

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>

Indiana Standards Tool for Alternate Reporting of Kindergarten Readiness (ISTAR-KR)		Vine Assessments by LifeCubby
ISTAR-KR Matrix: English/Language Arts		
CCSS: Reading Foundational Skills (RF) - Phonological Awareness		
KR: Demonstrates 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 <u>1-3 mos:</u> Watches faces
	Finds hidden sound directly above and behind	ATL 1-1 Is Attentive <u>4-7 mos:</u> Pays attention to people, objects, and sounds ATL 1-4 Is Curious <u>1-3 mos:</u> Turns head toward the sound of a familiar voice
Produces a variety of sounds	Responds to sounds in the environment	ATL 1-4 Is Curious <u>1-3 mos:</u> Turns head toward the sound of a familiar voice
	Emulates sounds in the environment	LC 7-2 Develops Expressive Communication <u>4-7 mos:</u> 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 <u>8-12 mos:</u> 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 <u>1-Year Old:</u> 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 <u>8-12 mos:</u> 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 <u>1-Year Old:</u> 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 <u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories <u>1-Year Old:</u> 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 <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted <u>Pre-K:</u> 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 and blends the sounds of letter patterns into recognizable words	Produces a variety of sounds	LC 7-2 Develops Expressive Communication <u>1-3 mos:</u> 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 <u>4-7 mos:</u> 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
	Blends individual sounds into words	LC 7-2 Develops Expressive Communication <u>8-12 mos:</u> 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 <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures <u>3-Year Old:</u> 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 <u>1-Year Old:</u> 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 <u>8-12 mos:</u> Points to body parts when prompted; uses or signs an increasing number of words <u>1-Year Old:</u> 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 <u>Pre-K:</u> 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 <u>8-12 mos:</u> 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 <u>8-12 mos:</u> 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 <u>1-Year Old:</u> 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 <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted <u>Pre-K:</u> 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 sound alike	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)
	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 with oral prompts	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)
CCSS: Reading Foundational Skills (RF) - print concepts, phonics, and word recognition		
KR: Demonstrates awareness of symbols		Vine Progress Indicator
Responds to familiar pictures	Reacts to pictures of familiar people	ATL 1-2 Develops Memory 1-3 mos: Recognizes familiar objects and people
	Reacts to recognizable features in print	LKS 8-1 Develops Early Literacy <u>1-Year Old:</u> Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures
	Finds named pictures or textures in book	LKS 8-1 Develops Early Literacy <u>1-Year Old:</u> Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings <u>2-Year Old:</u> 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 <u>1-Year Old:</u> Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures
	Makes sounds related to pictures to demonstrate an understanding of the picture	LKS 8-1 Develops Early Literacy <u>1-Year Old:</u> Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures
	Makes sounds related to pictures to demonstrate an understanding of the picture	LKS 8-1 Develops Early Literacy <u>1-Year Old:</u> Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings

		<u>2-Year Old</u> : Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures
Labels familiar pictures	Responds to familiar pictures	LKS 8-1 Develops Early Literacy <u>8-12 mos</u> : Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories
	Names familiar people in pictures	LC 7-4 Expands Vocabulary <u>8-12 mos</u> : Points to body parts when prompted; uses or signs an increasing number of words <u>1-Year Old</u> : 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?" <u>2-Year Old</u> : 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 pictures	LC 7-4 Expands Vocabulary <u>8-12 mos</u> : Points to body parts when prompted; uses or signs an increasing number of words <u>1-Year Old</u> : 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?" <u>2-Year Old</u> : 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 pictures	LC 7-4 Expands Vocabulary <u>2-Year Old</u> : 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 <u>3-Year Old</u> : 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 objects	LC 7-4 Expands Vocabulary <u>2-Year Old</u> : 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 <u>3-Year Old</u> : 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 familiar symbols	Labels familiar pictures of objects used in everyday routines	LKS 8-3 Develops Emergent Reading <u>3-Year Old</u> : Recognizes own name in print; understands left to right, top to bottom process of reading <u>Pre-K</u> : 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

	Identifies familiar signs, logos, product labels, or other environmental print	LKS 8-3 Develops Emergent Reading <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading <u>Pre-K:</u> 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
	Identifies letters of own name	LKS 8-3 Develops Emergent Reading <u>3-Year Old:</u> 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 <u>Pre-K:</u> 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 <u>Pre-K:</u> 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 <u>Pre-K:</u> 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 <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading <u>Pre-K:</u> 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 <u>Pre-K:</u> 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 <u>3-Year Old:</u> Says or sings ABCs <u>Pre-K:</u> 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 <u>3-Year Old:</u> Says or sings ABCs <u>Pre-K:</u> 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 <u>3-Year Old:</u> Says or sings ABCs

		<u>Pre-K</u> : 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 to appropriate letters	LKS 8-2 Develops Alphabetic Knowledge <u>3-Year Old</u> : Says or sings ABCs <u>Pre-K</u> : 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 different styles	LKS 8-2 Develops Alphabetic Knowledge <u>3-Year Old</u> : Says or sings ABCs <u>Pre-K</u> : 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 words change	LKS 8-2 Develops Alphabetic Knowledge <u>3-Year Old</u> : Says or sings ABCs <u>Pre-K</u> : 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 and ideas, Range of reading and level of text complexity)		
KR: Uses print for pleasure and information		Vine Progress Indicators
Engages with a book	Looks at picture with interest	LKS 8-1 Develops Early Literacy <u>8-12 mos</u> : Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories
	Explores a book	LKS 8-1 Develops Early Literacy <u>4-7 mos</u> : Explores books with caregivers; enjoys being read to by others <u>8-12 mos</u> : Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories
	Jointly attends to pictures in books for several minutes	LKS 8-1 Develops Early Literacy <u>8-12 mos</u> : Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories
Imitates proper handling of books	Engages with a book	LKS 8-1 Develops Early Literacy <u>4-7 mos</u> : Explores books with caregivers; enjoys being read to by others <u>8-12 mos</u> : Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories
	Opens a book	LKS 8-1 Develops Early Literacy <u>1-Year Old</u> : 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 back	LKS 8-1 Develops Early Literacy <u>1-Year Old</u> : Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings
	Turns one page at a time	LKS 8-1 Develops Early Literacy <u>2-Year Old</u> : Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures
	Pretends to read a book aloud using jargon and combination of real words	LKS 8-1 Develops Early Literacy <u>3-Year Old</u> : 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
	Differentiates the care of a book from the care of a toy	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
Distinguishes print from pictures	Imitates proper handling of books	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
	Tells about pictures on a page using a mix of simple phrases and simple sentences	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
	Points to words in book while telling story	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
	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 based on orientation of pictures	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
Orients to print in books	Distinguishes print from pictures	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
	Follows words from left to right on the printed page	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
	Follows words from top to bottom on the printed page	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

	Follows printed words as a story is read or caption in video is played	LKS 8-1 Develops Early Literacy <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 accompany a story or audiotape or CD	LKS 8-1 Develops Early Literacy <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
	Tells a story while correctly holding a book	LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> 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
CCSS: Reading – Literature Texts (RL) - (Key ideas, Craft and structure, Integrations of knowledge and ideas, Range of reading and level of text complexity)		
KR: Comprehends details, events and main ideas		Vine Progress Indicators
Reacts to a story or event	Anticipates actions, sounds, phrases from a predictable game or story	ATL 1-2 Develops Memory <u>2-Year Old:</u> 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 <u>2-Year Old:</u> 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 <u>1-Year Old:</u> 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 <u>1-3 mos:</u> Experiences stories by being read to by caregivers <u>4-7 mos:</u> 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 <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures <u>3-Year Old:</u> 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 <u>2-Year Old:</u> 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
	Points to actions in pictures	LC 7-4 Expands Vocabulary <u>3-Year Old:</u> 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
	Identifies animals and people in pictures	LC 7-4 Expands Vocabulary <u>3-Year Old:</u> 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
	Recalls an event while looking at pictures	ATL 1-2 Develops Memory <u>2-Year Old:</u> Remembers actions and locations of familiar adults, objects and routines; notices and responds to things that are different <u>3-Year Old:</u> Recalls some elements of a story
Talks about characters and settings	Identifies details from a story or picture	ATL 1-2 Develops Memory <u>3-Year Old:</u> Recalls some elements of a story <u>Pre-K:</u> Recalls part or all of a story, including characters and main events
	Identifies and describes characters in a story	ATL 1-2 Develops Memory <u>3-Year Old:</u> Recalls some elements of a story <u>Pre-K:</u> Recalls part or all of a story, including characters and main events
	Tells something that a favorite character does in a story	ATL 1-2 Develops Memory <u>3-Year Old:</u> Recalls some elements of a story <u>Pre-K:</u> Recalls part or all of a story, including characters and main events
	Imitates parts of stories	ATL 1-2 Develops Memory <u>3-Year Old:</u> Recalls some elements of a story <u>Pre-K:</u> Recalls part or all of a story, including characters and main events
	Describes pictures of places in books	LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> 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
	Talks about actions in pictures of family members, pets, self	LC 7-2 Develops Expressive Communication <u>Pre-K:</u> 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 <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

