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

	ds Tool for Alternate ndergarten Readiness (ISTAR-	Vine Assessments by LifeCubby
	x: English/Language Arts	
	Foundational Skills (RF) - Phor	nological Awareness
	es awareness of sounds	Vine Progress Indicator
Responds to sounds in the environment	Alerts to/facial expression changes and locates sounds in the environment (e.g. primary caregiver voice, pet, doorbell)	ATL 1-1 Is Attentive 1-3 mos: Watches faces
	Finds hidden sound directly above and behind	ATL 1-1 Is Attentive 4-7 mos: Pays attention to people, objects, and sounds ATL 1-4 Is Curious 1-3 mos: Turns head toward the sound of a familiar voice
Produces a variety of sounds	Responds to sounds in the environment Emulates sounds in the environment	ATL 1-4 Is Curious 1-3 mos: Turns head toward the sound of a familiar voice LC 7-2 Develops Expressive Communication 4-7 mos: Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure
	Repeats sounds from familiar song, book	LC 7-2 Develops Expressive Communication 8-12 mos: Progresses from babbling with inflection to first words; uses exclamations like "uh-oh"; may sign certain words; may shake head for "no"; uses sounds, gestures, or actions to express needs and wants 1-Year Old: Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down"
	Produces strings of sounds while looking at a book	LC 7-2 Develops Expressive Communication 8-12 mos: Progresses from babbling with inflection to first words; uses exclamations like "uh-oh"; may sign certain words; may shake head for "no"; uses sounds, gestures, or actions to express needs and wants 1-Year Old: Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down" LKS 8-1 Develops Early Literacy 8-12 mos: Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories 1-Year Old: Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings
	Acknowledges when sounds are the same or different	LC 7-3 Develops Phonemic Awareness 3-Year Old: Can say rhymes; can give a rhyming word when prompted Pre-K: Can "clap" syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)

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Produces and blends the sounds of letter patterns into recognizable words	Produces a variety of sounds Blends individual sounds into	LC 7-2 Develops Expressive Communication 1-3 mos: Alerts caregivers when there is a need, such as crying when awake or needing to be changed; begins to babble, coo or gurgle; may imitate some sounds 4-7 mos: Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure
	words	LC 7-2 Develops Expressive Communication 8-12 mos: Progresses from babbling with inflection to first words; uses exclamations like "uh-oh"; may sign certain words; may shake head for "no"; uses sounds, gestures, or actions to express needs and wants
	Repeats words from familiar song or book	LKS 8-1 Develops Early Literacy 2-Year Old: Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures 3-Year Old: Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book
	Repeats a word from a spoken sentence string	LC 7-2 Develops Expressive Communication 1-Year Old: Says or signs several single words; from 18- 24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down"
	Identifies words from a spoken sentence	LC 7-4 Expands Vocabulary 8-12 mos: Points to body parts when prompted; uses or signs an increasing number of words 1-Year Old: Locates body parts or colors when prompted; begins to use the names of objects, body parts and familiar people; begins to ask questions, such as "what's that?"
	Identifies differences in letter sounds	LKS 8-2 Develops Alphabetic Knowledge Pre-K: Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print
	Blends consonant-vowel- consonant sounds to make words	LC 7-2 Develops Expressive Communication 8-12 mos: Progresses from babbling with inflection to first words; uses exclamations like "uh-oh"; may sign certain words; may shake head for "no"; uses sounds, gestures, or actions to express needs and wants
Compares sounds of different words	Produces and blends the sounds of letter patterns into recognizable words	LC 7-2 Develops Expressive Communication 8-12 mos: Progresses from babbling with inflection to first words; uses exclamations like "uh-oh"; may sign certain words; may shake head for "no"; uses sounds, gestures, or actions to express needs and wants 1-Year Old: Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down"
	Matches sound that begins own name with the sound that begins another word or name	LC 7-3 Develops Phonemic Awareness 3-Year Old: Can say rhymes; can give a rhyming word when prompted Pre-K: Can "clap" syllables in words; recognizes words that rhyme, associates sounds with letters and words;

	T	
		recognizes alliteration (words that start with the same sound)
	Identifies words that sound	LC 7-3 Develops Phonemic Awareness
	alike	Pre-K: Can "clap" syllables in words; recognizes words
		that rhyme, associates sounds with letters and words;
		recognizes alliteration (words that start with the same
		sound)
	Identifies words that rhyme	LC 7-3 Develops Phonemic Awareness
		Pre-K: Can "clap" syllables in words; recognizes words
		that rhyme, associates sounds with letters and words;
		recognizes alliteration (words that start with the same
		sound)
	Produces words that rhyme	LC 7-3 Develops Phonemic Awareness
	with oral prompts	Pre-K: Can "clap" syllables in words; recognizes words
		that rhyme, associates sounds with letters and words;
		recognizes alliteration (words that start with the same
		sound)
		concepts, phonics, and word recognition
Responds to	Reacts to pictures of familiar	Vine Progress Indicator
familiar	people	ATL 1-2 Develops Memory
pictures	Reacts to recognizable	1-3 mos: Recognizes familiar objects and people
P	features in print	LKS 8-1 Develops Early Literacy
	leatures in print	1-Year Old: Holds books; turns pages; pretends to read;
		demonstrates pleasure in having books read to him/her;
		shows interest in photos, pictures, and drawings
		2-Year Old: Holds books; turns pages one at a time;
		pretends to read a book; follows a story from familiar
	Finds named pictures or	pictures LKS 8-1 Develops Early Literacy
	textures in book	1-Year Old: Holds books; turns pages; pretends to read;
	toxidi ee iii beek	demonstrates pleasure in having books read to him/her;
		shows interest in photos, pictures, and drawings
		2-Year Old: Holds books; turns pages one at a time;
		pretends to read a book; follows a story from familiar
		pictures
	Points to pictures in a book	LKS 8-1 Develops Early Literacy
	I dilita to piotarea in a book	1-Year Old: Holds books; turns pages; pretends to read;
		demonstrates pleasure in having books read to him/her;
		shows interest in photos, pictures, and drawings
		2-Year Old: Holds books; turns pages one at a time;
		pretends to read a book; follows a story from familiar
		pictures
	Makes sounds related to	LKS 8-1 Develops Early Literacy
	pictures to demonstrate an	1-Year Old: Holds books; turns pages; pretends to read;
	understanding of the picture	demonstrates pleasure in having books read to him/her;
		shows interest in photos, pictures, and drawings
		2-Year Old: Holds books; turns pages one at a time;
		pretends to read a book; follows a story from familiar
		pictures
	Makes sounds related to	LKS 8-1 Develops Early Literacy
	pictures to demonstrate an	1-Year Old: Holds books; turns pages; pretends to read;
	understanding of the picture	demonstrates pleasure in having books read to him/her;
		shows interest in photos, pictures, and drawings
	1	choire interest in priotos, piotaros, and didwings

		2-Year Old: Holds books; turns pages one at a time;
		pretends to read a book; follows a story from familiar
		pictures
Labels familiar	Responds to familiar pictures	LKS 8-1 Develops Early Literacy
pictures		8-12 mos: Holds books; turns pages; looks at pictures;
		shows interest in songs, rhymes, and stories
	Names familiar people in	LC 7-4 Expands Vocabulary
	pictures	8-12 mos: Points to body parts when prompted; uses or
		signs an increasing number of words
		1-Year Old: Locates body parts or colors when prompted; begins to use the names of objects, body parts and familiar
		people; begins to ask questions, such as "what's that?"
		2-Year Old: Begins to recognize and possibly name
		classmates, familiar objects, body parts, colors, and
		animals; shows rapid growth in number of words or signs
		used in conversation with others
	Names familiar objects in	LC 7-4 Expands Vocabulary
	pictures	8-12 mos: Points to body parts when prompted; uses or
		signs an increasing number of words
		1-Year Old: Locates body parts or colors when prompted;
		begins to use the names of objects, body parts and familiar people; begins to ask questions, such as "what's that?"
		2-Year Old: Begins to recognize and possibly name
		classmates, familiar objects, body parts, colors, and
		animals; shows rapid growth in number of words or signs
		used in conversation with others
	Names familiar actions in	LC 7-4 Expands Vocabulary
	pictures	2-Year Old: Begins to recognize and possibly name
		classmates, familiar objects, body parts, colors, and
		animals; shows rapid growth in number of words or signs used in conversation with others
		3-Year Old: Correctly names common objects used in the
		classroom, such as colors, shapes, animals in photos, etc.;
		shows continuous growth in number of words or signs
		used in conversation with others; asks meanings of words
	Matches pictures to actual	LC 7-4 Expands Vocabulary
	objects	2-Year Old: Begins to recognize and possibly name
		classmates, familiar objects, body parts, colors, and
		animals; shows rapid growth in number of words or signs
		used in conversation with others 3-Year Old: Correctly names common objects used in the
		classroom, such as colors, shapes, animals in photos, etc.;
		shows continuous growth in number of words or signs
		used in conversation with others; asks meanings of words
Recognizes	Labels familiar pictures of	LKS 8-3 Develops Emergent Reading
familiar	objects used in everyday	3-Year Old: Recognizes own name in print; understands
symbols	routines	left to right, top to bottom process of reading
		Pre-K: Recognizes a few common sight words;
		understands structure: beginning, middle, end of a story;
		shows awareness of the uses and functions of
		environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms
		are used for different purposes
		and adda for amorotic parpoods

	T.,	
	Identifies familiar signs, logos, product labels, or other environmental print Identifies letters of own name	LKS 8-3 Develops Emergent Reading 3-Year Old: Recognizes own name in print; understands left to right, top to bottom process of reading Pre-K: Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes LKS 8-3 Develops Emergent Reading
		3-Year Old: Recognizes own name in print; understands left to right, top to bottom process of reading
	Produces sounds from letters in own name	LKS 8-2 Develops Alphabetic Knowledge Pre-K: Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print
	Points to and names some letters	LKS 8-2 Develops Alphabetic Knowledge Pre-K: Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print
	Distinguishes letters from words	LKS 8-2 Develops Alphabetic Knowledge Pre-K: Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print
		LKS 8-3 Develops Emergent Reading 3-Year Old: Recognizes own name in print; understands left to right, top to bottom process of reading Pre-K: Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
Compares, combines, and orders letters and letter sounds	Recognizes familiar symbols, e.g., restaurants, favorite foods, letters, numbers	LKS 8-3 Develops Emergent Reading Pre-K: Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
	Recognizes and names all capital letters in random order	LKS 8-2 Develops Alphabetic Knowledge 3-Year Old: Says or sings ABCs Pre-K: Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print
	Recognizes and names all lower case letters in random order	LKS 8-2 Develops Alphabetic Knowledge 3-Year Old: Says or sings ABCs Pre-K: Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print
	Puts letters, shapes, cards or tiles in alphabetical order	LKS 8-2 Develops Alphabetic Knowledge 3-Year Old: Says or sings ABCs

		Pre-K: Sings, says, or signs ABCs as a memorized chant;
		knows the names or sounds of most letters; begins to
		recognize letters in print
	Matches all consonant sounds	LKS 8-2 Develops Alphabetic Knowledge
	to appropriate letters	3-Year Old: Says or sings ABCs
		Pre-K: Sings, says, or signs ABCs as a memorized chant;
		knows the names or sounds of most letters; begins to
		recognize letters in print
	Matches same letter written in	
		LKS 8-2 Develops Alphabetic Knowledge
	different styles	3-Year Old: Says or sings ABCs
		Pre-K: Sings, says, or signs ABCs as a memorized chant;
		knows the names or sounds of most letters; begins to
		recognize letters in print
	Changes sounds as letters in	LKS 8-2 Develops Alphabetic Knowledge
	words change	3-Year Old: Says or sings ABCs
		Pre-K: Sings, says, or signs ABCs as a memorized chant;
		knows the names or sounds of most letters; begins to
		recognize letters in print
CCSS: Reading -	- Informational Texts (RI) - (Key	/ ideas, Craft and structure, Integrations of knowledge
	e of reading and level of text co	
	or pleasure and information	Vine Progress Indicators
Engages with a		LKS 8-1 Develops Early Literacy
book	Looks at plotare with interest	
DOOK		8-12 mos: Holds books; turns pages; looks at pictures;
		shows interest in songs, rhymes, and stories
	Explores a book	LKS 8-1 Develops Early Literacy
		4-7 mos: Explores books with caregivers; enjoys being
		read to by others
		8-12 mos: Holds books; turns pages; looks at pictures;
		shows interest in songs, rhymes, and stories
	Jointly attends to pictures in	LKS 8-1 Develops Early Literacy
	books for several minutes	8-12 mos: Holds books; turns pages; looks at pictures;
		shows interest in songs, rhymes, and stories
Imitates proper	Engages with a book	LKS 8-1 Develops Early Literacy
handling of		4-7 mos: Explores books with caregivers; enjoys being
books		read to by others
DOONG		
		8-12 mos: Holds books; turns pages; looks at pictures;
	On and a book	shows interest in songs, rhymes, and stories
	Opens a book	LKS 8-1 Develops Early Literacy
		1-Year Old: Holds books; turns pages; pretends to read;
		demonstrates pleasure in having books read to him/her;
		shows interest in photos, pictures, and drawings
	Turns pages from front to	LKS 8-1 Develops Early Literacy
	Turns pages norm norm to	LNO 0-1 Develops Larry Literacy
	back	, , , , , , , , , , , , , , , , , , , ,
		1-Year Old: Holds books; turns pages; pretends to read;
		1-Year Old: Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her;
	back	1-Year Old: Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings
		1-Year Old: Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings LKS 8-1 Develops Early Literacy
	back	1-Year Old: Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings LKS 8-1 Develops Early Literacy 2-Year Old: Holds books; turns pages one at a time;
	back	1-Year Old: Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings LKS 8-1 Develops Early Literacy 2-Year Old: Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar
	Turns one page at a time	1-Year Old: Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings LKS 8-1 Develops Early Literacy 2-Year Old: Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures
	Turns one page at a time Pretends to read a book aloud	1-Year Old: Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings LKS 8-1 Develops Early Literacy 2-Year Old: Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures LKS 8-1 Develops Early Literacy
	Turns one page at a time	1-Year Old: Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings LKS 8-1 Develops Early Literacy 2-Year Old: Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures

		follows along as a hook is road; asks what printed words
		follows along as a book is read; asks what printed words say; may request a particular book
	Differentiates the care of a	
	book from the care of a toy	LKS 8-1 Develops Early Literacy
	book from the care of a toy	Pre-K: Shows interest in printed materials; looks at books
		independently; understands how print is organized (letters
		make words, words tell a story, etc.); understands that
		English is printed left-to-right and that pages turn right-to-
		left; identifies title and author; asks questions about stories;
		may connect a story to a personal experience; may predict
Dietingwiebee	Instates are as bondling of	the outcome of a story
Distinguishes	Imitates proper handling of	LKS 8-1 Develops Early Literacy
print from	books	1-Year Old: Holds books; turns pages; pretends to read;
pictures		demonstrates pleasure in having books read to him/her;
		shows interest in photos, pictures, and drawings
	Tells about pictures on a page	LKS 8-1 Develops Early Literacy
	using a mix of simple phrases	2-Year Old: Holds books; turns pages one at a time;
	and simple sentences	pretends to read a book; follows a story from familiar
		pictures
	Points to words in book while	LKS 8-1 Develops Early Literacy
	telling story	3-Year Old: Holds book properly; engages in picture
		reading; begins to understand that print is read by others;
		follows along as a book is read; asks what printed words
		say; may request a particular book
	Points to letter when asked	LKS 8-2 Develops Alphabetic Knowledge
		Pre-K: Sings, says, or signs ABCs as a memorized chant;
		knows the names or sounds of most letters; begins to
		recognize letters in print
	Holds book right-side up	LKS 8-1 Develops Early Literacy
	based on orientation of	3-Year Old: Holds book properly; engages in picture
	pictures	reading; begins to understand that print is read by others;
		follows along as a book is read; asks what printed words
		say; may request a particular book
Orients to print	Distinguishes print from	LKS 8-1 Develops Early Literacy
in books	pictures	3-Year Old: Holds book properly; engages in picture
	·	reading; begins to understand that print is read by others;
		follows along as a book is read; asks what printed words
		say; may request a particular book
	Follows words from left to	LKS 8-1 Develops Early Literacy
	right on the printed page	Pre-K: Shows interest in printed materials; looks at books
		independently; understands how print is organized (letters
		make words, words tell a story, etc.); understands that
		English is printed left-to-right and that pages turn right-to-
		left; identifies title and author; asks questions about stories;
		may connect a story to a personal experience; may predict
		the outcome of a story
	Follows words from top to	LKS 8-1 Develops Early Literacy
	bottom on the printed page	Pre-K: Shows interest in printed materials; looks at books
		independently; understands how print is organized (letters
		make words, words tell a story, etc.); understands that
		English is printed left-to-right and that pages turn right-to-
		left; identifies title and author; asks questions about stories;
		may connect a story to a personal experience; may predict
		the outcome of a story
		the edition a story

	Follows printed words as a	LKS 8-1 Develops Early Literacy
	story is read or caption in video is played	<u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
	Follows pages that	LKS 8-1 Develops Early Literacy
	accompany a story or audiotape or CD	Pre-K: Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
	Tells a story while correctly	LKS 8-1 Develops Early Literacy
	holding a book	3-Year Old: Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book
		eas, Craft and structure, Integrations of knowledge and
	reading and level of text compl ds details, events and main	Vine Progress Indicators
ideas	ao aotano, ovonto ana mam	Tillo i Togroso maioatoro
Reacts to a story or event	Anticipates actions, sounds, phrases from a predictable game or story	ATL 1-2 Develops Memory 2-Year Old: Remembers actions and locations of familiar adults, objects and routines; notices and responds to things that are different
	Reacts to new situations based on the memory of a previous event	ATL 1-2 Develops Memory 2-Year Old: Remembers actions and locations of familiar adults, objects and routines; notices and responds to things that are different
	Selects a book based on familiarity	ATL 1-5 Shows Initiative 1-Year Old: Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read)
	Listens with interest to stories read aloud	LKS 8-1 Develops Early Literacy 1-3 mos: Experiences stories by being read to by caregivers 4-7 mos: Explores books with caregivers; enjoys being read to by others
Identifies details from a story or picture	Reacts to a story or event	LKS 8-1 Develops Early Literacy 2-Year Old: Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures 3-Year Old: Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book
	Names objects from pictures book	LC 7-4 Expands Vocabulary 2-Year Old: Begins to recognize and possibly name classmates, familiar objects, body parts, colors, and

		animals; shows rapid growth in number of words or signs
	Deinte to entire a la mintage	used in conversation with others
	Points to actions in pictures	LC 7-4 Expands Vocabulary
		3-Year Old: Correctly names common objects used in the
		classroom, such as colors, shapes, animals in photos, etc.;
		shows continuous growth in number of words or signs
	Lie Constant	used in conversation with others; asks meanings of words
	Identifies animals and people	LC 7-4 Expands Vocabulary
	in pictures	3-Year Old: Correctly names common objects used in the
		classroom, such as colors, shapes, animals in photos, etc.;
		shows continuous growth in number of words or signs
	Decalle on avent while leading	used in conversation with others; asks meanings of words
	Recalls an event while looking	ATL 1-2 Develops Memory
	at pictures	2-Year Old: Remembers actions and locations of familiar
		adults, objects and routines; notices and responds to
		things that are different
Talles of a f	I de autilia e de Calle Co	3-Year Old: Recalls some elements of a story
Talks about	Identifies details from a story	ATL 1-2 Develops Memory
characters and	or picture	3-Year Old: Recalls some elements of a story
settings		Pre-K: Recalls part or all of a story, including characters
	Lie CC Lie - Co	and main events
	Identifies and describes	ATL 1-2 Develops Memory
	characters in a story	3-Year Old: Recalls some elements of a story
		<u>Pre-K:</u> Recalls part or all of a story, including characters
	T II di di c	and main events
	Tells something that a favorite	ATL 1-2 Develops Memory
	character does in a story	3-Year Old: Recalls some elements of a story
		Pre-K: Recalls part or all of a story, including characters
	Letter and a factories	and main events
	Imitates parts of stories	ATL 1-2 Develops Memory
		3-Year Old: Recalls some elements of a story
		Pre-K: Recalls part or all of a story, including characters
	Describes sistems of alassa	and main events
	Describes pictures of places	LKS 8-1 Develops Early Literacy
	in books	3-Year Old: Holds book properly; engages in picture
		reading; begins to understand that print is read by others;
		follows along as a book is read; asks what printed words
	Talks about actions in pictures	say; may request a particular book
	of family members, pets, self	LC 7-2 Develops Expressive Communication
	or fairing members, pers, sen	Pre-K: Asks questions and communicates information
		using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then);
		connects phrases and sentences to build ideas
	Expresses what might happen	•
	after the action in a picture	LKS 8-1 Develops Early Literacy
	and the determina picture	<u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters
		make words, words tell a story, etc.); understands that
		English is printed left-to-right and that pages turn right-to-
		left; identifies title and author; asks questions about stories;
		may connect a story to a personal experience; may predict
		the outcome of a story
		and database of a diory

