

Preschool Developmental Milestones Chart			
Three-Year-Old Level	Four-Year-Old Level	Five-Year-Old Level	
Language & Communication	vocabulary increasing steadily, using sentences of at least 3 or 4 words to express wants and needs	talks to others about personal acquaintances, experiences, and acquisitions (in small and large groups)	uses complex sentence structure, and has the vocabulary to express most wants, needs, and explanations, without difficulty
	begins to listen and attend to others	listens to others and tries to participate in conversation	participates actively in conversations, listening attentively and with patience to others' contributions
	learns words to simple finger plays, rhymes, and songs, especially those with a lot of repetition and hand motions	restates multi-step directions	can follow multi-step instructions and requests
	can tell a simple story, often focusing only on favorite parts	can retell the basic sequence of a story	remembers and recites poems, songs, and story and movie sequences, and acts them out
		uses some positional words (e.g., under, over, on)	uses positional words (e.g., under, over, on)
	walks, runs, turns, and stops well	walks, runs, turns, and stops well	skips and runs with agility and speed
	is developing coordination in a variety of situations	beginning to skip	coordinates movements for swimming, skating, or bike riding
	balances with emerging skill	can balance and climb in many situations	balances, hops, jumps, and climbs well
	plays actively and then needs rest	exhibits increasing physical endurance	displays high energy level
	Gross-Motor Development	<i>Chart continued on next page</i>	

### Preschool Developmental Milestones Chart

Three-Year-Old Level	Four-Year-Old Level	Five-Year-Old Level
<p>plays alone or alongside others, sometimes copying others, or following their suggestions</p> <p>asserts own needs and wants, and is beginning to negotiate conflict with peers</p> <p>expresses intense feelings, such as affection or joy</p> <p>becoming comfortable separating from familiar adults</p> <p>may sense another's feelings and show empathy</p> <p>achieves some independence with routine tasks such as dressing self, using the bathroom, and cleaning up after playing or eating</p>	<p>still plays alongside others, but is beginning to play cooperatively, as "being friends" becomes increasingly important</p> <p>begins to willingly take turns, mostly to ensure that others will "be friends"</p> <p>works hard to use language to express feelings, negotiate, and resolve disagreements, with adult help</p> <p>over time, shows comfort with new people and situations</p> <p>begins to spontaneously offer help, comfort, or objects to others</p> <p>manages routines such as dressing self, using the bathroom, and cleaning up after play, snacks, or meals, often independently</p> <p>is beginning to comprehend that there are consequences to one's actions</p>	<p>plays with "best friends" extensively</p> <p>cooperates most of the time in group play and work time</p> <p>uses language to express feelings, negotiate, and resolve disagreements, with minimal adult intervention</p> <p>over time shows comfort with new people and situations</p> <p>can sense another person's feelings, and has some ideas about how to help others</p> <p>manages routines such as dressing self, using the bathroom, and cleaning up after play, snacks, or meals, mostly independently</p> <p>is beginning to understand the consequences of own and others' behavior</p>
<p><i>Chart continued on next page</i></p>		

Preschool Developmental Milestones Chart

Three-Year-Old Level	Four-Year-Old Level	Five-Year-Old Level
vocabulary increasing steadily, using sentences of at least 3 or 4 words to express wants and needs begins to listen and attend to others	talks to others about personal acquaintances, experiences, and acquisitions (in small and large groups) listens to others and tries to participate in conversation	uses complex sentence structure, and has the vocabulary to express most wants, needs, and explanations, without difficulty participates actively in conversations, listening attentively and with patience to others' contributions
learns words to simple finger plays, rhymes, and songs, especially those with a lot of repetition and hand motions can tell a simple story, often focusing only on favorite parts	restates multi-step directions can retell the basic sequence of a story	can follow multi-step instructions and requests remembers and recites poems, songs, and story and movie sequences, and acts them out
walks, runs, turns, and stops well is developing coordination in a variety of situations balances with emerging skill plays actively and then needs rest	uses some positional words (e.g., under, over, on) walks, runs, turns, and stops well beginning to skip can balance and climb in many situations exhibits increasing physical endurance	uses positional words (e.g., under, over, on) skips and runs with agility and speed coordinates movements for swimming, skating, or bike riding balances, hops, jumps, and climbs well displays high energy level
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Language & Communication

Gross-Motor Development

Preschool Developmental Milestones Chart

Three-Year-Old Level	Four-Year-Old Level	Five-Year-Old Level
manipulates large pegs, beads, and puzzles with knobs, or whole pieces representing objects	uses puzzles with small pieces, small pegs, beads, playdough, eyedroppers, etc.	does multiple-piece puzzles, and uses small manipulatives with ease
pours liquids with some spills	pours sand or liquids into small containers	
builds simple block structures	builds complex block structures	builds 3-dimensional block structures
holds crayon or marker in fingers instead of fist	draws combinations of shapes and objects that are recognizable to adults	draws persons and geometric designs
draws shapes and objects in some relation to each other	draws persons with at least 4 parts	prints first name and prints some letters crudely but readably for adults
handles scissors with some success	uses scissors with increasing skill	uses hammers, scissors, screwdrivers, and hole punchers unassisted
dresses and undresses with some assistance	dresses and undresses without assistance	dresses and undresses easily, tying shoes with adult coaching

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Fine-Motor Development

Preschool Developmental Milestones Chart

Three-Year-Old Level	Four-Year-Old Level	Five-Year-Old Level
<p>is curious about print in the environment</p> <p>may play at reading by reading the pictures</p> <p>listens to stories read aloud, asks questions</p> <p>plays at writing, and may combine writing and drawing</p>	<p>"reads" some print in the environment (names, letters, signs, labels, logos)</p> <p>plays at reading by reading the pictures</p> <p>listens to stories read aloud, asks questions, and makes pertinent comments</p> <p>is curious about letters, words, and some conventions of print (front-to-back, directionality of books)</p> <p>plays at writing using scribbles, random symbols and letters, and some conventional words and names</p>	<p>"reads" print in the environment (many classmates' names, alphabet letters, "Exit" and restroom signs, labels, logos)</p> <p>role-plays self as reader, relying heavily on memory, pictures, and/or some word recognition</p> <p>listens to stories read aloud, and discusses plot and characters</p> <p>is curious about letters, words, and conventions of print, and may ask how to spell words</p> <p>writes using scribbles, random symbols and letters, and conventional words and names</p>

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Preschool Developmental Milestones Chart

Three-Year-Old Level	Four-Year-Old Level	Five-Year-Old Level
attempts to use various tools to express self through random marks, drawings, paintings, or building	uses various tools with increasing control to express self through designs, drawings, paintings, or building	regularly uses various tools with control to express self through designs, drawings, paintings, or building
may begin to name a person, place, thing, or action in a drawing	sometimes names a person, place, thing, or action in a drawing	sometimes names a person, place, thing, or action in a drawing
responds to music through spontaneous body movements	responds to music through rhythmic body movements	includes detail in drawings and artwork
engages in pretend play	engages in pretend play easily and naturally	responds to music through rhythmic, controlled body movements
explores the uses and properties of expressive media (paint, chalk, crayon, pencils, clay, collage materials, wood, etc.)	explores a variety of expressive media (paint, chalk, crayon, pencils, clay, collage materials, wood, etc.)	engages in dramatic play easily, cooperating with other children, and showing lots of imagination and interest
		explores a variety of expressive media with purpose, often with a product in mind (paint, chalk, crayon, pencils, clay, collage materials, wood, etc.)

Creative Development