	Asks questions and makes comments about story being read	LKS 8-1 Develops Early Literacy <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
	Talks about the cover and illustrations prior to story being read	LKS 8-1 Develops Early Literacy <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
Retells familiar stories	Talks about characters and settings	ATL 1-2 Develops Memory <u>3-Year Old:</u> Recalls some elements of a story <u>Pre-K:</u> Recalls part or all of a story, including characters and main events
	Tells simple stories from picture books	LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> 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 <u>3-Year Old:</u> Recalls some elements of a story <u>Pre-K:</u> Recalls part or all of a story, including characters and main events
		CCA 21-4 Participates in Dramatic Play <u>2-Year Old:</u> Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others <u>3-Year Old:</u> 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 <u>3-Year Old:</u> Recalls some elements of a story <u>Pre-K:</u> Recalls part or all of a story, including characters and main events
	Retells a story's beginning, middle, end of story	ATL 1-2 Develops Memory <u>3-Year Old:</u> Recalls some elements of a story <u>Pre-K:</u> Recalls part or all of a story, including characters and main events
CCSS: Writing Standards – Text types and purposes, production and distribution of writing, research to build and present knowledge		
KR: Writing for a specific purpose and audience		Vine Progress Indicators
Intentionally makes marks or scribbles	Uses fingers to make marks in substances	LKS 9-1 Develops Emergent Writing <u>8-12 mos:</u> Can use a fat paint brush or celery stalk to "paint"
	Attempts to write and draw	LKS 9-1 Develops Emergent Writing

		<p><u>8-12 mos:</u> Can use a fat paint brush or celery stalk to “paint”</p> <p><u>1-Year Old:</u> Makes marks on paper with large crayon or marker</p>
Associates writing with purpose	Intentionally makes marks or scribbles	<p>LKS 9-1 Develops Emergent Writing</p> <p><u>1-Year Old:</u> Makes marks on paper with large crayon or marker</p>
	Draws approximations of shapes of objects to communicate	<p>LKS 9-1 Develops Emergent Writing</p> <p><u>2-Year Old:</u> Draws pictures using scribbles; makes or copies lines and curves, including letter-like marks with pencil or crayon; understands that people use writing to communicate</p>
	Requests someone else draws a picture or writes a message	<p>LC 7-2 Develops Expressive Communication</p> <p><u>Pre-K:</u> 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</p>
Creates writing with the intention of communicating	Associates writing with purpose	<p>LKS 9-1 Develops Emergent Writing</p> <p><u>3-Year Old:</u> 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”</p>
	Draws pictures and scribbles to generate and express ideas	<p>LKS 9-1 Develops Emergent Writing</p> <p><u>3-Year Old:</u> 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”</p>
	Uses writing or symbols to share an idea with someone	<p>LKS 9-1 Develops Emergent Writing</p> <p><u>3-Year Old:</u> 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”</p>
	Gives meaning to own writing	<p>LKS 9-1 Develops Emergent Writing</p> <p><u>3-Year Old:</u> 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”</p>
	Tells a story for someone else to write	<p>LC 7-2 Develops Expressive Communication</p> <p><u>Pre-K:</u> 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</p>
Produces recognizable writing that conveys meaning	Creates writing with the intention of communicating	<p>LKS 9-1 Develops Emergent Writing</p> <p><u>3-Year Old:</u> 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”</p> <p><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</p>
	Writes using letters, pictures and words	<p>LKS 9-1 Develops Emergent Writing</p>

		<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 phonetically spelled words	LKS 9-1 Develops Emergent Writing <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
	Uses writing to label drawings	LKS 9-1 Develops Emergent Writing <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
	Adds writing to a picture story	LKS 9-1 Develops Emergent Writing <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
CCSS: Language Conventions – conventions of standard English, printing, capitalization, punctuation, vocabulary acquisition and use		
KR: Uses writing implements		Vine Progress Indicators
Grasps writing tools	Holds writing tool in any way	LKS 9-1 Develops Emergent Writing <u>8-12 mos</u> : Can use a fat paint brush or celery stalk to “paint” <u>1-Year Old</u> : Makes marks on paper with large crayon or marker
	Attempts to makes [sic] marks with writing tools	LKS 9-1 Develops Emergent Writing <u>8-12 mos</u> : Can use a fat paint brush or celery stalk to “paint” <u>1-Year Old</u> : Makes marks on paper with large crayon or marker
Imitates specific writing strokes to make a picture	Grasps writing tools	LKS 9-1 Develops Emergent Writing <u>8-12 mos</u> : Can use a fat paint brush or celery stalk to “paint” <u>1-Year Old</u> : Makes marks on paper with large crayon or marker
	Imitates drawing a horizontal line	LKS 9-1 Develops Emergent Writing <u>2-Year Old</u> : Draws pictures using scribbles; makes or copies lines and curves, including letter-like marks with pencil or crayon; understands that people use writing to communicate
	Imitates drawing a vertical line	LKS 9-1 Develops Emergent Writing <u>2-Year Old</u> : Draws pictures using scribbles; makes or copies lines and curves, including letter-like marks with pencil or crayon; understands that people use writing to communicate
	Imitates drawing a circle	LKS 9-1 Develops Emergent Writing <u>3-Year Old</u> : 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”
	Draws at top or bottom of page when requested	LKS 9-1 Develops Emergent Writing <u>3-Year Old:</u> 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 writing marks	Imitates specific writing strokes to make a picture	LKS 9-1 Develops Emergent Writing <u>3-Year Old:</u> 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 vertical line	LKS 9-1 Develops Emergent Writing <u>3-Year Old:</u> 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 <u>3-Year Old:</u> 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 <u>3-Year Old:</u> 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 writing strings of letters	Copies specific writing marks	LKS 9-1 Develops Emergent Writing <u>3-Year Old:</u> 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”
	Combines strokes and shapes to represent letters	LKS 9-1 Develops Emergent Writing <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
	Draws an approximation of a spoken number	LKS 9-1 Develops Emergent Writing <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 a known letter or approximations of letter	LKS 9-1 Develops Emergent Writing <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 letters in strings	LKS 9-1 Develops Emergent Writing <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 more than one word correctly	LKS 9-1 Develops Emergent Writing <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
	Copies or writes their first name	LKS 9-1 Develops Emergent Writing <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
CCSS: Listening and Speaking Comprehension and Collaboration		
KR: Demonstrates Receptive Language		Vine Progress Indicators
Responds to cues in the environment	Actively attends to things that an adult is showing	ATL 1-1 Is Attentive 4-7 mos: Pays attention to people, objects, and sounds
	Recognizes others	ATL 1-2 Develops Memory 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 spoken to	LC 7-1 Develops Receptive Communication 4-7 mos: Listens and responds with interest to verbal and nonverbal communication of others
	Responds to familiar voices and noises (e.g. smiling, stopping to cry)	SED 5-1 Bonds with Adults 4-7 mos: Knows and responds positively to familiar faces; 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 familiar gestures and words	Responds to cues in the environment	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
	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 textures in books	LKS 8-1 Develops Early Literacy <u>1-Year Old:</u> Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings <u>2-Year Old:</u> 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

		<u>1-Year Old</u> : Responds to simple instructions such as “come here” or “bring me a book”
	Responds to short phrases (e.g. “Where’s mama?”)	LC 7-1 Develops Receptive Communication <u>1-Year Old</u> : Responds to simple instructions such as “come here” or “bring me a book”
	Waves “hello” and “bye-bye” when prompted	SED 5-2 Learns from Adults <u>1-Year Old</u> : Demonstrates interest in adult behavior, such as by saying “hello” and “goodbye” when coming and going
	Responds to “No”	ATL 2-2 Shows Responsibility <u>1-Year Old</u> : Accepts adult redirection; begins to respond to directives <u>2-Year Old</u> : 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 vocabulary	LC 7-4 Expands Vocabulary <u>8-12 mos</u> : Points to body parts when prompted; uses or signs an increasing number of words <u>1-Year Old</u> : 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 a familiar verbal or signed direction	Responds to familiar gestures and words	LC 7-1 Develops Receptive Communication <u>8-12 mos</u> : Begins to understand gestures, words, questions, or routines
	Follows one-step spoken directions	LC 7-1 Develops Receptive Communication <u>1-Year Old</u> : Responds to simple instructions such as “come here” or “bring me a book” <u>2-Year Old</u> : Follows adult directives; follows simple 1- or 2-step instructions
	Listens for information	LC 7-1 Develops Receptive Communication <u>1-Year Old</u> : Responds to simple instructions such as “come here” or “bring me a book” <u>2-Year Old</u> : Follows adult directives; follows simple 1- or 2-step instructions
	Answers simple “who”, “what” and “where” questions about personal experiences	LC 7-2 Develops Expressive Communication <u>2-Year Old</u> : Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more <u>3-Year Old</u> : 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 related to familiar activities, events, stories	LC 7-2 Develops Expressive Communication <u>3-Year Old</u> : 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
Follows an unfamiliar direction	Follow a[n] unfamiliar verbal or signed direction	LC 7-1 Develops Receptive Communication <u>2-Year Old</u> : Follows adult directives; follows simple 1- or 2-step instructions <u>3-Year Old</u> : Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues

	Follows unfamiliar directions involving out of sight objects	LC 7-1 Develops Receptive Communication <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues
	Follows directions in new places	LC 7-1 Develops Receptive Communication <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues
	Answers “if...what” questions, e.g., “If you fill a cup with too much water, what will happen?”	CS 14-4 Draws Conclusions and Sorts Results <u>Pre-K:</u> 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 <u>1-Year Old:</u> 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 <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues
CCSS: Speaking and Listening – Presentation of Knowledge and Ideas		
KR: Demonstrates 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 <u>8-12 mos:</u> 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 <u>1-Year Old:</u> 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 <u>8-12 mos:</u> 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 <u>8-12 mos:</u> 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 <u>4-7 mos:</u> 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 <u>4-7 mos:</u> 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

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

		<u>3-Year Old</u> : 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
	Speaks intelligibly approximately 50% of the time	LC 7-5 Expands Grammar and Pronunciation <u>Pre-K</u> : Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
	Gives first and last name upon request	SED 4-1 Develops Awareness of Self <u>3-Year Old</u> : Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family <u>Pre-K</u> : 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 <u>1-Year Old</u> : 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 sounds meaningfully including (e.g. m, n, ng, p, b, t, d, k, g, w, y)	LC 7-5 Expands Grammar and Pronunciation <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 <u>1-Year Old</u> : 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 <u>2-Year Old</u> : 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 <u>2-Year Old</u> : 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 <u>3-Year Old</u> : 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 <u>Pre-K</u> : 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 <u>Pre-K</u> : Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate

	Produces all vowels meaningfully in the middle of words	LC 7-5 Expands Grammar and Pronunciation <u>Pre-K:</u> 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 <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 plurals	LC 7-5 Expands Grammar and Pronunciation <u>2-Year Old:</u> 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 <u>2-Year Old:</u> 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 <u>3-Year Old:</u> 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.) <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 regular past tense verbs (ed)	LC 7-5 Expands Grammar and Pronunciation <u>3-Year Old:</u> 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.) <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 varied grammar in expression	Uses simple phrases and sentences with simple grammatical rules	LC 7-5 Expands Grammar and Pronunciation <u>2-Year Old:</u> 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 <u>3-Year Old:</u> 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 <u>Pre-K:</u> 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 <u>Pre-K:</u> 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

		<p>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.)</p> <p>Pre-K: Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate</p>
	Uses possessive and objective pronouns	<p>LC 7-5 Expands Grammar and Pronunciation</p> <p>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.)</p> <p>Pre-K: Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate</p>
	Uses grammatical word order	<p>LC 7-5 Expands Grammar and Pronunciation</p> <p>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.)</p> <p>Pre-K: Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate</p>
	Uses more than one descriptor word in a sentence	<p>LC 7-4 Expands Vocabulary</p> <p>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</p> <p>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)</p>
	Uses auxiliary (helper) verbs, e.g., will, can, am, have	<p>LC 7-5 Expands Grammar and Pronunciation</p> <p>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.)</p> <p>Pre-K: Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate</p>

ISTAR-KR Matrix: Mathematics		
CCSS: Counting, Cardinality, and Operations Base Ten		
KR: Counting and Quantity		Vine Progress Indicators
Demonstrates awareness of the presence of objects	Looks at/observes hanging mobile or object held in front of face	<p>ATL 1-1 Is Attentive</p> <p>1-3 mos: Watches faces</p> <p>4-7 mos: Pays attention to people, objects, and sounds</p>
	Follows a moving or sound of an object	<p>CS 13-1 Explores Objects</p> <p>4-7 mos: Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping</p> <p>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</p>

	Shows displeasure when a desirable object is removed	ATL 1-5 Shows Initiative <u>4-7 mos:</u> Accepts, reaches for, grasps, or handles familiar toys <u>8-12 mos:</u> Initiates activities, such as getting a toy independently from a low shelf or basket <u>1-Year Old:</u> 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 a desirable object is received	ATL 1-5 Shows Initiative <u>4-7 mos:</u> Accepts, reaches for, grasps, or handles familiar toys <u>8-12 mos:</u> Initiates activities, such as getting a toy independently from a low shelf or basket <u>1-Year Old:</u> 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	ATL 1-1 Is Attentive <u>1-3 mos:</u> Watches faces <u>4-7 mos:</u> Pays attention to people, objects, and sounds
Identifies more	Demonstrates awareness of the presence of objects	CM 11-1 Learns Measurement and Quantities <u>4-7 mos:</u> Plays with more than one object at a time
	Indicates desire for "more"	CM 11-1 Learns Measurement and Quantities <u>8-12 mos:</u> Uses words to identify amounts, such as asking for "more" or saying "all gone"
	Identifies which amount is "more" (e.g. visually, tactilely, or auditorally)	CM 11-1 Learns Measurement and Quantities <u>8-12 mos:</u> Uses words to identify amounts, such as asking for "more" or saying "all gone" <u>1-Year Old:</u> Begins to say numbers for amounts; begins to use quantity phrases (e.g., "more")
	Gives more when asked	CM 11-1 Learns Measurement and Quantities <u>8-12 mos:</u> Uses words to identify amounts, such as asking for "more" or saying "all gone" <u>1-Year Old:</u> Begins to say numbers for amounts; begins to use quantity phrases (e.g., "more")
	Identifies which collection is "more" (e.g. visually, tactilely, or auditorally)	CM 11-1 Learns Measurement and Quantities <u>2-Year Old:</u> Begins to notice differences in size, quantity, and distance (more, all gone, big, little, near, far, long, short, etc.)
Uses numbers to compare	Identifies more	CM 11-1 Learns Measurement and Quantities <u>8-12 mos:</u> Uses words to identify amounts, such as asking for "more" or saying "all gone" <u>1-Year Old:</u> Begins to say numbers for amounts; begins to use quantity phrases (e.g., "more")
	Uses whole numbers up to 5 to describe objects and experiences	CM 10-2 Builds and Observes Sets <u>2-Year Old:</u> Counts sets of objects (2-3); may count the same object twice or use numbers out of order <u>3-Year Old:</u> Begins to see groups of 2 or 3 objects and knows the amount without counting (subitizing); counts and builds sets
	Touches or points to each object in a sequence only once	CM 10-1 Begins Counting <u>2-Year Old:</u> Can count up to 5

		<u>3-Year Old</u> : 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 same number, even if arrangement is changed	CM 10-2 Builds and Observes Sets <u>Pre-K</u> : Can look at groups of objects up to 5 and indicate how many items without having to count them; compares quantities in sets and uses appropriate vocabulary: equal, more, less
	Identifies when a number of objects is “less” (e.g. visually, tactilely, or auditorally)	CM 10-2 Builds and Observes Sets <u>Pre-K</u> : Can look at groups of objects up to 5 and indicate how many items without having to count them; compares quantities in sets and uses appropriate vocabulary: equal, more, less
Names and orders quantities	Uses numbers to compare	CM 10-2 Builds and Observes Sets <u>Pre-K</u> : Can look at groups of objects up to 5 and indicate how many items without having to count them; compares quantities in sets and uses appropriate vocabulary: equal, more, less
	Identifies the next number in a series of numbers	CM 10-1 Begins Counting <u>2-Year Old</u> : Can count up to 5 <u>3-Year Old</u> : 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 <u>Pre-K</u> : 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	CM 10-1 Begins Counting <u>Pre-K</u> : 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 quantity and numbers	CM 10-4 Reads and Writes Numbers <u>3-Year Old</u> : Can trace numbers: recognizes a few numbers in written form <u>Pre-K</u> : 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 to 10	CM 10-1 Begins Counting <u>3-Year Old</u> : 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
CCSS: Operations and Algebraic Thinking		
KR: Computation		Vine Progress Indicators
Manipulates objects for a purpose	Pulls or breaks apart food	CS 13-1 Explores Objects <u>4-7 mos</u> : Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
	Lines up objects	CS 13-2 Classifies or Sorts Objects <u>3-Year Old</u> : Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function
	Attends to a new object in a group of objects	ATL 1-2 Develops Memory

		<u>2-Year Old</u> : Remembers actions and locations of familiar adults, objects and routines; notices and responds to things that are different
	Puts an object in mouth to explore	CS 13-1 Explores Objects <u>4-7 mos</u> : Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
Matches objects and sets	Manipulates objects for a purpose	CS 13-1 Explores Objects <u>1-Year Old</u> : Observes and experiments with how things work, such as pushing a button on a toy to hear a sound
	Puts pairs together	CS 13-2 Classifies or Sorts Objects <u>3-Year Old</u> : 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 <u>3-Year Old</u> : 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 <u>Pre-K</u> : Compares objects based on attributes, such as weight, odor, color, texture, function or sound
Makes a set of objects smaller or larger	Matches objects and sets	CM 10-2 Builds and Observes Sets <u>3-Year Old</u> : Begins to see groups of 2 or 3 objects and knows the amount without counting (subitizing); counts and builds sets
	Makes a collection of items larger by adding when asked	CM 10-3 Learns Addition, Subtraction and Division <u>Pre-K</u> : 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 smaller by taking items away when asked	CM 10-3 Learns Addition, Subtraction and Division <u>Pre-K</u> : 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
	Identifies "one more" "one less"	CM 10-3 Learns Addition, Subtraction and Division <u>Pre-K</u> : 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 addition and subtraction situations for numbers less than 3	CM 10-3 Learns Addition, Subtraction and Division <u>Pre-K</u> : 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
Follows models of addition or subtraction situations	Makes a set of objects smaller or larger	CM 10-3 Learns Addition, Subtraction and Division <u>Pre-K</u> : 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 objects in a collection already constructed	CM 10-2 Builds and Observes Sets <u>Pre-K</u> : Can look at groups of objects up to 5 and indicate how many items without having to count them; compares quantities in sets and uses appropriate vocabulary: equal, more, less
	Describes addition situations for numbers less than 5	CM 10-3 Learns Addition, Subtraction and Division <u>Pre-K</u> : 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 <u>Pre-K:</u> 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 <u>Pre-K:</u> 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 <u>Pre-K:</u> 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: Measurement and Data		
KR: Time		Vine Progress Indicators
Anticipates a routine	Cooperates with routines	ATL 2-1 Understands Routines <u>1-3 mos:</u> Is sleeping and eating on a developmentally-appropriate schedule (<i>for questions, consult pediatric guides</i>)
	Anticipates an event in a sequence during daily activities	ATL 2-1 Understands Routines <u>4-7 mos:</u> 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 <u>4-7 mos:</u> 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 <u>4-7 mos:</u> 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 <u>4-7 mos:</u> Demonstrates awareness of daily routines with behavior; may open mouth for feeding or lift arms to be picked up <u>8-12 mos:</u> Remembers daily routines; knows how to use familiar objects
Uses vocabulary to identify events in a routine	Anticipates a routine	ATL 2-1 Understands Routines <u>1-Year Old:</u> Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat)
	Responds to now, next, done.	SS 16-2 Understands Time <u>2-Year Old:</u> 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 <u>1-Year Old:</u> 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 <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
Sequences events	Uses vocabulary to identify events in a routine	ATL 2-1 Understands Routines <u>1-3 mos:</u> Is sleeping and eating on a developmentally-appropriate schedule (<i>for questions, consult pediatric guides</i>)

