

# The Vine Assessment System™

by LifeCubby

*A Fully Integrated Platform for Observation,  
Daily Reporting, Communications and Assessment*

For Early Childhood Professionals and the Families that they Serve

Alignment Document for:  
**Indiana Standards Tool for  
Alternate Reporting of  
Kindergarten Readiness (ISTAR-KR)**



## References



Indiana Department of Education. (2015). *Indiana standards tool for alternate reporting of kindergarten readiness (ISTAR-KR)*. Retrieved from <http://www.doe.in.gov/assessment/kindergarten-readiness-assessment>

<b>Indiana Standards Tool for Alternate Reporting of Kindergarten Readiness (ISTAR-KR)</b>		<b>Vine Assessments by LifeCubby</b>
<b>ISTAR-KR Matrix: English/Language Arts</b>		
<b>CCSS: Reading Foundational Skills (RF) - Phonological Awareness</b>		
<b>KR: Demonstrates awareness of sounds</b>		<b>Vine Progress Indicator</b>
<b>Responds to sounds in the environment</b>	Alerts to/facial expression changes and locates sounds in the environment (e.g. primary caregiver voice, pet, doorbell)	<b>ATL 1-1 Is Attentive</b>
	Finds hidden sound directly above and behind	<b>ATL 1-1 Is Attentive</b>
		<b>ATL 1-4 Is Curious</b>
<b>Produces a variety of sounds</b>	Responds to sounds in the environment	<b>ATL 1-4 Is Curious</b>
	Emulates sounds in the environment	<b>LC 7-2 Develops Expressive Communication</b>
	Repeats sounds from familiar song, book	<b>LC 7-2 Develops Expressive Communication</b>
	Produces strings of sounds while looking at a book	<b>LC 7-2 Develops Expressive Communication</b>
		<b>LKS 8-1 Develops Early Literacy</b>
Acknowledges when sounds are the same or different	<b>LC 7-3 Develops Phonemic Awareness</b>	
<b>Produces and blends the sounds of letter patterns into recognizable words</b>	Produces a variety of sounds	<b>LC 7-2 Develops Expressive Communication</b>
	Blends individual sounds into words	<b>LC 7-2 Develops Expressive Communication</b>
	Repeats words from familiar song or book	<b>LKS 8-1 Develops Early Literacy</b>
	Repeats a word from a spoken sentence string	<b>LC 7-2 Develops Expressive Communication</b>
	Identifies words from a spoken sentence	<b>LC 7-4 Expands Vocabulary</b>
	Identifies differences in letter sounds	<b>LKS 8-2 Develops Alphabetic Knowledge</b>
<b>Compares sounds of different words</b>	Blends consonant-vowel-consonant sounds to make words	<b>LC 7-2 Develops Expressive Communication</b>
	Produces and blends the sounds of letter patterns into recognizable words	<b>LC 7-2 Develops Expressive Communication</b>
	Matches sound that begins own name with the sound that begins another word or name	<b>LC 7-3 Develops Phonemic Awareness</b>
	Identifies words that sound alike	<b>LC 7-3 Develops Phonemic Awareness</b>
Identifies words that rhyme	<b>LC 7-3 Develops Phonemic Awareness</b>	

	Produces words that rhyme with oral prompts	LC 7-3 Develops Phonemic Awareness
<b>CCSS: Reading Foundational Skills (RF) - print concepts, phonics, and word recognition</b>		
<b>KR: Demonstrates awareness of symbols</b>		<b>Vine Progress Indicator</b>
<b>Responds to familiar pictures</b>	Reacts to pictures of familiar people	ATL 1-2 Develops Memory
	Reacts to recognizable features in print	LKS 8-1 Develops Early Literacy
	Finds named pictures or textures in book	LKS 8-1 Develops Early Literacy
	Points to pictures in a book	LKS 8-1 Develops Early Literacy
	Makes sounds related to pictures to demonstrate an understanding of the picture	LKS 8-1 Develops Early Literacy
	Makes sounds related to pictures to demonstrate an understanding of the picture	LKS 8-1 Develops Early Literacy
<b>Labels familiar pictures</b>	Responds to familiar pictures	LKS 8-1 Develops Early Literacy
	Names familiar people in pictures	LC 7-4 Expands Vocabulary
	Names familiar objects in pictures	LC 7-4 Expands Vocabulary
	Names familiar actions in pictures	LC 7-4 Expands Vocabulary
	Matches pictures to actual objects	LC 7-4 Expands Vocabulary
<b>Recognizes familiar symbols</b>	Labels familiar pictures of objects used in everyday routines	LKS 8-3 Develops Emergent Reading
	Identifies familiar signs, logos, product labels, or other environmental print	LKS 8-3 Develops Emergent Reading
	Identifies letters of own name	LKS 8-3 Develops Emergent Reading
	Produces sounds from letters in own name	LKS 8-2 Develops Alphabetic Knowledge
	Points to and names some letters	LKS 8-2 Develops Alphabetic Knowledge
	Distinguishes letters from words	LKS 8-2 Develops Alphabetic Knowledge LKS 8-3 Develops Emergent Reading
<b>Compares, combines, and orders letters and letter sounds</b>	Recognizes familiar symbols, e.g., restaurants, favorite foods, letters, numbers	LKS 8-3 Develops Emergent Reading
	Recognizes and names all capital letters in random order	LKS 8-2 Develops Alphabetic Knowledge
	Recognizes and names all lower case letters in random order	LKS 8-2 Develops Alphabetic Knowledge
	Puts letters, shapes, cards or tiles in alphabetical order	LKS 8-2 Develops Alphabetic Knowledge
	Matches all consonant sounds to appropriate letters	LKS 8-2 Develops Alphabetic Knowledge
	Matches same letter written in different styles	LKS 8-2 Develops Alphabetic Knowledge

	Changes sounds as letters in words change	LKS 8-2 Develops Alphabetic Knowledge
<b>CCSS: Reading – Informational Texts (RI) - (Key ideas, Craft and structure, Integrations of knowledge and ideas, Range of reading and level of text complexity)</b>		
<b>KR: Uses print for pleasure and information</b>		<b>Vine Progress Indicators</b>
<b>Engages with a book</b>	Looks at picture with interest	LKS 8-1 Develops Early Literacy
	Explores a book	LKS 8-1 Develops Early Literacy
	Jointly attends to pictures in books for several minutes	LKS 8-1 Develops Early Literacy
<b>Imitates proper handling of books</b>	Engages with a book	LKS 8-1 Develops Early Literacy
	Opens a book	LKS 8-1 Develops Early Literacy
	Turns pages from front to back	LKS 8-1 Develops Early Literacy
	Turns one page at a time	LKS 8-1 Develops Early Literacy
	Pretends to read a book aloud using jargon and combination of real words	LKS 8-1 Develops Early Literacy
	Differentiates the care of a book from the care of a toy	LKS 8-1 Develops Early Literacy
<b>Distinguishes print from pictures</b>	Imitates proper handling of books	LKS 8-1 Develops Early Literacy
	Tells about pictures on a page using a mix of simple phrases and simple sentences	LKS 8-1 Develops Early Literacy
	Points to words in book while telling story	LKS 8-1 Develops Early Literacy
	Points to letter when asked	LKS 8-2 Develops Alphabetic Knowledge
	Holds book right-side up based on orientation of pictures	LKS 8-1 Develops Early Literacy
<b>Orients to print in books</b>	Distinguishes print from pictures	LKS 8-1 Develops Early Literacy
	Follows words from left to right on the printed page	LKS 8-1 Develops Early Literacy
	Follows words from top to bottom on the printed page	LKS 8-1 Develops Early Literacy
	Follows printed words as a story is read or caption in video is played	LKS 8-1 Develops Early Literacy
	Follows pages that accompany a story or audiotape or CD	LKS 8-1 Develops Early Literacy
	Tells a story while correctly holding a book	LKS 8-1 Develops Early Literacy
<b>CCSS: Reading – Literature Texts (RL) - (Key ideas, Craft and structure, Integrations of knowledge and ideas, Range of reading and level of text complexity)</b>		
<b>KR: Comprehends details, events and main ideas</b>		<b>Vine Progress Indicators</b>
<b>Reacts to a story or event</b>	Anticipates actions, sounds, phrases from a predictable game or story	ATL 1-2 Develops Memory

