

*Alignment  
of the*

# Experience Early Learning Skills

*with*

**Pennsylvania Learning Standards for Early Childhood**





## The Developmental Continuum of the Experience Early Learning Skills

The Developmental Continuum of the Experience Early Learning Skills is a research-based continuum of 35 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:

- Experience Baby
- Experience Toddler
- Experience Preschool

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

Visit <https://www.mothergoosetime.com/skillsresearch/> to learn how each Experience Early Learning tool supports developmentally appropriate practice and child skill development.

### Alignment

This document details the alignment of the Pennsylvania Learning Standards for Early Childhood with the Developmental Continuum of the Experience Early Learning Skills. For questions or comments about this alignment, contact [info@experienceearlylearning.com](mailto:info@experienceearlylearning.com).



# Pennsylvania Learning Standards for Early Childhood

*Alignment for Birth-3*

*Alignment for Pre-Kindergarten*



[Pennsylvania Learning Standards for Early Childhood: Infants-Toddlers](#)

Pennsylvania Learning Standards (Birth-3)

Developmental Continuum of the Experience Early Learning Skills

<b>Approaches to Learning through Play – Constructing, Organizing, and Applying Knowledge</b>	
AL.1 Constructing and Gathering Knowledge	
A. CURIOSITY AND INITIATIVE	
<p>Infant AL.1 I.A Use the senses as a primary means to explore and learn from the environment.</p> <p>Young Toddler AL.1 YT.A Show interest in various environmental stimuli</p> <p>Older Toddler AL.1 OT.A Explore characteristics of and ask questions about objects people, activities, and environments.</p>	<p><b>SCI Natural &amp; Earth Science</b> SCI 2.1 Explores immediate environment using senses. Reacts to weather changes in immediate environment.</p> <p><b>SCI Natural &amp; Earth Sciences</b> SCI 2.2 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.</p> <p><b>SCI Investigation &amp; Inquiry</b> SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p>
B. Risk Taking	

<p>Infant AL.1 I.B Explore in the comfort of a familiar surrounding or adult.</p> <p>Young Toddler AL.1 YT.B Explore the environment in close proximity to and in the constant sight of familiar adult.</p> <p>Older Toddler AL.1 OT.B Explore the environment independently seeking occasional approval from adults.</p>	<p><b>SS Geography</b> SS 3.2 Recognizes familiar places. Finds ways to move around obstacles in a familiar environment.</p> <p><b>SS Geography</b> SS 3.2 Recognizes familiar places. Finds ways to move around obstacles in a familiar environment.</p> <p><b>SS Geography</b> SS 3.2 Recognizes familiar places. Finds ways to move around obstacles in a familiar environment.</p>
C. Stage of play	
<p>Infant AL.1 I.C Engage in parallel play.</p> <p>Young Toddler AL.1 YT.C Engage in associative play.</p> <p>Older Toddler AL.1 OT.C Engage with others in simple cooperative play.</p>	<p><b>SED Social Relationships</b> SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.</p> <p><b>SED Social Relationships</b> SED 4.4 Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad.</p> <p><b>SED Social Relationships</b> SED 4.4 Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad.</p>

AL.2 Organizing and Understanding Information	
A. ENGAGEMENT AND ATTENTION	
<p>Infant AL.2 I.A Interact with others, objects, or activities for short periods of time.</p> <p>Young Toddler AL.2 YT.A Engage with others, focus attention, and participate in activities for longer periods of time</p> <p>Older Toddler AL.2 OT.A Focus attention and participate in task oriented activities.</p>	<p><b>SS Develop Sense of Time</b> SS 4.1 Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad.</p> <p><b>SED Attention and Persistence</b> SED 4.3 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.</p> <p><b>SED Attention and Persistence</b> SED 4.3 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.</p>
B. TASK ANALYSIS	

<p>Infant AL.2 I.B Anticipate next step of a familiar routine or activity.</p> <p>Young Toddler AL.2 YT.B Know the sequence of familiar routines.</p> <p>Older Toddler AL.2 OT.B Identify and complete the sequence of familiar routines and tasks.</p>	<p><b>MR Patterns</b> MR 5.1 Plays predictable activities with caregivers such as pat-a-cake and peekaboo.</p> <p><b>MR Patterns</b> MR 5.1 Plays predictable activities with caregivers such as pat-a-cake and peekaboo.</p> <p><b>MR Patterns</b> MR 5.3 Copies patterns with two steps, such as red-blue, red-blue. <b>SED Attention and Persistence</b> SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p>
C. PERSISTENCE	
<p>Infant AL.2 I.C Engage with an object in more than one way</p> <p>Young Toddler AL.2 YT.C Attempt to accomplish challenging tasks</p> <p>Older Toddler Attempt to accomplish challenging tasks by employing familiar strategies</p>	<p><b>MR Shapes</b> MR 3.1 Manipulates objects that are a variety of shapes.</p> <p><b>MR Shapes</b> MR 1.2 Purposely turns or spins objects. Follows simple positional directions such as on/off, over/under and up/down. Fills container then dumps out the contents.</p> <p><b>MR Shapes</b> MR 2.3 Recognizes objects that are upside-down and turns them right-side up. Finds or places objects next to, between, in front of or behind self. Puts together three pieces to create a whole object.</p>
D. PATTERNING	

<p>Infant Emerging</p> <p>Young Toddler AL.2 YT.D Recognize simple patterns in the environment.</p> <p>Older Toddler AL.2 OT.D Recognize and create simple patterns.</p>	<p>Infant Emerging</p> <p><b>MR Patterns</b> MR 5.1 Plays predictable activities with caregivers such as pat-a-cake and peekaboo.</p> <p><b>MR Patterns</b> MR 5.2 Copies patterns with two steps, such as red-blue, red-blue.</p>
E. MEMORY	
<p>Infant AL.2 I.E Recognize and respond to familiar adults and routines</p> <p>Young Toddler AL.2 YT.E Recall information from previous experiences.</p> <p>Older Toddler AL.2 OT.E Retain and recall information from previous experiences.</p>	<p><b>MR Classification</b> MR 6.1 Recognizes familiar people and objects. Recognizes self as being separate from others.</p> <p><b>MR Classification</b> MR 6.2 When shown one object, finds the match. Identifies and names familiar people, characters and animals.</p> <p><b>MR Classification</b> MR 6.2 When shown one object, finds the match. Identifies and names familiar people, characters and animals.</p>
AL.3 Applying Knowledge	
A/B. CREATIVITY/INVENTION	
<p>Infant AL.3 I.A/B Respond to music, art, and stories.</p> <p>Young Toddler AL.3 YT.A/B Express self through simple actions, gestures, and</p>	<p><b>CA Music</b> CA 1.1 Responds to sounds. Makes sounds to communicate feelings.</p> <p><b>CA Music</b> CA 1.1 Looks for familiar people and objects when given their</p>



<p>words.</p> <p>Older Toddler AL.3 OT.A/B Construct music, art, and stories as a means of self expression.</p>	<p>names. Babbles or repeats sounds.</p> <p><b>CA Music</b> CA 1.3 Claps to beat (not always consistently). Understands difference of singing and speaking voices. Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.</p>
C. REPRESENTATION	
<p>Infant AL.3 I.C Use a variety of materials to create.</p> <p>Young Toddler AL.3 YT.C Use a variety of materials to represent familiar objects.</p> <p>Older Toddler AL.3 OT.C Experiment with materials to represent objects.</p>	<p><b>CA Visual Arts</b> CA 3.1 Explores materials using gross motor movements and senses. Expresses emotions while exploring materials.</p> <p><b>CA Visual Arts</b> CA 3.2 Uses hands and feet to explore a variety of media. Scribbles, colors or paints intentionally on paper.</p> <p><b>CA Visual Arts</b> CA 3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.</p>
AL.4 Learning through Experience	
A. MAKING CONNECTIONS	

<p>Infant AL.4 I.A Demonstrate comfort in routines, objects, and materials that reflect home experiences.</p> <p>Young Toddler AL.4 YT.A Relay experience from one setting to another.</p> <p>Older Toddler AL.4 OT.A Notice similarities and differences between settings.</p>	<p><b>SED Social Relationships</b> SED 4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. Enjoys turn-taking games such as peekaboo.</p> <p><b>SED Self Regulation</b> SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.</p> <p><b>SED Self Regulation</b> SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.</p>
<p><b>B. RESILIENCY–COMPETENCE</b></p>	
<p>Infant AL.4 I.B Use comfort of familiar experiences to explore new activities and experiences.</p> <p>Young Toddler AL.4 YT.B Repeat familiar activity to gain comfort and confidence.</p> <p>Older Toddler AL.4 OT.B Approach new experiences with confidence.</p>	<p><b>SED Attention and Persistence</b> SED 3.1 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.</p> <p><b>SED Attention and Persistence</b> SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p> <p><b>SED Attention and Persistence</b> SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed.</p>
<p><b>C. PROBLEM-SOLVING</b></p>	

<p>Infant AL.4 I.C Play with a variety of objects to determine similar and different outcomes.</p> <p>Young Toddler AL.4 YT.C Solve simple problems independently</p> <p>Older Toddler AL.4 OT.C Attempt problem solving activities to achieve a positive outcome.</p>	<p><b>MR Spatial Awareness</b> MR 2.1 Plays with objects and toys that are a variety of shapes. Participates as caregiver raises arms or legs and says up/down. Tries to put one object inside another.</p> <p><b>MR Spatial Awareness</b> MR 2.2 Purposely turns or spins objects. Follows simple positional directions such as on/off, over/under and up/down. Fills container then dumps out the contents.</p> <p><b>MR Spatial Awareness</b> MR 2.3 Recognizes objects that are upside-down and turns them right-side up. Finds or places objects next to, between, in front of or behind self. Puts together three pieces to create a whole object.</p>
<b>LANGUAGE AND LITERACY DEVELOPMENT: ENGLISH LANGUAGE ARTS</b>	
1.1 Foundational Skills	
A. BOOK-HANDLING	
<p>Infant 1.1 I.A Explore books in a variety of ways.</p> <p>Young Toddler 1.1 YT.A Demonstrate beginning book-handling skills.</p> <p>Older Toddler 1.1 OT.A Demonstrate beginning book-handling skills</p>	<p><b>LLD Concepts Print</b> LLD 5.1 Looks at or points to pictures. Opens and closes books.</p> <p><b>LLD Concepts Print</b> LLD 5.1 Looks at or points to pictures. Opens and closes books.</p> <p><b>LLD Concepts Print</b> LLD 5.1 Looks at or points to pictures. Opens and closes books.</p>
B. PRINT CONCEPTS	

<p>Infant 1.1 I.B Demonstrate interest in books that have color, pattern, and contrast.</p> <p>Young Toddler 1.1 YT.B Demonstrate interest in pictures and text.</p> <p>Older Toddler 1.1 OT.B Recognize that print has meaning.</p>	<p><b>LLD Print Concepts</b> LLD 5.1 Looks at or points to pictures. Opens and closes books.</p> <p><b>LLD Print Concepts</b> LLD 5.2 Looks at or points to pictures. Opens and closes books.</p> <p><b>LLD Print Concepts</b> LLD 5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p>
<b>C. PHONOLOGICAL AWARENESS</b>	
<p>Infant 1.1 I.C Respond to sounds in the environment</p> <p>Young Toddler 1.1 YT.C Identify and imitate familiar sounds in the environment.</p> <p>Older Toddler 1.1 OT.C Categorize familiar sounds.</p>	<p><b>LLD Phonological Awareness</b> LLD 3.2 Imitates sounds and tones.</p> <p><b>LLD Phonological Awareness</b> LLD 3.2 Imitates sounds and tones.</p> <p><b>LLD Phonological Awareness</b> LLD 3.3 Shows awareness of separate words in spoken language.</p>
<b>D. PHONICS AND WORD RECOGNITION</b>	
<p>Infant Emerging</p> <p>Young Toddler Emerging</p> <p>Older Toddler</p>	<p>Infant Emerging</p> <p>Young Toddler Emerging</p> <p><b>LLD Phonological Awareness</b> LLD 3.3 Shows awareness of separate words in spoken language.</p>

1.1 OT.D Recognize familiar environmental print.	
1.2 Reading Informational Text	
B. KEY IDEAS AND DETAILS – TEXT ANALYSIS	
<p>Infant 1.2 I.B Attend to a picture in a text when reading with an adult.</p> <p>Young Toddler 1.2 YT.B Respond to simple questions about a text.</p> <p>Older Toddler 1.2 OT.B Answer simple questions about a text.</p>	<p><b>LLD Reading Comprehension</b> LLD 6.2 Points to pictures and repeats words from familiar stories. Answers “where” questions by pointing.</p> <p><b>LLD Reading Comprehension</b> LLD 6.3 Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character.</p> <p><b>LLD Reading Comprehension</b> LLD 6.3 Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character.</p>
C. KEY IDEAS AND DETAILS	
<p>Infant Emerging</p> <p>Young Toddler 1.2 YT.C Relate familiar objects in a text to personal experience.</p> <p>Older Toddler 1.2 OT.C Relate text to personal experiences when asked.</p>	<p>Infant Emerging</p> <p><b>LLD Reading Comprehension</b> LLD 6.3 Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character.</p> <p><b>LLD Reading Comprehension</b> Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character.</p>
E. CRAFT AND STRUCTURE – TEXT STRUCTURE	
Infant Emerging	Infant Emerging

<p>Young Toddler 1.2 YT.E Identify a favorite book by its cover.</p> <p>Older Toddler 1.2 OT.E Identify a text by the front cover.</p>	<p><b>LLD Concept Prints</b> LLD 5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p> <p><b>LLD Concept Prints</b> LLD 5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p>
<b>G. INTEGRATION OF KNOWLEDGE AND IDEAS – DIVERSE MEDIA</b>	
<p>Infant Emerging</p> <p>Young Toddler Emerging</p> <p>Older Toddler 1.2 OT.G Notice details in illustration or picture.</p>	<p>Infant Emerging</p> <p>Young Toddler Emerging</p> <p><b>LLD Reading Comprehension</b> LLD 6.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p>
<b>J. VOCABULARY ACQUISITION AND USE</b>	
<p>Infant 1.2 I.J Use single words to identify family members and familiar objects.</p> <p>Young Toddler 1.2 YT.J Use new vocabulary in everyday speech.</p> <p>Older Toddler 1.2. OT.J Use expanded vocabulary in everyday speech.</p>	<p><b>LLD Alphabetic Knowledge</b> LLD 4.2 Identifies a familiar object or person when shown a drawing or photo. Points at words printed on a page and pretends to read aloud.</p> <p><b>LLD Phonological Awareness</b> LLD 3.4 Identifies words that have a similar beginning sound.</p> <p><b>LLD Phonological Awareness</b> LLD 3.4 Identifies words that have a similar beginning sound.</p>
<b>L. RANGE OF READING</b>	

<p>Infant 1.2 I.L Engage in reading activities.</p> <p>Young Toddler 1.2. YT.L Actively engage in reading activities for short periods of time.</p> <p>Older Toddler 1.2. OT.L Use expanded vocabulary in everyday speech.</p>	<p><b>LLD Concepts of Print</b> LLD 5.1 Looks at or points to pictures. Opens and closes books.</p> <p><b>LLD Concepts of Print</b> LLD 5.2 Looks at or points to pictures. Opens and closes books.</p> <p><b>LLD Phonological Awareness</b> LLD 3.3 Shows awareness of separate words in spoken language.</p>
1.3 Reading Literature	
A. KEY IDEAS AND DETAILS – THEME	
<p>Infant Emerging</p> <p>Young Toddler Emerging</p> <p>Older Toddler 1.3 OT.A Recall an event from a story.</p>	<p>Infant Emerging</p> <p>Young Toddler Emerging</p> <p><b>LLD Reading Comprehension</b> LLD 6.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Participates with others in the retelling of a story by pointing at pictures or role-playing with props.</p>
B. KEY IDEAS AND DETAILS – TEXT ANALYSIS	

<p>Infant 1.3 I.B Attend to a picture in a story when reading with an adult.</p> <p>Young Toddler 1.3 YT.B Respond to simple questions about a story</p> <p>Older Toddler 1.2 OT.B Answer simple questions about a story.</p>	<p><b>LLD Alphabetic Knowledge</b> LLD 4.2 Identifies a familiar object or person when shown a drawing or photo. Points at words printed on a page and pretends to read aloud.</p> <p><b>LLD Reading Comprehension</b> LLD 6.3 Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character.</p> <p><b>LLD Reading Comprehension</b> LLD 6.3 Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character.</p>
<b>C. KEY IDEAS AND DETAILS – LITERARY ELEMENTS</b>	
<p>Infant Emerging</p> <p>Young Toddler Emerging</p> <p>Older Toddler 1.3 OT.C Recognize pictures of familiar characters in a book.</p>	<p>Infant Emerging</p> <p>Young Toddler Emerging</p> <p><b>LLD Reading Comprehension</b> LLD 6.3 Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character.</p>
<b>G. INTEGRATION OF KNOWLEDGE AND IDEAS – SOURCES OF INFORMATION</b>	
<p>Infant Emerging</p> <p>Young Toddler Emerging</p>	<p>Infant Emerging</p> <p>Young Toddler Emerging</p> <p><b>LLD Alphabetic Knowledge</b> LLD 4.3 Recognizes the difference between pictures, letters and numbers in</p>



