



Birth to Age 5: Preparing Children for School Success

A program of targets, training and tools to actively engage parents in their child's learning.



AGE LEVEL TARGETS[®]

Target	Language & Literacy	Birth – 1	Age 1 – 2	Age 2 – 3	Age 3 – 4	Age 4 – 5
1	Seeing Clearly	My eyes smoothly follow an object tracing an "H" and cross (+) in the air.	My eyes smoothly follow an object tracing an "H" and cross (+) in the air. I focus near, then far.	My eyes smoothly follow an object tracing an "H" and cross (+) in the air. I focus near then far, and on my field of vision.	My eyes correctly respond to the "H", cross (+), near-far, field of vision, and distant details tests.	My eyes respond to the "H", cross (+), near-far, field of vision, distant detail, and close-up detail tests.
2	Naming Letter Shapes	(None for this age)	I see my first initial displayed around the house.	I identify and say the name of the first letter of my name.	I identify and name all the letters in my first name (6-7 letters).	I identify and name 12-15 letters, including my first name.
3	Matching Letter Shapes	I see interesting shapes around my crib and home. I recognize the faces of my family.	I match 2 shapes: lines and curves.	I match distinctively different letter shapes, including d-m-s-t-v.	I correctly match letters in similar shape families: a-c-e-o-s; b-d-g-p-q; h-m-n-r-u.	I correctly match letters in similar shape families: a-c-e-o-s; b-d-g-p-q; h-m-n-r-u; f-i-j-l-t; k-v-w-x-y-z.
4	Recognizing Sight Words	I hear my parents naming common objects.	I point to familiar objects when you ask me.	I see labels on 5 common objects in my home.	I recognize the meaning of labels on 5 common objects in my home.	I recognize the meaning of labels on 10 objects in my home.
5	Singing, Chanting, Rhyming	I am sung to daily, including ABC and number songs. I like simple nursery rhymes and poems.	I sing parts of ABC and number songs with others. I frequently hear nursery rhymes.	I sing/chant ABC and number songs. I am familiar with several rhymes and can say part of them.	I sing/chant ABC and number songs independently. I can recite 4-5 rhymes.	I sing/chant ABC and number songs while pointing to letters and numbers. I can recite 6-10 rhymes.
6	Saying Letter Sounds	I watch my parents' mouths as they emphasize a letter sound.	I easily repeat vowel sounds.	I say the sound of the first letter in my name.	I say the sounds of all the letters in my first name (6-7).	I say the sounds of 12-15 letters, including those in my first name.
7	Saying Sounds in Words	I react differently to various sounds.	I can say the last word in familiar rhymes with assistance.	I repeat the ending sound of words that rhyme. I clap or jump the syllables in familiar names with assistance.	I repeat the beginning sound of words. I clap or jump the syllables in familiar words with assistance. I make up nonsense rhymes.	I identify the beginning sounds of words. I say the words that rhyme. I clap syllables independently.
8	Comprehending Books	I hear books read to me for 20 minutes a day, perhaps in 5-minute segments.	I hear and see books read to me for 20 minutes a day. I can answer "Where is" questions by pointing.	I supply words and discuss characters during our 20-minute reading time. I answer "Why" questions.	I anticipate what comes next in familiar books during our 20-minute reading time. I give 3-4 word answers to "What" and "How" questions.	I can make up a different plot or ending during our 20-minute reading time. I can retell the story.
9	Knowing Print Concepts	I point to a book during story time. I know if pictures are right side up.	I point to 3 parts of a book: the book, page, and picture. I help turn pages.	I know 10 print concepts: the previous 3, plus title, author, cover, words, letters, top of page, bottom of page.	I know 15 print concepts: the prior 10, plus first page, last page, print represents spoken words, meaning comes from words, and pictures help meaning.	I know 20 print concepts: the prior 15, plus letter groups make words, reading moves from left to right and top to bottom, left page is followed by right page, and punctuation makes sentences.
10	Hearing Spoken Words	I hear my parents speak to me about 30 times an hour, often using "parentese."	I hear my parents speak to me about 30 times an hour.	I hear my parents speak to me about 30 times an hour.	I hear my parents speak to me about 30 times an hour.	I hear my parents speak to me about 30 times an hour.
11	Developing Verbal Skills	I babble or vocalize using sounds, volume, and inflection to convey meaning.	I say 1-2 word sentences. I learn 2-4 words a day (16 months). I imitate some animal sounds.	I say 2-4 word sentences. I understand 2,000-3,000 words. I repeat short phrases and imitate animal sounds.	I say 4-6 word sentences. I understand 3,000-4,000 words. I accurately repeat sounds I hear in words. I ask & answer questions.	I speak using complete sentences with few inaccuracies. I understand 4,000-5,000 words. I repeat new words correctly.
12	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. Near age 3, I may 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.
Target	Math & Reasoning					
