

*Alignment
of the*

Experience Early Learning Skills

with

Illinois Early Childhood Indicators of Child Progress





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 **Illinois Early Childhood Indicators of Child Progress** with the Developmental Continuum of the Experience Early Learning Skills. For questions or comments about this alignment, contact info@experienceearlylearning.com.



Illinois Early Childhood Indicators of Child Progress

*Illinois Early Learning Standards
(Ages 0-3)*

*Illinois Early Learning Standards
(Ages 3-5)*



[Illinois Early Learning Guidelines For Children Birth to Age Three](#)

Early Childhood Indicators of Child Progress: Illinois Early Learning Standards (Ages 0-3)

Developmental Continuum of the Experience Early Learning Skills

Social & Emotional Development	
Attachment Relationships	
Children form secure attachment relationships with caregivers who are emotionally available, responsive, and consistent in meeting their needs.	
<i>Birth to 9 months: Children begin to build trust, initiate interaction, and seek proximity with one (or a few) primary caregiver(s).</i>	SED 4 Social Relationships 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.
<i>7 months to 18 months: Children trust in, engage with, and seek reassurance from their primary caregiver(s). Children can confidently explore their environment when in close physical proximity to an attachment figure.</i>	SED 1 Self-Awareness SED 1.1 Explores self and others by using senses. SED 4 Social Relationships 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.
<i>16 months to 24 months: Children begin to use nonverbal and verbal communication to connect and reconnect with their attachment figure.</i>	SED 4 Social Relationships 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. LLD 2 Communication 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.
<i>21 months to 36 months: Children demonstrate a desire for their attachment figure to share in their feelings, responses, and experiences. Behaviors that demonstrate a need for physical proximity with the primary caregiver decrease, while in certain instances of distress, some children seek to be close to their attachment figure.</i>	SED 4 Social Relationships 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.

Emotional Expression	
Children demonstrate an awareness of and the ability to identify and express emotions.	
<i>Birth to 9 months: Children begin to express a wide range of feelings through verbal and nonverbal communication, and begin to develop emotional expression with the assistance of their caregiver(s).</i>	SED 1 Self-Awareness SED 1.1 Explores self and others by using senses. LLD 2 Communication LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.
<i>7 months to 18 months: Children begin to express some emotions with intention , and with the help of their caregiver(s) children can increase their range of emotional expression.</i>	SED 2 Self-Regulation 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. LLD 2 Communication LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.
<i>16 months to 24 months: Children continue to experience a wide range of emotions (e.g., affection, frustration, fear, anger, sadness). At this point in development, children will express and act on impulses, but begin to learn skills from their caregiver(s) on how to control their emotional expression.</i>	SED 2 Self-Regulation SED 2.3 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change. LLD 2 Communication 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.
<i>21 months to 36 months: Children begin to convey and express emotions through the use of nonverbal and verbal communication. Children also begin to apply learned strategies from their caregiver(s) to better regulate these emotions.</i>	SED 2 Self-Regulation SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions. LLD 2 Communication 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.
Relationship With Adults	
Children demonstrate the desire and develop the ability to engage, interact, and build relationships with familiar adults.	

<p><i>Birth to 9 months: Children develop the ability to signal for caregivers. By the end of this age period, children begin to engage in playful communication with familiar adults.</i></p>	<p>SED 4 Social Relationships 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. LLD 2 Communication LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.</p>
<p><i>7 months to 18 months: Children use familiar adults for guidance and reassurance. Children also initiate and engage in back-and-forth interactions with familiar adults.</i></p>	<p>SED 2 Self-Regulation 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. LLD 2 Communication 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><i>16 months to 24 months: Children actively seek out familiar adults and begin to show an interest in adult tasks and roles.</i></p>	<p>SED 3 Attention & Persistence SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p>
<p><i>21 months to 36 months: Children interact with adults to communicate ideas, share feelings, and solve problems. Children also actively explore adult roles and tasks.</i></p>	<p>SED 3 Attention & Persistence SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed. LLD 2 Communication 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>
Self Concept	
Children develop identity of self.	
<p><i>Birth to 9 months: Children begin to recognize themselves as individuals, separate from others. At first, young infants are not aware that they are separate beings. However, between six and nine months of age, the realization that they are separate people emerges.</i></p>	<p>SED 1 Self-Awareness SED 1.1 Explores self and others by using senses.</p>
<p><i>7 months to 18 months: Children begin to have a greater awareness of their own characteristics and begin to express themselves with their own thoughts</i></p>	<p>SED 1 Self-Awareness SED 1.2 Recognizes self in photos or in a mirror.</p>

and feelings.	ED 2 Self-Regulation 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.
16 months to 24 months: Children become aware of themselves as distinct from others both physically and emotionally. During this period, children often struggle with the balance of being independent and needing nurturing from their caregiver(s).	SED 1 Self-Awareness SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family. SED 4 Social Relationships 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.
21 months to 36 months: Children begin to identify and discuss their connections to other people and things. Children can also identify their feelings and interests and communicate them to others	SED 1 Self-Awareness SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family. SED 4 Social Relationships 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.
Relationship With Peers	
Children demonstrate the desire and develop the ability to engage and interact with other children.	
Birth to 9 months: Children begin to interact with their environment and people around them; an interest in other young children emerges.	SED 1 Self-Awareness SED 1.1 Explores self and others by using senses. SED 4 Social Relationships 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.
7 months to 18 months: Children will begin to observe and imitate other children's behaviors.	SED 4 Social Relationships 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.
16 months to 24 months: As play and communication matures, children begin to seek out interactions with peers.	SED 4 Social Relationships 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.
<i>21 months to 36 months: Children engage and maintain interactions with their peers, through the use of developing social and play skills.</i>	SED 4 Social Relationships 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. 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.
Empathy	
Children demonstrate an emerging ability to understand someone else's feelings and to share in the emotional experiences of others.	
<i>Birth to 9 months: Children begin to build awareness of others' feelings by observing and reacting to sounds that others make. Toward the end of this age period, infants understand that they are individuals and separate from their caregiver(s), a crucial milestone in interpreting the feelings of others.</i>	SED 4 Social Relationships 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. LLD 1 Listening 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.
<i>7 months to 18 months: Children have more experience with a wide range of emotions, as they begin to recognize and respond to different facial and emotional expressions. Children also begin to demonstrate the understanding of how behavior brings out reactions and emotions from others.</i>	SED 4 Social Relationships 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.
<i>16 months to 24 months: Children begin to notice different emotions that other children are expressing and may begin to respond to these emotions.</i>	SED 2 Self-Regulation 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. SED 4 Social Relationships 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.
<i>21 months to 36 months: Children begin to exhibit an understanding that other people have feelings different from their own.</i>	SED 4 Social Relationships

	<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 4.4 Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad.</p>
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Physical Development & Health	
Gross Motor	
Children demonstrate strength, coordination, and controlled use of large muscles .	
<i>Birth to 9 months: Children are beginning to develop and coordinate the large muscles needed to purposefully move their bodies.</i>	PD 1 Gross Motor PD 1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.
<i>7 months to 18 months: Children develop mobility, as they purposefully move from one place to another with limited control and coordination.</i>	PD 1 Gross Motor PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.
<i>16 months to 24 months: Children now have gained more control over their movements and begin to explore different ways they can move their bodies.</i>	PD 1 Gross Motor PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.
<i>21 months to 36 months: Children begin to master more complex movements as coordination of different types of muscles continues to develop.</i>	PD 1 Gross Motor PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.
Fine Motor	
Children demonstrate the ability to coordinate their small muscles in order to move and control objects.	
<i>Birth to 9 months: Children begin to reach for, grasp, and move objects.</i>	PD 2 Fine Motor PD 2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object.

<i>7 months to 18 months: Children begin to gain control of their small muscles and purposefully manipulate objects.</i>	PD 2 Fine Motor PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.
<i>16 months to 24 months: Children begin to coordinate their movements when using their small muscles and begin to manipulate various types of objects</i>	PD 2 Fine Motor PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.
<i>21 months to 36 months: Children effectively coordinate their small muscles to manipulate a wide array of objects, toys, and materials in different ways.</i>	PD 2 Fine Motor 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.
Perceptual	
Children demonstrate the ability to distinguish, process, and respond to sensory stimuli in their environment.	
<i>Birth to 9 months: Children begin to use their senses to explore and become aware of their environment.</i>	SED 1 Self-Awareness SED 1.1 Explores self and others by using senses.
<i>7 months to 18 months: Children begin to use sensory information received from their environment to alter the way they interact and explore.</i>	SCI 3 Physical Science SCI 3.1 Uses senses to explore objects in immediate environment. Kicks feet or shakes arms to make other objects move.
<i>16 months to 24 months: Children continue to work on using perceived sensory information to decide how to interact with their environment.</i>	SCI 3 Physical Science SCI 3.1 Uses senses to explore objects in immediate environment. Kicks feet or shakes arms to make other objects move. SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.
<i>21 months to 36 months: Children begin to process sensory information in a more efficient manner and use the information to modify behavior while interacting with the environment.</i>	SCI 3 Physical Science SCI 3.3 Explores motion by moving, rolling, blowing on or dropping a toy. Begins to name colors.
Self-Care	
Children demonstrate the desire and ability to participate in and practice self-care routines.	

