

Alignment
of the

Experience Early Learning Skills

with

Early Childhood Indicators of Child Progress:
Minnesota's Early Learning Standards (Ages 0-5)





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: Minnesota's Early Learning Standards (Ages 0-5)** with the Developmental Continuum of the Experience Early Learning Skills. For questions or comments about this alignment, contact info@experienceearlylearning.com.



[Minnesota Early Childhood Indicators](#)

Early Childhood Indicators of Child Progress: Minnesota’s Early Learning Standards (Ages 0-5)

Developmental Continuum of the Experience Early Learning Skills

Physical and Movement Development	
Component P1-4: Gross Motor	
P1 Early infancy - reflexive movements	
<p><i>P1.1 Laying on back, kicks legs and waves arms</i> <i>P1.2 Laying on tummy, holds head up</i></p>	<p>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.</p>
P2 Early infancy movement In and out of position	
<p><i>P2.1 Rolls over: tummy to back/back to tummy</i> <i>P2.2 Moves into/out of sitting</i></p>	<p>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.</p>
P3 Locomotion	
<p><i>P3.1 Crawls by one of these methods:</i> - <i>On tummy using arms/legs (tummy/commando)</i> - <i>Two straight arms and one bent leg (3-point),</i> - <i>Scoots instead of crawls: from a seated position by pushing forward with legs (bend & straighten)/arm assist</i> <i>P3.2 Pulls to stand up against furniture</i> <i>P3.3 Cruises along surfaces (e.g., low tables, chairs, shelves)</i> <i>P3.4 Walks with assistance</i> <i>P3.5 Crawls up a few stairs with adult observing</i> <i>P3.6 Walks independently</i> <i>P3.7 Runs freely</i> <i>P3.8 Crawls up 3 to 5 stairs</i> <i>P3.9 Walks on some different surfaces</i></p>	<p>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. PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects. PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences. PD 1.6 Skips confidently, gallops and slides side to side. Changes direction and speed of movement. PD 1.7 Balances on a variety of objects. Kicks or strikes moving objects with aim and accuracy. Leaps. Stops at a boundary.</p>

P3.10 Walks up and down a few stairs with adult support or holding handrail (step up on stair, then brings next foot to same stair)

P3.11 Runs in games and freely

P3.12 Climbs onto/off furniture

P3.13 Jumps with two feet over a line

P3.14 Crawls under and around 3 or more objects in an obstacle course

P3.15 Walks along a wide (12" >) slightly raised straight pathway with assistance

P3.16 Walks up and down a few stairs with adult support or holding handrail using alternating feet (step up on stair one foot, then use other foot to go to the next stair)

P3.17 Climbs on play equipment

P3.18 Hops on one foot a few times

P3.19 Jumps off slightly elevated height with two feet

P3.20 Jumps with two feet over and out of spaces or objects on floor ("river" w rope or tape markers/hula hoops)

P3.21 Walks on a wide (12">) slightly raised pathway

P3.22 Walks up and down stairs holding handrail

P3.23 Jumps off variable heights using a one-foot lead or with two feet

P3.24. Gallops freely or in a game (one foot and a step-hop, other foot and a step- hop)

P3.25 Moves many times through an obstacle course: over, under and around

SS 3 Geography

SS 3.2 Recognizes familiar places. Finds ways to move around obstacles in a familiar environment.

P4 Object control

P4.1 Pushes and pulls toys while walking

P4.2 Throws small balls

P4.3 Pushes medium size ball forward with foot

P4.4 Rolls a small ball to close target

P4.5 Throws a small ball close to target

P4.6 Pushes with legs while sitting on a scooter or balance bike

P4.7 Kicks a medium-sized ball

P4.8 Throws a large playground ball using two hands

P4.9 Catches a large or medium ball by cradling in arms toward body

P4.10 Pedals a tricycle or riding toys

P4.11 Kicks playground ball or small soccer ball to a close wide target

P4.12 Throws a small ball with some accuracy to a target or person

P4.13 Catches a large or medium-sized ball using two hands

P4.14 Bounces and catches a playground ball a few times using two hands

P4.15 Attempts to pump legs to swing on swing

PD 1 Gross Motor

PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.

PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.

PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.

PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.

PD 2 Fine Motor

PD 2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object.

PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.

MR 4 Measurement

MR 4.1 Recognizes when to use whole hand or just two fingers to pick up an object.

Component P5-6: Fine Motor Skills	
P5 Dexterity	
<p><i>P5.1 Reaches for toy, grasps it and releases</i> <i>P5.2 Grasps small food objects using finger and thumb</i> <i>P5.3 Transfers object from one hand to other hand</i> <i>P5.4 Grasps toys, objects to release into container</i> <i>P5.5 Dumps out toys and objects from a container</i> <i>P5.6 Turns pages of a board book</i> <i>P5.7 Begins to grasp crayon to scribble</i> <i>P5.8 Stacks a few blocks</i> <i>P5.9 Turns pages of a book</i> <i>P5.10 Grasps a crayon to scribble</i> <i>P5.11 Stacks 4 blocks</i> <i>P5.12 Grasps a simple puzzle piece and can place a few pieces in the puzzle</i> <i>P5.13 Draws freely on paper</i> <i>P5.14 Strings large beads</i> <i>P5.15 Grasps puzzle piece and can place 5-7 pieces in the puzzle</i> <i>P5.16 Draws letters and/or part of name with some reversals</i> <i>P5.17 Draws stick people and some objects</i></p>	<p>PD 2 Fine Motor PD 2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object. PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self. PD 2.3 Opens, closes, twists and pulls objects with one or both hands. PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p> <p>MR 4 Measurement MR 4.1 Recognizes when to use whole hand or just two fingers to pick up an object.</p> <p>LLD 5 Concepts of Print LLD 5.1 Looks at or points to pictures. Opens and closes books.</p> <p>LLD 7 Writing LLD 7.1 Explores writing materials. 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>
P6 Self Care	
<p><i>P6.1 Assists with dressing by lifting leg, arm, etc.</i> <i>P6.2 Feeds self with hands</i> <i>P6.3 Begins to drink from a cup</i> <i>P6.4 When being dressed or undressed, assists with some clothes</i> <i>P6.5 Feeds self with hands and begins to use a child-size spoon</i> <i>P6.6 Drinks from a cup</i> <i>P6.7 Helps put away a few toys</i> <i>P6.8 Attempts to dress self for indoors with support (help with buttons and zippers)</i> <i>P6.9 Helps put away toys</i> <i>P6.10 May use the bathroom with assistance</i> <i>P6.11 Assists with putting shoes on and taking them off</i> <i>P6.12 Assists with putting boots on and taking off</i> <i>P6.13 Puts on coat and takes coat off with assistance</i> <i>P6.14 Dresses with near independence</i> <i>P6.15 Puts shoes on the correct feet. May need help with ties and fasteners</i></p>	<p>PD 2 Fine Motor PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p> <p>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 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> <p>PD 5 Nutrition PD 5.3 Anticipates the need to eat, rest and drink. Feeds self soft foods with spoon or other utensil.</p>

P6.16 Puts boots on correct feet and takes boots off. May need help with ties and fasteners

P6.17 Puts coat on and takes off

P6.18 Uses the bathroom independently

Social and Emotional Development	
Component S1-3: Self and Emotional Awareness	
SE 1 Confidence	
<p><i>1.1 Independently prompts caregiver to meet basic needs</i></p> <p><i>1.2 Uses voice or body to show likes and dislikes</i></p> <p><i>1.3 Independently attempts new challenges or activities that may or may not be successful</i></p> <p><i>1.4 Checks with and accepts support from adult or caregiver when necessary</i></p> <p><i>1.5 Demonstrates or describes personal skills, likes, or dislikes</i></p> <p><i>1.6 Seeks help from adult to meet needs or solve problems</i></p> <p><i>1.7 Seeks out available social-emotional resources such as adults, peers or things for support</i></p> <p><i>1.8 Demonstrates confidence in a range of abilities and expresses pride in accomplishments</i></p> <p><i>1.9 Consistently and effectively uses social/emotional resources such as adults, peers or things for support</i></p> <p><i>1.10 Demonstrates increasing confidence and inclination to express opinions and ideas</i></p> <p><i>1.11 Engages in increasingly independent and self-directed activities</i></p> <p><i>1.12 Tolerates constructive criticism and manages setbacks, seeking adult support when needed</i></p>	<p>SED 1 Self-Awareness SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</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.</p> <p>SED 3 Attention and Persistence SED 3.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family. SED 3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.</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. SED 4.4 Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad.</p> <p>PD 3 Safety PD 3.4 Seeks opportunities to help others. Tries to solve own social problems.</p>
S2 Self-Awareness	
<p><i>S2.1 Explores the world and environment around self and how things work</i></p> <p><i>S2.2 Demonstrates awareness of self as separate from others</i></p> <p><i>S2.3 Identifies self as part of the family, culture, community, or group</i></p> <p><i>S2.4 Describes or labels self as a boy or girl</i></p> <p><i>S2.5 Demonstrates knowledge of family celebrations, traditions, and expectations</i></p> <p><i>S2.6 Shows increasingly accurate understanding of own strengths, preferences, limitations, and personal qualities</i></p> <p><i>S2.7 Demonstrates growing interest in and awareness of similarities and</i></p>	<p>SED 1 Self Awareness SED 1.1 Explores self and others by using senses. SED1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family. SED 1.4 When given two to three options, chooses his/her most desired option.</p> <p>SS 1 Culture and Community SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs.</p>

