some children progress from sideways cruising (e.g., taking sideways steps while holding on to furniture) to forward cruising (e.g., taking steps forward with hands held by an adult or with one hand on furniture) whereas other children may move from sideways cruising directly to independent walking.

**There is large variability in meeting these milestones and some children may skip some milestones, revert to earlier ones, or display multiple milestones simultaneously. For example some children may never crawl and go straight to cruising or learn to crawl and cruise simultaneously.**
Physical Development and Health
PH1. GROSS MOTOR

PH1.2 Shows stability and balance

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIRTH–8 MONTHS</td>
<td>Sits independently with increasing stability and ability to change positions (e.g., get into sitting position from lying down or crawling, reach for a toy without falling, pull to a standing position from sitting)</td>
</tr>
<tr>
<td>9–18 MONTHS</td>
<td>Shows increased ability to maintain balance while in motion when moving from one position to another, changing directions, or stopping abruptly (e.g., carries a toy while walking, gets in and out of a chair, squats to pick up toys, “freezes” while running)</td>
</tr>
<tr>
<td>19–36 MONTHS</td>
<td>Coordinates increasingly complex movements while maintaining core stability (e.g., holds body upright while moving wheelchair forward, sits on and steers tricycle or other ride-on toy)</td>
</tr>
<tr>
<td>37–48 MONTHS</td>
<td>Shows increasing competence in jumping for height (e.g., up and down, off a low step) and distance (e.g., jumps over objects, jumps forward), with increasing ability to use two-footed takeoff and landing with arm swing</td>
</tr>
<tr>
<td>49–60 MONTHS</td>
<td>Balances (e.g., on beam or sandbox edge or while standing on one leg) for progressively longer periods of time with increasing stability and independence</td>
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<td></td>
<td>Hops and leaps with increasing skill and control (e.g., hops forward on one foot without losing balance, leaps over a “river” made from two ropes taking off with one foot and landing on the other)</td>
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</table>
Physical Development and Health

**PH1. GROSS MOTOR**

**PH1.3 Demonstrates gross-motor manipulative skills**

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<tr>
<th>BIRTH–8 MONTHS</th>
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</thead>
<tbody>
<tr>
<td>Reaches for and drops objects, grasps a rolled ball or other object with two hands, pushes or rolls objects, bats or swipes at toys</td>
<td></td>
<td>Catches balls and similar objects of various sizes and weights with increasing skill, progressing from catching with straight arms to trapping ball against body with arms to catching with both hands with arms bent</td>
<td></td>
<td>Kicks moving ball while running, using full leg swing with arms moving in opposition to the legs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tosses or throws balls or other objects (e.g., beanbag) with increasing accuracy and force, developing the ability to follow through and step forward with the leg opposite the throwing arm</td>
<td></td>
<td>Strikes a stationary ball or other object (e.g., hits beach ball with a foam bat) with increasing follow through and accurate aim</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kicks with increased control and range of movement, progressing from kicking a stationary ball from a standing position to stepping or running up to it</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Physical Development and Health

#### PH2. FINE MOTOR

**PH2.1 Demonstrates fine-motor strength, control, and coordination**

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Task Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BIRTH–8 MONTHS</strong></td>
<td>- Uses hand-eye coordination to reach for, touch, and explore properties of objects</td>
</tr>
<tr>
<td><strong>9–18 MONTHS</strong></td>
<td>- Grasps objects with increasing skill, adjusting grasp to match task (e.g., uses index finger and thumb [pincer grasp] to pick up pieces of cereal, uses whole hands to bang two blocks together)</td>
</tr>
<tr>
<td><strong>19–36 MONTHS</strong></td>
<td>- Uses hand-eye coordination and increasingly refined wrist and finger movements for complex actions (e.g., turning knobs and unscrewing lids, folding paper, pouring liquids, pushing keys on a keyboard)</td>
</tr>
<tr>
<td><strong>37–48 MONTHS</strong></td>
<td>- Shows increasing ability to handle progressively smaller manipulative toys (e.g., works puzzles with more pieces, moves from stringing large beads to small beads, builds structures with smaller Legos® or blocks, arranges smaller pegs in pegboards)</td>
</tr>
<tr>
<td><strong>49–60 MONTHS</strong></td>
<td>- Manipulates a variety of increasingly complex fasteners with increasing skill, such as buttons, zippers, laces, and buckles</td>
</tr>
</tbody>
</table>
Physical Development and Health
PH2. FINE MOTOR

