

## Toddler Topics (8-18 months)

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## **Toddler Topics (8-18 months)**

### **Attachment**

Standard 2. Children develop trust and emotional security through positive relationships, self-awareness, and self-regulation

Benchmark 2. Develops secure relationships with familiar adults (e.g., cries when parent leaves, seeks comfort from familiar adult in new situations, follows a parent or teacher physically around the room)

### **Attention maintenance**

Standard 3. Children use imitation, exploration, and play to acquire knowledge and solve problems

Benchmark 2. Focuses attention on a chosen toy or activity (e.g., repeats successful, enjoyable, or predictable experiences; works to reach a goal) and shows a willingness to overcome frustration (e.g., walks, falls down, and gets back up several times; persists in looking for a favorite toy)

### **Balance**

Standard 1. Children develop physical abilities and healthy practices

Benchmark 3. Gains motor control and balance using the large muscles in the body (e.g., cruises, crawls, walks)

### **Book awareness**

Standard 5. Children develop the ability to communicate

Benchmark 5. Listens and participates while being read to by selecting a favorite book, pointing, turning pages, and labeling pictures or drawings.

### **Cause and effect**

Standard 4. Children develop the ability to understand the world around, including mathematical and scientific

Benchmark 1. Experiments with cause-and-effect (e.g., combines simple actions to cause things to happen, makes changes to his/her actions to observe the effect, purposefully repeats actions)

### **Concentration**

Standard 3. Children use imitation, exploration, and play to acquire knowledge and solve problems

Benchmark 2. Focuses attention on a chosen toy or activity (e.g., repeats successful, enjoyable, or predictable experiences; works to reach a goal) and shows a willingness to overcome

frustration (e.g., walks, falls down, and gets back up several times; persists in looking for a favorite toy)

## **Coordination**

Standard 1. Children develop physical abilities and healthy practices

Benchmark 4. Moves body, arms, and legs with coordination (e.g., repeats movements, pushes or pulls a toy, throws a ball, uses riding toys)

Benchmark 6. Develops hand-eye coordination to manipulate objects (e.g., transfers an object from hand to hand; uses a spoon, toy hammer, or crayon; squeezes objects; stacks blocks; turns pages of a book )

## **Coordination**

Standard 1. Children develop physical abilities and healthy practices

Benchmark 4. Moves body, arms, and legs with coordination (e.g., repeats movements, pushes or pulls a toy, throws a ball, uses riding toys)

Benchmark 6. Develops hand-eye coordination to manipulate objects (e.g., transfers an object from hand to hand; uses a spoon, toy hammer, or crayon; squeezes objects; stacks blocks; turns pages of a book )

## **Curiosity**

Standard 3. Children use imitation, exploration, and play to acquire knowledge and solve problems

Benchmark 1. Uses the information received from the senses to explore and react to the environment (e.g., experiments with the feel and tastes of different foods; adjusts walking for different surfaces; plays with water, sand, and play dough)

## **Early writing**

Standard 5. Children develop the ability to communicate

Benchmark 8. Makes marks or scribbles on paper with a large crayon or marker

## **Emotional expression**

Standard 2. Children develop trust and emotional security through positive relationships, self-awareness, and self-regulation

Benchmark 3. Demonstrates awareness of the feelings of others (e.g., watches another child who is crying or laughing, offers a toy to another child who is upset, squeals with joy when other children are happy and excited)

Benchmark 9. Expresses a range of emotions through actions, body language, and expressions (e.g., gives hugs to show affection; cries when afraid, laughs or claps when happy; pushes away a toy when frustrated)

### **Emotional regulation**

Standard 2. Children develop trust and emotional security through positive relationships, self-awareness, and self-regulation

Benchmark 8. Comforts self when upset (e.g., sucks on fingers or thumb; uses comfort objects, such as a blanket or stuffed animal; seeks out a familiar person, toy, or place) and actively avoids or ignores situations that cause discomfort

### **Empathy**

Standard 2. Children develop trust and emotional security through positive relationships, self-awareness, and self-regulation