	A.L	11/0 0 / B
	Asks questions and makes comments about story being read	Pre-K: Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
	Talks about the cover and illustrations prior to story being read	LKS 8-1 Develops Early Literacy Pre-K: Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
Retells familiar stories	Talks about characters and settings	ATL 1-2 Develops Memory 3-Year Old: Recalls some elements of a story Pre-K: Recalls part or all of a story, including characters and main events
	Tells simple stories from picture books	LKS 8-1 Develops Early Literacy 3-Year Old: Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book
	Re-enacts stories	ATL 1-2 Develops Memory 3-Year Old: Recalls some elements of a story Pre-K: Recalls part or all of a story, including characters and main events
		CCA 21-4 Participates in Dramatic Play 2-Year Old: Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others 3-Year Old: Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play
	Answers simple questions about characters, plot, outcome of story read aloud	ATL 1-2 Develops Memory 3-Year Old: Recalls some elements of a story Pre-K: Recalls part or all of a story, including characters and main events
CCCC. Welling C	Retells a story's beginning, middle, end of story	ATL 1-2 Develops Memory 3-Year Old: Recalls some elements of a story Pre-K: Recalls part or all of a story, including characters and main events
build and preser		oses, production and distribution of writing, research to
audience	specific purpose and	Vine Progress Indicators
Intentionally makes marks or scribbles	Uses fingers to make marks in substances	LKS 9-1 Develops Emergent Writing 8-12 mos: Can use a fat paint brush or celery stalk to "paint"
	Attempts to write and draw	LKS 9-1 Develops Emergent Writing

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		8-12 mos: Can use a fat paint brush or celery stalk to "paint"
		1-Year Old: Makes marks on paper with large crayon or marker
Associates	Intentionally makes marks or	LKS 9-1 Develops Emergent Writing
writing with	scribbles	1-Year Old: Makes marks on paper with large crayon or
purpose		marker
	Draws approximations of	LKS 9-1 Develops Emergent Writing
	shapes of objects to	2-Year Old: Draws pictures using scribbles; makes or
	communicate	copies lines and curves, including letter-like marks with
		pencil or crayon; understands that people use writing to
		communicate
	Requests someone else	LC 7-2 Develops Expressive Communication
	draws a picture or writes a	Pre-K: Asks questions and communicates information
	message	using increasing detail and more complex words; uses
		multiple clauses in sentences (e.g., if/then, what/then);
		connects phrases and sentences to build ideas
Creates writing	Associates writing with	LKS 9-1 Develops Emergent Writing
with the	purpose	3-Year Old: Draws simple shapes, such as circles and
intention of		squares; copies letters and designs; can trace dot letters;
communicating		shows interest in written expression through scribbling and
		describing what was "written"
	Draws pictures and scribbles	LKS 9-1 Develops Emergent Writing
	to generate and express ideas	3-Year Old: Draws simple shapes, such as circles and
		squares; copies letters and designs; can trace dot letters;
		shows interest in written expression through scribbling and
		describing what was "written"
	Uses writing or symbols to	LKS 9-1 Develops Emergent Writing
	share an idea with someone	3-Year Old: Draws simple shapes, such as circles and
		squares; copies letters and designs; can trace dot letters;
		shows interest in written expression through scribbling and
		describing what was "written"
	Gives meaning to own writing	LKS 9-1 Develops Emergent Writing
		3-Year Old: Draws simple shapes, such as circles and
		squares; copies letters and designs; can trace dot letters;
		shows interest in written expression through scribbling and
		describing what was "written"
	Tells a story for someone else	LC 7-2 Develops Expressive Communication
	to write	Pre-K: Asks questions and communicates information
		using increasing detail and more complex words; uses
		multiple clauses in sentences (e.g., if/then, what/then);
		connects phrases and sentences to build ideas
Produces	Creates writing with the	LKS 9-1 Develops Emergent Writing
recognizable	intention of communicating	3-Year Old: Draws simple shapes, such as circles and
writing that		squares; copies letters and designs; can trace dot letters;
conveys		shows interest in written expression through scribbling and
meaning		describing what was "written"
		<u>Pre-K:</u> Prints own name, either through tracing, copying,
		or writing independently and may make mistakes; attempts
		to copy simple words from classroom labels and other
		materials; shows awareness that a word is made up of letters
	Writes using letters, pictures	
	and words	LKS 9-1 Develops Emergent Writing
	and words	

		Dro K. Drinto own name either through treeing consist
		Pre-K: Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
	Writes phonetically spelled words	LKS 9-1 Develops Emergent Writing Pre-K: Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
	Uses writing to label drawings	LKS 9-1 Develops Emergent Writing Pre-K: Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
	Adds writing to a picture story	LKS 9-1 Develops Emergent Writing Pre-K: Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
CCSS: Language vocabulary acqu		f standard English, printing, capitalization, punctuation,
KR: Uses writing		Vine Progress Indicators
Grasps writing	Holds writing tool in any way	LKS 9-1 Develops Emergent Writing
tools		8-12 mos: Can use a fat paint brush or celery stalk to "paint"
		1-Year Old: Makes marks on paper with large crayon or marker
	Attempts to makes [sic] marks with writing tools	1-Year Old: Makes marks on paper with large crayon or marker LKS 9-1 Develops Emergent Writing 8-12 mos: Can use a fat paint brush or celery stalk to "paint" 1-Year Old: Makes marks on paper with large crayon or
Imitates specific writing strokes to make a picture		1-Year Old: Makes marks on paper with large crayon or marker LKS 9-1 Develops Emergent Writing 8-12 mos: Can use a fat paint brush or celery stalk to "paint"
specific writing strokes to	with writing tools Grasps writing tools Imitates drawing a horizontal line	1-Year Old: Makes marks on paper with large crayon or marker LKS 9-1 Develops Emergent Writing 8-12 mos: Can use a fat paint brush or celery stalk to "paint" 1-Year Old: Makes marks on paper with large crayon or marker LKS 9-1 Develops Emergent Writing 8-12 mos: Can use a fat paint brush or celery stalk to "paint" 1-Year Old: Makes marks on paper with large crayon or
specific writing strokes to	with writing tools Grasps writing tools Imitates drawing a horizontal	1-Year Old: Makes marks on paper with large crayon or marker LKS 9-1 Develops Emergent Writing 8-12 mos: Can use a fat paint brush or celery stalk to "paint" 1-Year Old: Makes marks on paper with large crayon or marker LKS 9-1 Develops Emergent Writing 8-12 mos: Can use a fat paint brush or celery stalk to "paint" 1-Year Old: Makes marks on paper with large crayon or marker LKS 9-1 Develops Emergent Writing 2-Year Old: Draws pictures using scribbles; makes or copies lines and curves, including letter-like marks with pencil or crayon; understands that people use writing to

		shows interest in written expression through scribbling and describing what was "written"
	Draws at top or bottom of	LKS 9-1 Develops Emergent Writing
	page when requested	3-Year Old: Draws simple shapes, such as circles and
		squares; copies letters and designs; can trace dot letters;
		shows interest in written expression through scribbling and
		describing what was "written"
Copies specific	Imitates specific writing	
writing marks	strokes to make a picture	LKS 9-1 Develops Emergent Writing
willing marks	Strokes to make a picture	3-Year Old: Draws simple shapes, such as circles and
		squares; copies letters and designs; can trace dot letters;
		shows interest in written expression through scribbling and
	0 : 11	describing what was "written"
	Copies a vertical line	LKS 9-1 Develops Emergent Writing
		3-Year Old: Draws simple shapes, such as circles and
		squares; copies letters and designs; can trace dot letters;
		shows interest in written expression through scribbling and
		describing what was "written"
	Copies a horizontal line	LKS 9-1 Develops Emergent Writing
		3-Year Old: Draws simple shapes, such as circles and
		squares; copies letters and designs; can trace dot letters;
		shows interest in written expression through scribbling and
		describing what was "written"
	Copies a circle	LKS 9-1 Develops Emergent Writing
		3-Year Old: Draws simple shapes, such as circles and
		squares; copies letters and designs; can trace dot letters;
		shows interest in written expression through scribbling and
		describing what was "written"
Approximates	Copies specific writing marks	LKS 9-1 Develops Emergent Writing
writing strings	copies opening in ming	3-Year Old: Draws simple shapes, such as circles and
of letters		squares; copies letters and designs; can trace dot letters;
		shows interest in written expression through scribbling and
		describing what was "written"
	Combines strokes and shapes	LKS 9-1 Develops Emergent Writing
	to represent letters	Pre-K: Prints own name, either through tracing, copying,
	le represent lettere	or writing independently and may make mistakes; attempts
		to copy simple words from classroom labels and other
		materials; shows awareness that a word is made up of
		letters
	Draws an approximation of a	LKS 9-1 Develops Emergent Writing
	spoken number	Pre-K: Prints own name, either through tracing, copying,
		or writing independently and may make mistakes; attempts
		to copy simple words from classroom labels and other
		materials; shows awareness that a word is made up of
		letters
	Writes a known letter or	LKS 9-1 Develops Emergent Writing
	approximations of letter	
		<u>Pre-K:</u> Prints own name, either through tracing, copying,
		or writing independently and may make mistakes; attempts
		to copy simple words from classroom labels and other
		materials; shows awareness that a word is made up of letters
ĺ		IGUGIO
	Writes letters in strings	LVC 0.4 Davidona Emargant Weiting
	Writes letters in strings	LKS 9-1 Develops Emergent Writing
	Writes letters in strings	LKS 9-1 Develops Emergent Writing Pre-K: Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts

		to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
	Writes more than one word	
		LKS 9-1 Develops Emergent Writing
	correctly	Pre-K: Prints own name, either through tracing, copying,
		or writing independently and may make mistakes; attempts
		to copy simple words from classroom labels and other
		materials; shows awareness that a word is made up of letters
	Copies or writes their first	LKS 9-1 Develops Emergent Writing
	name	Pre-K: Prints own name, either through tracing, copying,
		or writing independently and may make mistakes; attempts
		to copy simple words from classroom labels and other
		materials; shows awareness that a word is made up of
		letters
CCSS: Listening	and Speaking Comprehension	and Collaboration
KR: Demonstrat	es Receptive Language	Vine Progress Indicators
Responds to	Actively attends to things that	ATL 1-1 Is Attentive
cues in the	an adult is showing	4-7 mos: Pays attention to people, objects, and sounds
environment	Recognizes others	ATL 1-2 Develops Memory
	110009111200 0111010	1-3 mos: Recognizes familiar objects and people
	Responds to the arrival of a	
	familiar person	ATL 1-2 Develops Memory
	·	1-3 mos: Recognizes familiar objects and people
	Watches speaker's face when	LC 7-1 Develops Receptive Communication
	spoken to	4-7 mos: Listens and responds with interest to verbal and
		nonverbal communication of others
	Responds to familiar voices	SED 5-1 Bonds with Adults
	and noises (e.g. smiling,	4-7 mos: Knows and responds positively to familiar faces;
	stopping to cry)	begins to know if someone is a stranger
		LC 7-1 Develops Receptive Communication
		1-3 mos: Turns head in the direction of a familiar voice
Responds to	Responds to cues in the	LC 7-1 Develops Receptive Communication
familiar	environment	1-3 mos: Turns head in the direction of a familiar voice
gestures and		4-7 mos: Listens and responds with interest to verbal and
words		nonverbal communication of others
		8-12 mos: Begins to understand gestures, words,
		questions, or routines
	Responds to own name	LC 7-1 Develops Receptive Communication
		1-3 mos: Turns head in the direction of a familiar voice
		4-7 mos: Listens and responds with interest to verbal and
		nonverbal communication of others
		8-12 mos: Begins to understand gestures, words,
		questions, or routines
	Finds named pictures or	LKS 8-1 Develops Early Literacy
	textures in books	1-Year Old: Holds books; turns pages; pretends to read;
		demonstrates pleasure in having books read to him/her;
		shows interest in photos, pictures, and drawings
		2-Year Old: Holds books; turns pages one at a time;
		pretends to read a book; follows a story from familiar
		pictures
	Gives an object when asked	LC 7-1 Develops Receptive Communication
	Civos air object when asked	Lo 1-1 Develops Mecephive Collillining

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		1-Year Old: Responds to simple instructions such as
	Decreased to about about a	"come here" or "bring me a book"
	Responds to short phrases	LC 7-1 Develops Receptive Communication
	(e.g. "Where's mama?")	1-Year Old: Responds to simple instructions such as
		"come here" or "bring me a book"
	Waves "hello" and "bye-bye"	SED 5-2 Learns from Adults
	when prompted	1-Year Old: Demonstrates interest in adult behavior, such
		as by saying "hello" and "goodbye" when coming and
		going
	Responds to "No"	ATL 2-2 Shows Responsibility
		1-Year Old: Accepts adult redirection; begins to respond
		to directives
		2-Year Old: Follows adult directives; follows basic rules
		with the help of caregivers; helps pick up toys at cleanup
		time; is able to be redirected
	Uses pointing for learning new	LC 7-4 Expands Vocabulary
	vocabulary	8-12 mos: Points to body parts when prompted; uses or
		signs an increasing number of words
		1-Year Old: Locates body parts or colors when prompted;
		begins to use the names of objects, body parts and familiar
Fallanna	Decreased to femilian continue	people; begins to ask questions, such as "what's that?"
Follows a	Responds to familiar gestures	LC 7-1 Develops Receptive Communication
familiar verbal or signed	and words	<u>8-12 mos:</u> Begins to understand gestures, words,
direction	E. II.	questions, or routines
direction	Follows one-step spoken	LC 7-1 Develops Receptive Communication
	directions	1-Year Old: Responds to simple instructions such as
		"come here" or "bring me a book"
		2-Year Old: Follows adult directives; follows simple 1- or
	Listana for information	2-step instructions
	Listens for information	LC 7-1 Develops Receptive Communication
		1-Year Old: Responds to simple instructions such as
		"come here" or "bring me a book"
		2-Year Old: Follows adult directives; follows simple 1- or
	Answers simple "who", "what"	2-step instructions
	and "where" questions about	LC 7-2 Develops Expressive Communication
	personal experiences	2-Year Old: Expresses needs and wants verbally and
	personal experiences	nonverbally (is exposed to sign language); speaks with
		sentences or phrases reaching 3-5 words or more 3-Year Old: Expresses needs, wants, and ideas verbally
		and nonverbally (is exposed to sign language); is
		progressing to verbal cues in English or home language; is
		able to convey 2-3 pieces of information on a single topic
	Answers simple questions	LC 7-2 Develops Expressive Communication
	related to familiar activities,	3-Year Old: Expresses needs, wants, and ideas verbally
	events, stories	and nonverbally (is exposed to sign language); is
		progressing to verbal cues in English or home language; is
		able to convey 2-3 pieces of information on a single topic
Follows an	Follow a[n] unfamiliar verbal	LC 7-1 Develops Receptive Communication
unfamiliar	or signed direction	2-Year Old: Follows adult directives; follows simple 1- or
direction		2-step instructions
		3-Year Old: Follows adult directives; begins to follow 2-3
		step instructions; understands verbal and nonverbal cues

	Follows unfamiliar directions involving out of sight objects Follows directions in new places Answers "ifwhat" questions,	LC 7-1 Develops Receptive Communication 2-Year Old: Follows adult directives; follows simple 1- or 2-step instructions 3-Year Old: Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues LC 7-1 Develops Receptive Communication 2-Year Old: Follows adult directives; follows simple 1- or 2-step instructions 3-Year Old: Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues CS 14-4 Draws Conclusions and Sorts Results
	e.g., "If you fill a cup with too much water, what will happen?"	Pre-K: Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help
	Asks clarifying questions, We're going to ride on an escalator. Child says, "What's that?"	LC 7-4 Expands Vocabulary 1-Year Old: Locates body parts or colors when prompted; begins to use the names of objects, body parts and familiar people; begins to ask questions, such as "what's that?"
	Follows related twostep directions, e.g. Please wash your hands and go to the table for lunch.	LC 7-1 Develops Receptive Communication 3-Year Old: Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues
	and Listening – Presentation of	
	es Expressive Language	Vine Progress Indicators
Uses gestures or sounds to communicate	Uses single words, signs, symbols or gestures to communicate	LC 7-2 Develops Expressive Communication 8-12 mos: Progresses from babbling with inflection to first words; uses exclamations like "uh-oh"; may sign certain words; may shake head for "no"; uses sounds, gestures, or actions to express needs and wants
	Participates in back and forth vocal play	LC 7-6 Learns Conversation Structure 1-Year Old: May participate in back-and-forths; may make eye contact
	Imitates one-word vocalization/signs such as "more" "all gone" "mine"	LC 7-2 Develops Expressive Communication 8-12 mos: Progresses from babbling with inflection to first words; uses exclamations like "uh-oh"; may sign certain words; may shake head for "no"; uses sounds, gestures, or actions to express needs and wants
	Uses consonant-vowel combinations that may sound like "real" words	LC 7-2 Develops Expressive Communication 8-12 mos: Progresses from babbling with inflection to first words; uses exclamations like "uh-oh"; may sign certain words; may shake head for "no"; uses sounds, gestures, or actions to express needs and wants
	Varies pitch, length, and volume of vocalizations to express wants and needs	LC 7-2 Develops Expressive Communication 4-7 mos: Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure
	Produces vocalizations with correct inflection of questions and exclamations	LC 7-2 Develops Expressive Communication 4-7 mos: Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure

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Uses single words to communicate	Uses gestures or sounds to communicate	LC 7-2 Develops Expressive Communication 4-7 mos: Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure
	Imitates words on request while looking at pictures	LC 7-4 Expands Vocabulary 8-12 mos: Points to body parts when prompted; uses or signs an increasing number of words 1-Year Old: Locates body parts or colors when prompted; begins to use the names of objects, body parts and familiar people; begins to ask questions, such as "what's that?"
	Names familiar objects	LC 7-4 Expands Vocabulary 8-12 mos: Points to body parts when prompted; uses or signs an increasing number of words
	Speaks intelligibly approximately 25% of the time	LC 7-5 Expands Grammar and Pronunciation 1-Year Old: Begins to use inflection properly, usually to convey likes or dislikes (e.g., No! Yes! Give me! Mine! Please!)
	Uses pronouns "you", "me", "mine" and "I"	LC 7-5 Expands Grammar and Pronunciation 2-Year Old: Begins to apply grammar in speech (e.g., plurals, prepositions, tense); can use pronouns such as "he" or "she" correctly
	Uses single action and location words (e.g. "up" "jump")	LC 7-2 Develops Expressive Communication 1-Year Old: Says or signs several single words; from 18- 24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down"
	Uses at least 6 different consonant sounds (e.g. m, n, p, b, t, d, k, g, w, y)	LC 7-5 Expands Grammar and Pronunciation 1-Year Old: Begins to use inflection properly, usually to convey likes or dislikes (e.g., No! Yes! Give me! Mine! Please!)
Uses two-word phrases or signs	Uses single words to communicate	LC 7-2 Develops Expressive Communication 1-Year Old: Says or signs several single words; from 18- 24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down"
	Uses two-word vocalizations, signs, symbols or gestures to tell about objects and events in the present	LC 7-2 Develops Expressive Communication 1-Year Old: Says or signs several single words; from 18- 24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down"
	Uses an expressive vocabulary of at least 50+ words	LC 7-4 Expands Vocabulary 2-Year Old: Begins to recognize and possibly name classmates, familiar objects, body parts, colors, and animals; shows rapid growth in number of words or signs used in conversation with others
	Uses an action or place word with a non (e.g. "daddy home" "kitty eat")	LC 7-5 Expands Grammar and Pronunciation 2-Year Old: Begins to apply grammar in speech (e.g., plurals, prepositions, tense); can use pronouns such as "he" or "she" correctly
	Uses negation (e.g. not, can't	LC 7-5 Expands Grammar and Pronunciation 2-Year Old: Begins to apply grammar in speech (e.g., plurals, prepositions, tense); can use pronouns such as "he" or "she" correctly
	Imitates words on request while looking at pictures	LC 7-4 Expands Vocabulary

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	Speaks intelligibly approximately 50% of the time Gives first and last name upon request	3-Year Old: Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words LC 7-5 Expands Grammar and Pronunciation Pre-K: Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate SED 4-1 Develops Awareness of Self 3-Year Old: Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family Pre-K: Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g.,
		family, community, culture, faith, class)
	Asks for help	SED 5-1 Bonds with Adults
		1-Year Old: Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task
	Uses a variety of speech	LC 7-5 Expands Grammar and Pronunciation
	sounds meaningfully including (e.g. m, n, ng, p, b, t, d, k, g, w, y)	<u>Pre-K:</u> Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
Uses simple phrases and sentences with simple grammatical rules	Uses two-word phrases or signs	LC 7-2 Develops Expressive Communication 1-Year Old: Says or signs several single words; from 18- 24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down"
	Uses 4-word vocalizations, words, symbols, signs to tell about objects and events in recent past and near future	LC 7-2 Develops Expressive Communication 2-Year Old: Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more
	Imitates a series of three numbers or unrelated words	LC 7-2 Develops Expressive Communication 2-Year Old: Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more
	Communicates recent experiences using at least one attribute word	LC 7-2 Develops Expressive Communication 3-Year Old: Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic
	Gives name, age and gender upon request	SED 4-1 Develops Awareness of Self Pre-K: Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class)
	Produces most consonants meaningfully at the beginning and end o[f] words, (excluding r, l, th, v, ch, sh blends)	LC 7-5 Expands Grammar and Pronunciation Pre-K: Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate

	Produces all vowels	LC7 F Typende Cremmer and Dremmer's tier
	meaningfully in the middle of words	LC 7-5 Expands Grammar and Pronunciation Pre-K: Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
	Speaks intelligibly approximately 75% of the time	LC 7-5 Expands Grammar and Pronunciation Pre-K: Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
	Uses plurals	LC 7-5 Expands Grammar and Pronunciation 2-Year Old: Begins to apply grammar in speech (e.g., plurals, prepositions, tense); can use pronouns such as "he" or "she" correctly
	Uses pronouns – he, she, they, it	LC 7-5 Expands Grammar and Pronunciation 2-Year Old: Begins to apply grammar in speech (e.g., plurals, prepositions, tense); can use pronouns such as "he" or "she" correctly
	Uses progressive verbs (ing)	LC 7-5 Expands Grammar and Pronunciation 3-Year Old: Can rhyme words (i.e., cat, sat); uses verbs in correct tense (e.g., she walks vs. she walked); may overcorrect grammar (e.g. "goed," "mouses," etc.) Pre-K: Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
	Uses regular past tense verbs (ed)	LC 7-5 Expands Grammar and Pronunciation 3-Year Old: Can rhyme words (i.e., cat, sat); uses verbs in correct tense (e.g., she walks vs. she walked); may overcorrect grammar (e.g. "goed," "mouses," etc.) Pre-K: Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
Uses varied grammar in expression	Uses simple phrases and sentences with simple grammatical rules	LC 7-5 Expands Grammar and Pronunciation 2-Year Old: Begins to apply grammar in speech (e.g., plurals, prepositions, tense); can use pronouns such as "he" or "she" correctly
	Repeats simple sentences as presented	LC 7-2 Develops Expressive Communication 3-Year Old: Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic
	Uses 6-word sentences	LC 7-2 Develops Expressive Communication Pre-K: Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
	Uses more than one descriptor word in a sentence	LC 7-4 Expands Vocabulary Pre-K: Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)
	Uses conjunctions	LC 7-5 Expands Grammar and Pronunciation

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	3-Year Old: Can rhyme words (i.e., cat, sat); uses verbs in
	correct tense (e.g., she walks vs. she walked); may
	overcorrect grammar (e.g. "goed," "mouses," etc.)
	Pre-K: Speaks with proper pronunciation; can be
	understood by adults and peers; speaks in sentences
	using grammar that is age-appropriate
Uses possessive and	LC 7-5 Expands Grammar and Pronunciation
objective pronouns	3-Year Old: Can rhyme words (i.e., cat, sat); uses verbs in
	correct tense (e.g., she walks vs. she walked); may
	overcorrect grammar (e.g. "goed," "mouses," etc.)
	Pre-K: Speaks with proper pronunciation; can be
	understood by adults and peers; speaks in sentences
	using grammar that is age-appropriate
Uses grammatical word order	LC 7-5 Expands Grammar and Pronunciation
	3-Year Old: Can rhyme words (i.e., cat, sat); uses verbs in
	correct tense (e.g., she walks vs. she walked); may
	overcorrect grammar (e.g. "goed," "mouses," etc.)
	Pre-K: Speaks with proper pronunciation; can be
	understood by adults and peers; speaks in sentences
	using grammar that is age-appropriate
Uses more than one	LC 7-4 Expands Vocabulary
descriptor word in a sentence	3-Year Old: Correctly names common objects used in the
	classroom, such as colors, shapes, animals in photos, etc.;
	shows continuous growth in number of words or signs
	used in conversation with others; asks meanings of words
	Pre-K: Asks questions about new words; uses new words
	on a regular basis; shows growth in number of words or
	signs used in conversation with others; asks meanings of
	words; understands that some words mean the same thing
	and some words are opposites (e.g., house/home and
	big/little)
Uses auxiliary (helper) verbs,	LC 7-5 Expands Grammar and Pronunciation
e.g., will, can, am, have	3-Year Old: Can rhyme words (i.e., cat, sat); uses verbs in
	correct tense (e.g., she <u>walks</u> vs. she <u>walked</u>); may overcorrect grammar (e.g. "goed," "mouses," etc.)
	Pre-K: Speaks with proper pronunciation; can be
	understood by adults and peers; speaks in sentences
	using grammar that is age-appropriate

ISTAR-KR Matrix	ISTAR-KR Matrix: Mathematics		
CCSS: Counting,	Cardinality, and Operations Ba	ise Ten	
KR: Counting an	d Quantity	Vine Progress Indicators	
Demonstrates awareness of the presence of objects	Looks at/observes hanging mobile or object held in front of face Follows a moving or sound of an object	ATL 1-1 Is Attentive 1-3 mos: Watches faces 4-7 mos: Pays attention to people, objects, and sounds CS 13-1 Explores Objects 4-7 mos: Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping 8-12 mos: Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a	
		button	

desirable object is removed ### Toos: Accepts, reaches for, grasps, or handles familiar toys ### 12 mos: Initiates activities, such as getting a toy independently from a low shelf or basket #### 1-Year Old: Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read) Attends to the face of a person when held Attends to the face of		01	
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and builds sets			
Touches or points to each CM 10-1 Begins Counting			CM 10-1 Begins Counting
object in a sequence only once 2-Year Old: Can count up to 5		object in a sequence only once	2-Year Old: Can count up to 5

	1	
		3-Year Old: Counts by rote to 10; counts sets of objects up
		to 10; may be able to count into the teens; understands
		and uses 1-1 correspondence
	Identifies when objects are the	CM 10-2 Builds and Observes Sets
	same number, even if	Pre-K: Can look at groups of objects up to 5 and indicate
	arrangement is changed	how many items without having to count them; compares
	g	quantities in sets and uses appropriate vocabulary: equal,
	Lie CC - Lee	more, less
	Identifies when a number of	CM 10-2 Builds and Observes Sets
	objects is "less" (e.g. visually,	Pre-K: Can look at groups of objects up to 5 and indicate
	tactilely, or auditorally)	how many items without having to count them; compares
		quantities in sets and uses appropriate vocabulary: equal,
		more, less
Names and	Uses numbers to compare	CM 10-2 Builds and Observes Sets
orders	•	Pre-K: Can look at groups of objects up to 5 and indicate
quantities		how many items without having to count them; compares
40.00.		quantities in sets and uses appropriate vocabulary: equal,
		1 '
	The CC of the section of the Co	more, less
	Identifies the next number in a	CM 10-1 Begins Counting
	series of numbers	2-Year Old: Can count up to 5
		3-Year Old: Counts by rote to 10; counts sets of objects up
		to 10; may be able to count into the teens; understands
		and uses 1-1 correspondence
	Identifies "first" and "last"	CM 10-1 Begins Counting
		Pre-K: Counts by rote to 20; can count objects up to 20;
		understands and uses ordinal terms (1st, 2nd, 3rd); may
		be able to skip count by 2, 5, or 10
	Gives "the rest" when asked	
	Gives the rest when asked	CM 10-1 Begins Counting
		Pre-K: Counts by rote to 20; can count objects up to 20;
		understands and uses ordinal terms (1st, 2nd, 3rd); may
		be able to skip count by 2, 5, or 10
	Uses drawings to represent	CM 10-4 Reads and Writes Numbers
	quantity and numbers	3-Year Old: Can trace numbers: recognizes a few
		numbers in written form
		Pre-K: Can write some numbers up to 10; recognizes a
		few numbers in written form; recognizes both numerals
		and number names
	Counts a number of objects up	CM 10-1 Begins Counting
	to 10	
		3-Year Old: Counts by rote to 10; counts sets of objects up
		to 10; may be able to count into the teens; understands
0000-0	no and Almahasia Thirding	and uses 1-1 correspondence
	ns and Algebraic Thinking	Who Brown to Park
KR: Computation		Vine Progress Indicators
Manipulates	Pulls or breaks apart food	CS 13-1 Explores Objects
objects for a		4-7 mos: Uses the 5 senses and a variety of actions to
purpose		examine people and objects, such as mouthing, touching,
		shaking or dropping
	Lines up objects	CS 13-2 Classifies or Sorts Objects
		3-Year Old: Sorts or matches objects based on simple
	Attende to a new ablanting	attributes, such as color, size, weight, texture or function
	Attends to a new object in a	ATL 1-2 Develops Memory
	group of objects	

		2-Year Old: Remembers actions and locations of familiar
		adults, objects and routines; notices and responds to
		things that are different
	Puts an object in mouth to	CS 13-1 Explores Objects
	explore	4-7 mos: Uses the 5 senses and a variety of actions to
		examine people and objects, such as mouthing, touching,
Matches	Manipulates shipsts for s	shaking or dropping
objects and	Manipulates objects for a purpose	CS 13-1 Explores Objects
sets	Pulpose	1-Year Old: Observes and experiments with how things
3013	Puts pairs together	work, such as pushing a button on a toy to hear a sound
	r uts pairs together	CS 13-2 Classifies or Sorts Objects
		3-Year Old: Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function
	Matches sets of objects one-	
	to-one	CS 13-2 Classifies or Sorts Objects
		3-Year Old: Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function
	Uses the term "same"	CS 13-2 Classifies or Sorts Objects
	Soo the term same	Pre-K: Compares objects based on attributes, such as
		weight, odor, color, texture, function or sound
Makes a set of	Matches objects and sets	CM 10-2 Builds and Observes Sets
objects smaller	,	3-Year Old: Begins to see groups of 2 or 3 objects and
or larger		knows the amount without counting (subitizing); counts
		and builds sets
	Makes a collection of items	CM 10-3 Learns Addition, Subtraction and Division
	larger by adding when asked	Pre-K: Can add "1" to a set of objects and know that it is
		1 more; can subtract 1 from a set of objects and know that
		it is 1 less; can split a set of objects equally to divide by 2
	Makes collections of items	CM 10-3 Learns Addition, Subtraction and Division
	smaller by taking items away	Pre-K: Can add "1" to a set of objects and know that it is
	when asked	1 more; can subtract 1 from a set of objects and know that
	-	it is 1 less; can split a set of objects equally to divide by 2
	Identifies "one more" "one less"	CM 10-3 Learns Addition, Subtraction and Division
	1622	Pre-K: Can add "1" to a set of objects and know that it is
		1 more; can subtract 1 from a set of objects and know that
	Describes addition and	it is 1 less; can split a set of objects equally to divide by 2
	subtractions situations for	CM 10-3 Learns Addition, Subtraction and Division Pre-K: Can add "1" to a set of objects and know that it is
	numbers less than 3	1 more; can subtract 1 from a set of objects and know that
		it is 1 less; can split a set of objects equally to divide by 2
Follows	Makes a set of objects smaller	CM 10-3 Learns Addition, Subtraction and Division
models of addition or subtraction situations	or larger	Pre-K: Can add "1" to a set of objects and know that it is
		1 more; can subtract 1 from a set of objects and know that
		it is 1 less; can split a set of objects equally to divide by 2
	Creates a collection equal to	CM 10-2 Builds and Observes Sets
	objects in a collection already	Pre-K: Can look at groups of objects up to 5 and indicate
	constructed	how many items without having to count them; compares
		quantities in sets and uses appropriate vocabulary: equal,
		more, less
	Describes addition situations	CM 10-3 Learns Addition, Subtraction and Division
	for numbers less than 5	Pre-K: Can add "1" to a set of objects and know that it is
		1 more; can subtract 1 from a set of objects and know that
		it is 1 less; can split a set of objects equally to divide by 2

	Describes subtraction situations for numbers less than 5	CM 10-3 Learns Addition, Subtraction and Division Pre-K: Can add "1" to a set of objects and know that it is 1 more; can subtract 1 from a set of objects and know that it is 1 less; can split a set of objects equally to divide by 2
	Uses the term "half"	CM 10-3 Learns Addition, Subtraction and Division Pre-K: Can add "1" to a set of objects and know that it is 1 more; can subtract 1 from a set of objects and know that it is 1 less; can split a set of objects equally to divide by 2
	Uses the term "whole" when combining a whole quantity of something	CM 10-3 Learns Addition, Subtraction and Division Pre-K: Can add "1" to a set of objects and know that it is 1 more; can subtract 1 from a set of objects and know that it is 1 less; can split a set of objects equally to divide by 2
CCSS: Measure	ment and Data	
KR: Time		Vine Progress Indicators
Anticipates a routine	Cooperates with routines	ATL 2-1 Understands Routines 1-3 mos: Is sleeping and eating on a developmentally-appropriate schedule (for questions, consult pediatric guides)
	Anticipates an event in a sequence during daily activities	ATL 2-1 Understands Routines 4-7 mos: Demonstrates awareness of daily routines with behavior; may open mouth for feeding or lift arms to be picked up
	Prepares for something anticipated	ATL 2-1 Understands Routines 4-7 mos: Demonstrates awareness of daily routines with behavior; may open mouth for feeding or lift arms to be picked up
	Associates familiar events with concrete objects (e.g. blanket for bedtime)	ATL 2-1 Understands Routines 4-7 mos: Demonstrates awareness of daily routines with behavior; may open mouth for feeding or lift arms to be picked up
	Follows along with a simple routine	ATL 2-1 Understands Routines 4-7 mos: Demonstrates awareness of daily routines with behavior; may open mouth for feeding or lift arms to be picked up 8-12 mos: Remembers daily routines; knows how to use familiar objects
Uses vocabulary to identify events	Anticipates a routine	ATL 2-1 Understands Routines 1-Year Old: Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat)
in a routine	Responds to now, next, done.	SS 16-2 Understands Time 2-Year Old: Understands that the day is separated into different segments, such as snack time, naptime, bed time, morning, and evening
	Responds to "one more" (time, book)	LC 7-1 Develops Receptive Communication 1-Year Old: Responds to simple instructions such as "come here" or "bring me a book"
	Uses a word or shows an object that represents bedtime or mealtime	SS 16-2 Understands Time Pre-K: Understands basic concepts of time including past-present-future; may understand basic units of time, including hours-minutes-days; learns about calendars, including week-month-year
Sequences events	Uses vocabulary to identify events in a routine	ATL 2-1 Understands Routines 1-3 mos: Is sleeping and eating on a developmentally-appropriate schedule (for questions, consult pediatric guides)