PH2.2 Adjusts grasp and coordinates movements to use tools

<table>
<thead>
<tr>
<th>BIRTH–8 MONTHS</th>
<th>9–18 MONTHS</th>
<th>19–36 MONTHS</th>
<th>37–48 MONTHS</th>
<th>49–60 MONTHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scoops food with spoon with increasing control *</td>
<td>Holds large writing and drawing tools (e.g., crayons, sidewalk chalk) to make spontaneous dots and scribbles, progressing from whole hand grip to approximate thumb-and-finger grip (may still move whole arm to make marks)</td>
<td>Uses eating utensils with increasing competence, including spearing food with a fork and cutting food with a butter knife*</td>
<td>Holds drawing and writing tools using three-point finger grip, using the other hand to hold paper, to make a variety of lines and shapes (e.g., circles, crosses, triangles), letter- and numeral-like forms, and some letters and numerals</td>
<td>Adjusts grasp to use different tools for different purposes (e.g., digs with shovel in sandbox, uses turkey baster at water table, scoops flour during food experiences) and uses increasingly complex tools such as stapler, hole punch, tape dispenser</td>
</tr>
</tbody>
</table>

Typical development of these skills tends to emerge after 8 months. However, foundations of this learning goal are built through:
- PH2.1 Demonstrates fine motor skills

*Children may show variation in these skills based on whether early self-help skills are expected and taught in their family and culture and use of utensils may vary across cultures.
### Physical Development and Health

**PH3. HEALTH AND WELL-BEING**

**PH3.1 Demonstrates interest in engaging in healthy eating habits and making nutritious food choices**

<table>
<thead>
<tr>
<th>BIRTH–8 MONTHS</th>
<th>9–18 MONTHS</th>
<th>19–36 MONTHS</th>
<th>37–48 MONTHS</th>
<th>49–60 MONTHS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communicates to adults when hungry, thirsty, or has had enough to eat through actions (e.g., infant turns away from breast or bottle when full, crying when hungry) or using words or signs</strong></td>
<td><strong>Shows a willingness to taste new foods (e.g., will take at least one bite of a new food, though may need to be offered several times) and expresses preferences about foods</strong></td>
<td><strong>Names an increasing variety of foods, begins to ask questions about where food comes from, and later makes connections among food items (e.g., calls an apple and a pear “fruit”; after working in the garden, notices that carrots and potatoes both grow in the ground)</strong></td>
<td><strong>Engages in basic cooking tasks during food experiences or in dramatic play scenarios (e.g., stirring ingredients in a bowl; setting plates out for snack; cutting with a plastic knife; scooping and measuring, spreading, sprinkling or mashing)</strong></td>
<td><strong>Shows increasing awareness of healthy and unhealthy foods; demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy, and makes choices about foods, sometimes based on whether the food is nutritious</strong></td>
</tr>
</tbody>
</table>
**Physical Development and Health**

