

Alignment
of the

Experience Early Learning Skills

with

Missouri Early Learning Standards (MELS)
Birth to Age Five Revised-February, 2021





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 **Missouri Early Learning Standards (MELS) Birth to Age Five Revised-February, 2021** with the Developmental Continuum of the Experience Early Learning Skills. For questions or comments about this alignment, contact info@experienceearlylearning.com.



[Missouri's Early Learning Standards](#)

Missouri Early Learning Standards (MELS) Birth to Age Five
Revised-February, 2021

Developmental Continuum of the Experience Early Learning Skills

APPROACHES TO LEARNING	
I. Approaches To Learning A. Curiosity	
<ol style="list-style-type: none"> 1. Express interest in people 2. Show interest in learning new things and trying new experiences 3. Ask questions 	
An Infant May: -Respond excitedly to people by kicking their feet, waving their arms, smiling or making noises -Consistently look at, reach for and mouth objects -Smile, coo, grunt, babble or cry to communicate	LLD 2 Communication LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.
A Toddler May: -Observe and interact with others -Show concern for the feelings of others -Explore their environment -Practice new skills and develop independence while taking appropriate risks -Ask questions, such as "Why?"	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. 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.
A Preschooler May: -Ask about others -Develop personal interest in topics, such as trains, dinosaurs and dolls -Experiment with toys, using trial and error	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.

<ul style="list-style-type: none"> -Ask questions -Ask others for personal information, such as “What’s your name?” 	<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>Approaches To Learning</p>	
<p>I. Approaching To Learning: B. Take Initiative</p>	
<ol style="list-style-type: none"> 1. Initiate interaction with others 2. Make decisions independently 3. Develop independence during activities, routines and play 	
<p>An Infant May:</p> <ul style="list-style-type: none"> -Smile, grunt, babble, cry and coo at familiar people -Show a preference for familiar objects, such as a favorite blanket or pacifier -Roll over Crawl, scoot or move toward others -Reach for toys and objects 	<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>A Toddler May:</p> <ul style="list-style-type: none"> -Request, verbally or non-verbally, for familiar adults to sing, read or play -Move or run toward familiar caregivers, friends or family members -Express likes and dislikes -Attempt to complete age-appropriate tasks, such as putting on socks and picking up toys 	<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>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>A Preschooler May:</p> <ul style="list-style-type: none"> -Participate in group activities and games -Offer to help with tasks, such as setting the table or feeding a pet -Select materials for a project -Repeatedly ask for a favorite book to be read -Hang-up personal belongings or put them in designated place -Ask a friend to join in play 	<p>SED 4 social Relationships</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>

Approaches To Learning	
I. Approaching To Learning: C. Exhibit Creativity	
<ol style="list-style-type: none"> 1. Try new ways of doing things 2. Use imagination to generate a variety of ideas 3. Exhibit sense of humor 	
An Infant May: -Grab or kick an object to watch what happens -Move their body in new and different ways, such as turning their head, reaching, grabbing or rolling -Giggle or laugh -Attempt to use words, sounds and gestures to express their needs -Engage in a variety of experiences, such as crawling, climbing and looking at books	CA 3 Visual Arts CA 3.1 Explores materials using gross motor movements and senses. Expresses emotions while exploring materials.
A Toddler May: -Move their body in new and different ways, such as tiptoeing, reaching, balancing and jumping -Sing Act out roles in pretend play -Create artwork with age-appropriate materials -Use objects for multiple purposes, such as using a block as a car -Laugh with adults	CA 3 Visual Arts 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.
A Preschooler May: -Complete projects differently than others -Use materials in new ways -Invent new activities and games -Suggest new rules for a familiar game -Make up jokes -Laugh at a funny story -Make up silly songs or stories -Create new dance moves -Engage in pretend play	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. CA 3.5 Uses artistic tools and media to create intentional designs or images. Plans, designs and seeks materials to make a creation.

