

Alignment
of the

Experience Early Learning Skills

with

Georgia Early Learning & Development Standards





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.experiencecurriculum.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 **Georgia Early Learning & Development Standards** with the Developmental Continuum of the Experience Early Learning Skills. For questions or comments about this alignment, contact info@experienceearlylearning.com.



<p>Physical Development and Motor Skills (PDM) STRAND: Health and Well-Being</p>	
<p>Standard PDM1: The child will practice healthy and safe habits.</p>	
<p>PDM1.0a Sleeps well and shows alertness during waking periods. PDM1.0b Initiates active play and engages in some physical activity. PDM1.0c Responds to verbal or physical signals of danger. PDM1.0d Reacts to simple directions to support safety. PDM1.0e Shows beginning awareness of personal health and self-care needs. PDM1.1a Sleeps well, waking rested and ready for daily activities. PDM1.1b Actively participates in physical activity for three to five minutes at a time. PDM1.1c Identifies and tries to avoid dangers with assistance. PDM1.1d Communicates beginning understanding of dangerous situations. PDM1.1e Makes adult aware of health and self-care needs and seeks assistance. PDM1.2a Sleeps well, waking rested and ready for daily activities. PDM1.2b Actively participates in games, outdoor play and other forms of physical activity for sustained periods of time. PDM1.2c Pays attention to simple safety instructions and avoids dangers with assistance. PDM1.2d Verbalizes simple safety rules. PDM1.2e Attends to personal health routines and self-care needs with some assistance from an adult.</p>	<p>PD 1.1 Expresses distress when needs are not met. PD 1.2 Responds to possible dangers in environment and avoids them when prompted. PD 4.1 Receives appropriate healthcare from caregivers. Responds when physical needs are not met. 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. PD 5.1 Cries when hungry or tired. PD 5.2 Communicates when hungry, thirsty or tired. Feeds self some finger foods.</p>

<p>PDM1.3a Stays awake except during nap time.</p> <p>PDM1.3b Actively participates in a variety of both structured and unstructured indoor and outdoor activities for sustained periods of time.</p> <p>PDM1.3c Independently shows awareness of dangerous situations and responds with some knowledge of safety instructions.</p> <p>PDM1.3d Communicates to peers and adults when dangerous situations are observed.</p> <p>PDM1.3e Attends to personal health needs and self-care needs independently.</p> <p>PDM1.4a Stays awake and alert during the day except during voluntary nap time.</p> <p>PDM1.4b Actively participates in a variety of both structured and unstructured indoor and outdoor activities for a sustained period of time that increase strength, endurance, and flexibility.</p> <p>PDM1.4c Consistently follows basic safety rules and anticipates consequences of not following safety rules.</p> <p>PDM1.4d Communicates the importance of safety rules.</p> <p>PDM1.4e Identifies the importance of and participates in activities related to health and self-care needs.</p> <p>PDM1.4f Can name people who keep them safe and healthy.</p>	<p>PD 3.3 Follows simple safety rules.</p> <p>PD 3.4 Seeks opportunities to help others. Tries to solve own social problems.</p> <p>PD 3.5 Describes reasons for safety rules and reminds others to follow them.</p> <p>PD 3.6 Applies general safety rules to a variety of everyday situations with little prompting.</p> <p>PD 5.3 Anticipates the need to eat, rest and drink. Feeds self soft foods with spoon or other utensil.</p>
<p>Standard PDM2: The child will participate in activities related to nutrition.</p>	
<p>PDM2.0a Explores food with fingers.</p> <p>PDM2.0b Shows preference for food choices.</p> <p>PDM2.1a Distinguishes between food and non-food items.</p> <p>PDM2.1b Shows interest in and tries new foods.</p> <p>PDM2.2a Prepares nutritious snacks with adult assistance.</p> <p>PDM2.2b Eats a variety of nutritious foods and recognizes</p>	<p>PD 5.1 Cries when hungry or tired.</p> <p>PD 5.2 Communicates when hungry, thirsty or tired. Feeds self some finger foods.</p> <p>PD 5.3 Anticipates the need to eat, rest and drink. Feeds self soft foods with spoon or other utensil.</p>

<p>healthy foods.</p> <p>PDM2.3a Helps prepare nutritious snacks.</p> <p>PDM2.3b Distinguishes healthy food choices from less healthy food choices.</p> <p>PDM2.4a Helps prepare nutritious snacks and meals.</p> <p>PDM2.4b Sorts foods into food groups and communicates the benefits of healthy foods.</p>	<p>PD 5.4 Anticipates the need to eat, rest and drink. Feeds self soft foods with spoon or other utensil.</p> <p>PD 5.5 Identifies food groups and sorts food. Chooses between two appropriate food options.</p> <p>PD 5.6 Identifies food groups and sorts food. Chooses between two appropriate food options.</p>
<p>Standard PDM3: The child will demonstrate an awareness of the body in space and child’s relationship to objects in space.</p>	
<p>PDM3.0a Moves body through space.</p> <p>PDM3.0b Exhibits body awareness and starts to move intentionally.</p> <p>PDM3.1a Acts and moves with intention and purpose with some assistance.</p> <p>PDM3.1b Uses trial and error to discover how the body fits and moves through space.</p> <p>PDM3.2a Acts and moves with intention and purpose.</p> <p>PDM3.2b Demonstrates awareness of his/her own body in space.</p> <p>PDM3.3a Acts and moves with purpose and recognizes differences in direction, distance, and location with some assistance.</p> <p>PDM3.3b Demonstrates awareness of his/her own body in relation to others.</p> <p>PDM3.4a Acts and moves with purpose and independently recognizes differences in direction, distance, and location.</p> <p>PDM3.4b Demonstrates spatial awareness through play activities.</p>	<p>PD 1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.</p> <p>PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</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> <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>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>
<p>Standard PDM4: The child will use senses (sight, touch,</p>	