	Reacts to new situations based on the memory of a previous event	<b>ATL 1-2 Develops Memory</b>
	Selects a book based on familiarity	<b>ATL 1-5 Shows Initiative</b>
	Listens with interest to stories read aloud	<b>LKS 8-1 Develops Early Literacy</b>
<b>Identifies details from a story or picture</b>	Reacts to a story or event	<b>LKS 8-1 Develops Early Literacy</b>
	Names objects from pictures book	<b>LC 7-4 Expands Vocabulary</b>
	Points to actions in pictures	<b>LC 7-4 Expands Vocabulary</b>
	Identifies animals and people in pictures	<b>LC 7-4 Expands Vocabulary</b>
	Recalls an event while looking at pictures	<b>ATL 1-2 Develops Memory</b>
<b>Talks about characters and settings</b>	Identifies details from a story or picture	<b>ATL 1-2 Develops Memory</b>
	Identifies and describes characters in a story	<b>ATL 1-2 Develops Memory</b>
	Tells something that a favorite character does in a story	<b>ATL 1-2 Develops Memory</b>
	Imitates parts of stories	<b>ATL 1-2 Develops Memory</b>
	Describes pictures of places in books	<b>LKS 8-1 Develops Early Literacy</b>
	Talks about actions in pictures of family members, pets, self	<b>LC 7-2 Develops Expressive Communication</b>
	Expresses what might happen after the action in a picture	<b>LKS 8-1 Develops Early Literacy</b>
	Asks questions and makes comments about story being read	<b>LKS 8-1 Develops Early Literacy</b>
	Talks about the cover and illustrations prior to story being read	<b>LKS 8-1 Develops Early Literacy</b>
<b>Retells familiar stories</b>	Talks about characters and settings	<b>ATL 1-2 Develops Memory</b>
	Tells simple stories from picture books	<b>LKS 8-1 Develops Early Literacy</b>
	Re-enacts stories	<b>ATL 1-2 Develops Memory</b>
		<b>CCA 21-4 Participates in Dramatic Play</b>
	Answers simple questions about characters, plot, outcome of story read aloud	<b>ATL 1-2 Develops Memory</b>
Retells a story's beginning, middle, end of story	<b>ATL 1-2 Develops Memory</b>	
<b>CCSS: Writing Standards – Text types and purposes, production and distribution of writing, research to build and present knowledge</b>		
<b>KR: Writing for a specific purpose and audience</b>		<b>Vine Progress Indicators</b>
<b>Intentionally makes marks or scribbles</b>	Uses fingers to make marks in substances	<b>LKS 9-1 Develops Emergent Writing</b>
	Attempts to write and draw	<b>LKS 9-1 Develops Emergent Writing</b>

<b>Associates writing with purpose</b>	Intentionally makes marks or scribbles	<b>LKS 9-1 Develops Emergent Writing</b>
	Draws approximations of shapes of objects to communicate	<b>LKS 9-1 Develops Emergent Writing</b>
	Requests someone else draws a picture or writes a message	<b>LC 7-2 Develops Expressive Communication</b>
<b>Creates writing with the intention of communicating</b>	Associates writing with purpose	<b>LKS 9-1 Develops Emergent Writing</b>
	Draws pictures and scribbles to generate and express ideas	<b>LKS 9-1 Develops Emergent Writing</b>
	Uses writing or symbols to share an idea with someone	<b>LKS 9-1 Develops Emergent Writing</b>
	Gives meaning to own writing	<b>LKS 9-1 Develops Emergent Writing</b>
	Tells a story for someone else to write	<b>LC 7-2 Develops Expressive Communication</b>
<b>Produces recognizable writing that conveys meaning</b>	Creates writing with the intention of communicating	<b>LKS 9-1 Develops Emergent Writing</b>
	Writes using letters, pictures and words	<b>LKS 9-1 Develops Emergent Writing</b>
	Writes phonetically spelled words	<b>LKS 9-1 Develops Emergent Writing</b>
	Uses writing to label drawings	<b>LKS 9-1 Develops Emergent Writing</b>
	Adds writing to a picture story	<b>LKS 9-1 Develops Emergent Writing</b>
<b>CCSS: Language Conventions – conventions of standard English, printing, capitalization, punctuation, vocabulary acquisition and use</b>		
<b>KR: Uses writing implements</b>		<b>Vine Progress Indicators</b>
<b>Grasps writing tools</b>	Holds writing tool in any way	<b>LKS 9-1 Develops Emergent Writing</b>
	Attempts to makes [sic] marks with writing tools	<b>LKS 9-1 Develops Emergent Writing</b>
<b>Imitates specific writing strokes to make a picture</b>	Grasps writing tools	<b>LKS 9-1 Develops Emergent Writing</b>
	Imitates drawing a horizontal line	<b>LKS 9-1 Develops Emergent Writing</b>
	Imitates drawing a vertical line	<b>LKS 9-1 Develops Emergent Writing</b>
	Imitates drawing a circle	<b>LKS 9-1 Develops Emergent Writing</b>
	Draws at top or bottom of page when requested	<b>LKS 9-1 Develops Emergent Writing</b>
<b>Copies specific writing marks</b>	Imitates specific writing strokes to make a picture	<b>LKS 9-1 Develops Emergent Writing</b>
	Copies a vertical line	<b>LKS 9-1 Develops Emergent Writing</b>
	Copies a horizontal line	<b>LKS 9-1 Develops Emergent Writing</b>
	Copies a circle	<b>LKS 9-1 Develops Emergent Writing</b>
<b>Approximates writing strings of letters</b>	Copies specific writing marks	<b>LKS 9-1 Develops Emergent Writing</b>
	Combines strokes and shapes to represent letters	<b>LKS 9-1 Develops Emergent Writing</b>
	Draws an approximation of a spoken number	<b>LKS 9-1 Develops Emergent Writing</b>
	Writes a known letter or approximations of letter	<b>LKS 9-1 Develops Emergent Writing</b>
	Writes letters in strings	<b>LKS 9-1 Develops Emergent Writing</b>

	Writes more than one word correctly	LKS 9-1 Develops Emergent Writing
	Copies or writes their first name	LKS 9-1 Develops Emergent Writing
<b>CCSS: Listening and Speaking Comprehension and Collaboration</b>		
<b>KR: Demonstrates Receptive Language</b>		<b>Vine Progress Indicators</b>
<b>Responds to cues in the environment</b>	Actively attends to things that an adult is showing	ATL 1-1 Is Attentive
	Recognizes others	ATL 1-2 Develops Memory
	Responds to the arrival of a familiar person	ATL 1-2 Develops Memory
	Watches speaker's face when spoken to	LC 7-1 Develops Receptive Communication
	Responds to familiar voices and noises (e.g. smiling, stopping to cry)	SED 5-1 Bonds with Adults LC 7-1 Develops Receptive Communication
<b>Responds to familiar gestures and words</b>	Responds to cues in the environment	LC 7-1 Develops Receptive Communication
	Responds to own name	LC 7-1 Develops Receptive Communication
	Finds named pictures or textures in books	LKS 8-1 Develops Early Literacy
	Gives an object when asked	LC 7-1 Develops Receptive Communication
	Responds to short phrases (e.g. "Where's mama?")	LC 7-1 Develops Receptive Communication
	Waves "hello" and "bye-bye" when prompted	SED 5-2 Learns from Adults
	Responds to "No"	ATL 2-2 Shows Responsibility
	Uses pointing for learning new vocabulary	LC 7-4 Expands Vocabulary
<b>Follows a familiar verbal or signed direction</b>	Responds to familiar gestures and words	LC 7-1 Develops Receptive Communication
	Follows one-step spoken directions	LC 7-1 Develops Receptive Communication
	Listens for information	LC 7-1 Develops Receptive Communication
	Answers simple "who", "what" and "where" questions about personal experiences	LC 7-2 Develops Expressive Communication
	Answers simple questions related to familiar activities, events, stories	LC 7-2 Develops Expressive Communication
<b>Follows an unfamiliar direction</b>	Follow a[n] unfamiliar verbal or signed direction	LC 7-1 Develops Receptive Communication
	Follows unfamiliar directions involving out of sight objects	LC 7-1 Develops Receptive Communication
	Follows directions in new places	LC 7-1 Develops Receptive Communication
	Answers "if...what" questions, e.g., "If you fill a cup with too much water, what will happen?"	CS 14-4 Draws Conclusions and Sorts Results
	Asks clarifying questions, We're going to ride on an escalator. Child says, "What's that?"	LC 7-4 Expands Vocabulary