Older Toddler 1.3 OT.G Notice details in illustration or picture.	print. Recognizes the sound of the first letter in his/her name.
J. VOCABULARY ACQUISITION AND USE	
<p>Infant 1.3 I.J Use single words to identify family members and familiar objects.</p> <p>Young Toddler 1.3 YT.J Use new vocabulary in everyday speech.</p> <p>Older Toddler 1.3 OT.J Use expanded vocabulary in everyday speech.</p>	<p><b>LLD Phonological Awareness</b> LLD 3.3 Shows awareness of separate words in spoken language.</p> <p><b>LLD Communication</b> LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words and word-like sounds to communicate.</p> <p><b>LLD Communication</b> LLD 2.3 Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas.</p>
K. RANGE OF READING	
<p>Infant 1.3 I.K Engage in reading activities.</p> <p>Young Toddler 1.3 YT.K Actively engage in reading activities for short periods of time.</p> <p>Older Toddler 1.3 OT.K Actively engage in small group reading activities.</p>	<p><b>LLD Concepts Print</b> LLD 5.1 Looks at or points to pictures. Opens and closes books.</p> <p><b>LLD Concepts Print</b> LLD 5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p> <p><b>SED Social Relationships</b> SED 4.4 Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad.</p>

1.4 Writing	
M. NARRATIVE	
<p>Infant Emerging</p> <p>Young Toddler Emerging</p> <p>Older Toddler 1.4 OT.M Tell a story about a picture.</p>	<p>Infant Emerging</p> <p>Young Toddler Emerging</p> <p><b>LLD Reading Comprehension</b> LLD 6.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Participates with others in the retelling of a story by pointing at pictures or role-playing with props.</p>
R. NARRATIVE – CONVENTIONS OF LANGUAGE	
<p>Infant 1.4 I.R Make marks with writing and drawing tools.</p> <p>Young Toddler 1.4 YT.R Scribble with writing and drawing tools.</p> <p>Older Toddler 1.4 OT.R Intentionally make marks with writing or drawing tools.</p>	<p><b>LLD Writing</b> LLD 7.2 Makes random marks with writing tools. Make handprints or fingerprints.</p> <p><b>LLD Writing</b> LLD 7.3 Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks. Scribbles or draws marks as a representation of an object or person.</p> <p><b>LLD Writing</b> LLD 7.3 Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks. Scribbles or draws marks as a representation of an object or person.</p>
V. CONDUCTING RESEARCH	
Infant	Infant

<p>Emerging</p> <p>Young Toddler Emerging</p> <p>Older Toddler 1.4 OT.V Ask questions about topics of personal interest to gain information.</p>	<p>Emerging</p> <p>Young Toddler Emerging</p> <p><b>SCI Investigation &amp; Inquiry</b> SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p>
1.5 Speaking and Listening	
A. COMPREHENSION AND COLLABORATION – COLLABORATIVE DISCUSSION	
<p>Infant 1.5 I.A Use sounds and gestures as a form of reciprocal communication.</p> <p>Young Toddler 1.5 YT.A Use sounds, gestures, and words as forms of reciprocal communication</p> <p>Older Toddler 1.5 OT.A Engage in reciprocal conversations and interactions with peers and adults.</p>	<p><b>LLD Phonological Awareness</b> LLD 3.1 Babbles and vocalizes using sound, volume and inflection.</p> <p><b>LLD Phonological Awareness</b> LLD 3.2 Imitates sounds and tones.</p> <p><b>LLD Communication</b> LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges.</p>
C. COMPREHENSION AND COLLABORATION – EVALUATION	
<p>Infant 1.5 I.C Respond in ways that indicate understanding of what is being communicated.</p>	<p><b>LLD Communication</b> LLD 2.3 Mimics single sounds. Uses vocalizations and gestures to communicate.</p>

<p>Young Toddler 1.5 YT.C Respond to questions, comments, or directions.</p> <p>Older Toddler 1.5 OT.C Respond to questions, comments, or directions.</p>	<p><b>LLD Communication</b> LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges.</p> <p><b>LLD Communication</b> LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges.</p>
<p>D/E. PRESENTATION OF KNOWLEDGE AND IDEAS – PURPOSE, AUDIENCE, AND TASK/CONTEXT</p>	
<p>Infant 1.5 I.D/E Babble and begin to use single words and/or signs.</p> <p>Young Toddler 1.5 YT.D/E Use 1-2 words and/or signs to communicate.</p> <p>Older Toddler 1.5 OT.D/E Use simple sentences, communicating clearly enough to be understood by familiar adults.</p>	<p><b>LLD Phonological Awareness</b> LLD 3.1 Babbles and vocalizes using sound, volume and inflection.</p> <p><b>LLD Communication</b> LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words and word-like sounds to communicate.</p> <p><b>LLD Communication</b> LLD 2.3 Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas.</p>
<p>G. CONVENTIONS OF STANDARD ENGLISH</p>	

<p>Infant Emerging</p> <p>Young Toddler Emerging</p> <p>Older Toddler 1.5 OT.G Demonstrate command of the conventions of standard English when speaking based on older toddler development.</p>	<p>Infant Emerging</p> <p>Young Toddler Emerging</p> <p><b>LLD Communication</b> LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p>
<b>MATHEMATICAL THINKING AND EXPRESSION: EXPLORING, PROCESSING, AND PROBLEM-SOLVING</b>	
2.1 Numbers and Operations	
A. COUNTING AND CARDINALITY – CARDINALITY	
<p>Infant 2.1 I.A.1 Explore Objects</p> <p>Young Toddler 2.1 YT.A.1 Imitate rote counting using some names of numbers.</p> <p>Older Toddler 2.1 OT.A.1 Know some number names and count the sequence.</p>	<p><b>MR Shapes</b> <b>MR 3.1</b> Manipulates objects that are a variety of shapes.</p> <p><b>MR Number Sense</b> <b>MR 1.3</b> Recognizes numerals to three. 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.</p> <p><b>MR Number Sense</b> <b>MR 1.4</b> Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p>
A. COUNTING AND CARDINALITY – COUNTING	

<p>Infant Emerging</p> <p>Young Toddler Emerging</p> <p>Older Toddler 2.1 OT.A.2 Count to tell the number of objects</p>	<p>Infant Emerging</p> <p>Young Toddler Emerging</p> <p><b>MR Number Sense</b> MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p>
A. COUNTING AND CARDINALITY – COMPARING	
<p>Infant 2.1 I.A.3 Explore relationships between objects.</p> <p>Young Toddler 2.1 YT.A.3 Explore simple comparisons of quantity</p> <p>Older Toddler 2.1 OT.A.3 Use comparative language to show understanding of more or less.</p>	<p><b>MR Number Sense</b> MR 1.1 Hears numbers in everyday context. Hears rote counting. Looks for an object that is taken out of sight.</p> <p><b>MR Number Sense</b> 1.2 Recognizes the numeral one and sees other numerals around the room. Repeats number words when heard. Demonstrates an understanding of one, two and more.</p> <p><b>MR Number Sense</b> MR 1.2 Recognizes numerals to three. 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.</p>
MP. COUNTING AND CARDINALITY – MATHEMATICAL PROCESSES	

<p>Infant 2.1 I.MP Engage in numerical Play</p> <p>Young Toddler 2.1 YT.MP Engage and persist in numerical play.</p> <p>Older Toddler 2.1 OT.MP Use mathematical processes when quantifying, comparing, and representing numbers.</p>	<p><b>MR Number Sense</b> MR 1.1 Hears numbers in everyday context. Hears rote counting. Looks for an object that is taken out of sight.</p> <p><b>MR Number Sense</b> 1.2 Recognizes the numeral one and sees other numerals around the room. Repeats number words when heard. Demonstrates an understanding of one, two and more.</p> <p><b>MR Number Sense</b> <b>MR 1.3</b> Recognizes numerals to three. 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.</p>
2.2 Algebraic Concepts	
A. OPERATIONS AND ALGEBRAIC THINKING	
<p>Infant Emerging</p> <p>Young Toddler 2.2 YT.A.1 Sort manipulatives into sets.</p> <p>Older Toddler 2.2 OT.A.1 Add to and take apart sets.</p>	<p>Infant Emerging</p> <p><b>MR Classification</b> MR 6.2 When shown one object, finds the match. Identifies and names familiar people, characters and animals.</p> <p><b>MR Number Sense</b> MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p>
2. Geometry	
A.. GEOMETRY – IDENTIFICATION	
Infant	<p><b>MR Shapes</b> MR 3.1 Manipulates objects that are a variety of shapes.</p>

<p>2.3 I.A.1 Explore objects of different sizes and shapes.</p> <p>Young Toddler 2.3 YT.A.1 Match identical shapes.</p> <p>Older Toddler 2.3 OT.A.1 Recognize and identify basic shapes in the environment.</p>	<p><b>MR Shapes</b> MR 3.2 Matches two identical shapes.</p> <p><b>MR Shapes</b> MR 3.3 Identifies a few basic shapes.</p>
A.. GEOMETRY – APPLICATION	
<p>Infant Emerging</p> <p>Young Toddler Emerging</p> <p>Older Toddler 2.3 OT.A.2 Create and compose simple shapes.</p>	<p>Infant Emerging</p> <p>Young Toddler Emerging</p> <p><b>MR Shapes</b> MR 3.5 Describes basic and complex two- and three-dimensional shapes using own words.</p>
MP. GEOMETRY – MATHEMATICAL PROCESSES	
<p>Infant 2.3 I.MP Engage in geometric play</p> <p>Young Toddler 2.3 YT.MP Engage and persist in geometric play</p> <p>Older Toddler 2.3 OT.MP Use mathematical processes when creating and composing shapes.</p>	<p><b>MR Shapes</b> MR 3.1 Manipulates objects that are a variety of shapes.</p> <p><b>MR Number Sense</b> 1.2 Recognizes the numeral one and sees other numerals around the room. Repeats number words when heard. Demonstrates an understanding of one, two and more.</p> <p><b>MR Number Sense</b> MR 1.3 Recognizes numerals to three. 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.</p>



2.4 Measurement, Data, and Probability	
A.. MEASUREMENT AND DATA – MEASUREMENT	
<p>Infant Emerging</p> <p>Young Toddler 2.4 YT.A.1 Engage in measurement experiences.</p> <p>Older Toddler 2.4 OT.A.1 Use basic measurement vocabulary.</p>	<p>Infant Emerging</p> <p><b>MR Measurement</b> MR 4.2 Explores size and weight of objects in relation to self.</p> <p><b>MR Measurement</b> MR 4.3 Determines which object is bigger (heavier, longer) when given two objects.</p>
A.. MEASUREMENT AND DATA – DATA	
<p>Infant Emerging</p> <p>Young Toddler 2.4 YT.A.4 Participate in sorting objects.</p> <p>Older Toddler 2.4 OT.A.4 Classify objects and count the number of objects in each category</p>	<p>Infant Emerging</p> <p><b>MR Shapes</b> MR 3.2 Matches two identical shapes.</p> <p><b>MR Shapes</b> MR 3.3 Identifies a few basic shapes.</p>
MP. MEASUREMENT AND DATA – MATHEMATICAL PROCESSES	
<p>Infant Emerging</p> <p>Young Toddler</p>	<p>Infant Emerging</p>

<p>2.1 YT.MP Engage and persist when Measuring and sorting objects</p> <p>Older Toddler 2.1 OT.MP Use mathematical processes when measuring and organizing data.</p>	<p><b>MR Measurement</b> MR 4.2 Explores size and weight of objects in relation to self.</p> <p><b>MR Number Sense</b> MR 1.3 Recognizes numerals to three. 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.</p>
<b>SCIENTIFIC THINKING AND TECHNOLOGY: EXPLORING, SCIENTIFIC INQUIRY, AND DISCOVERY</b>	
3.1 Biological Sciences	
A. LIVING AND NON-LIVING ORGANISMS	
<p>Infant 3.1 I.A.1 Show interest in the natural world.</p> <p>Young Toddler 3.1 YT.A.1 Explore the characteristics of living things.</p> <p>Older Toddler 3.1 OT.A.1 Identify basic characteristics of some living and non living things.</p>	<p><b>SCI Natural and Earth Science</b> SCI 2.1 Explores immediate environment using senses. Reacts to weather changes in immediate environment.</p> <p><b>SCI Natural and Earth Science</b> SCI 2.2 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.</p> <p><b>SCI Natural and Earth Science</b> SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.</p>
A. ENERGY FLOW	
Infant Emerging	Infant Emerging

<p>Young Toddler 3.1 YT.A.2 Explore the basic needs of plants and animals.</p> <p>Older Toddler 3.1. OT.A.2 Recognize that plants and animals have basic needs.</p>	<p><b>SCI Natural and Earth Science</b> SCI 2.2 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.</p> <p><b>SCI Natural and Earth Science</b> SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.</p>
A. LIFE CYCLES	
<p>Infant Emerging</p> <p>Young Toddler Emerging</p> <p>Older Toddler 3.1 OT.A.3 Notice plants and animals growing and changing</p>	<p>Infant Emerging</p> <p>Young Toddler Emerging</p> <p><b>SCI Natural and Earth Science</b> SCI 2.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. Identifies the climate and weather in the immediate environment.</p>
A. FORM AND FUNCTION	

<p>Infant 3.1 I.A.5 Explore parts of living things in their environment.</p> <p>Young Toddler 3.1 Y.T.A.5 Recognize parts of living things in their environment.</p> <p>Older Toddler 3.1 O.T.A.9 Participate in simple investigations of living and non-living things to answer a question.</p>	<p><b>SCI Natural and Earth Science</b> SCI 2.1 Explores immediate environment using senses. Reacts to weather changes in immediate environment.</p> <p><b>SCI Natural and Earth Science</b> SCI 2.2 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.</p> <p><b>SCI Natural and Earth Science</b> SCI 2.2 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.</p>
<b>A. SCIENCE AS INQUIRY</b>	
<p>Infant 3.1 I.A.9 Participate in simple investigations of living and non-living things.</p> <p>Young Toddler 3.1 Y.T.A.9 Participate in simple investigations to observe living and nonliving things.</p> <p>Older Toddler 3.1 O.T.A.9 Participate in simple investigations of living and non-living things to answer a question.</p>	<p><b>SCI Investigation &amp; Inquiry</b> SCI 1.1 Looks for a person or toy that has moved out of sight. Reacts to changes.</p> <p><b>SCI Investigation &amp; Inquiry</b> SCI 1.2 Asks one- to two-word questions. Uses senses to explore environment.</p> <p><b>SCI Investigation &amp; Inquiry</b> SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p>
<b>B. GENETICS</b>	
<p>Infant 3.1 I.B.1 Recognize self and family members.</p>	<p><b>SED Self Awareness</b> SED 1.1 Recognizes self in photos or in a mirror.</p>

<p>Young Toddler 3.1 YT.B.1 Recognize familiar animals and their babies.</p> <p>Older Toddler 3.1 OT.B.1 Notice similarities and differences between living things from the same species.</p>	<p><b>SCI Natural and Earth Science</b> SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather</p> <p><b>SCI Natural and Earth Science</b> SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather</p>
<b>B. SCIENCE AS INQUIRY</b>	
<p>Infant 3.1 I.B.6 Participate in simple investigations of physical characteristics of living things.</p> <p>Young Toddler 3.1 YT.B.6 Participate in simple investigations to observe physical characteristics of living things.</p> <p>Older Toddler 3.1 OT.B.6 Participate in simple investigations of physical characteristics of living things from same species to answer a question.</p>	<p><b>SCI Investigation &amp; Inquiry</b> SCI 1.1 Looks for a person or toy that has moved out of sight. Reacts to changes.</p> <p><b>SCI Investigation &amp; Inquiry</b> SCI 1.2 Asks one- to two-word questions. Uses senses to explore environment.</p> <p><b>SCI Investigation &amp; Inquiry</b> SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others</p>
<b>C. UNIFYING THEMES (Constancy and Change)</b>	
<p>Infant Emerging</p> <p>Young Toddler Emerging</p>	<p>Infant Emerging</p> <p>Infant Emerging</p>

<p>Older Toddler 3.1 OT.C.3 Notice changes that occur in animals.</p>	<p><b>SCI Investigation &amp; Inquiry</b> SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p>
C. SCIENCE AS INQUIRY	
<p>Infant Emerging</p> <p>Young Toddler Emerging</p> <p>Older Toddler 3.1 OT.C.4 Participate in simple investigations of changes that occur in animals.</p>	<p>Infant Emerging</p> <p>Young Toddler Emerging</p> <p><b>SCI Natural and Earth Science</b> SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather</p>
3.2 Physical Sciences	
A. CHEMISTRY	
<p>Infant 3.2 I.A.1 Explore objects with varying characteristics.</p> <p>Young Toddler 3.2 YT.A.1 Engage with objects to learn about their characteristics</p> <p>Older Toddler 3.2 OT.A.1 Describe objects by their characteristics.</p>	<p><b>MR Shapes</b> MR 3.1 Manipulates objects that are a variety of shapes.</p> <p><b>MR Shapes</b> MR 3.2 Matches two identical shapes.</p> <p><b>MR Shapes</b> MR 3.3 Identifies a few basic shapes.</p>

A. MATTER AND ENERGY	
<p>Infant 3.2 I.A.3 Observe activities involving changes in matter.</p> <p>Young Toddler 3.2 YT.A.3 Engage in activities involving changes in matter.</p> <p>Older Toddler 3.2 OT.A.3 Notice changes in matter</p>	<p><b>SCI Natural and Earth Science</b> SCI 2.1 Explores immediate environment using senses. Reacts to weather changes in immediate environment.</p> <p><b>SCI Natural and Earth Science</b> SCI 2.2 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</p> <p><b>SCI Natural and Earth Science</b> SCI 2.2 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</p>
A. SCIENCE AS INQUIRY	
<p>Infant 3.2 I.A.6 Participate in simple investigations of matter.</p> <p>Young Toddler 3.2 YT.A.6 Participate in simple investigations to observe changes in matter.</p> <p>Older Toddler 3.2 OT.A.6 Participate in simple investigations of matter to answer a question.</p>	<p><b>SCI Natural and Earth Science</b> SCI 2.2 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.</p> <p><b>SCI Natural and Earth Science</b> SCI 2.2 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.</p> <p><b>SCI Natural and Earth Science</b> SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.</p>