**PH3. HEALTH AND WELL-BEING**

**PH3.2 Shows awareness of safe behavior**

<table>
<thead>
<tr>
<th>BIRTH–8 MONTHS</th>
<th>9–18 MONTHS</th>
<th>19–36 MONTHS</th>
<th>37–48 MONTHS</th>
<th>49–60 MONTHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses sensory information and cues from caregivers to assess safety of environment (e.g., startles at a loud noise, looks to caregiver when approached by an unfamiliar adult, shows awareness of steep drop-offs when crawling or walking)</td>
<td>Stops unsafe behavior when prompted by an adult, though sometimes needs additional support and redirection (e.g., when distracted or caught up in emotion)</td>
<td>Follows basic safety rules, practices, and routines with adult guidance and support (e.g., holds on to rope with knots or loops when moving with group from indoors to outdoors, keeps a safe distance from the swings when reminded, follows instructions to line up and exit the building during a fire drill)</td>
<td>States reasons for safe behavior and consequences for unsafe behavior (e.g., says “We have to clean up the water on the floor so no one slips and falls down,” “If you tip your chair back, you could hit your head”)</td>
<td>Identifies, avoids, and alerts others to danger and seeks and accepts adults’ help in potentially unsafe situations (e.g., alerts teacher to a broken fence part, calls for help from the top of the play structure when needs assistance getting down, reminds another child to go down the slide feet first)</td>
</tr>
</tbody>
</table>
### Physical Development and Health

#### PH3. HEALTH AND WELL-BEING

**PH3.3 Engages in a variety of developmentally appropriate physical activities**

<table>
<thead>
<tr>
<th>BIRTH–8 MONTHS</th>
<th>9–18 MONTHS</th>
<th>19–36 MONTHS</th>
<th>37–48 MONTHS</th>
<th>49–60 MONTHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participates in simple physical play with an adult (e.g., flexes legs while lying down as adult gently pushes feet back and forth, plays patty cake)</td>
<td>Shows interest in physical activity and movement games and dances for longer periods of time with increasing ability*</td>
<td>Sustains physical activity (e.g., games, dances, running, other movement activities) for increasing periods of time without tiring*</td>
<td>Shows increasing understanding of the physical benefits of exercise (e.g., “Running is good for my body,” “Mom said helping her carry in groceries made my arm muscles stronger”)</td>
<td>Initiates or engages in a variety of increasingly complex physical activities (e.g., pedals a tricycle; jumps in and out of hula hoops; completes an obstacle course that requires climbing, rolling, and crawling)</td>
</tr>
</tbody>
</table>

* The American Academy of Pediatrics recommends that toddlers and preschoolers should engage in at least 60 minutes total (and up to several hours) of unstructured free play physical activity each day and should not be sedentary for more than 60 minutes at a time except when sleeping.
### Physical Development and Health

**PH3. HEALTH AND WELL-BEING**

#### PH3.4 Takes appropriate actions to meet basic needs*

<table>
<thead>
<tr>
<th>BIRTH–8 MONTHS</th>
<th>9–18 MONTHS</th>
<th>19–36 MONTHS</th>
<th>37–48 MONTHS</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Indicates needs and wants using gestures, body language, vocalizations, and later words (e.g., cries when tired; signs or points to food when wanting more; reaches for adult to be held or hugged)</td>
<td>Engages in health habits (e.g., blows nose, throws away tissue, and washes hands; covers mouth when coughing and washes hands, uses drinking fountain without touching spout with mouth) with decreasing need for adult support, guidance, and modeling</td>
<td>Communicates with increasing specificity and detail to get needs met (e.g., says “My tummy hurts,” “I need help reaching my toothbrush”) and later may communicate about specific health needs (e.g., “I can’t have peanuts because they make me sick”)</td>
<td>Shows increasing responsibility for personal self-care routines (e.g., handwashing, toothbrushing, toileting, dressing and undressing) with some support from adults</td>
<td>Demonstrates increasing understanding of how, when, and why personal care routines are completed (e.g., washes hands after handling classroom pet when reminded by teacher; says “I need my hat so I don’t get sunburned.”)</td>
</tr>
<tr>
<td>Anticipates and cooperates during daily care routines (e.g., opens mouth when food is offered, raises legs when diaper is changed)</td>
<td>Participates in personal hygiene and self-care routines with adult assistance (e.g., holds hands under faucet and waits for adult to turn it on, holds toothbrush with adult while brushing, sits on toilet with help, pulls off own socks)</td>
<td></td>
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</tr>
</tbody>
</table>