<p>hearing, smell, and taste) to explore the environment and process information.</p>	
<p>PDM4.0a Responds to what he/she sees, hears, touches, tastes, and smells. PDM4.0b Manipulates objects to see what will happen. PDM4.1a Engages in some sensory experiences. PDM4.1b Tries a new action with a familiar object. PDM4.2a Participates in a variety of sensory experiences and differentiate between the senses. PDM4.2b Tests objects to determine their purpose. PDM4.3a Uses senses purposefully to learn about objects. PDM4.3b Takes things apart and attempts to put them back together. PDM4.4a Discriminates between a variety of sights, smells, sounds, textures, and tastes. PDM4.4b Takes things apart and invents new structures using the parts</p>	<p>SCI 1.1 Looks for a person or toy that has moved out of sight. Reacts to changes. SCI 1.2 Asks one- to two-word questions. Uses senses to explore environment. SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others. 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. 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. MR 2.4 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.</p>
<p>Standard PDM5: The child will demonstrate gross motor skills.</p>	
<p>PDM5.0a Develops control of head and back, progressing to arms and legs. PDM5.0b Demonstrates beginning coordination and balance, often with support. PDM5.1a Gains control and coordination of body movements. PDM5.1b Develops emerging coordination and balance. PDM5.2a Develops motor control for a range of physical activities.</p>	<p>PD 1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position. PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects. PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 1.4 Balances and hops on one foot. Throws both overhand</p>

<p>PDM5.2b Develops coordination and balance. PDM5.3a Coordinates movements to perform a task. PDM5.3b Demonstrates coordination and balance. PDM5.4a Coordinates movements to perform more complex tasks. PDM5.4b Demonstrates coordination and balance in a variety of activities.</p>	<p>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.</p>
<p>Standard PDM6: The child will demonstrate fine motor skills.</p>	
<p>PDM6.0a Develops grasp reflex. PDM6.0b Coordinates motions using eyes and hands. PDM6.1a Gains control of hands and fingers. PDM6.1b Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination. PDM6.2a Coordinates the use of hands and fingers. PDM6.2b Performs simple fine motor skills. PDM6.3a Refines grasp to manipulate tools and objects. PDM6.3b Uses hand-eye coordination to manipulate smaller objects with increasing control. PDM6.4a Performs fine-motor tasks that require small-muscle strength and control. PDM6.4b Uses hand-eye coordination to manipulate small objects with ease. PDM6.4c Able to perform more complex fine motor tasks with accuracy 50% of the time.</p>	<p>PD 2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object. PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self. PD 2.3 Opens, closes, twists and pulls objects with one or both hands. PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads. PD 2.5 Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces. PD 2.6 Follows an outline with scissors. Ties shoes and dresses self. PD 2.7 Threads small beads. Stacks small objects. Uses scissors to cut more challenging materials, e.g., fabric, cardstock.</p>
<p>Social and Emotional Development (SED) STRAND: Developing a Sense of Self</p>	
<p>Standard SED1: The child will develop self-awareness.</p>	
<p>SED1.0a Responds to image of self.</p>	<p>SED 1.1 Explores self and others by using senses.</p>

<p>SED1.0b Responds to his/her name.</p> <p>SED1.0c Aware of his/her own abilities/preferences</p> <p>SED1.1a Identifies image of self.</p> <p>SED1.1b Says his/her name.</p> <p>SED1.1c Shows knowledge of his/her own abilities/preferences</p> <p>SED1.2a Uses gestures and actions to reference self when interacting with others.</p> <p>SED1.2b Uses pronouns such as I, me, and mine.</p> <p>SED1.2c Shows sense of satisfaction in his/her own abilities and preferences.</p> <p>ED1.2d Shows emerging independence by occasionally resisting adult control</p> <p>SED1.3a Recognizes self as a unique individual.</p> <p>SED1.3b Demonstrates knowledge of personal information.</p> <p>SED1.3c Shows sense of satisfaction in his/her own abilities, preferences, and accomplishments.</p> <p>SED1.3d Shows emerging sense of independence in his/her own choices.</p> <p>SED1.4a Identifies self as a unique member of a specific group or demographic that fits into a larger world picture.</p> <p>SED1.4b Identifies personal characteristics, preferences, thoughts, and feelings.</p> <p>SED1.4c Shows confidence in a range of abilities and the capacity to accomplish tasks and take on new tasks.</p> <p>SED1.4d Shows independence in his/her own choices.</p>	<p>SED 1.2 Recognizes self in photos or in a mirror.</p> <p>SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p> <p>SED 1.4 When given two to three options, chooses his/her most desired option.</p> <p>SED 1.5 Describes and compares preferences of self and others.</p> <p>SED 1.6 Negotiates to attain personal preference in a situation.</p>
<p>Standard SED2: The child will engage in self-expression.</p>	
<p>SED2.0a Makes sounds, facial expressions or body movements to express needs and feelings of comfort or discomfort.</p> <p>SED2.0b Uses sounds, facial expressions, or body movements to express simple emotions of contentment or discontentment.</p> <p>SED2.1a Uses sounds, facial expressions, and/or gestures to express needs and preferences.</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>SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a</p>

<p>SED2.1b Displays a range of emotions such as happiness, sadness, and fear.</p> <p>SED2.2a Uses verbal expressions and gestures to communicate needs, opinions, ideas, and preferences. SED2.2b Uses verbal and non-verbal expressions to demonstrate basic emotions such as anger, happiness, and sadness.</p> <p>SED2.3a Uses a combination of words, phrases, and actions to communicate needs, ideas, opinions, and preferences. SED2.3b With adult guidance, uses verbal and non-verbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy, and enthusiasm.</p> <p>SED2.4a Effectively uses words, sentences, and actions to communicate needs, ideas, opinions, and preferences. SED2.4b With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions. SED2.4c Uses pretend play to present emotions of self and others. SED2.4d With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each.</p>	<p>familiar adult or thing. Redirects to a new activity with help from caregivers.</p> <p>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> <p>SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.</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> <p>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.</p>
<p>Standard SED3: The child will demonstrate self-control.</p>	