<p><i>differences between self and others</i></p>	<p>Identifies differences between self and others SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.</p>
<p>S3 Emotions</p>	
<p><i>S3.1 Expresses emotions through facial expressions, sounds, and gestures</i> <i>S3.2 Notices and responds to emotions displayed by others</i> <i>S3.3 Expresses feelings, needs, and wants with nonverbal communication, vocalizations, and a few words</i> <i>S3.4 Associates emotions with words and expressions</i> <i>S3.5 Recognizes and describes own emotions</i> <i>S3.6 Shows some understanding of others' emotional expressions</i> <i>S3.7 Uses words to express emotions</i> <i>S3.8 Recognizes and responds to others' emotional expression</i> <i>S3.9 Demonstrates or describes increasing understanding of cause and effect around own emotional reactions</i> <i>S3.10 Exhibits growing ability to understand and anticipate others' emotional reactions to situations or behaviors</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. SED 2.3 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change. SED 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 a desired thing or person. 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 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words and word-like sounds to communicate. 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.</p>
<p>Component S4-5: Self Management</p>	
<p>S4 Managing thinking</p>	
<p><i>S4.1 Briefly pays attention to environmental stimuli</i> <i>S4.2 Indicates a choice with physical or vocal response</i> <i>S4.3 Focuses attention on preferred items and experiences</i> <i>S4.4 Expresses thoughts by responding to simple choices and limits verbally or nonverbally,</i> <i>S4.5 Anticipates and follows simple routines</i> <i>S4.6 Frequently pays attention to both familiar and new objects and experiences</i></p>	<p>SED 1 Self Awareness SED 1.4 When given two to three options, chooses his/her most desired option. 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.</p>

<p>S4.7 Chooses from a variety of options within the environment</p> <p>S4.8 Responds to soothing or redirection when playing or learning does not go as expected</p> <p>S4.9 Attends for longer periods and persists through a broad range of adult-directed and child-initiated activities</p> <p>S4.10 Makes self-directed choices from a greater variety of options</p> <p>S4.11 Increasing ability to remember and follow simple two-step directions</p> <p>S4.12 Sustains attention and persistence with a task of interest for at least 5 minutes</p> <p>S4.13 Talks through simple tasks and conflicts, seeking adult support as needed</p>	<p>SED 2.3 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change.</p> <p>SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.</p> <p>SED 3 Attention and Persistence</p> <p>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>SED 3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.</p> <p>SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.</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>S5 Managing emotions and behaviors</p>	
<p>S5.1 Uses simple behaviors, objects, or movements to comfort and calm self with caregiver assistance</p> <p>S5.2 Communicates needs or wants to adults using simple gestures, sign language, or sounds</p> <p>S5.3 Uses sounds, sign language, or gestures to gain adult help to alleviate discomfort or distress</p> <p>S5.4 Responds to adult efforts to calm or soothe</p> <p>S5.5 Uses behaviors, objects, or movements to comfort self</p> <p>S5.6 Expands use of sign language, gestures, and a few words or phrases to communicate needs, wants, preferences, and discomforts to adults</p> <p>S5.7 Actively seeks adult help using sounds, gestures, or some words when feeling strong emotions, either positive or negative</p> <p>S5.8 Anticipates and actively avoids or ignores situations that cause discomfort</p> <p>S5.9 Follows simple routines, expectations, and boundaries to help manage own emotions and behavior</p> <p>S5.10 Tolerates brief delays in getting needs met</p> <p>S5.11 Uses a wide variety of self-comforting behaviors</p> <p>S5.12 Communicates specific needs, wants, and discomfort to adults</p> <p>S5.13 Anticipates the need for comfort and tries to prepare self for changes in routine</p> <p>S5.14 Follows simple expectations to manage emotions and behaviors, but may require reminders or assistance, particularly during more intense feelings</p>	<p>SED 2 Self Regulation</p> <p>SED 2.1 Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine.</p> <p>SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.</p> <p>SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.</p> <p>SED 2.5 Names some personal feelings and uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.</p> <p>SED 3 Attention & Persistence</p> <p>SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</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> <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><i>or circumstances</i></p> <p><i>S5.15 Waits briefly to obtain something desired</i></p> <p><i>S5.16 Consistently calms self when feeling strong emotions or discomfort with only occasional adult guidance and assistance</i></p> <p><i>S5.17 Independently expresses feelings, needs, opinions, and desires in appropriate ways</i></p> <p><i>S5.18 Follows expectations established to manage feelings and behaviors with necessary reminders or assistance</i></p> <p><i>S5.19 Demonstrates the ability to delay gratification for longer periods of time</i></p> <p><i>S5.20 Demonstrates understanding of rules, roles, jobs, and relationships in families and the community</i></p> <p><i>S5.21 Increasingly expresses feelings, needs, opinions and desires verbally</i></p> <p><i>S5.22 Shows increasing understanding of changing expectations for behavior and emotional expression in different settings (e.g., home, school, grocery store)</i></p> <p><i>S5.23 Shows increasing ability to manage challenging feelings and behaviors, with necessary reminders or assistance</i></p> <p><i>S5.24 Shows increasing ability to stop and think before acting</i></p>	<p>SS 1 Culture and Community</p> <p>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.</p>
<p>Component S6-8: Social Understanding and Relationships</p>	
<p>S6 Social responsiveness</p>	
<p><i>S6.1 Shows interest or reacts to others' emotions</i></p> <p><i>S6.2 Responds to others' emotional tone and actions</i></p> <p><i>S6.3 Imitates others' emotions and expressions</i></p> <p><i>S6.4 Shows some individual response to others' emotional tone</i></p> <p><i>S6.5 Identifies others' basic emotional cues</i></p> <p><i>S6.6 Shows concern for others through efforts to help or comfort</i></p> <p><i>S6.7 Shows understanding, empathy, and compassion for others through words or gestures</i></p> <p><i>S6.8 Labels others' emotions</i></p> <p><i>S6.9 Appropriately labels increasingly complex emotions in others (e.g., pride, embarrassment, jealousy)</i></p> <p><i>S6.10 Responds appropriately to others' emotions</i></p> <p><i>S6.11 Shows increasing understanding and appreciation of the perspectives of peers</i></p>	<p>SED 4 Social Relationships</p> <p>SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.</p> <p>SED 4.4 Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad.</p> <p>SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p> <p>SED 4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.</p> <p>PD 3 Safety</p> <p>PD 3.4 Seeks opportunities to help others. Tries to solve own social problems.</p>
<p>S7 Building relationships</p>	
<p><i>S7.1 Shows a preference for a trusted adult</i></p>	<p>SED 2 Self-Regulation</p>

<p><i>S7.2 Notices or responds to others</i></p> <p><i>S7.3 Shows preferences for one or more adults or children</i></p> <p><i>S7.4 Shows some awareness or caution with unfamiliar adults</i></p> <p><i>S7.5 Uses trusted adult(s) as a base from which to explore</i></p> <p><i>S7.6 Seeks out familiar adults and children for conversation and play</i></p> <p><i>S7.7 Manages routine separations with decreasing amount of distress</i></p> <p><i>S7.8 Shares information and participates in activities with adults and peers</i></p> <p><i>S7.9 Builds friendships through play, learning activities and conversation with peers</i></p> <p><i>S7.10 Uses trusted adults for support in diverse settings (e.g., classroom, outside) when in need of assistance.</i></p>	<p>SED 2.1 Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine.</p> <p>SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.</p> <p>SED 2.3 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change.</p> <p>SED 3 Attention and Persistence</p> <p>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>SED 4 Social Relationships</p> <p>SED 4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. Enjoys turn-taking games such as peekaboo.</p> <p>SED 4.4 Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad.</p> <p>SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p>
<p>S8 Social skills</p>	
<p><i>S8.1 Notices others and chooses similar materials or copies actions</i></p> <p><i>S8.2 Play with others in a parallel manner</i></p> <p><i>S8.3 Recognizes similarities and differences between self and others</i></p> <p><i>S8.4 Enters play groups using various strategies</i></p> <p><i>S8.5 Seeks a preferred playmate</i></p> <p><i>S8.6 Shows flexibility in roles during play</i></p> <p><i>S8.7 Initiates, joins, and sustains cooperative play and conversations with others</i></p> <p><i>S8.8 Shows concern, respect, care, and appreciation for others and the environment</i></p> <p><i>S8.9 Actively helps solve problems with others</i></p> <p><i>S8.10 Takes turns</i></p> <p><i>S8.11 Shows increasing ability to initiate and engage in positive interactions with peers and adults</i></p> <p><i>S8.12 Solves problems with others most of the time, appropriately using support of adults and peers as needed</i></p>	<p>SED 1 Self-Awareness</p> <p>SED 1.1 Explores self and others by using senses.</p> <p>SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p> <p>SED 4 Social Relationships</p> <p>SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.</p> <p>SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p> <p>SED 4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.</p>

The Arts	
Components A1 - 2: Exploring the Arts	
A1 Child shows an interest in learning about different artistic experiences	
<p><i>A1.1 Actively explores their environment (through song, music, movement etc) to enrich their senses</i></p> <p><i>A1.2 Begins to choose senses to explore</i></p> <p><i>A1.3 Investigates different art experiences</i></p> <p><i>A1.4 Select their own art experience during play</i></p> <p><i>A1.5 Integrates a variety of art experiences during play</i></p>	<p>CA 2 Dance & Movement CA 2.1 Moves body in a variety of ways. Uses body language to express feelings.</p> <p>CA 3 Visual Arts CA 3.1 Explores materials using gross motor movements and senses. Expresses emotions while exploring materials. CA 3.2 Uses hands and feet to explore a variety of media. Scribbles, colors or paints intentionally on paper. CA 3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols. CA 3.4 Chooses an object or art tool to use with a given medium for a desired effect. Makes choices throughout the artistic process.</p>
A2 Child can distinguish differences within each area of artistic expression	
<p><i>A2.1 Notices differences</i></p> <p><i>A2.2 Show a preference for toys, people, experiences</i></p> <p><i>A2.3 Chooses a artistic expression of their choice</i></p> <p><i>A2.4 Uses art-related vocabulary when discussing different media (stage, easel, brush, etc.)</i></p> <p><i>A2.5 Discuss differences among artistic expression</i></p>	<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 3 Visual Arts CA 3.6 Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object. Explains how it was made.</p> <p>CA 2 Dance and Movements CA 2.2 Moves body purposely. Sways or bounces to music. Uses purposeful gestures and body language to communicate. CA 2.4 Describes and demonstrates multiple ways to move body parts. Moves to the beat. Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements.</p> <p>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</p>

