## Elementary School Years: 6 Years Old

<table>
<thead>
<tr>
<th>Physical Development</th>
<th>Cognitive/Language Development</th>
<th>Psychosocial Development</th>
</tr>
</thead>
</table>
| **Gross Motor**      | **Receptive Language**        | Has poor ability to modulate feelings.  
Is constantly active.  
Shows smooth and coordinated movement.  
Stands on one foot, eyes closed.  
Has good balance and rhythm.  
Bounces ball with good control.  
Hops through hopscotch course. |
| **Fine Motor**       | **Expressive Language**       | Enjoys performing for others.  
Ties own shoes.  
Makes simple, recognizable drawings. |
| **Ties own shoes.**  | **Cognitive Development**     | Has difficulty making decisions.  
**Makes simple, recognizable drawings.** |
| **Is constantly active.**  | **Names all colors.**  | Dawdles in daily routines but will work beside adult to complete tasks.  
**Knows what number comes after 8.**  
**Identifies similarities and differences among pictures.**  
**Knows what number comes after 8.**  
**Identifies similarities and differences among pictures.**  |
| **Shows smooth and coordinated movement.**  | **Knows category labels.**  | Shows jealousy of others; very competitive.  
**Stands on one foot, eyes closed.**  
**Has good balance and rhythm.**  
**Bounces ball with good control.**  
**Hops through hopscotch course.**  |
| **Stands on one foot, eyes closed.**  | **Defines and explains words.**  | **Plays simple table games.**  
**Has good balance and rhythm.**  
**Bounces ball with good control.**  
**Hops through hopscotch course.**  |
| **Has good balance and rhythm.**  | **Identifies likeness and differences between objects.**  | **Often insists on having own way.**  
**Bounces ball with good control.**  
**Hops through hopscotch course.**  |
| **Bounces ball with good control.**  | **Identifies consonant sounds heard at beginning of words.**  | **Is easily excited and silly.**  
**Hops through hopscotch course.**  |
| **Hops through hopscotch course.**  | **Gives category labels.**  | **Persists with chosen activities.**  
**Identifies consonant sounds heard at beginning of words.**  
**Gives category labels.**  
**Plays simple table games.**  |
| **Identifies consonant sounds heard at beginning of words.**  | **Likes to use big words.**  | **Plays simple table games.**  
**Gives category labels.**  
**Plays simple table games.**  
**Plays simple table games.**  |
| **Gives category labels.**  | **Shows increasingly symbolic language.**  | **Often insists on having own way.**
**Plays simple table games.**  
**Plays simple table games.**  
**Plays simple table games.**  |
| **Plays simple table games.**  | **Identifies similarities and differences among pictures.**  | **Is easily excited and silly.**  
**Plays simple table games.**  
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| **Plays simple table games.**  | **Names all colors.**  | **Persists with chosen activities.**  
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**Plays simple table games.**  |
| **Identifies similarities and differences among pictures.**  | **Knows what number comes after 8.**  | **Plays simple table games.**  
**Identifies similarities and differences among pictures.**  
**Names all colors.**  
**Plays simple table games.**  |
| **Names all colors.**  | **Understands quantity up to 10.**  | **Plays simple table games.**  
**Identifies similarities and differences among pictures.**  
**Names all colors.**  
**Plays simple table games.**  |
| **Understands quantity up to 10.**  | **Identifies consonant sounds heard at beginning of words.**  | **Plays simple table games.**  
**Identifies similarities and differences among pictures.**  
**Names all colors.**  
**Plays simple table games.**  |
| **Identifies consonant sounds heard at beginning of words.**  | **Identifies consonant sounds heard at beginning of words.**  | **Plays simple table games.**  
**Identifies similarities and differences among pictures.**  
**Names all colors.**  
**Plays simple table games.**  |