<p>SED3.0a Depends on simple routines adult(s) provide.</p> <p>SED3.0b Self-soothes when an adult holds, rocks, or talks to him/her.</p> <p>SED3.0c Responds to negative and positive reactions.</p> <p>SED3.0d Develops an awareness of transitions and schedule/routines with adult prompts.</p> <p>SED3.1a Follows simple routines in a group setting with adult support, such as eating, napping, or playing.</p> <p>SED3.1b Self-soothes with minimal adult support.</p> <p>SED3.1c Demonstrates the beginnings of impulse control with adult guidance.</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>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>SED 2.3 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and</p>
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<p>SED3.1d Accepts transitions, changes to schedules/routines with adult support.</p> <p>SED3.2a Displays understanding of engaging in routines, rules, and appropriate social behavior.</p> <p>SED3.2b Self-soothes independently.</p> <p>SED3.2c Regulates some impulses with adult guidance.</p> <p>SED3.2d Responds to transitions and changes to schedules/routines.</p> <p>SED3.3a Remembers and follows simple group rules and displays appropriate social behavior.</p> <p>SED3.3b Regulates own emotions and behaviors with adult support when needed.</p> <p>SED3.3c Regulates impulses with adult guidance.</p> <p>SED3.3d Manages transitions and adapts to changes in schedules and routines with adult support.</p> <p>SED3.4a Independently follows rules and routines.</p> <p>SED3.4b Regulates own emotions and behaviors and seeks out adult support when needed.</p> <p>SED3.4c Regulates a range of impulses.</p> <p>SED3.4d Manages transitions and adapts to changes in schedules and routines independently.</p>	<p>identifies the change.</p> <p>SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.</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> <p>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.</p>
<p>Standard SED4: The child will develop relationships with adults.</p>	
<p>SED4.0a Responds differently to familiar and unfamiliar adults.</p> <p>SED4.0b Develops trust and attachment toward significant adults.</p> <p>SED4.0c Imitates examples of affection with familiar adults.</p> <p>SED4.1a Engages in interactions with familiar adults and responds to unfamiliar adults cautiously.</p> <p>SED4.1b Shows feelings of security with familiar adults.</p> <p>SED4.1c Shows beginning signs of affection with familiar adults.</p> <p>SED4.2a Stays connected with familiar adults using gestures,</p>	<p>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>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>SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad.</p>

<p>glances, and verbal interaction.</p> <p>SED4.2b Looks to familiar adults for reassurance when trying new tasks.</p> <p>SED4.2c Shows affection to familiar adults nonverbally.</p> <p>SED4.2d Occasionally seeks out adult for help.</p> <p>SED4.3a Shows signs of security and trust when separated from familiar adults.</p> <p>SED4.3b Uses a familiar adult's facial expression to decide how to respond.</p> <p>SED4.3c Shows affection to familiar adults by using words and actions.</p> <p>SED4.3d Seeks out adult for help.</p> <p>SED4.4a Transitions well into new, unfamiliar settings.</p> <p>SED4.4b Uses a familiar adult's suggestions to decide how to respond to a specific situation.</p> <p>SED4.4c Shows affection to familiar adults by using more complex words and actions.</p> <p>SED4.4d Seeks out adults as a resource for help and assistance.</p>	<p>Identifies differences between self and others. Participates in an activity when asked.</p> <p>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>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>SED 4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.</p>
<p>Standard SED5: The child will develop relationships with peers.</p>	
<p>SED5.0a Demonstrates interest/excitement when other children enter the room.</p> <p>SED5.0b Engages in solitary play around other children.</p> <p>SED5.0c Shows awareness of possible conflicts by crying, turning away, or showing distress.</p> <p>SED5.0d Observes peers who are experiencing a need or discomfort.</p> <p>SED5.1a Begins to relate to and show enjoyment in interactions with other children.</p> <p>SED5.1b Engages in mostly solitary play with some parallel play.</p> <p>SED5.1c Engage in conflicts with peers regarding possession of</p>	<p>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>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>SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad.</p>

<p>items.</p> <p>SED5.1d Shows awareness of feelings displayed by peers</p> <p>SED5.2a At times, shows a preference to play with a familiar child.</p> <p>SED5.2b Plays alongside other children for short periods. Observes and imitates other children.</p> <p>SED5.2c Occasionally, resolves peer conflicts with adult support.</p> <p>SED5.2d Recognizes and names the feelings of others with adult support.</p> <p>SED5.2e Shows awareness of peers' personal space and belongings.</p> <p>SED5.3a Initiates play with one or two other children.</p> <p>SED5.3b Engages in mutual/cooperative play. SED5.3c Seeks adult support to resolve some peer conflicts. SED5.3d Recognizes and names the feelings of peers. SED5.3e Shows emerging respect for peers' personal space and belongings.</p> <p>SED5.4a Develops and maintains friendships with other children.</p> <p>SED5.4b Plays cooperatively with a few peers for a sustained period of time.</p> <p>SED5.4c Attempts to resolve conflicts using appropriate strategies.</p> <p>SED5.4d Shows emerging empathy and understanding of peers by attempting to comfort and help.</p> <p>SED5.4e Shows respect for peers' personal space and belongings.</p>	<p>Identifies differences between self and others. Participates in an activity when asked.</p> <p>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>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>SED 4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.</p>
<p>Approaches to Play and Learning (APL) STRAND: Initiative and Exploration</p>	
<p>Standard APL1: The child will demonstrate initiative and self-direction.</p>	

<p>APL1.0a Exhibits interest in people and things in his/her surroundings.</p> <p>APL1.0b Occasionally demonstrates desire to complete simple tasks by self.</p> <p>APL1.0c Selects an item of interest by pointing and/or reaching for object.</p> <p>APL1.1a Uses available senses to learn and explore their environment.</p> <p>APL1.1b Demonstrates desire to complete more complex tasks by self.</p> <p>APL1.1c Selects book or toy from several options.</p> <p>APL1.2a Tries inventive or new ways of using materials or completing tasks.</p> <p>APL1.2b Verbally expresses desire to complete tasks by self.</p> <p>APL1.2c Independently selects materials and utilizes those materials.</p> <p>APL1.3a Initiates new tasks by him/herself.</p> <p>APL1.3b Makes choices and completes some independent activities.</p> <p>APL1.3c Makes plans and follows through on intentions.</p> <p>APL1.4a Takes initiative to learn new concepts and tries new experiences. Initiates and completes new tasks by himself/herself.</p> <p>APL1.4b Selects and carries out activities without adult prompting.</p> <p>APL1.4c Sets goals and develops and follows through on plans.</p>	<p>SCI 1.1 Looks for a person or toy that has moved out of sight. Reacts to changes.</p> <p>SCI 1.2 Asks one- to two-word questions. Uses senses to explore environment.</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> <p>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> <p>MR 7.1 Reacts to a problem and seeks a desired outcome.</p> <p>MR 7.2 Experiments with cause and effect.</p> <p>MR 7.3 Recognizes a problem and asks for help.</p> <p>MR 7.4 Tries out many possible solutions to a problem.</p> <p>MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem.</p>
<p>Standard APL2: The child will demonstrate interest and curiosity.</p>	
<p>APL2.0a Shows eagerness and delight in self, others, and surroundings.</p> <p>APL2.0b Show curiosity/interest in his/her surroundings.</p> <p>APL2.1a Shows interest in what others are doing.</p> <p>APL2.1b Begins to show curiosity/interest in new objects,</p>	<p>SCI 1.1 Looks for a person or toy that has moved out of sight. Reacts to changes.</p> <p>SCI 1.2 Asks one- to two-word questions. Uses senses to explore environment.</p>