	engages in conversations through multiple exchanges.
Components A3-4: Using the Arts to Express Ideas and Emotions	
A3 Child demonstrates interest and emotions in artistic expression	
<p><i>A3.1 Responds to music by vocalizing, moving body, smiling or frowning at pictures, colors, shapes, etc.</i></p> <p><i>A3.2 Shows emotion when engages in artistic expression</i></p> <p><i>A3.3 Chooses to spend time in artistic expression with available materials (paint, crayons, dramatic play, music etc...) and shares ideas</i></p> <p><i>A3.4 Demonstrates their preference by combining artistic elements (color, sound, media etc.)</i></p> <p><i>A3.5 Elects to spend time in artistic expression with purpose and analyzes their work</i></p>	<p>CA 2 Dance & Movement</p> <p>CA 2.1 Moves body in a variety of ways. Uses body language to express feelings.</p> <p>CA 3 Visual Arts</p> <p>CA 3.1 Explores materials using gross motor movements and senses. Expresses emotions while exploring materials.</p> <p>CA 3.2 Uses hands and feet to explore a variety of media. Scribbles, colors or paints intentionally on paper.</p> <p>CA 3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.</p> <p>CA 3.5 Uses artistic tools and media to create intentional designs or images. Plans, designs and seeks materials to make a creation.</p>
A4 Child understands patterns in artistic media	
<p><i>A4.1 Imitates sounds, motions and gestures</i></p> <p><i>A4.2 Shows preference for familiar sounds, motions and gestures</i></p> <p><i>A4.3 Begins to duplicate artistic patterns</i></p> <p><i>A4.4 Extends their artistic patterns with sounds, music, motions, gestures and materials</i></p> <p><i>A4.5 Creates their own artistic patterns</i></p>	<p>CA 1 Music</p> <p>CA 1.1 Responds to sounds. Makes sounds to communicate feelings.</p> <p>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 1.4 Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction. Uses voice, common objects or instruments to create music. Identifies self as a musician.</p> <p>CA 1.5 Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs. Uses voice or instruments to express feelings or to mimic sound effects.</p> <p>CA 1.6 Creates simple rhythm patterns. Controls pitch when singing a familiar song. Communicates ideas by creating rhythm and/or melody.</p> <p>MR 5 Patterns</p> <p>MR 5.4 Creates and extends two-step patterns.</p>
Component A5: Self-Expression in the Arts	

A5 Child uses art for self-expression	
<p><i>A5.1 Expresses emotions when exposed to the arts</i> <i>A5.2 Shows preference in a variety of the arts to express oneself</i> <i>A5.3 Shares feelings and ideas through the arts</i> <i>A5.4 Describes own feelings through artistic expression</i> <i>A5.5 Intentionally uses art for self-expression</i></p>	<p>CA 2 Dance & Movement CA 2.1 Moves body in a variety of ways. Uses body language to express feelings. CA 2.2 Moves body purposely. Sways or bounces to music. Uses purposeful gestures and body language to communicate.</p> <p>CA 3 Visual Arts CA 3.1 Explores materials using gross motor movements and senses. Expresses emotions while exploring materials. CA 3.5 Uses artistic tools and media to create intentional designs or images. Plans, designs and seeks materials to make a creation.</p> <p>SED 2 Self Regulation SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.</p>

Approaches to Learning	
Component AL1-2: Initiative and Curiosity	
AL1 Inquisitiveness	
<p><i>AL1.1 Shows interest in the environment primarily through looking and listening</i> <i>AL1.2 Responds to people by looking kicking legs, vocalizing, reaching</i> <i>AL1.3 Demonstrates readiness for new experiences</i> <i>AL1.4 Uses senses to explore their environment</i> <i>AL1.5 Seeks and taking pleasure in new skills</i> <i>AL1.6 Approaches new materials in the environment with interest</i> <i>AL1.7 Investigates and experiments with materials with enthusiasm</i> <i>AL1.8 Tries different ways of combining materials</i> <i>AL 1.9 Asks questions</i> <i>AL1.10 Scans environment and notices new objects, materials and activities right away. Asks about them</i> <i>AL1.11 Eager to investigate new things and have new experiences</i></p>	<p>SED 1 Self-Awareness SED 1.1 Explores self and others by using senses.</p> <p>SCI 1 Investigation and 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> <p>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</p> <p>CA 3 Visual Arts CA 3.4 Chooses an object or art tool to use with a given medium for a desired effect. Makes choices throughout the artistic process.</p> <p>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.</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.</p>
AL2 Wonderment	
<p><i>AL2.1 Vocalizes in response to a new person, toy or experience</i> <i>AL2.2 Bangs, moves, throws and dumps materials with pleasure</i> <i>AL2.3 Turns objects around, upside down and inside out to examine characteristics</i> <i>AL2.4 Verbally expresses interest when encountering novel objects or events</i> <i>AL2.5 Independently seeks out new experiences, objects, or materials for own enjoyment</i></p>	<p>SCI 1 Investigation and 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> <p>LLD 2 Communication LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate. LLD 2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts.</p> <p>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.</p>
Component AL3-6: Attentiveness, Engagement and Persistence	
AL3 Attending	
<p><i>AL3.1 Recognizes primary caregiver and familiar objects by touch, sight, sound, smell</i> <i>AL3.2 Stays focused on activities for a short period of time</i> <i>AL3.3 Maintains attention for longer periods of time</i> <i>AL3.4 Returns to an activity after an interruption</i> <i>AL3.5 Engages in play with peers for extended period of time</i> <i>AL3.6 Attends in a large group for short periods</i> <i>AL3.7 Attends in large group activities led by teacher for sustained periods</i> <i>AL3.8 Participates in large group activities and discussions</i> <i>AL3.9 Listens to others</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.</p> <p>SED 3 Attention and Persistence SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another. 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.</p> <p>LLD 1 Listening</p>

	<p>LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions.</p> <p>LLD 4 Alphabetic Knowledge</p> <p>LLD 4.1 Looks for familiar people and objects when given their names. Babbles or repeats sounds.</p> <p>SCI 3 Physical Science</p> <p>SCI 3.1 Uses senses to explore objects in immediate environment. Kicks feet or shakes arms to make other objects move.</p>
AL4 Self-direction	
<p><i>AL4.1 Shows preference for people, objects, and food</i></p> <p><i>AL4.2 Makes choices seeking occasional assistance from adult</i></p> <p><i>AL4.3 Makes choices independently</i></p> <p><i>AL4.4 Engages in self-initiated activities for sustained periods of time</i></p>	<p>SED 1 Self Awareness</p> <p>SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p> <p>SED 1.4 When given two to three options, chooses his/her most desired option.</p> <p>SED 3 Attention and Persistence</p> <p>SED 3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.</p> <p>SCI 1 Investigation & 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>
AL5 Diligence	
<p><i>AL5.1 Repeats actions intentionally to achieve goals</i></p> <p><i>AL5.2 Interacts with others, objects or activities for short periods of time</i></p> <p><i>AL5.3 Seeks assistance then persists to complete task</i></p> <p><i>AL5.4 Works at a task despite distractions</i></p> <p><i>AL5.6 Conscientiously attempts to complete assigned tasks</i></p>	<p>SED 3 Attention and Persistence</p> <p>SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.</p> <p>SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p> <p>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>SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.</p>
AL6 Resilience	
<p><i>AL6.1 Calms self when frustrated</i></p>	<p>SED 2 Self Regulation</p>

<p>AL6.2 <i>When upset, can recover in a reasonable amount of time</i> AL6.3 <i>Handles transitions comfortably</i> AL6.4 <i>Copes with change, persists and moves ahead</i> AL6.5 <i>Approaches new tasks with confidence</i> AL6.6 <i>Maintains a positive outlook in spite of challenges</i> AL6.7 <i>Demonstrates ability to adjust to changes</i></p>	<p>SED 2.1 Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine. 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 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 a desired thing or person.</p>
<p>Component AL7-9: Creativity</p>	
<p>AL7 Immersion</p>	
<p>AL7.1 <i>Looks and listens with intensity</i> AL7.2 <i>Explores environment with purpose</i> AL7.3 <i>Shows preference for certain activities, objects and materials through sustained involvement</i> AL7.4 <i>Repeatedly becomes engrossed in activities of own choosing.</i> AL7.5 <i>Rarely shows boredom when engaged in preferred activities</i> AL7.6 <i>When interested in a topic seeks opportunities to learn more and satisfy own curiosity</i></p>	<p>SED 1 Self Awareness SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family. SED 1.4 When given two to three options, chooses his/her most desired option. SED 3 Attention and Persistence SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity. SCI 1 Investigation and 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 2.1 Explores immediate environment using senses. Reacts to weather changes in immediate environment. 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.</p>
<p>AL8 Playfulness</p>	
<p>AL8.1 <i>Smile, coos and laughs</i> AL8.2 <i>Begins to be playful with familiar people and objects</i> AL8.3 <i>Explores and uses materials in new and unconventional ways</i></p>	<p>CA 1 Music CA 1.1 Responds to sounds. Makes sounds to communicate feelings. CA 2 Dance and Movement</p>

<p>AL8.4 Observes others when they are laughing and smiles or laughs too</p> <p>AL8.5 Shows interest in other's play and seeks out others to play</p> <p>AL8.6 Uses a variety of voice inflections and facial expressions in play; laughs</p> <p>AL8.7 Tries out various pretend roles</p> <p>AL8.8 Experiments with new ways to combine materials when playing</p> <p>AL8.9 Approaches tasks with imagination and inventiveness</p>	<p>CA 2.6 Recalls a simple movement pattern and performs it individually or in a group. Expresses ideas, feelings and stories through creative movement.</p> <p>CA 4 Drama</p> <p>CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p> <p>SED 4 Social Relationships</p> <p>SED 4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. Enjoys turn-taking games such as peekaboo.</p> <p>SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p> <p>MR 2 Spatial Awareness</p> <p>MR 2.1 Plays with objects and toys that are a variety of shapes. Participates as caregiver raises arms or legs and says up/down. Tries to put one object inside another.</p>
<p>AL9 Production</p>	
<p>AL9.1 Shows excitement and pleasure at making something happen (activates mobile by kicking foot, drops toy and hears a "bang")</p> <p>AL9.2 Wants to do things by self and has own way of doing thing</p> <p>AL9.3 Begins to play with toys, objects and materials in new, ways.</p> <p>AL9.4 Begins to organize play and carry out own plans</p> <p>AL9.5 Engages in inventive social play</p> <p>AL9.6 Engages in inventive play with materials</p> <p>AL9.7 Tries out different ways to accomplish a task</p> <p>AL9.8 Becomes absorbed in the process of creating</p> <p>AL9.9 Purposefully works to create unique products of own choosing</p>	<p>CA 3 Visual Arts</p> <p>CA 3.1 Explores materials using gross motor movements and senses. Expresses emotions while exploring materials.</p> <p>CA 3.4 Chooses an object or art tool to use with a given medium for a desired effect. Makes choices throughout the artistic process.</p> <p>CA 4 Drama</p> <p>CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p> <p>SED 4 Social Relationships</p> <p>SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p> <p>MR 2 Spatial Awareness</p> <p>MR 2.1 Plays with objects and toys that are a variety of shapes. Participates as caregiver raises arms or legs and says up/down. Tries to put one object inside another.</p> <p>MR 2.2 Purposely turns or spins objects. Follows simple positional directions such as on/off, over/under and up/down. Fills container then dumps out the contents.</p>
<p>Component AL10-13: Processing and Utilizing Information</p>	