		2-Year Old: Able to follow daily routines; easily makes
		common transitions that are part of a daily schedule 3-Year Old: Follows daily routines, such as sitting for
		circle time; adjusts to changes in routines or usual
	Independently completes an	activities when informed ahead of time LC 7-1 Develops Receptive Communication
	activity that requires 3 things	3-Year Old: Follows adult directives; begins to follow 2-3
	be done in sequence	step instructions; understands verbal and nonverbal cues Pre-K: Follows class rules and routines; can follow multi-
		step directions of increasing complexity; listens to stories,
	Talla 2 avente in abranalaciaal	directions, and conversations
	Tells 3 events in chronological order	SS 16-2 Understands Time Pre-K: Understands basic concepts of time including
		past-present-future; may understand basic units of time, including hours-minutes-days; learns about calendars, including week-month-year
	Differentiates past and future	SS 16-2 Understands Time
	events	<u>Pre-K:</u> Understands basic concepts of time including past-present-future; may understand basic units of time, including hours-minutes-days; learns about calendars, including week-month-year
	Identifies first and last events	SS 16-2 Understands Time
		<u>Pre-K:</u> Understands basic concepts of time including past-present-future; may understand basic units of time,
		including hours-minutes-days; learns about calendars, including week-month-year
Uses measuring	Sequences events	LC 7-1 Develops Receptive Communication
vocabulary for		1-3 mos: Turns head in the direction of a familiar voice4-7 mos: Listens and responds with interest to verbal and
time		nonverbal communication of others 8-12 mos: Begins to understand gestures, words,
		questions, or routines
		1-Year Old: Responds to simple instructions such as "come here" or "bring me a book"
	Uses concepts of morning,	
	Uses concepts of morning, afternoon, night, today, tomorrow	"come here" or "bring me a book" SS 16-2 Understands Time 3-Year Old: Understands the concept of different days of the week (e.g., school days, non-school days, music class
	afternoon, night, today,	"come here" or "bring me a book" SS 16-2 Understands Time 3-Year Old: Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school) Pre-K: Understands basic concepts of time including
	afternoon, night, today,	"come here" or "bring me a book" SS 16-2 Understands Time 3-Year Old: Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school) Pre-K: Understands basic concepts of time including past-present-future; may understand basic units of time,
	afternoon, night, today, tomorrow	"come here" or "bring me a book" SS 16-2 Understands Time 3-Year Old: Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school) Pre-K: Understands basic concepts of time including past-present-future; may understand basic units of time, including hours-minutes-days; learns about calendars, including week-month-year
	afternoon, night, today, tomorrow Uses concepts of today,	"come here" or "bring me a book" SS 16-2 Understands Time 3-Year Old: Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school) Pre-K: Understands basic concepts of time including past-present-future; may understand basic units of time, including hours-minutes-days; learns about calendars, including week-month-year SS 16-2 Understands Time
	afternoon, night, today, tomorrow	"come here" or "bring me a book" SS 16-2 Understands Time 3-Year Old: Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school) Pre-K: Understands basic concepts of time including past-present-future; may understand basic units of time, including hours-minutes-days; learns about calendars, including week-month-year
	afternoon, night, today, tomorrow Uses concepts of today,	"come here" or "bring me a book" SS 16-2 Understands Time 3-Year Old: Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school) Pre-K: Understands basic concepts of time including past-present-future; may understand basic units of time, including hours-minutes-days; learns about calendars, including week-month-year SS 16-2 Understands Time 3-Year Old: Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school)
	afternoon, night, today, tomorrow Uses concepts of today,	"come here" or "bring me a book" SS 16-2 Understands Time 3-Year Old: Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school) Pre-K: Understands basic concepts of time including past-present-future; may understand basic units of time, including hours-minutes-days; learns about calendars, including week-month-year SS 16-2 Understands Time 3-Year Old: Understands the concept of different days of the week (e.g., school days, non-school days, music class)
	afternoon, night, today, tomorrow Uses concepts of today,	"come here" or "bring me a book" SS 16-2 Understands Time 3-Year Old: Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school) Pre-K: Understands basic concepts of time including past-present-future; may understand basic units of time, including hours-minutes-days; learns about calendars, including week-month-year SS 16-2 Understands Time 3-Year Old: Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school) Pre-K: Understands basic concepts of time including past-present-future; may understand basic units of time, including hours-minutes-days; learns about calendars,
	afternoon, night, today, tomorrow Uses concepts of today,	"come here" or "bring me a book" SS 16-2 Understands Time 3-Year Old: Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school) Pre-K: Understands basic concepts of time including past-present-future; may understand basic units of time, including hours-minutes-days; learns about calendars, including week-month-year SS 16-2 Understands Time 3-Year Old: Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school) Pre-K: Understands basic concepts of time including past-present-future; may understand basic units of time,

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		3-Year Old: Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school) Pre-K: Understands basic concepts of time including past-present-future; may understand basic units of time, including hours-minutes-days; learns about calendars, including week-month-year
KR: Location		Vine Progress Indicators
Demonstrates an awareness of location of objects	Tracks movement Responds to objects in the	PMP 17-1 Develops Perception & Balance 1-3 mos: From stomach position is able to lift head; follows moving objects with eyes ATL 1-1 Is Attentive
	environment	4-7 mos: Pays attention to people, objects, and sounds
	Looks or feels for an object or sound that is hidden	ATL 1-2 Develops Memory 8-12 mos: Looks for someone or something that is missing
	Puts things in and out of other things	CM 12-2 Develops Spatial Awareness 2-Year Old: Is learning how shapes fit together, such as working with shape sorters or knob puzzles
	Identifies one body part	SED 4-1 Develops Awareness of Self 1-Year Old: Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others
Identifies location	Demonstrates an awareness of location of objects	CM 12-2 Develops Spatial Awareness 3-Year Old: Understands conditional locations such as over/under, inside/outside, in front/behind
	Identifies where he/she is currently located	CM 12-2 Develops Spatial Awareness 3-Year Old: Understands conditional locations such as over/under, inside/outside, in front/behind
	Locates a hidden object or sound	ATL 1-2 Develops Memory 1-Year Old: Finds hidden or missing people or objects; looks in multiple locations for missing objects
	Responds to "here" and "there"	CM 12-2 Develops Spatial Awareness 3-Year Old: Understands conditional locations such as over/under, inside/outside, in front/behind
	Identifies the location of 3 body parts	LC 7-4 Expands Vocabulary 2-Year Old: Begins to recognize and possibly name classmates, familiar objects, body parts, colors, and animals; shows rapid growth in number of words or signs used in conversation with others
Follows directions involving	Identifies location	CM 12-2 Develops Spatial Awareness 3-Year Old: Understands conditional locations such as over/under, inside/outside, in front/behind
location	Follows instructions to put an object in a different place (room, space)	CM 12-2 Develops Spatial Awareness 3-Year Old: Understands conditional locations such as over/under, inside/outside, in front/behind
	Follows instructions to place an object in, out, on or off of something	CM 12-2 Develops Spatial Awareness 3-Year Old: Understands conditional locations such as over/under, inside/outside, in front/behind
	Follows directions involving 5 body parts	LC 7-1 Develops Receptive Communication

		<u>Pre-K:</u> Follows class rules and routines; can follow multistep directions of increasing complexity; listens to stories,
Communicates with location words	Follows directions involving location	directions, and conversations LC 7-1 Develops Receptive Communication Pre-K: Follows class rules and routines; can follow multistep directions of increasing complexity; listens to stories, directions, and conversations
	Uses "beside" or "next to"	CM 12-2 Develops Spatial Awareness Pre-K: Uses location words (in, on, under, etc.); uses standard or nonstandard units of measurement to determine length, height, capacity etc. of object(s); compares length, height, capacity of a container, such as how many scoops are needed to fill a bucket
	Answers "where is" questions	CM 12-2 Develops Spatial Awareness Pre-K: Uses location words (in, on, under, etc.); uses standard or nonstandard units of measurement to determine length, height, capacity etc. of object(s); compares length, height, capacity of a container, such as how many scoops are needed to fill a bucket
	Asks "where is" questions	CM 12-2 Develops Spatial Awareness Pre-K: Uses location words (in, on, under, etc.); uses standard or nonstandard units of measurement to determine length, height, capacity etc. of object(s); compares length, height, capacity of a container, such as how many scoops are needed to fill a bucket
KR: Length, Cap	acity, Weight, Temperature	Vine Progress Indicators
Explores measurement attributes	Pours substances in and out of containers	CM 11-1 Learns Measurement and Quantities 3-Year Old: Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)
measurement		3-Year Old: Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide) CM 11-1 Learns Measurement and Quantities 2-Year Old: Begins to notice differences in size, quantity, and distance (more, all gone, big, little, near, far, long,
measurement	containers	3-Year Old: Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide) CM 11-1 Learns Measurement and Quantities 2-Year Old: Begins to notice differences in size, quantity,
measurement	Responds to hot and cold Responds to "all done", "want	3-Year Old: Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide) CM 11-1 Learns Measurement and Quantities 2-Year Old: Begins to notice differences in size, quantity, and distance (more, all gone, big, little, near, far, long, short, etc.) CM 11-1 Learns Measurement and Quantities 2-Year Old: Begins to notice differences in size, quantity, and distance (more, all gone, big, little, near, far, long,
measurement	Responds to hot and cold Responds to "all done", "want more" Responds to "one more"	3-Year Old: Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide) CM 11-1 Learns Measurement and Quantities 2-Year Old: Begins to notice differences in size, quantity, and distance (more, all gone, big, little, near, far, long, short, etc.) CM 11-1 Learns Measurement and Quantities 2-Year Old: Begins to notice differences in size, quantity, and distance (more, all gone, big, little, near, far, long, short, etc.) CM 11-1 Learns Measurement and Quantities 2-Year Old: Begins to notice differences in size, quantity, and distance (more, all gone, big, little, near, far, long,

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		<u>2-Year Old:</u> Begins to notice differences in size, quantity, and distance (more, all gone, big, little, near, far, long, short, etc.)
	Makes choices based on size	CM 11-1 Learns Measurement and Quantities 2-Year Old: Begins to notice differences in size, quantity, and distance (more, all gone, big, little, near, far, long, short, etc.)
	Communicates feelings of hot	CM 11-1 Learns Measurement and Quantities
	and cold	3-Year Old: Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)
	Communicates size of things	CM 11-1 Learns Measurement and Quantities
	relative to self	3-Year Old: Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)
	Uses descriptive word or	CM 11-1 Learns Measurement and Quantities
	gesture to express amount or size	3-Year Old: Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full,
		few/many, heavy/light, shallow/deep, narrow/wide)
Differentiates gradients of size and weight	Distinguishes between big and little, hot and cold	CM 11-1 Learns Measurement and Quantities 2-Year Old: Begins to notice differences in size, quantity, and distance (more, all gone, big, little, near, far, long, short, etc.)
	Orders 3 objects by size	CM 11-1 Learns Measurement and Quantities
		3-Year Old: Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)
	Assembles a set of nesting	CM 11-1 Learns Measurement and Quantities
	objects	3-Year Old: Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)
	Recognizes which object is lighter/heavier	CM 11-1 Learns Measurement and Quantities 3-Year Old: Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)
	Recognizes which object is warmer/cooler	CM 11-1 Learns Measurement and Quantities 3-Year Old: Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)

	Recognizes which object can hold more Recognizes which object is	CM 11-1 Learns Measurement and Quantities 3-Year Old: Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide) CM 11-1 Learns Measurement and Quantities
	shorter, longer or taller	3-Year Old: Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)
Uses common measuring tools in correct context	Differentiates gradients of size and weight	CM 11-1 Learns Measurement and Quantities 3-Year Old: Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)
	Uses a cup to act out a measurement of capacity	CM 11-1 Learns Measurement and Quantities 3-Year Old: Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)
	Uses a ruler to act out a measurement of length or height	CM 11-1 Learns Measurement and Quantities Pre-K: Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map
	Uses a scale to act out a measurement of weight	CM 11-1 Learns Measurement and Quantities Pre-K: Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map
	Uses a thermometer to act out a measurement of temperature	CM 11-1 Learns Measurement and Quantities Pre-K: Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map
CCSS: Geometry		
	Classifying Objects	Vine Progress Indicators
Explores	Attends to visual, auditory,	CM 12-1 Learns Shapes & Sizes
attributes (e.g.	tactile patterns	8-12 mos: Works with shape sorter or size stacker
shape, size,	Shows interest in something	ATL 1-4 Is Curious
color)	out of place, (e.g. finding a small object on the carpet)	4-7 mos: Explores with hands; finds objects that are partially hidden 8-12 mos: Shows interest in new toys; explores
		surroundings

	Uses a shape toy to explore	CM 42 4 Learne Chance 9 Cines
	basic shapes	CM 12-1 Learns Shapes & Sizes 8-12 mos: Works with shape sorter or size stacker
	Puts smaller objects into larger	CM 12-2 Develops Spatial Awareness
	holes, slots or depressions	8-12 mos: Explores ways objects and people move and fit
	merce, elete er depreselene	in space
Matches same	Explores attributes (e.g.	CM 12-1 Learns Shapes & Sizes
attributes	shape, size, color)	1-Year Old: Identifies shapes; begins to sort by size
	Matches squares, circles	CM 12-1 Learns Shapes & Sizes
	materior equal es, en else	2-Year Old: Sorts objects by shape, size, and/or weight
	Matches rectangles, triangles	CM 12-1 Learns Shapes & Sizes
	materies restarigies, triarigies	2-Year Old: Sorts objects by shape, size, and/or weight
	Identifies when object[s] are	CM 12-1 Learns Shapes & Sizes
	the same	3-Year Old: Identifies and names simple shapes;
		understands that shapes remain the same when flipped or
		rotated
	Identifies and matches two	LC 7-4 Expands Vocabulary
	colors	1-Year Old: Locates body parts or colors when prompted;
		begins to use the names of objects, body parts and
		familiar people; begins to ask questions, such as "what's
		that?"
Matches	Matches same attributes	CS 13-2 Classifies or Sorts Objects
opposites		1-Year Old: Helps with cleanup; begins to group objects,
	D to to other price of circles	such as blocks in one pile and stuffed animals in another
	Puts together pairs of pictures	CS 13-2 Classifies or Sorts Objects
	of opposites	2-Year Old: Recognizes similarities or differences
	Names the appealts of a given	between familiar and unfamiliar people, objects or events
	Names the opposite of a given quality	CS 13-2 Classifies or Sorts Objects
	quanty	3-Year Old: Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function
	Identifies objects that do not	CS 13-2 Classifies or Sorts Objects
	belong to a particular group	3-Year Old: Sorts or matches objects based on simple
		attributes, such as color, size, weight, texture or function
Sorts and	Matches opposites	CS 13-2 Classifies or Sorts Objects
patterns by		3-Year Old: Sorts or matches objects based on simple
one attribute		attributes, such as color, size, weight, texture or function
	Names groups of objects	CS 13-2 Classifies or Sorts Objects
	according to the common	Pre-K: Compares objects based on attributes, such as
	attribute (e.g., blocks, books,	weight, odor, color, texture, function or sound
	clothes)	0114041
	Identifies geometric shapes, at	CM 12-1 Learns Shapes & Sizes
	least 4 (e.g. circles, triangles, squares, rectangles, cubes)	Pre-K: Names and describes shapes; understands that
	Squares, rectarigles, cubes)	two of the same shape can have different sizes;
	Puts objects into groups with	understands symmetry
	the similar attribute	CS 13-2 Classifies or Sorts Objects
	and difficult	3-Year Old: Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function
	Identify and sort common	CS 13-2 Classifies or Sorts Objects
	words in basic categories	Pre-K: Compares objects based on attributes, such as
		weight, odor, color, texture, function or sound
	Copies simple patterns with	CM 11-2 Understands Patterns
	numbers and shapes	3-Year Old: Can complete simple patterns, such as red-
		blue-red-blue-red-blue; can tell what comes next
		Side rea blue rea blue, our tell what comes how

Identifies patterns	CM 11-2 Understands Patterns
	3-Year Old: Can complete simple patterns, such as red-
	blue-red-blue-red-blue; can tell what comes next
Predicts what comes n	OW IT Z OHIGOTStarias I atterns
when shown a simple	110 111 Can ordate, auplicate of exterior more complex
pattern of objects	patterns, such as red-blue-green-red-blue-green; can fill in
	a missing piece of a pattern; seriates a group of like
	objects (small, medium, large, or light, medium, dark)
Compares and sorts by	CS 13-2 Classifies or Sorts Objects
roundness	Pre-K: Compares objects based on attributes, such as
	weight, odor, color, texture, function or sound
Compares and sorts by	CS 13-2 Classifies or Sorts Objects
number of corners	Pre-K: Compares objects based on attributes, such as
	weight, odor, color, texture, function or sound
Recognizes 5 colors	LC 7-4 Expands Vocabulary
	1-Year Old: Locates body parts or colors when prompted;
	begins to use the names of objects, body parts and
	familiar people; begins to ask questions, such as "what's
	that?"