B. PHYSICS	
<p>Infant 3.2 I.B.1 Explore the motion of objects.</p> <p>Young Toddler 3.2 YT.B.1 Recognize and explore how objects move.</p> <p>Toddler 3.2 OT.B.1 Communicate about the motion of objects</p>	<p><b>SCI Physical Science</b> SCI 3.1 Uses senses to explore objects in immediate environment. Kicks feet or shakes arms to make other objects move.</p> <p><b>SCI Physical Science</b> SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.</p> <p><b>SCI Physical Science</b> SCI 3.4 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.</p>
B. NATURE OF WAVES (Sound and Light Energy)	
<p>Infant 3.2 I.B.5 Respond to sounds in the environment.</p> <p>Young Toddler 3.2 YT.B.5 Identify and imitate familiar sounds in the environment.</p> <p>Older Toddler 3.2 OT.B.5 Categorize familiar sounds.</p>	<p><b>LLD Listening</b> LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions.</p> <p><b>LLD Listening</b> LLD 3.2 Imitates sounds and tones.</p> <p><b>LLD Listening</b> LLD 2.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts. With prompts and gestures, follows a one-step direction.</p>
B. SCIENCE AS INQUIRY	
<p>Infant 3.2 I.B.7 Participate in simple investigations of motion and sound.</p> <p>Young Toddler</p>	<p><b>SCI Physical Science</b> SCI 3.1 Uses senses to explore objects in immediate environment. Kicks feet or shakes arms to make other objects move.</p>



<p>3.2 YT.B.7 Participate in simple investigations to observe motion and sound</p> <p>Older Toddler 3.2 OT.B.7 Participate in simple investigations of motion and sound to answer a question.</p>	<p><b>SCI Physical Science</b> SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.</p> <p><b>SCI Investigation &amp; Inquiry</b> SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.</p>
3.3 Earth and Space Sciences	
A. EARTH STRUCTURE, PROCESSES, AND CYCLES	
<p>Infant 3.3 I.A.1 Explore earth materials.</p> <p>Young Toddler 3.3 YT.A.1 Engage with earth materials.</p> <p>Older Toddler 3.3 OT.A.1 Describe Earth materials</p>	<p><b>SCI Natural and Earth Science</b> SCI 2.1 Explores immediate environment using senses. Reacts to weather changes in immediate environment.</p> <p><b>SCI Natural and Earth Science</b> SCI 2.2 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.</p> <p><b>SCI Natural and Earth Science</b> SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.</p>
A. WATER	

<p>Infant 3.3 I.A.4 Explore water.</p> <p>Young Toddler 3.3 Y.T.A.4 Engage with water.</p> <p>Older Toddler 3.3 O.T.A.4 Discuss basic uses of water.</p>	<p><b>SCI Natural and Earth Science</b> SCI 2.2 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.</p> <p><b>SCI Natural and Earth Science</b> SCI 2.2 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.</p> <p><b>SCI Natural and Earth Science</b> SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.</p>
A. WEATHER AND CLIMATE	
<p>Infant 3.3 I.A.5 Observe weather conditions.</p> <p>Young Toddler 3.3 Y.T.A.5 Observe and begin to label weather conditions.</p> <p>Older Toddler 3.3 O.T.A.5 Describe changes in weather conditions, and discuss how weather affects daily life.</p>	<p><b>SCI Natural and Earth Science</b> SCI 2.2 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.</p> <p><b>SCI Natural and Earth Science</b> SCI 2.2 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.</p> <p><b>SCI Natural and Earth Science</b> SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.</p>
A. SCIENCE AS INQUIRY	
Infant	<b>SCI Natural and Earth Science</b>

<p>3.3 I.A.7 Participate in simple investigations of earth materials, processes, and cycles.</p> <p>Young Toddler 3.3 YT.A.7 Participate in simple investigations of earth materials, processes, and cycles.</p> <p>Older Toddler 3.3 OT.A.7 Participate in simple investigations of earth materials, processes, and cycles to answer a question.</p>	<p>SCI 2.1 Explores immediate environment using senses. Reacts to weather changes in immediate environment.</p> <p><b>SCI Natural and Earth Science</b> SCI 2.2 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.</p> <p><b>SCI Natural and Earth Science</b> SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.</p>
4.1 ECOLOGY	
A. THE ENVIRONMENT	
<p>Infant 4.1 I.A Show interest in the environment.</p> <p>Young Toddler 4.1 YT.A Explore the characteristics of living and non-living things</p> <p>Older Toddler 4.1 OT.A Identify basic characteristics of some living and non living things</p>	<p><b>SCI Natural and Earth Science</b> SCI 2.1 Explores immediate environment using senses. Reacts to weather changes in immediate environment.</p> <p><b>SCI Natural and Earth Science</b> SCI 2.2 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.</p> <p><b>SCI Natural and Earth Science</b> SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.</p>

D. BIODIVERSITY	
<p>Infant Emerging</p> <p>Young Toddler 4.1 YT.D Explore the basic needs of plants and animals.</p> <p>Older Toddler 4.1 OT.D Recognize that plants and animals have basic needs.</p>	<p>Infant Emerging</p> <p><b>SCI Natural and Earth Science</b> SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather</p> <p><b>SCI Natural and Earth Science</b> SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather</p>
E. SUCCESSION	
<p>Infant 4.1 I.E Observe weather conditions.</p> <p>Young Toddler 4.1 YT.E Observe and begin to label weather conditions.</p> <p>Older Toddler 4.1 OT.E Describe changes in weather conditions, and discuss how weather affects daily life.</p>	<p><b>SCI Natural and Earth Science</b> SCI 2.1 Explores immediate environment using senses. Reacts to weather changes in immediate environment.</p> <p><b>SCI Natural and Earth Science</b> SCI 2.2 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.</p> <p><b>SCI Natural and Earth Science</b> SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.</p>

4.2 WATERSHEDS AND WETLANDS	
A. WATERSHEDS	
<p>Infant Emerging</p> <p>Young Toddler Emerging</p> <p>Older Toddler 4.2 OT.A Participate in discussions about water in the environment.</p>	<p>Infant Emerging</p> <p>Young Toddler Emerging</p> <p><b>SCI Natural and Earth Science</b> SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.</p>
C. AQUATIC ECOSYSTEM	
<p>Infant Emerging</p> <p>Younger Toddler Emerging</p> <p>Older Toddler 4.2 OT.C Discuss different places animals can live.</p>	<p>Infant Emerging</p> <p>Younger Toddler Emerging</p> <p><b>SCI Natural and Earth Science</b> SCI 2.2 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.</p>
4.3 AGRICULTURE AND SOCIETY	
A. FOOD AND FIBER SYSTEMS	
<p>Infant Emerging</p>	<p>Infant Emerging</p> <p><b>SCI Natural and Earth Science</b></p>

<p>Young Toddler 4.3 YT.A Explore the basic needs of plants and animals.</p> <p>Older Toddler 4.3 OT.A Recognize that plants and animals have basic needs.</p>	<p>SCI 2.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. Identifies the climate and weather in the immediate environment.</p> <p><b>SCI Natural and Earth Science</b> SCI 2.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. Identifies the climate and weather in the immediate environment.</p>
C. APPLYING SCIENCES TO AGRICULTURE	
<p>Infant Emerging</p> <p>Young Toddler Emerging</p> <p>Older Toddler 4.4 OT.C Notice plants and animals growing and changing.</p>	<p>Infant Emerging</p> <p>Young Toddler Emerging</p> <p><b>SCI Natural and Earth Science</b> SCI 2.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. Identifies the climate and weather in the immediate environment.</p>
D. TECHNOLOGY INFLUENCES ON AGRICULTURE	
<p>Infant 4.3 I.D Observe basic gardening tools being used.</p> <p>Young Toddler 4.4 I.D Imitate the use of basic gardening tools.</p> <p>Older Toddler 4.4 OT.D Communicate about and use appropriate trash receptacles.</p>	<p><b>PD Safety</b> PD 3.6 Applies general safety rules to a variety of everyday situations with little prompting.</p> <p><b>MR Shapes</b> MR 3.1 Manipulates objects that are a variety of shapes.</p> <p><b>LLD Communication</b> LLD 2.3 Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas.</p>

15.4 Computer and Information Technology	
A. INFLUENCE OF EMERGING TECHNOLOGIES	
<p>Infant 15.4 I.A Imitate use of various technologies in play.</p> <p>Young Toddler 15.4 YT.A Imitate use of various technologies in play</p> <p>Older Toddler 15.4 OT.A Communicate about technology in their environment</p>	<p><b>SCI Technology</b> SCI4.1 Explores simple tools such as toys and spoons.</p> <p><b>SCI Technology</b> SCI 4.1 Begins to use simple tools purposefully, such as using a spoon to feed self.</p> <p><b>SCI Technology</b> SCI 4.3 Explores movable parts on toys and tools. Uses on and off switches.</p>
M. EMERGING TECHNOLOGIES IN CAREERS	
<p>Infant 15.4 I.M Explore pictures and objects that represent workplace technologies</p> <p>Young Toddler 15.4 YT.M Engage with objects that represent workplace technologies.</p> <p>Older Toddler 15.4 OT.M Communicate about community workplace technologies and their uses</p>	<p><b>LLD Concepts Print</b> LLD 5.1 Looks at or points to pictures. Opens and closes books.</p> <p><b>MR Shapes</b> MR 3.1 Manipulates objects that are a variety of shapes.</p> <p><b>LLD Communication</b> LLD 2.3 Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas.</p>
Civics and Government	
5.1 PRINCIPLES AND DOCUMENTS OF GOVERNMENT	
A. RULE OF LAW	

<p>Infant 5.1 I.A Respond to adult guidance about behavior.</p> <p>Young Toddler 5.1 YT.A Demonstrate basic understanding of rules.</p> <p>Older Toddler 5.1 OT.A Follow basic rules.</p>	<p><b>LLD Communication</b> LLD 2.3 Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas.</p> <p><b>LLD Communication</b> LLD 2.3 Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas.</p> <p><b>LLD Communication</b> LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges.</p>
<b>5.2 RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP</b>	
<b>A. CIVIC RIGHTS AND RESPONSIBILITIES</b>	
<p>Infant Emerging</p> <p>Young Toddler 5.2 YT.A Demonstrate sense of belonging to a group such as a class or family.</p> <p>Older Toddler 5.2 OT.A Communicate a sense of belonging to a group such as a class or family.</p>	<p>Infant Emerging</p> <p><b>SS Culture &amp; Community</b> SS 1.1 Recognizes family members and is exposed to family traditions or cultural events.</p> <p><b>SS Culture &amp; Community</b> SS 1.2 With help, participates in family traditions and customs.</p>
<b>B. CONFLICT AND RESOLUTION</b>	



<p>Infant 5.2 I.B Express emotion relating to a conflict. Younger Toddler</p> <p>Young Toddler 5.2 YT.B Express emotion relating to a conflict.</p> <p>Older Toddler 5.2 OT.B Communicate about a conflict and seek help to solve.</p>	<p><b>LLD Communication</b> LLD 2.3 Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas.</p> <p><b>LLD Communication</b> LLD 2.3 Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas</p> <p><b>LLD Communication</b> LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges.</p>
<b>C. GOVERNMENT SERVICES</b>	
<p>Infant 5.2 I.C Explore costumes and props that represent community workers.</p> <p>Young Toddler 5.2 YT.C Engage with costumes and props that represent community workers.</p> <p>Older Toddler 5.2 OT.C Recognize community workers through their uniforms and equipment</p>	<p><b>CA Drama</b> CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p> <p><b>CA Drama</b> CA 4.4 Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object.</p> <p><b>CA Drama</b> CA 4.4 Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object.</p>
<b>6.1 SCARCITY AND CHOICE</b>	
<b>D. INCENTIVES AND CHOICE</b>	
Infant	<b>SED Self Regulation</b>

<p>6.1 I.D Demonstrate preference for specific objects and people.</p> <p>Young Toddler 6.1 YT.D Make simple choices.</p> <p>Older Toddler 6.1 OT.D Communicate about a choice based on individual interest.</p>	<p>SED 2.1 Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine.</p> <p><b>SED Self Regulation</b> SED 2.1 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.</p> <p><b>SED Self Regulation</b> SED 2.3 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change.</p>
6.3 FUNCTIONS OF GOVERNMENT	
D. GOVERNMENT'S ROLE IN INTERNATIONAL TRADE	
<p>Infant Emerging</p> <p>Young Toddler Emerging</p> <p>Older Toddler 6.3 OT.D Communicate about products produced locally.</p>	<p>Infant Emerging</p> <p>Young Toddler Emerging</p> <p><b>LLD Communication</b> LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges.</p>
6.5 INCOME, PROFIT, AND WEALTH	
C. TYPES OF BUSINESS	

<p>Infant Emerging</p> <p>Young Toddler Emerging</p> <p>Older Toddler 6.5 OT.C Communicate about local businesses.</p>	<p>Infant Emerging</p> <p>Young Toddler Emerging</p> <p><b>LLD Communication</b> LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges.</p>
7.1 BASIC GEOGRAPHIC LITERACY	
A. GEOGRAPHIC TOOLS	
<p>Infant Emerging</p> <p>Young Toddler Emerging</p> <p>Older Toddler 7.1 OT.A Use maps in play</p>	<p>Infant Emerging</p> <p>Young Toddler Emerging</p> <p><b>MR Spatial Awareness</b> MR 2.6 Identifies 2D and 3D shapes regardless of orientation. Makes simple maps or models to represent the location of objects. Creates complex shapes by putting together or taking apart other shapes.</p>
7.2 PHYSICAL CHARACTERISTICS OF PLACES AND REGIONS	
A. PHYSICAL CHARACTERISTICS	
<p>Infant Emerging</p> <p>Young Toddler</p>	<p>Infant Emerging</p> <p>Young Toddler Emerging</p>

<p>Emerging</p> <p>Older Toddler</p> <p>7.2 OT.A Describe the characteristics of home to gain understanding of physical features.</p>	<p><b>LLD Communication</b></p> <p>LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges.</p>
8.1 HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT	
A.CONTINUITY AND CHANGE OVER TIME	
<p>Infant</p> <p>8.1 I.A Anticipate next step of a familiar routine or activity.</p> <p>Young Toddler</p> <p>8.1 YT.A Know the sequence of familiar routines.</p> <p>Older Toddler</p> <p>8.1 OT.A Identify and complete the sequence of familiar routines and tasks.</p>	<p><b>SED Self Regulation</b></p> <p>SED 2.1 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.</p> <p><b>SED Self Regulation</b></p> <p>SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.</p> <p><b>LLD Communication</b></p> <p>LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges.</p>
<b>CREATIVE THINKING AND EXPRESSION: COMMUNICATING THROUGH THE ARTS</b>	
9.1.M Production and Performance – Music and Movement	
A. ELEMENTS AND PRINCIPLES	
<p>Infant</p> <p>Emerging</p> <p>Young Toddler</p>	<p>Infant</p> <p>Emerging</p>

<p>9.1.M YT.A Demonstrate an understanding of basic elements of music and movement.</p> <p>Older Toddler 9.1.M OT.A Know and use basic elements of music and movement.</p>	<p><b>CA Music</b> CA 1.1 Responds to sounds. Makes sounds to communicate feelings.</p> <p><b>CA Music</b> CA 1.2 Responds to changes in sound, rhythm, volume or melody. Repeats words in familiar songs and attempts to sing.</p>
B. Demonstration	
<p>Infant 9.1.M I.B Respond to music.</p> <p>Young Toddler 9.1.M YT.B Respond to music</p> <p>Older Toddler 9.1.M OT.B respond to and communicate about music</p>	<p><b>CA Music</b> CA 1.1 Responds to sounds. Makes sounds to communicate feelings.</p> <p><b>CA Music</b> CA 1.2 Responds to changes in sound, rhythm, volume or melody. Repeats words in familiar songs and attempts to sing.</p> <p><b>CA Music</b> CA 1.2 Responds to changes in sound, rhythm, volume or melody. Repeats words in familiar songs and attempts to sing.</p>
E. REPRESENTATION	
<p>Infant 9.1.M I.E Express self through music and dance.</p> <p>Young Toddler 9.1.M YT.E Respond to music and dance.</p> <p>Older Toddler 9.1.M OT.E Respond to and communicate about music and dance</p>	<p><b>CA Music</b> CA 1.2 Responds to changes in sound, rhythm, volume or melody. Repeats words in familiar songs and attempts to sing.</p> <p><b>CA Music</b> CA 1.3 Claps to beat (not always consistently). Understands difference of singing and speaking voices. Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.</p> <p><b>CA Music</b> CA 1.3 Claps to beat (not always consistently). Understands difference of singing and speaking voices. Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.</p>