<p>AL10 Working Memory</p>	
<p><i>AL10.1 Demonstrates understanding of object permanence</i> <i>AL10.2 Uses some prior experiences to build new knowledge and solve problems</i> <i>AL10.3 Anticipates familiar, daily events</i> <i>AL10.4 Able to remember and pretend a sequence of events</i> <i>AL10.5 Recites simple songs, rhymes, a short sequence of letters, numbers, etc.</i> <i>AL10.6 Recalls and follows multi step directions of increasing complexity</i> <i>AL10.7 Recites complete songs or rhymes</i> <i>AL10.8 Independently carries out all of the steps in daily routines such as putting toys away, preparing for lunch, etc</i> <i>AL10.9 Participates in discussions about familiar topics and contributes relevant information</i></p>	<p>LLD 1 Listening 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 2.5 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>SED 3 Attention and Persistence SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to. SED 3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.</p> <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. CA 1.5 Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs. Uses voice or instruments to express feelings or to mimic sound effects.</p> <p>SCI 1 Investigation & Inquiry SCI 1.1 Looks for a person or toy that has moved out of sight. Reacts to changes.</p> <p>MR 5 Patterns MR 5.2 Attempts to mimic vocal and physical patterns.</p>
<p>AL11 Symbolic Representation</p>	
<p><i>AL11.1 Imitates actions or makes a sound to represent or stand for an object or event (“Arf” for dog)</i> <i>AL11.2 Acts out a sequence of related actions to recreate personal experiences (feeding teddy bear with a spoon, etc)</i> <i>AL11.3 Begins to use one object to stand for another in play. (block as a telephone)</i> <i>AL11.4 After exploring and experimenting with materials, labels their creation</i> <i>AL11.5 Begins to intentionally plan how to use materials to express an idea(may have a story in mind when pretending)</i> <i>AL11.6 Notices written words represent objects, people or events and begins</i></p>	<p>CA 3 Visual Arts CA 3.4 Chooses an object or art tool to use with a given medium for a desired effect. Makes choices throughout the artistic process.</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. CA 4.4 Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object.</p> <p>LLD 2 Communication LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.</p>

<p><i>to use in play</i> <i>AL11.7 Plans and creates elaborate play plots, stories, block structures and art projects</i> <i>AL11.8 Begins to use print as a tool to express thoughts, ideas and to intentionally communicate</i></p>	<p>LLD 5 Concepts of Print LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text. 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. 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.</p>
<p>AL12 Cognitive Flexibility/ Reasoning</p>	
<p><i>AL12.1 Recognizes their actions can cause a specific response</i> <i>AL12.2 Notices similarities and differences</i> <i>AL12.3 Anticipates what will happen next</i> <i>AL12.4 Makes inferences based on what is seen, heard, smelled, etc.</i> <i>AL12.5 Considers possibilities for why something happened</i> <i>AL12.6 Predicts and hypothesizes what will happen next</i> <i>AL12.7 Forms theories about why things happen</i> <i>AL12.8 Draws conclusions and can explain their thinking</i> <i>AL12.9 Considers another point of view and will change opinion or idea when faced with new information</i> <i>AL12.10 Collaborates with others to investigate a situation or problem</i></p>	<p>LLD 6 Reading Comprehension 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. SCI 1 Investigation and Inquiry SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes. MR 3 Shapes MR 3.2 Matches two identical shapes. MR 4 Measurement MR 4.3 Determines which object is bigger (heavier, longer) when given two objects. MR 7 Logic and Reasoning MR 7.1 Reacts to a problem and seeks a desired outcome. MR 7.2 Experiments with cause and effect.</p>
<p>AL13 Problem Solving</p>	
<p><i>AL13.1 Notices and pays attention to things that seem amiss</i> <i>AL13.2 Examines objects that don't respond as usual; attempts to make object work as expected</i> <i>AL13.3 Communicates to others that there is a problem and request that they solve it</i> <i>AL13.4 Makes guesses about how a problem might be solved and with support is willing to follow through to a solution</i> <i>AL13.5 Independently attempts to solve problems</i></p>	<p>SED 4 Social Relationships SED 4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly. MR 7 Logic and Reasoning MR 7.1 Reacts to a problem and seeks a desired outcome. MR 7.2 Experiments with cause and effect.</p>

AL13.6 Explains the possible solution and the outcome
 AL13.7 Evaluates the outcome of attempted solutions and makes revisions if necessary

MR 7.3 Recognizes a problem and asks for help.
 MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem.
 MR 7.6 Mentally eliminates possible solutions to a problem by thinking through their potential results.
 MR 7.7 Explains the sequence of his or her problem-solving strategy.

Language, Literacy and Communications: Cognitive

Component LLC 1-2: Listening and Understanding; Receptive Language

L1 Language comprehension

L1.1 Turns toward and focuses on nearby adult caregiver who is speaking
 L1.2 Watches caregiver actions and gestures
 L1.3 Responds to nonverbal and verbal cues
 L1.4 Responds to conversation, questions, and requests
 L1.5 Responds to an object or action label such as ball or eat
 L1.6 Responds to increasingly complex sentences
 L1.7 Responds to descriptive language about objects, actions, and concepts
 L1.8 Shows understanding of questions and statements about people, objects, ideas, and feelings
 L1.9 Points to or places an object in/out, under/over and top/bottom when asked
 L1.10 Notices when adults use unusual or uncommon words
 L1.11 Responds to direct questions and follows simple directions
 L1.12 Points to or places objects before, after, above, and below based on verbal cues
 L1.13 Follows directions that involve two or more steps
 L1.14 Responds to increasingly complex prepositional directions, such as beside, around and next to

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.
 LLD 1.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts. With prompts and gestures, follows a one-step direction.
 LLD 1.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally.
 LLD 1.4 Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story or request then responds appropriately. Follows unrelated two-step directions given verbally.

LLD 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.

LLD 4 Alphabetic Knowledge

LLD 4.1 Looks for familiar people and objects when given their names. Babbles or repeats sounds.

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.
Component LLC 3-4: Communicating and Speaking; Expressive Language	
L2 Social conversation	
<p><i>.1 Coos and gurgles, babbles, and imitates facial expressions to caregivers</i> <i>L2.2 Begins a conversation through body movements</i> <i>L2.3 Uses sounds, gestures, or actions to communicate and express needs and wants</i> <i>L2.4 Makes different sounds in response to objects, people, or activities</i> <i>L2.5 Uses real or made-up words or signs to express basic wants and needs</i> <i>L2.6 Adds to or extends conversations with others</i> <i>L2.7 Uses sounds, signs, words, phrases for desires and interests</i> <i>L2.8 Begins to ask "why" questions</i> <i>L2.9 Starts conversations with others</i> <i>L2.10 Continues conversations with comments or questions</i> <i>L2.11 Negotiates, shares, plans, and solves problems with others</i> <i>L2.12 Asks and answers questions to seek help or get information</i></p>	<p>SED 1 Self Awareness SED 1.5 Describes and compares preferences of self and others. SED 1.6 Negotiates to attain personal preference in a situation.</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. SED 4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.</p> <p>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. 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 1.6 Shows understanding of a series of complex statements that explain how or why. Asks and answers general questions about information or stories shared verbally.</p> <p>LLD 2 Communication LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate. 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>MR 7 Logic and Reasoning MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem.</p>
L3 Vocabulary and syntax	

<p>L3.1 Imitates and repeats pitch and duration of caregiver sounds L3.2 Uses a few words or word approximations to represent concepts L3.3 Names a few objects and people L3.4 Imitates animal and other environmental sounds L3.5 Constructs simple two-word sentences (object and action) L3.6 Rapidly increases use and number of sounds and words L3.7 Uses increasingly complex and varied vocabulary and language L3.8 Rapidly increases use of descriptive words such as <i>giant, scary, silly</i> L3.9 Uses verbs such as <i>have, had, or will</i> in everyday conversation L3.10 Uses short sentences to shares information about experiences, people, places, and things L3.11 Uses increasingly precise adverbs such as <i>quietly, loudly, quickly</i> L3.12 Uses more new and precise words L3.13 Correctly uses some past tense and irregular verbs (<i>go, went, gone</i>) L3.14 Uses sentences that express logical relationships between concepts L3.15 Uses increasingly specific words to name objects and their features and functions L3.16 Shares information about experiences, people, places, and things in sequence</p>	<p>LLD 2 Communication LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate. 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. 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. LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges. LLD 2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts. LLD 3 Phonological Awareness LLD 3.2 Imitates sounds and tones. LLD 4 Alphabetic Knowledge LLD 4.7 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.</p>
<p>Component LLC 5-13: Emergent Reading</p>	
<p>L4 Motivation, engagement</p>	
<p>L4.1 Likes to be read to and shown pictures L4.2 Makes sounds while looking at text or images L4.3 Points to a few pictures in books and in response to adult questions L4.4 Demonstrates interest and involvement with books and other print materials L4.5 Relates an object in a book or print to the real object L4.6 Imitates reading L4.7 Shows interest in both pictures and text L4.8 Asks for or picks out favorite texts L4.9 Focuses on a book while listening to the reader L4.10 Shows persistence with longer and more complex narratives and informational text L4.11 Offers a personal response to stories read aloud L4.12 Actively participates in reading activities with enjoyment and purpose L4.13 Retells familiar stories using the book as a guide</p>	<p>LLD 2 Communication LLD 2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts. LLD 4 Alphabetic Knowledge LLD 4.2 Identifies a familiar object or person when shown a drawing or photo. Points at words printed on a page and pretends to read aloud. LLD 4.6 Reads high-frequency sight words. Identifies all letters and their sounds. Begins to sound out the letters in two- to four-letter words. 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. LLD 6.2 Points to pictures and repeats words from familiar stories. Answers</p>