<p>experiences, and people.</p> <p>APL2.2a Seeks information from others.</p> <p>APL2.2b Ask questions about familiar objects, people, and experiences.</p> <p>APL2.2c Explores and manipulates familiar objects in the environment.</p> <p>APL2.3a Demonstrates an increased willingness to participate in both familiar and new experiences.</p> <p>APL2.3b Ask questions about unfamiliar objects, people, and experiences.</p> <p>APL2.3c Explores and manipulates both familiar and unfamiliar objects in the environment.</p> <p>APL2.4a Demonstrates eagerness to learn about and discuss new topics, ideas and tasks.</p> <p>APL2.4b Asks questions and seeks new information. With assistance, looks for new information and wants to know more.</p> <p>APL2.4c Increasingly seeks out and explores unfamiliar objects in the environment.</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> <p>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> <p>MR 7.3 Recognizes a problem and asks for help.</p> <p>MR 7.4 Tries out many possible solutions to a problem.</p> <p>MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem</p>
<p>Standard APL3: The child will demonstrate self-control.</p>	
<p>APL3.0a Examines a toy, rattle or face for a brief period of time.</p> <p>APL3.0b Explores a person or object for a minimum of one to three minutes.</p> <p>APL3.0c Continues to express distress when needs are not met.</p> <p>APL3.0d Repeats actions to make something happen again.</p> <p>APL3.1a Engages and persists with an activity, toy, or object.</p> <p>APL3.1b Demonstrates focus on a specific task or activity.</p> <p>APL3.1c Tries a variety of approaches to getting what he/she wants.</p> <p>APL3.1d Repeats interesting actions over and over to gain skills and confidence.</p> <p>APL3.2a Engages in teacher-directed activity for short periods of time.</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>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>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> <p>SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine</p>

<p>APL3.2b Demonstrates focus on a teacher-directed activity for a short period of time.</p> <p>APL3.2c Shows persistence in activities of interest despite interruptions.</p> <p>APL3.2d Repeats successful actions and experiences.</p> <p>APL3.3a Engages in a structured activity for short periods of time to achieve a goal.</p> <p>APL3.3b Wants to complete activities and do them well.</p> <p>APL3.3c Begins to work cooperatively with others to achieve a goal or accomplish a task.</p> <p>APL3.3d Keeps working on an activity even after setbacks.</p> <p>APL3.4a Engages in independent activities and continues tasks over a period of time.</p> <p>APL3.4b Practices to improve skills that have been accomplished.</p> <p>APL3.4c Works cooperatively with others to successfully achieve a goal or accomplish a task.</p> <p>APL3.4d Persists in trying to complete a task after previous attempts have failed.</p>	<p>transitions.</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> <p>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.</p>
<p>Standard APL4: The child will engage in a progression of individualized and imaginative play.</p>	
<p>APL4.0a Manipulates objects and imitates actions he/she observes.</p> <p>APL4.1a Uses objects for a real or imagined purpose.</p> <p>APL4.2a Substitutes one object for another in pretend play or pretends with objects that may or may not be present.</p> <p>APL4.3a Uses imagination to create a variety of ideas, role plays, and fantasy situations.</p> <p>APL4.4a Engages in elaborate and sustained imagined play and can distinguish between real life and fantasy.</p>	<p>CA 4.1 Imitates simple movements and facial expressions. Responds to props or puppets.</p> <p>CA 4.2 Mimics observed behaviors and words. Mimics the use of familiar objects.</p> <p>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>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>CA 4.5 Assigns roles and plays out unscripted scenes in</p>

	dramatic play. Uses a combination of real and imaginary props or characters to play out a scene.
Standard APL5: The child will demonstrate a cooperative and flexible approach to play.	
<p>APL5.0a Engages in solitary play around other children.</p> <p>APL5.1a Plays independently with some interaction with other children.</p> <p>APL5.2a Participates in play and learning activities with a small group of children for short periods of time.</p> <p>APL5.2b Helps and shares in a social setting with adult guidance.</p> <p>APL5.2c Shows creativity, inventiveness, and flexibility in his/her approach to play with adult guidance.</p> <p>APL5.3a Occasionally joins in cooperative play and learning in a group setting.</p> <p>APL5.3b Plans, initiates, and completes cooperative activities with adult guidance.</p> <p>APL5.3c Finds a creative, inventive way of doing a familiar task or solving a problem with adult assistance.</p> <p>APL5.3d Demonstrates emerging flexibility in his/her approach to play and learning.</p> <p>APL5.4a Willingly joins in sustained cooperative play and learning with others to complete a task.</p> <p>APL5.4b Demonstrates flexibility in taking on various roles in a group setting.</p> <p>APL5.4c Demonstrates inventiveness, imagination, and creativity to solve a problem.</p> <p>APL5.4d Considers a variety of possible solutions and exhibits flexibility if an alternate approach is suggested by a peer or an adult.</p> <p>APL5.4e Recovers quickly from setbacks and differences in opinion in a group setting.</p>	<p>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>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>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>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>SED 4.5 Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad.</p> <p>SED 4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.</p>