*Children may show variation in these skills based on whether early self-help skills are expected and taught in their family and culture*
Emergent Literacy
**Emergent Literacy**

**EL1. ENGAGEMENT IN LITERACY EXPERIENCES AND UNDERSTANDING OF STORIES AND BOOKS**

- **EL1.1 Shows interest in literacy experiences**

<table>
<thead>
<tr>
<th>Age Interval</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIRTH–8 MONTHS</td>
<td>Becomes quiet or shows pleasure when listening to a familiar story, rhyme, or song</td>
</tr>
<tr>
<td>9–18 MONTHS</td>
<td>Participates in and actively seeks out a variety of literacy experiences such as telling and listening to stories, singing and saying rhymes, engaging with writing materials, and incorporating books or other print into play</td>
</tr>
<tr>
<td>19–36 MONTHS</td>
<td>Shows interest in an increasing variety of types of stories and texts (e.g., picture books, informational texts, rhymes and poetry, illustrated biographies, folk and fairy tales)</td>
</tr>
<tr>
<td>37–48 MONTHS</td>
<td></td>
</tr>
<tr>
<td>49–60 MONTHS</td>
<td></td>
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</tbody>
</table>
### Emergent Literacy

**EL1. ENGAGEMENT IN LITERACY EXPERIENCES AND UNDERSTANDING OF STORIES AND BOOKS**

**EL1.2 Engages in read-alouds and conversations about books and stories**

<table>
<thead>
<tr>
<th>BIRTH–8 MONTHS</th>
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<th>19–36 MONTHS</th>
<th>37–48 MONTHS</th>
<th>49–60 MONTHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attends to caregiver’s voice when being held and read to</td>
<td>Actively participates in book reading experiences by pointing to pictures, turning pages, and making sounds or simple comments</td>
<td>Makes comments, asks and answers questions, and responds to prompts during book reading experiences</td>
<td>Pretends to read, describing what is happening and using some language from the book with pictures as cues</td>
<td>Retells stories (e.g., favorite book, personal experience) with increasing use of proper sequence and inclusion of major story elements in their narratives such as main characters, setting, story problems, and cause-and-effect relationships</td>
</tr>
</tbody>
</table>

*Demonstrates knowledge from informational texts* in a variety of ways and makes connections to other books or personal experiences (e.g., identifies a backhoe on a walk after reading about construction vehicles)

With modeling and support, discusses predictions, cause-and-effect relationships, story-related problems and resolutions, and connections to other books and own experiences

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**Informational text** = book that conveys information about the natural or social world in a non-narrative format (i.e., non-fiction books)
Emergent Literacy

**EL2. PHONOLOGICAL AWARENESS**

**EL2.1 Notices and manipulates the sounds of language**

<table>
<thead>
<tr>
<th>BIRTH–8 MONTHS</th>
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<th>49–60 MONTHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows increasing awareness of and interest in the sounds of spoken language by focusing on the speaker</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Experiments with the sounds of language</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Joins in and repeats songs, fingerplays, and poems with rhyming or alliterative phrases (words with the same initial sound)</td>
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<td></td>
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</tr>
<tr>
<td>Fills in the missing rhyming word of a song, fingerplay, or story and can generate rhyming words spontaneously (real or nonsense words)</td>
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<td></td>
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</tr>
<tr>
<td>Shows awareness that some words begin with the same sound (e.g., “Sam and Selena start with the same sound!”)</td>
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<td></td>
</tr>
<tr>
<td>Shows awareness of separate words in sentences</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Decides whether two words rhyme</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbally identifies, blends, segments, and deletes parts of words (manipulating units of language)* with decreasing need for modeling or visual supports</td>
<td></td>
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</tr>
</tbody>
</table>

*Children learn to manipulate units of language (e.g., words within compound words, syllables) in different ways, progressing from easier to more difficult manipulation tasks (in an overlapping sequence rather than by mastering one level before the next):