	<p>“where” questions by pointing.</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>
L5 Phonological awareness	
<p><i>L5.1 Looks at caregiver’s lips and face when caregiver is speaking</i></p> <p><i>L5.2 Pays attention to sounds in the environment and the spoken language from caregivers</i></p> <p><i>L5.3 Shows interest in songs, rhymes, chants, and stories</i></p> <p><i>L5.4 Recognizes sounds used by speakers of child’s home language</i></p> <p><i>L5.5 Imitates sounds heard in the environment</i></p> <p><i>L5.6 Identifies sounds heard in the environment</i></p> <p><i>L5.7 Repeats different sounds in rhymes and familiar words</i></p> <p><i>L5.8 Distinguishes between spoken language and environmental sounds</i></p> <p><i>L5.9 Recalls previously heard words, songs, and rhymes</i></p> <p><i>L5.10 Shows interest in and associates sounds with words</i></p> <p><i>L5.11 Playfully explores sounds, words, and language, including rhyme and alliteration</i></p> <p><i>L5.12 Identifies and continues sound patterns in words</i></p> <p><i>L5.13 Plays with the sounds in spoken language, independent of meaning</i></p>	<p>LLD 2 Communication</p> <p>LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.</p> <p>LLD 3 Phonological Awareness</p> <p>LLD 3.1 Babbles and vocalizes using sound, volume and inflection.</p> <p>LLD 3.2 Imitates sounds and tones.</p> <p>LLD 3.3 Shows awareness of separate words in spoken language.</p> <p>LLD 3.4 Identifies words that have a similar beginning sound.</p> <p>LLD 3.5 Identifies the beginning and ending sounds of words.</p> <p>LLD 3.6 Counts syllables in spoken words. Isolates and pronounces the sound of each syllable.</p> <p>MR 5 Patterns</p> <p>MR 5.7 Creates or extends increasing or decreasing patterns.</p>
L6 Letter recognition	
<p><i>L6.1 Recognizes familiar faces</i></p> <p><i>L6.2 Shows interest in familiar photos, pictures, and drawings</i></p> <p><i>L6.3 Recognizes familiar photos, pictures, drawings</i></p> <p><i>L6.4 Recognizes symbols, colors, and shapes</i></p> <p><i>L6.5 Points to and names some letters (especially in their own name)</i></p> <p><i>L6.6 Recognizes how features of a letter combine to make a specific letter</i></p> <p><i>L6.7 Differentiates between letters and other symbols</i></p>	<p>SED 4 Social Relationships</p> <p>SED 4.2 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.</p> <p>LLD 4 Alphabetic Knowledge</p> <p>LLD 4.1 Looks for familiar people and objects when given their names. Babbles or repeats sounds.</p> <p>LLD 4.2 Identifies a familiar object or person when shown a drawing or photo. Points at words printed on a page and pretends to read aloud.</p> <p>LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.</p> <p>LLD 4.4 Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their 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>

L7 Concepts of print	
<p><i>L7.1 Explores books by grasping and bringing to mouth to suck and chew</i> <i>L7.2 Attempts to hold board books with both hands</i> <i>L7.3 Turns pages of board books</i> <i>L7.4 Turns book or text right side up</i> <i>L7.5 Identifies front and back of book</i> <i>L7.6 Demonstrates understanding that print has meaning</i> <i>L7.7 Looks at books or shares them from front to back</i> <i>L7.8 Recognizes some parts of a book and conventions of print</i> <i>L7.9 Knows that English print is left to right and top to bottom</i> <i>L7.10 Points to words and attempts to read, or asks, "what does it say?"</i></p>	<p>LLD 5 Concepts of Print LLD 5.1 Looks at or points to pictures. Opens and closes books. LLD 5.2 Identifies a familiar object or person when shown a drawing or photo. Points at words printed on a page and pretends to read aloud. 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. LLD 5.5 Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.</p>
L8 Comprehension of narrative text	
<p><i>L8.1 Pays attention to stories read out loud</i> <i>L8.2 Points to or gestures toward characters during reading</i> <i>L8.3 Understands stories read or told</i> <i>L8.4 Talks about, gestures, or points to characters and events during reading or storytelling</i> <i>L8.5 Relates objects in stories to objects in the real world</i> <i>L8.6 Talks about characters and events during reading</i> <i>L8.7 Asks and answers questions during story reading</i> <i>L8.8 Acts out, draws, or describes parts of a story</i> <i>L8.9 Can identify and describe basic information from the text</i> <i>L8.10 Retells important information from a story</i> <i>L8.11 Tells simple stories and experiences about own life</i> <i>L8.12 Responds to and uses vocabulary related to key concepts in the text</i> <i>L8.13 Predicts what will happen next in a story using words or drawings</i> <i>L8.14 Retells a story using a variety of media, materials, and props</i> <i>L8.15 Restates and describes the concepts from the text</i></p>	<p>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. LLD 6.2 Points to pictures and repeats words from familiar stories. Answers "where" questions by pointing. 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>
Component LLC 14: Writing	
L9 Writing conventions	
<p><i>L9.1 Grasps and squeezes a toy or object</i> <i>L9.2 Uses hands or feet to make a connection with objects or people</i> <i>L9.3 Coordinates eye and hand movements and has control over grasp</i> <i>L9.4 Uses small muscles to do simple tasks</i></p>	<p>LLD 7 Writing LLD 7.1 Explores writing materials. LLD 7.2 Makes random marks with writing tools. Make handprints or fingerprints.</p>

L9.5 Attempts to use a variety of writing tools such as crayons and markers
L9.6 Uses scribbles, shapes, or pictures to represent thoughts and ideas
L9.7 Demonstrates interest in writing as a way of communicating
L9.8 Uses letter-like symbols to make letters or words
L9.9 Uses drawing to represent writing
L9.10 Writes own name, and words about things that interest them
L9.11 Understands there are different purposes for writing, such as stories, lists, signs, etc.
L9.12 Uses invented spelling
L9.13 Uses words, pictures, letters, or letter-like symbols to communicate information and ideas, or compose original stories

LLD 7.3 Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks. Scribbles or draws marks as a representation of an object or person.
 LLD 7.4 Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what they represent.
 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.

Mathematics

Component M1-6: Number Knowledge

M1 Rote counting

M1.1 Releases one item to reach for another
M1.2 Uses body language to indicate a desire for more
M1.3 Imitates use of at least one number word
M1.4 Imitates counting
M1.5 Recites number words but not necessarily in the correct order
M1.6 Recites number words correctly, up to 3
M1.7 Names familiar numerals
M1.8 Shows interest in counting or number oriented play, and notices numbers in the environment during free play
M1.9 Orders a few objects by size with assistance
M1.10 Recites number words in the correct sequence up to 10
M1.11 Recognizes when others make errors in the number word sequence
M1.12 Points to objects while reciting number word sequence
M1.13 Begins to write number-like forms
M1.14 Recites number word aloud, forward, up to at least 29 (allow for some mistakes), without objects
M1.15 Recites number words aloud, backward, down from at least 10 without objects
M1.16 Is able to name the next number word for numbers up to 9
M1.17 Reads and writes numerals from 0 to 10, with some reversals possible

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.
 MR 1.2 Recognizes the numeral one and sees other numerals around the room. Repeats number words when heard. Demonstrates an understanding of one, two and more.
 MR 1.3 Recognizes numerals to three. Points to one object at a time while counting (not always in correct order). Creates groups of objects. Adds to and removes from group as prompted.
 MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.
 MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.
 MR 1.6 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 $7 = 2 + 5$.

M2 Meaningful Counting	
<p><i>M2.1 Imitates one to one correspondence</i> <i>M2.2 Correctly uses 1:1 correspondence up to 4 items</i> <i>M2.3 Demonstrates and uses 1:1 correspondence with sets larger than four</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 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts. MR 5 Patterns MR 5.4 Creates and extends two-step patterns.</p>
M3 Cardinality	
<p><i>M3.1 Responds to request to give a small quantity items (one, two)</i> <i>M3.2 Gives 1 item correctly, upon request</i> <i>M3.3 Gives 2 items or more upon request for 2, inconsistently</i> <i>M3.4 Gives exactly 4 consistently when asked</i> <i>M3.5 Gives 5 or more items correctly and consistently when asked</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 1.4 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. 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.</p>
M4 Ordinality	
<p><i>M4.1 Identifies first or second item in a sequence, upon request</i> <i>M4.2 Uses terms like first; most; last; before, to refer to ordinal position</i> <i>M4.3 Recognizes that a number can be used to represent a position in a sequence</i></p>	<p>MR 1 Number Sense MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts. MR 5 Patterns MR 5.3 Copies patterns with two steps, such as red-blue, red-blue. MR 5.6 Determines the missing piece of a pattern within a set sequence. Recognizes simple patterns in the environment.</p>
M5 Comparing numbers and quantities	