J. TECHNOLOGIES	
<p>Infant 9.1.M I.J Use technologies for producing music.</p> <p>Young Toddler 9.1.M YT.J Use a variety of technologies for producing music or performing movements.</p> <p>Older Toddler 9.1.M OT.J Use a variety of technologies for producing music or performing movements.</p>	<p><b>CA Music</b> CA 1.2 Responds to changes in sound, rhythm, volume or melody. Repeats words in familiar songs and attempts to sing.</p> <p><b>CA Music</b> CA 1.3 Claps to beat (not always consistently). Understands difference of singing and speaking voices. Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.</p> <p><b>CA Music</b> CA 1.3 Claps to beat (not always consistently). Understands difference of singing and speaking voices. Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.</p>
9.1.D Production and Performance – Dramatic and Performance Play	
B. DEMONSTRATION	
<p>Infant 9.1.D I.B Act out familiar scenarios.</p> <p>Young Toddler 9.1.D YT.B Act out familiar scenarios using objects with intended purpose</p> <p>Older Toddler 9.1.D OT.B Explore real or make-believe scenarios through dramatic play.</p>	<p><b>CA Drama</b> CA 4.1 Imitates simple movements and facial expressions. Responds to props or puppets.</p> <p><b>CA Drama</b> CA 4.2 Mimics observed behaviors and words. Mimics the use of familiar objects.</p> <p><b>CA Drama</b> CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p>
E. REPRESENTATION	

<p>Infant Emerging</p> <p>Young Toddler Emerging</p> <p>Older Toddler 9.1.D OT.E Use imagination and creativity to express self through dramatic play.</p>	<p>Infant Emerging</p> <p>Young Toddler Emerging</p> <p><b>CA Drama</b> CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p>
9.1.V Production and Performance – Visual Arts	
A. ELEMENTS AND PRINCIPLES	
<p>Infant Emerging</p> <p>Young Toddler 9.1.V YT.A Demonstrate an understanding of basic elements of visual arts.</p> <p>Older Toddler 9.1.V OT.A Know and use basic elements of visual arts.</p>	<p>Infant Emerging</p> <p><b>CA Drama</b> CA 4.2 Mimics observed behaviors and words. Mimics the use of familiar objects.</p> <p><b>CA Drama</b> CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p>
B. DEMONSTRATION	
<p>Infant 9.1.V I.B Combine a variety of materials to engage in the process of art</p> <p>Young Toddler 9.1.V YT.B Combine a variety of materials to engage in the</p>	<p><b>CA Drama</b> CA 4.1 Imitates simple movements and facial expressions. Responds to props or puppets.</p> <p><b>CA Drama</b> CA 4.2 Mimics observed behaviors and words. Mimics the use of familiar objects.</p>

<p>process of art</p> <p>Older Toddler 9.1.V OT.B Combine a variety of materials to engage in the process of art</p>	<p><b>CA Drama</b> CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p>
E. REPRESENTATION	
<p>Infant Emerging</p> <p>Young Toddler Emerging</p> <p>Older Toddler 9.1.V OT.E Use imagination and creativity to express self through the process of art.</p>	<p>Infant Emerging</p> <p>Young Toddler Emerging</p> <p><b>CA Drama</b> CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p>
J. TECHNOLOGIES	
<p>Infant 9.1.V I.J Use technologies in the process of creating art.</p> <p>Young Toddler 9.1.V YT.J Use a variety of technologies in the process of creating art.</p> <p>Older Toddler 9.1.V OT.J Use a variety of technologies in the process of creating art.</p>	<p><b>CA Visual Arts</b> CA 3.1 Explores materials using gross motor movements and senses. Expresses emotions while exploring materials.</p> <p><b>CA Visual Arts</b> CA 3.2 Uses hands and feet to explore a variety of media. Scribbles, colors or paints intentionally on paper.</p> <p><b>CA Visual Arts</b> CA 3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.</p>





<p>Infant 10.1 I.B Locate basic body parts when named by an adult.</p> <p>Young Toddler 10.1 YT.B Locate basic body parts when asked.</p> <p>Older Toddler 10.1 OT.B Identify and locate basic body parts.</p>	<p><b>PD Personal Care</b> PD 4.2 Recognizes the difference between dirty and clean. Points to body parts when prompted. Participates in taking care of some personal needs, such as feeding self.</p> <p><b>PD Personal Care</b> PD 4.2 Recognizes the difference between dirty and clean. Points to body parts when prompted. Participates in taking care of some personal needs, such as feeding self.</p> <p><b>PD Personal Care</b> PD 4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.</p>
C. NUTRITION	
<p>Infant Emerging</p> <p>Young Toddler Emerging</p> <p>Older Toddler 10.1 OT.C Participate in experiences related to healthy food choices.</p>	<p>Infant Emerging</p> <p>Young Toddler Emerging</p> <p><b>PD Personal Care</b> PD 4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.</p>
10.2 Healthful Living	
A. HEALTH PRACTICES, PRODUCTS, AND SERVICES	

<p>Infant 10.2 I.A Participate in fundamental practices for good health.</p> <p>Young Toddler 10.2 YT.A Engage in fundamental practices for good health</p> <p>Older Toddler 10.2 OT.A Discuss fundamental practices for good health</p>	<p><b>PD Personal Care</b> PD 4.2 Recognizes the difference between dirty and clean. Points to body parts when prompted. Participates in taking care of some personal needs, such as feeding self.</p> <p><b>PD Personal Care</b> PD 4.2 Recognizes the difference between dirty and clean. Points to body parts when prompted. Participates in taking care of some personal needs, such as feeding self.</p> <p><b>PD Personal Care</b> PD 4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.</p>
10.3 Safety and Injury Prevention	
A. SAFE AND UNSAFE PRACTICES	
<p>Infant 10.3 I.A Respond to basic safety words.</p> <p>Young Toddler 10.3 YT.A Cooperate with basic safety practices.</p> <p>Older Toddler 10.3 OT.A Use and communicate about basic safety practices</p>	<p><b>PD Safety</b> PD 3.1 Expresses distress when needs are not met.</p> <p><b>PD Safety</b> PD 3.2 Responds to possible dangers in environment and avoids them when prompted.</p> <p><b>PD Safety</b> PD 3.1 Follows simple safety rules.</p>
10.4 Physical Activity – Gross Motor Coordination	
A. CONTROL AND COORDINATION	

<p>Infant 10.4 I.A Develop control of the body</p> <p>Young Toddler 10.4 YT.A Control and coordinate the movement of the body</p> <p>Older Toddler 10.4 OT.A Combine and coordinate body movement</p>	<p><b>CA Dance &amp; Movement</b> CA 2.1 Moves body in a variety of ways. Uses body language to express feelings.</p> <p><b>CA Dance &amp; Movement</b> CA 2.2 Moves body purposely. Sways or bounces to music. Uses purposeful gestures and body language to communicate.</p> <p><b>CA Dance &amp; Movement</b> CA 2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.</p>
<b>B. BALANCE AND STRENGTH</b>	
<p>Infant 10.4 I.B Exhibit strength and balance in stationary body movements.</p> <p>Young Toddler 10.4 YT.B Exhibit balance and strength when moving from place to place</p> <p>Older Toddler 10.4 OT.B Demonstrate balance and strength when performing gross motor activities</p>	<p><b>PD Gross Motor</b> PD 1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.</p> <p><b>PD Gross Motor</b> PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p> <p><b>PD Gross Motor</b> PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p>
10.5 Concepts, Principles, and Strategies of Movement – Fine Motor Development	
<b>A. STRENGTH, COORDINATION, AND MUSCLE CONTROL</b>	

<p>Infant 10.5 I.A Use fingers and hands to accomplish actions.</p> <p>Young Toddler 10.5 YT.A Coordinate use of fingers, hands and wrists to accomplish actions.</p> <p>Older Toddler 10.5 OT.A Coordinate use of fingers, hands, and wrists to accomplish actions.</p>	<p><b>PD Fine Motor</b> PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p> <p><b>PD Fine Motor</b> PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p> <p><b>PD Fine Motor</b> PD 2.3 Opens, closes, twists and pulls objects with one or both hands</p>
B. EYE/HAND COORDINATION	
<p>Infant 10.5 I.B Use eye and hand coordination to perform a task.</p> <p>Young Toddler 10.5 YT.B Coordinate eye and hand movements to perform task</p> <p>Older Toddler 10.5 OT.B Coordinate eye and hand movements to perform a task</p>	<p><b>PD Fine Motor</b> PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p> <p><b>PD Fine Motor</b> PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p> <p><b>PD Fine Motor</b> PD 2.3 Opens, closes, twists and pulls objects with one or both hands</p>
C. USE OF TOOLS	

<p>Infant 10.5 I.C Manipulate basic tools.</p> <p>Young Toddler 10.5 YT.C Use basic tools</p> <p>Older Toddler 10.5 OT.C Use basic tools demonstrating refined skills</p>	<p><b>PD Fine Motor</b> PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p> <p><b>PD Fine Motor</b> PD 2.3 Opens, closes, twists and pulls objects with one or both hands</p> <p><b>PD Fine Motor</b> PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p>
<b>SOCIAL AND EMOTIONAL DEVELOPMENT: STUDENT INTERPERSONAL SKILLS</b>	
<b>A. MANAGES EMOTIONS AND BEHAVIORS</b>	
<p>Infant 116.1 I.A Demonstrate an emotional response to the environment</p> <p>Young Toddler 16.1 YT.A Demonstrate an emotional response to the environment</p> <p>Older Toddler 16.1 OT.A Make connections between emotions and behavior</p>	<p><b>SED Self Regulation</b> SED 2.1 Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine.</p> <p><b>SED Self Regulation</b> SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.</p> <p><b>SED Self Regulation</b> SED 2.3 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change.</p>
<b>B. INFLUENCES OF PERSONAL TRAITS ON LIFE</b>	

<p>Infant 16.1 I.B Demonstrate preference for specific objects and people.</p> <p>Young Toddler 16.1 YT.B Demonstrate preference for specific objects or activities.</p> <p>Older Toddler 16.1 OT.B Communicate preference for people, objects, and activities.</p>	<p><b>SED Attention &amp; Persistence</b> 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><b>SED Attention &amp; Persistence</b> <b>SS Civics &amp; Economics</b> SS 2.3 Recognizes and attends to authority figures. Recognizes ownership of familiar objects.</p> <p><b>SED Attention &amp; Persistence</b> SED 3.2 Greet and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.</p>
C. RESILIENCY	
<p>Infant 16.1 I.C Use comfort of familiar experiences to explore new activities and experiences.</p> <p>Young Toddler 16.1 YT.C Repeat familiar activity to gain comfort and confidence.</p> <p>Older Toddler 16.1 OT.C Approach new experiences with confidence</p>	<p><b>SS Geography</b> SS 3.1 Responds to changes in the immediate environment. Navigates within a familiar environment.</p> <p><b>SS Geography</b> SS 3.1 Responds to changes in the immediate environment. Navigates within a familiar environment.</p> <p><b>SS Geography</b> SS 3.1 Recognizes familiar places. Finds ways to move around obstacles in a familiar environment.</p>
D. GOAL-SETTING	

<p>Infant Emerging</p> <p>Young Toddler Emerging</p> <p>Older Toddler 16.1 OT.D Establish goals independently</p>	<p>Infant Emerging</p> <p>Young Toddler Emerging</p> <p><b>SED Attention &amp; Persistence</b> SED 3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.</p>
E. IDENTITY DEVELOPMENT	
<p>Infant 16.1 I.E Respond to self in mirror.</p> <p>Young Toddler 16.1 YT.E Convey ownership of objects and people.</p> <p>Older Toddler 16.1 OT.E Use language that indicates knowledge of self.</p>	<p><b>SED Self Awareness</b> SED 1.2 Recognizes self in photos or in a mirror.</p> <p><b>SED Self Awareness</b> SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p> <p><b>SED Self Awareness</b> SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p>
16.2 Establishing and Maintaining Relationships	
A. RELATIONSHIPS – TRUST AND ATTACHMENT	



<p>Infant 16.2 I.A Show affection and bond with familiar adults.</p> <p>Young Toddler 16.2 YT.A Use trusted adult as a secure base from which to explore the environment</p> <p>Older Toddler 16.2 OT.A Develop relationships that extend beyond trusted adults</p>	<p><b>SED Self Regulation</b> SED 2.1 Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine.</p> <p><b>SED Self Regulation</b> SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.</p> <p><b>SED Self Regulation</b> SED 2.3 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change.</p>
<b>B. DIVERSITY</b>	
<p>Infant 16.2 I.B Notice Difference in others</p> <p>Young Toddler 16.2 YT.B Recognize similarities and differences between self and others</p> <p>Older Toddler 16.2 OT.B Communicate about similarities and differences between self and others</p>	<p><b>SED Self Awareness</b> SED 1.2 Recognizes self in photos or in a mirror.</p> <p><b>SED Self Awareness</b> SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p> <p><b>SED Self Awareness</b> SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p>
<b>C. COMMUNICATION</b>	

<p>Infant 16.2 I.C Use sounds and gestures as a form of reciprocal communication</p> <p>Young Toddler 16.2 YT.C Use sounds, gestures, and words as a form of reciprocal communication</p> <p>Older Toddler 16.2 OT.C Engage in reciprocal conversations and interactions with peers and adults.</p>	<p><b>LLD Communication</b> LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.</p> <p><b>LLD Communication</b> LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words and word-like sounds to communicate.</p> <p><b>LLD Communication</b> LLD 2.3 Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas.</p>
D. MANAGING INTERPERSONAL CONFLICTS	
<p>Infant 16.2 I.D Express emotion relating to a conflict.</p> <p>Young Toddler 16.2 YT.D Express emotion relating to a conflict.</p> <p>Older Toddler 16.2 OT.D Communicate about a conflict and seek help to solve.</p>	<p><b>SED Social Relationships</b> SED 4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. Enjoys turn-taking games such as peekaboo.</p> <p><b>SED Self Regulation</b> SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.</p> <p><b>SED Self Regulation</b> SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.</p>
E. SUPPORT – ASKING FOR HELP	

<p>Infant 16.2 I.E Indicate needs through vocalizations and body movements.</p> <p>Young Toddler 16.2 YT.E Communicate needs.</p> <p>Older Toddler 16.2 OT.E Ask for help when needed</p>	<p><b>PD Safety</b> 3.1 Expresses distress when needs are not met.</p> <p><b>PD Nutrition</b> 5.2 Communicates when hungry, thirsty or tired. Feeds self some finger foods.</p> <p><b>SED Self Regulation</b> SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.</p>
16.3 Decision-Making and Responsible Behavior	
A. DECISION-MAKING SKILLS	
<p>Infant 16.3 I.A Demonstrate preference for specific objects and people.</p> <p>Young Toddler 16.3 YT.A Make simple choices.</p> <p>Older Toddler 16.3 OT.A Recognize the consequences of choices.</p>	<p><b>SS Civics &amp; Economics</b> SS 2.2 Participates in communal activities. Expresses a desire for an object or action. Says me, mine.</p> <p><b>SS Civics &amp; Economics</b> SS 2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person.</p> <p><b>SS Civics &amp; Economics</b> SS 2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person.</p>
B. UNDERSTANDING SOCIAL NORMS (Social Identity)	
<p>Infant 16.3 I.B Respond to adult guidance about behavior</p>	<p><b>SED Self Regulation</b> SED 2.4 Recognizes personal feelings. Controls impulses with</p>

<p>Young Toddler 16.3 YT.B Demonstrate basic understanding of rules.</p> <p>Older Toddler 16.3 OT.B Follow basic rules.</p>	<p>reminders. With support, negotiates ways to handle nonroutine transitions.</p> <p><b>SS Civics &amp; Economics</b> SS 2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person.</p> <p><b>SS Civics &amp; Economics</b> SS 2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person.</p>
<p>C. RESPONSIBLE ACTIVE ENGAGEMENT – EMPATHY</p>	
<p>Infant 16.3 I.C React to others' expressions of emotion.</p> <p>Young Toddler 16.3 YT.C Engage in empathy and compassion in some situations.</p> <p>Older Toddler 16.3 OT.C Demonstrate empathy and compassion for others</p>	<p><b>SED Social Relationships</b> SED 4.2 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.</p> <p><b>SED Social Relationships</b> SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.</p> <p><b>SED Social Relationships</b> SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.</p>

[Pennsylvania Learning Standards for Early Childhood](#)

Pennsylvania Pre-Kindergarten Standards

Developmental Continuum of the Experience Early Learning Skills

APPROACHES TO LEARNING THROUGH PLAY: CONSTRUCTING, ORGANIZING, AND APPLYING KNOWLEDGE	
AL.1 Constructing and Gathering Knowledge	
<p>A. Curiosity and Initiative AL.1.PK.A Explore and ask questions to seek meaningful information about a growing range of topics, ideas and tasks.</p>	<p><b>SCI 1 Investigation &amp; Inquiry</b> SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p><b>LLD 2 Communication</b> LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges. LLD 2.5 Communicates by using simple and compound sentences. Uses verb tenses. Identifies words with similar meaning. Stays on topic while talking and sharing ideas and feelings.</p>
<p>B. Risk Taking AL.1.PK.B Demonstrate a willingness to participate in new and challenging experiences.</p>	<p><b>SED 4 Social Relationships</b> SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p>
<p>C. Stages of Play AL.1.PK.C Engage in complex play sequences with two or more children.</p>	<p><b>SED 4 Social Relationships</b> SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p>
AL.2 Organizing and Understanding Information	
<p>A. Engagement and Attention AL.2.PK.A Work toward completing a task, even if challenging and despite interruptions.</p>	<p><b>SED 3 Attention &amp; Persistence</b> SED 3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.</p>

	SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.
B. Task Analysis AL.2.PK.B Independently break simple tasks into steps and complete them one at a time.	<b>SED 3 Attention &amp; Persistence</b> SED 3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful. SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.
C. Persistence AL.2.PK.C Attempt to accomplish challenging tasks by employing familiar and new strategies as needed.	<b>MR 7 Logic &amp; Reasoning</b> MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem. Explains the sequence of his or her problem-solving strategy.  <b>SED 3 Attention &amp; Persistence</b> SED 3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.
D. Patterning AL.2.PK.D Recognize and extend simple patterns.	<b>MR 5 Patterns</b> MR 5.5 Creates and extends three- and four-step patterns and plays complex memory games.
E. Memory AL.2.PK.E Retain and recall information presented over a short period of time.	<b>SED 6 Reading Comprehension</b> SED 6.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Participates with others in the retelling of a story by pointing at pictures or role-playing with props.
AL.3 Applying Knowledge	
A. Creativity AL.3.PK.A Use music, art and/or stories to express ideas, thoughts, and feelings.	<b>CA 1 Music</b> CA 1.5 Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs. Uses voice or instruments to express feelings or to mimic sound effects.  <b>CA 2 Dance &amp; Movement</b> CA 2.5 Follows a leader to perform a simple movement pattern. Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.

