



Ohio Early Learning and Development Standards

Alignment for Birth to 3 Years

Alignment for Pre-Kindergarten



Alignment of the



Experience Early Learning Skills



with

Ohio Early Learning and Development Standards for Birth-3 years

Approaches Toward Learning	
Initiative	
Initiative and Curiosity	
Infants (Birth - 8 months) Show interest in people and objects.	Social & Emotional Development SED 3 Attention & Persistence: Maintains attention on people, things and projects. Persists in understanding and mastering activities even if challenging. SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.
Young Toddlers (6 - 18 months) Explore the environment through a variety of sensory-motor activity Practice new skills with enthusiasm. Demonstrate a willingness to try new activities and experiences.	Science SCI 1 Inquiry & Investigation: Observes, inquires and investigates objects and events to gain understanding. SCI 1.2 Uses senses to explore environment. Experiments with cause and effect. Asks one- to two-word questions.
Older Toddlers (16 - 36 months) Experiment in the environment with purpose. Ask questions to gain information.	Science SCI 1 Inquiry & Investigation: Observes, inquires and investigates objects and events to gain understanding. SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help.
Planning, Action and Reflection	
Infants (Birth - 8 months) Act on the environment to meet needs or interests. Respond to people and objects in their immediate environment based on past experience.	Social & Emotional Development SED 3 Attention & Persistence: Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine. SED 3.1 Calms with support from caregiver. Responds as caregiver takes care of his/ her needs. Reacts to changes in routine.
Young Toddlers (6 - 18 months) Use a variety of ways to meet simple goals. Approach tasks with repeated trial and error.	Science SCI 1 Inquiry & Investigation: Observes, inquires and investigates objects and events to gain understanding. Uses logic to solve problems. SCI 1.2 Uses senses to explore environment. Experiments with cause and effect.
Older Toddlers (16 - 36 months)	Science SCI 1 Inquiry & Investigation: Observes, inquires and investigates objects

<p>Make choices to achieve a desired goal</p> <p>Use previous learning to inform new experiences with people and objects in their environment.</p>	<p>and events to gain understanding. Uses logic to solve problems.</p> <p>SCI 1.4 Uses past knowledge to explain observed changes.</p> <p>SCI 1.5 Uses previous knowledge to determine which solution to try first when solving a problem.</p>
Engagement and Persistence	
Attention	
<p>Infants (Birth - 8 months)</p> <p>Demonstrate awareness of happenings in surroundings.</p>	<p>Social & Emotional Development</p> <p>SED 3 Attention & Persistence: Maintains attention on people, things and projects.</p> <p>SED 3.1 Focuses for a short time on a person, sound or thing.</p>
<p>Young Toddlers (6 - 18 months)</p> <p>Focus on an activity but are easily distracted.</p>	<p>Social & Emotional Development</p> <p>SED 3 Attention & Persistence: Maintains attention on people, things and projects.</p> <p>SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.</p>
<p>Older Toddlers (16 - 36 months)</p> <p>Focus on an activity for short periods of time despite distractions.</p>	<p>Social & Emotional Development</p> <p>SED 3 Attention & Persistence: Maintains attention on people, things and projects.</p> <p>SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult.</p>
Persistence	
<p>Infants (Birth - 8 months)</p> <p>Attempt to reproduce interesting and pleasurable effects and events.</p>	<p>Social & Emotional Development</p> <p>SED 4: Social Awareness: Identifies and respects differences in others of abilities, characteristics, feelings, and interests.</p> <p>SED 4.1 Adjusts behavior in a situation based on emotional or facial response of a familiar person.</p>
<p>Young Toddlers (6 - 18 months)</p> <p>Repeat actions intentionally to achieve goal.</p>	<p>Social & Emotional Development</p> <p>SED 3 Attention & Persistence: Maintains attention on people, things and projects.</p> <p>SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult.</p>
<p>Older Toddlers (16 - 36 months)</p> <p>Engage in self-initiated activities for sustained periods of time.</p>	<p>Social & Emotional Development</p> <p>SED 3 Attention & Persistence: Maintains attention on people, things and projects.</p> <p>SED 3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.</p>

Creativity	
Innovation and Invention	
Infants (Birth - 8 months) Make discoveries about self, others, and the environment.	Creative Arts CA 1 Music: Expresses through music and develops rhythm and tone. CA 1.1 Responds to sounds. Makes sounds to communicate feelings.
Young Toddlers (6 - 18 months) Uses objects in new ways.	Creative Arts CA 4 Drama: Participates in dramatic and symbolic play, uses props to represent other objects or ideas. CA 4.3 Uses realistic toys as replacements for real objects.
Older Toddlers (16 - 36 months) Uses materials in new and unconventional ways.	Creative Arts CA 4 Drama: Participates in dramatic and symbolic play, uses props to represent other objects or ideas. CA 4.4 Uses any object as a replacement for a realistic prop or real object.

Expression of Ideas and Feelings Through the Arts	
Infants (Birth - 8 months) Demonstrate preferences, pleasure or displeasure when interacting with various media.	Creative Arts CA 2 Dance: Expresses through dance and develops movement techniques. CA 2.1 Moves body in a variety of ways. Uses body language to express feelings.
Young Toddlers (6 - 18 months) Seek out experiences with a variety of materials and art materials based on preferences and past experiences.	Creative Arts CA 3 Visual Art: Expresses through 2D and 3D visual art and develops artistic techniques. CA 3.3. Explores a variety of artistic tools and media.
Older Toddlers (16 - 36 months) Use self-selected materials and media to express ideas and feelings.	Creative Arts CA 3 Visual Art: Expresses through 2D and 3D visual art and develops artistic techniques CA 3.4 Chooses an object or art tool to use with a given medium for a desired effect.

Cognition and General Knowledge	
Cognitive Skills	
Memory	
Infants (Birth - 8 months) Exhibit differentiated responses to familiar and unfamiliar people, events, objects and their features. Mirror simple actions and facial expressions of others previously experienced. Anticipate next steps in simple familiar routines and games.	Social Studies SS 5 Sense of Time: Develops sense of time. SS 5.1 Focuses on interactions with others for a short time. SS 5.2 Observes events and begins to participate. Social & Emotional Development SED 4 Social Awareness: Identifies and respects differences in others of abilities, characteristics, feelings, and interests. SED 4.1 Adjusts behavior in a situation based on emotional or facial response of a familiar person.
Young Toddlers (6 - 18 months) Recall information over a period of time with contextual cues. Anticipate the beginning and ending of activities, songs and stories.	Social Studies SS 5 Sense of Time: Develops sense of time. SS 5.2 Observes events and begins to participate. SS 5.3 Describes events as they happen. Uses words such as first, then.
Older Toddlers (16 - 36 months) Recall information over a longer period of time without contextual cues. Anticipate routines. Link past and present activities.	Social Studies SS 5 Sense of Time: Develops sense of time SS 5.4 Recalls information and events from the past. SS 5.5 Uses language of time to describe familiar sequences of events.
Symbolic Thought	
Infants (Birth - 8 months) Explore real objects, people and actions.	Creative Arts CA 4 Drama: Participates in dramatic and symbolic play, uses props to represent other objects or ideas CA 4.1 Imitates simple movements and facial expressions. Responds to props or puppets.
Young Toddlers (6 - 18 months) Use one or two simple actions or objects to represent another in pretend play.	Creative Arts CA 4 Drama: Participates in dramatic and symbolic play, uses props to represent other objects or ideas. CA 4.2 Mimics observed behaviors and words.
Older Toddlers (16 - 36 months)	Creative Arts

Engage in pretend play involving several sequenced steps and assigned roles.	CA 4 Drama: Participates in dramatic and symbolic play, uses props to represent other objects or ideas. CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.
Reasoning and Problem-Solving	
Infants (Birth - 8 months) Actively use the body to find out about the world.	Science SCI 1 Inquiry & Investigation: Observes, inquires and investigates objects and events to gain understanding. Uses logic to solve problems. SCI 1.2 Uses senses to explore environment. Experiments with cause and effect.
Young Toddlers (6 - 18 months) With modeling and support, use simple strategies to solve problems.	Science SCI 1 Inquiry & Investigation: Observes, inquires and investigates objects and events to gain understanding. Uses logic to solve problems. SCI 1.4 Uses past knowledge to explain observed changes. Tries out many possible solutions to a problem.
Older Toddlers (16 - 36 months) In familiar situations, solve problems without having to try every possibility, while avoiding solutions that clearly will not work.	Science SCI 1 Inquiry & Investigation: Observes, inquires and investigates objects and events to gain understanding. Uses logic to solve problems. SCI 1.5 Uses previous knowledge to determine which solution to try first when solving a problem.
Cognition and General Knowledge: Mathematics	
Number Sense	
Number Sense and Counting	
Infants (Birth - 8 months) Explore objects and attend to events in the environment.	Science SCI 1 Inquiry & Investigation: Observes, inquires and investigates objects and events to gain understanding. Uses logic to solve problems. SCI 1.1 Looks for a person or toy that has moved out of sight. Reacts to changes.
Young Toddlers (6 - 18 months) Pay attention to quantities when interacting with objects.	Math & Reasoning MR 1 Number Sense: Understands concepts of number and quantity. MR 1.3 Creates groups of objects. Adds and removes to group as prompted.
Older Toddlers (16 - 36 months) Show understanding that numbers represent quantity and demonstrate understanding of words that identify how much.	Math & Reasoning MR 1 Number Sense: Understands concepts of number and quantity. MR 1.3 Recognizes numerals to three. Points to one object at a time while counting (not always in correct order).

Use number words to indicate the quantity in small sets of objects (e.g., 2, 3), and begin counting aloud.	MR 1.4 Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.
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Number Relationships and Operations	
Number Relationships	
Infants (Birth - 8 months) Explore objects and attend to events in the environment.	Science SCI 1 Inquiry & Investigation: Observes, inquires and investigates objects and events to gain understanding. Uses logic to solve problems. SCI 1.1 Looks for a person or toy that has moved out of sight. Reacts to changes.
Young Toddlers (6 - 18 months) Notice changes in quantity of objects (especially ones that can be detected visually with ease).	Math & Reasoning MR 1 Number Sense: Understands concepts of number and quantity. MR 1.2 Demonstrates an understanding of one, two and more.
Older Toddlers (16 - 36 months) Demonstrate an understanding that “adding to” increases the number of objects in the group. Place objects in one-to-one correspondence relationships during play.	Math & Reasoning MR 1 Number Sense: Understands concepts of number and quantity. MR 1.3 Creates and counts groups of objects. Adds and removes to group as prompted. MR 6 Classification: Matches and sorts. MR 6.2 When shown one object, finds the match.
Algebra	
Group and Categorize	
Infants (Birth - 8 months) Notice differences between familiar and unfamiliar people, objects and places.	Social & Emotional Development SED 5 Relationship Connection: Develops close bonds and relationships with adults and builds peer friendships. SED 5.2 Greets and stays near familiar people. Recognizes the difference between a familiar and unfamiliar person.
Young Toddlers (6 - 18 months) Match two objects that are the same and select similar objects from a group.	Math & Reasoning MR 6 Classification: Matches and sorts. MR 6.2 When shown one object, finds the match.
Older Toddlers (16 - 36 months)	Math & Reasoning MR 6 Classification: Matches and sorts

Sort objects into two or more groups by their properties and uses.	MR 6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics.
Patterning	
Infants (Birth - 8 months) Imitate repeated movements.	Math & Reasoning MR 5 Patterning: Identifies, reproduces and creates patterns MR 5.1 Plays predictable activities with caregivers such as pat-a-cake and peekaboo.
Young Toddlers (6 - 18 months) Participate in adult-initiated movement patterns.	Math & Reasoning MR 5 Patterning: Identifies, reproduces and creates patterns MR 5.3 Copies patterns with two steps, such as red- blue, red-blue.
Older Toddlers (16 - 36 months) Copy and anticipate a repeating pattern.	Math & Reasoning MR 5 Patterning: Identifies, reproduces and creates patterns MR 5.4 Creates and extends two-step patterns.
Measurement and Data	
Describe and Compare Measurable Attributes	
Infants (Birth - 8 months) Explore properties of objects.	Math & Reasoning MR 4 Measurement: Estimates, measures and compares size, weight, length or volume. MR 4.1 Recognizes when to use whole hand or just two fingers to pick up an object.
Young Toddlers (6 - 18 months) Show awareness of the size of objects.	Math & Reasoning MR 4 Measurement: Estimates, measures and compares size, weight, length or volume. MR 4.2 Explores size and weight of objects in relation to self.
Older Toddlers (16 - 36 months) Demonstrate awareness that objects can be compared by attributes (e.g., size, weight, capacity), and begin to use words such as bigger, smaller and longer.	Math & Reasoning MR 4 Measurement: Estimates, measures and compares size, weight, length or volume. MR 4.3 Determines which object is bigger (heavier, longer) when given two objects.