Benchmark 3. Demonstrates awareness of the feelings of others (e.g., watches another child who is crying or laughing, offers a toy to another child who is upset, squeals with joy when other children are happy and excited)

### **Environmental print**

Standard 5. Children develop the ability to communicate

Benchmark 7. Notices print in the environment (e.g., looks at posters and other pictures on the walls, recognizes a sign or logo that they see often)

### **Exploration**

Standard 3. Children use imitation, exploration, and play to acquire knowledge and solve problems

Benchmark 1. Uses the information received from the senses to explore and react to the environment (e.g., experiments with the feel and tastes of different foods; adjusts walking for different surfaces; plays with water, sand, and play dough)

### **Expressive language**

Standard 5. Children develop the ability to communicate

Benchmark 3. Uses gestures and words to communicate in short back-and-forth interactions (e.g., initiates interactions; takes turns speaking; imitates words, signs, and gestures)

Benchmark 4. Uses consistent sounds, gestures, signs, and some words to communicate needs, wants, and interests (e.g., uses made-up "words," uses expressions such as "uh-oh," names a few familiar favorite objects, shakes head "no")

### **Fine motor skills**

Standard 1. Children develop physical abilities and healthy practices

Benchmark 5. Controls small muscles in hands (e.g., mimics hand clapping or waving good-bye, uses pincher grasp, points with index finger)

Benchmark 6. Develops hand-eye coordination to manipulate objects (e.g., transfers an object from hand to hand; uses a spoon, toy hammer, or crayon; squeezes objects; stacks blocks; turns pages of a book )

### **Following directions**

Standard 5. Children develop the ability to communicate

Benchmark 2. Shows understanding of simple questions and one-step requests in a familiar context (e.g., looks at an object when asked where it is; responds appropriately to directions such as waving bye-bye, retrieving an object, or sitting down)

### **Following routines**

Standard 2. Children develop trust and emotional security through positive relationships, self-awareness, and self-regulation

Benchmark 7. Responds positively to choices and limits set by adults to help control behavior (e.g., understands simple rules and routines, looks at adult to determine whether a behavior is permitted, makes choices when given options, accepts re-direction)

### **Following rules**

Standard 2. Children develop trust and emotional security through positive relationships, self-awareness, and self-regulation

Benchmark 7. Responds positively to choices and limits set by adults to help control behavior (e.g., understands simple rules and routines, looks at adult to determine whether a behavior is permitted, makes choices when given options, accepts re-direction)

### **Geometry**

Standard 4. Children develop the ability to understand the world around, including mathematical and scientific

Benchmark 6. Understands that there are different amounts of things (e.g., uses signs or words to communicate "more" or "all done") Attends to colors, shapes, and sizes (e.g., looks at crayons before choosing a color, plays with a shape sorter and stacking containers, matches two objects that are the same, places a lid on a container)

### **Gross motor skills**

Standard 1. Children develop physical abilities and healthy practices

Benchmark 3. Gains motor control and balance using the large muscles in the body (e.g., cruises, crawls, walks)

Benchmark 4. Moves body, arms, and legs with coordination (e.g., repeats movements, pushes or pulls a toy, throws a ball, uses riding toys)

### **Imitation**

Standard 3. Children use imitation, exploration, and play to acquire knowledge and solve problems

Benchmark 3. Imitates others' expressions (e.g., copies gestures, words, or sounds immediately after witnessing them) and actions (e.g., imitates routines that have more than one step, copies actions that they have observed at an earlier time).

### **Impulse control**

Standard 2. Children develop trust and emotional security through positive relationships, self-awareness, and self-regulation

Benchmark 7. Responds positively to choices and limits set by adults to help control behavior (e.g., understands simple rules and routines, looks at adult to determine whether a behavior is permitted, makes choices when given options, accepts re-direction)

### **Interest in print**

Standard 5. Children develop the ability to communicate

Benchmark 5. Listens and participates while being read to by selecting a favorite book, pointing, turning pages, and labeling pictures or drawings.