	Follows related twostep directions, e.g. Please wash your hands and go to the table for lunch.	<b>LC 7-1 Develops Receptive Communication</b>
<b>CCSS: Speaking and Listening – Presentation of Knowledge and Ideas</b>		
<b>KR: Demonstrates Expressive Language</b>		<b>Vine Progress Indicators</b>
<b>Uses gestures or sounds to communicate</b>	Uses single words, signs, symbols or gestures to communicate	<b>LC 7-2 Develops Expressive Communication</b>
	Participates in back and forth vocal play	<b>LC 7-6 Learns Conversation Structure</b>
	Imitates one-word vocalization/signs such as “more” “all gone” “mine”	<b>LC 7-2 Develops Expressive Communication</b>
	Uses consonant-vowel combinations that may sound like “real” words	<b>LC 7-2 Develops Expressive Communication</b>
	Varies pitch, length, and volume of vocalizations to express wants and needs	<b>LC 7-2 Develops Expressive Communication</b>
	Produces vocalizations with correct inflection of questions and exclamations	<b>LC 7-2 Develops Expressive Communication</b>
<b>Uses single words to communicate</b>	Uses gestures or sounds to communicate	<b>LC 7-2 Develops Expressive Communication</b>
	Imitates words on request while looking at pictures	<b>LC 7-4 Expands Vocabulary</b>
	Names familiar objects	<b>LC 7-4 Expands Vocabulary</b>
	Speaks intelligibly approximately 25% of the time	<b>LC 7-5 Expands Grammar and Pronunciation</b>
	Uses pronouns “you”, “me”, “mine” and “I”	<b>LC 7-5 Expands Grammar and Pronunciation</b>
	Uses single action and location words (e.g. “up” “jump”)	<b>LC 7-2 Develops Expressive Communication</b>
	Uses at least 6 different consonant sounds (e.g. m, n, p, b, t, d, k, g, w, y)	<b>LC 7-5 Expands Grammar and Pronunciation</b>
<b>Uses two-word phrases or signs</b>	Uses single words to communicate	<b>LC 7-2 Develops Expressive Communication</b>
	Uses two-word vocalizations, signs, symbols or gestures to tell about objects and events in the present	<b>LC 7-2 Develops Expressive Communication</b>
	Uses an expressive vocabulary of at least 50+ words	<b>LC 7-4 Expands Vocabulary</b>
	Uses an action or place word with a non (e.g. “daddy home” “kitty eat”)	<b>LC 7-5 Expands Grammar and Pronunciation</b>
	Uses negation (e.g. not, can’t)	<b>LC 7-5 Expands Grammar and Pronunciation</b>
	Imitates words on request while looking at pictures	<b>LC 7-4 Expands Vocabulary</b>



	Speaks intelligibly approximately 50% of the time	<b>LC 7-5 Expands Grammar and Pronunciation</b>
	Gives first and last name upon request	<b>SED 4-1 Develops Awareness of Self</b>
	Asks for help	<b>SED 5-1 Bonds with Adults</b>
	Uses a variety of speech sounds meaningfully including (e.g. m, n, ng, p, b, t, d, k, g, w, y)	<b>LC 7-5 Expands Grammar and Pronunciation</b>
<b>Uses simple phrases and sentences with simple grammatical rules</b>	Uses two-word phrases or signs	<b>LC 7-2 Develops Expressive Communication</b>
	Uses 4-word vocalizations, words, symbols, signs to tell about objects and events in recent past and near future	<b>LC 7-2 Develops Expressive Communication</b>
	Imitates a series of three numbers or unrelated words	<b>LC 7-2 Develops Expressive Communication</b>
	Communicates recent experiences using at least one attribute word	<b>LC 7-2 Develops Expressive Communication</b>
	Gives name, age and gender upon request	<b>SED 4-1 Develops Awareness of Self</b>
	Produces most consonants meaningfully at the beginning and end o[f] words, (excluding r, l, th, v, ch, sh blends)	<b>LC 7-5 Expands Grammar and Pronunciation</b>
	Produces all vowels meaningfully in the middle of words	<b>LC 7-5 Expands Grammar and Pronunciation</b>
	Speaks intelligibly approximately 75% of the time	<b>LC 7-5 Expands Grammar and Pronunciation</b>
	Uses plurals	<b>LC 7-5 Expands Grammar and Pronunciation</b>
	Uses pronouns – he, she, they, it	<b>LC 7-5 Expands Grammar and Pronunciation</b>
	Uses progressive verbs (ing)	<b>LC 7-5 Expands Grammar and Pronunciation</b>
	Uses regular past tense verbs (ed)	<b>LC 7-5 Expands Grammar and Pronunciation</b>
	<b>Uses varied grammar in expression</b>	Uses simple phrases and sentences with simple grammatical rules
Repeats simple sentences as presented		<b>LC 7-2 Develops Expressive Communication</b>
Uses 6-word sentences		<b>LC 7-2 Develops Expressive Communication</b>
Uses more than one descriptor word in a sentence		<b>LC 7-4 Expands Vocabulary</b>
Uses conjunctions		<b>LC 7-5 Expands Grammar and Pronunciation</b>
Uses possessive and objective pronouns		<b>LC 7-5 Expands Grammar and Pronunciation</b>
Uses grammatical word order		<b>LC 7-5 Expands Grammar and Pronunciation</b>
Uses more than one descriptor word in a sentence		<b>LC 7-4 Expands Vocabulary</b>
Uses auxiliary (helper) verbs, e.g., will, can, am, have	<b>LC 7-5 Expands Grammar and Pronunciation</b>	

<b>ISTAR-KR Matrix: Mathematics</b>		
<b>CCSS: Counting, Cardinality, and Operations Base Ten</b>		
<b>KR: Counting and Quantity</b>		<b>Vine Progress Indicators</b>
<b>Demonstrates awareness of the presence of objects</b>	Looks at/observes hanging mobile or object held in front of face	<b>ATL 1-1 Is Attentive</b>
	Follows a moving or sound of an object	<b>CS 13-1 Explores Objects</b>
	Shows displeasure when a desirable object is removed	<b>ATL 1-5 Shows Initiative</b>
	Shows pleasure when a desirable object is received	<b>ATL 1-5 Shows Initiative</b>
	Attends to the face of a person when held	<b>ATL 1-1 Is Attentive</b>
<b>Identifies more</b>	Demonstrates awareness of the presence of objects	<b>CM 11-1 Learns Measurement and Quantities</b>
	Indicates desire for "more"	<b>CM 11-1 Learns Measurement and Quantities</b>
	Identifies which amount is "more" (e.g. visually, tactilely, or auditorally)	<b>CM 11-1 Learns Measurement and Quantities</b>
	Gives more when asked	<b>CM 11-1 Learns Measurement and Quantities</b>
	Identifies which collection is "more" (e.g. visually, tactilely, or auditorally)	<b>CM 11-1 Learns Measurement and Quantities</b>
<b>Uses numbers to compare</b>	Identifies more	<b>CM 11-1 Learns Measurement and Quantities</b>
	Uses whole numbers up to 5 to describe objects and experiences	<b>CM 10-2 Builds and Observes Sets</b>
	Touches or points to each object in a sequence only once	<b>CM 10-1 Begins Counting</b>
	Identifies when objects are the same number, even if arrangement is changed	<b>CM 10-2 Builds and Observes Sets</b>
	Identifies when a number of objects is "less" (e.g. visually, tactilely, or auditorally)	<b>CM 10-2 Builds and Observes Sets</b>
<b>Names and orders quantities</b>	Uses numbers to compare	<b>CM 10-2 Builds and Observes Sets</b>
	Identifies the next number in a series of numbers	<b>CM 10-1 Begins Counting</b>
	Identifies "first" and "last"	<b>CM 10-1 Begins Counting</b>
	Gives "the rest" when asked	<b>CM 10-1 Begins Counting</b>
	Uses drawings to represent quantity and numbers	<b>CM 10-4 Reads and Writes Numbers</b>
	Counts a number of objects up to 10	<b>CM 10-1 Begins Counting</b>
<b>CCSS: Operations and Algebraic Thinking</b>		
<b>KR: Computation</b>		<b>Vine Progress Indicators</b>
	Pulls or breaks apart food	<b>CS 13-1 Explores Objects</b>
	Lines up objects	<b>CS 13-2 Classifies or Sorts Objects</b>