	<p><b>CA 3 Visual Arts</b> CA 3.7 Uses various tools and techniques to achieve desired artistic results. Creates art to express ideas, thoughts and feelings.</p>
B. Invention AL.3.PK.C Produce and explain the purpose for a new creation.	<p><b>CA 3 Visual Arts</b> CA 3.6 Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object. Explains how it was made.</p>
C. Representation AL.3.PK.B Uses materials and objects to represent new concepts.	<p><b>CA 3 Visual Arts</b> CA 3.6 Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object. Explains how it was made.</p> <p><b>CA 4 Drama</b> CA 4.5 Assigns roles and plays out unscripted scenes in dramatic play. Uses a combination of real and imaginary props or characters to play out a scene.</p>
AL.4 Learning through Experience	
A. Making Connections AL.4.PK.A Relate knowledge learned from one experience to a similar experience in a new setting.	<p><b>MR 7 Logic &amp; Reasoning</b> MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem.</p>
B. Resiliency AL.4.PK.B Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.	<p><b>SED 2 Self-Regulation</b> SED 2.5 Names some personal feelings and uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.</p> <p><b>SED 4 Social Relationships</b> SED 4.4 Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad.</p>
C. Problem Solving AL.4.PK.C Attempt problem solving activities to achieve a positive outcome.	<p><b>MR 7 Logic &amp; Reasoning</b> MR 7.4 Tries out many possible solutions to a problem.</p>

LANGUAGE AND LITERACY DEVELOPMENT: ENGLISH LANGUAGE ARTS	
1.1 Foundational Skills	
A. Book Handling 1.1PK.A Practice appropriate book handling skills.	<p><b>LLD 5 Concept of Print</b>  LLD 5.2 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.</p>
B. Print Concepts 1.1PK.B Identify basic features of print.	<p><b>LLD 5 Concept of Print</b>  LLD 5.3 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.</p> <p><b>LLD 6 Reading Comprehension</b>  LLD 6.3 Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character.</p>
C. Phonological Awareness 1.1PK.C Demonstrate understanding of spoken words, syllables and sounds (phonemes).	<p><b>LLD 3 Phonological Awareness</b>  LLD 3.3 Shows awareness of separate words in spoken language. Counts syllables in spoken words. Isolates and pronounces the sound of each syllable.</p> <p><b>LLD 4 Alphabetic Awareness</b>  LLD 4.4 Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds.</p>
D. Phonics and Word 1.1PK.D Develop beginning phonics and word skills.	<p><b>LLD 3 Phonological Awareness</b>  LLD 3.4 Identifies words that have a similar beginning sound. Identifies the beginning and ending sounds of words.</p> <p><b>LLD 4 Alphabetic Awareness</b>  LLD 4.4 Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds.</p>
E. Fluency Emerging to Read emergent reader text with	<p><b>LLD 6 Reading Comprehension</b></p>



purpose and understanding.	LLD 6.3 Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character. Anticipates what comes next in familiar stories. LLD 6.4 Expresses likes or dislikes within the story. Participates with others in the retelling of a story by pointing at pictures or role-playing with props.
1.2 Read Informational Text	
A. Key Ideas and Details: Main Idea 1.2PK.A With Prompting and support, retell key details of text that support a provided main idea.	<b>LLD 6 Reading Comprehension</b> LLD 6.6 With support, compares similarities between two texts. With prompting, answers questions about characters and setting. Retells major events of a story in sequence.
B. Key Ideas and Details: Text Analysis 1.2PK.B Answer questions about text.	<b>LLD 6 Reading Comprehension</b> LLD 6.5 Relates to the characters or events of the story and shares a similar experience or object from own life. Retells portions of a story. Asks and answers simple questions about characters, setting and events.
C. Key Ideas and Details 1.2.PK.C With prompting and support, make connections between information in a text and personal experience.	<b>LLD 6 Reading Comprehension</b> LLD 6.5 Relates to the characters or events of the story and shares a similar experience or object from own life. Retells portions of a story. Asks and answers simple questions about characters, setting and events.
E. Craft and Structure: Text Structure 1.2PK.E Identify the front cover, back cover and title page of a book.	<b>LLD 5 Concept of Print</b> LLD 5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.
F. Craft and Structure: Vocabulary 1.2PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.	<b>LLD 2 Communication</b> LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.
G. Integration of Knowledge and Ideas - Diverse Media 12.PK.G With prompting and support, answer questions to connect illustrations to the written word.	<b>LLD 6 Reading Comprehension</b> LLD 6.3 Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character. LLD 6.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Participates with others in the retelling of a story by pointing at pictures or role-playing with props.

I. Integration of Knowledge and Ideas - Analysis Across Texts 1.2PK.I With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic.	<b>LLD 6 Reading Comprehension</b> LLD 6.7 Makes many text-to-text, self, and real-world connections. Compares similarities and differences between texts. Retells stories with key details. Discusses setting, characters and events.
J. Vocabulary Acquisition and Use 1.2PK.J Use new vocabulary and phrases acquired in conversations and being read to.	<b>LLD 2 Communication</b> LLD 2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts.
K. Vocabulary Acquisition and Use 1.2PK.K With prompting and support, clarify unknown words or phrases read aloud.	<b>LLD 2 Communication</b> LLD2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges. LLD 2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts.
L. Range of Reading 1.2PK.L With prompting and support, actively engage in group reading activities with purpose and understanding.	<b>LLD 6 Reading Comprehension</b> LLD 6.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Participates with others in the retelling of a story by pointing at pictures or role-playing with props.
1.3 Reading Literature	
A. Key Ideas and Details: Theme 1.3PK.A With prompting and support, retell a familiar story in a sequence with picture support.	<b>LLD 6 Reading Comprehension</b> LLD 6.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Participates with others in the retelling of a story by pointing at pictures or role-playing with props.  LLD 6.6 With support, compares similarities between two texts. With prompting, answers questions about characters and setting. Retells major events of a story in sequence.
B. Key Ideas and Details: Text Analysis 1.3PK.B Answer questions about a particular story (who, what, how, when and	<b>LLD 6 Reading Comprehension</b> LLD 6.5 Relates to the characters or events of the story and shares a similar

where).	experience or object from own life. Retells portions of a story. Asks and answers simple questions about characters, setting and events.
C. Key Ideas and Details: Literary Elements 1.3PK.C With prompting and support, answer questions to identify characters, settings and major events in a story.	<b>LLD 6 Reading Comprehension</b> LLD 6.6 With support, compares similarities between two texts. With prompting, answers questions about characters and setting. Retells major events of a story in sequence.
D. Craft and Structure: Point of View 1.3PK.D With prompting and support, name the author and illustrator of a story.	<b>LLD 5 Concept of Print</b> LLD 5.6 Recognizes common types of text, e.g., poem, storybook, fact book. Names author and illustrator. Identifies punctuation.
E. Craft and Structure: Text Structure 1.3PK.E With prompting and support, recognize common types of text.	<b>LLD 5 Concept of Print</b> LLD 5.6 Recognizes common types of text, e.g., poem, storybook, fact book. Names author and illustrator. Identifies punctuation.
F. Craft and Structure: Vocabulary 1.3PK.F Answer questions about unfamiliar words read aloud from a story.	<b>LLD 2 Communication</b> LLD 2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts.
G. Integration of Knowledge and Ideas: Sources of Information 1.3PK.G Describes pictures in books using detail.	<b>LLD 5 Concept of Print</b> LLD 5.7 Makes many text-to-text, self, and real-world connections. Compares similarities and differences between texts. Retells stories with key details. Discusses setting, characters and events.  <b>LLD 1 Listening</b> LLD 1.6 Shows understanding of a series of complex statements that explain how or why. Asks and answers general questions about information or stories shared verbally.
H. Integration of Knowledge and Ideas: Text Analysis 1.3PK.H Answers questions to compare and contrast the adventures and experiences of characters in familiar stories.	<b>LLD 6 Reading Comprehension</b> LLD 6.7 Makes many text-to-text, self, and real-world connections. Compares similarities and differences between texts. Retells stories with key details. Discusses setting, characters and events.
I. Vocabulary Acquisition & Use Strategies 1.3PK.I With prompting and support, clarify unknown words or phrases read	<b>LLD 2 Communication</b> LLD 2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares

aloud.	words and their meanings. Explains personal thoughts.
J. Vocabulary Acquisition and Use 1.3PK.J Use new vocabulary and phrases acquired in conversations and being read to.	<b>LLD 2 Communication</b> LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges. LLD 2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts.
K. Range of Reading 1.3PK.K With prompting and support, actively engage in group reading activities with purpose and understanding.	<b>LLD 6 Reading Comprehension</b> LLD 6.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Participates with others in the retelling of a story by pointing at pictures or role-playing with props.
1.4 Writing	
A. Informative / Explanatory 1.4PK.A Draw / dictate to compose informative / explanatory texts examining a topic.	<b>LLD 7 Writing</b> LLD 7.4 Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what they represent. LLD 7.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea.
B. Informative / Explanatory Focus 1.4PK.B With prompting and support, draw / dictate about one specific topic.	<b>LLD 7 Writing</b> LLD 7.4 Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what they represent. Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea.
C. Informative / Explanatory Organization 1.4PK.C With prompting and support, generate ideas to convey information.	<b>LLD 2 Communication</b> LLD 2.3 Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas. <b>LLD 7 Writing</b> LLD 7.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or

	idea.
D. Informative / Explanatory Organization 1.4PK.D With prompting and support, make logical connections between drawing and dictation.	<b>LLD 7 Writing</b> LLD 7.5 Consistently uses mature tripod grip with drawing/writing tools. Uses inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing.
F. Informative / Explanatory Conventions of Emerging to Spell simple words phonetically.	<b>LLD 7 Writing</b> LLD 7.6 Consistently uses mature tripod grip with drawing/writing tools. Uses inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing.
M. Narrative 1.4PK.M Dictate narratives to describe real or imagined experiences or events.	<b>LLD 6 Reading Comprehension</b> LLD 6.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Participates with others in the retelling of a story by pointing at pictures or role-playing with props.  <b>CA 4 Drama</b> CA 4.5 Assigns roles and plays out unscripted scenes in dramatic play. Uses a combination of real and imaginary props or characters to play out a scene.
N. Narrative: Focus 1.4PK.N Establish “who” and “what” the narrative will be about.	<b>LLD 2 Communication</b> LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges.  <b>LLD 6 Reading Comprehension</b> LLD 6.5 Relates to the characters or events of the story and shares a similar experience or object from own life. Retells portions of a story. Asks and answers simple questions about characters, setting and events.
O. Narrative: Content 1.4PK.O With prompting and support, describe experiences and events.	<b>LLD 2 Communication</b> LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges.  <b>LLD 6 Reading Comprehension</b> LLD 6.5 Relates to the characters or events of the story and shares a similar

	experience or object from own life. Retells portions of a story. Asks and answers simple questions about characters, setting and events.
P. Narrative: Organization 1.4PK.P Recount a single event and tell about the events in order in which they occurred.	<b>LLD 6 Reading Comprehension</b> LLD 6.6 With support, compares similarities between two texts. With prompting, answers questions about characters and setting. Retells major events of a story in sequence.
R. Narrative Conventions of Language Emerging to Spell simple words phonetically.	<b>LLD 7 Writing</b> LLD 7.6 Consistently uses mature tripod grip with drawing/writing tools. Uses inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing.
T. Production and Distribution of Writing: Writing Process 1.4PK.T With guidance and support from adults and peers, respond to questions and suggestions, add details as needed.	<b>LLD 1 Listening</b> LLD 1.4 Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story or request then responds appropriately. Follows unrelated two-step directions given verbally.  <b>LLD 1.7</b> Asks or answers specific questions about key details from information or stories shared verbally. Remembers and follows previous rules or directions shared verbally.
V. Conducting Research 1.4PK.V Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic.	<b>SCI 1 Investigation &amp; Inquiry</b> SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.  <b>LLD 2 Communication</b> LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges.
W. Credibility, Reliability, and Validity of Sources 1.4PK.W With guidance and support, recall information from experiences or books.	<b>LLD 2 Communication</b> LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.

	<p><b>LLD 6 Reading Comprehension</b>  LLD 6.5 Relates to the characters or events of the story and shares a similar experience or object from own life. Retells portions of a story. Asks and answers simple questions about characters, setting and events.</p>
X. Range of Writing Emerging to Write routinely over short time frames.	<p><b>LLD 7 Writing</b>  LD 7.3 Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks. Scribbles or draws marks as a representation of an object or person. Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what they represent.</p> <p><b>CA 3 Visual Arts</b>  CA 3.2 Uses hands and feet to explore a variety of media. Scribbles, colors or paints intentionally on paper.</p>
1.5 Speaking and Listening	
A. Comprehension and Collaboration: Collaborative Discussion 1.5PK.A Participate in collaborative conversations with peers and adults in small and larger groups.	<p><b>LLD 2 Communication</b>  LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p> <p><b>SED 4 Social Relationships</b>  SED 4.4 Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad.</p>
B. Comprehension and Collaboration: Critical Listening 1.5PK.B Answer questions about key details in a text read aloud or information presented orally or through other media.	<p><b>LLD 6 Reading Comprehension</b>  LLD 6.6 With support, compares similarities between two texts. With prompting, answers questions about characters and setting. Retells major events of a story in sequence.</p> <p>LLD 6.7 Makes many text-to-text, self, and real-world connections. Compares similarities and differences between texts. Retells stories with key details. Discusses setting, characters and events.</p>
C. Comprehension and Collaboration: Evaluating 1.5PK.C	<b>LLD 1 Listening</b>

<p>Respond to what a speaker says in order to follow directions, seek help, or gather information.</p>	<p>LLD 1.5 Listens and understands inferred requests. For example, child gathers more playdough in response to a verbal prompt to help build a larger playdough ball. Follows multi-step directions given verbally.</p> <p><b>SCI 1 Investigation &amp; Inquiry</b>  SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p><b>SED 4 Social Relationships</b>  SED 4.4 Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad.</p>
<p>D. Presentation of Knowledge and Ideas: Purpose, Audience and Task 1.5PK.D Use simple sentences; share stories, familiar experiences, and interest, speaking clearly enough to be understood by most audiences.</p>	<p><b>LLD 2 Communication</b>  LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts.</p> <p><b>LLD 6 Reading Comprehension</b>  LLD 6.5 Relates to the characters or events of the story and shares a similar experience or object from own life. Retells portions of a story. Asks and answers simple questions about characters, setting and events.</p>
<p>E. Presentation of Knowledge and Ideas: Context 1.5PK.E Use simple sentences; express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences.</p>	<p><b>LLD 2 Communication</b>  LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts.</p>
<p>G. Conventions of Standard English 1.5PK.G Demonstrate command of the conventions of standard English when speaking based on pre-kindergarten level and content.</p>	<p><b>LLD 2 Communication</b>  LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and</p>



	<p>stays on topic for two to three exchanges.</p> <p>LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p>
<b>MATHEMATICAL THINKING AND EXPRESSION: EXPLORING, PROCESSING, AND PROBLEM-SOLVING</b>	
<b>2.1 Numbers and Operations: CARDINALITY</b>	
1. Cardinality 2.1PK.A.1 Know number names and the count sequence	<p><b>MR 1 Number Sense</b></p> <p>MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p> <p>MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.</p>
2. Counting 2.1PK.A.2 Count to tell the number of objects	<p><b>MR 1 Number Sense</b></p> <p>MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p> <p>MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.</p>
3. Comparing 2.1PK.A.3 Compare numbers	<p><b>MR 4 Measurement</b></p> <p>MR 4.3 Determines which object is bigger (heavier, longer) when given two objects.</p>
MP. Mathematical Processes 2.1PK.MP Use mathematical processes when quantifying, comparing, representing, and modeling numbers.	<p><b>MR 1 Number Sense</b></p> <p>MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p> <p>MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.</p>
<b>2.2. Algebraic Concepts: OPERATIONS AND ALGEBRAIC THINKING</b>	

