

Child Development Chart

<p><u>Development of Responsibility</u></p> <p><u>Ages 5-7</u>: Developing an ability to take part in groups and to be alone, to see that others have feelings, may begin to respond to others in distress, an interest in the community and the world outside, aware of basic necessities, an interest in specific issues to their world, ability to respond sympathetically to others, to begin to notice how people are similar and different from one another, begin to understand consequences of own and others' behavior.</p>	<p><u>Emotional & Social Development</u></p> <p><u>Ages 5-7</u>: May continue to show intense emotions, may appear anxious once again when separated from familiar people, are learning to cooperate with others, continuing to develop feelings of independence, may begin to talk about self and to define self, may feel they are treated unfairly if others get something they do not, begin to see themselves as bad, good, clever, and may seem very hard on themselves, begin to develop the ability to share possessions and take turns.</p>	<p><u>Development of Responsibility</u></p> <p><u>Ages 7-9</u>: Learning to work in groups, can lead, can expect certain situations, appreciate their own culture, developing an ability to be sympathetic, understand consequences of their behavior.</p>	<p><u>Emotional & Social Development</u></p> <p><u>Ages 7-9</u>: May continue to show bursts of emotion, may show emotions that are both judgmental and critical of themselves and others, continue to feel anxiety in the larger community, are becoming more outgoing, developing closer friendships, show a generally increased sense of self confidence, will eagerly take on tasks and activities likely to be successful but usually will not take risks, are sensitive to criticism and display feelings of success or failure depending on how adults respond to them.</p>
<p><u>Reading Development</u></p> <p><u>Ages 5-7</u>: Role play themselves as readers, begin to develop a basic vocabulary, choose short books with simple stories and illustrations, begin to develop an ability to try reading print, including ways to figure out words, enjoy reading favorite books.</p>	<p><u>Intellectual Development</u></p> <p><u>Ages 5-7</u>: Continue to learn from direct experience, expand and refine knowledge with increasing understanding, continue to expand their use of language to clarify thinking and learning, developing a sense of how reading and writing work, combine drawing and writing to convey ideas, understand that print "tells" a story, develop a basic vocabulary of personal words, may begin to organize information to remember, continue to assert personal choice in decision-making.</p>	<p><u>Reading Development</u></p> <p><u>Ages 7-9</u>: Show interest in topics, characters and events, read for a variety of purposes, see themselves as readers, begin to self-correct miscues, are rapidly increasing knowledge of words recognized on sight, developing knowledge of a variety of forms that communicate ideas, have a "sense of story" and can identify parts, able to focus on details keeping main idea in mind, develop an ability to read silently, develop an ability to read independently, show ability to make inferences, understand intent, draw conclusions, are beginning to read novels and to use books to find information.</p>	<p><u>Intellectual Development</u></p> <p><u>Ages 7-9</u>: May begin to do multi-step problems, continues to deepen understanding of cause and affect, may work with simple metaphors, use writing and reading for specific purposes, may be learning to tell time, develop rapidly increasing vocabulary, begin to self correct errors, are increasingly able to organize and rehearse information in order to remember, continue to develop a need for increased ownership in decision making.</p>

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Development of Responsibility

Ages 11-13: may show that relations with friends are increasingly important, continue to develop the ability to work cooperatively, can see the worth of other's view points, becoming committed to their belief and personal views of the world, begin to appreciate the heritage of their own country while cherishing family culture, develop an ability to empathize with another's feelings, begin to test consequences.

Reading Development

Ages 11-13: Read for an increasing variety of purposes and choose from a wide range of reading material, increase reading vocabulary, silent reading rate, length of time for concentration, and ability to adjust rate of reading to suit purpose, able to deal with detail in content form while keeping main ideas in mind, are increasingly able to read critically and to detect inconsistencies in argument, able to understand and discuss aspects of literatures such as theme, conflict, and author's style, are increasing in the ability to persit with longer and more complex texts.

Emotional & Social Development

Ages 11-13: May begin to show intense emotions, bouts of anxiety, moodiness, continue to hide feelings of anxiety with friends and family, generally get along well with their friends and show an interest in having a best friend, start to question adult authority, sometimes engage in self put-downs in conversations with others, may begin to define self in terms of opinions, beliefs, values, and expand sense of self by attempting to copy the culture of current fads, are sensitive to criticism and display feelings of success or failure, may become self-critical, may appear to become possessive with own belongings and people close to them, may view younger siblings as nuisances when involved with peers and feel discriminated against in family situations.

Intellectual Development

Ages 11-13: Begin to develop ability to "manipulate" thoughts and ideas but still need hands-on experiences, do some abstract reasoning, refine understanding of cause and effect, continue to broaden knowledge, understanding, and use of language to clarify thinking and learning, often likes jokes and words with double meanings, continues to expand thinking more readily through writing and reading, continue to increase silent reading rate and time spent reading, continue to increase ability to adjust rate and reading to suit purpose, continue to broaden interest in a variety of fiction and non-fiction, begin to understand people may interpret same material in different ways, may be able to talk about recent events, plan for the future and career aspirations, may begin to develop more complex schemes to aid memory, need ownership in decision-making with the continued guidance of a responsible person, develop ideas about real objects, their properties-length, area, mass, capacity, and volume-through direct experience and by thinking about those experiences.

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