<b>Manipulates objects for a purpose</b>	Attends to a new object in a group of objects	<b>ATL 1-2 Develops Memory</b>
	Puts an object in mouth to explore	<b>CS 13-1 Explores Objects</b>
<b>Matches objects and sets</b>	Manipulates objects for a purpose	<b>CS 13-1 Explores Objects</b>
	Puts pairs together	<b>CS 13-2 Classifies or Sorts Objects</b>
	Matches sets of objects one-to-one	<b>CS 13-2 Classifies or Sorts Objects</b>
	Uses the term "same"	<b>CS 13-2 Classifies or Sorts Objects</b>
<b>Makes a set of objects smaller or larger</b>	Matches objects and sets	<b>CM 10-2 Builds and Observes Sets</b>
	Makes a collection of items larger by adding when asked	<b>CM 10-3 Learns Addition, Subtraction and Division</b>
	Makes collections of items smaller by taking items away when asked	<b>CM 10-3 Learns Addition, Subtraction and Division</b>
	Identifies "one more" "one less"	<b>CM 10-3 Learns Addition, Subtraction and Division</b>
	Describes addition and subtraction situations for numbers less than 3	<b>CM 10-3 Learns Addition, Subtraction and Division</b>
<b>Follows models of addition or subtraction situations</b>	Makes a set of objects smaller or larger	<b>CM 10-3 Learns Addition, Subtraction and Division</b>
	Creates a collection equal to objects in a collection already constructed	<b>CM 10-2 Builds and Observes Sets</b>
	Describes addition situations for numbers less than 5	<b>CM 10-3 Learns Addition, Subtraction and Division</b>
	Describes subtraction situations for numbers less than 5	<b>CM 10-3 Learns Addition, Subtraction and Division</b>
	Uses the term "half"	<b>CM 10-3 Learns Addition, Subtraction and Division</b>
	Uses the term "whole" when combining a whole quantity of something	<b>CM 10-3 Learns Addition, Subtraction and Division</b>
<b>CCSS: Measurement and Data</b>		
<b>KR: Time</b>		<b>Vine Progress Indicators</b>
<b>Anticipates a routine</b>	Cooperates with routines	<b>ATL 2-1 Understands Routines</b>
	Anticipates an event in a sequence during daily activities	<b>ATL 2-1 Understands Routines</b>
	Prepares for something anticipated	<b>ATL 2-1 Understands Routines</b>
	Associates familiar events with concrete objects (e.g. blanket for bedtime)	<b>ATL 2-1 Understands Routines</b>
	Follows along with a simple routine	<b>ATL 2-1 Understands Routines</b>
<b>Uses vocabulary to identify events in a routine</b>	Anticipates a routine	<b>ATL 2-1 Understands Routines</b>
	Responds to now, next, done.	<b>SS 16-2 Understands Time</b>
	Responds to "one more..." (time, book)	<b>LC 7-1 Develops Receptive Communication</b>

	Uses a word or shows an object that represents bedtime or mealtime	<b>SS 16-2 Understands Time</b>
<b>Sequences events</b>	Uses vocabulary to identify events in a routine	<b>ATL 2-1 Understands Routines</b>
	Independently completes an activity that requires 3 things be done in sequence	<b>LC 7-1 Develops Receptive Communication</b>
	Tells 3 events in chronological order	<b>SS 16-2 Understands Time</b>
	Differentiates past and future events	<b>SS 16-2 Understands Time</b>
	Identifies first and last events	<b>SS 16-2 Understands Time</b>
<b>Uses measuring vocabulary for time</b>	Sequences events	<b>LC 7-1 Develops Receptive Communication</b>
	Uses concepts of morning, afternoon, night, today, tomorrow	<b>SS 16-2 Understands Time</b>
	Uses concepts of today, yesterday and tomorrow	<b>SS 16-2 Understands Time</b>
	Explains how something may change over time	<b>SS 16-2 Understands Time</b>
<b>KR: Location</b>		<b>Vine Progress Indicators</b>
<b>Demonstrates an awareness of location of objects</b>	Tracks movement	<b>PMP 17-1 Develops Perception &amp; Balance</b>
	Responds to objects in the environment	<b>ATL 1-1 Is Attentive</b>
	Looks or feels for an object or sound that is hidden	<b>ATL 1-2 Develops Memory</b>
	Puts things in and out of other things	<b>CM 12-2 Develops Spatial Awareness</b>
	Identifies one body part	<b>SED 4-1 Develops Awareness of Self</b>
<b>Identifies location</b>	Demonstrates an awareness of location of objects	<b>CM 12-2 Develops Spatial Awareness</b>
	Identifies where he/she is currently located	<b>CM 12-2 Develops Spatial Awareness</b>
	Locates a hidden object or sound	<b>ATL 1-2 Develops Memory</b>
	Responds to "here" and "there"	<b>CM 12-2 Develops Spatial Awareness</b>
	Identifies the location of 3 body parts	<b>LC 7-4 Expands Vocabulary</b>
<b>Follows directions involving location</b>	Identifies location	<b>CM 12-2 Develops Spatial Awareness</b>
	Follows instructions to put an object in a different place (room, space)	<b>CM 12-2 Develops Spatial Awareness</b>
	Follows instructions to place an object in, out, on or off of something	<b>CM 12-2 Develops Spatial Awareness</b>
	Follows directions involving 5 body parts	<b>LC 7-1 Develops Receptive Communication</b>
<b>Communicates with location words</b>	Follows directions involving location	<b>LC 7-1 Develops Receptive Communication</b>
	Uses "beside" or "next to"	<b>CM 12-2 Develops Spatial Awareness</b>
	Answers "where is..." questions	<b>CM 12-2 Develops Spatial Awareness</b>

	Asks “where is...” questions	<b>CM 12-2 Develops Spatial Awareness</b>
<b>KR: Length, Capacity, Weight, Temperature</b>		<b>Vine Progress Indicators</b>
<b>Explores measurement attributes</b>	Pours substances in and out of containers	<b>CM 11-1 Learns Measurement and Quantities</b>
	Responds to hot and cold	<b>CM 11-1 Learns Measurement and Quantities</b>
	Responds to “all done”, “want more”	<b>CM 11-1 Learns Measurement and Quantities</b>
	Responds to “one more...” (e.g. time, book)	<b>CM 11-1 Learns Measurement and Quantities</b>
<b>Distinguishes between big and little, hot and cold</b>	Explores measurement attributes	<b>CM 11-1 Learns Measurement and Quantities</b>
	Distinguishes between big and little	<b>CM 11-1 Learns Measurement and Quantities</b>
	Makes choices based on size	<b>CM 11-1 Learns Measurement and Quantities</b>
	Communicates feelings of hot and cold	<b>CM 11-1 Learns Measurement and Quantities</b>
	Communicates size of things relative to self	<b>CM 11-1 Learns Measurement and Quantities</b>
	Uses descriptive word or gesture to express amount or size	<b>CM 11-1 Learns Measurement and Quantities</b>
<b>Differentiates gradients of size and weight</b>	Distinguishes between big and little, hot and cold	<b>CM 11-1 Learns Measurement and Quantities</b>
	Orders 3 objects by size	<b>CM 11-1 Learns Measurement and Quantities</b>
	Assembles a set of nesting objects	<b>CM 11-1 Learns Measurement and Quantities</b>
	Recognizes which object is lighter/heavier	<b>CM 11-1 Learns Measurement and Quantities</b>
	Recognizes which object is warmer/cooler	<b>CM 11-1 Learns Measurement and Quantities</b>
	Recognizes which object can hold more	<b>CM 11-1 Learns Measurement and Quantities</b>
<b>Uses common measuring tools in correct context</b>	Differentiates gradients of size and weight	<b>CM 11-1 Learns Measurement and Quantities</b>
	Uses a cup to act out a measurement of capacity	<b>CM 11-1 Learns Measurement and Quantities</b>
	Uses a ruler to act out a measurement of length or height	<b>CM 11-1 Learns Measurement and Quantities</b>
	Uses a scale to act out a measurement of weight	<b>CM 11-1 Learns Measurement and Quantities</b>
	Uses a thermometer to act out a measurement of temperature	<b>CM 11-1 Learns Measurement and Quantities</b>
<b>CCSS: Geometry</b>		
<b>KR: Sorting and Classifying Objects</b>		<b>Vine Progress Indicators</b>
<b>Explores attributes (e.g. shape, size, color)</b>	Attends to visual, auditory, tactile patterns	<b>CM 12-1 Learns Shapes &amp; Sizes</b>
	Shows interest in something out of place, (e.g. finding a small object on the carpet)	<b>ATL 1-4 Is Curious</b>
	Uses a shape toy to explore basic shapes	<b>CM 12-1 Learns Shapes &amp; Sizes</b>

