

## Typical Development by Domain, Birth through Age Five

Age Range	Cognitive	Motor	Speech & Communication	Social-Emotional
<b>By 1 Year</b>	<ul style="list-style-type: none"> <li>Looks at pictures</li> <li>Demonstrates understanding of functional relationships (objects that belong together)</li> <li>Pays attention to music</li> <li>Recognizes words for common items like "shoe", "book", "juice"</li> <li>Begins to respond to requests ("Come here")</li> </ul>	<ul style="list-style-type: none"> <li>Reaches for book</li> <li>Sits in lap, head steady</li> <li>Crosses mid-line with adult help</li> <li>Uses whole arm movement for fine gross motor tasks</li> </ul>	<ul style="list-style-type: none"> <li>Produces considerable "jargon" – puts words/sounds together in speech like patterns</li> <li>Uses 1 word to convey entire thought</li> <li>Uses gestures to communicate</li> <li>Vocalization play in crib - gives way to enjoyment of rhyming language, nonsense word play etc.</li> </ul>	<ul style="list-style-type: none"> <li>Remains friendly toward others; usually less wary of strangers</li> <li>Imitates adult actions in play</li> <li>Enjoys the companionship of other children but does not play cooperatively</li> <li>Shows exceeding curiosity about people &amp; surroundings</li> <li>Expresses differentiating emotions</li> </ul>
<b>1-2 Years</b>	<ul style="list-style-type: none"> <li>Turns book right side up</li> <li>Completes simple classification tasks based on one dimension</li> <li>Attention span highly variable</li> <li>Exhibits eye-hand movements that are better coordinated</li> </ul>	<ul style="list-style-type: none"> <li>Holds book with help</li> <li>Sits without support</li> <li>Turns board pages several at a time</li> <li>Uses simple sign language</li> </ul>	<ul style="list-style-type: none"> <li>Understands significantly more language than is able to communicate verbally (receptive language more developed than their expressive language)</li> <li>Puts 2 words together</li> <li>Uses 50-300 different words</li> <li>Uses sign &amp; gesture to communicate needs &amp; ideas</li> <li>Asks repeatedly "What's that?"</li> </ul>	<ul style="list-style-type: none"> <li>Shows signs of empathy &amp; caring for others</li> <li>Expresses frustration through temper tantrums</li> <li>Difficulty to wait or take turns</li> <li>Watches and imitates the play of other children but seldom joins in; content to play alone</li> <li>Finds it difficult to make choices</li> </ul>
<b>2-3 Years</b>	<ul style="list-style-type: none"> <li>Names &amp; matches, at a minimum, primary colors: red, yellow, blue</li> <li>Coordinates text with picture</li> <li>Listens to &amp; enjoys hearing stories for longer periods of time</li> <li>Plays realistically</li> <li>Enjoys stories with riddles, guessing, &amp; suspense</li> </ul>	<ul style="list-style-type: none"> <li>Handles paper pages</li> <li>Goes back &amp; forth in books to find favorite pictures</li> <li>Uses increasingly purposeful scribbling</li> </ul>	<ul style="list-style-type: none"> <li>Joins in social interaction rituals "Hi", "Bye", "Please"</li> <li>Vocab. Increased, uses 300-1000 words</li> <li>Follows two-step requests (Get the book and put it on the table please)</li> <li>Sounds: <i>p, m, h, n, w, b, k, g, d, t, ng, f, y, r, l, s</i></li> </ul>	<ul style="list-style-type: none"> <li>Defends possessions</li> <li>Participates in simple group activities sometimes hesitantly</li> <li>Uses objects symbolically in play</li> <li>Shows awareness of gender identity</li> <li>Seems to understand taking turns but not always willing to do so</li> </ul>
<b>3-4 Years</b>	<ul style="list-style-type: none"> <li>Understands that print carries a message</li> <li>Indicates if paired words sound the same or different: <i>sheet-feet, ball-wall</i></li> <li>Recognizes print in the local environment</li> <li>Makes attempts to read &amp; write</li> </ul>	<ul style="list-style-type: none"> <li>Competent book handling</li> <li>Turns paper pages one at a time</li> <li>Writes (scribbles) message as part of playful activity</li> </ul>	<ul style="list-style-type: none"> <li>Answers simple "who?", "what?", "where?", "why?" questions</li> <li>Uses new vocabulary and grammatical constructions in own speech.</li> <li>Sounds: <i>p, m, h, n, w, b, k, g, d, t, ng, f, y, r, l, s, ch, sh, z, j, v</i></li> </ul>	<ul style="list-style-type: none"> <li>Increased interest to interact with other children: share toys, take turns, initiate or join in play</li> <li>Changes moods rapidly and unpredictably</li> <li>Insists on trying to do things independently</li> <li>Establishes close relationships with playmates</li> </ul>
<b>4-5 Years</b>	<ul style="list-style-type: none"> <li>Recognizes some words by sight</li> <li>Understands words that involve sequencing</li> <li>Understands print is left to right, top to bottom</li> <li>Makes predictions based on illustrations or portions of stories</li> </ul>	<ul style="list-style-type: none"> <li>Hand preference is established</li> <li>Grasps pencil like an adult</li> <li>Begins to write letters of the alphabet</li> <li>Writes own name (first &amp; last)</li> </ul>	<ul style="list-style-type: none"> <li>Tells stories that stick to topic</li> <li>Given spoken segments, can merge them into a meaningful target word</li> <li>Sounds: <i>p, m, h, n, w, b, k, g, d, t, ng, f, y, r, l, s, ch, sh, z, j, v, th</i> (as in "thumb") <i>th</i> (as in "this")</li> </ul>	<ul style="list-style-type: none"> <li>Exhibits more awareness of other people's feelings</li> <li>Better self control, fewer dramatic swings of emotions</li> <li>Participates in group play, enjoys imaginary play with others</li> <li>Bosses &amp; criticizes; exaggerates and boasts</li> <li>Expresses emotions freely &amp; openly</li> </ul>