A.1 Operations and Algebraic Thinking PK.A.1 Understand addition as putting together and adding to, and understanding subtraction as taking apart and taking from.	<b>MR 1 Number Sense</b> MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.
MP. Mathematical Processes 2.2PK.MP Use mathematical processes when representing relationships.	<b>MR 1 Number Sense</b> MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.  <b>MR 6 Classification</b> MR 6.5 Sorts objects by more than one feature and explains why.
2.3 Geometry: IDENTIFICATION	
1. Identify and describe shapes. 2.3PK.A.1 Identify and describe shapes.	<b>MR 3 Shapes</b> MR 3.4 Identifies four to six basic geometric shapes. Describes basic and complex two- and three-dimensional shapes using own words.
2. Application 2.3PK.A.2 Analyze, compare, create, and compose shapes.	<b>MR 3 Shapes</b> MR 3.6 Describes objects in the environment as two- and three-dimensional shapes.  MR 3.7 Describes and draws defining features of shapes.
MP. Mathematical Processes 2.3PK.MP Use mathematical processes when drawing, constructing, modeling and representing shapes.	<b>MR 2 Spatial Awareness</b> MR 2.6 Identifies 2D and 3D shapes regardless of orientation. Makes simple maps or models to represent the location of objects. Creates complex shapes by putting together or taking apart other shapes.  <b>CA 3 Visual Arts</b> CA 3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.
2.4 Measurement, Data and Probability: MEASUREMENT	
1. Measurement 2.4PK.A.1 Describe and compare measurable	<b>MR 4 Measurement</b>

attributes of length and weights of everyday objects.	<p>MR 4.3 Determines which object is bigger (heavier, longer) when given two objects.</p> <p>MR 4.5 Estimates (not always logically) size and volume. Measures and describes findings.</p>
4. Data 2.4PK.A.2 Classify objects and count the number of objects in each category.	<p><b>MR 6 Classification</b></p> <p>MR 6.4 After sorting objects by one feature, sorts again by a different feature.</p> <p>MR 6.5 Sorts objects by more than one feature and explains why.</p> <p><b>MR 1 Number Sense</b></p> <p>MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p>
MP. Mathematical Process 2.4PK.MP Use mathematical processes when measuring; representing, organizing, and understanding data.	<p><b>MR 4 Measurement</b></p> <p>MR 4.4 Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help.</p> <p><b>MR 1 Number Sense</b></p> <p>MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p> <p><b>MR 6 Classification</b></p> <p>MR 6.7 Answers questions about data or objects sorted in up to three categories.</p>
<b>SCIENTIFIC THINKING AND TECHNOLOGY: EXPLORING, SCIENTIFIC INQUIRY, AND DISCOVERY</b>	

3.1 Biological Sciences: A. LIVING AND NON-LIVING ORGANISMS	
1. Common Characteristics of Life 3.1PK.A.1 Recognize the difference between living and non-living things.	<b>SCI 2 Natural &amp; Earth Science</b> SCI 2.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life.
2. Energy Flow 3.1PK.A.2 Identify basic needs of plants (water and light) and animals (food, water and light).	<b>SCI 2 Natural &amp; Earth Science</b> SCI 2.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life. SCI 2.6 Describes how living things obtain what they need to survive. Groups living things by similar features. Explains that different places have disparate kinds of weather and climates.
3. Life Cycles 3.1PK.A.3 Recognize that plants and animals grow and change.	<b>SCI 2 Natural &amp; Earth Science</b> SCI 2.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. Identifies the climate and weather in the immediate environment. SCI 2.6 Describes how living things obtain what they need to survive. Groups living things by similar features. Explains that different places have disparate kinds of weather and climates.  <b>SCI 1 Investigation &amp; Inquiry</b> SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.
5. Form and Function 3.1PK.A.5 Name basic parts of living things.	<b>SCI 2 Natural &amp; Earth Science</b> SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather. SCI 2.6 Describes how living things obtain what they need to survive. Groups living things by similar features. Explains that different places have disparate kinds of weather and climates.
9. Science as Inquiry 3.1PK.A.9 Participate in simple investigations about living and/or non-living things to answer a	<b>SCI 1 Investigation &amp; Inquiry</b> SCI 1.6 Predicts multiple outcomes to a question or situation and explains

question or to test a prediction.	personal reasoning. Gathers information or experiments to prove/disprove a hypothesis.
<b>B. Genetics</b>	
1. Heredity 3.1.PK.B.1 Recognize and compare physical characteristics of living things from same species.	<b>SCI 2 Natural &amp; Earth Science</b> SCI 2.6 Describes how living things obtain what they need to survive. Groups living things by similar features. Explains that different places have disparate kinds of weather and climates.
6. Science as Inquiry 3.1PK.B.6 Participate in simple investigations of physical characteristics of living things from same species to answer a question or to test a prediction.	<b>SCI 1 Investigation &amp; Inquiry</b> SCI 1.6 Predicts multiple outcomes to a question or situation and explains personal reasoning. Gathers information or experiments to prove/disprove a hypothesis.  <b>SCI 2 Natural &amp; Earth Science</b> SCI 2.6 Describes how living things obtain what they need to survive. Groups living things by similar features. Explains that different places have disparate kinds of weather and climates.
<b>C. EVOLUTION</b>	
3. Unifying Themes (Constancy and Change) 3.1PK.C.3 Describe changes that occur in animals.	<b>SCI 2 Natural &amp; Earth Science</b> SCI 2.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. Identifies the climate and weather in the immediate environment.
4. Science as Inquiry 3.1PK.C.4 Participate in simple investigations of changes in animals to answer a question or to test a prediction.	<b>SCI 2 Natural &amp; Earth Science</b> SCI 2.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. Identifies the climate and weather in the immediate environment.  <b>SCI 1 Investigation &amp; Inquiry</b> SCI 1.6 Predicts multiple outcomes to a question or situation and explains personal reasoning. Gathers information or experiments to prove/disprove a hypothesis.
<b>3.2 Physical Sciences: A. Chemistry</b>	

1. Properties of Matter 3.2PK.A.1 Sort and describe objects according to size, shape, color and texture.	<b>SCI 3 Physical Science</b> SCI 3.4 Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors. SCI 3.6 Experiments and compares the movements of various objects on a variety of surfaces. Classifies and sorts materials by a variety of physical properties.
3. Matter and Energy 3.2PK.A.3 Notice change in matter.	<b>SCI 3 Physical Science</b> SCI 3.5 Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur.
5. Unifying Themes 3.2PK.A.6 Recognize that everything is made of matter.	<b>SCI 3 Physical Science</b> SCI 3.7 Recognizes that gravity makes unsupported objects fall. Identifies objects that are attracted to magnets. Identifies materials that are solid, liquid and gas.
6. Science as Inquiry 3.2PK.A.6 Participate in simple investigations of matter to answer a question or to test a prediction.	<b>SCI 1 Investigation &amp; Inquiry</b> SCI 1.7 Predicts multiple outcomes to a question or situation and explains personal reasoning. Gathers information or experiments to prove/disprove a hypothesis.
<b>B. Physics</b>	
1. Forces and Motion of Practices and Rigid Bodies 3.2PK.B.1 Explore and describe the motion of toys and objects.	<b>SCI 3 Physical Science</b> SCI 3.4 Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors. SCI 3.5 Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur.
5. Nature of Waves (Sound and Light Energy) 3.2PK.B.5 Create and describe variations of sound.	<b>CA 1 Music</b> CA 1.3 Claps to beat (not always consistently). Understands difference of singing and speaking voices. Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments. CA 1.4 Claps along to simple rhythm patterns. Controls voice to mimic the

	<p>melodic direction. Uses voice, common objects or instruments to create music. Identifies self as a musician.</p> <p>CA 1.5 Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs. Uses voice or instruments to express feelings or to mimic sound effects.</p>
<p>6. Unifying Themes (Energy) 3.2PK.B.6 Recognize that light from the sun is an important source of energy for living and nonliving systems and some source of energy is needed for all organisms to stay alive and grow.</p>	<p><b>SCI 2 Natural &amp; Earth Science</b></p> <p>SCI 2.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life.</p> <p>SCI 2.6 Describes how living things obtain what they need to survive. Groups living things by similar features. Explains that different places have disparate kinds of weather and climates.</p>
<p>7. Science as Inquiry 3.2PK.B.7 Participate in simple investigations of energy and motion to answer a question or to test a prediction.</p>	<p><b>SCI 1 Investigation &amp; Inquiry</b></p> <p>SCI 1.6 Predicts multiple outcomes to a question or situation and explains personal reasoning. Gathers information or experiments to prove/disprove a hypothesis.</p>
<p>3.3 Earth and Space Sciences: A. Earth Structure, Processes, and Cycles</p>	
<p>1. Earth Features and the Processes That Change Them</p> <p>3.3PK.A.1 Sort different types of earth materials.</p>	<p><b>SCI 2 Natural &amp; Earth Science</b></p> <p>SCI 2.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life.</p> <p><b>MR 6 Classification</b></p> <p>MR 6.4 After sorting objects by one feature, sorts again by a different feature.</p> <p><b>SCI 3 Physical Science</b></p> <p>SCI 3.6 Experiments and compares the movements of various objects on a variety of surfaces. Classifies and sorts materials by a variety of physical properties.</p>
<p>4. Water 3.3PK.A.4 Identify a variety of uses for water.</p>	<p><b>SCI 2 Natural &amp; Earth Science</b></p> <p>SCI 2.2 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.</p>

	<b>SCI 1 Investigation &amp; Inquiry</b> SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.
5. Weather and Climate 3.3PK.A.5 Identify seasons that correspond with observable conditions and identify how weather affects daily life.	<b>SCI 2 Natural &amp; Earth Science</b> SCI 2.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life.
7. Science as Inquiry 3.3PK.A.7 Participate in simple investigations of earth structures, processes and cycles to answer a question or to test a prediction.	<b>SCI 1 Investigation &amp; Inquiry</b> SCI 1.6 Predicts multiple outcomes to a question or situation and explains personal reasoning. Gathers information or experiments to prove/disprove a hypothesis.
B. Origin and Evolution of the Universe	
1. Comparisons and Structure 3.3PK.B.3 Identify objects that can be found in the day or night sky.	<b>SCI 2 Natural &amp; Earth Science</b> SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather. SCI 2.7 Describes how an organism's features and surroundings help it survive. Explains weather patterns and the basic properties and role of the sun, moon and earth.
3. Science as Inquiry 3.3PK.B.3 Participate in simple investigations of the objects found in the day or night sky to answer a question or to test a prediction.	<b>SCI 1 Investigation &amp; Inquiry</b> SCI 1.6 Predicts multiple outcomes to a question or situation and explains personal reasoning. Gathers information or experiments to prove/disprove a hypothesis.
4.1 Environment and Ecology:	
A. The Environment 4.1PK.A Identify living and non-living thing	<b>SCI 2 Natural &amp; Earth Science</b> SCI 2.5 Recognizes that all living things have similar basic needs. Sorts



	organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life.
C. Energy Flow 4.1PK.C Identify that plants need the sun to grow.	<b>SCI 2 Natural &amp; Earth Science</b> SCI 2.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life. SCI 2.6 Describes how living things obtain what they need to survive. Groups living things by similar features. Explains that different places have disparate kinds of weather and climates.
D. Biodiversity 4.1PK.D Identify the basic needs of living things.	<b>SCI 2 Natural &amp; Earth Science</b> SCI 2.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life.
E. Succession 4.1PK.E Identify the change of seasons in the environment.	<b>SCI 2 Natural &amp; Earth Science</b> SCI 2.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. Identifies the climate and weather in the immediate environment. SCI 2.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life.
4.2 Watersheds and Wetlands	
A. Watersheds 4.2PK.A Identify various types of moving water in Pennsylvania.	<b>SS 3 Geography</b> SS 3.4 Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks.
B. Wetlands 4.2PK.B Identify a wetland as an ecosystem in Pennsylvania.	<b>SS 3 Geography</b> SS 3.4 Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks.
C. Aquatic Ecosystem 4.2PK.C Describe an aquatic (water) and terrestrial (land) habitat.	<b>SS 3 Geography</b> SS 3.4 Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks.

4.3 Natural Resources	
A. Use of Natural Resources 4.3PK.A Identify how the environment provides for the needs of people in their daily lives.	<b>SCI 1 Investigation &amp; Inquiry</b> SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.
B. Availability of Natural 4.3PK.B Identify natural resources available to people in their daily life.	<b>SCI 2 Natural &amp; Earth Science</b> SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather. SCI 2.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. Identifies the climate and weather in the immediate environment.  <b>SCI 1 Investigation &amp; Inquiry</b> SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.
4.4 Agriculture and Society	
A. Food and Fiber Systems 4.4PK.A Identify what plants and animals need to grow.	<b>SCI 2 Natural &amp; Earth Science</b> SCI 2.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. Identifies the climate and weather in the immediate environment.
C. Applying Sciences to Agriculture 4.4PK.C Recognize that plants and animals grow and change.	<b>SCI 2 Natural &amp; Earth Science</b> <b>SCI 2.4</b> Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. Identifies the climate and weather in the immediate environment.  <b>SCI 1 Investigation &amp; Inquiry</b> SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.
D. Technology Influences on Agriculture 4.4PK.D Identify basic	<b>SCI 4 Technology</b>

tools used in gardening at home and at school.	SCI 4.6 Uses familiar tools and technology to produce a desired result or solve a specific problem. SCI 4.2 Begins to use simple tools purposefully, such as using a spoon to feed self.
<b>4.5 Humans and the Environment</b>	
A. Sustainability 4.5PK.A Identify what people need to survive.	<b>SCI 2 Natural &amp; Earth Science</b> SCI 2.6 Describes how living things obtain what they need to survive. Groups living things by similar features. Explains that different places have disparate kinds of weather and climates.
B. Integrated Pest Management 4.5PK.B Identify things in the natural environment that can be harmful to people, pets and other living things.	<b>SCI 2 Natural &amp; Earth Science</b> SCI 2.8 Describes threats that living things must overcome to survive. Explains the relationships between a variety of species. Describes how the sun and movements of the earth affect climate.
C. Pollution 4.5PK.C Identify ways people pollute the environment.	<b>SCI 2 Natural &amp; Earth Science</b> SCI 2.8 Describes threats that living things must overcome to survive. Explains the relationships between a variety of species. Describes how the sun and movements of the earth affect climate.
D. Waste 4.5PK.D Describe how everyday human activities generate waste.	<b>SCI 2 Natural &amp; Earth Science</b> SCI 2.8 Describes threats that living things must overcome to survive. Explains the relationships between a variety of species. Describes how the sun and movements of the earth affect climate.
<b>15.4 Computer and Information Technology</b>	
A. Influence of Emergency Technologies 15.4PK.A Identify various technologies used in the classroom and at home.	<b>SCI 4 Technology</b> SCI 4.4 Explores simple machines and interacts with simple electronic and screen toys.
B. Digital Citizenship 15.4PK.B Demonstrate responsible use of technology and equipment	<b>SCI 4 Technology</b> SCI 4.5 Experiments with simple technology to solve problems or accomplish tasks. Uses familiar tools and technology to produce a desired result or solve a specific problem.

C. Hardware 15.4PK.C With prompting and support, identify peripheral devices of computer system including input and output devices.	<b>SCI 4 Technology</b> SCI 4.4 Explores simple machines and interacts with simple electronic and screen toys. SCI 4.5 Experiments with simple technology to solve problems or accomplish tasks. Uses familiar tools and technology to produce a desired result or solve a specific problem.
D. Input Technologies 15.4PK.D Demonstrate the correct use of simple input technologies (e.g. mouse, touch screen, microphone, etc).	<b>SCI 4 Technology</b> SCI 4.4 Explores simple machines and interacts with simple electronic and screen toys.  <b>SCI 1 Investigation &amp; Inquiry</b> SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.
G. Software / Applications 15.4PK.G With help and support, select and use various software / applications for an intended purpose.	<b>SCI 4 Technology</b> SCI 4.6 Uses familiar tools and technology to produce a desired result or solve a specific problem.
K. Digital Media 15.4.PK.K With help and support, identify similarities and differences between text, graphics, audio, animation and video.	<b>SCI 4 Technology</b> SCI 4.4 Explores simple machines and interacts with simple electronic and screen toys.  <b>SCI 1 Investigation &amp; Inquiry</b> SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.
L. Technology Research 15.4PK.L With help and support, use web browser to locate content-specific websites.	<b>SCI 4 Technology</b> SCI 4.4 Explores simple machines and interacts with simple electronic and screen toys. SCI 4.6 Uses familiar tools and technology to produce a desired result or solve a specific problem.
M. Emerging Technologies in Careers 15.4PK.M With help and support, identify various technologies used in the workplace.	<b>SCI 4 Technology</b> SCI 4.4 Explores simple machines and interacts with simple electronic and screen toys. SCI 4.6 Uses familiar tools and technology to produce a desired result or solve a specific problem.