		<p><u>2-Year Old:</u> Able to follow daily routines; easily makes common transitions that are part of a daily schedule</p> <p><u>3-Year Old:</u> Follows daily routines, such as sitting for circle time; adjusts to changes in routines or usual activities when informed ahead of time</p>
	Independently completes an activity that requires 3 things be done in sequence	<p>LC 7-1 Develops Receptive Communication</p> <p><u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues</p> <p><u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations</p>
	Tells 3 events in chronological order	<p>SS 16-2 Understands Time</p> <p><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</p>
	Differentiates past and future events	<p>SS 16-2 Understands Time</p> <p><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</p>
	Identifies first and last events	<p>SS 16-2 Understands Time</p> <p><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</p>
Uses measuring vocabulary for time	Sequences events	<p>LC 7-1 Develops Receptive Communication</p> <p><u>1-3 mos:</u> Turns head in the direction of a familiar voice</p> <p><u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others</p> <p><u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines</p> <p><u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book”</p>
	Uses concepts of morning, afternoon, night, today, tomorrow	<p>SS 16-2 Understands Time</p> <p><u>3-Year Old:</u> 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)</p> <p><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</p>
	Uses concepts of today, yesterday and tomorrow	<p>SS 16-2 Understands Time</p> <p><u>3-Year Old:</u> 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)</p> <p><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</p>
	Explains how something may change over time	<p>SS 16-2 Understands Time</p>

		<p><u>3-Year Old:</u> 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)</p> <p><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</p>
KR: Location		Vine Progress Indicators
Demonstrates an awareness of location of objects	Tracks movement	PMP 17-1 Develops Perception & Balance <u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes
	Responds to objects in the environment	ATL 1-1 Is Attentive <u>4-7 mos:</u> Pays attention to people, objects, and sounds
	Looks or feels for an object or sound that is hidden	ATL 1-2 Develops Memory <u>8-12 mos:</u> Looks for someone or something that is missing
	Puts things in and out of other things	CM 12-2 Develops Spatial Awareness <u>2-Year Old:</u> 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 <u>1-Year Old:</u> 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 <u>3-Year Old:</u> 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 <u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind
	Locates a hidden object or sound	ATL 1-2 Develops Memory <u>1-Year Old:</u> 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 <u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind
	Identifies the location of 3 body parts	LC 7-4 Expands Vocabulary <u>2-Year Old:</u> 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 location	Identifies location	CM 12-2 Develops Spatial Awareness <u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind
	Follows instructions to put an object in a different place (room, space)	CM 12-2 Develops Spatial Awareness <u>3-Year Old:</u> 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 <u>3-Year Old:</u> 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 multi-step directions of increasing complexity; listens to stories, directions, and conversations
Communicates with location words	Follows directions involving location	LC 7-1 Develops Receptive Communication <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations
	Uses “beside” or “next to”	CM 12-2 Develops Spatial Awareness <u>Pre-K:</u> 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 <u>Pre-K:</u> 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 <u>Pre-K:</u> 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, Capacity, Weight, Temperature		Vine Progress Indicators
Explores measurement attributes	Pours substances in and out of containers	CM 11-1 Learns Measurement and Quantities <u>3-Year Old:</u> 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)
	Responds to hot and cold	CM 11-1 Learns Measurement and Quantities <u>2-Year Old:</u> Begins to notice differences in size, quantity, and distance (more, all gone, big, little, near, far, long, short, etc.)
	Responds to “all done”, “want more”	CM 11-1 Learns Measurement and Quantities <u>2-Year Old:</u> Begins to notice differences in size, quantity, and distance (more, all gone, big, little, near, far, long, short, etc.)
	Responds to “one more...” (e.g. time, book)	CM 11-1 Learns Measurement and Quantities <u>2-Year Old:</u> Begins to notice differences in size, quantity, and distance (more, all gone, big, little, near, far, long, short, etc.)
Distinguishes between big and little, hot and cold	Explores measurement attributes	CM 11-1 Learns Measurement and Quantities <u>1-Year Old:</u> Begins to say numbers for amounts; begins to use quantity phrases (e.g., “more”) <u>2-Year Old:</u> Begins to notice differences in size, quantity, and distance (more, all gone, big, little, near, far, long, short, etc.)
	Distinguishes between big and little	CM 11-1 Learns Measurement and Quantities

		<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 <u>2-Year Old:</u> Begins to notice differences in size, quantity, and distance (more, all gone, big, little, near, far, long, short, etc.)
	Communicates feelings of hot and cold	CM 11-1 Learns Measurement and Quantities <u>3-Year Old:</u> 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 relative to self	CM 11-1 Learns Measurement and Quantities <u>3-Year Old:</u> 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 gesture to express amount or size	CM 11-1 Learns Measurement and Quantities <u>3-Year Old:</u> 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 <u>2-Year Old:</u> 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 <u>3-Year Old:</u> 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 objects	CM 11-1 Learns Measurement and Quantities <u>3-Year Old:</u> 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 <u>3-Year Old:</u> 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 <u>3-Year Old:</u> 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	CM 11-1 Learns Measurement and Quantities <u>3-Year Old:</u> 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 shorter, longer or taller	CM 11-1 Learns Measurement and Quantities <u>3-Year Old:</u> 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 <u>3-Year Old:</u> 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 <u>3-Year Old:</u> 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 <u>Pre-K:</u> 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 <u>Pre-K:</u> 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 <u>Pre-K:</u> 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	
KR: Sorting and Classifying Objects		Vine Progress Indicators
Explores attributes (e.g. shape, size, color)	Attends to visual, auditory, tactile patterns	CM 12-1 Learns Shapes & Sizes 8-12 mos: Works with shape sorter or size stacker
	Shows interest in something out of place, (e.g. finding a small object on the carpet)	ATL 1-4 Is Curious 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 basic shapes	CM 12-1 Learns Shapes & Sizes 8-12 mos: Works with shape sorter or size stacker
	Puts smaller objects into larger holes, slots or depressions	CM 12-2 Develops Spatial Awareness 8-12 mos: Explores ways objects and people move and fit in space
Matches same attributes	Explores attributes (e.g. shape, size, color)	CM 12-1 Learns Shapes & Sizes 1-Year Old: Identifies shapes; begins to sort by size
	Matches squares, circles	CM 12-1 Learns Shapes & Sizes 2-Year Old: Sorts objects by shape, size, and/or weight
	Matches rectangles, triangles	CM 12-1 Learns Shapes & Sizes 2-Year Old: Sorts objects by shape, size, and/or weight
	Identifies when object[s] are the same	CM 12-1 Learns Shapes & Sizes 3-Year Old: Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated
	Identifies and matches two 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?"
Matches opposites	Matches same attributes	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
	Puts together pairs of pictures of opposites	CS 13-2 Classifies or Sorts Objects 2-Year Old: Recognizes similarities or differences between familiar and unfamiliar people, objects or events
	Names the opposite of a given quality	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
	Identifies objects that do not belong to a particular group	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
Sorts and patterns by one attribute	Matches opposites	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
	Names groups of objects according to the common attribute (e.g., blocks, books, clothes)	CS 13-2 Classifies or Sorts Objects Pre-K: Compares objects based on attributes, such as weight, odor, color, texture, function or sound
	Identifies geometric shapes, at least 4 (e.g. circles, triangles, squares, rectangles, cubes)	CM 12-1 Learns Shapes & Sizes Pre-K: Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
	Puts objects into groups with the similar attribute	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
	Identify and sort common words in basic categories	CS 13-2 Classifies or Sorts Objects Pre-K: Compares objects based on attributes, such as weight, odor, color, texture, function or sound
	Copies simple patterns with numbers and shapes	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

	Identifies patterns	CM 11-2 Understands Patterns <u>3-Year Old:</u> Can complete simple patterns, such as red-blue-red-blue-red-blue; can tell what comes next
	Predicts what comes next when shown a simple AB pattern of objects	CM 11-2 Understands Patterns <u>Pre-K:</u> Can create, duplicate or extend more complex 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 roundness	CS 13-2 Classifies or Sorts Objects <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
	Compares and sorts by number of corners	CS 13-2 Classifies or Sorts Objects <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
	Recognizes 5 colors	LC 7-4 Expands Vocabulary <u>1-Year Old:</u> 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		Vine Progress Indicators
Coordinates sucking, swallowing, breathing	Opens and closes lips in succession	PMP 20-1 Learns about Nutrition <u>1-3 mos:</u> 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 <u>1-3 mos:</u> 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 <u>1-3 mos:</u> 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 <u>1-3 mos:</u> 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 <u>4-7 mos:</u> Starts to eat solid food
	Closes lips when swallows	PMP 19-1 Develops Meal Time Independence <u>4-7 mos:</u> Starts to eat solid food
	Accepts pureed or lumpy food from spoon and swallows	PMP 19-1 Develops Meal Time Independence <u>4-7 mos:</u> Starts to eat solid food
Uses tongue to move and munch solid food	Swallows pureed or lumpy food	PMP 19-1 Develops Meal Time Independence <u>4-7 mos:</u> Starts to eat solid food
	Extends tongue	PMP 19-1 Develops Meal Time Independence <u>4-7 mos:</u> Starts to eat solid food
	Sweeps tongue around mouth and lips	PMP 19-1 Develops Meal Time Independence <u>4-7 mos:</u> Starts to eat solid food

