



## Domains of Readiness Mini Measures

**This Mini Measures belongs to:**

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**KIDS**

**Illinois KIDS** is an observation based rating tool designed to help teachers assess a child's mastery at a level of developmental progress. The tool includes developmental domains, measures, definitions, descriptors, and developmental levels.

**Mini Measures** are a pocket-sized format designed to be a quick reference guide to the Five Domains of Readiness of Illinois KIDS.



## Illinois KIDS Five Domains of Readiness

- Approaches to Learning - Self-Regulation (ATL-REG)
- Social and Emotional Development (SED)
- Language and Literacy Development (LLD)
- Cognition: Math (COG: Math)
- Physical Development (PD)



# Curiosity & Initiative in Learning

ATL  
REG  
1

## ATL-REG 1

Child explores the environment in increasingly focused ways to learn about people, things, materials and events

*Approaches to Learning - Self-Regulation (ATL-REG)*

**KIDS**

# Curiosity & Initiative in Learning

ATL  
REG  
1

Building Earlier	Explores through simple observations, manipulations, or asking simple questions
Building Middle	Explores by engaging in specific observations, manipulations, or by asking specific questions
Building Later	Carries out simple investigations using familiar strategies, tools, or sources of information
Integrating Earlier	Carries out multi-step investigations using a variety of strategies, tools, or sources of information
Integrating Middle	Carries out experiments with things or materials by systematically modifying actions and reacting to the results
Integrating Later	Finds out about things, people, or events by comparing multiple sources of information, including experiments, books and pictures, and asking questions

# Self-Control of Feelings & Behavior

ATL  
REG  
2

## ATL-REG 2

Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time

*Approaches to Learning - Self-Regulation (ATL-REG)*

**KIDS**

# Self-Control of Feelings & Behavior

ATL  
REG  
2

Building Earlier	Demonstrates capacity to regulate emotional or behavioral reactions in some moderately stressful situations, occasionally needing adult support
Building Middle	Expresses strong feelings through constructive forms of communication, seeking the assistance of familiar adults when needed
Building Later	Uses simple strategies to regulate own feelings or behaviors
Integrating Earlier	Uses socially appropriate strategies (e.g., negotiation, compromise, verbal reminders to self) to regulate own feelings or behaviors
Integrating Middle	Uses self control strategies to regulate feelings and behaviors in order to prevent self from acting impulsively
Integrating Later	Uses mental strategies (e.g., changing goals, reappraising the situation) to manage emotions, with some success



# Engagement & Persistence

ATL  
REG  
3

## ATL-REG 3

Child increasingly persists in understanding or mastering activities, even if they are challenging or difficult

*Approaches to Learning - Self-Regulation (ATL-REG)*



# Engagement & Persistence

ATL  
REG  
3

Building Earlier	Continues self-selected activities with adult support, even though interest briefly shifts to other activities
Building Middle	Continues self-selected activities on own, seeking adult support to work through challenges
Building Later	Works through challenges on own while engaged in self-selected activities
Integrating Earlier	Returns to activities, including challenging ones, on multiple occasions to practice a skill or to complete the activity
Integrating Middle	Pursues simple multi-step activities, following the steps through to completion
Integrating Later	Completes complex multi-step activities, making and adjusting plans as needed

# Shared Use of Space & Materials

ATL  
REG  
4

ATL-REG 4

Child develops the capacity to share the use of space and materials with others

*Approaches to Learning - Self-Regulation (ATL-REG)*

**KIDS**

## Shared Use of Space & Materials

ATL  
REG  
4

Building Earlier	Shows awareness that other children might want to use materials by taking action to control the materials
Building Middle	Maintains control of some preferred materials allowing others to use the rest, but will need adult support to share preferred materials with other children
Building Later	Follows expectations or procedures for sharing, most of the time, without adult prompting
Integrating Earlier	Offers to share space or materials with others in the absence of explicit expectations for sharing
Integrating Middle	Shows concern about everyone being treated fairly in collaborative activities with others
Integrating Later	Engages in sustained collaborative activities that involve mutual assistance

# Identity of Self in Relation to Others

SED  
1

SED 1

Child shows increasing awareness of self as distinct from and also related to others