### **Memory**

Standard 4. Children develop the ability to understand the world around, including mathematical and scientific

Benchmark 3. Remembers familiar people, places, and actions (e.g., remembers people and their typical actions, knows where objects belong, seeks missing objects or people, demonstrates familiarity with the steps of a routine)

Benchmark 4. Remembers familiar people, places, and actions (e.g., remembers people and their typical actions, knows where objects belong, seeks missing objects or people, demonstrates familiarity with the steps of a routine)

### **Number sense**

Standard 4. Children develop the ability to understand the world around, including mathematical and scientific

Benchmark 6. Understands that there are different amounts of things (e.g., uses signs or words to communicate "more" or "all done") Attends to colors, shapes, and sizes (e.g., looks at crayons before choosing a color, plays with a shape sorter and stacking containers, matches two objects that are the same, places a lid on a container)

## **Object permanence**

Standard 4. Children develop the ability to understand the world around, including mathematical and scientific

Benchmark 3. Remembers familiar people, places, and actions (e.g., remembers people and their typical actions, knows where objects belong, seeks missing objects or people, demonstrates familiarity with the steps of a routine)

Benchmark 4. Remembers familiar people, places, and actions (e.g., remembers people and their typical actions, knows where objects belong, seeks missing objects or people, demonstrates familiarity with the steps of a routine)

## **Persistence**

Standard 3. Children use imitation, exploration, and play to acquire knowledge and solve problems

Benchmark 2. Focuses attention on a chosen toy or activity (e.g., repeats successful, enjoyable, or predictable experiences; works to reach a goal) and shows a willingness to overcome frustration (e.g., walks, falls down, and gets back up several times; persists in looking for a favorite toy)

## **Phonemic awareness**

Standard 5. Children develop the ability to communicate

Benchmark 6. Shows an interest in simple songs, rhymes, sounds, and finger plays (e.g., makes the sounds of animals or things, such as trains; makes motions for familiar games, such as “pat-a-cake”)

## **Physical Development**

Standard 1. Children develop physical abilities and healthy practices

Benchmark 1. Shows characteristics of healthy development (e.g., grows appropriately according to height and weight charts; gets adequate sleep, demonstrates the stamina and energy to participate in daily activities)

## **Physical features of books**

Standard 5. Children develop the ability to communicate

Benchmark 5. Listens and participates while being read to by selecting a favorite book, pointing, turning pages, and labeling pictures or drawings.

## **Pretend play**

Standard 4. Children develop the ability to understand the world around, including mathematical and scientific

Benchmark 5. Uses objects in the way they were intended (e.g., pretends to feed a doll with a bowl and spoon) and in unconventional ways (e.g., pretends that a banana is a telephone)

### **Problem-solving**

Standard 4. Children develop the ability to understand the world around, including mathematical and scientific

Benchmark 2. Uses a variety of ways to approach a problem, reach a goal, or figure out how something works (e.g., uses trial and error, uses objects as tools, asks for help, mimics others' actions)

### **Receptive language**

Standard 5. Children develop the ability to communicate

Benchmark 1. Responds to the language of others (e.g., enjoys the sounds and rhythms of language, pays attention to what the speaker is looking at or pointing to, cries in response to sudden loud noises or angry voices)

Benchmark 2. Shows understanding of simple questions and one-step requests in a familiar context (e.g., looks at an object when asked where it is; responds appropriately to directions such as waving bye-bye, retrieving an object, or sitting down)

### **Relationships**

Standard 2. Children develop trust and emotional security through positive relationships, self-awareness, and self-regulation

Benchmark 1. Shows interest in and engages with other children (e.g., engages in simple back-and-forth interactions with peers, plays with one or two preferred playmates, imitates other children's actions)

Benchmark 2. Develops secure relationships with familiar adults (e.g., cries when parent leaves, seeks comfort from familiar adult in new situations, follows a parent or teacher physically around the room)

### **Repetition**

Standard 3. Children use imitation, exploration, and play to acquire knowledge and solve problems

Benchmark 2. Focuses attention on a chosen toy or activity (e.g., repeats successful, enjoyable, or predictable experiences; works to reach a goal) and shows a willingness to overcome frustration (e.g., walks, falls down, and gets back up several times; persists in looking for a favorite toy)