<p>Communication, Language, and Literacy (CLL) STRAND: Receptive Language (Listening)</p>	
<p>Standard CLL1: The child will listen to conversations for a variety of purposes and demonstrate comprehension.</p>	
<p>CLL1.0a Reacts to environmental sounds and verbal communication. CLL1.0b Responds to simple directions. CLL1.0c Responds to simple words and phrases. CLL1.1a Responds to language during conversations, songs, stories or other experiences. CLL1.1b Listens to and follows simple directions. CLL1.1c Responds to adult questions with answers CLL1.2a Listens and responds to brief conversations and group discussions. CLL1.2b Listens to and follows one-step directions. CLL1.2c Responds to questions with appropriate answers. CLL1.3a Listens and responds to conversations and group discussions. CLL1.3b Listens to and follows multi-step directions with support. CLL1.3c Responds to more complex questions with appropriate answers. CLL1.4a Listens and responds on topic to conversations and group discussions for an extended period. CLL1.4b Listens to and follows multi-step directions. CLL1.4c Extends/expands thoughts or ideas expressed</p>	<p>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. LLD 1.2 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. LLD 1.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally. 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. 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>Standard CLL2: The child will acquire vocabulary introduced in conversations, activities, stories, and/or books.</p>	

<p>CLL2.0a Responds to the names of familiar people and objects.</p> <p>CLL2.0b Responds to talking, singing, and/or reading.</p> <p>CLL2.1a Demonstrates understanding of simple words through his/her actions.</p> <p>CLL2.1b Listens to simple stories.</p> <p>CLL2.2a Demonstrates understanding of words through actions and/or conversations.</p> <p>CLL2.2b Listens and understands familiar vocabulary from activities, stories, and books.</p> <p>CLL2.3a Demonstrates understanding of vocabulary through everyday conversations.</p> <p>CLL2.3b Listens and understands new vocabulary from activities, stories, and books.</p> <p>CLL2.4a Demonstrates understanding of more complex vocabulary through everyday conversations.</p> <p>CLL2.4b Connects new vocabulary from activities, stories, and/or books with prior experiences and conversations.</p>	<p>LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.</p> <p>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>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>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>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>Standard CLL3: The child will use non-verbal communication for a variety of purposes.</p>	
<p>CLL3.0a Communicates needs and wants through nonverbal gestures and facial expressions.</p> <p>CLL3.0b Communicates feelings through facial expressions.</p> <p>CLL3.1a Communicates needs and wants through nonverbal gestures and actions.</p> <p>CLL3.1b Uses some non-verbal gestures and actions used by others to express feelings.</p> <p>CLL3.2a Communicates needs and wants through nonverbal gestures and actions, in addition to verbal communication.</p> <p>CLL3.2b Gains awareness of how to communicate feelings using non-verbal gestures and actions</p> <p>CLL3.3a Uses gestures actions to enhance verbal communication of needs and wants.</p>	<p>LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.</p> <p>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>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>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>CLL3.3b Communicates feelings using non-verbal gestures and actions.</p> <p>CLL3.4a Uses more complex gestures and actions to enhance verbal communication of needs and wants.</p> <p>CLL3.4b Communicates feelings using appropriate non-verbal gestures, body language, and actions.</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>
<p>Standard CLL4: The child will use increasingly complex spoken language.</p>	
<p>CLL4.0a Engages in back and forth vocal play with adult.</p> <p>CLL4.0b Uses crying and other vocal signals to communicate</p> <p>CLL4.1a Experiments with spontaneous vocal play.</p> <p>CLL4.1b Uses one-to-two word sentences/phrases to communicate.</p> <p>CLL4.2a Strings sounds and/or words together with voice inflections. CLL4.2b Uses three-to-four word phrases and includes describing words. CLL4.2c Describes experiences.</p> <p>CLL4.2d Demonstrates an expanding vocabulary.</p> <p>CLL4.3a Speaks clearly enough to be understood.</p> <p>CLL4.3b Demonstrates use of expanded sentences and sentence structures.</p> <p>CLL4.3c Describes activities and experiences using details.</p> <p>CLL4.3d Uses expanded vocabulary in a variety of situations</p> <p>CLL4.4a Uses spoken language that can be understood with ease.</p> <p>CLL4.4b Demonstrates use of expanded sentences and sentence structures to ask questions and/or respond verbally.</p> <p>CLL4.4c Describes activities, experiences, and stories with more detail.</p> <p>CLL4.4d Uses new and expanded vocabulary in a variety of situations.</p>	<p>LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.</p> <p>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>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>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>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>Standard CLL5: The child will acquire meaning from a variety of</p>	

materials read to him/her.	
<p>CLL5.0a Shows interest in shared reading experiences and looking at books.</p> <p>CLL5.1a With prompting and support, makes sounds that relate to pictures in books.</p> <p>CLL5.1b Shows preference for familiar stories.</p> <p>CLL5.1c With prompting and support, responds to simple questions during story time.</p> <p>CLL5.2a Uses words to describe or name pictures when reading.</p> <p>CLL5.2b Shows preference for familiar stories and can repeat phrases.</p> <p>CLL5.2c Answers simple questions about a story.</p> <p>CLL5.3a Prior to reading, uses pictures to predict story content.</p> <p>CLL5.3b With prompting and support, retells a simple story using pictures.</p> <p>CLL5.3c Answers questions about a story.</p> <p>CLL5.4a Prior to reading, uses prior knowledge, story title, and pictures to make predictions about story content.</p> <p>CLL5.4b Retells familiar stories.</p> <p>CLL5.4c Discusses books or stories read aloud and can identify characters and setting in a story.</p> <p>CLL5.4d Makes real-world connections between stories and real-life experiences.</p> <p>CLL5.4e Develops an alternate ending for a story.</p>	<p>LLD 6.1 Interacts by reaching for or patting when a book is read. Holds book and looks intently at each page.</p> <p>LLD 6.2 Points to pictures and repeats words from familiar stories. Answers “where” questions by pointing.</p> <p>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>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> <p>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>
Standard CLL6: The child will develop early phonological awareness (awareness of units of sound).	
<p>CLL6.0a Listens to simple nursery rhymes, songs, and chants.</p> <p>CLL6.1a Listens to and participates in familiar nursery rhymes, songs, and finger plays with a group.</p> <p>CLL6.1b Participates in rhyming activities</p>	<p>LLD 3.1 Babbles and vocalizes using sound, volume and inflection.</p> <p>LLD 3.2 Imitates sounds and tones.</p> <p>LLD 3.3 Shows awareness of separate words in spoken</p>