Birth to 9 months: Children have a growing awareness and interest in their own needs.	PD 4 Personal Care PD 4.1 Receives appropriate healthcare from caregivers. Responds when physical needs are not met.
7 months to 18 months: Children signal caregivers about their needs through nonverbal and verbal communication and increase their ability to complete some self-care tasks on their own.	PD 3 Safety PD 3.1 Expresses distress when needs are not met. PD 4 Personal Care 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.
16 months to 24 months: Children become active participants in addressing their own self-care needs with the support of the caregiver.	PD 4 Personal Care 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 Nutrition PD 5.2 Communicates when hungry, thirsty or tired. Feeds self some finger foods.
21 months to 36 months: Children attempt to attend to their self-care needs independently with less support from their caregivers	PD 4 Personal Care PD 4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs. PD 5 Nutrition PD 5.3 Anticipates the need to eat, rest and drink. Feeds self soft foods with spoon or other utensil.

Language Development, Communication, & Literacy	
Social Communication	
Children demonstrate the ability to engage with and maintain communication with others.	

<i>Birth to 9 months: Children demonstrate effort in engaging others in both verbal and nonverbal communication and interactions.</i>	LLD 2 Communication LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.
<i>7 months to 18 months: Children are participating in interactions with familiar others. Children also begin to demonstrate simple turn-taking skills while interacting.</i>	LLD 1 Listening 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.
<i>16 months to 24 months: Children increase their capacity for complex interactions as they use a greater number of words and actions, in addition to better understanding the rules of conversational turn-taking.</i>	LLD 2 Communication 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.
<i>21 months to 36 months: Children maintain social interactions through the pattern of turn-taking, and are able to build upon ideas and thoughts conveyed.</i>	SED 4 Social Relationships 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. LLD 2 Communication LD 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.
Receptive Communication	
Children demonstrate the ability to comprehend both verbal and nonverbal communication.	
<i>Birth to 9 months: Children begin to respond to verbal and nonverbal communication through the use of sounds and physical movements.</i>	LLD 2 Communication LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.
<i>7 months to 18 months: Children begin to understand and respond to the meaning of actions and sounds.</i>	LLD 1 Listening 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.
<i>16 months to 24 months: Children begin to demonstrate a complex understanding of meaning in words, facial expressions, gestures, and pictures.</i>	LLD 2 Communication LD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words and word-like sounds to communicate.

21 months to 36 months: Children continue to expand their comprehension across a variety of contexts through the use of words, actions, and symbols.	LLD 1 Listening 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 2 Communication 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.
Expressive Communication	
Children demonstrate the ability to understand and convey thoughts through both nonverbal and verbal expression.	
Birth to 9 months: Children begin to experiment with sounds and other various forms of communication to show interest in and exert influence on their environment.	LLD 2 Communication LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.
7 months to 18 months: Children's language progresses from babbling to utterances and to first words. Toward the end of this age period, babbling decreases as children begin to build their vocabulary	LLD 3 Phonological Awareness LLD 3.1 Babbles and vocalizes using sound, volume and inflection. LLD 3.2 Imitates sounds and tones.
16 months to 24 months: Children continue to experiment with language and expand their vocabulary as they begin to speak in two-word utterances.	LLD 2 Communication 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.
21 months to 36 months: Children communicate about present themes and begin to combine a few words into minisentences to express needs and wants.	LLD 2 Communication 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.
Early Literacy	
Children demonstrate interest in and comprehension of printed materials.	
Birth to 9 months: Children begin to build the foundation for early literacy by exploring printed materials and building a capacity for reading printed materials.	LLD 5 Concepts of Print LLD 5.1 Looks at or points to pictures. Opens and closes books.

	LLD 6 Reading Comprehension LLD 6.1 Interacts by reaching for or patting when a book is read. Holds book and looks intently at each page.
<i>7 months to 18 months: Children become participants as they actively engage in literacy activities with printed materials.</i>	LLD 5 Concepts of Print LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of book. LLD 6 Reading Comprehension LLD 6.2 Points to pictures and repeats words from familiar stories. Answers “where” questions by pointing.
<i>16 months to 24 months: Children begin to demonstrate an understanding of printed words and materials.</i>	LLD 5 Concepts of Print LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of book. LLD 6 Reading Comprehension LLD 6.2 Points to pictures and repeats words from familiar stories. Answers “where” questions by pointing.
<i>21 months to 36 months: Children engage others in literacy activities, and have an increased awareness and understanding of the variety of different types of print found in their environment</i>	LLD 5 Concepts of Print LLD 5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page. LLD 6 Reading Comprehension 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.

Cognitive Development	
Concept Development	
Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.	
<i>Birth to 9 months: Children begin to receive and organize information through social interactions and sensory exploration</i>	SED 1 Self-Awareness SED 1.1 Explores self and others by using senses. SED 4 Social Relationships 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.
<i>7 months to 18 months: Children begin to recognize object characteristics, and build awareness of simple concepts through interactions and exploration.</i>	SED 1 Self-Awareness SED 1.2 Recognizes self in photos or in a mirror. LLD 4 Alphabetic Knowledge LLD 4.1 Looks for familiar people and objects when given their names. Babbles or repeats sounds.
<i>16 months to 24 months: Children begin to understand object representation and begin to use verbal and nonverbal communication with object use.</i>	MR 2 Spatial Awareness 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.
<i>21 months to 36 months: Children begin to demonstrate the ability to classify objects based on common characteristics, and begin to apply knowledge of simple concepts to new situations.</i>	SCI 2 Natural & Earth Science SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.
Memory	
Children demonstrate the ability to acquire, store, recall, and apply past experiences.	
<i>Birth to 9 months: Children begin to form memories from their experiences and will begin to anticipate certain patterns for occurrences.</i>	MR 5 Patterns MR 5.1 Plays predictable activities with caregivers such as pat-a-cake and peekaboo.
<i>7 months to 18 months: Children remember familiar people, routines, actions, places, and objects.</i>	SED 3 Attention & Persistence SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to. MR 6 Classification MR 6.1 Recognizes familiar people and objects. Recognizes self as being separate from others.
<i>16 months to 24 months: Children recognize and anticipate the series of steps in familiar activities.</i>	MR 5 Patterns MR 5.2 Attempts to mimic vocal and physical patterns. MR 6 Classification MR 6.2 When shown one object, finds the match. Identifies and names familiar

	people, characters and animals.
<i>21 months to 36 months: Children anticipate the steps in experiences and activities, and understand the sequence of events. They may also remember and recall past events and translate knowledge of past experiences to new experiences</i>	MR 5 Patterns MR 5.3 Copies patterns with two steps, such as red-blue, red-blue. SS 4 History & Sense of Time SS 4.4 Recalls information and events from the past.
Spatial Relationships	
Children demonstrate an awareness of how objects and people move and fit in space.	
<i>Birth to 9 months: Children use observation and sensory exploration to begin building an understanding of how objects and people move in relationship to each other.</i>	MR 2 Spatial Awareness 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.
<i>7 months to 18 months: Children begin to use trial and error in discovering how objects and people move and fit in relationship to each other.</i>	MR 2 Spatial Awareness 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 7 Logic & Reasoning MR 7.2 Experiments with cause and effect.
<i>16 months to 24 months: Children have a clearer sense of size and direction and use this knowledge to expand their understanding of how objects move and fit in relationship to each other.</i>	MR 2 Spatial Awareness 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 3 Shapes MR 3.2 Matches two identical shapes.
<i>21 months to 36 months: Children can better predict how objects and people will fit and move in relationship to each other. Children have knowledge of object properties and apply this knowledge without having to rely on physical trial and error</i>	MR 2 Spatial Awareness 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.
Symbolic Thought	
Children demonstrate the understanding of concepts,	