Standard 4. Children develop the ability to understand the world around, including mathematical and scientific

Benchmark 1. Experiments with cause-and-effect (e.g., combines simple actions to cause things to happen, makes changes to his/her actions to observe the effect, purposefully repeats actions)

### **Self-awareness**

Standard 2. Children develop trust and emotional security through positive relationships, self-awareness, and self-regulation

Benchmark 5. Demonstrates awareness of own characteristics, thoughts, and feelings (e.g., points to parts of his/her body when asked; expresses likes and dislikes for food, objects, and people)

### **Self-concept**

Standard 2. Children develop trust and emotional security through positive relationships, self-awareness, and self-regulation

Benchmark 5. Demonstrates awareness of own characteristics, thoughts, and feelings (e.g., points to parts of his/her body when asked; expresses likes and dislikes for food, objects, and people)

### **Self-confidence**

Standard 2. Children develop trust and emotional security through positive relationships, self-awareness, and self-regulation

Benchmark 6. Shows confidence in increasing abilities (e.g., expresses satisfaction with what he or she has done by clapping, explores independently, experiments with different ways of making things happen)

### **Self-Esteem**

Standard 2. Children develop trust and emotional security through positive relationships, self-awareness, and self-regulation

Benchmark 6. Shows confidence in increasing abilities (e.g., expresses satisfaction with what he or she has done by clapping, explores independently, experiments with different ways of making things happen)

### **Self-regulation**

Standard 2. Children develop trust and emotional security through positive relationships, self-awareness, and self-regulation

Benchmark 7. Responds positively to choices and limits set by adults to help control behavior (e.g., understands simple rules and routines, looks at adult to determine whether a behavior is permitted, makes choices when given options, accepts re-direction)

### **Social communication**

Standard 5. Children develop the ability to communicate

Benchmark 3. Uses gestures and words to communicate in short back-and-forth interactions (e.g., initiates interactions; takes turns speaking; imitates words, signs, and gestures)

### **Social skills**

Standard 2. Children develop trust and emotional security through positive relationships, self-awareness, and self-regulation

Benchmark 4. Engages in more complex social interactions (e.g., uses gestures and vocalizations to get specific responses from others, uses another's emotional expressions to guide own responses, imitates behavior, moves to be beside another child)

### **Spatial sense**

Standard 4. Children develop the ability to understand the world around, including mathematical and scientific

Benchmark 6. Understands that there are different amounts of things (e.g., uses signs or words to communicate "more" or "all done") Attends to colors, shapes, and sizes (e.g., looks at crayons before choosing a color, plays with a shape sorter and stacking containers, matches two objects that are the same, places a lid on a container)

Benchmark 7. Understands simple spatial relationships (e.g., uses trial and error to discover how things move and fit in space, uses a landmark to find an object, explores spaces with their bodies)

### **Symbolic representation**

Standard 4. Children develop the ability to understand the world around, including mathematical and scientific

Benchmark 5. Uses objects in the way they were intended (e.g., pretends to feed a doll with a bowl and spoon) and in unconventional ways (e.g., pretends that a banana is a telephone)

### **Use of senses**

Standard 3. Children use imitation, exploration, and play to acquire knowledge and solve problems

Benchmark 1.

Uses the information received from the senses to explore and react to the environment (e.g., experiments with the feel and tastes of different foods; adjusts walking for different surfaces; plays with water, sand, and play dough)

### **Vocabulary**

Standard 5. Children develop the ability to communicate

Benchmark 2. Shows understanding of simple questions and one-step requests in a familiar context (e.g., looks at an object when asked where it is; responds appropriately to directions such as waving bye-bye, retrieving an object, or sitting down)

Benchmark 4. Uses consistent sounds, gestures, signs, and some words to communicate needs, wants, and interests (e.g., uses made-up “words,” uses expressions such as "uh-oh," names a few familiar favorite objects, shakes head "no")

Source: Midcontinent Research International ([McRel](#))