### School Milestones

- Begins to recognize words.
- Matches words.
- Identifies words by length or beginning sound/letter.
- Rereads books many times.
- Prints first and last name.
- Invents spelling.
- Reverses two-digit numbers (e.g., writes “13” as “31”).
- Rote counts to 30 or higher.
- Adds amounts to 6.
- Subtracts amounts within 5.
- Uses simple measurement.
- Names coins; states values of a penny, dime, and nickel.
- Writes slowly and with effort with mixed capital and lowercase letters.
- Has poor ability to modulate feelings.
- Enjoy performing for others.
- Has difficulty making decisions.
- Dawdles in daily routines but will work beside adult to complete tasks.
- Shows jealousy of others; very competitive.
- Plays simple table games.
- Often insists on having own way.
- Is easily excited and silly.
- Persists with chosen activities.
- Goes to bed unassisted but enjoys good-night chat.
- Frequently frustrated—may have tantrums.
- May return to thumb sucking, baby talk, etc.
- Responds better to praise of positive behaviors versus focus on negative behaviors.
- Often takes small things from others and claims they found them.
- Begins to distinguish right and left on self.
## Developmental Stages of Infants and Children

### Elementary School Years: 7 Years Old

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Gross Motor</strong></td>
<td>Shows variability in activity level. Rides bicycle. Runs smoothly on balls of feet.</td>
<td>Speaks fluently. Uses slang and clichés. Understands cause-effect relationships. Recites days of week and months of year. Talks about own feelings in retrospect. Often seems not to hear when absorbed in own activity. Shows concrete problem solving. Organizes and classifies information. Learns best in concrete terms. Shows interest in issues of luck and fairness. Internal sense of time emerging.</td>
</tr>
<tr>
<td><strong>Fine Motor</strong></td>
<td>Has well-developed small muscles. Has well-developed hand-eye coordination. Draws triangle in good proportion. Copies vertical and horizontal diamonds.</td>
<td></td>
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<tr>
<td><strong>School Milestones</strong></td>
<td>Shows increasing reading vocabulary. Shows greater speed with writing. Begins to self-monitor reversal errors (e.g., writing b rather than d). Learns to solve addition and subtraction combinations. Learns to tell time.</td>
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### Elementary School Years: 8 Years Old

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<td><strong>Gross Motor</strong></td>
<td>Shows rhythmical and somewhat graceful movement. Has frequent accidents due to misjudging abilities (e.g., broken arm).</td>
<td>Easily expresses and communicates. Is often out of bounds verbally (e.g., boasting, exaggerating, sharing private information). Likes to use big words.</td>
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</table>
### Elementary School Years: 8 Years Old (continued)

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<tr>
<td>Holds pencil, toothbrush, and tools less tensely. Enjoys exercise of both large and small muscles.</td>
<td><strong>Reading</strong> Shows variable enjoyment of reading. Likes humor in stories. Reads new words through context and phonics. Stops and talks about what he or she reads. Omit words and reads out of order. Prefers silent reading.</td>
<td>Is sensitive to criticism, especially in front of others. Shows strong interest in own past (e.g., stories, baby books, life books). Begins to have sense of humor for own jokes or riddles. May be snippy and impatient in talk with family members.</td>
</tr>
<tr>
<td><strong>Arithmetic</strong> Knows addition and subtraction combinations—some by heart. Learning to carry in addition. Learning to borrow in subtraction. Knows a few multiplication facts. Knows ( \frac{1}{2} ) and ( \frac{1}{4} ). Interested in money.</td>
<td><strong>Written Language</strong> Writes sentences. Begins cursive writing. Shows few reversal errors. Uses capital and lowercase letter forms. Tries to write neatly.</td>
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</tbody>
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### Elementary School Years: 9 Years Old

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### Developmental Stages of Infants and Children