ISTAR-KR Matrix: Personal Care		
ISTAR KR: Oral Motor	1	Vine Progress Indicators
Coordinates sucking, swallowing, breathing	Opens and closes lips in succession	PMP 20-1 Learns about Nutrition 1-3 mos: Is receiving a nutritious, age-appropriate diet of breastmilk and/or formula on an appropriate schedule
	Purses and rounds lips	PMP 20-1 Learns about Nutrition 1-3 mos: Is receiving a nutritious, age-appropriate diet of breastmilk and/or formula on an appropriate schedule
	Swallows liquid without choking or gagging in a semi-reclining position and without much leakage	PMP 20-1 Learns about Nutrition 1-3 mos: Is receiving a nutritious, age-appropriate diet of breastmilk and/or formula on an appropriate schedule
	Makes a smile and a frown	SED 3-1 Expresses Emotion 1-3 mos: Begins to show emotions with face and body; may begin to smile
Swallows pureed or lumpy food	Coordinates sucking, swallowing, breathing	PMP 19-1 Develops Meal Time Independence 4-7 mos: Starts to eat solid food
	Closes lips when swallows	PMP 19-1 Develops Meal Time Independence 4-7 mos: Starts to eat solid food
	Accepts pureed or lumpy food from spoon and swallows	PMP 19-1 Develops Meal Time Independence 4-7 mos: Starts to eat solid food
Uses tongue to move and munch	Swallows pureed or lumpy food	PMP 19-1 Develops Meal Time Independence 4-7 mos: Starts to eat solid food
solid food	Extends tongue	PMP 19-1 Develops Meal Time Independence 4-7 mos: Starts to eat solid food
	Sweeps tongue around mouth and lips	PMP 19-1 Develops Meal Time Independence 4-7 mos: Starts to eat solid food

	Manipulates food with	PMP 19-1 Develops Meal Time Independence
	tongue	4-7 mos: Starts to eat solid food
Chews with rotary	Uses tongue to move and	PMP 19-1 Develops Meal Time Independence
movement	munch solid food	4-7 mos: Starts to eat solid food
	Manipulates food laterally	PMP 19-1 Develops Meal Time Independence
		4-7 mos: Starts to eat solid food
	Chews with lips together	PMP 19-1 Develops Meal Time Independence
		4-7 mos: Starts to eat solid food
ISTAR KR: Self-Feed	lina	Vine Progress Indicators
Cooperates with	Places hands on bottle, or	PMP 19-1 Develops Meal Time Independence
feeding	holds own bottle	8-12 mos: Shows interest in new foods; begins to
		finger-feed self; holds own bottle or cup; responds well
		when physical needs are met
	Accepts food from a spoon	PMP 19-1 Develops Meal Time Independence
		8-12 mos: Shows interest in new foods; begins to
		finger-feed self; holds own bottle or cup; responds well
		when physical needs are met
	Uses tongue to reject food	PMP 19-1 Develops Meal Time Independence
	3 3 3 3 3 3 3 3 3 3	8-12 mos: Shows interest in new foods; begins to
		finger-feed self; holds own bottle or cup; responds well
		when physical needs are met
	Brings food to mouth with	PMP 19-1 Develops Meal Time Independence
	hand	8-12 mos: Shows interest in new foods; begins to
		finger-feed self; holds own bottle or cup; responds well
		when physical needs are met
Assists in feeding	Cooperates with feeding	PMP 19-1 Develops Meal Time Independence
self		8-12 mos: Shows interest in new foods; begins to
		finger-feed self; holds own bottle or cup; responds well
		when physical needs are met
		1-Year Old: Begins to feed self with spoon or drink
		from a sippy cup
	Drinks from cup with	PMP 19-1 Develops Meal Time Independence
	assistance	8-12 mos: Shows interest in new foods; begins to
		finger-feed self; holds own bottle or cup; responds well
		when physical needs are met
		1-Year Old: Begins to feed self with spoon or drink
		from a sippy cup
	Grasps eating utensils	PMP 19-1 Develops Meal Time Independence
		1-Year Old: Begins to feed self with spoon or drink
		from a sippy cup
	Uses sippy cup or alternate	PMP 19-1 Develops Meal Time Independence
	closed cup	1-Year Old: Begins to feed self with spoon or drink
		from a sippy cup
	Uses fingers to eat small	PMP 19-1 Develops Meal Time Independence
	pieces of food	8-12 mos: Shows interest in new foods; begins to
		finger-feed self; holds own bottle or cup; responds well
		when physical needs are met
Feeds self	Assists in feeding self	PMP 19-1 Develops Meal Time Independence
		2-Year Old: Uses spoon or fork for feeding; drinks
		from cup without lid
	Holds and drinks from open	PMP 19-1 Develops Meal Time Independence

		2-Year Old: Uses spoon or fork for feeding; drinks
		from cup without lid
	May practice feeding self	PMP 19-1 Develops Meal Time Independence
	with a spoon	2-Year Old: Uses spoon or fork for feeding; drinks
		from cup without lid
Uses utensils and	Feeds self	PMP 19-1 Develops Meal Time Independence
open cup to feed		3-Year Old: Is independent with eating and drinking at
self		meal times; uses utensils; uses cup
	Uses utensils to feed self	PMP 19-1 Develops Meal Time Independence
		3-Year Old: Is independent with eating and drinking at
		meal times; uses utensils; uses cup
	Drinks from open cup without	PMP 19-1 Develops Meal Time Independence
	spilling	3-Year Old: Is independent with eating and drinking at
		meal times; uses utensils; uses cup
Serves self food and	Uses utensils and open cup	PMP 19-1 Develops Meal Time Independence
drink	to feed self	3-Year Old: Is independent with eating and drinking at
		meal times; uses utensils; uses cup
		Pre-K: Able to serve portions to self; uses utensils;
		adds own condiments, cuts food with table knife
	Pours liquid from a container	PMP 19-1 Develops Meal Time Independence
	into cup	3-Year Old: Is independent with eating and drinking at
		meal times; uses utensils; uses cup
		Pre-K: Able to serve portions to self; uses utensils;
		adds own condiments, cuts food with table knife
	Spoons food from a	PMP 19-1 Develops Meal Time Independence
	container to own plate	3-Year Old: Is independent with eating and drinking at
		meal times; uses utensils; uses cup
		Pre-K: Able to serve portions to self; uses utensils;
	Spreads with knife	adds own condiments, cuts food with table knife
	Spreads with killie	PMP 19-1 Develops Meal Time Independence
		<u>3-Year Old:</u> Is independent with eating and drinking at meal times; uses utensils; uses cup
		Pre-K: Able to serve portions to self; uses utensils;
		adds own condiments, cuts food with table knife
ISTAR KR: Dressing/U	Jndressing	Vine Progress Indicators
Cooperates in	Holds up arm or leg to dress	PMP 19-2 Develops Self-Care Skills
dressing/undressing		8-12 mos: Helps with daily routines, such as washing
		hands and getting dressed
	Allows caregiver to dress	PMP 19-2 Develops Self-Care Skills
	and undress him/her	8-12 mos: Helps with daily routines, such as washing
		hands and getting dressed
	Extends neck when clothing	PMP 19-2 Develops Self-Care Skills
	pulled over head	8-12 mos: Helps with daily routines, such as washing
		hands and getting dressed
Assists in	Cooperates in	PMP 19-2 Develops Self-Care Skills
dressing/undressing	dressing/undressing	1-Year Old: Shows increasing independence, such as
		dressing with help
	Assists in removal of pull-	PMP 19-2 Develops Self-Care Skills
	over or front opening	1-Year Old: Shows increasing independence, such as
	garments	dressing with help
	Assists in removal of	PMP 19-2 Develops Self-Care Skills
	pants/shorts	'

		4 Voor Olds Chouse ingrapoing independence and
		<u>1-Year Old:</u> Shows increasing independence, such as dressing with help
	Takes off coat, jacket,	-
	caregiver unfastens	PMP 19-2 Develops Self-Care Skills 1-Year Old: Shows increasing independence, such as
	January annual a	dressing with help
	Pulls up pants after caregiver	PMP 19-2 Develops Self-Care Skills
	assists	1-Year Old: Shows increasing independence, such as
		dressing with help
	Puts on coat, jacket,	PMP 19-2 Develops Self-Care Skills
	caregiver fastens	1-Year Old: Shows increasing independence, such as
		dressing with help
	Unzips or zips, after	PMP 19-2 Develops Self-Care Skills
	caregiver prepares	1-Year Old: Shows increasing independence, such as
		dressing with help
	Puts on unfastened shoes	PMP 19-2 Develops Self-Care Skills
		1-Year Old: Shows increasing independence, such as
		dressing with help
Completes	Assists in	PMP 19-2 Develops Self-Care Skills
dressing/undressing	dressing/undressing	1-Year Old: Shows increasing independence, such as
		dressing with help
	Removes socks or shoes	PMP 19-2 Develops Self-Care Skills
		3-Year Old: Understands and can complete health
		and safety routines, such as washing hands and
		brushing teeth; mostly independent with dressing,
		including pulling up pants, putting on shoes, and putting on coat
		Pre-K: Knows to wash hands with soap before eating,
		after toileting, and after wiping nose; independently
		brushes teeth; shows preference for certain clothing
		and prefers to dress and undress self; able to zip,
	_	button, and snap; may be able to tie shoes
	Puts on socks and shoes	PMP 19-2 Develops Self-Care Skills
		3-Year Old: Understands and can complete health
		and safety routines, such as washing hands and
		brushing teeth; mostly independent with dressing,
		including pulling up pants, putting on shoes, and putting on coat
		Pre-K: Knows to wash hands with soap before eating,
		after toileting, and after wiping nose; independently
		brushes teeth; shows preference for certain clothing
		and prefers to dress and undress self; able to zip,
		button, and snap; may be able to tie shoes
	Removes loose fitting	PMP 19-2 Develops Self-Care Skills
	clothes	3-Year Old: Understands and can complete health
		and safety routines, such as washing hands and
		brushing teeth; mostly independent with dressing,
		including pulling up pants, putting on shoes, and putting on coat
		Pre-K: Knows to wash hands with soap before eating,
		after toileting, and after wiping nose; independently
		brushes teeth; shows preference for certain clothing
		and prefers to dress and undress self; able to zip,
		button, and snap; may be able to tie shoes

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	Unfastens and fastens	PMP 19-2 Develops Self-Care Skills
	fasteners, button, snaps,	3-Year Old: Understands and can complete health
	zippers	and safety routines, such as washing hands and
		brushing teeth; mostly independent with dressing,
		including pulling up pants, putting on shoes, and
		putting on coat
		<u>Pre-K:</u> Knows to wash hands with soap before eating,
		after toileting, and after wiping nose; independently
		brushes teeth; shows preference for certain clothing
		and prefers to dress and undress self; able to zip,
	Gets clothes right-side and	button, and snap; may be able to tie shoes
	front and back correctly	PMP 19-2 Develops Self-Care Skills
	Horit and back correctly	3-Year Old: Understands and can complete health
		and safety routines, such as washing hands and
		brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and
		putting on coat
		<u>Pre-K:</u> Knows to wash hands with soap before eating,
		after toileting, and after wiping nose; independently
		brushes teeth; shows preference for certain clothing
		and prefers to dress and undress self; able to zip,
		button, and snap; may be able to tie shoes
	Puts on pants/shorts	PMP 19-2 Develops Self-Care Skills
	·	3-Year Old: Understands and can complete health
		and safety routines, such as washing hands and
		brushing teeth; mostly independent with dressing,
		including pulling up pants, putting on shoes, and
		putting on coat
		Pre-K: Knows to wash hands with soap before eating,
		after toileting, and after wiping nose; independently
		brushes teeth; shows preference for certain clothing
		and prefers to dress and undress self; able to zip,
	D. to a construct to the total and	button, and snap; may be able to tie shoes
	Puts on coat, jacket, hat, and	PMP 19-2 Develops Self-Care Skills
	mitten or gloves	3-Year Old: Understands and can complete health
		and safety routines, such as washing hands and
		brushing teeth; mostly independent with dressing,
		including pulling up pants, putting on shoes, and putting on coat
		Pre-K: Knows to wash hands with soap before eating,
		after toileting, and after wiping nose; independently
		brushes teeth; shows preference for certain clothing
		and prefers to dress and undress self; able to zip,
		button, and snap; may be able to tie shoes
	Puts shoes on correct feet	PMP 19-2 Develops Self-Care Skills
		3-Year Old: Understands and can complete health
		and safety routines, such as washing hands and
		brushing teeth; mostly independent with dressing,
		including pulling up pants, putting on shoes, and
		putting on coat
		Pre-K: Knows to wash hands with soap before eating,
		after toileting, and after wiping nose; independently
		brushes teeth; shows preference for certain clothing
		and prefers to dress and undress self; able to zip,
		button, and snap; may be able to tie shoes

ISTAR KR: Care of ha	ınds, face, nose	Vine Progress Indicators
Cooperates in	Cooperates in washing and	PMP 19-2 Develops Self-Care Skills
personal care	drying hands	8-12 mos: Helps with daily routines, such as washing
routines		hands and getting dressed
		1-Year Old: Shows increasing independence, such as
		dressing with help
	Cooperates in washing and	PMP 19-2 Develops Self-Care Skills
	drying face	8-12 mos: Helps with daily routines, such as washing
		hands and getting dressed
		1-Year Old: Shows increasing independence, such as
		dressing with help
	Allows nose to be wiped	PMP 19-2 Develops Self-Care Skills
		8-12 mos: Helps with daily routines, such as washing
		hands and getting dressed
		1-Year Old: Shows increasing independence, such as
	<u> </u>	dressing with help
	Dries palms	PMP 19-2 Develops Self-Care Skills
		8-12 mos: Helps with daily routines, such as washing
		hands and getting dressed
		1-Year Old: Shows increasing independence, such as
Assists in personal	Cooperates in personal care	dressing with help
care routines	routines	PMP 19-2 Develops Self-Care Skills
care routines	Todinies	1-Year Old: Shows increasing independence, such as dressing with help
		2-Year Old: Shows increasing independence with
		self-care, such as helping wash hands or brush teeth
	Rubs hands together to	PMP 19-2 Develops Self-Care Skills
	wash and dry	1-Year Old: Shows increasing independence, such as
		dressing with help
		2-Year Old: Shows increasing independence with
		self-care, such as helping wash hands or brush teeth
	Gets soap and	PMP 19-2 Develops Self-Care Skills
	washcloth/napkin	1-Year Old: Shows increasing independence, such as
		dressing with help
		2-Year Old: Shows increasing independence with
		self-care, such as helping wash hands or brush teeth
	Recognizes need to clean	PMP 19-2 Develops Self-Care Skills
	hands, nose, face	1-Year Old: Shows increasing independence, such as
		dressing with help
		2-Year Old: Shows increasing independence with
		self-care, such as helping wash hands or brush teeth
	Dries tops of hands	PMP 19-2 Develops Self-Care Skills
		1-Year Old: Shows increasing independence, such as
		dressing with help
		2-Year Old: Shows increasing independence with
	Dries face	self-care, such as helping wash hands or brush teeth
	Dries face	PMP 19-2 Develops Self-Care Skills
		1-Year Old: Shows increasing independence, such as
		dressing with help
		2-Year Old: Shows increasing independence with self-care, such as helping wash hands or brush teeth
	Blows nose into a held tissue	
	Diows Hose into a field tissue	PMP 19-2 Develops Self-Care Skills

dressing with help 2 Year Old; Shows increasing independence with self-care, such as helping wash hands or brush teeth self-care, such as helping wash hands or brush teeth routines Assists in personal care routines PMP 19-2 Develops Self-Care Skills 3-Year Old; Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat Pre-K. Knows to wash hands with soap before eating, after toileting, and after wiping nose; independently brushes teeth; shows preference for certain clothing and prefers to dress and undress self; able to zip, button, and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat Pre-K. Knows to wash hands with soap before eating, after toileting, and after wiping nose; independently brushes teeth; shows preference for certain clothing and prefers to dress and undress self; able to zip, button, and snap; may be able to tie shoes Uses tissue to clean nose Uses tissue to clean nose Uses tissue to clean nose Washes and dries face PMP 19-2 Develops Self-Care Skills 3-Year Old; Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat Pre-K. Knows to wash hands with soap before eating, after toileting, and after wiping nose; independently brushes teeth; shows preference for certain clothing and prefers to dress and undress self; able to zip, button, and snap; may be able to tie shoes PMP 19-2 Develops Self-Care Skills 3-Year Old; Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat Pre-K. Knows to wash hands with soap before eating, after toileting, and after wiping nose; ind			1-Year Old: Shows increasing independence, such as
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ISTAR KR: Toileting Vine Progress Indicators	ISTAR KR: Toileting		
Demonstrates Indicates awareness of PMP 19-2 Develops Self-Care Skills		Indicates awareness of	
awareness soiled diaper 1-3 mos: Lets caregivers know when there is a need,			<u> </u>
such as crying when awake or needing to be changed			
4-7 mos: Uses different cries for different needs, such			
as when tired or when needing to be changed			

	Cooperates with being	PMP 19-3 Becomes Toilet Trained
	placed on toilet	1-Year Old: Shows interest in the process of toileting
Participates in	Demonstrates awareness in	PMP 19-3 Becomes Toilet Trained
toileting	toileting	1-Year Old: Shows interest in the process of toileting
		2-Year Old: Toilet training is underway
	Anticipates and	PMP 19-3 Becomes Toilet Trained
	communicates toileting	1-Year Old: Shows interest in the process of toileting
	needs	2-Year Old: Toilet training is underway
	Uses toilet with help	PMP 19-3 Becomes Toilet Trained
		1-Year Old: Shows interest in the process of toileting
		2-Year Old: Toilet training is underway
	Toilets at scheduled time	PMP 19-3 Becomes Toilet Trained
		1-Year Old: Shows interest in the process of toileting
		2-Year Old: Toilet training is underway
Completes toileting	Participates in toileting	PMP 19-3 Becomes Toilet Trained
independently		3-Year Old: Is fully or nearly toilet trained
		Pre-K: Is completely independent with toileting
	Manages clothing for	PMP 19-3 Becomes Toilet Trained
	toileting	3-Year Old: Is fully or nearly toilet trained
		Pre-K: Is completely independent with toileting
	Uses toilet paper	PMP 19-3 Becomes Toilet Trained
		3-Year Old: Is fully or nearly toilet trained
		Pre-K: Is completely independent with toileting
	Flushes toilet	PMP 19-3 Becomes Toilet Trained
		3-Year Old: Is fully or nearly toilet trained
		Pre-K: Is completely independent with toileting
	Washes hands after toileting	PMP 19-3 Becomes Toilet Trained
		3-Year Old: Is fully or nearly toilet trained
		Pre-K: Is completely independent with toileting

ISTAR-KR Matrix: Physical		
ISTAR KR: Sensory Ir	ntegration	Vine Progress Indicators
Responds to sensory input with a variety of behaviors	Interacts with environment using tactile senses (hands and mouth)	CS 13-1 Explores Objects 1-3 mos: Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping 4-7 mos: Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
	Uses auditory senses to interact with the environment	CS 13-1 Explores Objects 1-3 mos: Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping 4-7 mos: Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
	Uses visual sense to interact with environment	CS 13-1 Explores Objects 1-3 mos: Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping

	T	A 7 many blace the F course and a variety of
		4-7 mos: Uses the 5 senses and a variety of
		actions to examine people and objects, such as
		mouthing, touching, shaking or dropping
	Uses olfactory sense	CS 13-1 Explores Objects
		1-3 mos: Uses the 5 senses and a variety of
		actions to examine people and objects, such as
		mouthing, touching, shaking or dropping
		4-7 mos: Uses the 5 senses and a variety of
		actions to examine people and objects, such as
		mouthing, touching, shaking or dropping
	Has established a consistent	SS 16-2 Understands Time
	sleeping and eating schedule	8-12 mos: Is on a daily schedule that regulates
		feeding and sleeping
	Likes to be held and molds	SED 5-1 Bonds with Adults
	body when being held	1-3 mos: Enjoys interactions with familiar adults;
		smiles and laughs
		4-7 mos: Knows and responds positively to familiar
		faces; begins to know if someone is a stranger
		8-12 mos: Looks to familiar adults for emotional
		support and encouragement; sits with or hugs
		familiar adults; reacts when separated from familiar
		adults; sees familiar adults as resources; responds
		differently to familiar and unfamiliar adults
Tolerates a variety	Responds to sensory input	ATL 1-1 Is Attentive
of sensory input	with a variety of behaviors	1-3 mos: Watches faces
		4-7 mos: Pays attention to people, objects, and
		sounds
	Tolerates variety of tastes and	PMP 20-1 Learns about Nutrition
	chews on non-food objects	1-3 mos: Is receiving a nutritious, age-appropriate
		diet of breastmilk and/or formula on an appropriate
		schedule
		4-7 mos: Diet includes some cereals and healthy
		baby food on an appropriate schedule
	Tolerates touch	SED 5-1 Bonds with Adults
	Toloratoo todon	8-12 mos: Looks to familiar adults for emotional
		support and encouragement; sits with or hugs
		familiar adults; reacts when separated from familiar
		adults; sees familiar adults as resources; responds
		differently to familiar and unfamiliar adults
	Tolerates variety of levels of	•
	sound	LC 7-1 Develops Receptive Communication
	Journa	4-7 mos: Listens and responds with interest to
	Tolorotoo light	verbal and nonverbal communication of others
	Tolerates light	SED 3-2 Manages Feelings & Demonstrates Self-
		Control
		8-12 mos: Regulates feelings through behaviors,
		such as sucking thumb or carrying a favorite blanket
		or toy; looks to familiar adults for help with strong
		emotions
	Tolerates being messy	SED 3-2 Manages Feelings & Demonstrates Self-
		Control
		8-12 mos: Regulates feelings through behaviors,
		such as sucking thumb or carrying a favorite blanket

		or toy; looks to familiar adults for help with strong emotions
	Comfortable when being	SED 3-2 Manages Feelings & Demonstrates Self-
	moved	Control
		8-12 mos: Regulates feelings through behaviors,
		such as sucking thumb or carrying a favorite blanket
		or toy; looks to familiar adults for help with strong
		emotions
Regulates sensory	Tolerates a variety of sensory	ATL 1-4 Is Curious
input with	input	1-3 mos: Turns head toward the sound of a familiar
assistance		voice
	Calms with security object,	SED 3-2 Manages Feelings & Demonstrates Self-
	sucking thumb or fingers, or by	Control
	a familiar person	4-7 mos: Can briefly calm self; brings hands to
		mouth; is able to be calmed by familiar adults
		8-12 mos: Regulates feelings through behaviors,
		such as sucking thumb or carrying a favorite blanket or toy; looks to familiar adults for help with strong
		emotions
	Calms when taken to different	SED 3-2 Manages Feelings & Demonstrates Self-
	environment	Control
		4-7 mos: Can briefly calm self; brings hands to
		mouth; is able to be calmed by familiar adults
		8-12 mos: Regulates feelings through behaviors,
		such as sucking thumb or carrying a favorite blanket
		or toy; looks to familiar adults for help with strong
		emotions
	Calms when redirected	SED 3-2 Manages Feelings & Demonstrates Self-
		Control
		1-Year Old: Begins to cope with strong emotions with help from familiar adults
Applies a strategy	Regulates sensory input with	SED 3-2 Manages Feelings & Demonstrates Self-
to regulate sensory	assistance	Control
input		1-3 mos: Calms when held, gently rocked or talked
		to by familiar adults; brings objects to mouth to calm
		self
		4-7 mos: Can briefly calm self; brings hands to
		mouth; is able to be calmed by familiar adults
	Independently uses a strategy to comfort self	SED 3-2 Manages Feelings & Demonstrates Self-
	to connect sen	Control
		2-Year Old: Able to use routines, favorite objects,
		or familiar adults to help in coping with strong
	Uses simple routines, rules to	feelings and emotions
	cope	SED 3-2 Manages Feelings & Demonstrates Self-
		Control
		<u>2-Year Old:</u> Able to use routines, favorite objects, or familiar adults to help in coping with strong
		feelings and emotions
	Regulates own schedule for	ΔTI 2-1 Understands Routines
	Regulates own schedule for sleeping, eating	ATL 2-1 Understands Routines 2-Year Old: Able to follow daily routines: easily
	Regulates own schedule for sleeping, eating	ATL 2-1 Understands Routines 2-Year Old: Able to follow daily routines; easily makes common transitions that are part of a daily

		3-Year Old: Follows daily routines, such as sitting
		for circle time; adjusts to changes in routines or
		usual activities when informed ahead of time
ISTAR KR: Physical S		Vine Progress Indicators
Demonstrates strength in resisting gravity	Controls head purposefully	PMP 17-1 Develops Perception & Balance 1-3 mos: From stomach position is able to lift head; follows moving objects with eyes
	Turns head when on back	PMP 17-1 Develops Perception & Balance 1-3 mos: From stomach position is able to lift head; follows moving objects with eyes
	Turns head when on stomach	PMP 17-1 Develops Perception & Balance 1-3 mos: From stomach position is able to lift head; follows moving objects with eyes
	Controls head when in supported sit	PMP 17-1 Develops Perception & Balance 1-3 mos: From stomach position is able to lift head; follows moving objects with eyes
	Sits momentarily with support of caregiver	PMP 17-1 Develops Perception & Balance 4-7 mos: Reaches for objects; sits with and then without support of hands 8-12 mos: Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object
Demonstrates movement with strength	Demonstrates strength in resisting gravity	PMP 17-1 Develops Perception & Balance 8-12 mos: Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object
	Demonstrates movement when on stomach	PMP 17-1 Develops Perception & Balance 8-12 mos: Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object
	Demonstrates movement when on back	PMP 17-1 Develops Perception & Balance 1-3 mos: From stomach position is able to lift head; follows moving objects with eyes 4-7 mos: Reaches for objects; sits with and then without support of hands
	Raises head and chest when on stomach	PMP 17-1 Develops Perception & Balance 1-3 mos: From stomach position is able to lift head; follows moving objects with eyes
	Moves arms and legs when on back or stomach	PMP 17-2 Develops Lower Body Strength 1-3 mos: Stretches and kicks legs when lying down; pushes down on legs when feet are placed on a firm surface
Demonstrates stability and balance in upright position with assistance	Demonstrates movement with strength	PMP 17-2 Develops Lower Body Strength 4-7 mos: Explores new body positions; rolls over; crawls; supports weight on legs; kicks at objects 8-12 mos: Progresses from rolling to sitting to crawling to pulling up to cruising; stands; takes first steps; may begin walking
	Sits with support	PMP 17-1 Develops Perception & Balance 4-7 mos: Reaches for objects; sits with and then without support of hands
	Stands a few moments with help	PMP 17-1 Develops Perception & Balance

	1	0.40 mass. Deleveres had the second arrandon as
		8-12 mos: Balances body in seated, crawling, or
		supported standing positions; moves toward out-of-
	D. H. G. Marker Proc. Lett. Proc. 1965	reach object
	Pulls to standing holding onto	PMP 17-1 Develops Perception & Balance
	someone or something	8-12 mos: Balances body in seated, crawling, or
		supported standing positions; moves toward out-of-
		reach object
	Sits in chair from standing	PMP 17-1 Develops Perception & Balance
		8-12 mos: Balances body in seated, crawling, or
		supported standing positions; moves toward out-of-
		reach object
Demonstrates	Demonstrates stability and	PMP 17-1 Develops Perception & Balance
stability, balance	balance in upright position with	8-12 mos: Balances body in seated, crawling, or
and control in	assistance	supported standing positions; moves toward out-of-
upright position		reach object
		1-Year Old: Increasingly gains balance, going from
		sitting to standing to running and even jumping
		2-Year Old: Adjusts sitting or standing position
		based on situation; maintains good posture and
		balance; avoids obstacles when in motion
	Bears weight on a variety of	PMP 17-1 Develops Perception & Balance
	body parts	2-Year Old: Adjusts sitting or standing position
		based on situation; maintains good posture and
		balance; avoids obstacles when in motion
	Sits independently	PMP 17-1 Develops Perception & Balance
		8-12 mos: Balances body in seated, crawling, or
		supported standing positions; moves toward out-of-
		reach object
	Transitions to sit from back or	PMP 17-1 Develops Perception & Balance
	stomach	8-12 mos: Balances body in seated, crawling, or
		supported standing positions; moves toward out-of-
		reach object
		1-Year Old: Increasingly gains balance, going from
		sitting to standing to running and even jumping
	Transitions to back or stomach	PMP 17-1 Develops Perception & Balance
	from sit	8-12 mos: Balances body in seated, crawling, or
		supported standing positions; moves toward out-of-
		reach object
		1-Year Old: Increasingly gains balance, going from
		sitting to standing to running and even jumping
	From sit position, reaches with	PMP 17-1 Develops Perception & Balance
	either arm and maintains	8-12 mos: Balances body in seated, crawling, or
	balance	supported standing positions; moves toward out-of-
		reach object
	Stands from sitting position	PMP 17-1 Develops Perception & Balance
		1-Year Old: Increasingly gains balance, going from
		sitting to standing to running and even jumping
	Stoops and picks up small	PMP 17-1 Develops Perception & Balance
	object and regains stand	1-Year Old: Increasingly gains balance, going from
		sitting to standing to running and even jumping
ISTAR KR: Gross Mo	otor Skills	Vine Progress Indicators
Rolls	Rolls	PMP 17-2 Develops Lower Body Strength
		= Dottolopo Editol Dody Ottoligati

		4-7 mos: Explores new body positions; rolls over;
		crawls; supports weight on legs; kicks at objects
Crawls, creeps	Rolls	PMP 17-2 Develops Lower Body Strength
		4-7 mos: Explores new body positions; rolls over;
		crawls; supports weight on legs; kicks at objects
	Crawls, creeps	PMP 17-2 Develops Lower Body Strength
		4-7 mos: Explores new body positions; rolls over;
		crawls; supports weight on legs; kicks at objects
	Moves up and down inclines	PMP 17-2 Develops Lower Body Strength
		8-12 mos: Progresses from rolling to sitting to
		crawling to pulling up to cruising; stands; takes first
Moves in upright	Crawls, creeps	steps; may begin walking PMP 17-2 Develops Lower Body Strength
position	Crawis, creeps	4-7 mos: Explores new body positions; rolls over;
pooliion		crawls; supports weight on legs; kicks at objects
	Walks with hand held	PMP 17-2 Develops Lower Body Strength
	Traine marriana nota	8-12 mos: Progresses from rolling to sitting to
		crawling to pulling up to cruising; stands; takes first
		steps; may begin walking
	Walks up and down stairs with	PMP 17-5 Develops Large Motor Coordination
	support	Skills
		2-Year Old: Walks up and down stairs with help;
		participates in physical activities indoors and
		outdoors
	Cruises around furniture	PMP 17-1 Develops Perception & Balance
		2-Year Old: Adjusts sitting or standing position
		based on situation; maintains good posture and
0 " (1.	balance; avoids obstacles when in motion
Coordinates forward movement	Moves in upright position	PMP 17-1 Develops Perception & Balance
iorward movement		2-Year Old: Adjusts sitting or standing position
		based on situation; maintains good posture and balance; avoids obstacles when in motion
	Walks without support	PMP 17-2 Develops Lower Body Strength
	wand willout support	8-12 mos: Progresses from rolling to sitting to
		crawling to pulling up to cruising; stands; takes first
		steps; may begin walking
		1-Year Old: Begins to run before second year
	Walks up and down stairs	PMP 17-5 Develops Large Motor Coordination
	independently	Skills
		3-Year Old: Goes upstairs and downstairs without
		help; can pedal a tricycle; participates in
		increasingly strenuous physical activities indoors
		and outdoors
	Runs for short distances	PMP 17-2 Develops Lower Body Strength
		2-Year Old: Able to adjust speed and direction
		while walking or running
		3-Year Old: Runs; jumps; hops; balances on 1 foot for up to 3 seconds
	Moves forward on a riding toy	PMP 17-5 Develops Large Motor Coordination
		Skills 3-Year Old: Goes upstairs and downstairs without
		3-Year Old: Goes upstairs and downstairs without help; can pedal a tricycle; participates in
	1	neip, can pedai a incycle, participates in

		increasingly strenuous physical activities indoors
	Jumps forward	and outdoors
	Jumps forward	PMP 17-2 Develops Lower Body Strength 3-Year Old: Runs; jumps; hops; balances on 1 foot
		for up to 3 seconds
Sustains physical	Regulates forward movement	PMP 17-1 Develops Perception & Balance
activity	The general content of the content o	2-Year Old: Adjusts sitting or standing position
		based on situation; maintains good posture and
		balance; avoids obstacles when in motion
	Runs, stops, changes direction	PMP 17-1 Develops Perception & Balance
		2-Year Old: Adjusts sitting or standing position
		based on situation; maintains good posture and
		balance; avoids obstacles when in motion
	Hops	PMP 17-2 Develops Lower Body Strength
		3-Year Old: Runs; jumps; hops; balances on 1 foot
		for up to 3 seconds
	Skips	PMP 17-2 Develops Lower Body Strength
		3-Year Old: Runs; jumps; hops; balances on 1 foot
	Gallops	for up to 3 seconds
	Gallops	PMP 17-2 Develops Lower Body Strength
		3-Year Old: Runs; jumps; hops; balances on 1 foot for up to 3 seconds
	Combines motor skills to use	PMP 17-4 Develops Gross Hand-Eye
	some sport equipment	Coordination
		2-Year Old: Can use climber; plays with ball; learns
		to throw and catch
		3-Year Old: Can go up climbing wall; catches a ball
		that has been bounced; throws a ball overhead
		PMP 17-5 Develops Large Motor Coordination
		Skills
		3-Year Old: Goes upstairs and downstairs without
		help; can pedal a tricycle; participates in
		increasingly strenuous physical activities indoors and outdoors
	Performs simple tumbling	PMP 17-5 Develops Large Motor Coordination
	stunts	Skills
		3-Year Old: Goes upstairs and downstairs without
		help; can pedal a tricycle; participates in
		increasingly strenuous physical activities indoors
	Dide a triangle	and outdoors
	Rides tricycle	PMP 17-5 Develops Large Motor Coordination Skills
		3-Year Old: Goes upstairs and downstairs without
		help; can pedal a tricycle; participates in
		increasingly strenuous physical activities indoors
		and outdoors
ISTAR KR: Object Co		Vine Progress Indicators
Grasps, reaches	Demonstrates grasping	PMP 18-2 Develops Fine Hand-Eye Coordination
and releases objects		1-3 mos: Grasps objects
ONJECIS		4-7 mos: Grasps and releases objects from grasp

	Reaches across body to grasp object	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills 8-12 mos: Uses hands for more complex tasks, such as rotating objects, releasing objects, and feeling textures
	Obtains objects independently	ATL 1-5 Shows Initiative 4-7 mos: Accepts, reaches for, grasps, or handles familiar toys
	Drops objects	PMP 18-2 Develops Fine Hand-Eye Coordination 4-7 mos: Grasps and releases objects from grasp
	Grasps both hands together in middle of body	PMP 17-3 Develops Upper Body Strength 1-3 mos: Brings hands to mouth; swipes at dangling objects; shakes rattles or other hand toys
Releases objects with control	Grasps, reaches, and releases objects	PMP 18-2 Develops Fine Hand-Eye Coordination 4-7 mos: Grasps and releases objects from grasp
	Gives object to another person	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills 1-Year Old: Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker
	Puts objects in containers	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills 2-Year Old: Uses hands for complex tasks such as building a block tower or removing a lid; works with clay; uses thumbs and fingers to manipulate objects
	Releases objects	PMP 18-2 Develops Fine Hand-Eye Coordination 4-7 mos: Grasps and releases objects from grasp
Uses both hands in middle of body	Releases objects with control	PMP 18-2 Develops Fine Hand-Eye Coordination 4-7 mos: Grasps and releases objects from grasp
	Uses one hand hold object while using the other to manipulate	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills 2-Year Old: Uses hands for complex tasks such as building a block tower or removing a lid; works with clay; uses thumbs and fingers to manipulate objects
	Uses hands to do finger play songs	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills 3-Year Old: Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay
Throws, catches and kicks objects	Uses both hands in middle of body	PMP 17-4 Develops Gross Hand-Eye Coordination 1-3 mos: Starts to use hands and eyes together 4-7 mos: Transfers objects from hand to hand 8-12 mos: Bangs objects together; transfers objects from hand to hand
	Walks into ball to kick	PMP 17-5 Develops Large Motor Coordination Skills 1-Year Old: Climbs on furniture and crawls up and down stairs unassisted; can easily change body positions

		O Veen Olds Wellie on and decompletely with helm
		2-Year Old: Walks up and down stairs with help;
		participates in physical activities indoors and outdoors
	Throws object in any direction	
	Throws object in any direction	PMP 17-4 Develops Gross Hand-Eye
		Coordination
		1-Year Old: Plays with ball, learning to throw and catch
	Catches large ball close to	PMP 17-4 Develops Gross Hand-Eye
	body	Coordination
		1-Year Old: Plays with ball, learning to throw and catch
Throws, catches,	Throws, catches and kicks	PMP 17-4 Develops Gross Hand-Eye
kicks objects with	objects	Coordination
control		1-Year Old: Plays with ball, learning to throw and
		catch
		2-Year Old: Can use climber; plays with ball; learns to throw and catch
	Kicks ball by lifting foot	PMP 17-5 Develops Large Motor Coordination
		Skills
		3-Year Old: Goes upstairs and downstairs without
		help; can pedal a tricycle; participates in
		increasingly strenuous physical activities indoors
		and outdoors
	Throws at a target	PMP 17-4 Develops Gross Hand-Eye
		Coordination
		1-Year Old: Plays with ball, learning to throw and catch
	Catches smaller ball with	PMP 17-4 Develops Gross Hand-Eye
	hands	Coordination
		1-Year Old: Plays with ball, learning to throw and
		catch
		2-Year Old: Can use climber; plays with ball; learns
		to throw and catch
ISTAR KR: Precision		Vine Progress Indicators
Grasps small	Grasps small objects	PMP 18-2 Develops Fine Hand-Eye Coordination
objects	independently with whole hand	1-3 mos: Grasps objects
		4-7 mos: Grasps and releases objects from grasp
	Holds small object in each	PMP 18-1 Develops Dexterity and In-Hand
	hand	Manipulation Skills
		1-3 mos: Opens and shuts hands
		4-7 mos: Turns objects in hands; uses hands or
	B	feet to make contact with objects or people
	Bangs small object on surface	PMP 18-1 Develops Dexterity and In-Hand
		Manipulation Skills
		1-3 mos: Opens and shuts hands
		4-7 mos: Turns objects in hands; uses hands or
	Bangs two small objects	feet to make contact with objects or people
	together	PMP 18-1 Develops Dexterity and In-Hand
	10901101	Manipulation Skills
		1-3 mos: Opens and shuts hands
	1	4-7 mos: Turns objects in hands; uses hands or
		feet to make contact with objects or people

Isolates one or two	Grasps small objects	PMP 18-2 Develops Fine Hand-Eye Coordination
fingers		1-3 mos: Grasps objects
		4-7 mos: Grasps and releases objects from grasp
	Pushes buttons with finger or	PMP 18-1 Develops Dexterity and In-Hand
	fingers to activate toys	Manipulation Skills
		8-12 mos: Uses hands for more complex tasks,
		such as rotating objects, releasing objects, and
		feeling textures
	Turns or manipulates a variety	PMP 18-1 Develops Dexterity and In-Hand
	of buttons on pop up box	Manipulation Skills
		2-Year Old: Uses hands for complex tasks such as
		building a block tower or removing a lid; works with
	Rotates objects in hand	clay; uses thumbs and fingers to manipulate objects PMP 18-1 Develops Dexterity and In-Hand
	Rotates objects in fland	• • •
		Manipulation Skills
		1-Year Old: Adjusts grasp to use different tools for different purposes, including spoon, paint brush or
		marker
	Uses visual motor perception	PMP 18-2 Develops Fine Hand-Eye Coordination
	to manipulate objects	1-Year Old: Demonstrates increasing fine motor
		ability, such as putting pegs into holes
		2-Year Old: Demonstrates hand-eye coordination
		when doing knob puzzles or turning pages
		3-Year Old: Demonstrates increasing ability to
		complete fine motor activities, such as putting jumbo puzzles together or stringing beads
	Uses thumb and side of finger	PMP 18-2 Develops Fine Hand-Eye Coordination
	to grasp small objects	8-12 mos: Uses pincer grasp (thumb and forefinger)
	,	to pick up food or objects
	Uses thumb and two or more	PMP 18-2 Develops Fine Hand-Eye Coordination
	fingers to grasp tools	8-12 mos: Uses pincer grasp (thumb and forefinger)
		to pick up food or objects
Uses fingers of two	Isolates one or two fingers	PMP 18-2 Develops Fine Hand-Eye Coordination
hands to complete		8-12 mos: Uses pincer grasp (thumb and forefinger)
activities		to pick up food or objects
	Uses scissors to cut on a line	PMP 18-1 Develops Dexterity and In-Hand
		Manipulation Skills
		3-Year Old: Works with buttons, snaps, levers, etc.;
		strings large beads; cuts with scissors; creases
	Uses markers and pencils	paper; plays with dough and clay PMP 18-1 Develops Dexterity and In-Hand
	while holding paper	Manipulation Skills
		I Mailibulation Skiils
		3-Year Old: Works with buttons, snaps, levers, etc.;
		3-Year Old: Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases
	Folds and tears paper	3-Year Old: Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay
		3-Year Old: Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay PMP 18-1 Develops Dexterity and In-Hand
		3-Year Old: Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
		3-Year Old: Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay PMP 18-1 Develops Dexterity and In-Hand
	Folds and tears paper	3-Year Old: Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills 3-Year Old: Works with buttons, snaps, levers, etc.;
		3-Year Old: Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills 3-Year Old: Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases

	3-Year Old: Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay
Holds paper with one hand while applying glue with the other	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills 3-Year Old: Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay
Copies or writes first name	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills 3-Year Old: Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay

ISTAR-KR Matrix: So	cial Emotional	
ISTAR KR: Sense of		Vine Progress Indicators
Demonstrates self-	Uses senses to explore	SED 4-1 Develops Awareness of Self
awareness	self, others and environment	1-3 mos: Shows interest in self, such as watching own hands or playing with feet 4-7 mos: Learns about self by exploring hands, feet, body, and movement 8-12 mos: Enjoys watching self in mirror
	Responds to own name	SED 4-1 Develops Awareness of Self 1-Year Old: Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others
	Recognizes self, familiar people, and familiar things	ATL 1-2 Develops Memory 1-3 mos: Recognizes familiar objects and people
	Shows toy preferences	ATL 1-5 Shows Initiative 1-Year Old: Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read)
	Shows pleasure when repeating simple actions	ATL 1-3 is Persistent
	Selects the preferred item when given two choices	8-12 mos: Repeats actions to achieve a goal ATL 1-5 Shows Initiative 1-Year Old: Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read)
	Rejects something undesirable	ATL 1-5 Shows Initiative 1-Year Old: Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read)
Demonstrates independence	Demonstrates self- awareness	SED 4-1 Develops Awareness of Self 8-12 mos: Enjoys watching self in mirror 1-Year Old: Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others 2-Year Old: Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies
	Protests actions of others	self as a member of a family SED 3-1 Expresses Emotion

	4.7 man. Danaman mara accertive in conveying likes
	4-7 mos: Becomes more assertive in conveying likes and dislikes
Makes a simple yes or no	ATL 1-5 Shows Initiative
choice	1-Year Old: Points to desired people, objects or places;
	initiates activities (e.g., looking for a favorite toy,
	bringing a book to an adult to read)
Separates in familiar	ATL 1-5 Shows Initiative
surroundings	2-Year Old: Initiates play with others
_	3-Year Old: Enjoys new experiences; works
	independently for brief periods of time without adult
	prompting
Uses "mine" to identify	LC 7-5 Expands Grammar and Pronunciation
property	1-Year Old: Begins to use inflection properly, usually to
	convey likes or dislikes (e.g., No! Yes! Give me! Mine!
	Please!)
Prefers to do things	PMP 19-2 Develops Self-Care Skills
independently	3-Year Old: Understands and can complete health and
	safety routines, such as washing hands and brushing
	teeth; mostly independent with dressing, including
	pulling up pants, putting on shoes, and putting on coat
Pretends to do something	CCA 21-4 Participates in Dramatic Play
or be someone else	3-Year Old: Engages in more elaborate pretend play
	with friends using props and/or dress-up clothes; learns
	about social roles and relationships through role-play
Communicates likes and	SED 4-1 Develops Awareness of Self
dislikes	3-Year Old: Describes own physical characteristics,
	likes and dislikes; communicates feelings about family
	and community; draws pictures of family
May practice moving away	SED 5-1 Bonds with Adults
from familiar adult, but	8-12 mos: Looks to familiar adults for emotional support
returns	and encouragement; sits with or hugs familiar adults;
	reacts when separated from familiar adults; sees
	familiar adults as resources; responds differently to
	familiar and unfamiliar adults
States first name	SED 4-1 Develops Awareness of Self
	2-Year Old: Identifies some physical characteristics of
	self, such as hair color, age, gender or size; identifies
	self as a member of a family
	3-Year Old: Describes own physical characteristics,
	likes and dislikes; communicates feelings about family
	and community; draws pictures of family
States age	SED 4-1 Develops Awareness of Self
	2-Year Old: Identifies some physical characteristics of
	self, such as hair color, age, gender or size; identifies
	self as a member of a family
	3-Year Old: Describes own physical characteristics,
	likes and dislikes; communicates feelings about family
	and community; draws pictures of family
States gender	SED 4-1 Develops Awareness of Self
	2-Year Old: Identifies some physical characteristics of
	self, such as hair color, age, gender or size; identifies
	self as a member of a family

		3-Year Old: Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family
Engages with others	Demonstrates independence	PMP 19-2 Develops Self-Care Skills 1-Year Old: Shows increasing independence, such as dressing with help 2-Year Old: Shows increasing independence with self-care, such as helping wash hands or brush teeth
	Shares and takes turns with others when assisted	SED 6-3 Cooperates with Peers 2-Year Old: Begins to cooperate with others (e.g. shares toys, works toward a common goal, such as building a block tower); is learning to take turns; is learning to use words with peers
	Contributes to group task when prompted	SED 6-3 Cooperates with Peers Pre-K: Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
	With assistance, allows others to participate equally	SED 6-3 Cooperates with Peers 3-Year Old: Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns
	Listens while others are talking	LC 7-6 Learns Conversation Structure 2-Year Old: Asks questions frequently; engages in back-and-forths; learns to take turns in conversations; makes eye contact
	Names something special about someone else	SED 6-2 Bonds with Peers Pre-K: Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play
	Shows interest or pleasure when another reacts	SED 6-1 Builds Empathy 3-Year Old: Recognizes the feelings of others; asks an adult for help when another child is in distress Pre-K: Shares in the joy of others; expresses sadness when another adult or child is sad
	Recognizes others' feelings	SED 6-1 Builds Empathy 3-Year Old: Recognizes the feelings of others; asks an adult for help when another child is in distress
	Attempts to please adults	SED 5-1 Bonds with Adults Pre-K: Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults
	States full name	SED 4-1 Develops Awareness of Self Pre-K: Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class)
	State birth date	SED 4-1 Develops Awareness of Self Pre-K: Recognizes similarities and differences between self and others (e.g., gender, physical characteristics,

		likes/dislikes); identifies self as part of a group, (e.g.,
		family, community, culture, faith, class)
Demonstrates	Engages with others	SED 6-3 Cooperates with Peers
respect for self and		1-Year Old: May begin to play with other children (e.g.,
others		passing a toy back and forth)
		2-Year Old: Begins to cooperate with others (e.g.
		shares toys, works toward a common goal, such as
		building a block tower); is learning to take turns; is
		learning to use words with peers
	Helps and encourages	SED 6-3 Cooperates with Peers
	others	3-Year Old: Cooperates with other children in play and
		daily activities and routines; may attempt a compromise
		to resolve conflict; is beginning to role-play in games; is
		learning to take turns
	Describes self in positive	SED 4-2 Becomes Confident
	ways	3-Year Old: Is pleased to complete daily routines and
		learn new skills
		Pre-K: Shows pride in accomplishments; develops
		positive self-image: awareness of self as having certain
		abilities, preferences, characteristics
	Advocates for self	SED 4-2 Becomes Confident
		3-Year Old: Is pleased to complete daily routines and
		learn new skills
		Pre-K: Shows pride in accomplishments; develops
		positive self-image: awareness of self as having certain
		abilities, preferences, characteristics
	Cooperates with adults	ATL 2-2 Shows Responsibility
		<u>Pre-K:</u> Follows class rules; treats classroom property
		appropriately; puts objects away properly; is able to
		handle consequences from own actions, such as a re-
		direction, removal of an object, or revocation of a
	December the second of	privilege
	Respects the property of	ATL 2-2 Shows Responsibility
	others	Pre-K: Follows class rules; treats classroom property
		appropriately; puts objects away properly; is able to
		handle consequences from own actions, such as a re-
		direction, removal of an object, or revocation of a
	Knows names of siblings	privilege SED 4.1 Develope Awareness of Self
	Tallows flatfles of sibilitys	SED 4-1 Develops Awareness of Self
		Pre-K: Recognizes similarities and differences between
		self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g.,
		family, community, culture, faith, class)
ISTAR KR: Manages	Emotions	Vine Progress Indicators
Expresses a variety	Expresses needs and	SED 3-1 Expresses Emotion
of emotions	desires with gestures,	1-3 mos: Begins to show emotions with face and body;
	sounds, some words	may begin to smile
		4-7 mos: Becomes more assertive in conveying likes
		and dislikes
		8-12 mos: Expresses a variety of emotions through
		facial expressions, sounds, and gestures
	Recognizes caregiver	SED 5-1 Bonds with Adults
		1-3 mos: Enjoys interactions with familiar adults; smiles
		and laughs
	•	. ~

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		4-7 mos: Knows and responds positively to familiar faces; begins to know if someone is a stranger
	Discriminates strangers	SED 5-1 Bonds with Adults
	Discriminates strangers	4-7 mos: Knows and responds positively to familiar
		faces; begins to know if someone is a stranger
	Laughs	SED 3-1 Expresses Emotion
	Ladgilo	3-Year Old: Displays a range of emotions; can say how
		he/she is feeling (e.g., glad, sad, or mad); explores
		emotions through play, art, music, dance
	Demonstrates wide	SED 3-1 Expresses Emotion
	variation in emotions (e.g.,	2-Year Old: Expresses a variety of emotions; modifies
	happy, sad, fear, surprise,	expression according to reactions of familiar adults
	anxiety)	3-Year Old: Displays a range of emotions; can say how
		he/she is feeling (e.g., glad, sad, or mad); explores
		emotions through play, art, music, dance
	Responds appropriately to	SED 3-1 Expresses Emotion
	familiar adult affect	2-Year Old: Expresses a variety of emotions; modifies
		expression according to reactions of familiar adults
Responds to a	Expresses a variety of	SED 3-1 Expresses Emotion
variety of emotions	emotions	1-3 mos: Begins to show emotions with face and body;
		may begin to smile
		4-7 mos: Becomes more assertive in conveying likes and dislikes
		8-12 mos: Expresses a variety of emotions through
		facial expressions, sounds, and gestures
	Responds to tone and	SED 6-1 Builds Empathy
	volume of others	8-12 mos: Responds to the emotions of others; may
		share emotional reactions (e.g., smiling when an adult
		smiles)
	Responds to the arrival of a	SED 5-1 Bonds with Adults
	familiar person	4-7 mos: Knows and responds positively to familiar
		faces; begins to know if someone is a stranger
	Responds to the	SED 5-1 Bonds with Adults
	vocalizations and facial	4-7 mos: Knows and responds positively to familiar
	expressions of others	faces; begins to know if someone is a stranger
	Initiates game with familiar	SED 5-1 Bonds with Adults
	adult	1-Year Old: Has positive relationships with familiar
		adults; laughs and plays with familiar adults; seeks
		familiar adults for comfort when distressed or tired;
		seeks help from trusted adults when needing assistance with a difficult task
	Prefers familiar adult	SED 5-1 Bonds with Adults
		1-3 mos: Enjoys interactions with familiar adults; smiles
		and laughs
		4-7 mos: Knows and responds positively to familiar
		faces; begins to know if someone is a stranger
Manages emotions	Responds to a variety of	SED 6-1 Builds Empathy
with adult	emotions	8-12 mos: Responds to the emotions of others; may
assistance		share emotional reactions (e.g., smiling when an adult
		smiles)
	Recognizes feelings when	SED 3-2 Manages Feelings & Demonstrates Self-
	labeled by adult	Control

		8-12 mos: Regulates feelings through behaviors, such
		as sucking thumb or carrying a favorite blanket or toy;
		looks to familiar adults for help with strong emotions
	Modifies behavior in	SED 3-2 Manages Feelings & Demonstrates Self-
	response to simple verbal	Control
	redirection	8-12 mos: Regulates feelings through behaviors, such
		as sucking thumb or carrying a favorite blanket or toy;
		looks to familiar adults for help with strong emotions
	Uses feeling words when	·
	prompted prompted	SED 3-1 Expresses Emotion
	prompted	3-Year Old: Displays a range of emotions; can say how
		he/she is feeling (e.g., glad, sad, or mad); explores
	All II II	emotions through play, art, music, dance
	Allows redirection	ATL 2-2 Shows Responsibility
		1-Year Old: Accepts adult redirection; begins to
		respond to directives
	Manages fear and	SED 3-2 Manages Feelings & Demonstrates Self-
	apprehension with	Control
	assistance	1-Year Old: Begins to cope with strong emotions with
		help from familiar adults
Uses strategies to	Manages emotions with	SED 3-2 Manages Feelings & Demonstrates Self-
manage emotions	adult assistance	
manage emotions	addit addistance	Control
		1-Year Old: Begins to cope with strong emotions with
		help from familiar adults
	Identifies and labels own	SED 3-1 Expresses Emotion
	feelings	3-Year Old: Displays a range of emotions; can say how
		he/she is feeling (e.g., glad, sad, or mad); explores
		emotions through play, art, music, dance
	Solves conflicts with	SED 3-2 Manages Feelings & Demonstrates Self-
	language rather than	Control
	physical action	3-Year Old: Able to cope with frustration (may need
		adult assistance with intense situations); is learning to
		control impulsive behaviors and outbursts; takes turns,
		such as in games
	Seeks familiar adult to get	SED 3-2 Manages Feelings & Demonstrates Self-
	needs met	
	needs met	Control
		1-Year Old: Begins to cope with strong emotions with
		help from familiar adults
		2-Year Old: Able to use routines, favorite objects, or
		familiar adults to help in coping with strong feelings and
		emotions
	Expresses ways to take care of feelings	SED 3-2 Manages Feelings & Demonstrates Self-
		Control
		Pre-K: Has methods for coping with intense feelings
		(getting a comfort item; using words; counting to 5);
		seeks adult assistance in intense situations; is learning
		to control impulses and emotions; is able to wait turn
	Compromises to solve a	SED 3-2 Manages Feelings & Demonstrates Self-
	problem with a peer	
		Control
		Pre-K: Has methods for coping with intense feelings
		(getting a comfort item; using words; counting to 5);
		seeks adult assistance in intense situations; is learning to control impulses and emotions; is able to wait turn

	Dognanda annyanyiatalist	ATI 4 C Thinks with Our sticks 0 Ft 11 114
	Responds appropriately to	ATL 1-6 Thinks with Creativity & Flexibility
	change	Pre-K: Able to transition thinking and behavior, such as
		during group play in response to a friend's suggestion or
ICTAD I/D. Interners	enal Skilla	idea; generates creative ideas, suggestions
ISTAR KR: Interpers		Vine Progress Indicators
Interacts with	Jointly attends to objects	SED 5-2 Learns from Adults
caregiver		8-12 mos: Mirrors caregiver's non-verbal
		communication, such as looking where the caregiver is
	Occupation and interests	looking or pointing where the caregiver is pointing
	Cooperates and interacts	SED 5-1 Bonds with Adults
	with caregiver during routines, play	1-Year Old: Has positive relationships with familiar
	Todines, play	adults; laughs and plays with familiar adults; seeks
		familiar adults for comfort when distressed or tired;
		seeks help from trusted adults when needing assistance
	Participatos (regiprocal	with a difficult task
	Participates (reciprocal turn-taking) in games with	SED 5-2 Learns from Adults
	caregiver	4-7 mos: Participates in reciprocal imitation games;
		copies adult sounds, movements, or facial expressions
	Looks at adult face	SED 5-1 Bonds with Adults
		4-7 mos: Knows and responds positively to familiar
	Daniel de la lacie de	faces; begins to know if someone is a stranger
	Demonstrates a desire to	SED 5-1 Bonds with Adults
	be picked up and held by	1-Year Old: Has positive relationships with familiar
	familiar person	adults; laughs and plays with familiar adults; seeks
		familiar adults for comfort when distressed or tired;
		seeks help from trusted adults when needing assistance with a difficult task
	Explores adult facial	
	features	SED 5-2 Learns from Adults
	1001101100	1-3 mos: Imitates some facial expressions
	Uses a familiar adult for comfort	SED 5-1 Bonds with Adults
	Comion	8-12 mos: Looks to familiar adults for emotional support
		and encouragement; sits with or hugs familiar adults;
		reacts when separated from familiar adults; sees familiar adults as resources; responds differently to
		familiar and unfamiliar adults
	Smiles at familiar adult	
	Sittles at fairillar addit	SED 5-1 Bonds with Adults
		1-3 mos: Enjoys interactions with familiar adults; smiles and laughs
Engages in parallel	Interacts with caregiver	SED 5-1 Bonds with Adults
play	Interacts with caregiver	
piay		1-3 mos: Enjoys interactions with familiar adults; smiles
	Demonstrates an	and laughs
	awareness of the presence	SED 6-2 Bonds with Peers
	of other children	4-7 mos: Enjoys social play; may reach, touch, or make
	o. Strior ormatori	sounds toward other children
		8-12 mos: Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play)
	Parallel plays near peers	SED 6-2 Bonds with Peers
	l araner plays fiear peers	
		8-12 mos: Enjoys social interactions; begins to develop
	Imitatos actiona of others	friendships; plays next to other children (parallel play)
	Imitates actions of others	SED 6-2 Bonds with Peers
		1-Year Old: Participates in simple back and forth
		interactions with children; participates in simple imitation