	<p><b>SCI 1 Investigation &amp; Inquiry</b></p> <p>SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p>
<b>Social Studies Thinking: Connecting to Communities</b>	
Civics and Government: 5.1 Principles and Documents of Government	
A. Rule of Law 5.1PK.A State rules and their consequences.	<p><b>SS 2 Civics &amp; Economics</b></p> <p>SS 2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person.</p> <p><b>PD 3 Safety</b></p> <p>PD 3.5 Describes reasons for safety rules and reminds others to follow them.</p>
F. Symbols 5.1PK.F Identify basic American symbols (e.g., American flag).	<p><b>SS 3 Geography</b></p> <p>SS 3.4 Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks.</p> <p><b>SS 1 Culture &amp; Community</b></p> <p>SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.</p>
<b>5.2 Rights and Responsibilities of Citizenship</b>	
A. Civics Rights and Responsibilities 5.2PK.A Identify self-membership of a group such as the class or family.	<p><b>SS 1 Culture &amp; Community</b></p> <p>SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.</p> <p><b>SS 1.5</b> Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community.</p> <p><b>SED 1 Self-Awareness</b></p>

	<p>SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p>
<p>B. Conflict and Resolutions 5.2PK.B Identify a problem and discuss possible solutions with adult assistance. *see also 16.2PK.D</p>	<p><b>MR 7 Logic &amp; Reasoning</b>  MR 7.3 Recognizes a problem and asks for help.  MR 7.4 Tries out many possible solutions to a problem.</p>
<p>C. Leadership and Public Service Emerging to Identify classroom projects/activities that support leadership and service.</p>	<p><b>SS 2 Civics &amp; Economics</b>  SS 2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person.  SS 2.5 Applies familiar rules and suggests new rules in a variety of situations. Explores the use of trade to receive objects or services.</p>
<p>5.3 How Government Works</p>	
<p>C. Government Services 5.3PK.C Identify community workers through their uniforms and equipment.</p>	<p><b>SED 4 Social Relationships</b>  SED 4.4 Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad.  SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.  SED 4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.</p>
<p>F. Conflict and the Court Systems 5.3PK.F Identify appropriate behaviors for responsible classroom citizens.</p>	<p><b>PD3 Safety</b>  PD 3.7 Identifies emergency situations and how to behave accordingly. Describes how to get help.</p> <p><b>SS 2 Civics &amp; Economics</b>  SS 2.5 Applies familiar rules and suggests new rules in a variety of situations. Explores the use of trade to receive objects or services.</p> <p><b>SED 3 Attention &amp; Persistence</b>  SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p>

6.1 Economics	
A. Scarcity and Choice Emerging to Identify how scarcity influences choice.	<b>SS 2 Civics &amp; Economics</b> SS 2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person.
B. Limited Emerging to Identify family wants and needs.	<b>SCI 2 Natural &amp; Earth Science</b> SCI 2.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. Identifies the climate and weather in the immediate environment.  <b>PD 4 Personal Care</b> PD 4.5 Explains how germs spread and describes simple strategies for preventing the spread. Recognizes that all living things have similar basic needs. Distinguishes between needs and wants.
D. Incentives and Choice 6.1PK.D Identify a choice based on individual interests.	<b>SED 1 Self-Awareness</b> SED 1.4 When given two to three options, chooses his/her most desired option.  <b>SCI 1 Investigation &amp; Inquiry</b> SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.
6.2 Market and Economic Systems	
C. Advertising and Media Emerging to Identify advertisements that encourage us to buy things.	<b>SS 2 Civics &amp; Economics</b> SS 2.5 Applies familiar rules and suggests new rules in a variety of situations. Explores the use of trade to receive objects or services. SS 2.7 Identifies individual rights. Determines if rules support the common good. Describes ways one might use money, goods or services.
D. Price Determination 6.2PK.D Explain how money is used.	<b>SS 2 Civics &amp; Economics</b> SS 2.7 Identifies individual rights. Determines if rules support the common good. Describes ways one might use money, goods or services.

6.3 Functions of Government	
D. Governments Role in International Trade 6.3PK.D Identify products produced locally.	<b>SS 3 Geography</b> SS 3.7 Identifies and describes various types of landforms and natural resources. Locates familiar places on maps. Uses cardinal directions to follow and give directions.
6.5 Income, Profit, and Wealth	
A. Factors Influencing Wages 6.5PK.A Differentiate between work and play.	<b>SS 1 Culture &amp; Community</b> SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.
C. Types of Business 6.5PK.C Identify local businesses.	<b>SS 1 Culture &amp; Community</b> SS 1.5 Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community.  <b>SS 3 Geography</b> SS 3.4 Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks.
7.1 Basic Geographic Literacy	
A. Geographic Tools 7.1PK.A Explain how a map is a representation of places.	<b>SS 3 Geography</b> SS 3.5 Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks. Identifies what is represented on a map. Draws pictures of current location.
B. Location of Places and Regions Emerging to Describe the location of places in the home, school, and community to gain an understanding of relative location.	<b>SS 3 Geography</b> SS 3.3 Identifies a variety of familiar places, such as the store, car, home or Grandma's. Follows a path. SS 3.4 Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks.
7.2 Physical Characteristics of Places and Regions	



A. Physical Characteristics 7.2PK.A Describe the characteristics of home and frequently visited locations to gain an understanding of physical features.	<b>SS 3 Geography</b> SS 3.5 Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks. Identifies what is represented on a map. Draws pictures of current location. SS 3.7 Identifies and describes various types of landforms and natural resources. Locates familiar places on maps. Uses cardinal directions to follow and give directions.
8.1 Historical Analysis and Skills Development	
A. Continuity and Change over time 8.1PK.A Identify a sequence of events through a day.	<b>SS 4 History &amp; Sense of Time</b> SS 4.3 Describes events as they happen. Uses words such as first, then. SS 4.4 Recalls information and events from the past SS 4.5 .Uses language of time to describe familiar sequences of events.
C. Research 8.1PK.C Understand that information comes from many sources such as books, computers, and newspapers.	<b>LLD 5 Concept of Print</b> LLD 5.6 Recognizes common types of text, e.g., poem, storybook, fact book. Names author and illustrator. Identifies punctuation.  <b>SCI 4 Technology</b> SCI 4.5 Experiments with simple technology to solve problems or accomplish tasks.
<b>Creative Thinking and Expression: Communicating through the Arts</b>	
9.1.M Production and Performance: Music and Movement	
A. Elements and Principles 9.1M.PK.A Know and use basic elements and principles of music and movement.	<b>CA 1 Music</b> CA 1.5 Claps to beat (not always consistentlyExperiments with simple technology to solve pr). CA 1.3 Understands difference of singing and speaking voices. Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments. CA 1.4 Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction. Uses voice, common objects or instruments to create music. Identifies self as a musician.

	<p><b>CA 2 Dance &amp; Movement</b></p> <p>CA 2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.</p> <p>CA 2.4 Describes and demonstrates multiple ways to move body parts. Moves to the beat. Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements.</p>
B. Demonstration 9.1.M.PK.B Respond to different types of music and dance through participation and discussion.	<p><b>CA 1 Music</b></p> <p>CA 1.4 Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction. Uses voice, common objects or instruments to create music. Identifies self as a musician.</p> <p>CA 1.5 Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs. Uses voice or instruments to express feelings or to mimic sound effects.</p> <p><b>CA 2 Dance &amp; Movement</b></p> <p>CA 2.4 Describes and demonstrates multiple ways to move body parts. Moves to the beat. Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements.</p> <p>CA 2.5 Follows a leader to perform a simple movement pattern. Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.</p>
E. Representation 9.1.M.PK.E Use imagination and creativity to express self through music and dance.	<p><b>CA 1 Music</b></p> <p>CA 1.6 Creates simple rhythm patterns. Controls pitch when singing a familiar song. Communicates ideas by creating rhythm and/or melody.</p> <p><b>CA 2 Dance &amp; Movement</b></p> <p>CA 2.5 Follows a leader to perform a simple movement pattern. Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.</p> <p>CA 2.6 Recalls a simple movement pattern and performs it individually or in a group. Expresses ideas, feelings and stories through creative movement.</p>
J. Technologies 9.1.M.PK.J Use a variety of technologies for producing or performing works of art.	<p><b>SCI 4 Technology</b></p> <p>SCI 4.5 Experiments with simple technology to solve problems or accomplish tasks.</p>

	<b>CA 3 Visual Arts</b> CA 3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols. CA 3.7 Uses various tools and techniques to achieve desired artistic results. Creates art to express ideas, thoughts and feelings.
9.1.D Production and Performance: Dramatic and Performance Play	
B. Demonstrations 9.1.D.PK.B Recreate a dramatic play experience for an audience.	<b>CA 4 Drama</b> CA 4.6 With cues, performs a simple preplanned drama. Creates a setting, characters and events to tell a story.  CA 4.8 Rehearses, memorizes and performs a short play. Plans a story and creates costumes, settings or props to create a mood or environment.
E. Representation 9.1.D.PK.E Use imagination and creativity to express self through dramatic play.	<b>CA 4 Drama</b> A 4.5 Assigns roles and plays out unscripted scenes in dramatic play. Uses a combination of real and imaginary props or characters to play out a scene.
9.1.V Production and Performance: Visual Arts	
A. Elements and Principles 9.1.V.PK.A Know and use basic elements of visual arts.	<b>CA 3 Visual Arts</b> CA 3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.  CA 3.4 Chooses an object or art tool to use with a given medium for a desired effect. Makes choices throughout the artistic process. CA 3.5 Uses artistic tools and media to create intentional designs or images. Plans, designs and seeks materials to make a creation.
B. Demonstration 9.1.V.PK.B Combine a variety of materials to create a work of art.	<b>CA 3 Visual Arts</b> CA 3.5 Uses artistic tools and media to create intentional designs or images. Plans, designs and seeks materials to make a creation. CA 3.7 Uses various tools and techniques to achieve desired artistic results. Creates art to express ideas, thoughts and feelings.
E. Representation 9.1.V.PK.E Use imagination and creativity to	<b>CA 3 Visual Arts</b>

express self through visual arts.	CA 3.7 Uses various tools and techniques to achieve desired artistic results. Creates art to express ideas, thoughts and feelings.
J. Technologies 9.1.V.PK.J Use a variety of technologies for producing works of art.	<b>CA 3 Visual Arts</b> CA 3.5 Uses artistic tools and media to create intentional designs or images. Plans, designs and seeks materials to make a creation.  <b>SCI 4 Technology</b> SCI 4.5 Experiments with simple technology to solve problems or accomplish tasks.
9.2 Historical and Cultural Context of Works in the Arts	
D. Perspective 9.2PK.D Explain that instruments or art forms represent cultural perspectives.	<b>SS 1 Culture &amp; Community</b> SS 1.5 Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community.
9.3 Critical Response to Works of Art	
F. Identification 9.3PK.F Recognize and name a variety of art forms.	<b>CA 3 Visual Arts</b> CA 3.8 Compares artistic techniques and creations of many artists. Creates art and explains why and how s/he chose specific materials and techniques.
G. Critical 9.3PK.G Formulate and share an opinion about others' art products.	<b>CA 3 Visual Arts</b> CA 3.8 Compares artistic techniques and creations of many artists. Creates art and explains why and how s/he chose specific materials and techniques.
9.4 Aesthetic Response to Works in the Arts	
B. Emotional Response 9.4PK.B Demonstrate an emotional response to viewing or creating various art works.	<b>CA 3 Visual Arts</b> CA 3.7 Uses various tools and techniques to achieve desired artistic results. Creates art to express ideas, thoughts and feelings.  <b>CA 4 Drama</b> CA 4.7 Plans a story and seeks out props to enhance a role or highlight details. Integrates emotion into performance.

	<b>CA 2 Dance &amp; Movement</b> CA 2.8 Creates simple movement sequences. Describes how dances and movements express certain ideas or feelings.
<b>HEALTH, WELLNESS, AND PHYSICAL DEVELOPMENT: LEARNING ABOUT MY BODY</b>	
10.1 Concepts of Health	
B. Interaction of Body Systems 10.1.PK.B Identify and locate body parts.	<b>PD 4 Personal Care</b> PD 4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs. PD 4.4 Describes the function of basic body parts. Regulates toileting and handwashing needs. Follows a routine of rest and active play. Meets most personal needs and understands that all people have needs.
C. Nutrition 10.1.PK.C Identify foods that keep our body healthy.	<b>PD 5 Nutrition</b> PD 5.5 Identifies food groups and sorts food. Chooses between two appropriate food options. PD 5.4 Identifies food that is nutritious. Helps to prepare food for others.
D. Alcohol, Tobacco and Chemical Substances 10.1.PK.D Identify and discuss the purposes of medicine.	<b>PD 4 Personal Care</b> PD 4.5 Explains how germs spread and describes simple strategies for preventing the spread. Recognizes that all living things have similar basic needs. Distinguishes between needs and wants.
E. Health Problems and Disease Prevention 10.1.PK.E Identify and discuss common health problems.	<b>PD 4 Personal Care</b> PD 4.5 Explains how germs spread and describes simple strategies for preventing the spread. Recognizes that all living things have similar basic needs. Distinguishes between needs and wants.  PD 4.6 Regulates personal needs for nutrition, activity and rest with few reminders. When feeling sick, describes symptoms. Recognizes the difference between contagious and noncommunicable diseases.
10.2 Healthful Living	
A. Health Practices, Products, and Services 10.2PK.A Identify	<b>PD 4 Personal Care</b>

fundamental practices for good health.	PD 4.7 Explains the importance of nutrition, exercise and rest in maintaining wellness. Maintains personal hygiene with few reminders.
E. Health and the Environment 10.2PK.E Identify environmental factors that affect health.	<b>PD 4 Personal Care</b> PD 4.8 Explains how feeling well is related to proper nutrition, exercise and rest. Describes how to deal with health concerns of self and others.
10.3 Safety and Injury Prevention	
A. Safe and Unsafe Practices 10.3PK.A Recognize safe and unsafe practices.	<b>PD 3 Safety</b> PD 3.6 Applies general safety rules to a variety of everyday situations with little prompting.
B. Emergency Responses 10.3PK.B Recognize emergency situations and discuss appropriate responses.	<b>PD 3 Safety</b> PD 3.7 Identifies emergency situations and how to behave accordingly. Describes how to get help.
10.4 Physical Activity: Gross Motor Coordination	
A. Control and Coordination 10.4PK.A Demonstrate coordination of body movements in active play.	<b>PD 1 Gross Motor</b> PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.
B. Balance and Strength 10.4PK.B Exhibit balance while moving on the ground or using equipment.	<b>PD 1 Gross Motor</b> PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences. PD 1.7 Balances on a variety of objects. Kicks or strikes moving objects with aim and accuracy. Leaps. Stops at a boundary.
10.5 Concepts, Principles and Strategies of Movement: Fine Motor Development	
A. Strength, Coordination and Muscle Control 10.5PK.A Use hands, fingers and wrists to manipulate objects.	<b>LLD 7 Writing</b> LLD 7.4 Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what

	<p>they represent.</p> <p>LLD 7.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p> <p><b>PD 2 Fine Motor</b></p> <p>PS 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p> <p>PS 2.5 Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.</p>
B. Eye / Hand Coordination 10.5PK.B Coordinate eye and hand movements to perform a task.	<p><b>PD 2 Fine Motor</b></p> <p>PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p> <p>PD 2.5 Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.</p>
C. Use of Tools 10.5PK.C Use tools that require use of fingers, hands, and/ or wrists to accomplish a task.	<p><b>PD 2 Fine Motor</b></p> <p>PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p> <p>PD 2.5 Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.</p>
<b>SOCIAL AND EMOTIONAL DEVELOPMENT: STUDENT INTERPERSONAL SKILLS</b>	
16.1 Self-Awareness and Self-Management	
A. Manages Emotions and Behaviors 16.1PK.B Distinguish between emotions and identify socially accepted ways to express them.	<p><b>SED 2 Self-Regulation</b></p> <p>SED 2.5 Names some personal feelings and uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.</p>
B. Influences of Personal Traits on Life 16.1PK.B Recognize that everyone has personal traits which guide behavior and choices.	<p><b>SED 1 Self-Awareness</b></p> <p>SED 1.8 Demonstrates an understanding that each person is unique and has his/her own thoughts, feelings and preferences.</p>

C. Resiliency 16.1PK.C Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.	<b>SED 2 Self-Regulation</b> SED 2.6 Identifies and explains personal feelings. Describes appropriate responses to different emotions. Transitions from one activity to the next and helps others through the transition.
D. Goal Setting 16.1PK.D Establish goals independently and recognize their influence on choices.	<b>SED 3 Attention &amp; Persistence</b> SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.
16.2. Establishing and Maintaining Relationships	
A. Relationships 16.2PK.A Interact with peers and adults in a socially acceptable manner.	<b>SED 4 Social Relationships</b> SED 4.4 Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad.  SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.
B. Diversity 16.2PK.B Identifies similarities and differences between self and others.	<b>SED 1 Self-Awareness</b> SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.  <b>SS 1 Culture &amp; Community</b> SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.
C. Communication 16.2PK.C Engage in reciprocal communication with adults and peers.	<b>LLD 2 Communication</b> LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.
D. Managing Interpersonal Conflicts 16.2PK.D Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict. *See also 5.3PK.B	<b>SED 4 Social Relationships</b> SED 4.4 Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad.  <b>PD 3 Safety</b>



	PD 3.3 Seeks opportunities to help others. Tries to solve own social problems.
E. Support: Asking for Help 16.2.PK.E Ask for and accept offers of help when needed or appropriate.	<b>SED 4 Social Relationships</b> SED 4.4 Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad.  <b>MR 7 Logic &amp; Reasoning</b> MR 7.3 Recognizes a problem and asks for help.
16.3 Decision Making and Responsible Behavior	
A. Decision Making Skills 16.3PK.A Interpret the consequences of choices.	<b>SED 1 Self-Awareness</b> SED 1.4 When given two to three options, chooses his/her most desired option.  <b>PD 3 Safety</b> PD 3.5 Describes reasons for safety rules and reminds others to follow them.  <b>SS 2 Civics &amp; Economics</b> SS 2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person.
B. Understanding Social Norms 16.3PK.B Recognize there are socially acceptable ways to behave in different places.	<b>SED 2 Self-Regulation</b> SED 2.8 Applies strategies for managing own emotions and behaviors. Adapts to new situations quickly and with minimal stress.
C. Responsible Active Engagement 16.3PK.C Actively engage in assisting others when appropriate.	<b>SED 4 Social Relationships</b> SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.  <b>PD 3 Safety</b> PS 3.4 Seeks opportunities to help others. Tries to solve own social problems.
Partnerships for Learning: Families, Early Care and Education Programs, and Communities	