#### Elementary School Years: 9 Years Old (continued)

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<tbody>
<tr>
<td>Works purposefully to improve physical skills. May have somatic complaints (e.g., stomachache, dizziness, leg pains).</td>
<td>Enjoys school; wants to operate at optimal level and may relate fears and failure more strongly to subject than to teacher. Can describe preferred methods of learning. Likes to read for facts and information. Enjoys keeping a diary and making lists. Prefers to read silently. Usually prefers written to mental computation. Worries about doing well in school.</td>
<td>Capable of concentrating for several hours. Likes to plan ahead. Is increasingly attentive to peer pressure. Begins to subordinate own interests to group purpose. May take up collecting hobbies. Learns to lose at games. Begins to be neater about own room. Chooses member of own sex for special friend. Overtly criticizes opposite sex. Makes decisions easily. Responds relatively easily to discipline.</td>
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#### Elementary School Years: 10 Years Old

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<tbody>
<tr>
<td>Girls and boys tend to be even in size and sexual maturity (early in 10th year). Girls’ bodies undergo slight softening and rounding at 10½. Has decreasing somatic complaints. Is increasingly fidgety—more common for girls. Shows little awareness of fatigue. Strongly refuses bathing. Loves outdoor exercise play (e.g., baseball, skating, jumping rope, running).</td>
<td>Participates in discussion of social and world problems. Interest in reading varies greatly by child. Shows humor that is broad, labored, and often not funny to adults. Repeats “dirty” jokes to parent, but often does not understand them. Interested in his or her future as a parent and how he or she will treat own child. Rarely interested in keeping a diary. Mostly interested in material possessions, health and happiness for self and others, and personal improvement.</td>
<td>Seems relaxed and casual; describes self as “real happy.” Boys show friendship with physical expression (e.g., punch, shove, wrestle). Girls show friendship with note writing, gossip, and hand-holding. Enjoys sharing secrets and discussing mysteries with friends. Believes friends over parents. Does not respond well when praised or reprimanded in front of friends. Shows infrequent and soon-resolved anger.</td>
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Elementary School Years: 10 Years Old (continued)

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<tr>
<td>Enjoys memorizing.</td>
<td>Yells and calls names.</td>
<td>Tends to have sincere,</td>
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<tr>
<td>Prefers oral to</td>
<td>Rarely cries except</td>
<td>trusting, and physically</td>
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<tr>
<td>written work in</td>
<td>with hurt feelings.</td>
<td>affectionate relationship</td>
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<tr>
<td>school.</td>
<td></td>
<td>with mother.</td>
</tr>
<tr>
<td>Shows short interest</td>
<td>Tends to have positive,</td>
<td></td>
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<tr>
<td>span—needs frequent</td>
<td>adoring, admiring</td>
<td></td>
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<tr>
<td>shift of activity in</td>
<td>relationship with</td>
<td></td>
</tr>
<tr>
<td>school.</td>
<td>father.</td>
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<tr>
<td>Is decreasingly</td>
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<tr>
<td>interested in</td>
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<td></td>
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<tr>
<td>movies and television.</td>
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Early Adolescence: Beginning Age, 11–13 Years Old

Females
- Pubic hair pigmented, curled.
- Auxiliary hair begins after pubic hair.
- Height growth spurt.
- Breast development continues.
- Labia enlarged.
- Increase in subcutaneous fat.
- Menstruation begins.

Males
- Prepubescent physical development.
- Beginning growth of testes, scrotum, and penis.
- Downy pubic hair.
- Consistent height growth.

Begins to move from concrete toward abstract thinking (reasoning based on hypotheses or propositions rather than only on concrete objects or events).

Increasingly interested in ideas, values, social issues; often narrow in understanding and dogmatic.

Is very interested in music and personal appearance—especially common for females.

Has increasing conflict with family—however, most place strong value on family and involved parents.

Is anxious about peer acceptance.

Is concerned with self-identity.

Depends on family but increasingly tests limits.

Establishes independence through conflicts with peers and family.*

Is egocentric.

Has abrupt mood and behavior swings.

Females highly concerned with body image, physical changes.

Increasingly interested in peers and peer culture.

Changes in friends are common.

Has same-sex relationships most often, although has concerns, anxiety, and experimentation with opposite sex.

Has strong needs for achievement and recognition of accomplishment, although may be masked by feigned indifference.