13	Counting	I hear my parents count out loud during the day.	I hear my parents count objects (e.g., 1-2-3 crackers). They use numbers in everyday routines (e.g., 2 shoes, 3 stairs).	I count to 5 from memory.	I count in order to 10. I show my age with my fingers.	I count in order to 20.
14	Matching Number Shapes	(None for this age)	I match number shapes from 1 to 3.	I match number shapes from 1 to 6.	I match number shapes from 1 to 9.	I match number shapes from 1 to 12.
15	Copying and Tracing	I hold a writing tool in my fist and scribble.	I scribble up/down (14 mos.), then in circles (24 mo.).	I trace shapes with my finger or crayon. I copy shapes made by others.	I trace and/or copy letters, numbers, and simple geometric shapes.	I copy, trace and/or draw letters, numbers, and two-dimensional shapes.
16	Geometric Shapes	I play with objects in a variety of shapes.	I play with shape toys, although I seldom match correctly.	I identify and match circles, squares, rectangles, and triangles.	I match and name 12 shapes: line, curve, circle, square, rectangle, triangle, diamond (rhombus), oval (ellipse), pentagon, octagon, star, and heart.	I match and name the prior 12 shapes. I am introduced to three-dimensional shapes: cube, sphere, cylinder.
17	Naming Colors	I hear my parents say the names of colors during the day.	I hear the names of colors. I can point to 3 colors: red, blue, and yellow.	I know 6 colors: red, blue, yellow, green, black, and white.	I know 9 colors: red, blue, yellow, green, orange, purple, brown, black, and white.	I know 12 colors: red, blue, yellow, green, orange, purple, brown, black, white, grey, pink, light blue.
18	Sorting Items	After 8 months, I may group a few objects by color or type with assistance.	I sometimes sort objects by color or size.	I sort objects by one characteristic or classification (e.g., color, shape, type).	I sort quickly by color and shape. I order items from large to small.	I name and sort objects by color, shape, and size. I match items that go together.
19	Adding-Subtracting	I understand the concept of "more" food and play.	I understand more and none (all gone).	I recognize groups of objects to 3. I know big/small, more/less, all/none.	I recognize groups of objects to 6. I know greater than, less than, equal to. I can do simple addition and subtraction with objects.	I recognize numbers and quantities to 10. I accurately use greater than, less than, and equal to. I can do simple addition and subtraction with objects.
20	Making Patterns	My parents play predictable activities with me using patterns (e.g., 3 kisses; 2 claps).	I recognize simple sequence words like "before" and "after." I arrange objects in lines.	I make 2-step color patterns (e.g., red-blue, red-blue).	I begin to copy and/or create 2-step color patterns and 3-step sound sequences.	I create and repeat 2- to 3-step color patterns and copy 3- to 4-step sound sequences. I play memory games.
21	Spatial Relationships	I hear simple position words, such as up/down, in/out.	I understand simple position words, such as up/down, in/out, over/under.	I know 10 prepositions (position words).	I know 20 prepositions and do simple puzzles.	I know 30 prepositions and do more complex puzzles.
Target	Social & Emotional					
22	Relating to Others	I feel connected to family and caregivers by their eye contact, words, and gentle touching.	I feel loved and safe because my parents respond promptly to my needs. They smile and cuddle me.	I play side-by-side with other children. I use "please" and "thank you."	I play cooperatively with other children. I am learning to share.	I "settle in" to new groups or situations with minimal stress. I play cooperatively with two or more peers.
23	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 accomplish simple tasks through sustained effort.	I focus on a task for at least 5 minutes, persisting even if there are problems or distractions.
24	Following Directions	I enjoy turn-taking games like peek-a-boo.	I am beginning to obey one-step directions (e.g., "Please get your coat.>").	I remember and follow 2-step directions.	I easily remember and follow 2-step directions. I understand basic safety rules.	I remember and follow 3-step directions. I obey simple rules.
25	Taking Responsibility	I am very dependent on my family. I may cooperate during routines.	I often cooperate during daily routines. I like to help.	I like encouragement when I "help" with tasks. I am beginning to develop self-help skills and self-confidence.	I help dress myself, put toys away, and do simple chores. I take care of my toileting and hygiene needs.	I take care of all my dressing, hygiene, and toileting needs. I help clean up after an activity.
26	Developing Emotional Well-being	I feel secure because my needs for food, comfort, love, and care are being met. I show self-soothing strategies.	I show a range of emotions with my face, words, and gestures. I am beginning to control my impulses.	I name the feelings of myself and others. I respond well to being re-directed to appropriate activities.	I name and often express emotions appropriately. I am learning not to hurt others.	I recognize and manage my own emotions. I show kindness and empathy to others.

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