<p><i>M5.1 Grasps one object and reaches for another</i> <i>M5.2 Demonstrates understanding of some descriptive words, such as responding to questions</i> <i>M5.3 Separates a few items into groups using own method such as color, size, etc.</i> <i>M5.4 Nests smaller objects inside larger objects</i> <i>M5.5 Compares two sets of up to 4 objects accurately using terms like more/less; a little/a lot</i> <i>M5.6 Uses terms like more/less; bigger/smaller; a little bit/a lot; to refer to approximate quantities</i> <i>M5.7 Verbally estimates quantities without counting, although inconsistently and allowing for mistakes</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. MR 1.2 Recognizes the numeral one and sees other numerals around the room. Repeats number words when heard. Demonstrates an understanding of one, two and more. MR 1.3 Recognizes numerals to three. Points to one object at a time while counting (not always in correct order). Creates groups of objects. Adds to and removes from group as prompted. MR 4 Measurement MR 4.4 Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help. MR 4.5 Estimates (not always logically) size and volume. Measures and describes findings. MR 6 Classification MR 6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics.</p>
<p>M6 Relation and operations</p>	
<p><i>M6.1 Notices when the quantity of a set of up to 4 objects has increased or decreased</i> <i>M6.2 States the number that comes next or before up to 5</i> <i>M6.3 Understands that a quantity changes (increases or decreases) when a set of objects is added to/subtracted from (respectively)</i> <i>M6.4 States the number that comes next or before up to 10</i> <i>M6.5 Understands that the quantity of a set of (more than 4) objects has been changed</i> <i>M6.6 Without recounting, can add one more to a set, even when the set isn't visible after counting</i> <i>M6.7 Demonstrates ability to combine and separate items within a small set without changing the total number in the set (up to 5)</i> <i>M6.8 Uses simple physical strategies to combine or separate sets</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. MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts. MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects. MR 5 Patterns MR 5.6 Determines the missing piece of a pattern within a set sequence. Recognizes simple patterns in the environment.</p>
<p>Component M7: Measurement</p>	
<p>M7 Measurement</p>	
<p><i>M7.1 Experiments with “full” and “empty”</i> <i>M7.2 Orders a few objects by size with assistance</i> <i>M7.3 Brings objects closer together to compare them</i></p>	<p>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</p>

<p>M7.4 Imitates using an object to measure another object M7.5 Identifies which of two small sets (less than 4) is more upon request M7.6 Uses language to describe “full” and “empty” M7.7 Shows understanding of measurement terms (longer/shorter, taller/shorter, fullest, farthest, closest) M7.8 Uses terms like more/less; a little bit; a lot; to refer to continuous properties like water, sand, height M7.9 Compares and orders more than two items in some way M7.10 Uses comparison vocabulary (longer/shorter, taller/shorter, farthest/closest)</p>	<p>contents. MR 4 Measurement MR 4.2 Explores size and weight of objects in relation to self. MR 4.3 Determines which object is bigger (heavier, longer) when given two objects. MR 4.4 Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help. MR 4.5 Estimates (not always logically) size and volume. Measures and describes findings.</p>
<p>Component M8: Patterns</p>	
<p>M8 Repeating patterns</p>	
<p>M8.1 Anticipates familiar routines M8.2 Carries out familiar routines M8.3 Follows a familiar simple pattern (sound, body movement sequence like Patty Cake) M8.4 Follows an unfamiliar simple pattern (sound, body, color, size, movement) M8.5 Recognizes repeating patterns M8.6 Copies existing pattern with same materials M8.7 Extends a simple pattern with the same materials M8.8 Uses words or pictures to describe a simple pattern M8.9 Applies a simple pattern rule to different materials or mode (sound, body, color, size, movement) M8.10 Copies complex patterns with same materials M8.11 Applies a complex pattern rule using different materials or mode (sound, body, color, size, movement)</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. MR 5 Patterns MR 5.1 Plays predictable activities with caregivers such as pat-a-cake and peekaboo. MR 5.2 Attempts to mimic vocal and physical patterns. MR 5.3 Copies patterns with two steps, such as red-blue, red-blue. MR 5.4 Creates and extends two-step patterns. MR 5.5 Creates and extends three- and four-step patterns and plays complex memory games. MR 5.6 Determines the missing piece of a pattern within a set sequence. Recognizes simple patterns in the environment.</p>
<p>Component M9-11: Geometry and Spatial Thinking</p>	
<p>M9 Knowledge and visualization of shapes</p>	
<p>M9.1 Shows interest in shapes M9.2 Begins to recognize 2 dimensional (2D) and 3 dimensional (3D) shapes such as circles, spheres, squares, and cubes, such as by sorting or puzzle pieces M9.3 Points to familiar 2D and 3D shapes (circle, spheres, squares, cubes, triangles) when asked, thereby showing recognition of shape names</p>	<p>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. MR 2.6 Identifies 2D and 3D shapes regardless of orientation. Makes simple maps or models to represent the location of objects. Creates complex shapes</p>

<p><i>M9.4 Recognizes geometric shapes in the environment</i> <i>M9.5 Begins to describe the features (attributes) that define 2D and #D shapes, including sides and corners</i> <i>M9.6 Puts together (composes) and takes apart (decomposes) shapes</i> <i>M9.7 Composes and decomposes shapes/ constructions with increasing complexity</i></p>	<p>by putting together or taking apart other shapes. MR 3 Shapes MR 3.1 Manipulates objects that are a variety of 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>
<p>M10 Transformations and symmetry</p>	
<p><i>M10.1 Attends and responds to moving objects and sounds, relative to themselves</i> <i>M10.2 Develops increasing ability to change positions and move body from place to place</i> <i>M10.3 Demonstrates awareness of relationship between over and under, up and down, in and out</i> <i>M10.4 Adjusts position and movement of own body relative to objects</i> <i>M10.5 Explores how objects fit together in space</i> <i>M10.6 Rotates objects to fit through holes</i> <i>M10.7 Rotates, flips, or turns an object to fit once they realize object doesn't fit a defined space</i> <i>M10.8 Puts together (composes) and takes apart (decomposes) shapes to create new shapes</i> <i>M10.9 Recognizes and creates shapes that have symmetry</i> <i>M10.10 Shows awareness that an object needs to be rotated, flipped, or turned before trying to fit the object into a hole or puzzle</i></p>	<p>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. MR 2.2 Purposely turns or spins objects. Follows simple positional directions such as on/off, over/under and up/down. Fills container then dumps out the contents. MR 2.3 Recognizes objects that are upside-down and turns them right-side up. Finds or places objects next to, between, in front of or behind self. Puts together three pieces to create a whole object. MR 2.7 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. MR 4 Measurement MR 4.2 Explores size and weight of objects in relation to self</p>
<p>M11 Location, spatial relationships and landmark use</p>	
<p><i>M11.1 Shows preference for familiar toys</i> <i>M11.2 Recognizes familiar objects from different vantage points</i> <i>M11.3 With verbal cues, uses simple maps to relate to real-world</i> <i>M11.4 Uses terms like near/far; under; below; front; middle; end</i> <i>M11.5 Uses a simple map of a visible area to locate placement</i> <i>M11.6 Recognizes and describes position of objects in space with greater accuracy</i> <i>M11.7 Draws a simple map</i> <i>M11.8 Matches 2 dimensional (2D) map with surrounding 3 dimensional (3D) layout Include this: (involves transformation, scale, dimension, and orientation distance)</i></p>	<p>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. 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 2.5 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. MR 2.6 Identifies 2D and 3D shapes regardless of orientation. Makes simple</p>

	maps or models to represent the location of objects. Creates complex shapes by putting together or taking apart other shapes.
Component M-12: Data Analysis	
M12 Sorting	
<p><i>M12.1 Recognizes differences among people and among different objects</i></p> <p><i>M12.2 Matches items based on attributes meaningful to the child</i></p> <p><i>M12.3 Explores sorting</i></p> <p><i>M12.4 Imitates sorting</i></p> <p><i>M12.5 Sorts objects based on an observable attribute</i></p> <p><i>12.6 Demonstrates understanding that attributes are measurable</i></p> <p><i>M12.7 Describes the attribute used for sorting or comparing</i></p> <p><i>M12.8 While sorting, can make a shift to change the attribute being used to sort and describe the new sorting attribute</i></p>	<p>MR 6 Classification</p> <p>MR 6.1 Recognizes familiar people and objects. Recognizes self as being separate from others.</p> <p>MR 6.2 When shown one object, finds the match. Identifies and names familiar people, characters and animals.</p> <p>MR 6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics.</p> <p>MR 6.4 After sorting objects by one feature, sorts again by a different feature.</p> <p>MR 6.5 Sorts objects by more than one feature and explains why.</p>
M13 Collects, classifies, and organizes information	
<p><i>M13.1 Participates in simple data collection discussed by an adult or other child</i></p> <p><i>M13.2 Collects information by one or more attribute</i></p> <p><i>M13.3 Participates as group member in the collection of data that is put on a chart or graph</i></p> <p><i>M13.4 Sorts information by one or more attribute</i></p> <p><i>M13.5 Independently collects data to put on a chart or graph</i></p>	<p>MR 6 Classification</p> <p>MR 6.5 Sorts objects by more than one feature and explains why.</p> <p>MR 6.6 Identifies, sorts and classifies objects by at least two features.</p> <p>MR 6.8 Uses graphs and charts to represent data sorted in up to four categories.</p>
M14 Describes data	
<p><i>M14.1 Identifies patterns, differences, or similarities of information collected</i></p> <p><i>M14.2 Uses language to describe those patterns, differences or similarities of data</i></p> <p><i>M14.3 Uses language to compare data</i></p> <p><i>M14.4 Uses data to answer questions and solve problems</i></p> <p><i>M14.5 Discusses, compares and makes sense of collected data</i></p>	<p>MR 5 Patterns</p> <p>MR 5.5 Creates and extends three- and four-step patterns and plays complex memory games.</p> <p>MR 6 Classification</p> <p>MR 6.6 Identifies, sorts and classifies objects by at least two features.</p> <p>MR 6.7 Answers questions about data or objects sorted in up to three categories.</p>
Social Systems	

