

CARES

Children Acquiring Rich Experiences and Skills Continuum of Age Level Targets

Social & Emotional

	Birth – 1 Year	Ages 1 – 2 Years	Ages 2 – 3 Years	Ages 3 – 4 Years	Ages 4 – 5 Years
Emotional Well-being	I feel secure because my needs for food, comfort, love and care are being met. Sometimes I am able to comfort myself.	I show a range of emotions with my face, words, and gestures. I am beginning to control my impulses.	I am beginning to name feelings for myself and others. I respond well to being redirected to appropriate activities.	I often name and express emotions appropriately. I am learning to keep myself and others safe.	I usually recognize and manage my own emotions. I am able to show kindness and empathy for others.
Relating to Others	I feel connected to family and caregivers by their eye contact, words and gentle touch. I enjoy turn-taking games, like peek-a-boo.	I feel loved and safe because my parents respond promptly to my needs.	I play side-by-side with other children. I may say "please" and "thank you."	I play cooperatively with other children and am learning to share.	I "settle in" to new groups or situations with minimal stress. I make smooth transitions between activities. I play cooperatively and can share.
Taking Responsibility	I am very dependent on my family. I am learning to cooperate during routines.	I often cooperate during daily routines which help me to anticipate what will happen next. I like to help.	I like encouragement when I "help" with tasks. I am beginning to develop self-help skills, such as washing my hands and feeding myself.	I am gaining independence in dressing myself, putting toys away and doing simple chores.	I take care of most of my dressing and bathroom needs. I help clean up after an activity.
Increasing Attention Span	I focus for a short time when others interact with me.	I can pay attention to what others are looking at or pointing to.	I play independently or focus on an engaging activity with an adult for short periods of time.	I work on simple tasks for increasing periods of time. I may need help to continue my efforts.	I am able to focus on a given task for at least 5 minutes, persisting even if there are problems or distractions.
Following Instructions	I learn through imitation.	I am beginning to follow 1-step directions.	I remember and follow 2-step directions related to familiar objects and experiences.	I easily remember and follow 2-step directions. I understand basic safety rules.	I remember and follow 3-step directions and follow simple rules.

Physical Skills

	Birth – 1 Year	Ages 1 – 2 Years	Ages 2 – 3 Years	Ages 3 – 4 Years	Ages 4 – 5 Years
Gross Motor Skills	I can play on my tummy when I am awake. I can crawl, move, and balance to explore my immediate environment.	I can carry a large ball and toss a beanbag. I can walk confidently, including up and down steps.	I can throw a ball with two hands, catch against my body, and kick a stationary ball. I can jump and pedal a tricycle.	I can throw a ball accurately both overhand and underhand. I can hop on one foot.	I can step forward to throw a ball and strike a stationary ball. I can skip, walk a balance beam, and hop on one foot then the other.
Fine Motor Skills	I can reach for, touch, and hold objects.	I can grasp and release objects into a container. I can use a spoon to feed myself. I can stack 3 cubes.	I can unbutton large buttons. I can pull out and replace pegs in a pegboard and stack 6 cubes.	I can snip with scissors, string large beads, and play with clay.	I can button, zip, buckle, and lace. I can cut on a straight line. I can use small pegs or Legos®.
Using Drawing and Writing Tools	I can pick up small objects with my thumb and pointer finger.	I hold a writing tool in my fist and scribble up and down, then in circles.	I trace shapes with my finger or crayon. I copy shapes made by others.	I begin to use a 3-point finger grasp. I copy and/or trace letters, numbers, and shapes.	I draw letters, numbers, and shapes. I use a mature tripod grasp.