experiences, and ideas through symbolic representation.	
<i>Birth to 9 months: Children use observation, exploration, and social interaction to learn about objects, actions, and people</i>	SCI 3 Physical Science SCI 3.1 Uses senses to explore objects in immediate environment. Kicks feet or shakes arms to make other objects move.
<i>7 months to 18 months: Children use social interaction to continue to gather meaning from objects, actions, and people. Children move from exploring objects to learning how to play with objects in ways they are intended to be used. Toward the end of this age period, children begin to use one object to represent another object.</i>	SCI 1 Investigation & Inquiry SCI 1.1 Asks one- to two-word questions. Uses senses to explore environment.
<i>16 months to 24 months: Children demonstrate the beginning of symbolic thinking as they start to label objects in everyday life. Children also use more complex social interactions and engage in imaginary play to make sense of the world around them.</i>	CA 3 Visual Arts CA 3.1 Explores materials using gross motor movements and senses. Expresses emotions while exploring materials. CA 4 Drama CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.
<i>21 months to 36 months: Children use their ability to label and think symbolically to engage in increasingly complex social interactions, exploration, and play. Children use these skills to recreate experiences, problem-solve, and explore relationships and roles.</i>	MR 7 Logic & Reasoning MR 7.2 Experiments with cause and effect. CA 4 Drama CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.
Creative Expression	
Children demonstrate the ability to convey ideas and emotions through creative expression.	
<i>Birth to 9 months: Children build the beginnings of creative expression through everyday interactions with their caregivers.</i>	CA 2 Dance & Movement CA 2.1 Moves body in a variety of ways. Uses body language to express feelings.
<i>7 months to 18 months: Children increasingly engage with their caregiver(s) and show enjoyment in activities and interactions that focus on music, movement, building, and play.</i>	CA 1 Music CA 1.2 Responds to changes in sound, rhythm, volume or melody. Repeats words in familiar songs and attempts to sing. CA 2 Dance & Movement CA 2.2 Moves body purposely. Sways or bounces to music. Uses purposeful

	gestures and body language to communicate.
<i>16 months to 24 months: Children continue to show increasing ability as they engage with their caregiver(s) in music, movement, building, and play activities.</i>	<p>CA 1 Music CA 1.2 Responds to changes in sound, rhythm, volume or melody. Repeats words in familiar songs and attempts to sing.</p> <p>CA 2 Dance & Movement CA 2.2 Moves body purposely. Sways or bounces to music. Uses purposeful gestures and body language to communicate.</p>
<i>21 months to 36 months: Children initiate and engage in music, movement, building, and play activities to interact with others and express ideas, feelings, and emotions</i>	<p>CA 1 Music CA 1.3 Claps to beat (not always consistently). Understands difference of singing and speaking voices. Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.</p> <p>CA 2 Dance & Movement CA 2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.</p> <p>CA 3 Visual Arts CA 3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.</p> <p>CA 4 Drama CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p>
Logic & Reasoning	
Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.	
<i>Birth to 9 months: Children begin to build awareness and use simple actions to have an impact on objects and people in their environment.</i>	<p>MR 7 Logic & Reasoning MR 7.1 Reacts to a problem and seeks a desired outcome.</p>
<i>7 months to 18 months: Children combine specific actions to have an effect on people and objects, and interact with people and objects in different ways to discover what will happen.</i>	<p>MR 7 Logic & Reasoning MR 7.2 Experiments with cause and effect.</p>
<i>16 months to 24 months: Children understand how purposeful and select actions can affect different objects and people. Children also begin to connect objects and ideas based on repetition and experience.</i>	<p>MR 7 Logic & Reasoning MR 7.2 Experiments with cause and effect. MR 7.3 Recognizes a problem and asks for help.</p>

<p><i>21 months to 36 months: Children have a greater understanding of causation and can predict and choose specific actions to attain a desired result. Children also begin to apply past experiences and knowledge to form ideas.</i></p>	<p>MR 7 Logic & Reasoning MR 7.4 Tries out many possible solutions to a problem.</p> <p>SCI 1 Investigation & Inquiry 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>
Quantity & Numbers	
Children demonstrate awareness of quantity, counting, and numeric competencies.	
<p><i>Birth to 9 months: Children are developing an understanding of quantity and number concepts as they explore and interact with objects and people in their everyday environment.</i></p>	<p>MR 1 Number Sense MR 1.1 Hears numbers in everyday context. Hears rote counting. Looks for an object that is taken out of sight.</p>
<p><i>7 months to 18 months: Children begin to identify that there are different quantities of objects and people, and may attempt to match quantities with numbers through the use of words, symbols, and gestures.</i></p>	<p>MR 1 Number Sense 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><i>16 months to 24 months: Children recognize various quantities of objects and people, and begin to accurately match number words to the correct amount.</i></p>	<p>MR 1 Number Sense 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.</p>
<p><i>21 months to 36 months: Children use language to demonstrate a basic understanding of number representation and quantity identification.</i></p>	<p>MR 1 Number Sense 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>LLD 2 Communication 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>
Science Concepts & Exploration	

Children demonstrate a basic awareness of and use scientific concepts.	
<i>Birth to 9 months: Children use social interactions along with their five senses to discover and explore the world around them.</i>	SCI 1 Investigation & Inquiry SCI 1.1 Looks for a person or toy that has moved out of sight. Reacts to changes. SCI 3 Physical Science SCI 3.1 Uses senses to explore objects in immediate environment. Kicks feet or shakes arms to make other objects move.
<i>7 months to 18 months: Children use all of their five senses to purposefully collect and act on information received through interactions with their environment.</i>	SCI 1 Investigation & Inquiry SCI 1.2 Asks one- to two-word questions. Uses senses to explore environment. SCI 3 Physical Science SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.
<i>16 months to 24 months: Children begin to use experimentation to interact and engage with their environment in different ways. In addition, a new, distinct interest in living things emerges.</i>	SCI 2 Natural & Earth Science SCI 2.1 Explores immediate environment using senses. Reacts to weather changes in immediate environment. SCI 2.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. Understands hot and cold. Points at clouds and explores the feel of rain and wind.
<i>21 months to 36 months: Children use their communication skills to indicate interests in observations, experiences, and engagement with the world around them. Children actively experiment with their environment to make new discoveries happen.</i>	SCI 1 Investigation & Inquiry 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 2 Natural & Earth Science SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.
Safety & Well-Being	
Children demonstrate the emerging ability to recognize risky situations and respond accordingly	
<i>Birth to 9 months: Children first rely on their natural reflexes to signal basic survival needs to their caregiver(s). Toward the end of this age period, an</i>	PD 3 Safety PD 3.1 Expresses distress when needs are not met.

<i>emerging awareness in their own bodies and trust in their caregiver(s) support children in meeting needs and protecting them in uncertain and potentially unsafe situations.</i>	
<i>7 months to 18 months: Children's increasing physical abilities allow them to explore new ways of interacting with the environment around them. Motivated by these new skills, children take risks to explore and learn, and demonstrate through nonverbal and verbal communication trust in their caregiver(s) to keep them safe.</i>	PD 3 Safety PD 3.2 Responds to possible dangers in environment and avoids them when prompted. SCI 3 Physical Science SCI 3.1 Uses senses to explore objects in immediate environment. Kicks feet or shakes arms to make other objects move.
<i>16 months to 24 months: Children begin to build a basic understanding of their physical limits and unsafe situations. Children are still motivated to interact and explore the environment with little regard to risks, and continue to rely on caregiver(s) to help manage their impulses</i>	PD 3 Safety PD 3.2 Responds to possible dangers in environment and avoids them when prompted. PD 3.3 Follows simple safety rules.
<i>21 months to 36 months: Children will begin to demonstrate a limited ability to internalize what caregiver(s) communicates in relation to safety, rules, and well-being. Children continue to act upon impulses but begin to develop strategies to protect themselves in uncertain and potentially unsafe situations.</i>	PD 3 Safety PD 3.3 Follows simple safety rules.