Geometry	
Spatial Relationships	
Infants (Birth - 8 months) Explore the properties of objects.	Math & Reasoning MR 2 Spatial Awareness: Understands how objects move in space and describes their location (on, under, next to). MR 2.1 Plays with objects and toys that are a variety of shapes. Tries to put one object inside another.
Young Toddlers (6 - 18 months) Explore how things fit and move in space.	Math & Reasoning MR 2 Spatial Awareness: Understands how objects move in space and describes their location (on, under, next to). MR 2.2 Purposely turns or spins objects. Follows simple positional directions such as on/off, over/under and up/down.
Older Toddlers (16 - 36 months) Demonstrate how things fit together and/or move in space with increasing accuracy.	Math & Reasoning MR 2 Spatial Awareness: Understands how objects move in space and describes their location (on, under, next to). MR 2.3 Recognizes familiar objects that are upside down and turns them right-side up. When prompted, finds or places objects next to, between, in front of or behind self.

Identify and Describe Shapes	
Infants (Birth - 8 months)	
Young Toddlers (6 - 18 months)	
Older Toddlers (16 - 36 months) Recognize basic shapes	Math & Reasoning MR 3 Shapes: Identifies shapes and their characteristics MR 3.3 Identifies a few basic shapes.
Cognition and General Knowledge: Social Studies	
Self	
Social Identity	
Infants (Birth - 8 months) Show awareness of self and awareness of other people.	Social & Emotional Development SED 1 Self-Awareness & Confidence: Shows awareness of self as distinct from others and expresses needs, wants and preferences. SED 1.1 Explores self and others by using senses.

Young Toddlers (6 - 18 months) Prefer familiar adults and recognize familiar actions and routines.	Social & Emotional Development SED 5 Relationship Connection: Develops close bonds and relationships with adults and builds peer friendships. SED 5.2 Greets and stays near familiar people. Recognizes the difference between a familiar and unfamiliar person.
Older Toddlers (16 - 36 months) Identify self and others as belonging to one or more groups by observable characteristics.	Social & Emotional Development SED 5 Relationship Connection: Develops close bonds and relationships with adults and builds peer friendships. SED 5.4 Describes family members and their relationship to self. Identifies and role-plays familiar family and community roles.
Cognition and General Knowledge: Science	
Science Inquiry and Application	
Inquiry	
Infants (Birth - 8 months) Examine objects with lips and tongue. Observe, hold, touch and manipulate objects.	Science SCI 1 Inquiry & Investigation: Observes, inquires and investigates objects and events to gain understanding. Uses logic to solve problems. SCI 1.2 Uses senses to explore environment. Experiments with cause and effect.
Young Toddlers (6 - 18 months) Try different things with objects to see what happens or how things work. Observe the physical and natural world around them.	Science SCI 1 Inquiry & Investigation: Observes, inquires and investigates objects and events to gain understanding. Uses logic to solve problems. SCI 1.2 Uses senses to explore environment. Experiments with cause and effect. SCI 2 Natural & Earth Science: Understands living and non-living things, their characteristics and how they change. SCI 2.2 Plays with rocks, sand, dirt or water. Points at clouds and explores the feel of rain and wind.
Older Toddlers (16 - 36 months) Engage in sustained and complex manipulation of objects. Engage in focused observations of objects and events in the environment. Ask questions about objects and events in the environment. With modeling and support, use simple tools to explore the environment.	Science SCI 1 Inquiry & Investigation: Observes, inquires and investigates objects and events to gain understanding. Uses logic to solve problems. SCI 1.2 Asks one- to two-word questions. SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. SCI 2 Natural & Earth Science: Understands living and non-living things, their characteristics and how they change. SCI 2.3 Notices changes in temperature or weather in the immediate

	<p>environment.</p> <p>SCI 3 Physical Science & Technology: Explores forces, motion, technology and how things work.</p> <p>SCI 3.3 Explores movable parts on toys and tools. Uses on and off switches.</p>
Cause and Effect	
<p>Infants (Birth - 8 months)</p> <p>Use simple actions to make things happen.</p>	<p>Science</p> <p>SCI 1 Inquiry & Investigation: Observes, inquires and investigates objects and events to gain understanding. Uses logic to solve problems.</p> <p>SCI 1.1 Looks for a person or toy that has moved out of sight. Reacts to changes.</p>
<p>Young Toddlers (6 - 18 months)</p> <p>Purposefully combine actions to make things happen.</p>	<p>Science</p> <p>SCI 1 Inquiry & Investigation: Observes, inquires and investigates objects and events to gain understanding. Uses logic to solve problems.</p> <p>SCI 1.2 Experiments with cause and effect.</p>
<p>Older Toddlers (16 - 36 months)</p> <p>Demonstrate understanding that events have a cause.</p> <p>Make predictions.</p>	<p>Science</p> <p>SCI 1 Inquiry & Investigation: Observes, inquires and investigates objects and events to gain understanding. Uses logic to solve problems.</p> <p>SCI 1.4 Uses past knowledge to explain observed changes.</p> <p>SCI 1.5 Predicts a few outcomes.</p>

Language and Literacy	
Listening and Speaking	
Receptive Language and Comprehension	
<p>Infants (Birth - 8 months)</p> <p>Attend and respond to language and sounds.</p>	<p>Literacy & Language</p> <p>LLD 1 Language Comprehension (receptive): Understands and interprets language (both words and gestures).</p> <p>LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response.</p>
<p>Young Toddlers (6 - 18 months)</p> <p>Show understanding of simple requests and statements referring to people and objects around them.</p>	<p>Literacy & Language</p> <p>LLD 1 Language Comprehension (receptive): Understands and interprets language (both words and gestures).</p> <p>LLD 1.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts.</p>

<p>Older Toddlers (16 - 36 months)</p> <p>Show understanding of requests and statements referring to people, objects, ideas and feelings.</p> <p>Demonstrate interest in and use words that are new or unfamiliar in conversation and play.</p> <p>Understand when words are used in unconventional ways.</p>	<p>Literacy & Language LLD 1 Language Comprehension (receptive): Understands and interprets language (both words and gestures). LLD 1.3 Shows understanding of a wide variety of phrases and sentences. LLD 1.4 Shows understanding of some complex vocabulary, phrases and sentences.</p> <p>LLD 3 Communication & Language Use: Uses verbal and nonverbal communication to express ideas with increasingly complex words and sentences. LLD 3.3 Asks what a specific person or object is called.</p>
<p>Expressive Language</p>	
<p>Infants (Birth - 8 months)</p> <p>Experiment intentionally with sound inflection and gestures in different ways to express wants, needs or feelings.</p>	<p>Literacy & Language LLD 3 Communication & Language Use: Uses verbal and nonverbal communication to express ideas with increasingly complex words and sentences. LLD 3.1 Mimics single sounds. Makes noises and gestures to communicate.</p>
<p>Young Toddlers (6 - 18 months)</p> <p>Begin to use single words and conventional gestures to communicate with others.</p>	<p>Literacy & Language LLD 3 Communication & Language Use: Uses verbal and nonverbal communication to express ideas with increasingly complex words and sentences. LLD 3.2 Says one- to two-word sentences. Repeats words heard frequently in environment.</p>
<p>Older Toddlers (16 - 36 months)</p> <p>Combine words to express more complex ideas, or requests.</p> <p>With modeling and support, describe experiences with people, places and things.</p> <p>Use words that indicate position and direction.</p>	<p>Literacy & Language LLD 3 Communication & Language Use: Uses verbal and nonverbal communication to express ideas with increasingly complex words and sentences. LLD 3.3 Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places, and objects. LLD 3.4 Describes familiar people, places and objects.</p> <p>Math & Reasoning MR 2 Spatial Awareness: Understands how objects move in space and describes their location (on, under, next to). MR 2.2 Follows simple positional directions such as on/off, over/under and up/down.</p>

Social Communication	
Infants (Birth - 8 months) Attempt to respond to basic forms of social communication with the appropriate facial expression, vocalization and/or gesture.	Literacy & Language LLD 4 Reciprocal Communication: Engage in back and forth communication. LLD 4.1 Uses vocal sounds and gestures to communicate.
Young Toddlers (6 - 18 months) Participate in and often initiate basic communications with family members or familiar others.	Literacy & Language LLD 4 Reciprocal Communication: Engage in back and forth communication. LLD 4.2 Uses a few words and word-like sounds to communicate.
Older Toddlers (16 - 36 months) Participate in and often initiate communication according to commonly accepted expectations with family members and in social groups.	Literacy & Language LLD 4 Reciprocal Communication: Engage in back and forth communication. LLD 4.3 Communicates needs, desires and ideas using simple sentences.
Reading	
Early Reading	
Infants (Birth - 8 months) Show interest in books, pictures, songs and rhymes.	Literacy & Language LLD 9 Reading Comprehension: Understands, recalls and extends details and concepts of text. LLD 9.1 Interacts by reaching or patting when a book is read. Holds book and looks intently at each page.
Young Toddlers (6 - 18 months) Actively participate in book reading, story-telling, and singing.	Literacy & Language LLD 9 Reading Comprehension: Understands, recalls and extends details and concepts of text. LLD 9.2 Points to pictures and repeats words from familiar stories. Answers "Where is . . . ?" questions by pointing.
Older Toddlers (16 - 36 months) Show an appreciation for reading books, telling stories and singing.	Literacy & Language LLD 9 Reading Comprehension: Understands, recalls and extends details and concepts of text. LLD 9.3 Talks about pictures and ideas in familiar stories. Answers "What . . . ?" questions about stories and books. Recalls the name of the main character.
Reading Comprehension	
Infants (Birth - 8 months) Attend and respond when familiar books are read aloud.	Literacy & Language LLD 9 Reading Comprehension: Understands, recalls and extends details and concepts of text. LLD 9.1 Interacts by reaching or patting when a book is read. Holds book and

	looks intently at each page.
Young Toddlers (6 - 18 months) Point to familiar pictures in books when labeled by adult.	Literacy & Language LLD 9 Reading Comprehension: Understands, recalls and extends details and concepts of text. LLD 9.2 Points to pictures and repeats words from familiar stories. Answers "Where is . . . ?" questions by pointing.
Older Toddlers (16 - 36 months) Demonstrate an understanding of the meaning of stories and information in books. Use pictures to describe and predict stories and information in books. Understand when words are used in unconventional ways during shared reading.	Literacy & Language LLD 1 Language Comprehension: Communicates or acts in response to language and verbal directions or cues. LLD 1.5 Shows understanding of language that refers to abstract concepts as used in conversations or learning activities. LLD 9 Reading Comprehension: Understands, recalls and extends details and concepts of text. LLD 9.3 Talks about pictures and ideas in familiar stories. Answers "What . . . ?" questions about stories and books. Recalls the name of the main character.

Print Concepts	
Infants (Birth - 8 months)	
Young Toddlers (6 - 18 months) Demonstrate interest in exploring books.	Literacy & Language LLD 8 Concepts of Print: Demonstrate print and book handling knowledge. LLD 8.1 Looks or points to pictures and opens/closes books.
Older Toddlers (16 - 36 months) Demonstrate a beginning understanding that print carries meaning. Distinguishes pictures from letters and words in a text.	Literacy & Language LLD 6 Letter, Word, Symbol Recognition: Identifies letters, numbers, characters and symbols in print. LLD 6.3 Recognizes the difference between pictures, letters and numbers in print. LLD 9 Reading Comprehension: Understands, recalls and extends details and concepts of text. LLD 9.3 Talks about pictures and ideas in familiar stories. Answers "what" questions about stories and books.