<p>CLL6.2a Listens to and imitates sounds in familiar nursery rhymes, songs, and chants. CLL6.2b Experiments with rhyming words.</p> <p>CLL6.3a Listens and matches rhythm, volume, and pitch of rhymes, songs and chants.</p> <p>CLL6.3b Identifies and produces rhyming words with adult guidance.</p> <p>CLL6.3d (no CLL6.3c) Segments sentences into individual words with adult's guidance.</p> <p>CLL6.3e Segments words into syllables with adult guidance</p> <p>CLL6.4a Listens and differentiates between sounds that are the same and different.</p> <p>CLL6.4b Identifies and produces rhyming words.</p> <p>CLL6.4c Isolates the initial (beginning) sounds in words with adult guidance.</p> <p>CLL6.4d Segments sentences into individual words.</p> <p>CLL6.4e Segments words into syllables.</p> <p>CLL6.4f Manipulates and blends sounds (phonemes) with adult guidance.</p>	<p>language.</p> <p>LLD 3.4 Identifies words that have a similar beginning sound.</p> <p>LLD 3.5 Identifies the beginning and ending sounds of words.</p> <p>LLD 3.6 Counts syllables in spoken words. Isolates and pronounces the sound of each syllable.</p>
<p>Standard CLL7: The child will demonstrate increasing knowledge of the alphabet.</p>	
<p>Infant (Not appropriate at this age)</p> <p>Young Toddler (Not appropriate at this age)</p> <p>CLL7.2a Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named.</p> <p>CLL7.3a With prompting and support, can identify some letters of the alphabet.</p> <p>CLL7.4a With prompting and support, recognizes and names some upper and lower case letters of the alphabet.</p>	<p>LLD 4.1 Looks for familiar people and objects when given their names. Babbles or repeats sounds.</p> <p>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>LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.</p> <p>LLD 4.4 Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their</p>

	<p>sounds.</p> <p>LLD 4.5 Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds.</p>
<p>Standard CLL8: The child will demonstrate awareness of print concepts.</p>	
<p>CLL8.0a Shows interest in books by reaching for books and explores books through touch.</p> <p>CLL8.0b Imitates adults by pointing to pictures</p> <p>CLL8.1a Asks to have books read to him/her.</p> <p>CLL8.1b Touches or identifies pictures when prompted.</p> <p>CLL8.1c With assistance, holds book upright and helps turn pages one at a time.</p> <p>CLL8.1d With adult guidance, recognizes some familiar logos in the environment.</p> <p>CLL8.2a Recognizes and self-selects familiar books to mimic independent reading.</p> <p>CLL8.2b With prompting and support, discriminates words from pictures.</p> <p>CLL8.2c Holds book with two hands and turns the pages.</p> <p>CLL8.2d With adult guidance, recognizes some environmental print.</p> <p>CLL8.3a Shares self-selected familiar books and engages in pretend reading with others.</p> <p>CLL8.3b Discriminates words from pictures independently.</p> <p>CLL8.3c Independently holds a book right side up and turns pages from right to left.</p> <p>CLL8.3d Recognizes environmental print.</p> <p>CLL8.3e With adult guidance, points to the title of familiar books or stories and where to begin reading.</p> <p>CLL8.4a Demonstrates interest in different kinds of literature, such as fiction books, non-fiction books, and poetry, on a range</p>	<p>LLD 5.1 Looks at or points to pictures. Opens and closes books.</p> <p>LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of book.</p> <p>LLD 5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p> <p>LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p> <p>LLD 5.5 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.</p> <p>LLD 6.1 Interacts by reaching for or patting when a book is read. Holds book and looks intently at each page.</p> <p>LLD 6.2 Points to pictures and repeats words from familiar stories. Answers “where” questions by pointing.</p> <p>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>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> <p>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</p>

<p>of topics. CLL8.4b Understands that letters form words. Understands that words are separated by spaces in print. CLL8.4c With prompting and support, tracks words from left to right, top to bottom, and page to page. CLL8.4d Recognizes and reads environmental print. CLL8.4e Identifies the front, back, top, and bottom of a book. Points to the title of familiar books or stories and where to begin reading a story.</p>	<p>characters, setting and events.</p>
<p>Standard CLL9: The child will use writing for a variety of purposes.</p>	
<p>CLL9.0a Makes some random marks. CLL9.0b Holds simple writing tools with adult help and supervision. CLL9.1a Makes random marks and scribbles. CLL9.1b Uses simple tools to mark on paper. CLL9.2a Makes more controlled scribbling. CLL9.2b Experiments with a variety of writing tools, materials, and surfaces. CLL9.2c Occasionally, draws and scribbles with a purpose. CLL9.3a Creates letter-like symbols. May use invented spelling to label drawings. CLL9.3b Uses writing tools with adult guidance. CLL9.3c Shows emerging awareness that writing can be used for a variety of purposes. CLL9.4a Draws pictures and copies letters and/or numbers to communicate. CLL9.4b Uses writing tools. CLL9.4c Uses writing for a variety of purposes. CLL9.4d Writes some letters of the alphabet.</p>	<p>LLD 7.1 Explores writing materials. LLD 7.2 Makes random marks with writing tools. Make handprints or fingerprints. 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. 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.</p>
<p>Cognitive Development: MATHEMATICS (CD-MA) STRAND:</p>	

Number and Quantity	
Standard CD-MA1: The child will organize, represent, and build knowledge of quantity and number.	
<p>CD-MA1.0a Observes simple songs or finger-plays that involve numbers and quantity.</p> <p>CD-MA1.0b Is exposed to printed numerals on pictures, books, objects, etc.</p> <p>CD-MA1.0c Uses words and/or gestures to request “more” in reference to food or play.</p> <p>CD-MA1.1a Imitates rote counting using numbers.</p> <p>CD-MA1.1b Participates in simple songs that involve numbers and quantity.</p> <p>CD-MA1.1c Attaches meaning to names for numbers, with adult support.</p> <p>CD-MA1.1d Shows awareness of early concepts related to amount.</p> <p>CD-MA1.2a Recites numbers up to 5 in sequence.</p> <p>CD-MA1.2b Recognizes numerals in the everyday environment.</p> <p>CD-MA1.2c Begins to understand that numbers of objects can be symbolized by printed numerals.</p> <p>CD-MA1.2d Uses simple vocabulary to describe concepts related to amount.</p> <p>CD-MA1.3a Recites numbers up to 10 in sequence.</p> <p>CD-MA1.3b Recognizes numerals and quantities in the everyday environment.</p> <p>CD-MA1.3c Matches numerals to sets of objects with the same number, 0-5.</p> <p>CD-MA1.3d Identifies quantity and comparisons of quantity.</p> <p>CD-MA1.3e Quickly recognizes and names how many items are in a set up to three items.</p> <p>CD-MA1.4a Recites numbers up to 20 in sequence.</p> <p>CD-MA1.4b Recognizes numerals and uses counting as part of</p>	<p>MR 1.1 Hears numbers in everyday context. Hears rote counting. Looks for an object that is taken out of sight.</p> <p>MR 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>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> <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>