Approaches to Learning	
Curiosity & Initiative	
Children demonstrate interest and eagerness in learning about their world.	
<i>Birth to 9 months: Children are discovering the world through exploration and social interaction. Children react with special interest to new objects, people, and experiences.</i>	SCI 1 Investigation & Inquiry SCI 1.1 Looks for a person or toy that has moved out of sight. Reacts to changes.
<i>7 months to 18 months: Children's newly acquired physical control allows them to explore and initiate interactions in a more purposeful and meaningful manner.</i>	SCI 2 Natural & Earth Science SCI 2.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. Understands hot and cold. Points at clouds and explores the feel of rain and wind. SCI 3 Physical Science

	SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.
<i>16 months to 24 months: Children become increasingly curious about new experiences and activities that include peers and adults; they begin to interact and seek involvement with others.</i>	SCI 1 Investigation & Inquiry SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others. SED 4 Social Relationships 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.
<i>21 months to 36 months: Children demonstrate initiative by participating and maintaining engagement in novel experiences. Children use observation, communication, and inquiry to make sense of these experiences.</i>	SCI 1 Investigation & Inquiry 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 2 Natural Science SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.
Problem Solving	
Children attempt a variety of strategies to accomplish tasks, overcome obstacles, and find solutions to tasks, questions, and challenges.	
<i>Birth to 9 months: Children are building the foundation for problem solving through active exploration and social interaction.</i>	MR 7 Logic & Reasoning MR 7.1 Reacts to a problem and seeks a desired outcome.
<i>7 months to 18 months: Children begin to discover that certain actions and behaviors can be solutions to challenges and obstacles they encounter. Children also recognize how to engage their caregiver(s) to assist in managing these challenges.</i>	MR 7 Logic & Reasoning MR 7.2 Experiments with cause and effect.
<i>16 months to 24 months: Children have an enhanced capacity to solve challenges they encounter through the use of objects and imitation. Children may take on a more autonomous role during this stage, yet, reach out to caregiver(s) in most instances.</i>	MR 7 Logic & Reasoning MR 7.2 Experiments with cause and effect. MR 7.3 Recognizes a problem and asks for help.
<i>21 months to 36 months: Children begin to discriminate which solutions work, with fewer trials. Children increasingly become more autonomous and will</i>	MR 7 Logic & Reasoning MR 7.3 Recognizes a problem and asks for help.

<i>attempt to first overcome obstacles on their own or with limited support from caregiver(s).</i>	MR 7.4 Tries out many possible solutions to a problem.
Confidence & Risk-Taking	
Children demonstrate a willingness to participate in new experiences and confidently engage in risk-taking	
<i>Birth to 9 months: Children begin to build confidence through the everyday interactions they experience with their caregivers. These interactions form special relationships, which in turn build the “secure base” for children to take risks and try new experiences.</i>	SED 2 Self-Regulation SED 2.1 Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine.
<i>7 months to 18 months: Children begin to use their developing confidence to engage in simple risk-taking behavior as they physically explore their environment in the context of a secure relationship.</i>	SED Self-Regulation 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.
<i>16 months to 24 months: Children increase their confidence in the context of a secure relationship, and begin to engage in more complex tasks and seek out new situations.</i>	SED 2 Self-Regulation SED 2.3 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change.
<i>21 months to 36 months: Children use their confidence to begin taking emotional risks in addition to physical risks, with support from their caregiver(s).</i>	SED 2 Self-Regulation SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions. PD 3 Safety PD 3.3 Follows simple safety rules.
Persistence, Effort, & Attentiveness	
Children demonstrate the ability to remain engaged in experiences and develop a sense of purpose and follow-through.	
<i>Birth to 9 months: Children observe, explore, attend and interact with the world around them.</i>	SED 3 Attention & Persistence SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.

<i>7 months to 18 months: Children begin to become more persistent in interacting with people, exploring objects, and accomplishing tasks. While their ability to sustain attention increases, they are still easily distracted by other objects and events in the environment.</i>	SED 3 Attention & Persistence SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.
<i>16 months to 24 months: Children increase their ability to remain focused on goal-oriented tasks. At this stage, persistence is evidenced by the process the child engages in to discover how to accomplish the goal, instead of by the end result.</i>	SED 3 Attention & Persistence SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed.
<i>21 months to 36 months: Children can attend to tasks for longer periods of time, and their ability to persist in increasingly difficult tasks increases. In addition, children are now able to attend to more than one event in their environment; this skill enables them to stay focused even when there are distractions.</i>	SED 3 Attention & Persistence SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed.
Creativity, Inventiveness, & Imagination	
Children demonstrate the ability to use creativity, inventiveness, and imagination to increase their understanding and knowledge of the world.	
<i>Birth to 9 months: Children observe and interact with their surrounding environment, and begin to build the skills needed to manipulate objects and materials in different ways.</i>	CA 3 Visual Arts CA 3.1 Explores materials using gross motor movements and senses. Expresses emotions while exploring materials.
<i>7 months to 18 months: Children first begin using most objects and materials for their intended use. As they develop, children begin to experiment with using these objects and materials in new and unexpected ways.</i>	CA 3 Visual Arts CA 3.2 Uses hands and feet to explore a variety of media. Scribbles, colors or paints intentionally on paper.
<i>16 months to 24 months: Children begin to expand how they use creativity, imagination, and inventiveness through the use of symbolic representation in play</i>	CA 4 Drama CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.
<i>21 months to 36 months: Children incorporate their use of creativity, inventiveness, and imagination in a more complex manner while they play, communicate, and problem solve.</i>	CA 3 Visual Arts CA 3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols. CA 4 Drama CA 4.4 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.

*Alignment
of the*

Experience Early Learning Skills

with

**Early Childhood Indicators of Child Progress:
Illinois Early Learning Standards (Ages 3-5)**





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 **Early Childhood Indicators of Child Progress: Illinois Early Learning Standards (Ages 3-5)** with the Developmental Continuum of the Experience Early Learning Skills. For questions or comments about this alignment, contact info@experienceearlylearning.com.



[Illinois Early Learning and Development Standards: For Preschool 3 years old to Kindergarten Enrollment Age](#)

Early Childhood Indicators of Child Progress: Illinois Early Learning Standards (Ages 3-5)

Developmental Continuum of the Experience Early Learning Skills

Language Arts	
Demonstrate increasing competence in oral communication (listening and speaking)	
Learning Standard 1.A: Demonstrate understanding through age-appropriate responses	
<p><i>1.A.ECa Follow simple one-, two- and three-step directions.</i> <i>1.A.ECb Respond appropriately to questions from others.</i> <i>1.A.ECc Provide comments relevant to the context.</i> <i>1.A.ECd Identify emotions from facial expressions and body language.</i></p>	<p>SED 3 Attention & Persistence SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed.</p> <p>LLD 1 Listening 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 1.5 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>LLD 2 Communication LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges. LLD 2.5 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>
LEARNING STANDARD 1.B: Communicate effectively using language appropriate to the	

situation and audience	
<p><i>1.B.ECa Use language for a variety of purposes.</i></p> <p><i>1.B.ECb With teacher assistance, participate in collaborative conversations with diverse partners (e.g., peers and adults in both small and large groups) about age-appropriate topics and texts.</i></p> <p><i>1.B.ECc Continue a conversation through two or more exchanges.</i></p> <p><i>1.B.ECd Engage in agreed-upon rules for discussions (e.g., listening, making eye contact, taking turns speaking).</i></p>	<p>LLD 2 Communication</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>LEARNING STANDARD 1.C:</p> <p>Use language to convey information and ideas</p>	
<p><i>1.C.ECa Describe familiar people, places, things, and events and, with teacher assistance, provide additional detail.</i></p>	<p>LLD 2 Communication</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>LEARNING STANDARD 1.D:</p> <p>Speak using conventions of Standard English</p>	
<p><i>1.D.ECa With teacher assistance, use complete sentences in speaking with peers and adults in individual and group situations.</i></p> <p><i>1.D.ECb Speak using age-appropriate conventions of Standard English grammar and usage.</i></p> <p><i>1.D.ECc Understand and use question words in speaking.</i></p>	<p>LLD 1 Listening</p> <p>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.</p> <p>LLD 2 Communication</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>LLD 3 Phonological Awareness</p> <p>LLD 3.3 Shows awareness of separate words in spoken language.</p>
<p>LEARNING STANDARD 1.E:</p>	