*Social and Emotional Development (SED)*

**KIDS**

# Identity of Self in Relation to Others

SED  
1

Building Earlier	Expresses simple ideas about self and connection to others
Building Middle	Describes self or others based on physical characteristics
Building Later	Describes own preferences or feelings; describes the feelings or desires of family members, friends, or other familiar people
Integrating Earlier	Compares own preferences or feelings to those of others
Integrating Middle	Describes and compares self and others using personality characteristics
Integrating Later	Identifies and evaluates strengths and weaknesses by comparing self with others

# Social & Emotional Understanding

SED  
2

SED 2

Child shows developing understanding of people's behaviors, feelings, thoughts, and individual characteristics

*Social and Emotional Development (SED)*

**KIDS**

# Social & Emotional Understanding

SED  
2

Building Earlier	Identifies own or others' feelings
Building Middle	Communicates, with adult assistance, about feelings that caused own behavior or others' behavior
Building Later	Communicates ideas about why one has a feeling or what will happen as a result of a feeling
Integrating Earlier	Communicates ideas about how own or another's personality affects how one thinks, feels, and acts
Integrating Middle	Compares people's personality traits; demonstrates consideration for the thoughts or feelings of others
Integrating Later	Uses understanding of another's personality traits to explain and predict their behavior



# Relationships & Social Interactions with Familiar Adults

SED  
3

SED 3

Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults

*Social and Emotional Development (SED)*

**KIDS**

# Relationships & Social Interactions with Familiar Adults

SED  
3

Building Earlier	Engages in extended interactions with familiar adults in a variety of situations (e.g., sharing ideas or experiences, solving simple problems)
Building Middle	Seeks a familiar adult's ideas or explanations about events or experiences that are interesting to the child
Building Later	Takes initiative in creating cooperative activities with a familiar adult
Integrating Earlier	Works cooperatively with familiar adults, over sustained periods, to plan and carry out activities or to solve problems
Integrating Middle	Seeks to be cooperative or to promote cooperation by showing understanding of familiar adults' goals through words or actions
Integrating Later	Shows interest in how familiar adults' experiences, feelings and thoughts affect their behavior

# Relationships & Social Interactions with Peers

SED  
4

SED 4

Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers

*Social and Emotional Development (SED)*

**KIDS**

# Relationships & Social Interactions with Peers

SED  
4

Building Earlier	Participates in brief episodes of cooperative play with one or two peers, especially those with whom child regularly plays
Building Middle	Participates in extended episodes of cooperative play with one or two friends
Building Later	Initiates sustained episodes of cooperative play (including pretend play), particularly with friends
Integrating Earlier	Organizes or participates in planning cooperative play activities with several peers, particularly with friends
Integrating Middle	Demonstrates understanding of feelings and thoughts of other children (e.g., shows concern for another's feelings or negotiates conflicts in a fair and balanced way)
Integrating Later	Explains own feelings, thoughts, and opinions to other children

# Symbolic & Sociodramatic Play

SED  
5

SED 5

Child develops the capacity to use objects to represent other objects or ideas and to engage in symbolic play with others

*Social and Emotional Development (SED)*

**KIDS**

# Symbolic & Sociodramatic Play

SED  
5

Building Earlier	Engages in pretend-play sequences
Building Middle	Engages in pretend play with others around a shared idea
Building Later	Engages in roles in pretend-play sequences with others
Integrating Earlier	Engages in pretend-play sequences with others by organizing and negotiating roles or rules around a shared, elaborated idea
Integrating Middle	Adjusts pretend-play activity as it proceeds, taking into consideration the ideas, interests, and preferences of other children in the play group
Integrating Later	Engages in complex pretend play, especially with friends, involving complicated roles and a well-coordinated activity based on a shared story line

# Understanding of Language - Receptive

LLD  
1

LLD 1

Child understands increasingly complex communication and language

*Language and Literacy Development (LLD)*

**KIDS**

# Understanding of Language - Receptive

LLD  
1

Building Earlier	Shows understanding of a wide variety of phrases or sentences
Building Middle	Shows understanding of some complex vocabulary, phrases, or sentences, as used in conversations, stories, or learning activities
Building Later	Shows understanding of language that refers to abstract concepts, including imaginary events
Integrating Earlier	Shows understanding of a series of complex statements that explain how or why things happen
Integrating Middle	Shows understanding that language can be used to express different intentions; demonstrates understanding of word play, jokes, and riddles
Integrating Later	Demonstrates understanding of common figurative language such as idioms, metaphors, and similes