**Identifying** = e.g., counts or claps syllables in classmates' names

**Blending** = e.g., says *lavaplatos* (dishwasher in Spanish) when asked what word you get when you put *lava* (wash) and *platos* (dishes) together; puts together *com-pu-ter* and says *computer*

**Segmenting** = e.g., finds pictures of a *papa* (potato in Spanish) and a *gallo* (rooster in Spanish) when asked what two words make *papagallo* (rooster in Spanish); says *pen-* and *-cil* when asked to take apart the word *pencil*

**Deleting** = e.g., points to picture of a cup when asked “What’s *cupcake* without *cake*?”; says *no* when asked, “What’s *mono* (monkey in Spanish) without *mo-*?”
## Emergent Literacy

**EL3. KNOWLEDGE AND USE OF BOOKS, PRINT, AND LETTERS**

### EL3.1 Responds to features of books and print

<table>
<thead>
<tr>
<th>BIRTH–8 MONTHS</th>
<th>9–18 MONTHS</th>
<th>19–36 MONTHS</th>
<th>37–48 MONTHS</th>
<th>49–60 MONTHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explores books with all senses (e.g., sight, touch, even taste)</td>
<td></td>
<td>Learns to hold books right-side-up and turn pages one at a time from front-to-back</td>
<td>Shows understanding that print carries a message and can represent spoken language</td>
<td>Knows some features of a book (e.g., title, author, illustrator)</td>
</tr>
</tbody>
</table>
Emergent Literacy

EL3. KNOWLEDGE AND USE OF BOOKS, PRINT, AND LETTERS

EL3.2 Shows knowledge of the shapes, names, and sounds of letters

**BIRTH–8 MONTHS**

- Typical development of these skills tends to emerge after 18 months. However, foundations of this learning goal are built through:
  - **EL1.1** Shows interest in literacy experiences
  - **EL2.1** Notices and manipulates the sounds of language
  - **EL3.1** Responds to features of books and print

**9–18 MONTHS**

**19–36 MONTHS**

- Shows interest in letters by singing the alphabet song, playing with letter blocks or magnets, looking at alphabet books, etc.

**37–48 MONTHS**

- Attends to and recognizes simple environmental print (e.g., recognizes the Lego® logo or stop sign, although may not say letters)

**49–60 MONTHS**

- Recognizes and names an increasing number of letters correctly, especially those in own name
- Produces the correct sounds for an increasing number of letters

- Shows understanding that a string of letters represents a sequence of spoken sounds (e.g., when writing asks “How do you spell fish?”)
## Emergent Literacy

### EL3. KNOWLEDGE AND USE OF BOOKS, PRINT, AND LETTERS

#### EL3.3 Demonstrates emergent writing skills

<table>
<thead>
<tr>
<th>BIRTH–8 MONTHS</th>
<th>9–18 MONTHS</th>
<th>19–36 MONTHS</th>
<th>37–48 MONTHS</th>
<th>49–60 MONTHS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Typical development</strong></td>
<td>Explores writing tools and movements, making scribble marks with increasing control</td>
<td>Understands that writing carries a message and uses scribbles, letter-like shapes, or letters to represent words or ideas</td>
<td>Produces strings of letters and/or letter-like forms (may be in unconventional order); begins to separate groups of letters with spaces</td>
<td>Writes an increasing number of letters correctly, especially those in own name</td>
</tr>
</tbody>
</table>

* May still include letter-like forms, write letters backward, exclude letters or switch their order, and/or may not always write left to right

**Typical development of these skills tends to emerge after 8 months. However, foundations of this learning goal are built through:**

- **EL1.1** Shows interest in literacy experiences
- **EL2.1** Notices and manipulates the sounds of language
- **EL3.1** Responds to features of books and print
- **PH2.1** Demonstrates fine motor skills

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*Arkansas Child Development and Early Learning Standards*