Phonological Awareness	
Infants (Birth - 8 months) Vocalize sounds.	Literacy & Language LLD 5 Phonological Awareness: Hears small units of sound. LLD 5.1 Babbles and vocalizes using sound, volume and inflection.
Young Toddlers (6 - 18 months) Explore sounds of materials and objects.	Literacy & Language LLD 5 Phonological Awareness: Hears small units of sound. LLD 5.2 Imitates sounds and tones.
Older Toddlers (16 - 36 months) Distinguish between sounds that are the same and different (e.g., environmental sounds, animal sounds). Recognize familiar sounds (e.g., the sound of a particular animal, a friend's voice, etc.).	Literacy & Language LLD 5 Phonological Awareness: Hears small units of sound. LLD 5.2 Imitates sounds and tones. LLD 5.3 Shows awareness of separate words in spoken language.
Letter and Word Recognition	
Infants (Birth - 8 months)	
Young Toddlers (6 - 18 months)	
Older Toddlers (16 - 36 months) With modeling and support, recognize familiar logos and environmental print. With modeling and support, recognize own name in print.	Literacy & Language LLD 6 Letter, Word, Symbol Recognition: Identifies letters, numbers, characters and symbols in print. LLD 6.3 Recognizes the difference between pictures, letters and numbers in print. LLD 6.4 Recognizes some common words in print; such as his/her name, mom, dad.
Writing	
Early Writing	
Infants (Birth - 8 months) Show ability to transfer and manipulate an object with hands.	Literacy & Language LLD 10 Emergent Writing: Uses scribbles, drawings, letters, characters or words to represent meaning. LLD 10.1 Explores writing materials.
Young Toddlers (6 - 18 months) Use full-hand grasp (palmar grasp) to hold writing tool to make marks and scribble.	Literacy & Language LLD 10 Emergent Writing: Uses scribbles, drawings, letters, characters or words to represent meaning. LLD 10.3 Holds drawing/writing tools with whole hand and may use whole arm

	to make intentional marks.
Older Toddlers (16 - 36 months) Begin to use thumb and fingers (5-finger grasp) of one hand to hold writing tool.	Literacy & Language LLD 10 Emergent Writing: Uses scribbles, drawings, letters, characters or words to represent meaning. LLD 10.4 Uses fingers to grasp and manipulate drawing/writing tools with increasing control.
Writing Application and Composition	
Infants (Birth - 8 months)	
Young Toddlers (6 - 18 months)	
Older Toddlers (16 - 36 months) Make marks and “scribble writing” to represent objects and ideas.	Literacy & Language LLD 10 Emergent Writing: Uses scribbles, drawings, letters, characters or words to represent meaning. LLD 10.3 Scribbles or draws marks as a representation of an object or person.

Physical Well-Being and Motor Development	
Motor Development	
Large Muscle: Balance and Coordination	
Infants (Birth - 8 months) Demonstrate strength and control of head, arms, legs and trunk using purposeful movements.	Physical & Motor PD 1 Gross Locomotor Movement: Builds strength and balance to roll, crawl, cruise, walk, run and jump. PD 1.1 Sits independently and pulls self into a standing position.
Young Toddlers (6 - 18 months) Move with increasing coordination and balance, with or without adult support and/or assistive device.	Physical & Motor PD 1 Gross Locomotor Movement: Builds strength and balance to roll, crawl, cruise, walk, run and jump. PD 1.2 Walks and climbs.
Older Toddlers (16 - 36 months) Use locomotor skills with increasing coordination and balance.	Physical & Motor PD 1 Gross Locomotor Movement: Builds strength and balance to roll, crawl, cruise, walk, run and jump. PD 1.3 Runs and balances on a wide beam. PD 1.5 Hops from one foot to the other. Begins to skip.

Use a variety of non-locomotor body movements (hands in the air, turn around, stand on one foot, etc.) during play.	
Small Muscle: Touch, Grasp, Reach, Manipulate	
Infants (Birth - 8 months) Transfer a toy from one hand to another by reaching, grasping and releasing.	Physical & Motor PD 3 Fine Motor Manipulation: Builds strength and coordination of small movements in hands to pick up, squeeze, twist, cut, and manipulate tools and toys. PD 3.1 Reaches for objects in sight. Uses arms or legs to make contact with an object. PD 3.2 Purposefully grasps objects with finger and thumb.
Young Toddlers (6 - 18 months) Use both hands together to accomplish a task.	Physical & Motor PD 3 Fine Motor Manipulation: Builds strength and coordination of small movements in hands to pick up, squeeze, twist, cut, and manipulate tools and toys. PD 3.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feed self.
Older Toddlers (16 - 36 months) Coordinate the use of arms, hands and fingers to accomplish tasks.	Physical & Motor PD 3 Fine Motor Manipulation: Builds strength and coordination of small movements in hands to pick up, squeeze, twist, cut, and manipulate tools and toys. PD 3.3 Opens, closes, twists and pulls objects with one or both hands.
Oral-Motor	
Infants (Birth - 8 months) Use mouth and tongue to explore objects. Open mouth to wait for food to enter and use upper lip to clean food off spoon during spoon feeding.	Science SCI 1 Inquiry & Investigation SCI 1.2 Uses senses to explore environment. Physical & Motor PD 5 Personal Care: Responds to and initiates routines for hygiene, feeding, and dressing self. PD 5.1 Receives appropriate healthcare from caregivers. Responds when physical needs are not met.
Young Toddlers (6 - 18 months) Take and chew small bites/pieces of finger food.	Physical & Motor PD 6 Nutrition: Demonstrates knowledge about nutrition and healthy food choices. PD 6.2 Feeds self some finger foods.
Older Toddlers (16 - 36 months)	Physical & Motor PD 6 Nutrition: Demonstrates knowledge about nutrition and healthy food

Take bites from whole foods, coordinate chewing and swallowing.	choices. PD 6.3 Feeds self soft foods with spoon or other utensil.
Sensory-Motor	
Infants (Birth - 8 months) Use senses and movement to explore immediate surroundings.	Science SCI 1 Inquiry & Investigation: Observes, inquires and investigates objects and events to gain understanding. Uses logic to solve problems. SCI 1.2 Uses senses to explore environment.
Young Toddlers (6 - 18 months) Coordinate senses with movement.	Science SCI 1 Inquiry & Investigation: Observes, inquires and investigates objects and events to gain understanding. Uses logic to solve problems. SCI 1.2 Uses senses to explore environment.
Older Toddlers (16 - 36 months) Use sensory information to guide movement to accomplish tasks.	Science SCI 1 Inquiry & Investigation: Observes, inquires and investigates objects and events to gain understanding. Uses logic to solve problems. SCI 1.2 Experiments with cause and effect.
Physical Well-Being	
Body Awareness	
Infants (Birth - 8 months) Show awareness of own body.	Physical & Motor PD 5 Personal Care: Responds to and initiates routines for hygiene, feeding, and dressing self. PD 5.1 Receives appropriate healthcare from caregivers. Responds when physical needs are not met.
Young Toddlers (6 - 18 months) Point to basic body parts when asked.	Physical & Motor PD 5 Personal Care: Responds to and initiates routines for hygiene, feeding, and dressing self. PD 5.2 Points to body parts when prompted.
Older Toddlers (16 - 36 months) Name, point to and move body parts when asked.	Physical & Motor PD 5 Personal Care: Responds to and initiates routines for hygiene, feeding, and dressing self. PD 5.3 Names body parts.
Physical Activity	
Infants (Birth - 8 months) Interact with adults in physical activities.	Physical & Motor PD 2 Gross Motor Coordination: Coordinates large movements to reach, catch and throw.

	PD 2.1 Kicks or grabs from a seated or lying position.
Young Toddlers (6 - 18 months) Using simple movement skills, participate in active physical play.	Physical & Motor PD 2 Gross Motor Coordination: Coordinates large movements to reach, catch and throw. PD 2.2 Carries, drags, kicks and tosses objects.
Older Toddlers (16 - 36 months) Participate in active physical play and structured activities requiring spontaneous and instructed body movements.	Physical & Motor PD 2 Gross Motor Coordination: Coordinates large movements to reach, catch and throw. PD 2.3 Throws objects in an intended direction. Catches objects against body.

Nutrition	
Infants (Birth - 8 months) Express when hungry or full.	Physical & Motor PD 6 Nutrition: Demonstrates knowledge about nutrition and healthy food choices. PD 6.1 Cries when hungry or tired.
Young Toddlers (6 - 18 months) Follow a regular eating routine.	Physical & Motor PD 6 Nutrition: Demonstrates knowledge about nutrition and healthy food choices. PD 6.2 Communicates when hungry, thirsty, or tired. Feeds self some finger foods.
Older Toddlers (16 - 36 months) Make simple food choices, have food preferences and demonstrate willingness to try new foods.	Physical & Motor PD 6 Nutrition: Demonstrates knowledge about nutrition and healthy food choices. PD 6.3 Anticipates the need to eat, rest and drink. Feeds self soft foods with spoon or other utensil.
Self-Help	
Infants (Birth - 8 months) Demonstrate emerging participation in dressing.	Physical & Motor PD 5 Personal Care: Responds to and initiates routines for hygiene, feeding, and dressing self. PD 5.1 Responds when physical needs are not met.
Young Toddlers (6 - 18 months) With adult assistance, participate in personal care tasks (e.g., handwashing, dressing, etc.).	Physical & Motor PD 5 Personal Care: Responds to and initiates routines for hygiene, feeding, and dressing self. PD 5.2 Participates in taking care of some personal needs, such as feeding self

Older Toddlers (16 - 36 months) With modeling and support, complete personal care tasks (e.g., hand-washing, dressing, toileting, etc.).	Physical & Motor PD 5 Personal Care: Responds to and initiates routines for hygiene, feeding, and dressing self. PD 5.3 With help, participates in healthy habits and healthcare routines.
Safety Practices	
Infants (Birth - 8 months)	
Young Toddlers (6 - 18 months) Follow adult intervention and guidance regarding safety.	Physical & Motor PD 4 Safety: Shows awareness of and demonstrates safe practices when participating in activities. PD 4.2 Responds to possible dangers in environment and avoids them when prompted.
Older Toddlers (16 - 36 months) Cooperate and/or stop a behavior in response to a direction regarding safety. Use adults as resources when needing help in potentially unsafe or dangerous situations.	Physical & Motor PD 4 Safety: Shows awareness of and demonstrates safe practices when participating in activities. PD 4.3 Follows simple safety rules. PD 4.6 Applies general safety rules to a variety of everyday situations with little prompting.
Social and Emotional Development	
Self	
Awareness and Expression of Emotion	
Infants (Birth - 8 months) Express a variety of emotions (contentment, distress, happiness, sadness, surprise, dislike, anger and fear) through facial expressions, gestures, movement and sounds.	Social & Emotional Development SED 4 Self-Regulation: Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine. SED 4.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing.
Young Toddlers (6 - 18 months) Communicate emotions purposefully and intentionally, nonverbally and possibly with a few familiar words including complex emotions such as happiness, sadness, surprise, dislike, anger, and fear.	Social & Emotional Development SED 4 Self-Regulation: Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine. SED 4.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing.
Older Toddlers (16 - 36 months)	Social & Emotional Development

<p>Show awareness of own emotions and use nonverbal and/or verbal ways to express complex emotions such as pride, embarrassment, shame and guilt.</p>	<p>SED 4 Self-Regulation: Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine.</p> <p>SED 4.3 Experiments and role-plays with a range of emotions.</p>
Self-Concept	
<p>Infants (Birth - 8 months)</p> <p>Begin to understand self as a separate person from others.</p>	<p>Social & Emotional Development</p> <p>SED 1 Self-Awareness & Confidence: Shows awareness of self as distinct from others and expresses needs, wants and preferences.</p> <p>SED 1.1 Explores self and others by using senses.</p>
<p>Young Toddlers (6 - 18 months)</p> <p>Recognize self as a unique person with thoughts, feelings and distinct characteristics.</p> <p>Comfort self in a variety of ways.</p>	<p>Social & Emotional Development</p> <p>SED 1 Self-Awareness & Confidence: Shows awareness of self as distinct from others and expresses needs, wants and preferences.</p> <p>SED 1.2 Recognizes self in photos or in a mirror.</p> <p>SED 2 Self-Regulation: Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine.</p> <p>SED 2.2 Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.</p>
<p>Older Toddlers (16 - 36 months)</p> <p>Show awareness of themselves as belonging to one or more groups.</p> <p>Identify own feelings, needs and interests.</p>	<p>Social & Emotional Development</p> <p>SED 1 Self-Awareness & Confidence: Shows awareness of self as distinct from others and expresses needs, wants and preferences.</p> <p>SED 1.3 Expresses simple ideas about self in relation to others such as family.</p> <p>SED 1.5 Describes and compares preferences of self and others.</p>
Self-Comforting	
<p>Infants (Birth - 8 months)</p> <p>Comfort self in simple ways and communicate needs for help through vocalizations and gestures.</p>	<p>Social & Emotional Development</p> <p>SED 2 Self-Regulation: Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine.</p> <p>SED 2.1 Calms with support from caregiver. Responds as caregiver takes care of his/her needs.</p>
<p>Young Toddlers (6 - 18 months)</p> <p>Comfort self in a variety of ways.</p>	<p>Social & Emotional Development</p> <p>SED 2 Self-Regulation: Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine.</p> <p>SED 2.2 Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.</p>

Older Toddlers (16 - 36 months) Anticipate the need for comfort and try to prepare for changes in routine.	Social & Emotional Development SED 2 Self-Regulation: Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine. SED 2.3 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change.
Self-Regulation	
Infants (Birth - 8 months) Express and act on impulses.	Social & Emotional Development SED 2 Self-Regulation: Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine. SED 2.1 Reacts to changes in routine.
Young Toddlers (6 - 18 months) Respond positively to limits and choices offered by adults to help guide behavior.	Social & Emotional Development SED 2 Self-Regulation: Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine. SED 2.2 Redirects to a new activity with help from caregivers.
Older Toddlers (16 - 36 months) With modeling and support, manage actions and emotional expressions.	Social & Emotional Development SED 2 Self-Regulation: Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine. SED 2.3 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change.