# Responsiveness to Language

LLD  
2

LLD 2

Child communicates or acts in response to language and responds to increasingly complex language

*Language and Literacy Development (LLD)*

**KIDS**

## Responsiveness to Language

LLD  
2

Building Earlier	Responds to one-step requests or questions involving an action that will happen right away
Building Middle	Carries out a one-step request that relates to a new or an unfamiliar activity or situation
Building Later	Carries out multi-step requests that involve a familiar activity or routine
Integrating Earlier	Carries out multi-step requests that involve a new or unfamiliar activity, situation, or concept
Integrating Middle	Carries out multi-step, detailed instructions that involve a new or unfamiliar sequence of events or directions
Integrating Later	Carries out multi-step, detailed instructions that involve imaginary sequences of events or directions or rules of a new or unfamiliar activity (e.g., a game)

# Communication & Use of Language (Expressive)

LLD  
3

LLD 3

Child's communication develops from nonverbal communication to using language with increasingly complex words and sentences

*Language and Literacy Development (LLD)*

**KIDS**

## Communication & Use of Language (Expressive)

LLD  
3

Building Earlier	Uses short phrases or sentences of more than two words to communicate
Building Middle	Uses short sentences that contain nouns, verbs, adjectives and recently encountered vocabulary, to communicate
Building Later	Uses phrases and sentences with a variety of word forms, including past tense, future tense, plurals, pronouns, or possessives to communicate, sometimes with errors
Integrating Earlier	Combines phrases and sentences with a variety of word forms to communicate ideas, and to describe people, objects, or events
Integrating Middle	Uses much of the grammar of adult-like speech, sometimes with grammatical errors; adapts own speech to the level of the listener
Integrating Later	Uses most of the grammar of adult-like speech; converses about a broad range of abstract ideas and concepts

# Reciprocal Communication & Conversation

LLD  
4

LLD 4

Child engages in back-and-forth communication that develops into increasingly extended conversations\*

*\*Conversations can include communication using sign language or alternative communications*

*Language and Literacy Development (LLD)*

**KIDS**

# Reciprocal Communication & Conversation

LLD  
4

Building Earlier	Engages in brief, back-and-forth communication, using short phrases and sentences
Building Middle	Engages in brief conversations with a shared focus
Building Later	Engages in conversations with a shared focus, contributing clarifying comments or building on the other person's ideas
Integrating Earlier	Engages in extended, focused conversations that involve reasoning, predicting, problem solving, or understanding ideas
Integrating Middle	Builds on both concrete and abstract ideas of others during extended conversations
Integrating Later	Seeks additional information during extended conversations in order to understand and build on the ideas of others; displays appropriate social conventions of conversation and takes turns in conversations

# Interest in Literacy

LLD  
5

LLD 5

Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways

*Language and Literacy Development (LLD)*

**KIDS**

## Interest in Literacy

LLD  
5

Building Earlier	Looks at books page by page or participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult
Building Middle	Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games
Building Later	Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story
Integrating Earlier	Initiates literacy activities that relate to own experiences or interests, as well as classroom experiences
Integrating Middle	Initiates literacy activities to explore and understand new or unfamiliar words, ideas, or concepts
Integrating Later	Engages in independent and shared book reading; uses text to research topics of interest; participates in adult-led discussions exploring literature



# Comprehension of Age-Appropriate Text

LLD  
6

LLD 6

Child develops capacity to understand details and ideas from age-appropriate text presented by adults

*Language and Literacy Development (LLD)*

**KIDS**

# Comprehension of Age-Appropriate Text

LLD  
6

Building Earlier	Makes comments or asks questions about text presented in books or the environment
Building Middle	Demonstrates knowledge of main characters, events, or ideas in familiar narrative or informational text
Building Later	Demonstrates knowledge and understanding of details in narrative or informational text that includes order of events, cause and effect
Integrating Earlier	Demonstrates understanding of narrative and informational text by summarizing, comparing, or making inferences about people, objects, or events
Integrating Middle	Demonstrates an understanding of detailed informational and narrative text by summarizing and stating inferences about its meaning
Integrating Later	Demonstrates an understanding of detailed informational and narrative text by asking or answering questions to monitor own comprehension