	Manipulates food with tongue	PMP 19-1 Develops Meal Time Independence 4-7 mos: Starts to eat solid food
Chews with rotary movement	Uses tongue to move and munch solid food	PMP 19-1 Develops Meal Time Independence 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-Feeding		Vine Progress Indicators
Cooperates with feeding	Places hands on bottle, or holds own bottle	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
	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 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 hand	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
Assists in feeding self	Cooperates with feeding	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 <u>1-Year Old:</u> Begins to feed self with spoon or drink from a sippy cup
	Drinks from cup with assistance	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 <u>1-Year Old:</u> Begins to feed self with spoon or drink from a sippy cup
	Grasps eating utensils	PMP 19-1 Develops Meal Time Independence <u>1-Year Old:</u> Begins to feed self with spoon or drink from a sippy cup
	Uses sippy cup or alternate closed cup	PMP 19-1 Develops Meal Time Independence <u>1-Year Old:</u> Begins to feed self with spoon or drink from a sippy cup
	Uses fingers to eat small pieces of food	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
Feeds self	Assists in feeding self	PMP 19-1 Develops Meal Time Independence <u>2-Year Old:</u> Uses spoon or fork for feeding; drinks from cup without lid
	Holds and drinks from open cup with some spilling	PMP 19-1 Develops Meal Time Independence

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

		<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 <u>1-Year Old:</u> Shows increasing independence, such as dressing with help
	Pulls up pants after caregiver assists	PMP 19-2 Develops Self-Care Skills <u>1-Year Old:</u> Shows increasing independence, such as dressing with help
	Puts on coat, jacket, caregiver fastens	PMP 19-2 Develops Self-Care Skills <u>1-Year Old:</u> Shows increasing independence, such as dressing with help
	Unzips or zips, after caregiver prepares	PMP 19-2 Develops Self-Care Skills <u>1-Year Old:</u> Shows increasing independence, such as dressing with help
	Puts on unfastened shoes	PMP 19-2 Develops Self-Care Skills <u>1-Year Old:</u> Shows increasing independence, such as dressing with help
Completes dressing/undressing	Assists in dressing/undressing	PMP 19-2 Develops Self-Care Skills <u>1-Year Old:</u> Shows increasing independence, such as dressing with help
	Removes socks or shoes	PMP 19-2 Develops Self-Care Skills <u>3-Year Old:</u> 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 socks and shoes	PMP 19-2 Develops Self-Care Skills <u>3-Year Old:</u> 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
	Removes loose fitting clothes	PMP 19-2 Develops Self-Care Skills <u>3-Year Old:</u> 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

Unfastens and fastens fasteners, button, snaps, zippers	<p>PMP 19-2 Develops Self-Care Skills <u>3-Year Old:</u> 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</p>
Gets clothes right-side and front and back correctly	<p>PMP 19-2 Develops Self-Care Skills <u>3-Year Old:</u> 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</p>
Puts on pants/shorts	<p>PMP 19-2 Develops Self-Care Skills <u>3-Year Old:</u> 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</p>
Puts on coat, jacket, hat, and mitten or gloves	<p>PMP 19-2 Develops Self-Care Skills <u>3-Year Old:</u> 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</p>
Puts shoes on correct feet	<p>PMP 19-2 Develops Self-Care Skills <u>3-Year Old:</u> 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</p>

ISTAR KR: Care of hands, face, nose		Vine Progress Indicators
Cooperates in personal care routines	Cooperates in washing and drying hands	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 dressing with help
	Cooperates in washing and drying face	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 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 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 dressing with help
Assists in personal care routines	Cooperates in personal care routines	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
	Rubs hands together to wash and dry	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
	Gets soap and washcloth/napkin	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
	Recognizes need to clean hands, nose, 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
	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 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	PMP 19-2 Develops Self-Care Skills

		<p><u>1-Year Old:</u> Shows increasing independence, such as dressing with help</p> <p><u>2-Year Old:</u> Shows increasing independence with self-care, such as helping wash hands or brush teeth</p>
Completes personal care routines	Assists in personal care routines	<p>PMP 19-2 Develops Self-Care Skills</p> <p><u>3-Year Old:</u> 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</p> <p><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</p>
	Washes and dries hands completely	<p>PMP 19-2 Develops Self-Care Skills</p> <p><u>3-Year Old:</u> 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</p> <p><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</p>
	Uses tissue to clean nose	<p>PMP 19-2 Develops Self-Care Skills</p> <p><u>3-Year Old:</u> 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</p> <p><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</p>
	Washes and dries face	<p>PMP 19-2 Develops Self-Care Skills</p> <p><u>3-Year Old:</u> 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</p> <p><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</p>
ISTAR KR: Toileting		Vine Progress Indicators
Demonstrates awareness	Indicates awareness of soiled diaper	<p>PMP 19-2 Develops Self-Care Skills</p> <p><u>1-3 mos:</u> Lets caregivers know when there is a need, such as crying when awake or needing to be changed</p> <p><u>4-7 mos:</u> Uses different cries for different needs, such as when tired or when needing to be changed</p>

	Cooperates with being placed on toilet	PMP 19-3 Becomes Toilet Trained 1-Year Old: Shows interest in the process of toileting
Participates in toileting	Demonstrates awareness in toileting	PMP 19-3 Becomes Toilet Trained 1-Year Old: Shows interest in the process of toileting 2-Year Old: Toilet training is underway
	Anticipates and communicates toileting needs	PMP 19-3 Becomes Toilet Trained 1-Year Old: Shows interest in the process of toileting 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 independently	Participates in toileting	PMP 19-3 Becomes Toilet Trained 3-Year Old: Is fully or nearly toilet trained Pre-K: Is completely independent with toileting
	Manages clothing for toileting	PMP 19-3 Becomes Toilet Trained 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 Integration		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

		<u>4-7 mos:</u> 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 <u>1-3 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping <u>4-7 mos:</u> 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 sleeping and eating schedule	SS 16-2 Understands Time <u>8-12 mos:</u> Is on a daily schedule that regulates feeding and sleeping
	Likes to be held and molds body when being held	SED 5-1 Bonds with Adults <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger <u>8-12 mos:</u> 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 of sensory input	Responds to sensory input with a variety of behaviors	ATL 1-1 Is Attentive <u>1-3 mos:</u> Watches faces <u>4-7 mos:</u> Pays attention to people, objects, and sounds
	Tolerates variety of tastes and chews on non-food objects	PMP 20-1 Learns about Nutrition <u>1-3 mos:</u> Is receiving a nutritious, age-appropriate diet of breastmilk and/or formula on an appropriate schedule <u>4-7 mos:</u> Diet includes some cereals and healthy baby food on an appropriate schedule
	Tolerates touch	SED 5-1 Bonds with Adults <u>8-12 mos:</u> 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 <u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others
	Tolerates light	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>8-12 mos:</u> 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 <u>8-12 mos:</u> 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 moved	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>8-12 mos:</u> 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 input with assistance	Tolerates a variety of sensory input	ATL 1-4 Is Curious <u>1-3 mos:</u> Turns head toward the sound of a familiar voice
	Calms with security object, sucking thumb or fingers, or by a familiar person	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>4-7 mos:</u> Can briefly calm self; brings hands to mouth; is able to be calmed by familiar adults <u>8-12 mos:</u> 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 environment	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>4-7 mos:</u> Can briefly calm self; brings hands to mouth; is able to be calmed by familiar adults <u>8-12 mos:</u> 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 <u>1-Year Old:</u> Begins to cope with strong emotions with help from familiar adults
Applies a strategy to regulate sensory input	Regulates sensory input with assistance	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>1-3 mos:</u> Calms when held, gently rocked or talked to by familiar adults; brings objects to mouth to calm self <u>4-7 mos:</u> 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-Control <u>2-Year Old:</u> Able to use routines, favorite objects, or familiar adults to help in coping with strong feelings and emotions
	Uses simple routines, rules to 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 sleeping, eating	ATL 2-1 Understands Routines <u>2-Year Old:</u> Able to follow daily routines; easily makes common transitions that are part of a daily schedule

		<u>3-Year Old:</u> 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 Stability		Vine Progress Indicators
Demonstrates strength in resisting gravity	Controls head purposefully	PMP 17-1 Develops Perception & Balance <u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes
	Turns head when on back	PMP 17-1 Develops Perception & Balance <u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes
	Turns head when on stomach	PMP 17-1 Develops Perception & Balance <u>1-3 mos:</u> 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 <u>1-3 mos:</u> 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 <u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands <u>8-12 mos:</u> 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 <u>8-12 mos:</u> 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 <u>8-12 mos:</u> 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 <u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes <u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands
	Raises head and chest when on stomach	PMP 17-1 Develops Perception & Balance <u>1-3 mos:</u> 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 <u>1-3 mos:</u> 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 <u>4-7 mos:</u> Explores new body positions; rolls over; crawls; supports weight on legs; kicks at objects <u>8-12 mos:</u> 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 <u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands
	Stands a few moments with help	PMP 17-1 Develops Perception & Balance

		8-12 mos: Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object
	Pulls to standing holding onto someone or something	PMP 17-1 Develops Perception & Balance 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 stability, balance and control in upright position	Demonstrates stability and balance in upright position with assistance	PMP 17-1 Develops Perception & Balance 8-12 mos: Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object <u>1-Year Old:</u> Increasingly gains balance, going from sitting to standing to running and even jumping <u>2-Year Old:</u> Adjusts sitting or standing position based on situation; maintains good posture and balance; avoids obstacles when in motion
	Bears weight on a variety of body parts	PMP 17-1 Develops Perception & Balance <u>2-Year Old:</u> 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 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 <u>1-Year Old:</u> Increasingly gains balance, going from sitting to standing to running and even jumping
	Transitions to back or stomach from sit	PMP 17-1 Develops Perception & Balance 8-12 mos: Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object <u>1-Year Old:</u> Increasingly gains balance, going from sitting to standing to running and even jumping
	From sit position, reaches with either arm and maintains balance	PMP 17-1 Develops Perception & Balance 8-12 mos: Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object
	Stands from sitting position	PMP 17-1 Develops Perception & Balance <u>1-Year Old:</u> Increasingly gains balance, going from sitting to standing to running and even jumping
	Stoops and picks up small object and regains stand	PMP 17-1 Develops Perception & Balance <u>1-Year Old:</u> Increasingly gains balance, going from sitting to standing to running and even jumping
	ISTAR KR: Gross Motor Skills	
Rolls	Rolls	PMP 17-2 Develops Lower Body Strength