Use increasingly complex phrases, sentences, and vocabulary	
<p><i>1.E.ECa With teacher assistance, begin to use increasingly complex sentences.</i></p> <p><i>1.E.ECb Exhibit curiosity and interest in learning new words heard in conversations and books.</i></p> <p><i>1.E.ECc With teacher assistance, use new words acquired through conversations and book-sharing experiences.</i></p> <p><i>1.E.ECd With teacher assistance, explore word relationships to understand the concepts represented by common categories of words (e.g., food, clothing, vehicles).</i></p> <p><i>1.E.ECe With teacher assistance, use adjectives to describe people, places, and things.</i></p>	<p>LLD 2 Communication LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 4 Alphabetic Knowledge LLD 4.4 Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds.</p> <p>LLD 5 Concepts of Print LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p>
Demonstrate understanding and enjoyment of literature.	
LEARNING STANDARD 2.A: Demonstrate interest in stories and books	
<p><i>2.A.ECa Engage in book-sharing experiences with purpose and understanding.</i></p> <p><i>2.A.ECb Look at books independently, pretending to read.</i></p>	<p>LLD 5 Concepts of Print LLD 5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page. LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p>
LEARNING STANDARD 2.B: Recognize key ideas and details in stories.	
<p><i>2.B.ECa With teacher assistance, ask and answer questions about books read aloud.</i></p> <p><i>2.B.ECb With teacher assistance, retell familiar stories with three or more key events.</i></p> <p><i>2.B.ECc With teacher assistance, identify main character(s) of the story.</i></p>	<p>LLD 6 Reading Comprehension LLD 6.3 Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character. LLD 6.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Participates with others in the retelling of a story by pointing at pictures or role-playing with props. 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>
LEARNING STANDARD 2.C:	

Recognize concepts of books	
<p><i>2.C.ECa Interact with a variety of types of texts (e.g., storybooks, poems, rhymes, songs).</i></p> <p><i>2.C.ECb Identify the front and back covers of books and display the correct orientation of books and page-turning skills.</i></p> <p><i>2.C.ECc With teacher assistance, describe the role of an author and illustrator</i></p>	<p>LLD 5 Concepts of Print</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 5.6 Recognizes common types of text, e.g., poem, storybook, fact book. Names author and illustrator. Identifies punctuation.</p>
LEARNING STANDARD 2.D: Establish personal connections with books	
<p><i>2.D.ECa With teacher assistance, discuss illustrations in books and make personal connections to the pictures and story.</i></p> <p><i>2.D.ECb With teacher assistance, compare and contrast two stories relating to the same topic.</i></p>	<p>LLD 6 Reading Comprehension</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>
Demonstrate interest in and understanding of informational text	
LEARNING STANDARD 3.A: Recognize key ideas and details in nonfiction text	
<p><i>3.A.ECa With teacher assistance, ask and answer questions about details in a nonfiction book.</i></p> <p><i>3.A.ECb With teacher assistance, retell detail(s) about main topic in a nonfiction book.</i></p>	<p>LLD 6 Reading Comprehension</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>
LEARNING STANDARD 3.B: Recognize features of nonfiction books	
<p><i>3.B.ECa With teacher assistance, identify basic similarities and differences in pictures and information found in two texts on the same topic</i></p>	<p>LLD 6 Reading Comprehension</p> <p>LLD 6.6 With support, compares similarities between two texts. With</p>

	prompting, answers questions about characters and setting. Retells major events of a story in sequence.
Demonstrate increasing awareness of and competence in emergent reading skills and abilities	
LEARNING STANDARD 4.A: Demonstrate understanding of the organization and basic features of print	
<p>4.A.ECa Recognize the differences between print and pictures.</p> <p>4.A.ECb Begin to follow words from left to right, top to bottom, and page by page.</p> <p>4.A.ECc Recognize the one-to-one relationship between spoken and written words.</p> <p>4.A.ECd Understand that words are separated by spaces in print.</p> <p>4.A.ECe Recognize that letters are grouped to form words.</p> <p>4.A.ECf Differentiate letters from numerals.</p>	<p>LLD 4 Alphabetic Knowledge</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 5 Concepts of Print</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>
LEARNING STANDARD 4.B: Demonstrate an emerging knowledge and understanding of the alphabet.	
<p>4.B.ECa With teacher assistance, recite the alphabet.</p> <p>4.B.ECb Recognize and name some upper/lowercase letters of the alphabet, especially those in own name.</p> <p>4.B.ECc With teacher assistance, match some upper/lowercase letters of the alphabet.</p> <p>4.B.ECd With teacher assistance, begin to form some letters of the alphabet, especially those in own name</p>	<p>LLD 4 Alphabetic Knowledge</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 sounds.</p> <p>LLD 4.5 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.</p>
LEARNING STANDARD 4.C: Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes)	
<p>4.C.ECa Recognize that sentences are made up of separate words.</p> <p>4.C.ECb With teacher assistance, recognize and match words that rhyme.</p>	LLD 3 Phonological Awareness

<p>4.C.ECc Demonstrate ability to segment and blend syllables in words (e.g., "trac/tor, tractor").</p> <p>4.C.ECd With teacher assistance, isolate and pronounce the initial sounds in words.</p> <p>4.C.ECe With teacher assistance, blend sounds (phonemes) in one-syllable words (e.g., /c/ /a/ /t/ = cat).</p> <p>4.C.ECf With teacher assistance, begin to segment sounds (phonemes) in one-syllable words (e.g., cat = /c/ /a/ /t/).</p> <p>4.C.ECg With teacher assistance, begin to manipulate sounds (phonemes) in words (e.g., changing cat to hat to mat).</p>	<p>LLD 3.3 Shows awareness of separate words in spoken language.</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>LLD 3.7 Identifies and isolates individual sounds heard in one-syllable words.</p>
<p>LEARNING STANDARD 4.D: Demonstrate emergent phonics and word-analysis skills</p>	
<p>4.D.ECa Recognize own name and common signs and labels in the environment.</p> <p>4.D.ECb With teacher assistance, demonstrate understanding of the one-to-one correspondence of letters and sounds.</p> <p>4.D.ECc With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.</p>	<p>LLD 3 Phonological Awareness LLD 3.5 Identifies the beginning and ending sounds of words.</p> <p>LLD 4 Alphabetic Knowledge LLD 4.4 Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds.</p> <p>LLD 4.5 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.</p>
<p>Demonstrate increasing awareness of and competence in emergent writing skills and abilities</p>	
<p>LEARNING STANDARD 5.A: Demonstrate growing interest and abilities in writing</p>	
<p>5.A.ECa Experiment with writing tools and materials.</p> <p>5.A.ECb Use scribbles, letterlike forms, or letters/words to represent written language.</p> <p>5.A.ECc With teacher assistance, write own first name using appropriate upper/lowercase letters.</p>	<p>LLD 7 Writing LLD 7.3 Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks. Scribbles or draws marks as a representation of an object or person.</p> <p>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>LEARNING STANDARD 5.B: Use writing to represent ideas and information</p>	

<p><i>5.B.ECa With teacher assistance, use a combination of drawing, dictating, or writing to express an opinion about a book or topic.</i></p> <p><i>5.B.ECb With teacher assistance, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</i></p> <p><i>5.B.ECc With teacher assistance, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.</i></p>	<p>LLD 7 Writing</p> <p>LLD 7.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p> <p>LLD 7.6 Consistently uses mature tripod grip with drawing/writing tools. Uses inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing.</p>
<p>LEARNING STANDARD 5.C:</p> <p>Use writing to research and share knowledge</p>	
<p><i>5.C.ECa Participate in group projects or units of study designed to learn about a topic of interest.</i></p> <p><i>5.C.ECb With teacher assistance, recall factual information and share that information through drawing, dictation, or writing</i></p>	<p>LLD 2 Communication</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>LLD 7 Writing</p> <p>LLD 7.5 Consistently uses mature tripod grip with drawing/writing tools. Uses inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing.</p>

Mathematics	
Demonstrate and apply a knowledge and sense of numbers, including numeration and operations	
<p>LEARNING STANDARD 6.A:</p> <p>Demonstrate beginning understanding of numbers, number names, and numerals</p>	
<p><i>6.A.ECa Count with understanding and recognize “how many” in small sets up to 5.</i></p> <p><i>6.A.ECb Use subitizing (the rapid and accurate judgment of how many items there are without counting) to identify the number of objects in sets of 4 or less.</i></p> <p><i>6.A.ECc Understand and appropriately use informal or everyday terms that mean zero, such as “none” or “nothing”.</i></p>	<p>MR 1 Number Sense</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>6.A.ECd Connect numbers to quantities they represent using physical models and informal representations.</p> <p>6.A.ECe Differentiate numerals from letters and recognize some single-digit written numerals.</p> <p>6.A.ECf Verbally recite numbers from 1 to 10</p> <p>6.A.ECg Be able to say the number after another in the series up to 9 when given a “running start,” as in “What comes after one, two, three, four...?”</p>	<p>MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.</p>
<p>LEARNING STANDARD 6.B: Add and subtract to create new numbers and begin to construct sets.</p>	
<p>6.B.ECa Recognize that numbers (or sets of objects) can be combined or separated to make another number.</p> <p>6.B.ECb Show understanding of how to count out and construct sets of objects of a given number up to 5.</p> <p>6.B.ECc Identify the new number created when small sets (up to 5) are combined or separated.</p> <p>6.B.ECd Informally solve simple mathematical problems presented in a meaningful context.</p> <p>6.B.ECe Fairly share a set of up to 10 items between two children.</p>	<p>MR 1 Number Sense</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>LEARNING STANDARD 6.C: Begin to make reasonable estimates of numbers.</p>	
<p>6.C.ECa Estimate number of objects in a small set.</p>	<p>MR 4 Measurement</p> <p>MR 4.4 Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help.</p>
<p>LEARNING STANDARD 6.D: Compare quantities using appropriate vocabulary terms</p>	
<p>6.D.ECa Compare two collections to see if they are equal or determine which is more, using a procedure of the child’s choice.</p> <p>6.D.ECb Describe comparisons with appropriate vocabulary, such as “more”, “less”, “greater than”, “fewer”, “equal to”, or “same as”.</p>	<p>MR 1 Number Sense</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 4 Measurement</p> <p>MR 4.3 Determines which object is bigger (heavier, longer) when given two objects.</p>