	Puts smaller objects into larger holes, slots or depressions	<b>CM 12-2 Develops Spatial Awareness</b>
<b>Matches same attributes</b>	Explores attributes (e.g. shape, size, color)	<b>CM 12-1 Learns Shapes &amp; Sizes</b>
	Matches squares, circles	<b>CM 12-1 Learns Shapes &amp; Sizes</b>
	Matches rectangles, triangles	<b>CM 12-1 Learns Shapes &amp; Sizes</b>
	Identifies when object[s] are the same	<b>CM 12-1 Learns Shapes &amp; Sizes</b>
	Identifies and matches two colors	<b>LC 7-4 Expands Vocabulary</b>
<b>Matches opposites</b>	Matches same attributes	<b>CS 13-2 Classifies or Sorts Objects</b>
	Puts together pairs of pictures of opposites	<b>CS 13-2 Classifies or Sorts Objects</b>
	Names the opposite of a given quality	<b>CS 13-2 Classifies or Sorts Objects</b>
	Identifies objects that do not belong to a particular group	<b>CS 13-2 Classifies or Sorts Objects</b>
<b>Sorts and patterns by one attribute</b>	Matches opposites	<b>CS 13-2 Classifies or Sorts Objects</b>
	Names groups of objects according to the common attribute (e.g., blocks, books, clothes)	<b>CS 13-2 Classifies or Sorts Objects</b>
	Identifies geometric shapes, at least 4 (e.g. circles, triangles, squares, rectangles, cubes)	<b>CM 12-1 Learns Shapes &amp; Sizes</b>
	Puts objects into groups with the similar attribute	<b>CS 13-2 Classifies or Sorts Objects</b>
	Identify and sort common words in basic categories	<b>CS 13-2 Classifies or Sorts Objects</b>
	Copies simple patterns with numbers and shapes	<b>CM 11-2 Understands Patterns</b>
	Identifies patterns	<b>CM 11-2 Understands Patterns</b>
	Predicts what comes next when shown a simple AB pattern of objects	<b>CM 11-2 Understands Patterns</b>
	Compares and sorts by roundness	<b>CS 13-2 Classifies or Sorts Objects</b>
	Compares and sorts by number of corners	<b>CS 13-2 Classifies or Sorts Objects</b>
	Recognizes 5 colors	<b>LC 7-4 Expands Vocabulary</b>

<b>ISTAR-KR Matrix: Personal Care</b>		
<b>ISTAR KR: Oral Motor</b>		<b>Vine Progress Indicators</b>
<b>Coordinates sucking, swallowing, breathing</b>	Opens and closes lips in succession	<b>PMP 20-1 Learns about Nutrition</b>
	Purses and rounds lips	<b>PMP 20-1 Learns about Nutrition</b>
	Swallows liquid without choking or gagging in a semi-reclining position and without much leakage	<b>PMP 20-1 Learns about Nutrition</b>
	Makes a smile and a frown	<b>SED 3-1 Expresses Emotion</b>

<b>Swallows pureed or lumpy food</b>	Coordinates sucking, swallowing, breathing	<b>PMP 19-1 Develops Meal Time Independence</b>
	Closes lips when swallows	<b>PMP 19-1 Develops Meal Time Independence</b>
	Accepts pureed or lumpy food from spoon and swallows	<b>PMP 19-1 Develops Meal Time Independence</b>
<b>Uses tongue to move and munch solid food</b>	Swallows pureed or lumpy food	<b>PMP 19-1 Develops Meal Time Independence</b>
	Extends tongue	<b>PMP 19-1 Develops Meal Time Independence</b>
	Sweeps tongue around mouth and lips	<b>PMP 19-1 Develops Meal Time Independence</b>
	Manipulates food with tongue	<b>PMP 19-1 Develops Meal Time Independence</b>
<b>Chews with rotary movement</b>	Uses tongue to move and munch solid food	<b>PMP 19-1 Develops Meal Time Independence</b>
	Manipulates food laterally	<b>PMP 19-1 Develops Meal Time Independence</b>
	Chews with lips together	<b>PMP 19-1 Develops Meal Time Independence</b>
<b>ISTAR KR: Self-Feeding</b>		<b>Vine Progress Indicators</b>
<b>Cooperates with feeding</b>	Places hands on bottle, or holds own bottle	<b>PMP 19-1 Develops Meal Time Independence</b>
	Accepts food from a spoon	<b>PMP 19-1 Develops Meal Time Independence</b>
	Uses tongue to reject food	<b>PMP 19-1 Develops Meal Time Independence</b>
	Brings food to mouth with hand	<b>PMP 19-1 Develops Meal Time Independence</b>
<b>Assists in feeding self</b>	Cooperates with feeding	<b>PMP 19-1 Develops Meal Time Independence</b>
	Drinks from cup with assistance	<b>PMP 19-1 Develops Meal Time Independence</b>
	Grasps eating utensils	<b>PMP 19-1 Develops Meal Time Independence</b>
	Uses sippy cup or alternate closed cup	<b>PMP 19-1 Develops Meal Time Independence</b>
	Uses fingers to eat small pieces of food	<b>PMP 19-1 Develops Meal Time Independence</b>
<b>Feeds self</b>	Assists in feeding self	<b>PMP 19-1 Develops Meal Time Independence</b>
	Holds and drinks from open cup with some spilling	<b>PMP 19-1 Develops Meal Time Independence</b>
	May practice feeding self with a spoon	<b>PMP 19-1 Develops Meal Time Independence</b>
<b>Uses utensils and open cup to feed self</b>	Feeds self	<b>PMP 19-1 Develops Meal Time Independence</b>
	Uses utensils to feed self	<b>PMP 19-1 Develops Meal Time Independence</b>
	Drinks from open cup without spilling	<b>PMP 19-1 Develops Meal Time Independence</b>
<b>Serves self food and drink</b>	Uses utensils and open cup to feed self	<b>PMP 19-1 Develops Meal Time Independence</b>
	Pours liquid from a container into cup	<b>PMP 19-1 Develops Meal Time Independence</b>
	Spoons food from a container to own plate	<b>PMP 19-1 Develops Meal Time Independence</b>
	Spreads with knife	<b>PMP 19-1 Develops Meal Time Independence</b>
<b>ISTAR KR: Dressing/Undressing</b>		<b>Vine Progress Indicators</b>
<b>Cooperates in dressing/undressing</b>	Holds up arm or leg to dress	<b>PMP 19-2 Develops Self-Care Skills</b>
	Allows caregiver to dress and undress him/her	<b>PMP 19-2 Develops Self-Care Skills</b>

	Extends neck when clothing pulled over head	<b>PMP 19-2 Develops Self-Care Skills</b>
<b>Assists in dressing/undressing</b>	Cooperates in dressing/undressing	<b>PMP 19-2 Develops Self-Care Skills</b>
	Assists in removal of pull-over or front opening garments	<b>PMP 19-2 Develops Self-Care Skills</b>
	Assists in removal of pants/shorts	<b>PMP 19-2 Develops Self-Care Skills</b>
	Takes off coat, jacket, caregiver unfastens	<b>PMP 19-2 Develops Self-Care Skills</b>
	Pulls up pants after caregiver assists	<b>PMP 19-2 Develops Self-Care Skills</b>
	Puts on coat, jacket, caregiver fastens	<b>PMP 19-2 Develops Self-Care Skills</b>
	Unzips or zips, after caregiver prepares	<b>PMP 19-2 Develops Self-Care Skills</b>
	Puts on unfastened shoes	<b>PMP 19-2 Develops Self-Care Skills</b>
<b>Completes dressing/undressing</b>	Assists in dressing/undressing	<b>PMP 19-2 Develops Self-Care Skills</b>
	Removes socks or shoes	<b>PMP 19-2 Develops Self-Care Skills</b>
	Puts on socks and shoes	<b>PMP 19-2 Develops Self-Care Skills</b>
	Removes loose fitting clothes	<b>PMP 19-2 Develops Self-Care Skills</b>
	Unfastens and fastens fasteners, button, snaps, zippers	<b>PMP 19-2 Develops Self-Care Skills</b>
	Gets clothes right-side and front and back correctly	<b>PMP 19-2 Develops Self-Care Skills</b>
	Puts on pants/shorts	<b>PMP 19-2 Develops Self-Care Skills</b>
	Puts on coat, jacket, hat, and mitten or gloves	<b>PMP 19-2 Develops Self-Care Skills</b>
	Puts shoes on correct feet	<b>PMP 19-2 Develops Self-Care Skills</b>
<b>ISTAR KR: Care of hands, face, nose</b>		<b>Vine Progress Indicators</b>
<b>Cooperates in personal care routines</b>	Cooperates in washing and drying hands	<b>PMP 19-2 Develops Self-Care Skills</b>
	Cooperates in washing and drying face	<b>PMP 19-2 Develops Self-Care Skills</b>
	Allows nose to be wiped	<b>PMP 19-2 Develops Self-Care Skills</b>
	Dries palms	<b>PMP 19-2 Develops Self-Care Skills</b>
<b>Assists in personal care routines</b>	Cooperates in personal care routines	<b>PMP 19-2 Develops Self-Care Skills</b>
	Rubs hands together to wash and dry	<b>PMP 19-2 Develops Self-Care Skills</b>
	Gets soap and washcloth/napkin	<b>PMP 19-2 Develops Self-Care Skills</b>
	Recognizes need to clean hands, nose, face	<b>PMP 19-2 Develops Self-Care Skills</b>
	Dries tops of hands	<b>PMP 19-2 Develops Self-Care Skills</b>
	Dries face	<b>PMP 19-2 Develops Self-Care Skills</b>
	Blows nose into a held tissue	<b>PMP 19-2 Develops Self-Care Skills</b>