# Concepts About Print

LLD  
7

LLD 7

Child shows an increasing understanding of the conventions and physical organization of print material and that print carries meaning

*Language and Literacy Development (LLD)*

**KIDS**

## Concepts About Print

LLD  
7

Building Earlier	Demonstrates awareness of the way books are handled
Building Middle	Demonstrates understanding that print and symbols carry meaning
Building Later	Demonstrates understanding of how to follow print on a page of text
Integrating Earlier	Demonstrates understanding that print is organized into units, such as letters, sounds, and words
Integrating Middle	Demonstrates understanding that different types of printed materials are organized to communicate specific ideas or information
Integrating Later	Demonstrates understanding that print material is organized into sentences that have first letter capitalization and ending punctuation

# Phonological Awareness

LLD  
8

LLD 8

Child shows increasing awareness of the sounds (elements) that make up language, including the ability to manipulate them in language

*Language and Literacy Development (LLD)*

**KIDS**

# Phonological Awareness

LLD  
8

Building Earlier	Engages actively in play with sounds in words or rhymes, or sings simple songs, or repeats nursery rhymes
Building Middle	Demonstrates awareness of larger units of language (e.g., words, syllables)
Building Later	Blends larger units of language (e.g., compound words and syllables) with or without the support of pictures or objects; segments larger units of language (e.g., compound words and syllables) with or without the support of pictures or objects
Integrating Earlier	Blends smaller units of language (e.g., onsets and rhymes), with or without the support of pictures or objects; segments smaller units of language (e.g., onsets and rhymes), with or without the support of pictures or objects
Integrating Middle	Matches initial and final sounds of words; segments and blends initial and final phonemes of words
Integrating Later	Isolates the initial sound, middle vowel, and final sound in three-phoneme (consonant-vowel-consonant) words

# Letter & Word Knowledge

LLD  
9

LLD 9

Child shows increasing awareness of letters in the environment and their relationship to sound, including understanding that letters make up words

*Language and Literacy Development (LLD)*

**KIDS**

# Letter & Word Knowledge

LLD  
9

Building Earlier	Demonstrates awareness of a few letters in the environment
Building Middle	Identifies some letters by name
Building Later	Identifies 10 or more letters (not necessarily at the same time); shows understanding that letters make up words
Integrating Earlier	Identifies most uppercase letters and most lowercase letters (not necessarily at the same time); shows understanding that letters correspond to sounds in words
Integrating Middle	Demonstrates knowledge of all of the letters of the alphabet (uppercase and lowercase) and corresponding sounds for the majority of consonants and many vowels; identifies frequently-used words (e.g., the, of, is, to, you, she, my)
Integrating Later	Assembles or splits apart words to make new words; identifies both short vowel sounds and long vowel sounds for most vowels



# Emergent Writing

LLD  
10

LLD 10

Child shows increasing ability to write using scribbles, marks, drawings, letters, characters, or words to represent meaning

*Language and Literacy Development (LLD)*

**KIDS**

## Emergent Writing

LLD  
10

Building Earlier	Makes scribble marks or simple drawings that represent people, things, or events
Building Middle	Writes letter-like shapes or a few letters to represent own name or words
Building Later	Writes own name, but may make errors
Integrating Earlier	Writes several words or a few simple phrases, but may make errors
Integrating Middle	Writes and composes simple sentences to communicate ideas to others
Integrating Later	Writes and composes brief paragraphs that describe an experience (e.g., fictional, autobiographical) or that provide information about people, things, places, or events

# Classification

COG:  
MATH  
1

COG: MATH 1

Child shows an increasing ability to compare, match and sort objects into groups according to their attributes

*Cognition: Math (COG: MATH)*

**KIDS**

# Classification

COG:  
MATH  
1

Building Earlier	Sorts objects into two groups based on one attribute, but not always accurately
Building Middle	Sorts objects accurately into two or more groups based on one attribute
Building Later	Sorts objects into two or more groups based on one attribute, then puts all the objects together and re-sorts the entire collection into new groups
Integrating Earlier	Sorts objects into groups based on at least two attributes, sometimes sorting by one attribute and then subdividing those groups based on a second attribute
Integrating Middle	Sorts objects by attributes that are subtle and describes the resulting categorical groups
Integrating Later	Sorts objects to gather and organize information, compares the groups of objects, and interprets the information