Sense of Competence	
Infants (Birth - 8 months) Act in ways to make things happen.	Social & Emotional Development SED 1 Self-Awareness & Confidence: Shows awareness of self as distinct from others and expresses needs, wants and preferences. SED 1.3 Expresses likes and dislikes.
Young Toddlers (6 - 18 months) Show a sense of satisfaction when making things happen.	Social & Emotional Development SED 1 Self-Awareness & Confidence: Shows awareness of self as distinct from others and expresses needs, wants and preferences. SED 1.3 Expresses likes and dislikes.
Older Toddlers (16 - 36 months)	Social & Emotional Development SED 1 Self-Awareness & Confidence: Shows awareness of self as distinct

Recognize own abilities and express satisfaction when demonstrating them to others.	from others and expresses needs, wants and preferences. SED 1.4 When given two to three options, chooses his/her most desired option.
Attachment	
Infants (Birth - 8 months) Initiate interactions and seek close proximity to familiar adults who provide consistent nurturing.	Social & Emotional Development SED 5 Relationship Connection: Develops close bonds and relationships with adults and builds peer friendships. SED 5.1 Connects with caregivers through eye contact and gentle touch. Responds to primary caregivers.
Young Toddlers (6 - 18 months) Explore environment in the presence of familiar adults with whom they have developed a relationship over an extended period of time. Seek close proximity to familiar adults for security and support, especially when distressed. Imitate familiar adults. Initiate play with familiar adults.	Social & Emotional Development SED 2 Self-Regulation: Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine. SED 2.3 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change. SED 5 Relationship Connection: Develops close bonds and relationships with adults and builds peer friendships. SED 5.1 Connects with caregivers through eye contact and gentle touch. Responds to primary caregivers. SED 5.2 Greets and stays near familiar people. Recognizes the difference between a familiar and unfamiliar person. SED 6 Social Interactions: Participates in group activities, takes turns, shares and negotiates with others. SED 6.2 Mimics actions of others.
Older Toddlers (16 - 36 months) Display signs of comfort during play when familiar adults are nearby but not in the immediate area. Seek security and support from familiar adults when distressed.	Social & Emotional Development SED 2 Self-Regulation: Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine. SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle non-routine transitions. SED 5 Relationship Connection: Develops close bonds and relationships with adults and builds peer friendships. SED 5.2 Greets and stays near familiar people. Recognizes the difference between a familiar and unfamiliar person.

Interactions with Adults	
Infants (Birth - 8 months) Initiate and engage in reciprocal (mutual give and take) interactions with familiar adults.	Literacy & Language LLD 4 Reciprocal Communication: Engages in back and forth communication. LLD 4.1 Uses vocal sounds and gestures to communicate. LLD 4.2 Uses a few words and word-like sounds to communicate.
Young Toddlers (6 - 18 months) Participate in routines and experiences that involve back and forth interaction with familiar adults.	Literacy & Language LLD 4 Reciprocal Communication: Engages in back and forth communication. LLD 4.2 Uses a few words and word-like sounds to communicate.
Older Toddlers (16 - 36 months) Interact with familiar adults in a variety of ways. Seek assistance from familiar adults. Demonstrate early signs of interest in unfamiliar adults.	Literacy & Language LLD 4 Reciprocal Communication: Engages in back and forth communication. LLD 4.3 Communicates needs, desires and ideas using simple sentences. Social & Emotional Development SED 3 Attention & Persistence: Maintains attention on people, things and projects. Persists in understanding and mastering activities even if challenging. SED 3.3 Asks for help as needed. SED 5 Relationship Connection: Develops close bonds and relationships with adults and builds peer friendships. SED 5.3 Plays side-by-side with a new or familiar person.
Peer Interactions and Relationships	
Infants (Birth - 8 months) Show interest in other children. Repeat actions that elicit social responses from others.	Social & Emotional Development SED 6 Social Interactions: Participates in group activities, takes turns, shares and negotiates with others. SED 6.1 Enjoys turn-taking games, such as peekaboo.
Young Toddlers (6 - 18 months) Participate in simple back and forth interactions with peers for short periods of time.	Social & Emotional Development SED 6 Social Interactions: Participates in group activities, takes turns, shares and negotiates with others. SED 6.2 Mimics actions of others.

<p>Older Toddlers (16 - 36 months)</p> <p>Engage in associative play with peers.</p> <p>With modeling and support, demonstrate socially competent behavior with peers, such as helping, sharing and taking turns.</p>	<p>Social & Emotional Development SED 6 Social Interactions: Participates in group activities, takes turns, shares and negotiates with others. SED 6.3 Helps or participates in an activity when asked. SED 6.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p>
Empathy	
<p>Infants (Birth - 8 months)</p> <p>React to emotional expressions of others.</p>	<p>Social & Emotional Development SED 4 Social Awareness: Identifies and respects differences in others of abilities, characteristics, feelings, and interests. SED 4.1 Adjusts behavior in a situation based on emotional or facial response of a familiar person.</p>
<p>Young Toddlers (6 - 18 months)</p> <p>Demonstrate awareness of the feelings expressed by others.</p>	<p>Social & Emotional Development SED 4 Social Awareness: Identifies and respects differences in others of abilities, characteristics, feelings, and interests. SED 4.2 Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.</p>
<p>Older Toddlers (16 - 36 months)</p> <p>Demonstrate awareness that others have feelings.</p> <p>Respond in caring ways to another's distress in some situations.</p>	<p>Social & Emotional Development SED 4 Social Awareness: Identifies and respects differences in others of abilities, characteristics, feelings, and interests. SED 4.3 Demonstrates concern for someone who is sad or upset.</p>

Child development is a dynamic and gradual process, and each child develops in his own unique way. The Experience Toddler *Continuum of Skills* outlines a series of observable benchmarks for children aged 18-36 months.



SOCIAL-EMOTIONAL

			Young Toddler	Older Toddler
SED 1	Self Awareness • Confidence	Shows awareness of self as distinct from others and expresses needs, wants and preferences.	Recognizes self in photos or in mirror.	Expresses likes and dislikes. Expresses simple ideas about self in relation to others, such as family.
SED 2	Self Regulation	Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine.	Shows range of emotions with facial expressions and gestures. Soothes self by seeking familiar adult or thing. Redirects to new activity with help from caregivers.	Experiments and role-plays with a range of emotions. Recognizes when typical routine is not followed and identifies the change.
SED 3	Attention • Persistence	Maintains focus on people, things and projects. Persists in understanding and mastering activities, even if challenging.	Participates in daily routines and familiar activities. Attends to what others are looking at or pointing to.	Focuses on activities for short periods of time independently or with an adult. Asserts desire to start or end an activity. Asks for help as needed.
SED 4	Social Awareness	Identifies and respects differences of abilities, characteristics, feelings, and interests in others.	Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.	Demonstrates concern for someone who is sad or upset. Identifies physical similarities and differences between self and others.
SED 5	Relationship Connection	Develops close bonds and relationships with adults. Builds peer friendships.	Greets and stays near familiar people. Recognizes difference between familiar and unfamiliar persons.	Plays side-by-side with a new or familiar person. Identifies familiar people and pets.
SED 6	Cooperation	Participates in group activities, takes turns, shares and negotiates with others.	Mimics actions of others.	Helps or participates in an activity when asked.



SOCIAL STUDIES

			Young Toddler	Older Toddler
SS 1	Culture • Community	Explores communities, families, culture and traditions.	Participates in family traditions/customs with assistance.	Recognizes familiar symbols or artifacts of family traditions or customs.
SS 2	Responsibilities • Rules	Follows familiar rules and routines. Helps make group decisions.	Participates in communal activities.	Recognizes and listens to authority figures.
SS 3	Economics • Trade	Explores the concept of trade. Identifies ownership of items.	Expresses desire for an object or action. Says "me," "mine."	Recognizes ownership of familiar objects.
SS 4	Geography	Identifies types of places and interacts with maps.	Recognizes familiar places. Finds ways to move around obstacles in a familiar environment.	Identifies a variety of familiar places, such as the store, car, home or Grandma's. Follows a path.
SS 5	Sense of Time	Develops sense of time.	Observes events and begins to participate.	Describes events as they happen. Uses words such as "First" and "Then."



PHYSICAL & MOTOR

PD 1	Gross Locomotor Movement	Builds strength and balance to roll, crawl, cruise, walk, run and jump.
PD 2	Gross Motor Coordination	Coordinates large movements to reach, catch and throw.
PD 3	Fine Motor Manipulation	Builds strength and coordination of small hand movements to pick up, squeeze, twist, cut, and manipulate tools and toys.
PD 4	Safety	Shows awareness of and demonstrates safe practices when participating in activities.
PD 5	Personal Care	Responds to and initiates hygiene, feeding and dressing routines.
PD 6	Nutrition	Demonstrates knowledge of nutrition and healthy food choices.

Young Toddler

Walks and climbs.

Carries, drags, kicks and tosses objects.

Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks, such as eating.

Responds to possible dangers in environment and avoids them when prompted.

Recognizes difference between dirty and clean. Points to body parts when prompted. Participates in taking care of some personal needs (e.g., eating).

Communicates when hungry, thirsty, or tired. Feeds self finger foods.

Older Toddler

Runs. Balances on a wide beam.

Throws objects in an intentional direction. Catches objects against body.

Opens, closes, twists and pulls objects with one or both hands.

Follows simple safety rules.

With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.

Anticipates the need to eat, rest and drink. Feeds self soft foods with spoon or other utensil.



LANGUAGE & LITERACY

LLD 1	Language Comprehension (Receptive)	Understands and interprets language (both words and gestures).
LLD 2	Response to Language	Communicates or acts in response to language and verbal directions or cues.
LLD 3	Communication • Language Use	Uses verbal and nonverbal communication to express ideas with increasingly complex words and sentences.
LLD 4	Reciprocal Communication	Engages in back-and-forth communication.
LLD 5	Phonological Awareness	Hears small units of sounds.
LLD 6	Letter, Word, Symbol Recognition	Identifies letters, numbers, characters and symbols in print.
LLD 7	Phonics	Makes letter-sound connections.
LLD 8	Concepts of Print	Demonstrates print and book handling knowledge.
LLD 9	Reading Comprehension	Understands, recalls and extends details and concepts of text.
LLD 10	Emergent Writing	Uses scribbles, drawings, letters, characters or words to represent meaning.

Young Toddler

Shows understanding of a variety of simple, familiar words. Points at named objects or body parts.

Follows one-step directions with the aid of prompts and gestures.

Says one- to two-word sentences. Repeats words frequently heard in environment.

Uses some words and word-like sounds to communicate.

Imitates sounds and tones.