<b>Completes personal care routines</b>	Assists in personal care routines	<b>PMP 19-2 Develops Self-Care Skills</b>
	Washes and dries hands completely	<b>PMP 19-2 Develops Self-Care Skills</b>
	Uses tissue to clean nose	<b>PMP 19-2 Develops Self-Care Skills</b>
	Washes and dries face	<b>PMP 19-2 Develops Self-Care Skills</b>
<b>ISTAR KR: Toileting</b>		<b>Vine Progress Indicators</b>
<b>Demonstrates awareness</b>	Indicates awareness of soiled diaper	<b>PMP 19-2 Develops Self-Care Skills</b>
	Cooperates with being placed on toilet	<b>PMP 19-3 Becomes Toilet Trained</b>
<b>Participates in toileting</b>	Demonstrates awareness in toileting	<b>PMP 19-3 Becomes Toilet Trained</b>
	Anticipates and communicates toileting needs	<b>PMP 19-3 Becomes Toilet Trained</b>
	Uses toilet with help	<b>PMP 19-3 Becomes Toilet Trained</b>
	Toilets at scheduled time	<b>PMP 19-3 Becomes Toilet Trained</b>
<b>Completes toileting independently</b>	Participates in toileting	<b>PMP 19-3 Becomes Toilet Trained</b>
	Manages clothing for toileting	<b>PMP 19-3 Becomes Toilet Trained</b>
	Uses toilet paper	<b>PMP 19-3 Becomes Toilet Trained</b>
	Flushes toilet	<b>PMP 19-3 Becomes Toilet Trained</b>
	Washes hands after toileting	<b>PMP 19-3 Becomes Toilet Trained</b>

<b>ISTAR-KR Matrix: Physical</b>		
<b>ISTAR KR: Sensory Integration</b>		<b>Vine Progress Indicators</b>
<b>Responds to sensory input with a variety of behaviors</b>	Interacts with environment using tactile senses (hands and mouth)	<b>CS 13-1 Explores Objects</b>
	Uses auditory senses to interact with the environment	<b>CS 13-1 Explores Objects</b>
	Uses visual sense to interact with environment	<b>CS 13-1 Explores Objects</b>
	Uses olfactory sense	<b>CS 13-1 Explores Objects</b>
	Has established a consistent sleeping and eating schedule	<b>SS 16-2 Understands Time</b>
	Likes to be held and molds body when being held	<b>SED 5-1 Bonds with Adults</b>
<b>Tolerates a variety of sensory input</b>	Responds to sensory input with a variety of behaviors	<b>ATL 1-1 Is Attentive</b>
	Tolerates variety of tastes and chews on non-food objects	<b>PMP 20-1 Learns about Nutrition</b>
	Tolerates touch	<b>SED 5-1 Bonds with Adults</b>
	Tolerates variety of levels of sound	<b>LC 7-1 Develops Receptive Communication</b>
	Tolerates light	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>

	Tolerates being messy	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
	Comfortable when being moved	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
<b>Regulates sensory input with assistance</b>	Tolerates a variety of sensory input	<b>ATL 1-4 Is Curious</b>
	Calms with security object, sucking thumb or fingers, or by a familiar person	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
	Calms when taken to different environment	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
	Calms when redirected	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
<b>Applies a strategy to regulate sensory input</b>	Regulates sensory input with assistance	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
	Independently uses a strategy to comfort self	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
	Uses simple routines, rules to cope	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
	Regulates own schedule for sleeping, eating	<b>ATL 2-1 Understands Routines</b>
<b>ISTAR KR: Physical Stability</b>		<b>Vine Progress Indicators</b>
<b>Demonstrates strength in resisting gravity</b>	Controls head purposefully	<b>PMP 17-1 Develops Perception &amp; Balance</b>
	Turns head when on back	<b>PMP 17-1 Develops Perception &amp; Balance</b>
	Turns head when on stomach	<b>PMP 17-1 Develops Perception &amp; Balance</b>
	Controls head when in supported sit	<b>PMP 17-1 Develops Perception &amp; Balance</b>
	Sits momentarily with support of caregiver	<b>PMP 17-1 Develops Perception &amp; Balance</b>
<b>Demonstrates movement with strength</b>	Demonstrates strength in resisting gravity	<b>PMP 17-1 Develops Perception &amp; Balance</b>
	Demonstrates movement when on stomach	<b>PMP 17-1 Develops Perception &amp; Balance</b>
	Demonstrates movement when on back	<b>PMP 17-1 Develops Perception &amp; Balance</b>
	Raises head and chest when on stomach	<b>PMP 17-1 Develops Perception &amp; Balance</b>
	Moves arms and legs when on back or stomach	<b>PMP 17-2 Develops Lower Body Strength</b>
<b>Demonstrates stability and balance in upright position with assistance</b>	Demonstrates movement with strength	<b>PMP 17-2 Develops Lower Body Strength</b>
	Sits with support	<b>PMP 17-1 Develops Perception &amp; Balance</b>
	Stands a few moments with help	<b>PMP 17-1 Develops Perception &amp; Balance</b>
	Pulls to standing holding onto someone or something	<b>PMP 17-1 Develops Perception &amp; Balance</b>
	Sits in chair from standing	<b>PMP 17-1 Develops Perception &amp; Balance</b>
<b>Demonstrates stability, balance</b>	Demonstrates stability and balance in upright position with assistance	<b>PMP 17-1 Develops Perception &amp; Balance</b>

<b>and control in upright position</b>	Bears weight on a variety of body parts	<b>PMP 17-1 Develops Perception &amp; Balance</b>
	Sits independently	<b>PMP 17-1 Develops Perception &amp; Balance</b>
	Transitions to sit from back or stomach	<b>PMP 17-1 Develops Perception &amp; Balance</b>
	Transitions to back or stomach from sit	<b>PMP 17-1 Develops Perception &amp; Balance</b>
	From sit position, reaches with either arm and maintains balance	<b>PMP 17-1 Develops Perception &amp; Balance</b>
	Stands from sitting position	<b>PMP 17-1 Develops Perception &amp; Balance</b>
	Stoops and picks up small object and regains stand	<b>PMP 17-1 Develops Perception &amp; Balance</b>
<b>ISTAR KR: Gross Motor Skills</b>		<b>Vine Progress Indicators</b>
<b>Rolls</b>	Rolls	<b>PMP 17-2 Develops Lower Body Strength</b>
<b>Crawls, creeps</b>	Rolls	<b>PMP 17-2 Develops Lower Body Strength</b>
	Crawls, creeps	<b>PMP 17-2 Develops Lower Body Strength</b>
	Moves up and down inclines	<b>PMP 17-2 Develops Lower Body Strength</b>
<b>Moves in upright position</b>	Crawls, creeps	<b>PMP 17-2 Develops Lower Body Strength</b>
	Walks with hand held	<b>PMP 17-2 Develops Lower Body Strength</b>
	Walks up and down stairs with support	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>
	Cruises around furniture	<b>PMP 17-1 Develops Perception &amp; Balance</b>
<b>Coordinates forward movement</b>	Moves in upright position	<b>PMP 17-1 Develops Perception &amp; Balance</b>
	Walks without support	<b>PMP 17-2 Develops Lower Body Strength</b>
	Walks up and down stairs independently	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>
	Runs for short distances	<b>PMP 17-2 Develops Lower Body Strength</b>
	Moves forward on a riding toy	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>
	Jumps forward	<b>PMP 17-2 Develops Lower Body Strength</b>
<b>Sustains physical activity</b>	Regulates forward movement	<b>PMP 17-1 Develops Perception &amp; Balance</b>
	Runs, stops, changes direction	<b>PMP 17-1 Develops Perception &amp; Balance</b>
	Hops	<b>PMP 17-2 Develops Lower Body Strength</b>
	Skips	<b>PMP 17-2 Develops Lower Body Strength</b>
	Gallops	<b>PMP 17-2 Develops Lower Body Strength</b>
	Combines motor skills to use some sport equipment	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b>
		<b>PMP 17-5 Develops Large Motor Coordination Skills</b>
	Performs simple tumbling stunts	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>
	Rides tricycle	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>
<b>ISTAR KR: Object Control</b>		<b>Vine Progress Indicators</b>
	Demonstrates grasping	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b>