Explore measurement of objects and quantities	
LEARNING STANDARD 7.A: Measure objects and quantities using direct comparison methods and nonstandard units.	
<p><i>7.A.ECa Compare, order, and describe objects according to a single attribute.</i></p> <p><i>7.A.ECb Use nonstandard units to measure attributes such as length and capacity.</i></p> <p><i>7.A.ECc Use vocabulary that describes and compares length, height, weight, capacity, and size.</i></p> <p><i>7.A.ECd Begin to construct a sense of time through participation in daily activities.</i></p>	<p>MR 4 Measurement MR 4.5 Estimates (not always logically) size and volume. Measures and describes findings.</p> <p>MR 6 Classification MR 6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics.</p> <p>SS 4 History & Sense of Time SS 4.3 Describes events as they happen. Uses words such as first, then.</p>
LEARNING STANDARD 7.B: Begin to make estimates of measurements	
<i>7.B.ECa Practice estimating in everyday play and everyday measurement problems</i>	<p>MR 4 Measurement 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>
LEARNING STANDARD 7.C: Explore tools used for measurement	
<p><i>7.C.ECa With teacher assistance, explore use of measuring tools that use standard units to measure objects and quantities that are meaningful to the child.</i></p> <p><i>7.C.ECb Know that different attributes, such as length, weight, and time, are measured using different kinds of units, such as feet, pounds, and seconds.</i></p>	<p>MR 4 Measurement 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> <p>MR 4.7 Explains which measurement tool makes the best sense for the object being measured. Tells time in hours and half-hours.</p>
Identify and describe common attributes, patterns, and relationships in objects	

LEARNING STANDARD 8.A: Explore objects and patterns.	
<p>8.A.ECa Sort, order, compare, and describe objects according to characteristics or attribute(s).</p> <p>8.A.ECb Recognize, duplicate, extend, and create simple patterns in various formats.</p>	<p>MR 5 Patterns MR 5.4 Creates and extends two-step patterns.</p> <p>MR 6 Classification MR 6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics. MR 6.4 After sorting objects by one feature, sorts again by a different feature.</p>
LEARNING STANDARD 8.B: Describe and document patterns using symbols.	
8.B.ECa With adult assistance, represent a simple repeating pattern by verbally describing it or by modeling it with objects or actions	<p>MR 5 Patterns MR 5.4 Creates and extends two-step patterns.</p>
Explore concepts of geometry and spatial relations.	
LEARNING STANDARD 9.A: Recognize, name, and match common shapes	
<p>9.A.ECa Recognize and name common two- and three-dimensional shapes and describe some of their attributes (e.g., number of sides, straight or curved lines).</p> <p>9.A.ECb Sort collections of two- and three-dimensional shapes by type (e.g., triangles, rectangles, circles, cubes, spheres, pyramids).</p> <p>9.A.ECc Identify and name some of the faces (flat sides) of common three-dimensional shapes using two-dimensional shape names.</p> <p>9.A.ECd Combine two-dimensional shapes to create new shapes.</p> <p>9.A.ECe Think about/imagine how altering the spatial orientation of a shape will change how it looks (e.g., turning it upside down).</p>	<p>MR 2 Spatial Awareness 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>MR 3 Shapes MR 3.4 Identifies four to six basic geometric shapes. MR 3.5 Describes basic and complex two- and three-dimensional shapes using own words. MR 3.6 Describes objects in the environment as two- and three-dimensional shapes.</p>

LEARNING STANDARD 9.B: Demonstrate an understanding of location and ordinal position, using appropriate vocabulary	
<i>9.B.ECa Show understanding of location and ordinal position.</i> <i>9.B.ECb Use appropriate vocabulary for identifying location and ordinal position</i>	MR 2 Spatial Awareness MR 2.4 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.
Begin to make predictions and collect data information	
LEARNING STANDARD 10.A: Generate questions and processes for answering them	
<i>10.A.ECa With teacher assistance, come up with meaningful questions that can be answered through gathering information.</i> <i>10.A.ECb Gather data about themselves and their surroundings to answer meaningful questions</i>	MR 7 Logic & Reasoning MR 7.3 Recognizes a problem and asks for help. SCI 1 Investigation & Inquiry SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.
LEARNING STANDARD 10.B: Organize and describe data and information	
<i>10.B.ECa Organize, represent, and analyze information using concrete objects, pictures, and graphs, with teacher support.</i> <i>10.B.ECb Make predictions about the outcome prior to collecting information, with teacher support and multiple experiences over time.</i>	SCI 1 Investigation & Inquiry SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.
LEARNING STANDARD 10.C: Determine, describe, and apply the probabilities of events	
<i>10.C.ECa Describe likelihood of events with appropriate vocabulary, such as "possible", "impossible", "always", and "never".</i>	SCI 1 Investigation & Inquiry SCI 1.6 Predicts multiple outcomes to a question or situation and explains personal reasoning. Gathers information or experiments to prove/disprove a hypothesis.

Science	
Demonstrate curiosity about the world and begin to use the practices of science and engineering to answer questions and solve problems.	
LEARNING STANDARD 11.A: Develop beginning skills in the use of science and engineering practices, such as observing, asking questions, solving problems, and drawing conclusions.	
<p><i>11.A.ECa Express wonder and curiosity about their world by asking questions, solving problems, and designing things.</i></p> <p><i>11.A.ECb Develop and use models to represent their ideas, observations, and explanations through approaches such as drawing, building, or modeling with clay.</i></p> <p><i>11.A.ECc Plan and carry out simple investigations.</i></p> <p><i>11.A.ECd Collect, describe, compare, and record information from observations and investigations.</i></p> <p><i>11.A.ECe Use mathematical and computational thinking.</i></p> <p><i>11.A.ECf Make meaning from experience and information by describing, talking, and thinking about what happened during an investigation.</i></p> <p><i>11.A.ECg Generate explanations and communicate ideas and/or conclusions about their investigations.</i></p>	<p>SCI 1 Investigaton & Inquiry</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>SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p>
Explore concepts and information about the physical, earth, and life sciences	
LEARNING STANDARD 12.A: Understand that living things grow and change	
<p><i>2.A.ECa Observe, investigate, describe, and categorize living things.</i></p> <p><i>12.A.ECb Show an awareness of changes that occur in oneself and the environment.</i></p>	<p>SCI 1 Investigation & Inquiry</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>SCI 2 Natural & Earth Science</p>

	SCI 2.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. Identifies the climate and weather in the immediate environment.
LEARNING STANDARD 12.B: Understand that living things rely on the environment and/or others to live and grow	
<i>12.B.ECa Describe and compare basic needs of living things.</i> <i>12.B.ECb Show respect for living things.</i>	SCI 2 Natural & Earth Science SCI 2.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life. SCI 2.6 Describes how living things obtain what they need to survive. Groups living things by similar features. Explains that different places have disparate kinds of weather and climates.
LEARNING STANDARD 12.C: Explore the physical properties of objects	
<i>12.C.ECa Identify, describe, and compare the physical properties of objects.</i> <i>12.C.ECb Experiment with changes in matter when combined with other substances.</i>	SCI 2 Natural & Earth Science SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather. SCI 3 Physical Science SCI 3.5 Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur. SCI 3.6 Experiments and compares the movements of various objects on a variety of surfaces. Classifies and sorts materials by a variety of physical properties.
LEARNING STANDARD 12.D: Explore concepts of force and motion	
<i>2.D.ECa Describe the effects of forces in nature.</i> <i>12.D.ECb Explore the effect of force on objects in and outside the early childhood environment</i>	SCI 3 Physical Science SCI 3.5 Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur. SCI 3.6 Experiments and compares the movements of various objects on a variety of surfaces. Classifies and sorts materials by a variety of physical properties.