# Number Sense of Quantity

COG:  
MATH  
2

COG: MATH 2

Child shows developing understanding of number and quantity

*Cognition: Math (COG: MATH)*

**KIDS**

# Number Sense of Quantity

COG:  
MATH  
2

Building Earlier	Identifies quantities up to three without counting
Building Middle	Counts up to five objects using one-to-one correspondence; recites numbers in order, one through ten
Building Later	Shows understanding that the last number counted is the total number of objects in the group
Integrating Earlier	Solves simple, everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence; and recites numbers correctly, up to 20
Integrating Middle	Recites numbers in order, up to 100, by ones and by tens, starting at any given number; counts at least 20 objects correctly using one-to-one correspondence; demonstrates understanding that teen numbers are composed of 10 and additional ones (10-19); reads and writes numerals 0 to 20
Integrating Later	Counts beyond 100, starting at any given number; demonstrates understanding that, in two-digit numbers, the first digit represents the number of tens and the second digit represents the number of ones; reads and writes two-digit numerals up to 100

# Number Sense of Math Operations

COG:  
MATH  
3

COG: MATH 3

Child shows increasing ability to add and subtract small quantities of objects

*Cognition: Math (COG: MATH)*

**KIDS**

# Number Sense of Math Operations

COG:  
MATH  
3

Building Earlier	Attends to or explores changes in number of objects
Building Middle	Identifies the new number of objects after one object is added to or removed from a set of two or three objects
Building Later	Uses counting to add or subtract one or two objects to or from a group of at least four objects
Integrating Earlier	Solves simple addition or subtraction word problems by using fingers or objects to represent numbers or by mental calculation
Integrating Middle	Represents and solves addition and subtraction problems, with totals up to 10, by using objects, drawings, or fingers, or by mental calculation; demonstrates understanding that numbers (10 or smaller) can be decomposed in more than one way (i.e., $7=5+2$ ; $7=6+1$ )
Integrating Later	Represents and solves addition and subtraction word problems, with totals up to 20, by using objects, drawings and equations, applying advanced strategies (e.g., count-on), including strategies that reflect understanding of properties of addition and subtraction



# Measurement

COG:  
MATH  
4

COG: MATH 4

Child shows an increasing understanding of measurable properties, such as size, length, weight, and capacity (volume), and how to quantify those properties

*Cognition: Math (COG: MATH)*

**KIDS**

# Measurement

**COG:  
MATH  
4**

Building Earlier	Shows understanding of some measurable properties (e.g., size, length, weight, capacity) or uses words (e.g., “big,” “heavy”) to describe some measurable properties
Building Middle	Identifies differences in size, length, weight, or capacity between two objects, using comparative words (e.g., “bigger,” “smaller”) or showing understanding of comparative words
Building Later	Orders three or more objects by directly comparing them using a measurable property
Integrating Earlier	Explores the properties of objects through either the use of measurement tools with standard units (e.g., ruler, scale) or the use of nonstandard units (e.g., footsteps, blocks)
Integrating Middle	Measures objects (e.g., length, area, volume), using multiple units and counting the number of units, not always accurately or recognizing the need for equal units
Integrating Later	Measures objects, using equal-size units, and counting the number of units, avoiding gaps or overlaps between units

# Patterning

COG:  
MATH  
5

COG: MATH 5

Child shows an increasing ability to recognize, reproduce, and create patterns of varying complexity

*Cognition: Math (COG: MATH)*

**KIDS**

# Patterning

COG:  
MATH  
5

Building Earlier	Matches simple sequences that are seen, heard, or experienced
Building Middle	Attempts to create simple repeating patterns (with two elements)
Building Later	Extends a simple repeating pattern (with two elements) by adding one or more repetitions of an existing pattern
Integrating Earlier	Creates, copies, or extends complex patterns (with three or more elements)
Integrating Middle	Identifies smallest repeating unit of the pattern; translates pattern from one mode of representation to another (e.g., using an ABB pattern with shapes and then with movement)
Integrating Later	Identifies growing patterns (i.e., patterns that increase with every repetition) by describing their numeric or geometric progressions