<b>Grasps, reaches and releases objects</b>	Reaches across body to grasp object	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
	Obtains objects independently	<b>ATL 1-5 Shows Initiative</b>
	Drops objects	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b>
	Grasps both hands together in middle of body	<b>PMP 17-3 Develops Upper Body Strength</b>
<b>Releases objects with control</b>	Grasps, reaches, and releases objects	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b>
	Gives object to another person	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
	Puts objects in containers	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
	Releases objects	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b>
<b>Uses both hands in middle of body</b>	Releases objects with control	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b>
	Uses one hand hold object while using the other to manipulate	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
	Uses hands to do finger play songs	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
<b>Throws, catches and kicks objects</b>	Uses both hands in middle of body	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b>
	Walks into ball to kick	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>
	Throws object in any direction	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b>
	Catches large ball close to body	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b>
<b>Throws, catches, kicks objects with control</b>	Throws, catches and kicks objects	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b>
	Kicks ball by lifting foot	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>
	Throws at a target	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b>
	Catches smaller ball with hands	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b>
<b>ISTAR KR: Precision Hand Skills</b>		<b>Vine Progress Indicators</b>
<b>Grasps small objects</b>	Grasps small objects independently with whole hand	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b>
	Holds small object in each hand	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
	Bangs small object on surface	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
	Bangs two small objects together	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
<b>Isolates one or two fingers</b>	Grasps small objects	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b>
	Pushes buttons with finger or fingers to activate toys	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>

	Turns or manipulates a variety of buttons on pop up box	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
	Rotates objects in hand	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
	Uses visual motor perception to manipulate objects	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b>
	Uses thumb and side of finger to grasp small objects	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b>
	Uses thumb and two or more fingers to grasp tools	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b>
<b>Uses fingers of two hands to complete activities</b>	Isolates one or two fingers	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b>
	Uses scissors to cut on a line	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
	Uses markers and pencils while holding paper	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
	Folds and tears paper	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
	Holds ruler with one hand while using pencil to draw	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
	Holds paper with one hand while applying glue with the other	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
	Copies or writes first name	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>

<b>ISTAR-KR Matrix: Social Emotional</b>		
<b>ISTAR KR: Sense of Self and Others</b>		<b>Vine Progress Indicators</b>
<b>Demonstrates self-awareness</b>	Uses senses to explore self, others and environment	<b>SED 4-1 Develops Awareness of Self</b>
	Responds to own name	<b>SED 4-1 Develops Awareness of Self</b>
	Recognizes self, familiar people, and familiar things	<b>ATL 1-2 Develops Memory</b>
	Shows toy preferences	<b>ATL 1-5 Shows Initiative</b>
	Shows pleasure when repeating simple actions	<b>ATL 1-3 Is Persistent</b>
	Selects the preferred item when given two choices	<b>ATL 1-5 Shows Initiative</b>
	Rejects something undesirable	<b>ATL 1-5 Shows Initiative</b>
<b>Demonstrates independence</b>	Demonstrates self-awareness	<b>SED 4-1 Develops Awareness of Self</b>
	Protests actions of others	<b>SED 3-1 Expresses Emotion</b>
	Makes a simple yes or no choice	<b>ATL 1-5 Shows Initiative</b>
	Separates in familiar surroundings	<b>ATL 1-5 Shows Initiative</b>
	Uses "mine" to identify property	<b>LC 7-5 Expands Grammar and Pronunciation</b>

	Prefers to do things independently	<b>PMP 19-2 Develops Self-Care Skills</b>
	Pretends to do something or be someone else	<b>CCA 21-4 Participates in Dramatic Play</b>
	Communicates likes and dislikes	<b>SED 4-1 Develops Awareness of Self</b>
	May practice moving away from familiar adult, but returns	<b>SED 5-1 Bonds with Adults</b>
	States first name	<b>SED 4-1 Develops Awareness of Self</b>
	States age	<b>SED 4-1 Develops Awareness of Self</b>
	States gender	<b>SED 4-1 Develops Awareness of Self</b>
<b>Engages with others</b>	Demonstrates independence	<b>PMP 19-2 Develops Self-Care Skills</b>
	Shares and takes turns with others when assisted	<b>SED 6-3 Cooperates with Peers</b>
	Contributes to group task when prompted	<b>SED 6-3 Cooperates with Peers</b>
	With assistance, allows others to participate equally	<b>SED 6-3 Cooperates with Peers</b>
	Listens while others are talking	<b>LC 7-6 Learns Conversation Structure</b>
	Names something special about someone else	<b>SED 6-2 Bonds with Peers</b>
	Shows interest or pleasure when another reacts	<b>SED 6-1 Builds Empathy</b>
	Recognizes others' feelings	<b>SED 6-1 Builds Empathy</b>
	Attempts to please adults	<b>SED 5-1 Bonds with Adults</b>
	States full name	<b>SED 4-1 Develops Awareness of Self</b>
	State birth date	<b>SED 4-1 Develops Awareness of Self</b>
	<b>Demonstrates respect for self and others</b>	Engages with others
Helps and encourages others		<b>SED 6-3 Cooperates with Peers</b>
Describes self in positive ways		<b>SED 4-2 Becomes Confident</b>
Advocates for self		<b>SED 4-2 Becomes Confident</b>
Cooperates with adults		<b>ATL 2-2 Shows Responsibility</b>
Respects the property of others		<b>ATL 2-2 Shows Responsibility</b>
Knows names of siblings		<b>SED 4-1 Develops Awareness of Self</b>
<b>ISTAR KR: Manages Emotions</b>		<b>Vine Progress Indicators</b>
<b>Expresses a variety of emotions</b>	Expresses needs and desires with gestures, sounds, some words	<b>SED 3-1 Expresses Emotion</b>
	Recognizes caregiver	<b>SED 5-1 Bonds with Adults</b>
	Discriminates strangers	<b>SED 5-1 Bonds with Adults</b>
	Laughs	<b>SED 3-1 Expresses Emotion</b>
	Demonstrates wide variation in emotions (e.g., happy, sad, fear, surprise, anxiety)	<b>SED 3-1 Expresses Emotion</b>

	Responds appropriately to familiar adult affect	<b>SED 3-1 Expresses Emotion</b>
<b>Responds to a variety of emotions</b>	Expresses a variety of emotions	<b>SED 3-1 Expresses Emotion</b>
	Responds to tone and volume of others	<b>SED 6-1 Builds Empathy</b>
	Responds to the arrival of a familiar person	<b>SED 5-1 Bonds with Adults</b>
	Responds to the vocalizations and facial expressions of others	<b>SED 5-1 Bonds with Adults</b>
	Initiates game with familiar adult	<b>SED 5-1 Bonds with Adults</b>
	Prefers familiar adult	<b>SED 5-1 Bonds with Adults</b>
<b>Manages emotions with adult assistance</b>	Responds to a variety of emotions	<b>SED 6-1 Builds Empathy</b>
	Recognizes feelings when labeled by adult	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
	Modifies behavior in response to simple verbal redirection	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
	Uses feeling words when prompted	<b>SED 3-1 Expresses Emotion</b>
	Allows redirection	<b>ATL 2-2 Shows Responsibility</b>
	Manages fear and apprehension with assistance	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
<b>Uses strategies to manage emotions</b>	Manages emotions with adult assistance	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
	Identifies and labels own feelings	<b>SED 3-1 Expresses Emotion</b>
	Solves conflicts with language rather than physical action	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
	Seeks familiar adult to get needs met	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
	Expresses ways to take care of feelings	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
	Compromises to solve a problem with a peer	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
	Responds appropriately to change	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
<b>ISTAR KR: Interpersonal Skills</b>		<b>Vine Progress Indicators</b>
<b>Interacts with caregiver</b>	Jointly attends to objects	<b>SED 5-2 Learns from Adults</b>
	Cooperates and interacts with caregiver during routines, play	<b>SED 5-1 Bonds with Adults</b>
	Participates (reciprocal turn-taking) in games with caregiver	<b>SED 5-2 Learns from Adults</b>
	Looks at adult face	<b>SED 5-1 Bonds with Adults</b>