Identifies a familiar object or person when shown a drawing or photo.

Points at printed words and pretends to read aloud.

Recognizes when pictures are right-side up. Turns book pages from front to back.

Points to pictures and repeats words from familiar stories. Answers, "Where is...?" questions by pointing.

Makes random marks with writing tools. Makes handprints or fingerprints.

Older Toddler

Shows understanding of a wide variety of phrases and sentences.

Responds to simple statements and questions. Follows related two-step directions given verbally.

Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Asks what specific persons or objects are called.

Communicates needs, desires and ideas using simple sentences.

Shows awareness of separate words in spoken language.

Recognizes the difference between pictures, letters and numbers in print.

Recognizes sound of first letter in his/her name.

Identifies the front/back and top/bottom of books. Indicates where to start reading on each page.

Talks about pictures and ideas in familiar stories. Answers, "What...?" questions about stories and books. Recalls name of main character.

Holds drawing/writing tools with whole hand. (May use whole arm to make intentional marks.) Makes marks to represent an object or person.

MATH & REASONING

MR 1	Number Sense	Understands concepts of number and quantity.
MR 2	Spatial Awareness	Understands how objects move in space and describes their location (e.g., on, under, next to, etc.)
MR 3	Shapes	Identifies shapes and their characteristics.
MR 4	Measurement	Estimates, measures and compares size, weight, length or volume.
MR 5	Patterning	Identifies, reproduces and creates patterns.
MR 6	Classification	Matches and sorts.



SCIENCE

SCI 1	Inquiry • Investigation	Observes, inquires and investigates objects and events to gain understanding. Uses logic to solve problems.
SCI 2	Natural Science • Earth Science	Understands living and non-living things, their characteristics and how they change.
SCI 3	Physical Science • Technology	Explores forces, motion, technology and how things work.



CREATIVE ARTS

CA 1	Music	Expresses self through music. Develops rhythm and tone.
CA 2	Dance	Expresses self through dance. Develops movement techniques.
CA 3	Visual Art	Expresses self through 2D and 3D visual art. Develops artistic techniques.
CA 4	Drama	Participates in dramatic and symbolic play. Uses props to represent other objects or ideas.

Young Toddler

Recognizes the numeral 1 and sees other numerals around the room. Verbally counts (not always in correct order). Demonstrates understanding of "one," "two" and "more."

Intentionally turns or spins objects. Follows simple positional directions such as "on/off," "over/under," "up/down." Fills container and dumps out contents.

Matches two identical shapes.

Explores size and weight of objects in relation to self.

Attempts to mimic vocal and physical patterns.

When shown one object, finds its match. Identifies and names familiar people, characters and animals.

Older Toddler

Recognizes numerals 1, 2, 3. Points to one object at a time while counting (not always in correct order). Creates groups of objects. Adds to and removes from group as prompted.

Recognizes familiar objects that are upside down and turns them right-side up. When prompted, finds or places objects next to, between, in front of or behind self. Puts together two to three pieces to create whole object.

Identifies several basic shapes.

When given two objects, determines which object is bigger (heavier, longer).

Copies two-step patterns (e.g., red, blue, red, blue.)

Sorts objects by one feature, such as size or color. Groups objects by common characteristics.

Young Toddler

Asks one- to two-word questions. Explores environment using senses. Experiments with cause and effect.

Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. Understands hot and cold. Points at clouds and explores the feel of rain and wind.

Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys. Begins to use simple tools purposefully, such as using a spoon to feed self.

Older Toddler

Identifies personal interests and seeks more information. Investigates object or group of objects in multiple ways. Shares discoveries with others. Recognizes a problem and asks for help.

Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather in immediate environment.

Explores motion by moving, rolling, blowing on or dropping a toy. Explores movable parts on toys and tools. Uses on/off switches.

Young Toddler

Responds to changes in sound, rhythm, volume or melody. Repeats words in familiar songs and attempts to sing.

Moves body intentionally. Sways or bounces to music. Uses purposeful gestures and body language to communicate.

Uses hands and feet to explore various media. Scribbles, colors or paints intentionally on paper.

Mimics observed behaviors and words. Mimics use of familiar objects.

Older Toddler

Claps to beat (not always consistently). Distinguishes between singing and speaking voices. Expresses like/dislike of familiar songs. Shakes, pounds and taps instruments and objects to explore sound.

Follows movements of others. Explores personal space and direction. Moves independently to music and rhythm.

Explores variety of artistic tools and media. Uses materials to create shapes and symbols.

Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.



Alignment of the



Experience Early Learning Skills



with the

Ohio Pre-Kindergarten Content Standards (2011)

The Developmental Continuum of the Experience Early Learning Skills

The Developmental Continuum of the Experience Early Learning Skills is a research-based continuum of 36 skills that indicate child development and learning. Each skill has up to three measurable learning goals. For each goal, the continuum outlines benchmark levels for children from birth to age eight.

The Developmental Continuum of the Experience Early Learning Skills is a sequenced progression. Children progress at varying rates based on individual development and needs.

The Developmental Continuum of the Experience Early Learning Skills serves as the basis for the development of these curricular systems:

- Mother Goose Time
- Experience Baby
- Experience Pre-K
- Experience Play

The Developmental Continuum of the Experience Early Learning Skills is included in the appendix.

Visit http://mothergoosetime.com/all_about/research.php to learn how each Mother Goose Time tool supports developmentally-appropriate practice and child skill development.

Alignment

This document details the alignment of the Ohio Pre-Kindergarten Content Standards (2011) with the Developmental Continuum of the Experience Early Learning Skills.

A typically developing pre-kindergartener will fall between benchmarks D and F on the Developmental Continuum of the Experience Early Learning Skills for each skill. For more information, reference the full continuum.

Additional Learning Goals

The Ohio Pre-Kindergarten Content Standards (2011) do not encompass these Experience Early Learning Goals:

- 1.3 Identifies and manages feelings
- 2.2 Maintains attention
- 2.3 Transitions and adapts
- 3.1 Builds positive relationships
- 3.3 Cares for and responds to others
- #4 Gross Motor
- #5 Fine Motor
- #6 Health and Safety
- 7.2 Follows verbal directions
- 18.1 Identifies and creates patterns
- 20.1 Solves problems
- 21.3 Respects diversity
- #23 Geography
- #30 Music
- #31 Dance and Movement
- #32 Visual Arts
- #33 Drama

For questions or comments about this alignment, contact info@experienceearlylearning.com.

Work Cited

Ohio Department of Education. (2011). Ohio Pre-Kindergarten Content Standards. Columbus, OH. Retrieved from <http://education.ohio.gov/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=1698>

Ohio Pre–Kindergarten Content Standards (2011)

Developmental Continuum of the
Experience Early Learning Skills

READING STANDARDS FOR LITERATURE	
Key Ideas and Details	
1. With prompting and support, ask and answer questions about key details in a text.	#13 Reading Comprehension 13.2 Retells, asks and answers questions
2. With prompting and support, retell familiar stories, including key details.	#13 Reading Comprehension 13.2 Retells, asks and answers questions
3. With prompting and support, identify characters and major events in a story.	#13 Reading Comprehension 13.1 Responds to text 13.2 Retells, asks and answers questions
Craft and Structure	
4. Ask and answer questions about unknown words in a text.	#9 Vocabulary 9.1 Builds vocabulary #13 Reading Comprehension 13.2 Retells, asks and answers questions
5. Begin to demonstrate an understanding of the differences between fantasy and reality (e.g., talking flowers and animals).	#11 Concepts of Print 11.1 Demonstrates print knowledge #13 Reading Comprehension 13.1 Responds to text
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	#11 Concepts of Print 11.1 Demonstrates print knowledge
Integration of Knowledge and Ideas	
7. With promoting and support, describe the relationship between illustrations and the story in which they appear (e.g. what moment in a story an illustration depicts).	#11 Concepts of Print 11.1 Demonstrates print knowledge #13 Reading Comprehension 13.1 Responds to text
8. With promoting and support, compare and contrast the adventures and experiences of characters in familiar stories.	#13 Reading Comprehension 13.1 Responds to text 13.2 Retells, asks and answers questions

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Range of Reading and Level of Text Complexity	
9. Actively engage in group reading activities with purpose and understanding; participate in the recitation of books, poems, chants, songs and nursery rhymes.	#13 Reading Comprehension 13.1 Responds to text
READING STANDARDS FOR INFORMATIONAL TEXT	
Key Ideas and Details	
1. With prompting and support, ask and answer questions about key details in a text.	#13 Reading Comprehension 13.2 Retells, asks and answers questions
2. With prompting and support, identify the main topic and retell key details of a text.	#13 Reading Comprehension 13.2 Retells, asks and answers questions
3. With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.	#13 Reading Comprehension 13.1 Responds to text 13.2 Retells, asks and answers questions
Craft and Structure	
4. With prompting and support, ask and answer questions about unknown words in a text.	#9 Vocabulary 9.1 Builds vocabulary #13 Reading Comprehension 13.2 Retells, asks and answers questions
5. Identify the front cover, back cover and title page of a book.	#11 Concepts of Print 11.1 Demonstrates print knowledge
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	#11 Concepts of Print 11.1 Demonstrates print knowledge #13 Reading Comprehension 13.1 Responds to text
Integration of Knowledge and Ideas	
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	#11 Concepts of Print 11.1 Demonstrates print knowledge #13 Reading Comprehension 13.1 Responds to text
8. With prompting and support, identify the reasons an author gives to support points in a text.	#13 Reading Comprehension 13.1 Responds to text

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9. With prompting and support, identify basic similarities in and differences between two texts in the same topic (e.g., in illustrations, descriptions or procedures).	#13 Reading Comprehension 13.1 Responds to text 13.2 Retells, asks and answers questions
Range of Reading and Level of Text Complexity	
10. Actively engage in group reading activities with purpose and understanding.	#13 Reading Comprehension 13.1 Responds to text
Print Concepts	
1. Demonstrate understanding of the organization and basic features of print: <ul style="list-style-type: none"> a. Follow words from left to right, top to bottom and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name some upper and lower case letters in addition to those in first name. 	#11 Concepts of Print 11.1 Demonstrates print knowledge
Phonological Awareness	
2. Demonstrate understanding of spoken words, syllables and sounds (phonemes): <ul style="list-style-type: none"> a. Recognize and produce rhyming words. b. Hear sounds in words by isolating the syllables of a word using snapping, clapping or rhythmic movement (e.g., cat, ap-ple). c. Recognize when words share phonemes (sounds) and repeat the common phoneme (e.g., /b/ as in Bob, ball, baby; /t/ as in Matt, kite, boat). d. Differentiate between sounds that are the same and different (e.g., environmental sounds, animal sounds, rhyming words). 	#10 Phonological Awareness 10.1 Hears small units of sound 10.2 Identifies rhyme and alliteration
Phonics and Word Recognition	
3. Know and apply grade–level phonics and word–analysis skills in decoding words: <ul style="list-style-type: none"> a. Demonstrate a beginning understanding of links between letters and sounds. b. Identify own name in print. c. Recognize and “read” familiar words or environmental print (e.g., McDonalds, Bob Evans) 	#12 Letter/Word Recognition 12.1 Identifies letters and words 12.2 Makes letter–sound connections
WRITING STANDARDS	
Text Types and Purpose	
1. Use a combination of drawing, dictating and emergent writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	#14 Emergent Writing 14.1 Writes name, words and sentences 14.2 Expresses through writing

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2. Use a combination of drawing, dictating and emergent writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	#14 Emergent Writing 14.1 Writes name, words and sentences 14.2 Expresses through writing
3. Use a combination of drawing, dictating and emergent writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred and provide a reaction to what happened.	#14 Emergent Writing 14.1 Writes name, words and sentences 14.2 Expresses through writing
Production and Distribution of Writing	
4. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	#14 Emergent Writing 14.1 Writes name, words and sentences 14.2 Expresses through writing
5. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	#14 Emergent Writing 14.2 Expresses through writing #29 Technology 29.1 Explores technology
Research to Build and Present Knowledge	
6. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	#13 Reading Comprehension 13.1 Responds to text 13.2 Retells, asks and answers questions #14 Emergent Writing 14.2 Expresses through writing #25 Scientific Reasoning 25.1 Inquires and predicts
7. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	#13 Reading Comprehension 13.1 Responds to text 13.2 Retells, asks and answers questions #25 Scientific Reasoning 25.2 Observes and experiments 25.3 Evaluates and infers