<p>play and as a means for determining quantity. CD-MA1.4c Matches numerals to sets of objects with the same number, 0-10. CD-MA1.4d Describes sets as having more, less, same as/equal. CD-MA1.4e Quickly recognizes and names how many items are in a set up to four items. CD-MA1.4f Tells numbers that come before and after a given number up to 10.</p>	
<p>Standard CD-MA2: The child will manipulate, compare, and describe relationships using quantity and number.</p>	
<p>CD-MA2.0a Participates in simple counting of objects when led by an adult CD-MA2.1a Counts groups of one and two objects with adult guidance. CD-MA2.1b Applies number and counting to daily routine with adult guidance. CD-MA2.2a Matches two equal sets using one-to-one correspondence with adult guidance. CD-MA2.2b Counts one, two, and sometimes three objects using one-to-one correspondence with adult guidance. CD-MA2.2c Applies number and counting to daily routine. CD-MA2.2d Participates in creating simple, real and pictorial graphs. CD-MA2.3a Matches two equal sets using one-to-one correspondence independently. CD-MA2.3b Counts up to five objects using one-to-one correspondence with adult guidance. CD-MA2.3c Recognizes that objects or sets can be combined or separated. CD-MA2.3d Participates in creating and using real and pictorial graphs or other simple representations of data.</p>	<p>MR 1.1 Hears numbers in everyday context. Hears rote counting. Looks for an object that is taken out of sight. MR 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. 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. 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. MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.</p>

CD-MA2.4a Matches two equal sets using one-to-one correspondence and understands they are the same.
 CD-MA2.4b Counts at least 10 objects using one-to-one correspondence.
 CD-MA2.4c Practices combining, separating, and naming quantities.
 CD-MA2.4d Describes data from classroom graphs using numerical math language.
 CD-MA2.4e With adult guidance and when counting, understands and can respond with the last number counted to represent quantity (cardinality).

Standard CD-MA3: The child will explore and communicate about distance, weight, length, height, and time.

CD-MA3.0a Plays with toys and objects with different sizes and shapes.
 CD-MA3.0b Shows awareness of consistent daily routines
 CD-MA3.1a Uses size words appropriately.
 CD-MA3.1b Explores and identifies objects that are big or small, heavy or light, and tall or short, with assistance.
 CD-MA3.1c Explores measuring tools.
 CD-MA3.1d Begins to predict daily routines
 CD-MA3.2a Develops vocabulary for length, weight, and height.
 CD-MA3.2b Makes simple comparisons between two objects.
 CD-MA3.2c Uses measurement tools in play activities.
 CD-MA3.2d Identifies daily routines and changes in routine.
 CD-MA3.3a Labels objects using size words.
 CD-MA3.3b Compares two or more objects using a single attribute, such as length, weight, and size and matches items of similar sizes.
 CD-MA3.3c Uses a variety of standard and non-standard tools to


MR 4.1 Recognizes when to use whole hand or just two fingers to pick up an object.
 MR 4.2 Explores size and weight of objects in relation to self.
 MR 4.3 Determines which object is bigger (heavier, longer) when given two objects.
 MR 4.4 Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help.
 MR 4.5 Estimates (not always logically) size and volume. Measures and describes findings.
 MR 4.6 Makes logical estimates and uses measurement tools to check estimation.

<p>measure object attributes with assistance. CD-MA3.3d Predicts upcoming events from prior knowledge. CD-MA3.4a Uses mathematical terms to describe experiences involving measurement. CD-MA3.4b Compares objects using two or more attributes, such as length, weight, and size. CD-MA3.4c Uses a variety of techniques and standard and nonstandard tools to measure and compare length, volume (capacity) and weight. CD-MA3.4d Associates and describes the passage of time with actual events.</p>	
<p>Standard CD-MA4: The child will sort, order, classify, and create patterns.</p>	
<p>CD-MA4.0a Explores objects with different characteristics. CD-MA4.0b Begins to imitate simple sounds and movements. CD-MA4.1a Orders several objects on the basis of one characteristic through trial and error. CD-MA4.1b Differentiates between two objects with different characteristics with adult guidance. CD-MA4.1c Copies patterns using sounds or physical movements, with adult prompting and guidance CD-MA4.2a Orders a few objects by characteristic with assistance. CD-MA4.2b Matches objects with similar attributes and characteristics. CD-MA4.2c Recognizes simple patterns in the environment. CD-MA4.3a Independently orders objects using one characteristic. CD-MA4.3b Sorts objects by one attribute such as color, shape or size. CD-MA4.3c Identifies and duplicates simple, repeating patterns. CD-MA4.4a Independently orders objects using one characteristic and describes the criteria used. CD-MA4.4b Sorts and classifies objects using one or more</p>	<p>MR 5.1 Plays predictable activities with caregivers such as pat-a-cake and peekaboo. MR 5.2 Attempts to mimic vocal and physical patterns. MR 5.3 Copies patterns with two steps, such as red-blue, red-blue. MR 5.4 Creates and extends two-step patterns. MR 5.5 Creates and extends three- and four-step patterns and plays complex memory games. MR 5.6 Determines the missing piece of a pattern within a set sequence. Recognizes simple patterns in the environment.</p>