LEARNING STANDARD 12.E: Explore concepts and information related to the Earth, including ways to take care of our planet	
12.E.ECa Observe and describe characteristics of earth, water, and air. 12.E.ECb Participate in discussions about simple ways to take care of the environment.	SCI 2 Natural & Earth Science SCI 2.6 Describes how living things obtain what they need to survive. Groups living things by similar features. Explains that different places have disparate kinds of weather and climates. SCI 2.7 Describes how an organism's features and surroundings help it survive. Explains weather patterns and the basic properties and role of the sun, moon and earth.
LEARNING STANDARD 12.F: Explore changes related to the weather and seasons	
12.F.ECa Observe and discuss changes in weather and seasons using common vocabulary	SCI 2 Natural & Earth Science SCI 2.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. Identifies the climate and weather in the immediate environment. SCI 2.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life.
Understand important connections and understandings in science and engineering	
LEARNING STANDARD 13.A: Understand rules to follow when investigating and exploring.	
13.A.ECa Begin to understand basic safety practices one must follow when exploring and engaging in science and engineering investigations.	PD 3 Safety PD 3.3 Follows simple safety rules.
LEARNING STANDARD 13.B: Use tools and technology to assist with science and engineering investigations	
13.B.ECa Use nonstandard and standard scientific tools for investigation.	SCI 4 Technology

13.B.ECb Become familiar with technological tools that can aid in scientific inquiry.	SCI 4.5 Experiments with simple technology to solve problems or accomplish tasks.
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Social Studies	
Understand some concepts related to citizenship	
LEARNING STANDARD 14.A: Understand what it means to be a member of a group and community	
14.A.ECa Recognize the reasons for rules in the home and early childhood environment and for laws in the community. 14.A.ECb Contribute to the well-being of one's early childhood environment, school, and community	SS 1 Culture & Community SS 1.5 Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community. SS 2 Civics & Economics SS 2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person.
LEARNING STANDARD 14.C: Understand ways groups make choices and decisions	
14.C.ECa Participate in voting as a way of making choices.	SS 2 Civics & Economics SS 2.6 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.
LEARNING STANDARD 14.D: Understand the role that individuals can play in a group or community	
14.D.ECa Develop an awareness of what it means to be a leader. 14.D.ECb Participate in a variety of roles in the early childhood environment	SS 1 Culture & Community SS 1.5 Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies roles and responsibilities of self

	and others to contribute to the community. SS 1.6 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.
Explore economic systems and human interdependence	
LEARNING STANDARD 15.A: Explore roles in the economic system and workforce.	
15.A.ECa Describe some common jobs and what is needed to perform those jobs. 15.A.ECb Discuss why people work.	SS 1 Culture & Community SS 1.6 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.
LEARNING STANDARD 15.B: Explore issues of limited resources in the early childhood environment and world.	
15.B.ECa Understand that some resources and money are limited	SS 2 Civics & Economics SS 2.6 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.
LEARNING STANDARD 15.D: Explore concepts about trade as an exchange of goods or services	
15.D.ECa Begin to understand the use of trade or money to obtain goods and services	SS 2 Civics & Economics SS 2.6 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. SS 2.7 Identifies individual rights. Determines if rules support the common good. Describes ways one might use money, goods or services.
Develop an awareness of the self and his or her uniqueness and individuality	

LEARNING STANDARD 16.A: Explore his or her self and personal history.	
16.A.ECa Recall information about the immediate past. 16.A.ECb Develop a basic awareness of self as an individual.	SS 4 History & Sense of Time SS 4.4 Recalls information and events from the past. SED 2 Self-Regulation SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.
Explore geography, the child's environment, and where people live, work, and play	
LEARNING STANDARD 17.A: Explore environments and where people live.	
17.A.ECa Locate objects and places in familiar environments. 17.A.ECb Express beginning geographic thinking.	SS 3 Geography SS 3.3 Identifies a variety of familiar places, such as the store, car, home or Grandma's. Follows a path. SS 3.4 Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks.
Explore people and families	
LEARNING STANDARD 18.A: Explore people, their similarities, and their differences	
18.A.ECa Recognize similarities and differences in people	SS 1 Culture & Community SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.
LEARNING STANDARD 18.B: Develop an awareness of self within the context of family.	
18.B.ECa Understand that each of us belongs to a family and recognize that families vary	SS 1 Culture & Community SS 1.5 Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community.

	SS 1.6 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.
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Physical Development and Health	
Acquire movement skills and understand concepts needed to explore the environment, support learning, and engage in health-enhancing physical activity	
LEARNING STANDARD 19.A: Demonstrate physical competency and control of large and small muscles	
<p>19.A.ECa Engage in active play using gross- and fine-motor skills.</p> <p>19.A.ECb Move with balance and control in a range of physical activities.</p> <p>19.A.ECc Use strength and control to accomplish tasks.</p> <p>19.A.ECd Use eye-hand coordination to perform tasks.</p> <p>19.A.ECe Use writing and drawing tools with some control.</p>	<p>PD 1 Gross Motor</p> <p>PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p>PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p> <p>LLD 7 Writing</p> <p>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>
LEARNING STANDARD 19.B: Demonstrate awareness and coordination of body movements	
<p>19.B.ECa Coordinate movements to perform complex tasks.</p> <p>19.B.ECb Demonstrate body awareness when moving in different spaces.</p> <p>19.B.ECc Combine large motor movements with and without the use of equipment.</p>	<p>PD 1 Gross Motor</p> <p>PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p>
LEARNING STANDARD 19.C: Demonstrate knowledge of rules and safety during activity	

19.C.ECa Follow simple safety rules while participating in activities	PD 3 Safety PD 3.3 Follows simple safety rules.
Develop habits for lifelong fitness.	
LEARNING STANDARD 20.A: Achieve and maintain a health-enhancing level of physical fitness	
20.A.ECa Participate in activities to enhance physical fitness. 20.A.ECb Exhibit increased levels of physical activity	PD 1 Gross Motor PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences. PD 1.6 Skips confidently, gallops and slides side to side. Changes direction and speed of movement.
Develop team-building skills by working with others through physical activity	
LEARNING STANDARD 21.A: Demonstrate individual responsibility during group physical activities	
21.A.ECa Follow rules and procedures when participating in group physical activities. 21.A.ECb Follow directions, with occasional adult reminders, during group activities.	PD 3 Safety PD 3.3 Follows simple safety rules. PD 3.4 Seeks opportunities to help others. Tries to solve own social problems.
LEARNING STANDARD 21.B: Demonstrate cooperative skills during structured group physical activity	
21.B.ECa Demonstrate ability to cooperate with others during group physical activities	SED 4 Social Relationships 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. PD 3 Safety PD 3.4 Seeks opportunities to help others. Tries to solve own social problems.

Understand principles of health promotion and the prevention and treatment of illness and injury.	
LEARNING STANDARD 22.A: Explain the basic principles of health promotion, illness prevention, treatment, and safety.	
<p><i>22.A.ECa Identify simple practices that promote healthy living and prevent illness.</i></p> <p><i>22.A.ECb Demonstrate personal care and hygiene skills, with adult reminders.</i></p> <p><i>22.A.ECc Identify and follow basic safety rules.</i></p>	<p>PD 3 Safety PD 3.3 Follows simple safety rules.</p> <p>PD 4 Personal Care PD 4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs. PD 4.4 Describes the function of basic body parts. Regulates toileting and handwashing needs. Follows a routine of rest and active play. Meets most personal needs and understands that all people have needs.</p>
Understand human body systems and factors that influence growth and development.	
LEARNING STANDARD 23.A: Describe and explain the structure and functions of the human body systems and how they interrelate	
<i>23.A.ECa Identify body parts and their functions</i>	<p>PD 4 Personal Care PD 4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs. PD 4.4 Describes the function of basic body parts. Regulates toileting and handwashing needs. Follows a routine of rest and active play. Meets most personal needs and understands that all people have needs.</p>
LEARNING STANDARD 23.B: Identify ways to keep the body healthy	
<p><i>23.B.ECa Identify examples of healthy habits.</i></p> <p><i>23.B.ECb Identify healthy and nonhealthy foods and explain the effect of these foods on the body</i></p>	<p>PD 5 Nutrition PD 5.5 Identifies food and serves a portion into bowl or plate. Feeds self. PD 5.6 Identifies food that is nutritious. Helps to prepare food for others.</p>

Promote and enhance health and well-being through the use of effective communication and decision-making skills.	
LEARNING STANDARD 24.C: Demonstrate skills essential to enhancing health and avoiding dangerous situations	
24.C.ECa Participate in activities to learn to avoid dangerous situations.	PD 3 Safety PD 3.5 Describes reasons for safety rules and reminds others to follow them. PD 3.6 Applies general safety rules to a variety of everyday situations with little prompting.