# Shapes

COG:  
MATH  
6

COG: MATH 6

Child shows an increasing knowledge of shapes and their characteristics

*Cognition: Math (COG: MATH)*

**KIDS**

Building Earlier	Matches similar shapes and distinguishes them from dissimilar shapes without necessarily naming them
Building Middle	Identifies or names several shapes in the environment (e.g., circles, squares, triangles)
Building Later	Recognizes shapes when they are presented in different orientations or as parts of other objects
Integrating Earlier	Describes several shapes and the differences between them
Integrating Middle	Names, describes and compares a variety of two-dimensional shapes in different sizes and orientations (e.g., rectangle, hexagon), and some three-dimensional shapes (e.g., cylinder, cubes)
Integrating Later	Identifies or distinguishes shapes using defining attributes (e.g., number of sides, angles); creates representations of shapes based on knowledge of defining attributes

# Perceptual-Motor Skills & Movement Concepts

PD  
1

PD 1

Child moves body and interacts with the environment, demonstrating increasing awareness of on physical effort, body awareness, spatial awareness, and directional awareness

*Physical Development (PD)*

**KIDS**

# Perceptual-Motor Skills & Movement Concepts

PD  
1

Building Earlier	Tries different ways to coordinate movements of large or small body parts
Building Middle	Adjusts aspects of movement (e.g., effort, spatial, directional) in relation to people and objects, with adult guidance
Building Later	Anticipates and adjusts aspects of movement (e.g., effort, spatial, directional) on own, in relation to people and objects in familiar spaces
Integrating Earlier	Anticipates and adjusts aspects of movement (e.g., effort, spatial, directional) during new activities, in changed environments, or on different surfaces
Integrating Middle	Maintains spacing of body in relation to coordinated movements of others, while coordinating own body movements
Integrating Later	Adjusts movement of body in time and space to meet the requirements of structured physical play activities, including games and dance



# Gross Locomotor Movement Skills

PD  
2

PD 2

Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping)

*Physical Development (PD)*

KIDS

# Gross Locomotor Movement Skills

PD  
2

Building Earlier	Attempts, in an upright position, to coordinate movements that momentarily move whole body off the ground
Building Middle	Coordinates and controls individual locomotor movements, with some success
Building Later	Combines and coordinates two or more locomotor movements together in effective ways, with some success
Integrating Earlier	Combines a variety of locomotor movements and moves effectively across a range of activities
Integrating Middle	Combines a variety of locomotor movements with refined coordination (with control, flexibility, speed, rhythm)
Integrating Later	Applies a variety of manipulative, locomotor and stability skills to organized games and dance activities

# Gross Motor Manipulative Skills

PD  
3

PD 3

Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching)

*Physical Development (PD)*

KIDS

## Gross Motor Manipulative Skills

PD  
3

Building Earlier	Manipulates objects, using one or more body parts, with stability but limited coordination
Building Middle	Uses two or more movements sequentially to manipulate objects, sometimes pausing briefly between movements
Building Later	Coordinates arms, legs, or body to manipulate objects, with connected sequential or simultaneous movements
Integrating Earlier	Applies a variety of manipulative skills, in combination with locomotor skills, in different physical activities
Integrating Middle	Combines a variety of manipulative skills with locomotor and stability skills in play activities with refined coordination (with control, flexibility, speed, rhythm)
Integrating Later	Applies a variety of manipulative, locomotor and stability skills to organized games and dance activities

# Fine Motor Manipulative Skills

PD  
4

PD 4

Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks

*Physical Development (PD)*

KIDS

## Fine Motor Manipulative Skills

PD  
4

Building Earlier	Manipulates objects with one hand while stabilizing the objects with other hand or with another part of body
Building Middle	Manipulates objects with both hands doing different movements
Building Later	Manipulates objects, using hands, with strength, accuracy, and coordination
Integrating Earlier	Performs, with efficiency, a variety of tasks that require precise manipulation of small objects
Integrating Middle	Performs a variety of tasks with sequential steps that require precise and coordinated use of both hands to manipulate or reposition small objects
Integrating Later	Performs a variety of tasks with sequential steps that require precision of one hand, while manipulating or repositioning small objects in that hand