<p>attributes or relationships. CD-MA4.4c Creates and extends simple, repeating patterns.</p>	
<p>Standard CD-MA5: The child will explore, recognize, and describe spatial relationships between objects.</p>	
<p>CD-MA5.0a Explores relationships between objects through play. CD-MA5.0b Explores simple objects to make them fit. CD-MA5.1a When modeled by an adult, attempts to move objects in different directions, such as up, down, around or under. CD-MA5.1b With prompting and guidance, begins to slide, rotate, and flip objects to make them fit. CD-MA5.2a Practices using directionality and appropriate vocabulary. CD-MA5.2b With some adult guidance, demonstrates increasing ability to slide, rotate, and flip objects to make them fit. CD-MA5.3a Follows simple directions which demonstrates an understanding of directionality, order and position of objects. CD-MA5.3b Begins using more deliberate manipulation to fit objects together. CD-MA5.4a Uses appropriate directional language to indicate where things are in their environment: positions, distances, order. CD-MA5.4b Uses deliberate manipulation and describes process for fitting objects together.</p>	<p>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. 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. 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. MR 2.4 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. MR 2.5 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.</p>
<p>Standard CD-MA6: The child will explore, recognize, and describe shapes and shape concepts.</p>	
<p>CD-MA6.0a Explores objects with different shapes. CD-MA6.1a Recognizes basic shapes and matches two identical shapes. CD-MA6.2a Recognizes and names two-dimensional shapes with adult guidance.</p>	<p>MR 3.1 Manipulates objects that are a variety of shapes. MR 3.2 Matches two identical shapes. MR 3.3 Identifies a few basic shapes. MR 3.4 Identifies four to six basic geometric shapes.</p>

<p>CD-MA6.3a Recognizes basic, two-dimensional shapes in the environment independently.</p> <p>CD-MA6.4a Recognizes and names common two-dimensional and three-dimensional shapes, their parts, and attributes. CD-MA6.4b Combines simple shapes to form new shapes.</p>	<p>MR 3.5 Describes basic and complex two- and three-dimensional shapes using own words.</p> <p>MR 3.6 Describes objects in the environment as two- and three-dimensional shapes.</p>
<p>Standard CD-MA7: The child will use mathematical problem solving, reasoning, estimation, and communication.</p>	
<p>Infants (Not appropriate at this age)</p> <p>Toddler (Not appropriate at this age)</p> <p>CD-MA7.2a When given two objects, makes a guess about a characteristic.</p> <p>CD-MA7.3a Practices estimating using mathematical terms and numbers with adult assistance.</p> <p>CD-MA7.3b Shows interest in solving mathematical problems.</p> <p>CD-MA7.3c Uses emerging reasoning skills to determine a solution to a mathematical problem.</p> <p>CD-MA7.4a Estimates using mathematical terms and understands how to check the estimate.</p> <p>CD-MA7.4b Uses simple strategies to solve mathematical problems and communicates how he/she solved it.</p> <p>CD-MA7.4c Uses reasoning skills to determine the solution to a mathematical problem and communicates why.</p>	<p>MR 4.1 Recognizes when to use whole hand or just two fingers to pick up an object.</p> <p>MR 4.2 Explores size and weight of objects in relation to self.</p> <p>MR 4.3 Determines which object is bigger (heavier, longer) when given two objects.</p> <p>MR 4.4 Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help.</p> <p>MR 4.5 Estimates (not always logically) size and volume. Measures and describes findings.</p> <p>MR 4.6 Makes logical estimates and uses measurement tools to check estimation.</p>


Developmental Continuum of Skills


Individual children develop at a unique pace.		Infant	Toddler	Preschool / Pre-K	Young School-Age				
Skill / Skill Code	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8	
 Social & Emotional Development	SED 1 Self-Awareness	Explores self and others by using senses.	Recognizes self in photos or in a mirror.	Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.	When given two to three options, chooses his/her most desired option.	Describes and compares preferences of self and others.	Negotiates to attain personal preference in a situation.	Predicts how self and others might feel in a variety of situations and explains why.	Demonstrates an understanding that each person is unique and has his/her own thoughts, feelings and preferences.
	SED 2 Self-Regulation	Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine.	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.	Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change.	Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.	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.	Identifies and explains personal feelings. Describes appropriate responses to different emotions. Transitions from one activity to the next and helps others through the transition.	Anticipates an emotional response that may result from a given situation. Describes strategies to adjust and calm oneself in new or stressful situations.	Applies strategies for managing own emotions and behaviors. Adapts to new situations quickly and with minimal stress.
	SED 3 Attention & Persistence	Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.	Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.	Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed.	Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.	Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.	Sustains focus for at least 10 minutes even if there are distractions. Takes care of own needs and personal belongings.	Sustains focus for at least 30 minutes even if there are distractions. Shows respect for others' personal space and belongings.	Sustains focus for 45 minutes even if there are distractions. Takes care of self or another while considering the needs of the greater group.
	SED 4 Social Relationships	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.	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.	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.	Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad.	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.	Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.	Describes how to build positive relationships. Explains how roles within groups change over time. Shows empathy to those who are sad, lonely or discouraged.	Describes different types of relationships. Works collaboratively in group and encourages others to include or help another person. Demonstrates respect for people who may look or act differently.

	Skill / Skill Code	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
Physical Development	PD 1 Gross Motor	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	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	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	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	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	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
 LLD 1 Listening	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	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	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	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 the 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	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	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 "where" 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	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.

Skill / Skill Code	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
 MR 1 Number Sense	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.
MR 2 Spatial Awareness	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.
MR 3 Shapes	Manipulates objects that are a variety of shapes.	Matches two identical shapes.	Identifies a few basic shapes.	Identifies four to six basic geometric shapes.	Describes basic and complex two- and three-dimensional shapes using own words.	Describes objects in the environment as two- and three-dimensional shapes.	Describes and draws defining features of shapes.	Identifies and draws complex shapes.
MR 4 Measurement	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.
MR 5 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.
MR 6 Classification	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.
MR 7 Logic & Reasoning	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	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8	
 Science	SCI 1 Investigation & Inquiry	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	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	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.

Skill / Skill Code	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8	
 Social Studies	SS 1 Culture & Community	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.
	SS 2 Civics & Economics	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.
	SS 3 Geography	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.
	SS 4 History & 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	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
Creative Arts	CA 1 Music	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.
	CA 2 Dance & Movement	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.
	CA 3 Visual Arts	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.
	CA 4 Drama	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.