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SPEAKING AND LISTENING STANDARDS	
Comprehension and Collaboration	
<p>1. Participate in collaborative conversations with diverse partners about preschool topics and texts with peers and adults in small and larger groups:</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns, speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. 	<p>#3 Social Relationships 3.2 Cooperates</p> <p>#7 Listening 7.1 Comprehends spoken language</p> <p>#8 Communication 8.1 Communicates ideas</p>
<p>2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	<p>#13 Reading Comprehension 13.1 Responds to text 13.2 Retells, asks and answers questions</p>
<p>3. Ask and answer questions in order to seek help, get information or clarify something that is not understood.</p>	<p>#13 Reading Comprehension 13.1 Responds to text 13.2 Retells, asks and answers questions</p>
Presentation of Knowledge and Ideas	
<p>4. Describe familiar people, places, things and events and, with prompting and support, provide additional detail.</p>	<p>#8 Communication 8.1 Communicates ideas</p>
<p>5. Add drawings or other visual displays to description as desired to provide additional detail.</p>	<p>#8 Communication 8.1 Communicates ideas</p> <p>#14 Emergent Writing 14.2 Expresses through writing</p>
<p>6. Speak clearly and understandably to express ideas, feelings and needs.</p>	<p>#8 Communication 8.1 Communicates ideas 8.2 Speaks in sentences</p>

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LANGUAGE STANDARDS	
Conventions of Standard English	
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Print letters of own name and other meaningful words with assistance using mock letters and/or conventional print; begin to demonstrate letter formation in “writing.” b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Produce and expand complete sentences in shared language activities. 	<p>#8 Communication 8.1 Communicates ideas 8.2 Speaks in sentences</p> <p>#9 Vocabulary 9.1 Builds vocabulary</p> <p>#12 Letter/Word Recognition 12.1 Identifies letters and words</p>
<p>2. Indicate an awareness of letters that cluster as words, words in phrases or sentences by use of spacing, symbols or marks.</p>	<p>#12 Letter/Word Recognition 12.1 Identifies letters and words</p>
<p>3. Scribble familiar words with mock letters and some actual letters (e.g., Mom, child’s name).</p>	<p>#14 Emergent Writing 14.1 Writes name, words and sentences</p>
Vocabulary Acquisition and Use	
<p>4. Determine the meaning of unknown words with assistance or cues from an adult (e.g., providing a frame of reference, context or comparison).</p>	<p>#9 Vocabulary 9.1 Builds vocabulary</p>
<p>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. 	<p>#7 Listening 7.1 Comprehends spoken language</p> <p>#9 Vocabulary 9.1 Builds vocabulary</p>
<p>6. Recognize and demonstrate an understanding of environmental print.</p>	<p>#12 Letter/Word Recognition 12.1 Identifies letters and words</p>
<p>7. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>#9 Vocabulary 9.1 Builds vocabulary</p>

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8. Demonstrate or orally communicate position and directional words (e.g., inside, outside, in front of, behind).

#8 Communication
8.1 Communicates ideas

#9 Vocabulary
9.1 Builds vocabulary

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COUNTING AND CARDINALITY	
Know number names and the count sequence.	
1. Count to 10 by ones.	#15 Number Concepts 15.2 Counts to determine quantity
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	#15 Number Concepts 15.2 Counts to determine quantity
3. Identify and name numerals 1–9.	#15 Number Concepts 15.1 Identifies numerals
Count to tell the number of objects.	
4. Subitize to determine how many: immediate recognition of small quantities up to 6.	#15 Number Concepts 15.2 Counts to determine quantity
5. Understand the relationship between numbers and quantities; connect counting to cardinality. <ul style="list-style-type: none"> a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name spoken tells the number of objects counted up to 10. The number of objects is the same regardless of their arrangement or the order in which they were counted. 	#15 Number Concepts 15.1 Identifies numerals 15.2 Counts to determine quantity
Compare numbers.	
6. Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10.	#15 Number Concepts 15.2 Counts to determine quantity 15.3 Understands operations
7. Compare two numbers between 1 and 5 when presented as written numerals.	#15 Number Concepts 15.1 Identifies numerals 15.3 Understands operations
OPERATIONS AND ALGEBRAIC THINKING	
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	
1. Construct sets up to 10 with more or fewer objects than a given set; join two sets of objects to make one large set.	#15 Number Concepts 15.3 Understands operations

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MEASUREMENT AND DATA	
Describe and compare measurable attributes.	
1. Describe measurable attributes of objects, such as length or weight. Sort, order and classify by one attribute.	#18 Patterns and Sorting 18.2 Matches, sorts and charts #19 Measurement 19.1 Estimates and measures 19.2 Compares and seriates
2. Directly compare two objects with a measurable attribute in common to see which object has “more of”/ “less of” the attribute and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	#19 Measurement 19.1 Estimates and measures 19.2 Compares and seriates
Classify objects and count the number of objects in each category.	
3. Classify objects into given categories; count the number of objects in each category and sort the categories by count. Limit the total number of objects to 10.	#18 Patterns and Sorting 18.2 Matches, sorts and charts
GEOMETRY	
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres).	
1. Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind and next to.	#16 Shapes 16.1 Identifies shapes #17 Spatial Awareness 17.2 Determines object location
2. Identify shapes as two–dimensional (lying in a plane, “flat”) or three–dimensional (solid).	#16 Shapes 16.1 Identifies shapes
Analyze, compare, create and compose shapes.	
3. Analyze and compare two–and–three–dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes.	#16 Shapes 16.1 Identifies shapes 16.2 Manipulates parts and wholes #17 Spatial Awareness 17.1 Flips and rotates objects 17.2 Determines object location

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4. Model shapes in the world by building shapes from components and drawing shapes.	#32 Visual Arts 32.2 Expresses through visual arts #16 Shapes 16.1 Identifies shapes
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HISTORY	
Historical Thinking and Skills	
1. Words associated with time are meaningful in the context of daily classroom routines.	#2 Self Direction 2.1 Follows rules and routines #24 History 24.1 Describes past events
2. People develop an awareness of their personal histories.	#21 Families and Communities 21.1 Identifies community and family roles 21.2 Explores cultures and traditions #24 History 24.1 Describes past events
Heritage	
3. Personal family stories and traditions support the understanding of heritage.	#21 Families and Communities 21.1 Identifies community and family roles 21.2 Explores cultures and traditions
GEOGRAPHY	
Spatial Thinking and Skills	
4. Relative location can be described by words such as up, down, over, under, here, there, front, back, behind and in front.	#17 Spatial Awareness 17.2 Determines object location
Human Systems	
5. People belong to a number of groups and these groups have unique characteristics. Similarities among people are used to define groups.	#21 Families and Communities 21.1 Identifies community and family roles 21.2 Explores cultures and traditions
GOVERNMENT	
Civic Participation and Skills	
6. Everyone has responsibilities within a group.	#22 Civics and Economics 22.1 Understands citizenship
7. Relationships in families, schools and communities benefit from cooperative behaviors and problem-solving skills.	#22 Civics and Economics 22.1 Understands citizenship

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8. Choices have consequences.	#1 Self Concept 1.1 Expresses preference 1.2 Takes responsibility #22 Civics and Economics 22.1 Understands citizenship
Rules and Laws	
9. Schools and classrooms have rules and routines that govern daily life. Rules exist in families, schools and communities.	#22 Civics and Economics 22.1 Understands citizenship
ECONOMICS	
Scarcity	
10. People have wants and must make decisions to satisfy those wants.	#22 Civics and Economics 22.2 Understands concepts of trade
Production and Consumption	
11. Resources are used to satisfy wants.	#22 Civics and Economics 22.2 Understands concepts of trade #26 Life Science 26.1 Identifies basic needs

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Earth and Space Science (ESS)	
Weather changes every day.	#28 Earth Science 28.1 Identifies weather and climates
The sun and the moon are visible at different times of the day or night.	#28 Earth Science 28.1 Identifies weather and climates
Water can be observed as lakes, ponds, rivers, streams, the ocean, rainfall, hail, sleet or snow.	#28 Earth Science 28.2 Explores ecosystems
Rocks and soil have properties that can help identify them.	#28 Earth Science 28.2 Explores ecosystems
Physical Science (PS)	
Objects and materials are described by their properties.	#27 Physical Science 27.1 Identifies properties of matter
Many objects can be made to produce sound.	#27 Physical Science 27.1 Identifies properties of matter 27.2 Explores forces and motions
Life Science (LS)	
There are many distinct environments in Ohio that support different kinds of organisms.	#26 Life Science 26.1 Identifies basic needs #28 Earth Science 28.2 Explores ecosystems
Similarities and differences exist among individuals of the same kinds of plants and animals.	#26 Life Science 26.1 Identifies basic needs 26.2 Classifies organisms

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Individual children develop at a unique pace.