		<u>4-7 mos:</u> Explores new body positions; rolls over; crawls; supports weight on legs; kicks at objects
Crawls, creeps	Rolls	PMP 17-2 Develops Lower Body Strength <u>4-7 mos:</u> Explores new body positions; rolls over; crawls; supports weight on legs; kicks at objects
	Crawls, creeps	PMP 17-2 Develops Lower Body Strength <u>4-7 mos:</u> 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 <u>8-12 mos:</u> Progresses from rolling to sitting to crawling to pulling up to cruising; stands; takes first steps; may begin walking
Moves in upright position	Crawls, creeps	PMP 17-2 Develops Lower Body Strength <u>4-7 mos:</u> Explores new body positions; rolls over; crawls; supports weight on legs; kicks at objects
	Walks with hand held	PMP 17-2 Develops Lower Body Strength <u>8-12 mos:</u> 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 support	PMP 17-5 Develops Large Motor Coordination Skills <u>2-Year Old:</u> Walks up and down stairs with help; participates in physical activities indoors and outdoors
	Cruises around furniture	PMP 17-1 Develops Perception & Balance <u>2-Year Old:</u> Adjusts sitting or standing position based on situation; maintains good posture and balance; avoids obstacles when in motion
Coordinates forward movement	Moves in upright position	PMP 17-1 Develops Perception & Balance <u>2-Year Old:</u> 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 <u>8-12 mos:</u> Progresses from rolling to sitting to crawling to pulling up to cruising; stands; takes first steps; may begin walking <u>1-Year Old:</u> Begins to run before second year
	Walks up and down stairs independently	PMP 17-5 Develops Large Motor Coordination Skills <u>3-Year Old:</u> 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 <u>2-Year Old:</u> Able to adjust speed and direction while walking or running <u>3-Year Old:</u> 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 <u>3-Year Old:</u> Goes upstairs and downstairs without help; can pedal a tricycle; participates in

		increasingly strenuous physical activities indoors and outdoors
	Jumps forward	PMP 17-2 Develops Lower Body Strength <u>3-Year Old:</u> Runs; jumps; hops; balances on 1 foot for up to 3 seconds
Sustains physical activity	Regulates forward movement	PMP 17-1 Develops Perception & Balance <u>2-Year Old:</u> 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 <u>2-Year Old:</u> 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 <u>3-Year Old:</u> Runs; jumps; hops; balances on 1 foot for up to 3 seconds
	Skips	PMP 17-2 Develops Lower Body Strength <u>3-Year Old:</u> Runs; jumps; hops; balances on 1 foot for up to 3 seconds
	Gallops	PMP 17-2 Develops Lower Body Strength <u>3-Year Old:</u> Runs; jumps; hops; balances on 1 foot for up to 3 seconds
	Combines motor skills to use some sport equipment	PMP 17-4 Develops Gross Hand-Eye Coordination <u>2-Year Old:</u> Can use climber; plays with ball; learns to throw and catch <u>3-Year Old:</u> Can go up climbing wall; catches a ball that has been bounced; throws a ball overhead
		PMP 17-5 Develops Large Motor Coordination Skills <u>3-Year Old:</u> Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors
	Performs simple tumbling stunts	PMP 17-5 Develops Large Motor Coordination Skills <u>3-Year Old:</u> Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors
	Rides tricycle	PMP 17-5 Develops Large Motor Coordination Skills <u>3-Year Old:</u> Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors
ISTAR KR: Object Control		Vine Progress Indicators
Grasps, reaches and releases objects	Demonstrates grasping	PMP 18-2 Develops Fine Hand-Eye Coordination <u>1-3 mos:</u> Grasps objects <u>4-7 mos:</u> Grasps and releases objects from grasp

	Reaches across body to grasp object	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>8-12 mos:</u> Uses hands for more complex tasks, such as rotating objects, releasing objects, and feeling textures
	Obtains objects independently	ATL 1-5 Shows Initiative <u>4-7 mos:</u> Accepts, reaches for, grasps, or handles familiar toys
	Drops objects	PMP 18-2 Develops Fine Hand-Eye Coordination <u>4-7 mos:</u> Grasps and releases objects from grasp
	Grasps both hands together in middle of body	PMP 17-3 Develops Upper Body Strength <u>1-3 mos:</u> 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 <u>4-7 mos:</u> Grasps and releases objects from grasp
	Gives object to another person	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>1-Year Old:</u> 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 <u>2-Year Old:</u> 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 <u>4-7 mos:</u> 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 <u>4-7 mos:</u> 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 <u>2-Year Old:</u> 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 <u>3-Year Old:</u> 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 <u>1-3 mos:</u> Starts to use hands and eyes together <u>4-7 mos:</u> Transfers objects from hand to hand <u>8-12 mos:</u> Bangs objects together; transfers objects from hand to hand
	Walks into ball to kick	PMP 17-5 Develops Large Motor Coordination Skills <u>1-Year Old:</u> Climbs on furniture and crawls up and down stairs unassisted; can easily change body positions

		<u>2-Year Old:</u> Walks up and down stairs with help; participates in physical activities indoors and outdoors
	Throws object in any direction	PMP 17-4 Develops Gross Hand-Eye Coordination <u>1-Year Old:</u> Plays with ball, learning to throw and catch
	Catches large ball close to body	PMP 17-4 Develops Gross Hand-Eye Coordination <u>1-Year Old:</u> Plays with ball, learning to throw and catch
Throws, catches, kicks objects with control	Throws, catches and kicks objects	PMP 17-4 Develops Gross Hand-Eye Coordination <u>1-Year Old:</u> Plays with ball, learning to throw and catch <u>2-Year Old:</u> Can use climber; plays with ball; learns to throw and catch
	Kicks ball by lifting foot	PMP 17-5 Develops Large Motor Coordination Skills <u>3-Year Old:</u> 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 <u>1-Year Old:</u> Plays with ball, learning to throw and catch
	Catches smaller ball with hands	PMP 17-4 Develops Gross Hand-Eye Coordination <u>1-Year Old:</u> Plays with ball, learning to throw and catch <u>2-Year Old:</u> Can use climber; plays with ball; learns to throw and catch
ISTAR KR: Precision Hand Skills		Vine Progress Indicators
Grasps small objects	Grasps small objects independently with whole hand	PMP 18-2 Develops Fine Hand-Eye Coordination <u>1-3 mos:</u> Grasps objects <u>4-7 mos:</u> Grasps and releases objects from grasp
	Holds small object in each hand	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>1-3 mos:</u> Opens and shuts hands <u>4-7 mos:</u> Turns objects in hands; uses hands or feet to make contact with objects or people
	Bangs small object on surface	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>1-3 mos:</u> Opens and shuts hands <u>4-7 mos:</u> Turns objects in hands; uses hands or feet to make contact with objects or people
	Bangs two small objects together	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>1-3 mos:</u> Opens and shuts hands <u>4-7 mos:</u> Turns objects in hands; uses hands or feet to make contact with objects or people

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

		<u>3-Year Old:</u> 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 <u>3-Year Old:</u> 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 <u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay

ISTAR-KR Matrix: Social Emotional		
ISTAR KR: Sense of Self and Others		Vine Progress Indicators
Demonstrates self-awareness	Uses senses to explore self, others and environment	SED 4-1 Develops Awareness of Self <u>1-3 mos:</u> Shows interest in self, such as watching own hands or playing with feet <u>4-7 mos:</u> Learns about self by exploring hands, feet, body, and movement <u>8-12 mos:</u> Enjoys watching self in mirror
	Responds to own name	SED 4-1 Develops Awareness of Self <u>1-Year Old:</u> 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 <u>1-3 mos:</u> Recognizes familiar objects and people
	Shows toy preferences	ATL 1-5 Shows Initiative <u>1-Year Old:</u> 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 <u>8-12 mos:</u> Repeats actions to achieve a goal
	Selects the preferred item when given two choices	ATL 1-5 Shows Initiative <u>1-Year Old:</u> 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 <u>1-Year Old:</u> 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 <u>8-12 mos:</u> Enjoys watching self in mirror <u>1-Year Old:</u> Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others <u>2-Year Old:</u> Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family
	Protests actions of others	SED 3-1 Expresses Emotion

		4-7 mos: Becomes more assertive in conveying likes and dislikes
Makes a simple yes or no choice	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)
Separates in familiar surroundings	ATL 1-5 Shows Initiative	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 property	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!)
Prefers to do things independently	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
Pretends to do something or be someone else	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
Communicates likes and dislikes	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
May practice moving away from familiar adult, but returns	SED 5-1 Bonds with Adults	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
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