Language & Early Reading

	Birth – 1 Year	Ages 1 – 2 Years	Ages 2 – 3 Years	Ages 3 – 4 Years	Ages 4 – 5 Years
Vocabulary Development	I hear my parents and other adults talk to me during daily routines. I vocalize and make gestures to communicate.	I hear my parents and other adults use words to describe things to me. I am starting to use more words, and word-like sounds to communicate.	I hear my parents repeat what I am saying and add new words to mine. I name familiar people, animals, objects, and actions.	I hear my parents use interesting and new words when they talk to me or read books with rich language. I describe and tell the use of many familiar things.	I include new, less familiar and technical words in everyday conversations.
Verbal Skills	I babble or vocalize using sounds, volume and inflection to convey meaning.	I say 1-2 word sentences. I imitate sounds and words.	I say 2-4 word sentences. I repeat short phrases.	I say 4-6 word sentences. I accurately repeat some sounds I hear in words. I ask and answer questions.	I speak using complete sentences with few inaccuracies. I am able to listen to someone say a word and then repeat it correctly.
Reading Engagement	I have books read to me daily.	I hear and see books read to me. I can answer "Where is..." questions by pointing.	During the reading of familiar stories, I supply words and talk about the pictures. I answer "What" questions.	I anticipate what comes next in familiar books. I give 3-4 word answers to "Why" and "How" questions.	During the reading of familiar stories, I can respond to questions and retell portions of the story.
Letter-Sound Connection	I watch my parent's mouth as they emphasize a letter sound.	I easily repeat vowel sounds.	I say the sound of the first letter in my name.	I name and say the sounds of 6-7 letters, especially those in my own name.	I name and say the sounds of 12-15 letters, including those in my first name.
Phonological Awareness	I hear simple nursery rhymes and songs.	I can say the last word in familiar rhymes, with assistance.	I repeat the ending sound of words that rhyme.	I repeat the beginning sounds of words.	I hear and repeat beginning, middle and ending sounds in words. I say the first sound of most words.
Concepts of Print	I see pictures in books.	I point to a book during story time. I know if pictures are right side up. I help turn pages.	I know the front of the book, back of the book, top of the page, and bottom of the page.	I know that print represents spoken words, meaning comes from words, and pictures help meaning.	I know that letters make words, reading moves from left to right, reading moves from top to bottom, and reading moves from the front to the back of the book.
Word Recognition	I hear my parents naming common objects.	I point to familiar objects when you ask me.	I notice print in my home.	I recognize some printed words that are important to my family, such as mom, dad, etc.	I recognize some printed words that are common in my community, such as "stop."
Naming Letters	(None for this age)	I see my first initial displayed around my house.	I identify and say the name of the first letter of my name.	I name 6-7 letters, especially those in my own name.	I name 12-15 letters, including those in my first name.
Printing First Name	I grip a crayon and randomly make marks on paper.	I make lines and scribbles purposefully on paper.	I do scribble writing. I may start to draw the first letter of my name.	I print or copy some letters in my first name. I pretend to write on paper.	I may print my first name using upper and lower case letters.

Math & Reasoning

	Birth – 1 Year	Ages 1 – 2 Years	Ages 2 – 3 Years	Ages 3 – 4 Years	Ages 4 – 5 Years
Patterns and Sequencing	My parents play predictable activities with me using patterns, such as patty cake and peek-a-boo.	I understand simple sequence words like "first" and "then." I can arrange objects in a line during play.	I begin to copy and/or create patterns with 2-steps, such as red-blue, red-blue.	I can make 2-step patterns.	I create and repeat 2- to 3-step patterns and play increasingly complex memory games.
Sorting	I begin to notice similarities and differences.	I begin to sort objects by features such as color or size.	I sort objects by features such as color, shape or size.	I sort objects by one feature, and can then regroup them using a different feature.	I name and sort items by more than one feature and can explain the reason.
Spatial Relationships	I hear simple position words, such as up/down and in/out.	I understand simple position words, such as on/off and over/under.	I know some position words, such as to/with and before/after.	I know more positional words, such as in front of, next to, and in back of. I know how to do simple puzzles.	I know many concepts related to quantity, time and space. I know how to do more complex puzzles.
Geometric Shapes	I play with objects that are a variety of shapes.	I play with shape toys.	I match a few basic shapes.	I identify and name some basic geometric shapes.	I describe basic 2- and 3-dimensional shapes using my own words.
Number Sense	I understand the concept of "more."	I understand "more," "none" (all gone) and the concept of "one."	I know "big"/"small," "more"/"less," and "all"/"none."	I know "more than," "less than," and "equal to."	I accurately use "more than," "less than," "bigger than," "smaller than," and "equal to."
Number Recognition	(None for this age)	I see numerals around my home.	I begin to recognize numerals, and know quantities to 3.	I recognize numerals and quantities to 5.	I recognize numerals and quantities to 10.
Counting	I hear my parents count during the day.	I hear my parents count objects. They use numbers in everyday routines.	I count to 5 from memory. I show my age with my fingers.	I count in order to 10. I count up to 5 objects accurately.	I count in order to 20. I know the last number states how many in all.