	Demonstrates a desire to be picked up and held by familiar person	<b>SED 5-1 Bonds with Adults</b>
	Explores adult facial features	<b>SED 5-2 Learns from Adults</b>
	Uses a familiar adult for comfort	<b>SED 5-1 Bonds with Adults</b>
	Smiles at familiar adult	<b>SED 5-1 Bonds with Adults</b>
<b>Engages in parallel play</b>	Interacts with caregiver	<b>SED 5-1 Bonds with Adults</b>
	Demonstrates an awareness of the presence of other children	<b>SED 6-2 Bonds with Peers</b>
	Parallel plays near peers	<b>SED 6-2 Bonds with Peers</b>
	Imitates actions of others	<b>SED 6-2 Bonds with Peers</b>
	Shows objects to others	<b>SED 6-2 Bonds with Peers</b>
<b>Interacts with others</b>	Engages in parallel play	<b>SED 6-2 Bonds with Peers</b>
	Maintains attention to and participates in adult coordinated activity with peers at least 15 minutes	<b>SED 6-2 Bonds with Peers</b>
	Responds to adult guidance in turn taking	<b>SED 6-3 Cooperates with Peers</b>
	Participates in circle games, group activities at least 15 minutes	<b>SED 6-3 Cooperates with Peers</b>
	Engages in simple pretend play with peers	<b>CCA 21-4 Participates in Dramatic Play</b>
	Initiates interactions with peers, others	<b>ATL 1-5 Shows Initiative</b>
	Shares when prompted	<b>SED 6-3 Cooperates with Peers</b>
	Smiles for attention	<b>ATL 1-5 Shows Initiative</b>
	Greets others	<b>ATL 1-5 Shows Initiative</b>
	Begins conversations	<b>ATL 1-5 Shows Initiative</b>
<b>Engages in cooperative interactions</b>	Interacts with others positively	<b>SED 6-3 Cooperates with Peers</b>
	Role plays (acts out) with peers involving make - believe	<b>CCA 21-4 Participates in Dramatic Play</b>
	Participates actively in group experiences	<b>SED 6-3 Cooperates with Peers</b>
	Takes turns with games and materials with prompts	<b>SED 6-3 Cooperates with Peers</b>
	Maintains a conversational exchanges [sic] for at least three exchanges	<b>LC 7-6 Learns Conversation Structure</b>
	Acts to maintain a friendship with preferred peer	<b>SED 6-2 Bonds with Peers</b>
	Shows concern or comfort when peer is upset	<b>SED 6-1 Builds Empathy</b>
<b>ISTAR KR: Responsibility</b>		<b>Vine Progress Indicators</b>
<b>Recognizes steps in familiar routines</b>	Responds to familiar routines	<b>ATL 2-1 Understands Routines</b>



	Responds in recognition of the steps of meal preparation	<b>ATL 2-1 Understands Routines</b>
<b>Follows familiar routines</b>	Recognizes steps in familiar routines	<b>ATL 2-1 Understands Routines</b>
	Participates in group activities	<b>SED 6-3 Cooperates with Peers</b>
	Helps adult with a task	<b>SED 5-1 Bonds with Adults</b>
	Demonstrates understanding of expectations by assisting with preparations	<b>ATL 2-2 Shows Responsibility</b>
	Practices routines in pretend play (feeding, comforting, etc.)	<b>CCA 21-4 Participates in Dramatic Play</b>
<b>Follows rules</b>	Follows familiar routines	<b>ATL 2-1 Understands Routines</b>
	Reminds others about rules	<b>ATL 2-2 Shows Responsibility</b>
	Puts personal belongings in proper place	<b>ATL 2-2 Shows Responsibility</b>
	Communicates when something does not belong or should not happen	<b>PMP 20-2 Learns Safety Rules</b>
	Follows through with transitions in a schedule most of the time	<b>ATL 2-1 Understands Routines</b>
<b>Applies rules to situations</b>	Follows rules at home in and in classroom	<b>ATL 2-2 Shows Responsibility</b>
	Cleans up area when finished	<b>ATL 2-2 Shows Responsibility</b>
	Completes tasks independently	<b>ATL 1-3 Is Persistent</b>
	Uses materials in appropriate ways	<b>ATL 2-2 Shows Responsibility</b>
	Works without disturbing others	<b>ATL 1-3 Is Persistent</b>
	Asks permission	<b>ATL 2-2 Shows Responsibility</b>
	Acts to help others	<b>SED 6-3 Cooperates with Peers</b>
	Knows telephone number and address	<b>SED 4-1 Develops Awareness of Self</b>
<b>ISTAR KR: Problem Solving</b>		<b>Vine Progress Indicators</b>
<b>Initiates an action to get a desired effect</b>	Finds ways to obtain a desired object	<b>CS 14-1 Solves Problems</b>
	Repeats behavior that has desired effect	<b>CS 14-1 Solves Problems</b>
	Experiments with objects	<b>CS 13-1 Explores Objects</b>
	Searches for hidden object after watching it be hidden	<b>ATL 1-2 Develops Memory</b>
	Separates objects	<b>CS 13-2 Classifies or Sorts Objects</b>
	Shows interest in objects in the environment	<b>CS 13-1 Explores Objects</b>
	Uses whole body to explore	<b>PMP 17-1 Develops Perception &amp; Balance</b>
	Initiates an action to get a desired effect	<b>CS 13-1 Explores Objects</b>

<b>Uses trial and error to manipulate objects</b>	Anticipates and navigates around environmental barriers	<b>PMP 17-1 Develops Perception &amp; Balance</b>
	Searches for something that is out of sight	<b>ATL 1-2 Develops Memory</b>
	Takes simple objects apart to solve a problem	<b>CS 14-1 Solves Problems</b>
	Puts simple objects together to solve a problem	<b>CS 14-1 Solves Problems</b>
	Uses tools to solve problems	<b>CS 14-1 Solves Problems</b>
	Sees a simple task through to completion	<b>CS 14-1 Solves Problems</b>
	Performs simple actions with materials to see how they work	<b>CS 14-2 Makes Predictions</b>
<b>Searches for possible solutions</b>	Uses trial and error to manipulate objects	<b>CS 14-2 Makes Predictions</b>
	Finds an indirect way to solve a problem	<b>CS 14-1 Solves Problems</b>
	Develops reasons	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
	Asks for help	<b>SED 5-1 Bonds with Adults</b>
	Discriminates an object that is pulled apart and one that is put together	<b>CS 13-1 Explores Objects</b>
	Explains reasoning of why objects or pictures are used in certain way	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
	Removes self from potentially harmful situations	<b>PMP 20-2 Learns Safety Rules</b>
	Attempts to make predictions (e.g. if this happens, then...)	<b>CS 14-2 Makes Predictions</b>
<b>Finds alternative strategies and solutions</b>	Searches for possible solutions	<b>CS 14-1 Solves Problems</b>
	Uses a second strategy when the first one fails	<b>CS 14-1 Solves Problems</b>
	Considers alternatives	<b>CS 14-1 Solves Problems</b>
	Chooses a variety of approaches, materials, and strategies to use in solving problems	<b>CS 14-1 Solves Problems</b>
	Uses concrete objects and pictures to explain the reasoning used to solve a problem	<b>CS 14-1 Solves Problems</b>
<b>ISTAR KR: Approaches to Learning</b>		<b>Vine Progress Indicators</b>
<b>Demonstrates curiosity</b>	Interacts with materials using tactile sense for at least 15 or more seconds	<b>CS 13-1 Explores Objects</b>
	Shows interest in visual, auditory, tactile patterns	<b>CS 13-1 Explores Objects</b>

	Repeatedly manipulates objects to cause an effect (e.g., open/shut, pull/push)	<b>CS 13-1 Explores Objects</b>
	Imitates actions of others	<b>SED 5-2 Learns from Adults</b>
	Attends to or attempts new activities e.g., peek-a-boo	<b>ATL 1-4 Is Curious</b>
	Notices new people, sounds, things	<b>ATL 1-4 Is Curious</b>
<b>Sustains attention to preferred activities</b>	Demonstrates curiosity	<b>ATL 1-4 Is Curious</b>
	Sees a simple task through to completion	<b>ATL 1-3 Is Persistent</b>
	Attends to more than one thing at a time (e.g., sings while painting)	<b>ATL 1-1 Is Attentive</b>
	Works through distractions	<b>ATL 1-3 Is Persistent</b>
	Can entertain self for at least 10 minutes	<b>ATL 1-3 Is Persistent</b>
	Will search for a hidden object	<b>ATL 1-2 Develops Memory</b>
<b>Sustains attention to a challenging activity</b>	Sustains attention to preferred activities	<b>ATL 1-1 Is Attentive</b>
	Prepares work carefully and neatly	<b>ATL 1-1 Is Attentive</b>
	Works beyond what is easy	<b>ATL 1-3 Is Persistent</b>
	Stays on task to completion	<b>ATL 1-3 Is Persistent</b>
	Exhibits positive attitude when approaching new challenge	<b>ATL 1-5 Shows Initiative</b>
	Asks why something is the same or different	<b>ATL 1-4 Is Curious</b>
	Maintains attention at large or small group activity at least 15 minutes	<b>ATL 1-1 Is Attentive</b>
<b>Applies creativity to activities</b>	Sustains attention to a challenging activity	<b>ATL 1-1 Is Attentive</b>
	Incorporates fantasy into activities	<b>CCA 21-4 Participates in Dramatic Play</b>
	Creates original products	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
	Varies from a model	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
	Shows ability to adjust to new situations	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
	Tries difficult tasks	<b>ATL 1-5 Shows Initiative</b>
	Uses objects symbolically in play	<b>CCA 21-4 Participates in Dramatic Play</b>

**DISCLAIMER:**

This Alignment Document provides information that is current as of the publication date, pursuant to the state information available at that time. If this document is out-of-date, please be aware that we are likely working on an updated version. Should you like to alert us to the need to update this alignment document pursuant to any new rules/regulations or updates, please contact us at: [contact@lifecubby.me](mailto:contact@lifecubby.me)