		<u>3-Year Old</u> : 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 <u>1-Year Old</u> : Shows increasing independence, such as dressing with help <u>2-Year Old</u> : 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 <u>2-Year Old</u> : 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 <u>Pre-K</u> : 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 <u>3-Year Old</u> : 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 <u>2-Year Old</u> : 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 <u>Pre-K</u> : 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 <u>3-Year Old</u> : Recognizes the feelings of others; asks an adult for help when another child is in distress <u>Pre-K</u> : Shares in the joy of others; expresses sadness when another adult or child is sad
	Recognizes others' feelings	SED 6-1 Builds Empathy <u>3-Year Old</u> : 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 <u>Pre-K</u> : 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 <u>Pre-K</u> : 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 <u>Pre-K</u> : 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 respect for self and others	Engages with others	SED 6-3 Cooperates with Peers <u>1-Year Old:</u> May begin to play with other children (e.g., passing a toy back and forth) <u>2-Year Old:</u> 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 others	SED 6-3 Cooperates with Peers <u>3-Year Old:</u> 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 ways	SED 4-2 Becomes Confident <u>3-Year Old:</u> Is pleased to complete daily routines and learn new skills <u>Pre-K:</u> 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 <u>3-Year Old:</u> Is pleased to complete daily routines and learn new skills <u>Pre-K:</u> 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 privilege
	Respects the property of others	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 privilege
	Knows names of siblings	SED 4-1 Develops Awareness of Self <u>Pre-K:</u> 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 of emotions	Expresses needs and desires with gestures, sounds, some words	SED 3-1 Expresses Emotion <u>1-3 mos:</u> Begins to show emotions with face and body; may begin to smile <u>4-7 mos:</u> Becomes more assertive in conveying likes and dislikes <u>8-12 mos:</u> Expresses a variety of emotions through facial expressions, sounds, and gestures
	Recognizes caregiver	SED 5-1 Bonds with Adults <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs

		<u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger
	Discriminates strangers	SED 5-1 Bonds with Adults <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger
	Laughs	SED 3-1 Expresses Emotion <u>3-Year Old:</u> 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 variation in emotions (e.g., happy, sad, fear, surprise, anxiety)	SED 3-1 Expresses Emotion <u>2-Year Old:</u> Expresses a variety of emotions; modifies expression according to reactions of familiar adults <u>3-Year Old:</u> 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 familiar adult affect	SED 3-1 Expresses Emotion <u>2-Year Old:</u> Expresses a variety of emotions; modifies expression according to reactions of familiar adults
Responds to a variety of emotions	Expresses a variety of emotions	SED 3-1 Expresses Emotion <u>1-3 mos:</u> Begins to show emotions with face and body; may begin to smile <u>4-7 mos:</u> Becomes more assertive in conveying likes and dislikes <u>8-12 mos:</u> Expresses a variety of emotions through facial expressions, sounds, and gestures
	Responds to tone and volume of others	SED 6-1 Builds Empathy <u>8-12 mos:</u> Responds to the emotions of others; may share emotional reactions (e.g., smiling when an adult smiles)
	Responds to the arrival of a familiar person	SED 5-1 Bonds with Adults <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger
	Responds to the vocalizations and facial expressions of others	SED 5-1 Bonds with Adults <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger
	Initiates game with familiar adult	SED 5-1 Bonds with Adults <u>1-Year Old:</u> 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 <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger
Manages emotions with adult assistance	Responds to a variety of emotions	SED 6-1 Builds Empathy <u>8-12 mos:</u> Responds to the emotions of others; may share emotional reactions (e.g., smiling when an adult smiles)
	Recognizes feelings when labeled by adult	SED 3-2 Manages Feelings & Demonstrates Self-Control

		<u>8-12 mos:</u> 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 response to simple verbal redirection	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>8-12 mos:</u> 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	SED 3-1 Expresses Emotion <u>3-Year Old:</u> 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
	Allows redirection	ATL 2-2 Shows Responsibility <u>1-Year Old:</u> Accepts adult redirection; begins to respond to directives
	Manages fear and apprehension with assistance	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>1-Year Old:</u> Begins to cope with strong emotions with help from familiar adults
Uses strategies to manage emotions	Manages emotions with adult assistance	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>1-Year Old:</u> Begins to cope with strong emotions with help from familiar adults
	Identifies and labels own feelings	SED 3-1 Expresses Emotion <u>3-Year Old:</u> 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 language rather than physical action	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>3-Year Old:</u> 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 needs met	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>1-Year Old:</u> Begins to cope with strong emotions with help from familiar adults <u>2-Year Old:</u> 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 <u>Pre-K:</u> 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 problem with a peer	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>Pre-K:</u> 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

	Responds appropriately to change	ATL 1-6 Thinks with Creativity & Flexibility <u>Pre-K:</u> Able to transition thinking and behavior, such as during group play in response to a friend's suggestion or idea; generates creative ideas, suggestions
ISTAR KR: Interpersonal Skills		Vine Progress Indicators
Interacts with caregiver	Jointly attends to objects	SED 5-2 Learns from Adults <u>8-12 mos:</u> Mirrors caregiver's non-verbal communication, such as looking where the caregiver is looking or pointing where the caregiver is pointing
	Cooperates and interacts with caregiver during routines, play	SED 5-1 Bonds with Adults <u>1-Year Old:</u> 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
	Participates (reciprocal turn-taking) in games with caregiver	SED 5-2 Learns from Adults <u>4-7 mos:</u> Participates in reciprocal imitation games; copies adult sounds, movements, or facial expressions
	Looks at adult face	SED 5-1 Bonds with Adults <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger
	Demonstrates a desire to be picked up and held by familiar person	SED 5-1 Bonds with Adults <u>1-Year Old:</u> 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
	Explores adult facial features	SED 5-2 Learns from Adults <u>1-3 mos:</u> Imitates some facial expressions
	Uses a familiar adult for comfort	SED 5-1 Bonds with Adults <u>8-12 mos:</u> 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	SED 5-1 Bonds with Adults <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs
Engages in parallel play	Interacts with caregiver	SED 5-1 Bonds with Adults <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs
	Demonstrates an awareness of the presence of other children	SED 6-2 Bonds with Peers <u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children <u>8-12 mos:</u> Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play)
	Parallel plays near peers	SED 6-2 Bonds with Peers <u>8-12 mos:</u> Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play)
	Imitates actions of others	SED 6-2 Bonds with Peers <u>1-Year Old:</u> 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)
	Shows objects to others	SED 6-2 Bonds with Peers <u>1-Year Old:</u> 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)
Interacts with others	Engages in parallel play	SED 6-2 Bonds with Peers <u>1-Year Old:</u> 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)
	Maintains attention to and participates in adult coordinated activity with peers at least 15 minutes	SED 6-2 Bonds with Peers <u>2-Year Old:</u> Enjoys being with other children; joins group play with other children; knows some names of peers
	Responds to adult guidance in turn taking	SED 6-3 Cooperates with Peers <u>2-Year Old:</u> 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
	Participates in circle games, group activities at least 15 minutes	SED 6-3 Cooperates with Peers <u>3-Year Old:</u> 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
	Engages in simple pretend play with peers	CCA 21-4 Participates in Dramatic Play <u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination <u>2-Year Old:</u> Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others
	Initiates interactions with peers, others	ATL 1-5 Shows Initiative <u>2-Year Old:</u> Initiates play with others
	Shares when prompted	SED 6-3 Cooperates with Peers <u>3-Year Old:</u> 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
	Smiles for attention	ATL 1-5 Shows Initiative <u>2-Year Old:</u> Initiates play with others
	Greets others	ATL 1-5 Shows Initiative <u>2-Year Old:</u> Initiates play with others
	Begins conversations	ATL 1-5 Shows Initiative <u>2-Year Old:</u> Initiates play with others
Engages in cooperative interactions	Interacts with others positively	SED 6-3 Cooperates with Peers <u>1-Year Old:</u> May begin to play with other children (e.g., passing a toy back and forth) <u>2-Year Old:</u> 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

	Role plays (acts out) with peers involving make-believe	CCA 21-4 Participates in Dramatic Play <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play <u>Pre-K:</u> 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 <u>2-Year Old:</u> 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 <u>3-Year Old:</u> 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 <u>3-Year Old:</u> 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 <u>Pre-K:</u> 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 <u>Pre-K:</u> 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 <u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress <u>Pre-K:</u> Shares in the joy of others; expresses sadness when another adult or child is sad
ISTAR KR: Responsibility		Vine Progress Indicators
Recognizes steps in familiar routines	Responds to familiar routines	ATL 2-1 Understands Routines <u>4-7 mos:</u> Demonstrates awareness of daily routines with behavior; may open mouth for feeding or lift arms to be picked up <u>8-12 mos:</u> Remembers daily routines; knows how to use familiar objects
	Responds in recognition of the steps of meal preparation	ATL 2-1 Understands Routines <u>4-7 mos:</u> Demonstrates awareness of daily routines with behavior; may open mouth for feeding or lift arms to be picked up <u>8-12 mos:</u> Remembers daily routines; knows how to use familiar objects
Follows familiar routines	Recognizes steps in familiar routines	ATL 2-1 Understands Routines <u>4-7 mos:</u> Demonstrates awareness of daily routines with behavior; may open mouth for feeding or lift arms to be picked up

		<u>8-12 mos:</u> Remembers daily routines; knows how to use familiar objects
	Participates in group activities	SED 6-3 Cooperates with Peers <u>3-Year Old:</u> 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 <u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults
	Demonstrates understanding of expectations by assisting with preparations	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 privilege
	Practices routines in pretend play (feeding, comforting, etc.)	CCA 21-4 Participates in Dramatic Play <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
Follows rules	Follows familiar routines	ATL 2-1 Understands Routines <u>1-3 mos:</u> Is sleeping and eating on a developmentally-appropriate schedule (<i>for questions, consult pediatric guides</i>) <u>4-7 mos:</u> Demonstrates awareness of daily routines with behavior; may open mouth for feeding or lift arms to be picked up <u>8-12 mos:</u> Remembers daily routines; knows how to use familiar objects
	Reminds others about rules	ATL 2-2 Shows Responsibility <u>2-Year Old:</u> 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 proper place	ATL 2-2 Shows Responsibility <u>2-Year Old:</u> 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 something does not belong or should not happen	PMP 20-2 Learns Safety Rules <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions
	Follows through with transitions in a schedule most of the time	ATL 2-1 Understands Routines <u>2-Year Old:</u> Able to follow daily routines; easily makes common transitions that are part of a daily schedule
Applies rules to situations	Follows rules at home in and in classroom	ATL 2-2 Shows Responsibility <u>2-Year Old:</u> Follows adult directives; follows basic rules with the help of caregivers; helps pick up toys at cleanup time; is able to be redirected
	Cleans up area when finished	ATL 2-2 Shows Responsibility