Shows objects to others Shows objects to others SED 6-2 Bonds with Peers 1-Year Old, Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play) Engages in parallel play Engages in parallel play Maintains attention to and participates in adult coordinated activity with peers at least 15 minutes Responds to adult guidance in turn taking Participates in circle games, group activities at least 15 minutes Engages in simple pretend play with peers Shares vhen prompted Engages in circle games, group activities at least 15 minutes Engages in simple pretend play with peers Engages in circle games, group activities at least 15 minutes Engages in simple pretend play with peers Engages in circle games, group activities at least 15 minutes Engages in simple pretend play with peers Engages in circle games, group activities at least 15 minutes Engages in simple pretend play with peers Engages in circle games, group activities at least 15 minutes Engages in circle games, group activities at least 15 minutes Engages in circle games, group activities at least 15 minutes Engages in circle games, group activities at least 15 minutes Engages in circle games, group activities at least 15 minutes Engages in circle games, group activities at least 15 minutes Engages in circle games, group activities at least 15 minutes Engages in circle games, group activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns ATL 1-5 Shows Initiative 2-Year Old; Initiates play with others ATL 1-5 Shows Initiative 2-Year Old; Initiates play with others Engages in conversations ATL 1-5 Shows Initiative 2-Year Old; Initiates play with others Engages in coperates with Peers 3-Year Old; May begin to play			T
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	Role plays (acts out) with peers involving make - believe	CCA 21-4 Participates in Dramatic Play 3-Year Old: Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
	Participates actively in group experiences	SED 6-3 Cooperates with Peers 2-Year Old: Begins to cooperate with others (e.g. shares toys, works toward a common goal, such as building a block tower); is learning to take turns; is learning to use words with peers
	Takes turns with games and materials with prompts	SED 6-3 Cooperates with Peers 3-Year Old: Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns
	Maintains a conversational exchanges [sic] for at least three exchanges	LC 7-6 Learns Conversation Structure 3-Year Old: Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact Pre-K: Participates in multi-turn conversations with friends and adults; mirrors tone, volume and tense; uses verbal and nonverbal conversational rules (e.g., takes turns, eye contact, loud and soft voice as appropriate, etc.); connects phrases and sentences to build ideas
	Acts to maintain a friendship with preferred peer	SED 6-2 Bonds with Peers Pre-K: Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play
	Shows concern or comfort when peer is upset	SED 6-1 Builds Empathy 3-Year Old: Recognizes the feelings of others; asks an adult for help when another child is in distress Pre-K: Shares in the joy of others; expresses sadness when another adult or child is sad
ISTAR KR: Responsik	oility	Vine Progress Indicators
Recognizes steps in familiar routines	Responds to familiar routines	ATL 2-1 Understands Routines 4-7 mos: Demonstrates awareness of daily routines with behavior; may open mouth for feeding or lift arms to be picked up 8-12 mos: Remembers daily routines; knows how to use familiar objects
	Responds in recognition of the steps of meal preparation	ATL 2-1 Understands Routines 4-7 mos: Demonstrates awareness of daily routines with behavior; may open mouth for feeding or lift arms to be picked up 8-12 mos: Remembers daily routines; knows how to use familiar objects
Follows familiar routines	Recognizes steps in familiar routines	ATL 2-1 Understands Routines 4-7 mos: Demonstrates awareness of daily routines with behavior; may open mouth for feeding or lift arms to be picked up

		8-12 mos: Remembers daily routines; knows how to
		use familiar objects
	Participates in group	SED 6-3 Cooperates with Peers
	activities	3-Year Old: Cooperates with other children in play and
		daily activities and routines; may attempt a compromise
		to resolve conflict; is beginning to role-play in games; is
		learning to take turns
	Helps adult with a task	SED 5-1 Bonds with Adults
	'	Pre-K: Establishes secure relationships with adults;
		offers to help adult with a task; seeks guidance from
		trusted adults
	Demonstrates	ATL 2-2 Shows Responsibility
	understanding of	Pre-K: Follows class rules; treats classroom property
	expectations by assisting	appropriately; puts objects away properly; is able to
	with preparations	handle consequences from own actions, such as a re-
		direction, removal of an object, or revocation of a
		privilege
	Practices routines in	CCA 21-4 Participates in Dramatic Play
	pretend play (feeding,	3-Year Old: Engages in more elaborate pretend play
	comforting, etc.)	with friends using props and/or dress-up clothes; learns
		about social roles and relationships through role-play
		Pre-K: Learns about social roles and relationships
		through role-play; expands ideas in creative ways;
	5 11 6 111 11	communicates creative ideas to friends and teachers
Follows rules	Follows familiar routines	ATL 2-1 Understands Routines
		1-3 mos: Is sleeping and eating on a developmentally-
		appropriate schedule (for questions, consult pediatric guides)
		4-7 mos: Demonstrates awareness of daily routines
		with behavior; may open mouth for feeding or lift arms to be picked up
		8-12 mos: Remembers daily routines; knows how to
		use familiar objects
	Reminds others about rules	ATL 2-2 Shows Responsibility
		2-Year Old: Follows adult directives; follows basic rules
		with the help of caregivers; helps pick up toys at
		cleanup time; is able to be redirected
	Puts personal belongings in	ATL 2-2 Shows Responsibility
	proper place	2-Year Old: Follows adult directives; follows basic rules
		with the help of caregivers; helps pick up toys at
		cleanup time; is able to be redirected
	Communicates when	PMP 20-2 Learns Safety Rules
	something does not belong	Pre-K: Is learning in a safe environment where
	or should not happen	caregivers are modeling safe behaviors; understands &
		follows safety rules; follows teacher's instructions
	Follows through with	ATL 2-1 Understands Routines
	transitions in a schedule	2-Year Old: Able to follow daily routines; easily makes
	most of the time	common transitions that are part of a daily schedule
Applies rules to	Follows rules at home in	ATL 2-2 Shows Responsibility
situations	and in classroom	2-Year Old: Follows adult directives; follows basic rules
		with the help of caregivers; helps pick up toys at
	Classa un avez unbara	cleanup time; is able to be redirected
	Cleans up area when finished	ATL 2-2 Shows Responsibility
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	<u> </u>	2-Year Old: Follows adult directives; follows basic rules
		with the help of caregivers; helps pick up toys at
		cleanup time; is able to be redirected
	Completes tasks	ATL 1-3 Is Persistent
	independently	
	lindependently	2-Year Old: Finishes self-selected tasks, such as
	Harris and Calada	completing a puzzle or listening to a storybook
	Uses materials in	ATL 2-2 Shows Responsibility
	appropriate ways	Pre-K: Follows class rules; treats classroom property
		appropriately; puts objects away properly; is able to
		handle consequences from own actions, such as a re-
		direction, removal of an object, or revocation of a
		privilege
	Works without disturbing	ATL 1-3 Is Persistent
	others	<u>Pre-K:</u> Completes reasonable tasks despite frustration,
		either by persisting independently or seeking help from
		a friend or adult
	Asks permission	ATL 2-2 Shows Responsibility
		Pre-K: Follows class rules; treats classroom property
		appropriately; puts objects away properly; is able to
		handle consequences from own actions, such as a re-
		direction, removal of an object, or revocation of a
		privilege
	Acts to help others	SED 6-3 Cooperates with Peers
		3-Year Old: Cooperates with other children in play and
		daily activities and routines; may attempt a compromise
		to resolve conflict; is beginning to role-play in games; is
		learning to take turns
	Knows telephone number	SED 4-1 Develops Awareness of Self
	and address	3-Year Old: Describes own physical characteristics,
		likes and dislikes; communicates feelings about family
		and community; draws pictures of family
		Pre-K: Recognizes similarities and differences between
		self and others (e.g., gender, physical characteristics,
		likes/dislikes); identifies self as part of a group, (e.g.,
		family, community, culture, faith, class)
ISTAR KR: Problem S		Vine Progress Indicators
	Finds ways to obtain a	CS 14-1 Solves Problems
get a desired effect	desired object	8-12 mos: Acts intentionally to achieve a goal (e.g.,
		trying different ways to reach a toy under a table)
	Repeats behavior that has	CS 14-1 Solves Problems
	desired effect	4-7 mos: Engages in simple repeated actions to reach
		a goal, such as trying to get whole hand in mouth
		8-12 mos: Acts intentionally to achieve a goal (e.g.,
		trying different ways to reach a toy under a table)
	Experiments with objects	CS 13-1 Explores Objects
		4-7 mos: Uses the 5 senses and a variety of actions to
		examine people and objects, such as mouthing,
		touching, shaking or dropping
	Searches for hidden object	ATL 1-2 Develops Memory
	after watching it be hidden	8-12 mos: Looks for someone or something that is
	_	missing
	I	
	Separates objects	CS 13-2 Classifies or Sorts Objects

1-Year Old: Helps with cleanup; begins to group objects, such as blocks in one pile and stuffed animals in another Shows interest in objects in the environment
Shows interest in objects in the environment CS 13-1 Explores Objects 4-7 mos: Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping 8-12 mos: PMP 17-1 Develops Perception & Balance 1-3 mos: From stomach position is able to lift head; follows moving objects with eyes 4-7 mos: Reaches for objects; sits with and then without support of hands 8-12 mos: Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object CS 13-1 Explores Objects 1-Year Old: Observes and experiments with how things work, such as pushing a button on a toy to hear a soun PMP 17-1 Develops Perception & Balance 2-Year Old: Adjusts sitting or standing position based
Shows interest in objects in the environment Shows interest in objects in the environment CS 13-1 Explores Objects
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Anticipates and navigates around environmental PMP 17-1 Develops Perception & Balance 2-Year Old: Adjusts sitting or standing position based
around environmental <u>2-Year Old:</u> Adjusts sitting or standing position based
<u> </u>
barriers on situation; maintains good posture and balance;
•
avoids obstacles when in motion
Searches for something ATL 1-2 Develops Memory
that is out of sight 8-12 mos: Looks for someone or something that is
missing
<u>1-Year Old:</u> Finds hidden or missing people or objects;
looks in multiple locations for missing objects
Takes simple objects apart
to solve a problem <u>1-Year Old:</u> Tries several times to solve challenging
problems, often using more than one approach
Puts simple objects CS 14-1 Solves Problems
together to solve a problem 1-Year Old: Tries several times to solve challenging
problems, often using more than one approach
Uses tools to solve CS 14-1 Solves Problems
problems 2-Year Old: Able to solve problems by trying more than
one approach; continues efforts to complete a
challenging task
Sees a simple task through CS 14-1 Solves Problems
<u>= real etal</u> risie le conte presiente sy il jing mere trai
one approach; continues efforts to complete a
challenging task
Performs simple actions with materials to see how 8-12 mos: Interacts purposefully with objects to cause
<u>o 12 mos.</u> interacts purposerally with objects to cause
they work an expected result, such as pushing a button on a toy to
make a sound
1-Year Old: Observes and experiments with cause and
effect, such as pushing over a block tower
Searches for Uses trial and error to manipulate objects CS 14-2 Makes Predictions

		1 Voor Olds Observes and experiments with source and
		<u>1-Year Old:</u> Observes and experiments with cause and effect, such as pushing over a block tower
	Finds an indirect way to	CS 14-1 Solves Problems
	solve a problem	2-Year Old: Able to solve problems by trying more than
	corre a problem	one approach; continues efforts to complete a
		challenging task
	Develops reasons	CS 14-4 Draws Conclusions and Sorts Results
		3-Year Old: Is able to draw conclusions about
		experiments (e.g., since the wood block floated, other
		wood blocks will float)
		Pre-K: Can explain the results of an experiment and
		plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then"
		and "cause/effect" reasoning, with or without adult help
	Asks for help	SED 5-1 Bonds with Adults
	Asks for fleip	
		3-Year Old: Engages in positive relationships with adults; initiates conversation with familiar adults; seeks
		adults, initiates conversation with farmial adults, seeks adult assistance to solve problems
	Discriminates an object that	CS 13-1 Explores Objects
	is pulled apart and one that	2-Year Old: Becomes increasingly aware object
	is put together	differentiation, such as the difference between solids
	1 1 1 1 3 1 1	and non-solids, living and non-living
	Explains reasoning of why	CS 14-4 Draws Conclusions and Sorts Results
	objects or pictures are used	3-Year Old: Is able to draw conclusions about
	in certain way	experiments (e.g., since the wood block floated, other
	•	wood blocks will float)
	Removes self from	PMP 20-2 Learns Safety Rules
	potentially harmful	Pre-K: Is learning in a safe environment where
	situations	caregivers are modeling safe behaviors; understands &
		follows safety rules; follows teacher's instructions
	Attempts to make	CS 14-2 Makes Predictions
	predictions (e.g. if this	8-12 mos: Interacts purposefully with objects to cause
	happens, then)	an expected result, such as pushing a button on a toy to
		make a sound
		<u>1-Year Old:</u> Observes and experiments with cause and effect, such as pushing over a block tower
Finds alternative	Searches for possible	CS 14-1 Solves Problems
strategies and	solutions	1-Year Old: Tries several times to solve challenging
solutions		problems, often using more than one approach
		2-Year Old: Able to solve problems by trying more than
		one approach; continues efforts to complete a
		challenging task
	Uses a second strategy	CS 14-1 Solves Problems
	when the first one fails	2-Year Old: Able to solve problems by trying more than
		one approach; continues efforts to complete a
		challenging task
	Considers alternatives	CS 14-1 Solves Problems
		3-Year Old: Explores objects in the classroom to
		conduct experiments (e.g., testing objects in the water
		table to see if they will sink or float)
		Pre-K: Uses creative solutions to reach goals;
		experiments with objects such as puzzles or blocks to
		build structures to solve problems

Chooses a variety of CS 14-1 Solves Problems	
approaches, materials, and strategies to use in solving experiments with objects such as purely strategies.	
o oxponitionic with objects each as pe	uzzles or blocks to
· Daniel direction of the production	
Uses concrete objects and CS 14-1 Solves Problems	
pictures to explain the Pre-K: Uses creative solutions to re	
reasoning used to solve a experiments with objects such as pure problem.	uzzles or blocks to
Tama di adia di adia di Problemo	
ISTAR KR: Approaches to Learning Vine Progress Indicators	
Demonstrates Interacts with materials CS 13-1 Explores Objects using tactile sense for at 1-3 mos: Uses the 5 senses and a	
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
examine people and objects, each e	is moutning,
touching, shaking or dropping	variaty of actions to
4-7 mos: Uses the 5 senses and a examine people and objects, such a	
touching, shaking or dropping	is mouning,
, CO TO T Exploite Objects	ware of colors
auditory, tactile patterns 8-12 mos: Becomes increasingly a shapes, patterns, or pictures; works	
make something happen, such as p	
pushing a button	dilling a level of
Repeatedly manipulates CS 13-1 Explores Objects	
objects to cause an effect 8-12 mos: Becomes increasingly as	ware of colors
(e.g., open/shut, pull/push) shapes, patterns, or pictures; works	
make something happen, such as p	
pushing a button	diling a lover of
Imitates actions of others SED 5-2 Learns from Adults	
8-12 mos: Mirrors caregiver's non-v	/erhal
communication, such as looking wh	
looking or pointing where the caregi	
1-Year Old: Demonstrates interest	
such as by saying "hello" and "good	bye" when coming
and going	
2-Year Old: Uses role play to imitat	e behaviors by
familiar adults	
3-Year Old: Imitates behaviors dem	
familiar adults; may say words or ph	irases often said by
familiar adults	
Attends to or attempts new activities e.g., peek-a-boo 8-12 mos: Shows interest in new too	
<u> </u>	ys; explores
surroundings 1-Year Old: Shows interest in learn	ing about now
objects or experiences	ing about new
Notices new people, ATL 1-4 Is Curious	
sounds, things 8-12 mos: Shows interest in new to	ve: evoloree
surroundings	ys, expluies
1-Year Old: Shows interest in learn	
objects or experiences	ing about new
objects of experiences	ing about new
Sustains attention Demonstrates curiosity ATI 1-4 ls Curious	ing about new
Sustains attention Demonstrates curiosity ATL 1-4 Is Curious 1-3 mos: Turns head toward the so	
to preferred 1-3 mos: Turns head toward the so	
to preferred 1-3 mos: Turns head toward the so	und of a familiar

Sees a simple task through to completion Sees a simple task through to completion ATL 1-3 Is Persistent 1-Year Old: Works to complete a task 2-Year Old: Finishes self-selected tasks, such as completing a puzzle or listening to a storybook 3-Year Old: Finishes self-selected tasks, such as completing a puzzle or listening to a storybook 3-Year Old: Finishes self-selected tasks, such as completing a puzzle or listening to a storybook 3-Year Old: Finishes self-selected tasks, such as completing a puzzle or listening to a storybook 3-Year Old: Finishes self-selected tasks, such as completing a puzzle or listening to a storybook 3-Year Old: Pays attention during story time; focuses on an activity for 15 or more minutes Pre-K: Pays attention during story time; focuses on an activity for 15 or more minutes ATL 1-3 is Persistent 3-Year Old: Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support Pre-K: Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult ATL 1-3 is Persistent 3-Year Old: Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support Pre-K: Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult ATL 1-3 is Persistent 3-Year Old: Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support Pre-K: Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult ATL 1-12 is Persistent 3-Year Old: Finish hidden or missing people or objects; looks in multiple locations for missing objects ATL 1-1 is Attentive		1	
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task or activity for a short period of time; focuses on an			
activity for 5 or more minutes			
Works beyond what is easy ATL 1-3 Is Persistent		Works beyond what is easy	
3-Year Old: Continues efforts to finish a challenging activity			
or task, even when frustrated, with or without adult support			

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		<u>Pre-K:</u> Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult
	Stays on task to completion	ATL 1-3 Is Persistent
	Stays of task to completion	3-Year Old: Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support
		Pre-K: Completes reasonable tasks despite frustration,
		either by persisting independently or seeking help from
		a friend or adult
	Exhibits positive attitude	ATL 1-5 Shows Initiative
	when approaching new challenge	3-Year Old: Enjoys new experiences; works
		independently for brief periods of time without adult prompting
	Asks why something is the	ATL 1-4 Is Curious
	same or different	1-Year Old: Shows interest in learning about new
		objects or experiences
		<u>2-Year Old:</u> Shows interest in new objects or activities; tries different ways of using objects or materials
	Maintains attention at large	ATL 1-1 Is Attentive
	or small group activity at	3-Year Old: Pays attention during story time; focuses
	least 15 minutes	on an activity for 10 or more minutes
		Pre-K: Pays attention during story time and other
		teacher-led activities such as circle time; focuses on an
Applies creativity to	Sustains attention to a	activity for 15 or more minutes ATL 1-1 Is Attentive
activities	challenging activity	3-Year Old: Pays attention during story time; focuses
		on an activity for 10 or more minutes
		Pre-K: Pays attention during story time and other
		teacher-led activities such as circle time; focuses on an
		activity for 15 or more minutes
	Incorporates fantasy into activities	CCA 21-4 Participates in Dramatic Play
	activities	<u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination
	Creates original products	ATL 1-6 Thinks with Creativity & Flexibility
	greates enginal products	Pre-K: Able to transition thinking and behavior, such as
		during group play in response to a friend's suggestion or
		idea; generates creative ideas, suggestions
	Varies from a model	ATL 1-6 Thinks with Creativity & Flexibility
		3-Year Old: Accepts changes in routines or usual
		activities; accepts a twist or change in rules of a typical
		game; applies knowledge to a new situation Pre-K: Able to transition thinking and behavior, such as
		during group play in response to a friend's suggestion or
		idea; generates creative ideas, suggestions
	Shows ability to adjust to	ATL 1-6 Thinks with Creativity & Flexibility
	new situations	3-Year Old: Accepts changes in routines or usual
		activities; accepts a twist or change in rules of a typical
		game; applies knowledge to a new situation Pre-K: Able to transition thinking and behavior, such as
		during group play in response to a friend's suggestion or
		idea; generates creative ideas, suggestions
	Tries difficult tasks	ATL 1-5 Shows Initiative
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	3-Year Old: Enjoys new experiences; works independently for brief periods of time without adult prompting
Uses objects symbolically in play	CCA 21-4 Participates in Dramatic Play 2-Year Old: Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others 3-Year Old: Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play

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