

## Developmental Milestones compiled by Barfield Early Childhood Faculty

Developmental Area	24-30 Months	30-36 Months	36-42 Months	42-48 Months	48-54 Months	54-60 Months	60-66 Months Kindergarten Semester 1	66-72 Months Kindergarten Semester 2
<b>Cognition</b>	Demonstrates use of everyday items.	Matches objects by color, shape and size.	Copies block designs with 3-4 blocks.	Sorts objects by shape and color.	Copies block design with 6 blocks.	Tells what is going to happen next.	Names the days of the week in order.	States preceding and following days of the week as well as numbers.
	Looks at a book and points to/names items upon request.		Understands concepts of more and less.	Draws a human face from memory.	Sorts groups of objects in more than one way (shape and then size).	Understands concepts of "tallest", "biggest", "same" and "different".	Arranges numbered tiles or cards in proper sequence.	Able to discount extraneous information in order to solve a problem.
	Matches like objects and objects to a pictures.		Understands gradation of sizes.	Understands concept of set number (1-5).	Retells story from picture book with reasonable accuracy.	Classifies objects.		Names most letters.
	Demonstrates an understanding of just one, one more, and all.			Sorts objects into categories, may not be able to label.				

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<b>Pre-Academic</b>	Imitates scribbling.	Holds a pencil in writing position.	Rote counts to 5.	Counts 5 objects showing 1:1 correspondence.	Rotes count to 10.	Counts 20 objects showing 1:1 correspondence.	Counts 30 objects showing 1:1 correspondence.	Math: Counts to 100, skip counts by 5s and 10s up to 100.			
			Identifies the primary colors.	States full name, gender, age, names of parents.		Matches letters (same form).	Math: Recognizes numbers 0-10 out of sequence.	Math: Recognizes numbers 0-30 out of sequence.			
		Points to at least 6 body parts.	Points to and names: mouth, eyes, nose, feet, hair, tongue, head, ears, hands, legs, arms, fingers, stomach, back, teeth, toes, chin, thumbs, knees, neck, fingernails.	Recites the entire alphabet.	Identifies & states: chest, heels, ankles, jaw.	Counts 10 objects showing 1:1 correspondence.		Recognizes environmental print.	Math: Identifies shapes: circles, triangle, heart, square, rectangle, oval, rhombus, star.	Math: Uses student clock to identify & state to the hour using digital & analog clocks.	
	Writes at least the first letter of first name.				At minimum complete and create an AB pattern.	Points to and names: shoulders, elbows, hips, wrists, waist.	Math: Patterns using sounds shapes or representational pictures.	Math: Addition & subtraction up to qty of 10 using addition, addition, subtraction signs.			
				States address & town.	States at least 5 of the following personal data items: first name, last name, age, gender, D.O.B., phone number, address, town.	Identifies and names upper and lower case letters.	Distinguishes between letters, words, & sentences.				
						Masters concept of directionality of print on page.	Identifies high frequency words in isolation & context.				
						Distinguishes letters, words, and sentences.	Forms letters using correct pathway of movement (letter formation).				
	Makes the animal sound for the corresponding animal.					Pictorally distinguishes between same and different.			Prints first name.	Correctly spells and capitalizes their first and last name.	Use semi-phonetic spelling (initial & ending consonants) to compose words.
									Points to and names: circle, square, rectangle, triangle, rhombus	Composes (orally and/or in writing) text through words, letters, pictures, sentences.	Composes text with words and/or sentences.

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<b>Communication</b>	<b>Receptive Language</b>		Identifies nouns, verbs, and object function in pictures from a broad range of categories.	Understands negation (i.e. "not crying", "no apples").	Identifies categories and sorts items by feature and function.	Understands all spatial concepts: in front/behind, between, above/below, top/bottom.	Understands many descriptors (i.e. heavy/light, loud/soft, long/short, first/last).	Identifies objects that do not belong in a category.	Follows 3-step directions & multi-step unrelated commands.
				Follows 2-step unrelated directions accurately.					Understands temporal concepts (yesterday/tomorrow, before/after, now/later).
			Understands spatial concepts and descriptors: in/out on/off, under, hot/cold, wet/dry, big/little.	Understands gender pronouns: he/she, him/her.	Sequences 3-step events in pictures.	Follows 2-3 step directions involving 2 or more concepts.		Understands passive sentences: "The ball was kicked by John".	
	<b>Expressive Language</b>		Mean Length Utterance = 3 words.	Mean Length Utterance = 4 words.	Describes common objects according to feature and function.	Mean Length of Utterance = 4 to 5 words.	Mean Length Utterance = 5 to 6 words.	Mean Length Utterance = 6 to 7 words.	Asks "how" questions.
			Uses personal pronouns: I, you, me, mine, yours.	Uses articles (a, the) and copulas (am, is, are).		Names objects when described.	Repeats complex sentences verbatim (5 or more words).	Demonstrates the ability to discriminate (hear) and say sounds (phonemes).	Able to hear and say individual sounds in spoken words.
			Asks and answers basic questions: What/Where/Who/Yes/No.	Uses past verb + ed and possessive "s".	Answers questions about hypothetical events (i.e. "What would happen if...")	Answers complex questions: When/Why.		States similarities and differences between objects.	Able to hear and say individual sounds as beginning & ending consonants
						Answers questions about stories and events.	Uses irregular plurals (i.e. mice, feet) consistently.		
			Uses present verb + ing, and plural "s".	Uses gender pronouns: he/she, his/hers.	Tells familiar stories without pictures.	Uses all pronouns (i.e. we/they, us/them) consistently.	Begins to understand rhyming sounds.		
	<b>Speech</b>		Articulates: p, b, m, h, w	Articulates: t, d, n, f	Articulates: k, g (velars)	Articulates: l, m, h, w, p, b, , n, k, d, f, t, g	Begins to identify and produce rhyming words.	Properly uses grammatical structures; past, present, & future tenses.	
				Uses final consonants most of the time.			Begins to articulate: th, s, z, sh, ch, j, zh, l, r, and all consonant blends	Begins to articulate: th, s, z, sh, ch, j, zh, l, r, and all consonant blends	

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<b>Social Emotional</b>	Brings toys to share with a caregiver.	Engages in parallel play	Shares toys.	Organizes pretend games.	Expresses pride in accomplishments.	Shows concern and sympathy for others.	Comforts friends in distress.		
	Has temper tantrums when frustrated.			Usually takes turns.	Expresses that he or she is sorry.				
	Shows independence.		Plays interactively with peers.	Spontaneously greets familiar person.					
	Plays well for brief periods of time in groups of 2-3 children.			Shows empathy for others.	Talks about own feelings.			Expresses anger with nonaggressive words rather than with physical actions.	
	Sometimes has difficulty sharing with other children.		Verbally communicates with children during play situations.	Separates from parents without crying.				Uses school appropriate pragmatic skills such as requesting, initiating, gaining attention, refusing, commenting, waiting, and turn-taking.	Demonstrates appropriate listening behaviors with teacher assistance.
	insists on trying things without help (putting on coat, eating with utensils)			Begins to engage in cooperative play, agree on theme and assign roles.	Waits turn when playing in a group.				
	Enjoys simple make-believe play.			Plays dress up.					