The Arts	
Gain exposure to and explore the arts	
LEARNING STANDARD 25.A: Investigate, begin to appreciate, and participate in the arts	
25.A.ECa Movement and Dance: Build awareness of, explore, and participate in dance and creative movement activities. 25.A.ECb Drama: Begin to appreciate and participate in dramatic activities. 25.A.ECc Music: Begin to appreciate and participate in music activities. 25.A.ECd Visual Arts: Investigate and participate in activities using visual arts materials	CA 1 Music CA 1.3 Claps to beat (not always consistently). Understands difference of singing and speaking voices. Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments. CA 2 Dance & Movement CA 2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm. CA 3 Visual Arts CA 3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols. CA 4 Drama CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.
LEARNING STANDARD 25.B: Display an awareness of some distinct characteristics of the arts	

25.B.ECa Describe or respond to their creative work or the creative work of others.	CA 2 Dance & Movement 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.
Understand that the arts can be used to communicate ideas and emotions	
LEARNING STANDARD 26.B: Understand ways to express meaning through the arts	
26.B.ECa Use creative arts as an avenue for self-expression.	CA 2 Dance & Movement CA 2.6 Recalls a simple movement pattern and performs it individually or in a group. Expresses ideas, feelings and stories through creative movement. CA 3 Visual Arts CA 3.5 Uses artistic tools and media to create intentional designs or images. Plans, designs and seeks materials to make a creation. CA 3.6 Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object. Explains how it was made.

English Language Learner- Home Language Development	
Use the home language to communicate within and beyond the classroom.	
LEARNING STANDARD 28.A: Use the home language at age-appropriate levels for a variety of social and academic purposes.	
28.A.ECa May demonstrate progress and mastery of benchmarks through home language. 28.A.ECb Use home language in family, community, and early childhood settings. 28.A.ECc Develop an awareness of the different contextual and cultural	LLD 2 Communication 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.

features in the early childhood and community settings the child participates in.	SS 1 Culture & Community SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.
Use the home language to make connections and reinforce knowledge and skills across academic and social areas.	
LEARNING STANDARD 29.A: Use the home language to attain benchmarks across all the learning areas and to build upon and develop transferable language and literacy skills.	
29.A.ECa Use home cultural and linguistic knowledge to express current understandings and construct new concepts. 29.A.ECb With adult support, begin to bridge home language and English to demonstrate progress in meeting IELDS. 29.A.ECc Exhibit foundational literacy skills in home language to foster transfer to English	LLD 1 Listening 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 2 Communication 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.


Social-Emotional Development	
Develop self-management skills to achieve school and life success and develop positive relationships with others.	
LEARNING STANDARD 30.A: Identify and manage one's emotions and behavior	
30.A.ECa Recognize and label basic emotions. 30.A.ECb Use appropriate communication skills when expressing needs, wants, and feelings. 30.A.ECc Express feelings that are appropriate to the situation. 30.A.ECd Begin to understand and follow rules. 30.A.ECe Use materials with purpose, safety, and respect.	SED 2 Self-Regulation SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions. 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


30.A.ECf <i>Begin to understand the consequences of his or her behavior.</i>	a desired thing or person. SED 4 Social Relationships 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.
LEARNING STANDARD 30.B: Recognize own uniqueness and personal qualities	
30.B.ECa <i>Describe self using several basic characteristics.</i>	SED 1 Self-Awareness SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family. SED 1.5 Describes and compares preferences of self and others.
LEARNING STANDARD 30.C: Demonstrate skills related to successful personal and school outcomes	
30.C.ECa <i>Exhibit eagerness and curiosity as a learner.</i> 30.C.ECb <i>Demonstrate persistence and creativity in seeking solutions to problems.</i> 30.C.ECc <i>Show some initiative, self-direction, and independence in actions.</i> 30.C.ECd <i>Demonstrate engagement and sustained attention in activities.</i>	SED 3 Attention & Persistence SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed. SED 3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful. SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.
Use social-awareness and interpersonal skills to establish and maintain positive relationships	
LEARNING STANDARD 31.A: Develop positive relationships with peers and adults	
31.A.ECa <i>Show empathy, sympathy, and caring for others.</i> 31.A.ECb <i>Recognize the feelings and perspectives of others.</i> 31.A.ECc <i>Interact easily with familiar adults.</i> 31.A.ECd <i>Demonstrate attachment to familiar adults.</i> 31.A.ECe <i>Develop positive relationships with peers.</i>	SED 4 Social Relationships 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. 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.

	SED 4.6 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.
LEARNING STANDARD 31.B: Use communication and social skills to interact effectively with others.	
<i>31.B.ECa Interact verbally and nonverbally with other children.</i> <i>31.B.ECb Engage in cooperative group play.</i> <i>31.B.ECc Use socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.</i>	SED 4 Social Relationships SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe. SED 4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly. LLD 2 Communication 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.
LEARNING STANDARD 31.C: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways	
<i>31.C.ECa Begin to share materials and experiences and take turns.</i> <i>31.C.ECb Solve simple conflicts with peers with independence, using gestures or words.</i> <i>31.C.ECc Seek adult help when needed to resolve conflict.</i>	SED 4 Social Relationships SED 4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.
Demonstrate decision-making skills and behaviors in personal, school, and community contexts	
LEARNING STANDARD 32.A: Begin to consider ethical, safety, and societal factors in making decisions	
<i>32.A.ECa Participate in discussions about why rules exist.</i> <i>32.A.ECb Follow rules and make good choices about behavior</i>	PD 3 Safety

	<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>LEARNING STANDARD 32.B: Apply decision-making skills to deal responsibly with daily academic and social situations</p>	
<p><i>32.B.ECa Participate in discussions about finding alternative solutions to problems.</i></p>	<p>SED 4 Social Relationships</p> <p>SED 4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.</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.		Greetss 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 feelings 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.	


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
 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 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
 Mathematics & Reasoning	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.

 Social Studies	SS 1 Culture & Community	<p>Recognizes family members and is exposed to family traditions or cultural events.</p>	<p>With help, participates in family traditions and customs.</p>	<p>Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.</p>	<p>Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.</p>	<p>Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community.</p>	<p>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.</p>	<p>Compares diverse cultures and traditions. Understands that some people have different needs or beliefs.</p>	<p>Names influential people and events that have impacted familiar cultures and traditions. Demonstrates respect for people who may look or act differently.</p>
	SS 2 Civics & Economics	<p>Attends to others in immediate environment. Grasps and releases objects.</p>	<p>Participates in communal activities. Expresses a desire for an object or action. Says me, mine.</p>	<p>Recognizes and attends to authority figures. Recognizes ownership of familiar objects.</p>	<p>Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person.</p>	<p>Applies familiar rules and suggests new rules in a variety of situations. Explores the use of trade to receive objects or services.</p>	<p>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.</p>	<p>Identifies individual rights. Determines if rules support the common good. Describes ways one might use money, goods or services.</p>	<p>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.</p>
	SS 3 Geography	<p>Responds to changes in the immediate environment. Navigates within a familiar environment.</p>	<p>Recognizes familiar places. Finds ways to move around obstacles in a familiar environment.</p>	<p>Identifies a variety of familiar places, such as the store, car, home or Grandma's. Follows a path.</p>	<p>Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks.</p>	<p>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.</p>	<p>Compares the geographic features of own community to another community. Recreates a map of something s/he cannot immediately see.</p>	<p>Identifies and describes various types of landforms and natural resources. Locates familiar places on maps. Uses cardinal directions to follow and give directions.</p>	<p>Explains how the physical features and characteristics of an environment affect how people live. Uses a variety of maps to gather information.</p>
	SS 4 History & Sense of Time	<p>Focuses on interactions with others for a short time.</p>	<p>Observes events and begins to participate.</p>	<p>Describes events as they happen. Uses words such as first, then.</p>	<p>Recalls information and events from the past.</p>	<p>Uses language of time to describe familiar sequences of events.</p>	<p>Retells historical, fictional or past events or stories.</p>	<p>Compares and contrasts current and historical conditions of familiar environments.</p>	<p>Describes relationships between past events and current conditions. Explains why it is important to understand historical events.</p>

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
 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.