Component SS1-2: Community, People and Relationships	
SS1 Self Identity in the community	
<p>SS1.1 Shows a preference for familiar adults SS1.2 Expresses feeling and emotions through gestures, facial expressions and sounds SS1.3 Demontates preference for favorite toys, clothing and activities SS1.4 Begins to explore the physical characteristics that make an individual unique SS1.5 Asks questions about similarities and differences in other people in the community SS1.6 Describes their role(s) within the family and familiar environment SS1.7 Identifies similarities and differences in people SS1.8 Identifies self as a part of the family, spiritual group, culture, community, and/or other group to which the family belongs. SS1.9 Demonstrates an understanding that families vary SS1.10 Identifies some family traditions and customs</p>	<p>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.</p> <p>SS 1 Culture and Community SS 1.1 Recognizes family members and is exposed to family traditions or cultural events. SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others. 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. 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.</p>
SS2 Civics	
<p>SS2.1 Makes wants and needs known SS2.2 Shows interest in stories and songs SS2.3 Develops an expectation and understanding of routines within a familiar environment SS2.4 Shows interest in other children and objects SS2.5 Demonstrates an understanding of the expectations in a familiar environment SS2.6 Describes different roles of people in the community SS2.7 With modeling and support, follows classroom rules and routines SS2.8 Practices the ways groups make choices and decisions with support SS2.9 Demonstrates an understanding of rules and why they are important SS2.10 Participates in a variety of roles in the early childhood environment SS2.11 Demonstrates awareness of familiar jobs and what's needed to perform them</p>	<p>SS 1 Culture and 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. 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.</p> <p>SS 2 Civics and Economics SS 2.1 Attends to others in immediate environment. Grasps and releases objects. SS 2.2 Participates in communal activities. Expresses a desire for an object or action. Says me, mine. SS 2.3 Recognizes and attends to authority figures. Recognizes ownership of familiar objects. SS 2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person. SS 2.5 Applies familiar rules and suggests new rules in a variety of situations. Explores the use of trade to receive objects or services.</p>

Components SS3-4: Change Over Time	
SS3 Personal history	
<p>S3.1 Participates in physical care routines S3.2 Notices sequence of a daily routine S3.3 Begins to use language about time S3.4 Notices age and size differences between self and others S3.5 Notices change in a daily routine S3.6 Uses language to recall events in time (“yesterday,” “today,” “tomorrow” “when I was a baby,” “last time”) S3.7 Begins to see self placed in time between older and younger family members and friends S3.8 Demonstrates an understanding of chronological order concepts in reference to a specific event S3.9 Talks about recent family or friend events and their impact on self S3.10 Uses language to recall and anticipate events in time with increasing understanding and accuracy S3.11 Compares self to older and younger family members and friends with specific examples S3.12 Describes a chronological order in a series of familiar events S3.13 Reflects on the impact of past, present and some future events on self and family</p>	<p>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.</p> <p>SS 1 Culture and Community SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.</p> <p>SS 4 History and Sense of Time SS 4.1 Focuses on interactions with others for a short time. SS 4.2 Observes events and begins to participate. SS 4.3 Describes events as they happen. Uses words such as first, then. SS 4.4 Recalls information and events from the past. SS 4.5 Uses language of time to describe familiar sequences of events. SS 4.6 Retells historical, fictional or past events or stories.</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>
SS4 Family narratives and traditions	
<p>SS4.1 Recognizes familiar people and toys or objects SS4.2 Demonstrates curiosity about family and culture SS4.3 Shares stories about family, culture and traditions SS4.4 Asks more questions about families and culture to build deeper understanding SS4.5 Compares own cultural traditions with others to understand similarities and differences</p>	<p>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.</p> <p>SS 1 Culture and Community SS 1.1 Recognizes family members and is exposed to family traditions or cultural events. 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. 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.</p>

	SS 1.7 Compares diverse cultures and traditions. Understands that some people have different needs or beliefs.
Components SS5-6: Environment	
SS5 Conservation	
<p><i>SS5.1 Helps to put away toys or throw out trash</i> <i>SS5.2 Participates in self-care routines</i> <i>SS5.3 With modeling and support begins to explore conversation concepts such as reducing, reusing, and recycling</i> <i>SS5.4 Begins to practice responsible consumption and conservation of natural and physical resources</i> <i>SS5.5 With support, participates in community conservation activities (playground clean up, etc.)</i></p>	<p>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 4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs</p> <p>SCI 2 Natural and 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.</p> <p>SS 3 Geography SS 3.7 Identifies and describes various types of landforms and natural resources. Locates familiar places on maps. Uses cardinal directions to follow and give directions.</p> <p>SS 2 Civics and 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.</p>
SS6 Physical characteristics of community	
<p><i>SS6.1 Begins pretend play with blocks, dolls, and other toys</i> <i>SS6.2 Explores physical environments where people live, work, and play</i> <i>SS6.3 Identifies and describes significant objects and places in familiar environments</i> <i>SS6.4 Begins to use geographical language to identify features of familiar environments (hills, rivers, etc.)</i> <i>SS6.5 Uses tools to represent immediate environment</i></p>	<p>SS 1 Culture & Community SS 1.1 Recognizes family members and is exposed to family traditions or cultural events. SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others</p> <p>SS 3 Geography SS 3.4 Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks. SS 3.5 Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks. Identifies what is represented on a map. Draws pictures of current location.</p>

Components SS7: Economics	
SS7 Economic reasoning	
<p>SS7.1 Participates in turn taking activities with support</p> <p>SS7.2 Asks for needs to be met</p> <p>SS7.3 Explores the exchange of goods</p> <p>SS7.4 Participates in turn taking with increasing independence</p> <p>SS7.5 Describes basic needs for living things</p> <p>SS7.6 Begins to understand the use of trade or money to obtain goods and services</p> <p>SS7.7 Negotiates and shares with other children during play</p> <p>SS7.8 Begins to label individual needs and wants with support</p> <p>SS7.9 Identifies goods and services that could meet a specific need or want</p>	<p>SED 4 Social Relationships</p> <p>SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p> <p>PD 4 Personal Care</p> <p>PD 4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.</p> <p>SS 2 Civics and Economics</p> <p>SS 2.2 Participates in communal activities. Expresses a desire for an object or action. Says me, mine.</p> <p>SS 2.3 Recognizes and attends to authority figures. Recognizes ownership of familiar objects.</p> <p>SS 2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person.</p> <p>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.</p>
Components SS8: Technology	
SS8 Digital citizenship	
<p>SS8.1 With support, explores all tools, including digital tools, to enhance learning</p> <p>SS8.2 Knows when, how, and why to use a variety of tools for learning including digital technology</p> <p>SS8.3 With support, engages in responsible use of all tools including digital technology</p>	<p>SCI 4 Technology</p> <p>SCI 4.4 Explores simple machines and interacts with simple electronic and screen toys.</p> <p>SCI 4.5 Experiments with simple technology to solve problems or accomplish tasks.</p> <p>SCI 4.6 Uses familiar tools and technology to produce a desired result or solve a specific problem.</p>
Scientific Thinking	

Components ST1-2: Discover	
ST1 Observe and question	
<p><i>ST1.1 Observes and responds to external stimuli</i> <i>ST1.2 Indicates surprise, curiosity, or hesitancy when presented with unfamiliar items, people, situations</i> <i>ST1.3 Indicates interest by looking, pointing or verbalizing</i> <i>ST1.4 Asks questions readily</i> <i>ST1.5 Notices differences or similarities among materials, objects and phenomena</i> <i>ST1.6 Uses experiences to stimulate questions</i> <i>ST1.7 Verbally identifies obvious differences and similarities</i> <i>ST1.8 Expresses curiosity and/or formulates questions of complex concepts</i></p>	<p>SCI 1 Investigation and Inquiry SCI 1.1 Looks for a person or toy that has moved out of sight. Reacts to changes. SCI 2.2 Asks one- to two-word questions. Uses senses to explore environment 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. 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. 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.</p>
ST2 Investigate	
<p><i>ST2.1 Explores people and objects using senses</i> <i>ST2.2 Seeks out and explores objects and items with apparent interest</i> <i>ST2.3 Begins using objects as tools</i> <i>ST2.4 Engages with objects of interest – whether familiar or new- for extended periods of time</i> <i>ST2.5 Explores properties of objects/materials to gain understanding</i> <i>ST2.6 Identifies and uses some tools for their intended purpose</i> <i>ST2.7 Seeks to gain additional knowledge in areas of interests</i> <i>ST2.8 Explores with the intention of finding out something specific</i> <i>ST2.9 Uses many tools as designed</i> <i>ST2.10 Starts with a useful, general approach to investigation even if details may be lacking</i> <i>ST2.11 Uses discernment to inform exploration</i> <i>ST2.12 Uses tools in new and novel ways</i></p>	<p>SCI 1 Investigation and Inquiry SCI 1.1 Looks for a person or toy that has moved out of sight. Reacts to changes. 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 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. SCI 4 Technology SCI 4.3 Explores movable parts on toys and tools. Uses on and off switches.</p>
Component ST3-4: Act	
ST3 Experiment	
<p><i>ST3.1 Demonstrates recognition of familiar items, people, and situations</i></p>	<p>SCI 1 Investigation and Inquiry</p>

<p>ST3.2 Persists in looking for missing object(s) ST3.3 Demonstrates willingness to try new things ST3.4 Uses simple strategies to carry out ideas ST3.5 Demonstrates ability to focus on one element of a situation ST3.6 Persists in actions or attempts to affect environment or objects ST3.7 Approaches situations with intent to achieve a simple outcome ST3.8 Uses a variety of strategies to carry out ideas ST3.9 Demonstrates ability to focus on multiple elements of a situation ST3.10 Demonstrates resilience in trial and error process ST3.11 Makes a simple plan in advance to see what will happen ST3.12 Uses a greater variety of strategies to carry out ideas ST3.13 Attempts to make a prediction of an expected outcome ST3.14 Makes a plan in advance with an intended outcome ST3.15 Demonstrates awareness that different circumstances, materials and variables impact strategies and outcomes ST3.16 Makes a prediction when prompted ST3.17 Changes a plan or refines actions when outcome is not as expected</p>	<p>SCI 1.1 Looks for a person or toy that has moved out of sight. Reacts to changes. SCI 1.2 Asks one- to two-word questions. Uses senses to explore environment. SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others. SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations. SCI 1.6 Predicts multiple outcomes to a question or situation and explains personal reasoning. Gathers information or experiments to prove/disprove a hypothesis. MR 7 Logic & Reasoning MR 7.2 Experiments with cause and effect.</p>
<p>ST4 Evaluate</p>	
<p>ST4.1 Shows a preference for certain materials, people or situations ST4.2 Indicates surprise when outcome is not as expected ST4.3 Associates objects that belong together ST4.4 Asks “what happened?” or “where did it go?” as a result of an experiment ST4.5 Recognizes obvious differences among like objects ST4.6 Makes guesses at possible explanations or conclusions ST4.7 Describes all parts of an outcome by comparing, sorting, classifying and/or organizing ST4.8 Open to more than one solution or answer to a problem ST4.9 Begins to rely on or expect evidence, things seen or experienced directly, as reasons for results obtained ST4.10 Offers critique of an experience based on examination of outcomes ST4.11 Sees outcomes as the result of one’s behavior or actions ST4.12 Reflects upon evidence and draws reasonable conclusions using data gathered</p>	<p>SCI 1 Investigation and 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 1.6 Predicts multiple outcomes to a question or situation and explains personal reasoning. Gathers information or experiments to prove/disprove a hypothesis. SCI 3 Physical Science SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys. 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. MR 7 Logic & Reasoning MR 7.2 Experiments with cause and effect.</p>
<p>Component ST5-6: Integrate</p>	
<p>ST5 Communicate</p>	