		<u>2-Year Old</u> : 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 independently	ATL 1-3 Is Persistent <u>2-Year Old</u> : Finishes self-selected tasks, such as completing a puzzle or listening to a storybook
	Uses materials in appropriate ways	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 privilege
	Works without disturbing others	ATL 1-3 Is Persistent <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 <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 privilege
	Acts to help others	SED 6-3 Cooperates with Peers <u>3-Year Old</u> : 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 and address	SED 4-1 Develops Awareness of Self <u>3-Year Old</u> : Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family <u>Pre-K</u> : 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 Solving		Vine Progress Indicators
Initiates an action to get a desired effect	Finds ways to obtain a desired object	CS 14-1 Solves Problems <u>8-12 mos</u> : Acts intentionally to achieve a goal (e.g., trying different ways to reach a toy under a table)
	Repeats behavior that has desired effect	CS 14-1 Solves Problems <u>4-7 mos</u> : Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth <u>8-12 mos</u> : 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 <u>4-7 mos</u> : 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 after watching it be hidden	ATL 1-2 Develops Memory <u>8-12 mos</u> : Looks for someone or something that is missing
	Separates objects	CS 13-2 Classifies or Sorts Objects

		<u>1-Year Old</u> : 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	CS 13-1 Explores Objects <u>4-7 mos</u> : Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping <u>8-12 mos</u> : 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
	Uses whole body to explore	PMP 17-1 Develops Perception & Balance <u>1-3 mos</u> : From stomach position is able to lift head; follows moving objects with eyes <u>4-7 mos</u> : Reaches for objects; sits with and then without support of hands <u>8-12 mos</u> : Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object
Uses trial and error to manipulate objects	Initiates an action to get a desired effect	CS 13-1 Explores Objects <u>1-Year Old</u> : Observes and experiments with how things work, such as pushing a button on a toy to hear a sound
	Anticipates and navigates around environmental barriers	PMP 17-1 Develops Perception & Balance <u>2-Year Old</u> : Adjusts sitting or standing position based on situation; maintains good posture and balance; avoids obstacles when in motion
	Searches for something that is out of sight	ATL 1-2 Develops Memory <u>8-12 mos</u> : 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	CS 14-1 Solves Problems <u>1-Year Old</u> : Tries several times to solve challenging problems, often using more than one approach
	Puts simple objects together to solve a problem	CS 14-1 Solves Problems <u>1-Year Old</u> : Tries several times to solve challenging problems, often using more than one approach
	Uses tools to solve problems	CS 14-1 Solves Problems <u>2-Year Old</u> : Able to solve problems by trying more than one approach; continues efforts to complete a challenging task
	Sees a simple task through to completion	CS 14-1 Solves Problems <u>2-Year Old</u> : Able to solve problems by trying more than one approach; continues efforts to complete a challenging task
	Performs simple actions with materials to see how they work	CS 14-2 Makes Predictions <u>8-12 mos</u> : Interacts purposefully with objects to cause 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
Searches for possible solutions	Uses trial and error to manipulate objects	CS 14-2 Makes Predictions

		<u>1-Year Old</u> : Observes and experiments with cause and effect, such as pushing over a block tower
	Finds an indirect way to solve a problem	CS 14-1 Solves Problems <u>2-Year Old</u> : Able to solve problems by trying more than one approach; continues efforts to complete a challenging task
	Develops reasons	CS 14-4 Draws Conclusions and Sorts Results <u>3-Year Old</u> : Is able to draw conclusions about experiments (e.g., since the wood block floated, other wood blocks will float) <u>Pre-K</u> : 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 <u>3-Year Old</u> : Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems
	Discriminates an object that is pulled apart and one that is put together	CS 13-1 Explores Objects <u>2-Year Old</u> : Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living
	Explains reasoning of why objects or pictures are used in certain way	CS 14-4 Draws Conclusions and Sorts Results <u>3-Year Old</u> : Is able to draw conclusions about experiments (e.g., since the wood block floated, other wood blocks will float)
	Removes self from potentially harmful situations	PMP 20-2 Learns Safety Rules <u>Pre-K</u> : Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions
	Attempts to make predictions (e.g. if this happens, then...)	CS 14-2 Makes Predictions <u>8-12 mos</u> : Interacts purposefully with objects to cause 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 strategies and solutions	Searches for possible solutions	CS 14-1 Solves Problems <u>1-Year Old</u> : Tries several times to solve challenging problems, often using more than one approach <u>2-Year Old</u> : Able to solve problems by trying more than one approach; continues efforts to complete a challenging task
	Uses a second strategy when the first one fails	CS 14-1 Solves Problems <u>2-Year Old</u> : Able to solve problems by trying more than one approach; continues efforts to complete a challenging task
	Considers alternatives	CS 14-1 Solves Problems <u>3-Year Old</u> : Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float) <u>Pre-K</u> : Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems

	Chooses a variety of approaches, materials, and strategies to use in solving problems	CS 14-1 Solves Problems <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
	Uses concrete objects and pictures to explain the reasoning used to solve a problem	CS 14-1 Solves Problems <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
ISTAR KR: Approaches to Learning		Vine Progress Indicators
Demonstrates curiosity	Interacts with materials using tactile sense for at least 15 or more seconds	CS 13-1 Explores Objects <u>1-3 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
	Shows interest in visual, auditory, tactile patterns	CS 13-1 Explores Objects <u>8-12 mos:</u> 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
	Repeatedly manipulates objects to cause an effect (e.g., open/shut, pull/push)	CS 13-1 Explores Objects <u>8-12 mos:</u> 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
	Imitates actions of others	SED 5-2 Learns from Adults <u>8-12 mos:</u> Mirrors caregiver's non-verbal communication, such as looking where the caregiver is looking or pointing where the caregiver is pointing <u>1-Year Old:</u> Demonstrates interest in adult behavior, such as by saying "hello" and "goodbye" when coming and going <u>2-Year Old:</u> Uses role play to imitate behaviors by familiar adults <u>3-Year Old:</u> Imitates behaviors demonstrated by familiar adults; may say words or phrases often said by familiar adults
	Attends to or attempts new activities e.g., peek-a-boo	ATL 1-4 Is Curious <u>8-12 mos:</u> Shows interest in new toys; explores surroundings <u>1-Year Old:</u> Shows interest in learning about new objects or experiences
	Notices new people, sounds, things	ATL 1-4 Is Curious <u>8-12 mos:</u> Shows interest in new toys; explores surroundings <u>1-Year Old:</u> Shows interest in learning about new objects or experiences
	Sustains attention to preferred activities	Demonstrates curiosity

		<u>8-12 mos:</u> Shows interest in new toys; explores surroundings
	Sees a simple task through to completion	ATL 1-3 Is Persistent <u>1-Year Old:</u> Works to complete a task <u>2-Year Old:</u> Finishes self-selected tasks, such as completing a puzzle or listening to a storybook <u>3-Year Old:</u> Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support
	Attends to more than one thing at a time (e.g., sings while painting)	ATL 1-1 Is Attentive <u>3-Year Old:</u> Pays attention during story time; focuses on an activity for 10 or more minutes <u>Pre-K:</u> Pays attention during story time and other teacher-led activities such as circle time; focuses on an activity for 15 or more minutes
	Works through distractions	ATL 1-3 Is Persistent <u>3-Year Old:</u> Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support <u>Pre-K:</u> Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult
	Can entertain self for at least 10 minutes	ATL 1-3 Is Persistent <u>3-Year Old:</u> Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support <u>Pre-K:</u> Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult
	Will search for a hidden object	ATL 1-2 Develops Memory <u>4-7 mos:</u> Begins to develop object permanence (the understanding that people and objects out of sight still exist) <u>8-12 mos:</u> 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
Sustains attention to a challenging activity	Sustains attention to preferred activities	ATL 1-1 Is Attentive <u>8-12 mos:</u> Pays attention to a task or activity for a few minutes <u>1-Year Old:</u> Pays attention to a task or activity for a few minutes; repeats actions to complete a goal <u>2-Year Old:</u> Maintains focus and attention on a simple task or activity for a short period of time; focuses on an activity for 5 or more minutes
	Prepares work carefully and neatly	ATL 1-1 Is Attentive <u>2-Year Old:</u> Maintains focus and attention on a simple 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 <u>3-Year Old:</u> Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support

		<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 <u>3-Year Old</u> : Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support <u>Pre-K</u> : Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult
	Exhibits positive attitude when approaching new challenge	ATL 1-5 Shows Initiative <u>3-Year Old</u> : Enjoys new experiences; works independently for brief periods of time without adult prompting
	Asks why something is the same or different	ATL 1-4 Is Curious <u>1-Year Old</u> : 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 or small group activity at least 15 minutes	ATL 1-1 Is Attentive <u>3-Year Old</u> : Pays attention during story time; focuses on an activity for 10 or more minutes <u>Pre-K</u> : Pays attention during story time and other teacher-led activities such as circle time; focuses on an activity for 15 or more minutes
Applies creativity to activities	Sustains attention to a challenging activity	ATL 1-1 Is Attentive <u>3-Year Old</u> : Pays attention during story time; focuses on an activity for 10 or more minutes <u>Pre-K</u> : 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 <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 <u>Pre-K</u> : 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 <u>3-Year Old</u> : Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation <u>Pre-K</u> : 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 new situations	ATL 1-6 Thinks with Creativity & Flexibility <u>3-Year Old</u> : Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation <u>Pre-K</u> : 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

		<u>3-Year Old</u> : 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 <u>2-Year Old</u> : Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others <u>3-Year Old</u> : 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:

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