Individual children develop at a unique pace.		Infant		Toddler		Preschool		Pre - Primary		Primary	
Skill	Goal	Benchmark A	Benchmark B	Benchmark C	Benchmark D	Benchmark E	Benchmark F	Benchmark G	Benchmark H		
 Social and Emotional Development	1 Self Concept	1.1 Expresses preference	Responds to name and explores self in mirror.	Repeats actions to obtain similar preferred results.	Expresses likes and dislikes.	When given two to three options, chooses his/her most desired option.	Describes preferences of self and others.	Negotiates to attain personal preference in a situation.	Predicts how self and others might feel in a variety of situations and explains why.	Demonstrates an understanding that each person is unique and has his/her own thoughts, feelings and preferences.	
		1.2 Takes responsibility	Responds as caregiver takes care of his/her needs.	Participates in daily routines or familiar activities.	Asserts a desire to start or end an activity. Asks for help.	Initiates an activity and seeks help to complete it.	Independently completes a familiar activity and offers to help others with a similar activity.	Takes care of own needs and personal belongings.	Shows respect for others' personal space and belongings.	Takes care of self or another while considering the needs of the greater group.	
		1.3 Identifies and manages feelings	Calms with support from caretaker.	Shows a range of emotions with facial expressions and gestures. Soothes self.	Experiments and role-plays with a range of emotions.	Recognizes personal feelings. Controls impulses with reminders.	Names some personal feelings and uses strategies to manage behavior.	Identifies and explains personal feelings. Describes appropriate responses.	Anticipates an emotional response that may result from a given situation.	Applies strategies for managing own emotions and behaviors.	
	2 Self Direction	2.1 Follows rules and routines	Reacts to tone of voice and expression.	Cooperates during familiar routines and redirection.	With prompting, follows rules and routines.	Follows rules and routines. Expresses feelings about fairness.	Explores personal limits. Identifies when others are or are not following familiar rules and routines.	Participates in setting, defining and following rules.	Explains why rules and regulations are important and what might happen if they are not followed.	Follows explicit and implied rules in various situations with few reminders.	
		2.2 Maintains attention	Focuses for a short time when others interact with him/her.	Attends to what others are looking at or pointing to.	Focuses on an engaging activity for a short period of time independently or with an adult.	Practices or repeats an activity many times until successful.	Sustains focus for at least five minutes, persisting even if there are problems or distractions.	Sustains focus for at least ten minutes even if there are distractions.	Sustains focus for at least thirty minutes even if there are distractions.	Sustains focus for forty-five minutes even if there are distractions.	
		2.3 Transitions and adapts	Reacts to changes in routine.	Responds to cues that signal a change in the daily routine.	Anticipates what comes next within a daily routine. Redirects to a new activity with help from caregivers.	Recognizes when the typical routine is not followed and identifies the change.	With support, negotiates ways to handle non-routine transitions.	Transitions from one activity to the next and helps others through the transition.	Describes strategies to adjust and calm one-self in new or stressful situations.	Adapts to new situations quickly and with minimal stress.	
	3 Social Relationships	3.1 Builds positive relationships	Connects with caregivers through eye contact and gentle touch.	Greets and stays near familiar people.	Plays side-by-side with a new or familiar person.	Joins a group and participates in group play.	Initiates play, conversations and interactions with one or more persons.	Begins to describe friendships and other meaningful relationships.	Describes qualities of positive relationships and ways to build them.	Describes different types of relationships such as those with family, with friends and with teachers.	
		3.2 Cooperates	Enjoys turn-taking games, such as peek-a-boo.	Mimics actions of others.	Helps or participates in an activity when asked.	Plays cooperatively with others and begins to share. Asks adult to help solve social problems.	Seeks out opportunities to help others. Tries to solve own social problems.	Suggests solutions to group problems or challenges.	Fulfills personal roles and responsibilities when working in a group.	Works collaboratively and flexibly within a group.	
		3.3 Cares for and responds to others	Reacts to others' behaviors and expressions.	Mimics facial expressions of others.	Demonstrates concern for someone who is sad or upset.	Explains a reason why someone may be happy or sad.	Tries to comfort and assure familiar children or adults.	Identifies feelings of others and responds accordingly.	Shows empathy.	Encourages others to care for, include or help another person.	
 Physical Development	4 Gross Motor	4.1 Builds strength and balance	Sits independently and pulls self into a standing position.	Walks and climbs.	Runs and balances on a wide beam.	Balances and hops on one foot.	Hops from one foot to the other. Begins to skip.	Skips confidently, gallops and slides side to side.	Leaps. Balances on a variety of objects.	Uses conditioning methods to strengthen muscles and increase endurance.	
		4.2 Coordinates large movements	Kicks or grabs from a seated or laying position.	Carries, drags, kicks and tosses objects.	Throws objects in an intended direction. Catches objects against body.	Throws both overhand and underhand. Catches or kicks moving objects.	Coordinates multiple movements in simple sequences.	Changes direction and speed of movement.	Kicks or strikes moving objects with aim and accuracy. Stops at a boundary.	Coordinates multiple complex movements in continuous play.	
	5 Fine Motor	5.1 Controls small movements	Reaches for objects in sight.	Manipulates objects with purpose, such as feeding self with a spoon.	Opens, closes, twists and pulls objects.	Snips with scissors. Strings large beads.	Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.	Follows an outline with scissors. Ties shoes and dresses self.	Threads small beads. Stacks small objects.	Beads, grasps and stacks objects of all sizes with speed and accuracy.	
		5.2 Uses drawing/ writing tools	Picks up small objects with thumb and pointer finger (pincher grasp).	Purposefully grasps and releases objects. Makes random marks with writing tools.	Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks.	Uses fingers to grasp and manipulate drawing/writing tools with increasing control.	Uses a mature tripod grip with drawing/writing tools.	Consistently uses mature tripod grip with drawing/writing tools.	Legibly prints letters, numbers, and symbols.	Uses appropriate spacing between letters and words. Controls the size and placement of letters, numbers or details in drawings.	
	6 Health and Safety	6.1 Makes healthy food and exercise choices	Cries when hungry or tired.	Communicates when hungry, thirsty, or tired.	Anticipates the need to eat, rest and drink.	Identifies food and serves a portion into bowl or plate. Follows a routine of rest and active play.	Identifies food groups and sorts food. Chooses between two appropriate food options or rest options.	Identifies food that is nutritious. Regulates personal needs for nutrition, activity and rest with few reminders.	Explains the importance of nutrition, exercise and rest in maintaining wellness.	Explains how feeling well is related to proper nutrition, exercise and rest.	
		6.2 Practices good hygiene	Receives appropriate healthcare from caregivers.	Recognizes the difference between dirty and clean. Points to body parts when prompted.	With help, participates in healthy habits and healthcare routines. Names body parts.	Describes the function of basic body parts. Regulates toileting and hand-washing needs. Describes how s/he feels and the location of pain.	Explains how germs spread and simple strategies for preventing the spread.	When feeling sick, describes symptoms. Recognizes the difference between contagious illnesses and noncommunicable diseases or conditions.	Describes the functions of basic organs. Maintains personal hygiene with few reminders.	Describes how to deal with health concerns of self and others.	
		6.3 Demonstrates safe practices	Expresses distress when needs are not met.	Responds to possible dangers in environment and avoids them when prompted.	Follows simple safety rules.	Identifies dangerous situations and seeks out help.	Describes reasons for safety rules and reminds others to follow them.	Applies general safety rules to a variety of everyday situations with little prompting.	Identifies emergency situations. Describes how to get help and behave during them.	Takes appropriate initiative in dangerous and emergency situations.	

Individual children develop at a unique pace.		Infant		Toddler		Preschool		Pre-Primary		Primary									
Skill		Goal		Benchmark A		Benchmark B		Benchmark C		Benchmark D		Benchmark E		Benchmark F		Benchmark G		Benchmark H	
A	7 Listening Comprehension	7.1 Comprehends spoken language	Turns head toward the person speaking and makes gestures and/or vocalizations in response.	When prompted, identifies familiar people or objects.	Responds to simple statements and questions.	Listens to a story or request and then responds appropriately.	Expands on stories and information shared orally.	Asks and answers general questions about information or stories shared orally.	Asks or answers specific questions about key details from information or stories shared orally.	Listens to gather information. Asks questions to clarify or deepen understanding. Recalls key ideas shared orally.									
		7.2 Follows verbal directions	Responds to conversation in environment and imitates actions.	With prompts and gestures, follows a one-step direction.	Follows related two-step directions given verbally.	Follows unrelated two-step directions given verbally.	With prompting, follows multi-step directions given verbally.	Follows multi-step directions given verbally.	Remembers and follows previous rules or directions shared verbally.	Responds to verbal statements that have implied directions or requests.									
	8 Communication	8.1 Communicates ideas	Uses vocal sounds and gestures to communicate.	Uses a few words and word-like sounds to communicate.	Communicates needs, desires and ideas using simple sentences.	Asks simple questions and stays on topic for two to three exchanges.	Tells stories and engages in conversations through multiple exchanges.	Explains thoughts about familiar people, places and events.	Discusses ideas and feelings about a wide range of age-appropriate topics. Stays on topic throughout discussion.	Uses expression, tone and pacing to reinforce the meaning of what s/he is communicating. Clarifies meaning during a discussion.									
		8.2 Speaks in sentences	Duplicates single sounds.	Says one- to two-word sentences.	Says two- to four-word sentences and repeats short phrases.	Speaks in sentences but does not always follow grammatical rules.	Speaks in simple complete sentences. Uses question words in speech.	Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions.	Uses many types of sentences, including simple and compound. Uses verb tense to express past, present and future.	Uses common irregular plural nouns and conjugated verbs.									
	9 Vocabulary	9.1 Builds vocabulary	Makes noises and gestures to communicate.	Repeats words heard frequently in environment.	Identifies familiar people, places, and objects. Asks what a specific person or object are called.	Describes familiar people, places and objects. Seeks additional words for new ways to describe.	Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.	Uses new or technical words learned in conversations or through reading. Compares words and their meanings.	Identifies words whose meaning are similar. Determines the meaning of unknown words from context or from root word.	Explains the difference between closely related words. Uses multiple strategies to determine and learn the meaning of unfamiliar words.									
	10 Phonological Awareness	10.1 Hears small units of sound	Babbles and vocalizes using sound, volume and inflection.	Imitates sounds and tones.	Shows awareness of separate words in spoken language.	Identifies words that have a similar beginning sound.	Identifies the beginning and ending sounds of words.	Counts syllables in spoken words. Isolates and pronounces the sound of each syllable.	Identifies and isolates individual sounds heard in one-syllable words.	Manipulates, substitutes and deletes sounds in words.									
		10.2 Identifies rhyme and alliteration	Hears rhyming songs and games.	Repeats the last word in familiar rhymes when prompted.	Suggests a missing rhyming word within a poem or song.	Identifies when two words rhyme or don't rhyme.	Suggests a series of rhyming words when given a word.	Explains which sound of given word is the rime and which sound is the onset.	Recognizes blends, digraphs, letter patterns and simple word families.	Manipulates syllables in words, including prefixes and suffixes.									
	11 Concepts of Print	11.1 Demonstrates print knowledge	Looks or points to pictures and opens/closes books.	Recognizes if pictures are right-side up. Turns pages from front to back of book.	Identifies the front/back and top/ bottom of a book. Indicates where to start reading on each page.	Identifies letters, words, spaces and some punctuation. Follows the direction of text.	Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.	Recognizes common types of text (poem, storybook, fact book). Names author and illustrator. Identifies punctuation.	Explains the difference between books that tell stories and those that give information.	Describes the overall structure of a story, including the introduction, problem and conclusion.									
	12 Letter/Word Recognition	12.1 Identifies letters and words	Looks for familiar people and objects when given their names.	Identifies a familiar object or person when shown a drawing or photo.	Recognizes the difference between pictures, letters and numbers in print.	Recognizes some common words in print; such as their his/her name, mom, dad or stop.	Names all upper and lower case letters when presented in random order. When shown a two to three letter word, can find it in print.	Reads high frequency sight words.	Reads and decodes root words with inflectional endings (e.g. ed, ing, s).	Decodes words with common prefixes and suffixes. Uses context or rereads to determine the meaning of unknown words.									
		12.2 Makes letter-sound connections	Babbles or repeats sounds.	Points at words printed on a page and pretends to read aloud.	Recognizes the sound of the first letter in his/her name.	Identifies six to seven letters and their sounds.	Identifies twelve to fifteen letters and their sounds. Recognizes that letters make up words.	Identifies all letters and their sounds. Begins to sound out the letters in two- to four-letter words.	Recognizes letter patterns, word families, long and short vowel sounds, whole word chunks, digraphs and blends.	Applies phonics strategies and word analysis skills to decode unfamiliar words.									
13 Reading Comprehension	13.1 Responds to text	Interacts by reaching or patting when a book is read.	Points to pictures and repeats words from familiar stories.	Talks about pictures and ideas in familiar stories.	Anticipates what come next in familiar stories. Expresses likes or dislikes within the story.	Relates to the characters or events of the story and shares a similar experience or object from own life.	With support, compares similarities between two texts.	Makes many text-to-text, -self and -world connections. Compares similarities and differences between two texts.	Evaluates texts based on content, personal experiences and knowledge of the world. Compares the main points of two texts.										
	13.2 Retells, asks and answers questions	Holds book and looks intently at each page.	Answers "Where is...?" questions by pointing.	Answers "What...?" questions about stories and books. Recalls the name of the main character.	Participates with others in the retelling of a story by pointing at pictures or role-playing with props.	Retells portions of a story. As the story is read, asks and answers simple questions about characters, setting and events.	With prompting, answers questions about characters and setting. Retells major events of a story in sequence.	Retells stories and includes key details. Asks and answers questions about setting, characters and events. Explains who is speaking at various points throughout the story.	Summarizes texts and their messages. Describes the points of view of various characters and how they each respond to challenges or events in the story.										
14 Emergent Writing	14.1 Writes name, words and sentences	Grips a writing utensil and uses it with help.	Makes continuous marks with writing tools.	Writes letter-like forms and creates his/her own symbols.	Attempts to print or copy familiar symbols and letters, especially those that are in own name.	Prints first name. Copies print. Uses inventive spelling.	Prints first and last name. Prints upper and lower case letters appropriately.	Prints first and last name with proper capitalization. Writes simple sentences. Begins to use traditional spelling.	Writes simple and compound sentences. Uses commas. Checks and corrects spelling.										
	14.2 Expresses through writing	Explores writing materials.	Makes marks or handprints on paper.	Scribbles or draws marks as a representation of an object or person.	Draws lines, circles or shapes and explains who or what they represent.	Uses a combination of drawing, dictating and writing to express and record an event or idea.	Uses inventive spelling to write sentences that are connected to a given topic or opinion. Draws pictures to support writing.	Writes a string of simple sentences to tell a story or share information. Provides a concluding statement.	Writes ideas or groups information in logical order. Uses descriptive words in writing.										