PL 1: Families are supported in times of need.	N/A
PL 2: Families experience relationships with early care and education programs that are affirming, reciprocal, and build upon their strengths.	N/A
PL 3: Families have the support and information they need to encourage their children's learning and development.	N/A
PL 4: Family members have support from other families.	N/A
PL 5: Families have goals of their own and benefit from having supportive partners to help reach their goals.	N/A
PL 6: Families grow in their leadership and use these skills in many different ways.	N/A
PL 7: Families are supported in times of transition.	N/A

### Young School-Age

**Social & Emotional Development**

Individual children develop at a unique pace.			Infant	Toddler	Preschool / Pre-K			Young School-Age		
Skill / Skill Code		Definition	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
Physical Development	PD 1 Gross Motor	Builds strength, coordination and balance of large muscles.	Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.	Walks and climbs. Carries, drags, kicks and tosses objects.	Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.	Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.	Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.	Skips confidently, gallops and slides side to side. Changes direction and speed of movement.	Balances on a variety of objects. Kicks or strikes moving objects with aim and accuracy. Leaps. Stops at a boundary.	Uses conditioning methods to strengthen muscles and increase endurance. Coordinates multiple complex movements in continuous play.
	PD 2 Fine Motor	Builds strength and coordination of small movements in hands to pick up, squeeze, twist, cut and manipulate tools and toys.	Reaches for objects in sight. Uses arms or legs to make contact with an object.	Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.	Opens, closes, twists and pulls objects with one or both hands.	Manipulates objects with hands doing different things. Snips with scissors. Begins to string 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. Uses scissors to cut more challenging materials, e.g., fabric, cardstock.	Beads, grasps and stacks objects of all sizes with speed and accuracy.
	PD 3 Safety	Shows awareness of safe practices and demonstrates them when participating in activities.	Expresses distress when needs are not met.	Responds to possible dangers in environment and avoids them when prompted.	Follows simple safety rules.	Seeks opportunities to help others. Tries to solve own social problems.	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 and how to behave accordingly. Describes how to get help.	Takes appropriate initiative in dangerous and emergency situations.
	PD 4 Personal Care	Responds to and initiates routines for hygiene, feeding and dressing self.	Receives appropriate healthcare from caregivers. Responds when physical needs are not met.	Recognizes the difference between dirty and clean. Points to body parts when prompted. Participates in taking care of some personal needs, such as feeding self.	With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.	Describes the function of basic body parts. Regulates toileting and handwashing needs. Follows a routine of rest and active play. Meets most personal needs and understands that all people have needs.	Explains how germs spread and describes simple strategies for preventing the spread. Recognizes that all living things have similar basic needs. Distinguishes between needs and wants.	Regulates personal needs for nutrition, activity and rest with few reminders. When feeling sick, describes symptoms. Recognizes the difference between contagious and noncommunicable diseases.	Explains the importance of nutrition, exercise and rest in maintaining wellness. Maintains personal hygiene with few reminders.	Explains how feeling well is related to proper nutrition, exercise and rest. Describes how to deal with health concerns of self and others.
	PD 5 Nutrition	Demonstrates knowledge about nutrition and healthy food choices.	Cries when hungry or tired.	Communicates when hungry, thirsty or tired. Feeds self some finger foods.	Anticipates the need to eat, rest and drink. Feeds self soft foods with spoon or other utensil.	Identifies food and serves a portion into bowl or plate. Feeds self.	Identifies food groups and sorts food. Chooses between two appropriate food options.	Identifies food that is nutritious. Helps to prepare food for others.	Describes what happens after consumption of food.	Describes the functions of basic organs.



## Skill / Skill Code

## Definition

## Benchmark 1

## Benchmark 2

## Benchmark 3

## Benchmark 4

## Benchmark 5

## Benchmark 6

## Benchmark 7

## Benchmark 8

**LLD 1 Listening (Receptive Language)**

Understands and interprets language (both words and gestures). Communicates or acts in response to language and verbal cues.

Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions.

Shows understanding of a variety of single familiar words. Points at named objects or body parts. With prompts and gestures, follows a one-step direction.

Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally.

Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story or request then responds appropriately. Follows unrelated two-step directions given verbally.

Listens and understands inferred requests. For example, child gathers more playdough in response to a verbal prompt to help build a larger playdough ball. Follows multi-step directions given verbally.

Shows understanding of a series of complex statements that explain how or why. Asks and answers general questions about information or stories shared verbally.

Asks or answers specific questions about key details from information or stories shared verbally. Remembers and follows previous rules or directions shared verbally.

Listens to gather information. Asks questions to clarify or deepen understanding. Recalls key ideas shared verbally. Responds to verbal statements that have implied directions or requests.

**LLD 2 Communication (Expressive Language)**

Uses verbal and nonverbal communication to express ideas with increasingly complex words and sentences. Engages in back and forth communication.

Mimics single sounds. Uses vocalizations and gestures to communicate.

Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words and word-like sounds to communicate.

Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas.

Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges.

Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.

Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts.

Communicates by using simple and compound sentences. Uses verb tenses. Identifies words with similar meaning. Stays on topic while talking and sharing ideas and feelings.

Communicates using conjugated verbs. Uses expression and tone to communicate meaning. Explains the difference between two closely related words.

**LLD 3 Phonological Awareness**

Hears small units of sounds.

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.

**LLD 4 Alphabetic Knowledge**

Identifies letters, numbers, characters and symbols in print and understands that letters represent sounds.

Looks for familiar people and objects when given their names. Babbles or repeats sounds.

Identifies a familiar object or person when shown a drawing or photo. Points at words printed on a page and pretends to read aloud.

Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.

Recognizes some common words in print; such as his/her name, mom, dad. Identifies six to seven letters and their sounds.

Names all upper- and lowercase letters when presented in random order and identifies at least 15 letter sounds. When shown a two- or three-letter word, can find it in print.

Reads high-frequency sight words. Identifies all letters and their sounds. Begins to sound out the letters in two- to four-letter words.

Reads and decodes root words with inflectional endings, e.g., -ed, -ing, -s. Recognizes letter patterns, word families, long and short vowel sounds, whole word chunks, digraphs and blends.

Decodes words with common prefixes and suffixes. Uses context or rereads to determine the meaning of unknown words.

**LLD 5 Concepts of Print**

Demonstrates print- and book handling knowledge.

Looks at or points to pictures. Opens and 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, e.g., 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.

**LLD 6 Reading Comprehension**

Understands concepts of text. Recalls and extends details.

Interacts by reaching for or patting when a book is read. Holds book and looks intently at each page.

Points to pictures and repeats words from familiar stories. Answers "what" questions by pointing.

Talks about pictures and ideas in familiar stories. Answers "what" questions about stories and books. Recalls the name of the main character.

Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Participates with others in the retelling of a story by pointing at pictures or role-playing with props.

Relates to the characters or events of the story and shares a similar experience or object from own life. Retells portions of a story. Asks and answers simple questions about characters, setting and events.

With support, compares similarities between two texts. With prompting, answers questions about characters and setting. Retells major events of a story in sequence.

Makes many text-to-text, self, and real-world connections. Compares similarities and differences between texts. Retells stories with key details. Discusses setting, characters and events.

Evaluates texts based on content, personal experiences and knowledge of the world. Compares the main points of two texts. Summarizes texts and their messages. Describes the points of view of various characters.

**LLD 7 Writing**

Uses scribbles, drawings, letters, characters or words to represent meaning.

Explores writing materials.

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

Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks. Scribbles or draws marks as a representation of an object or person.

Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what they represent.


Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea.

Consistently uses mature tripod grip with drawing/writing tools. Uses inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing.

Legibly prints letters, numbers and symbols. Writes a string of simple sentences to tell a story or share information. Provides a concluding statement.


Uses appropriate spacing between letters and words. Controls the size and placement of letters, numbers or details in drawings. Writes ideas or groups information in logical order. Uses descriptive words in writing.

 <b>Mathematics &amp; Reasoning</b>	Skill / Skill Code	Definition	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
	<b>MR 1 Number Sense</b>	Understands concepts of number and quantity.	Hears numbers in everyday context. Hears rote counting. Looks for an object that is taken out of sight.	Recognizes the numeral one and sees other numerals around the room. Repeats number words when heard. Demonstrates an understanding of one, two and more.	Recognizes numerals to three. 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.	Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.	Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.	Identifies and writes numerals to 20. Counts to 100 by ones and tens. Counts forward from a given number. Decomposes numbers less than or equal to 10 in more than one way, e.g., $7 = 3 + 4$ just as $7 = 2 + 5$ .	Identifies and counts in sequence to 120 from a given number. Uses manipulatives to group and count units. Determines if a given addition or subtraction equation is true or false.	Compares and orders numerals to 1000. Identifies if a number is even or odd. Counts by fives, tens and hundreds to 1000. Adds and subtracts within 20. Solves addition or subtraction word problems.
	<b>MR 2 Spatial Awareness</b>	Understands how objects move in space and describes their location, e.g., on, under, next to.	Plays with objects and toys that are a variety of shapes. Participates as caregiver raises arms or legs and says up/down. Tries to put one object inside another.	Purposely turns or spins objects. Follows simple positional directions such as on/off, over/under and up/down. Fills container then dumps out the contents.	Recognizes objects that are upside down and turns them right-side up. Finds or places objects next to, between, in front of or behind self. Puts together three pieces to create a whole object.	Matches two objects even if turned different ways. When prompted, places objects next to, between, in front of or behind objects not related to self. Uses a guide to assemble 12 puzzle pieces.	Identifies and corrects the orientation of familiar objects and symbols. Explains the location of an object in relation to another object. Assembles a puzzle without using a guide.	Identifies 2D and 3D shapes regardless of orientation. Makes simple maps or models to represent the location of objects. Creates complex shapes by putting together or taking apart other shapes.	Matches 2D to 3D shapes. Recognizes symmetry. Gives and follows positional instructions to find objects. Builds complex shapes from simpler shapes. Splits shapes into four equal parts.	Determines when shapes have been rotated or flipped. Uses representations, coordinate systems and maps. Separates a shape into halves, thirds and fourths.
	<b>MR 3 Shapes</b>	Identifies shapes and their characteristics.	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.
	<b>MR 4 Measurement</b>	Estimates, measures and compares size, weight, length or volume.	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 nonstandard 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 the 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.
	<b>MR 5 Patterns</b>	Identifies, reproduces and creates patterns.	Plays predictable activities with caregivers such as pat-a-cake and peekaboo.	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.
	<b>MR 6 Classification</b>	Matches and sorts.	Recognizes familiar people and objects. Recognizes self as being separate from others.	When shown one object, finds the match. Identifies and names familiar people, characters and animals.	Sort objects by one feature, such as size or color. Groups objects by common characteristics.	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.
	<b>MR 7 Logic &amp; Reasoning</b>	Uses logic to solve 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 or her problem-solving strategy.	Solves hypothetical problems by connecting personal experiences to possible solutions.

Skill / Skill Code		Definition	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
 Science	SCI 1 Investigation & Inquiry	Observes, inquires and investigates objects and events to gain understanding.	Looks for a person or toy that has moved out of sight. Reacts to changes.	Asks one- to two-word questions. Uses senses to explore environment.	Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.	Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.	Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.	Predicts multiple outcomes to a question or situation and explains personal reasoning. Gathers information or experiments to prove/disprove a hypothesis.	Inquires about a phenomenon, makes a prediction based on prior knowledge and gathered information. Records findings in charts or diagrams. Explains his/her problem-solving strategy.	Asks questions and makes hypotheses about scientific phenomena or hypothetical problems. Conducts an experiment multiple times, records observations and evaluates information to explain a phenomenon.
	SCI 2 Natural & Earth Science	Understands living and nonliving things, their characteristics and how they change.	Explores immediate environment using senses. Reacts to weather changes in immediate environment.	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.	Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.	Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. Identifies the climate and weather in the immediate environment.	Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life.	Describes how living things obtain what they need to survive. Groups living things by similar features. Explains that different places have disparate kinds of weather and climates.	Describes how an organism's features and surroundings help it survive. Explains weather patterns and the basic properties and role of the sun, moon and earth.	Describes threats that living things must overcome to survive. Explains the relationships between a variety of species. Describes how the sun and movements of the earth affect climate.
	SCI 3 Physical Science	Explores forces, motion and materials and how they change.	Uses senses to explore objects in immediate environment. Kicks feet or shakes arms to make other objects move.	Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.	Explores motion by moving, rolling, blowing on or dropping a toy.	Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects and materials in immediate environment.	Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur.	Experiments and compares the movements of various objects on a variety of surfaces. Classifies and sorts materials by a variety of physical properties.	Recognizes that gravity makes unsupported objects fall. Identifies objects that are attracted to magnets. Identifies materials that are solid, liquid and gas.	Recognizes that materials move differently on different surfaces. Explains how force is used to change the direction of moving objects.

Social Studies	Skill / Skill Code	Definition	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
	<b>SS 1 Culture &amp; Community</b>	Explores communities and families, culture and traditions.	Recognizes family members and 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. Identifies differences between self and others.	Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.	Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community.	Explains the meaning and importance of traditions and customs of other people. Explains how individuals, families and cultures differ. Compares roles, rules and responsibilities of different groups.	Compares diverse cultures and traditions. Understands that some people have different needs or beliefs.	Names influential people and events that have impacted familiar cultures and traditions. Demonstrates respect for people who may look or act differently.
	<b>SS 2 Civics &amp; Economics</b>	Follows familiar rules, routines and helps make group decisions. Explores the concept of trade. Identifies ownership of items.	Attends to others in immediate environment. Grasps and releases objects.	Participates in communal activities. Expresses a desire for an object or action. Says me, mine.	Recognizes and attends to authority figures. Recognizes ownership of familiar objects.	Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person.	Applies familiar rules and suggests new rules in a variety of situations. Explores the use of trade to receive objects or services.	Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions. Exchanges money, goods or services for other goods or services.	Identifies individual rights. Determines if rules support the common good. Describes ways one might use money, goods or services.	Describes different levels of government, e.g., local, state, national. Makes democratic decisions. Explains how and why people work together in trade to get what they need and want.
	<b>SS 3 Geography</b>	Identifies types of places and interacts with maps.	Responds to changes in the immediate environment. Navigates within a familiar environment.	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.	Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks.	Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks. Identifies what is represented on a map. Draws pictures of current location.	Compares the geographic features of own community to another community. Recreates a map of something s/he cannot immediately see.	Identifies and describes various types of landforms and natural resources. Locates familiar places on maps. Uses cardinal directions to follow and give directions.	Explains how the physical features and characteristics of an environment affect how people live. Uses a variety of maps to gather information.
	<b>SS 4 History &amp; Sense of Time</b>	Develops sense of time.	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 / Skill Code		Definition	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
 Creative Arts	<b>CA 1 Music</b>	Expresses through music and develops rhythm and tone.	Responds to sounds. Makes sounds to communicate feelings.	Responds to changes in sound, rhythm, volume or melody. Repeats words in familiar songs and attempts to sing.	Claps to beat (not always consistently). Understands difference of singing and speaking voices. Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.	Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction. Uses voice, common objects or instruments to create music. Identifies self as a musician.	Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs. Uses voice or instruments to express feelings or to mimic sound effects.	Creates simple rhythm patterns. Controls pitch when singing a familiar song. Communicates ideas by creating rhythm and/or melody.	Maintains a steady beat. Recognizes strong/weak beats. Begins to read rhythm notation. Matches vocal pitch in limited range. Interprets and compares many types of music.	Maintains rhythm in various meter groupings. Participates in call-and-response and two-part rounds. Experiments and performs self-written music or rhythmic patterns.
	<b>CA 2 Dance &amp; Movement</b>	Expresses through dance and develops movement techniques.	Moves body in a variety of ways. Uses body language to express feelings.	Moves body purposely. Sways or bounces to music. Uses purposeful gestures and body language to communicate.	Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.	Describes and demonstrates multiple ways to move body parts. Moves to the beat. Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements.	Follows a leader to perform a simple movement pattern. Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.	Recalls a simple movement pattern and performs it individually or in a group. Expresses ideas, feelings and stories through creative movement.	Recalls and dances a sequence of two or three movement patterns. Identifies the beginning, middle and end of a dance.	Creates simple movement sequences. Describes how dances and movements express certain ideas or feelings.
	<b>CA 3 Visual Arts</b>	Expresses through 2D and 3D visual art. Develops artistic techniques.	Explores materials using gross motor movements and senses. Expresses emotions while exploring materials.	Uses hands and feet to explore a variety of media. Scribbles, colors or paints intentionally on paper.	Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.	Chooses an object or art tool to use with a given medium for a desired effect. Makes choices throughout the artistic process.	Uses artistic tools and media to create intentional designs or images. Plans, designs and seeks materials to make a creation.	Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object. Explains how it was made.	Uses various tools and techniques to achieve desired artistic results. Creates art to express ideas, thoughts and feelings.	Compares artistic techniques and creations of many artists. Creates art and explains why and how s/he chose specific materials and techniques.
	<b>CA 4 Drama</b>	Participates in dramatic and symbolic play. Uses props to represent other objects or ideas.	Imitates simple movements and facial expressions. Responds to props or puppets.	Mimics observed behaviors and words. Mimics the use of familiar objects.	Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.	Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object.	Assigns roles and plays out unscripted scenes in dramatic play. Uses a combination of real and imaginary props or characters to play out a scene.	With cues, performs a simple preplanned drama. Creates a setting, characters and events to tell a story.	Plans a story and seeks out props to enhance a role or highlight details. Integrates emotion into performance.	Rehearses, memorizes and performs a short play. Plans a story and creates costumes, settings or props to create a mood or environment.