ST5.1 Vocalizes in response to stimuli or individual needs
ST5.2 Seeks out/initiates interactions from others in service of own needs
ST5.3 Uses gestures, body language or a few words to express emotions related to an activity, person or experience
ST5.4 Invites others to observe actions and results
ST5.5 Describes details associated with an experience such as materials, possible causes and effects
ST5.6 Listens to others ideas and points of view
ST5.7 Shares stories and related experiences with others unprompted
ST5.8 Scribbles or draws to show and/or share ideas
ST5.9 Verbally expresses ideas/thought process
ST5.10 Seeks input from others regarding an experience
ST5.11 Verbalizes possible explanations for an outcome
ST5.12 Uses drawing, writing, models, or other creative expressions to present ideas
ST5.13 Retells/describes own actions in process of experimenting
ST5.14 Talks with others about questions, actions, ideas, observations or results
ST5.15 Articulates and shares aloud explanations based on reasoning and evidence
ST5.16 Uses more detailed drawing, writing, models, or creative expressions to present ideas

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.

LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.

LLD 2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading.

Compares words and their meanings. Explains personal thoughts.

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.

SCI 1 Investigation and 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 1.5 Asks questions or shows curiosity about scientific phenomenon.

Predicts a few outcomes. Explores and records observations by drawing.

Describes and compares observations.

SCI 1.7 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.

ST6 Apply

ST6.1 Finds comfort in familiar people and objects
ST6.2 Revisits and builds on past experiences
ST6.3 Generalizes knowledge gained from one situation to another
ST6.4 Recognizes relevant attributes to inform the development of a rule
ST6.5 Recalls and uses information in new/ different experiences
ST6.6 Generates new and more complex questions
ST6.7 Uses prior experience to identify details that may be relevant
ST6.8 Compares findings to predictions or expected results
ST6.9 Identify what to look for, measure, or test to answer questions
ST6.10 Develops and applies rules
ST6.11 Determines approach to situation, problem or challenge based on

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.

SS 4 History & Sense of Time

SS 4.4 Recalls information and events from the past.

MR 4 Measurement

MR 4.6 Makes logical estimates and uses measurement tools to check estimation.

MR 7 Logic and Reasoning

MR 7.2 Experiments with cause and effect.

previous experience

MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem.


SCI 1 Investigation and Inquiry

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.

SCI 3 Physical Science

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.


Developmental Continuum of Skills


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

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

Skill / Skill Code	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
 LLD 1 Listening	Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions.	Shows understanding of a variety of single familiar words. Points at named objects or body parts. With prompts and gestures, follows a one-step direction.	Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally.	Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story or request then responds appropriately. Follows unrelated two-step directions given verbally.	Listens and understands inferred requests. For example, child gathers more playdough in response to a verbal prompt to help build a larger playdough ball. Follows multi-step directions given verbally.	Shows understanding of a series of complex statements that explain how or why. Asks and answers general questions about information or stories shared verbally.	Asks or answers specific questions about key details from information or stories shared verbally. Remembers and follows previous rules or directions shared verbally.	Listens to gather information. Asks questions to clarify or deepen understanding. Recalls key ideas shared verbally. Responds to verbal statements that have implied directions or requests.
LLD 2 Communication	Mimics single sounds. Uses vocalizations and gestures to communicate.	Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words and word-like sounds to communicate.	Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas.	Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges.	Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.	Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts.	Communicates by using simple and compound sentences. Uses verb tenses. Identifies words with similar meaning. Stays on topic while talking and sharing ideas and feelings.	Communicates using conjugated verbs. Uses expression and tone to communicate meaning. Explains the difference between two closely related words.
LLD 3 Phonological Awareness	Babbles and vocalizes using sound, volume and inflection.	Imitates sounds and tones.	Shows awareness of separate words in spoken language.	Identifies words that have a similar beginning sound.	Identifies the beginning and ending sounds of words.	Counts syllables in spoken words. Isolates and pronounces the sound of each syllable.	Identifies and isolates individual sounds heard in one-syllable words.	Manipulates, substitutes and deletes sounds in words.
LLD 4 Alphabetic Knowledge	Looks for familiar people and objects when given their names. Babbles or repeats sounds.	Identifies a familiar object or person when shown a drawing or photo. Points at words printed on a page and pretends to read aloud.	Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.	Recognizes some common words in print; such as his/her name, mom, dad. Identifies six to seven letters and their sounds.	Names all upper- and lowercase letters when presented in random order and identifies at least 15 letter sounds. When shown a two- or three-letter word, can find it in print.	Reads high-frequency sight words. Identifies all letters and their sounds. Begins to sound out the letters in two- to four-letter words.	Reads and decodes root words with inflectional endings, e.g., -ed, -ing, -s. Recognizes the letter patterns, word families, long and short vowel sounds, whole word chunks, digraphs and blends.	Decodes words with common prefixes and suffixes. Uses context or rereads to determine the meaning of unknown words.
LLD 5 Concepts of Print	Looks at or points to pictures. Opens and closes books.	Recognizes if pictures are right-side up. Turns pages from front to back of book.	Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.	Identifies letters, words, spaces and some punctuation. Follows the direction of text.	Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.	Recognizes common types of text, e.g., poem, storybook, fact book. Names author and illustrator. Identifies punctuation.	Explains the difference between books that tell stories and those that give information.	Describes the overall structure of a story, including the introduction, problem and conclusion.
LLD 6 Reading Comprehension	Interacts by reaching for or patting when a book is read. Holds book and looks intently at each page.	Points to pictures and repeats words from familiar stories. Answers "where" questions by pointing.	Talks about pictures and ideas in familiar stories. Answers "what" questions about stories and books. Recalls the name of the main character.	Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Participates with others in the retelling of a story by pointing at pictures or role-playing with props.	Relates to the characters or events of the story and shares a similar experience or object from own life. Retells portions of a story. Asks and answers simple questions about characters, setting and events.	With support, compares similarities between two texts. With prompting, answers questions about characters and setting. Retells major events of a story in sequence.	Makes many text-to-text, self, and real-world connections. Compares similarities and differences between texts. Retells stories with key details. Discusses setting, characters and events.	Evaluates texts based on content, personal experiences and knowledge of the world. Compares the main points of two texts. Summarizes texts and their messages. Describes the points of view of various characters.
LLD 7 Writing	Explores writing materials.	Makes random marks with writing tools. Make handprints or fingerprints.	Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks. Scribbles or draws marks as a representation of an object or person.	Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what they represent.	Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea.	Consistently uses mature tripod grip with drawing/writing tools. Uses inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing.	Legibly prints letters, numbers and symbols. Writes a string of simple sentences to tell a story or share information. Provides a concluding statement.	Uses appropriate spacing between letters and words. Controls the size and placement of letters, numbers or details in drawings. Writes ideas or groups information in logical order. Uses descriptive words in writing.

Skill / Skill Code	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8	
 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.

Skill / Skill Code	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8	
 Social Studies	SS 1 Culture & Community	Recognizes family members and is exposed to family traditions or cultural events.	With help, participates in family traditions and customs.	Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.	Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.	Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community.	Explains the meaning and importance of traditions and customs of other people. Explains how individuals, families and cultures differ. Compares roles, rules and responsibilities of different groups.	Compares diverse cultures and traditions. Understands that some people have different needs or beliefs.	Names influential people and events that have impacted familiar cultures and traditions. Demonstrates respect for people who may look or act differently.
	SS 2 Civics & Economics	Attends to others in immediate environment. Grasps and releases objects.	Participates in communal activities. Expresses a desire for an object or action. Says me, mine.	Recognizes and attends to authority figures. Recognizes ownership of familiar objects.	Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person.	Applies familiar rules and suggests new rules in a variety of situations. Explores the use of trade to receive objects or services.	Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions. Exchanges money, goods or services for other goods or services.	Identifies individual rights. Determines if rules support the common good. Describes ways one might use money, goods or services.	Describes different levels of government, e.g., local, state, national. Makes democratic decisions. Explains how and why people work together in trade to get what they need and want.
	SS 3 Geography	Responds to changes in the immediate environment. Navigates within a familiar environment.	Recognizes familiar places. Finds ways to move around obstacles in a familiar environment.	Identifies a variety of familiar places, such as the store, car, home or Grandma's. Follows a path.	Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks.	Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks. Identifies what is represented on a map. Draws pictures of current location.	Compares the geographic features of own community to another community. Recreates a map of something s/he cannot immediately see.	Identifies and describes various types of landforms and natural resources. Locates familiar places on maps. Uses cardinal directions to follow and give directions.	Explains how the physical features and characteristics of an environment affect how people live. Uses a variety of maps to gather information.
	SS 4 History & Sense of Time	Focuses on interactions with others for a short time.	Observes events and begins to participate.	Describes events as they happen. Uses words such as first, then.	Recalls information and events from the past.	Uses language of time to describe familiar sequences of events.	Retells historical, fictional or past events or stories.	Compares and contrasts current and historical conditions of familiar environments.	Describes relationships between past events and current conditions. Explains why it is important to understand historical events.

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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.