Skill	Goal	Benchmark A	Benchmark B	Benchmark C	Benchmark D	Benchmark E	Benchmark F	Benchmark G	Benchmark H	
Mathematics and Reasoning	15 Number Concepts	15.1 Identifies numerals	Hears numbers in everyday context.	Recognizes the numeral one and sees other numerals around the room.	Recognizes numerals to three.	Identifies numerals to five.	Identifies numerals to ten.	Identifies and writes numerals to twenty.	Identifies numerals to one hundred and understands place value to the hundreds place.	Compares and orders numerals to one thousand, understands place value and identifies if a number is even or odd.
		15.2 Counts to determine quantity	Hears rote counting.	Verbally counts (not always in correct order).	Points to one object at a time while counting (not always in correct order).	Counts up to ten objects.	Counts up to twenty objects.	Counts to one hundred by ones and tens. Counts forward from a given number.	Counts in sequence to 120 from a given number. Uses manipulatives to group and count units.	Counts by fives, tens, and hundreds to one thousand. Adds and subtracts within twenty.
		15.3 Understands operations	Looks for an object that is taken out of sight.	Demonstrates an understanding of one, two and more.	Creates groups of objects. Adds and removes to group as prompted.	Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.	Solves addition and subtraction problems within ten.	Decomposes numbers less than or equal to ten into pairs in more than one way (e.g., $7=3+4$, $7=5+2$).	Demonstrates an understanding of the meaning of the equal sign and determines if a given addition or subtraction equation is true or false.	Solves for the unknown in one- and two-step addition or subtraction word problems. Explains problem-solving strategies.
	16 Shapes	16.1 Identifies shapes	Manipulates objects that are a variety of shapes.	Matches two identical shapes.	Identifies a few basic shapes.	Identifies four to six basic geometric shapes.	Describes basic and complex two- and three-dimensional shapes using own words.	Describes objects in the environment as two- and three-dimensional shapes.	Describes and draws defining features of shapes.	Identifies and draws complex shapes.
		16.2 Manipulates parts and wholes	Tries to put one object inside of another.	Fills container and then dumps out the contents.	Puts together two to three pieces to create a whole object.	Uses a guide to put together six to twelve pieces to make a whole object.	Creates a whole object from many pieces without using a guide.	Creates complex shapes by putting together other shapes. Takes apart complex shapes into simpler shape pieces.	Builds and analyzes complex shapes constructed from simpler shapes. Separates circles and rectangles into two and four equal parts.	Separates a shape into halves, thirds and fourths.
	17 Spatial Awareness	17.1 Flips and rotates objects	Plays with objects and toys that are a variety of shapes.	Purposely turns or spins objects.	Recognizes familiar objects that are up-side down and turns them right-side up.	Matches two similar objects that are turned or positioned in different ways.	Identifies and corrects the orientation of familiar objects and symbols.	Identifies two- and three-dimensional shapes and symbols regardless of orientation.	Matches two-dimensional shapes to corresponding three-dimensional shapes. Recognizes symmetry.	Determines when shapes have been slid, turned or flipped and describes the translation.
		17.2 Determines object location	Participates as caregiver raises arms or legs and says up/down.	Follows simple positional directions such as on/off, over/under and up/down.	When prompted, finds or places objects next to, between, in front of or behind self.	When prompted, finds or places objects next to, between, in front of or behind objects not related to self.	Explains the location of an object in relation to another object or person.	Makes simple maps or models to represent the location of objects.	Gives and follows positional instructions to find objects or places.	Uses representations, coordinate systems and maps to identify locations of objects or places.
	18 Patterns and Sorting	18.1 Identifies and creates patterns	Plays predictable activities with caregivers such as patty-cake and peek-a-boo.	Attempts to mimic vocal and physical patterns.	Copies patterns with two steps, such as red-blue, red-blue.	Creates and extends two-step patterns.	Creates and extends three- and four-step patterns and plays complex memory games.	Determines the missing piece of a pattern within a set sequence. Recognizes simple patterns in the environment.	Creates or extends increasing or decreasing patterns.	Develops and explains his/her own formula for creating a variety of patterns.
		18.2 Matches, sorts and charts	Recognizes familiar people and objects.	When shown one object, finds the match.	Sort objects by one feature, such as size or color.	After sorting objects by one feature, sorts again by a different feature.	Sorts objects by more than one feature and explains why.	Identifies, sorts and classifies objects by at least two features.	Answers questions about data or objects sorted in up to three categories.	Uses graphs and charts to represent data sorted in up to four categories.
	19 Measurement	19.1 Estimates and measures	Recognizes when to use whole hand or just two fingers to pick up an object.	Explores size and weight of objects in relation to self.	Determines which object is bigger (heavier, longer) when given two objects.	Uses non-standard measurement tools to estimate approximate size or volume. Verifies estimation with help.	Estimates (not always logically) size and volume. Measures and describes findings.	Makes logical estimates and uses measurement tools to check estimation.	Explains which measurement tool makes best sense for the object being measured. Tells time in hours and half-hours.	Tells time. Estimates length in inches, feet, centimeters or meters. Measures an object using a variety of measurement standards.
		19.2 Compares and seriates	Picks up and puts down objects. Demonstrates an understanding of more.	Places objects in a line. Demonstrates an understanding of more, none and one.	Compares and orders two to three objects according to size, length, hue or weight.	Orders multiple objects by one feature using process of elimination. Describes order using first, then and last.	Arranges and orders multiple objects by size, length, hue or weight. Recalls a sequence of events.	Orders multiple objects by two or more features. Orders events in time.	Compares the length of two objects by using a third object (the length unit). Orders three objects by length.	Compares and explains how much longer one object is than another using standard units of measurement.
	20 Logic	20.1 Solves problems	Reacts to a problem and seeks a desired outcome.	Experiments with cause and effect.	Recognizes a problem and asks for help.	Tries out many possible solutions to a problem.	Uses previous knowledge to determine which solution to try first when solving a problem.	Mentally eliminates possible solutions to a problem by thinking through their potential results.	Explains the sequence of his/her problem-solving strategy.	Solves hypothetical problems by connecting personal experiences to possible solutions.

 Social Studies	21 Families and Communities	21.1 Identifies community and family roles	Responds to primary caregivers.	Recognizes the difference between a familiar and unfamiliar person.	Identifies familiar people and pets.	Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.	Identifies roles of self and others and describes the job each may do.	Compares roles, rules and responsibilities between different groups.	Describes how roles and responsibilities or families and groups change over time.	Identifies features in rural, urban and suburban communities and how these features impact roles and responsibilities.
		21.2 Explores cultures and traditions	Is exposed to family traditions or cultural events.	With help, participates in family traditions and customs.	Recognizes familiar symbols or artifacts of family traditions or customs.	Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.	Explains the meaning and importance of their own traditions and customs. Begins to learn about other cultures.	Explains the meaning and importance of traditions and customs of other people.	Compares diverse cultures and traditions.	Names influential people and events that have impacted familiar cultures and traditions.
		21.3 Respects diversity	Sees diverse features of people in books, toys and media.	Explores people and their features side by side in a book or a mirror.	Identifies physical similarities and differences between self and others.	Interacts with peers who look, learn, believe or move differently.	Asks questions about how others live, eat, play and believe.	Explains how individuals, families and cultures differ.	Demonstrates an understanding that some people have different needs or beliefs than self and seeks to support them accordingly.	Demonstrates respect for people who look differently and have differing abilities or traditions.
	22 Civics and Economics	22.1 Understands citizenship	Attends to others in immediate environment.	Participates in communal activities.	Recognizes and attends to authority figures.	Follows familiar rules and helps make group decisions.	Applies familiar rules and suggests new rules in a variety of situations.	Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions.	Identifies individual rights. Determines if rules support the common good.	Describes different levels of government (local, state, national). Makes democratic decisions.
		22.2 Understands concepts of trade	Grasps and releases objects.	Expresses a desire for an object or action. Says me, mine.	Recognizes ownership of familiar objects.	Asks before taking an object that does not belong to self. Offers a toy or object to another person.	Explores the use of trade to receive objects or services.	Exchanges money, goods or services for other goods or services.	Describes ways one might use money, goods or services.	Explains how and why people work together in trade to get what they need and want.
	23 Geography	23.1 Identifies types of places	Responds to changes in the immediate environment.	Recognizes familiar places.	Identifies a variety of familiar places, such as the store, car, home or Grandma's.	Identifies different types of water bodies, streets, buildings and landmarks in own community.	Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks.	Compares the geographic features of own community to another community.	Identifies and describes various types of landforms and natural resources.	Explains how the physical features and characteristics of an environment affect how people live.
		23.2 Uses maps	Navigates within a familiar environment.	Finds ways to move around obstacles in a familiar environment.	Follows a path.	Recognizes symbols and landmarks.	Identifies what is represented on a map. Draws pictures of current location.	Recreates a map of something s/he cannot immediately see.	Locates familiar places on maps. Uses cardinal directions to follow and give directions.	Uses a variety of maps to gather information.
	24 History	24.1 Describes past events	Focuses on interactions with others for a short time.	Observes events and begins to participate.	Describes events as they happen. Uses words such as first, then.	Recalls information and events from the past.	Uses language of time to describe familiar sequences of events.	Retells historical, fictional or past events or stories.	Compares and contrasts current and historical conditions of familiar environments.	Describes relationships between past events and current conditions. Explains why it is important to understand historical events.

Skill	Goal	Benchmark A	Benchmark B	Benchmark C	Benchmark D	Benchmark E	Benchmark F	Benchmark G	Benchmark H
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Creative Development	30 Music	30.1 Develops rhythm and tone	Responds to sounds.	Responds to changes in sound, rhythm, volume or melody.	Claps to beat (not always consistently). Recognizes the difference between a singing and speaking voice.	Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction.	Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs.	Creates simple rhythm patterns. Controls pitch when singing a familiar song.	Maintains a steady beat. Recognizes strong/weak beats. Begins to read rhythm notation. Matches vocal pitch in limited range.	Maintains rhythm in various meter groupings. Participates in call and response and two part rounds.
		30.2 Expresses through music	Makes sounds to communicate feelings.	Repeats words in familiar songs and attempts to sing.	Expresses likes and dislikes of familiar songs. Explores sounds by shaking, pounding and tapping various instruments and objects.	Uses voice, common objects or instruments to create music. Identifies self as a musician.	Uses voice or instruments to express feelings or to mimic sound effects.	Communicates ideas by creating rhythm and/or melody.	Interprets and compares many types of music.	Experiments and performs self-written music or rhythmic patterns.
	31 Dance and Movement	31.1 Develops dance and movement techniques	Moves body in a variety of ways.	Moves body purposely. Sways or bounces to music.	Follows the movements of others. Explores personal space and direction.	Describes and demonstrates multiple ways to move body parts. Moves to the beat of a song.	Follows a leader to perform a simple movement pattern.	Recalls a simple movement pattern and performs it individually or in a group.	Recalls and dances a sequence of 2-3 movement patterns. Identifies the beginning, middle and end of a dance.	Creates simple movement sequences.
		31.2 Expresses through dance and movement	Uses body language to express feelings.	Uses purposeful gestures and body language to communicate.	Moves in own way to music and rhythm.	Demonstrates different levels of energy in dance (gentle movements or big, exaggerated movements).	Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.	Expresses ideas, feelings and stories through creative movement.	Coordinates movements of self and others to create a cohesive dance or idea.	Describes how dances and movements express certain ideas or feelings.
	32 Visual Arts	32.1 Develops artistic techniques	Explores materials using gross motor movements and senses.	Uses hands and feet to explore a variety of media.	Explores a variety of artistic tools and media.	Chooses an object or art tool to use with a given medium for a desired effect.	Uses artistic tools and media to create intentional designs or images.	Demonstrates a variety of techniques using a given tool or medium.	Uses various tools and techniques to achieve desired artistic results.	Compares artistic techniques and creations of many artists.
		32.2 Expresses through visual arts	Expresses emotions while exploring materials.	Scribbles, colors or paints intentionally on paper.	Uses materials to create shapes and symbols.	Makes choices throughout the artistic process.	Plans and seeks out materials to make a creation.	Creates arts to represent an idea or object. Explains how it was made.	Creates art to express ideas, thoughts and feelings.	Creates art and explains why and how s/he chose specific materials and techniques.
	33 Drama	33.1 Participates in dramatic play	Imitates simple movements and facial expressions.	Mimics observed behaviors and words.	Uses words, actions and props to pretend.	Plays a role in group dramatic play.	Assigns roles and plays out unscripted scenes in dramatic play.	With cues, performs a simple pre-planned drama.	Describes how a character may feel in a given situation, then integrates that emotion into performance.	Rehearses, memorizes and performs a short play.
		33.2 Uses and creates props	Responds to props or puppets.	Mimics the use of familiar objects.	Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.	Uses any object as a replacement for a realistic prop or real object.	Uses a combination of real and imaginary props or characters to play out a scene.	Creates a setting, characters and events to tell a story.	Plans a story and seeks out props to enhance a role or highlight details.	Plans a story and creates costumes, settings or props to create a mood or environment.