Approaches To Learning	
I. Approaching To Learning: D. Show Confidence	
<ol style="list-style-type: none"> 1. Express ideas and opinions 2. View self as competent and has a positive self-image 	
An Infant May: -Show a preference for familiar objects, such as a favorite blanket or pacifier -Follow objects with their eyes -Discover and play with their feet -Point, reach or gesture to show what they want or need -Move from one place to another by crawling, walking, rolling or pulling -Clap their hands to show excitement	SED 1 Self-Awareness SED 1.1 Explores self and others by using senses. SED 1.2 Recognizes self in photos or in a mirror.
A Toddler May: -Use words or gestures to communicate -Choose their own clothing and dress themselves -Carry their own supplies, such as a backpack or toys -Show preference for their favorite foods -Talk and use phrases, such as “I do it.”	SED 1 Self-Awareness SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.
A Preschooler May: -Communicate likes and dislikes -Suggest a solution for a conflict or problem -Share ideas in a group situation, such as with family or peers -Engage in challenging gross motor activities -Build large and more complex structures -Create more complex artwork -Participate in more complex activities, such as number games, writing and science experiences	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 1.5 Describes and compares preferences of self and others.
Approaches To Learning	

<p>I. Approaching To Learning: E. Display Persistence</p>	
<ol style="list-style-type: none"> 1. Sustain attention to a task or activity that is age-appropriate 2. Pursue challenges 3. Cope with frustration 	
<p>An Infant May: -Repeatedly turn toward a sound or movement -Repeat actions multiple times, such as kicking a mobile and making sounds -Listen to a book -Repeatedly dump and fill containers -Repeatedly drop food from their highchair -Self-sooth by holding onto their favorite blanket or toy</p>	<p>SED 3 Attention & Persistence SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.</p>
<p>A Toddler May: -Play independently for a short period of time -Attempt to complete a simple task, such as a simple puzzle or nesting cups -Attempt new physical skills</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. 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>A Preschooler May: -Remain engaged in an activity, such as building an elaborate block structure or playing a game -Attend to a task regardless of distractions -Show understanding when a peer accidentally knocks down their block structure -Lose a game without getting upset -Persist in trying to complete a task after many attempts have failed, such as tying shoes</p>	<p>SED 3 Attention & Persistence 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>Approaches To Learning</p>	
<p>I. Approaching To Learning: F. Use Problem-Solving Skills</p>	

<ol style="list-style-type: none"> 1. Recognize problems 2. Try to solve problems 3. Work with others to solve problems 	
<p>An Infant May: Cry or vocalize to communicate their needs such hunger or sleep Reach for or kick an object or toy Comfort themselves by sucking on their finger or holding a blanket Attempt to make things work such as, a musical toy Reach for or point to desired objects, such as a cracker or toy</p>	<p>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.</p>
<p>A Toddler May: Notice when something is different or out of the ordinary Verbalize that there is a problem Ask for help Change their behavior in response to problem Attempt to take turns with others</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.</p>
<p>A Preschooler May: State a personal problem, such as “I can’t get my jacket zipped.” or “I can’t find the purple marker.” Anticipate potential for problems, using phrases such as “If I climb too high, I won’t be able to get down.” Recall a previous problem and the solution Participate in decision making Take turns or share with others</p>	<p>SED 2 Self-Regulation SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions. SED 2.5 Names some personal feelings and uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.</p>
<p>SOCIAL-EMOTIONAL DEVELOPMENT</p>	
<p>I. Knowledge of Self: A. Exhibit Self-Awareness</p>	

<ol style="list-style-type: none"> 1. Show respect for self 2. Develop personal preferences 3. Know personal information 	
<p>An Infant May:</p> <ul style="list-style-type: none"> -Make eye contact with a caregiver -Look at their hands and feet -Express their likes and dislikes by using gestures, facial expressions or words -Respond to their name -Show preference for familiar people, places or things 	<p>SED 1 Self-Awareness</p> <p>SED 1.1 Explores self and others by using senses. SED 1.2 Recognizes self in photos or in a mirror.</p>
<p>A Toddler May:</p> <ul style="list-style-type: none"> -Have a comfort toy or object -Express pride in their accomplishments by smiling, clapping their hands or dancing in place -Show a strong desire for independence by shaking their head, turning away or using phrases such as “Me do it.” 	<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>A Preschooler May:</p> <ul style="list-style-type: none"> -Know personal information, such as their name, their age and the names of significant adults -Have a favorite song or book -Sing or read along with their favorite song or book -Take care of their basic needs, such as brushing their teeth, dressing themselves or getting a drink of water -Perform simple chores, such as feeding the dog, setting the table or putting away materials after they are done using them -Stand up for their rights and express their needs -Describe themselves using basic characteristics 	<p>SED 1 Self-Awareness</p> <p>SED 1.4 When given two to three options, chooses his/her most desired option. SED 1.5 Describes and compares preferences of self and others.</p>
<p>Social-Emotional Development</p>	
<p>I. Knowledge of Self: B. Develop Self-Control</p>	

<ol style="list-style-type: none"> 1. Follow simple rules 2. Accept transitions and follow daily routines 3. Express feelings through appropriate gestures, action and language 4. Adapt to different environments 	
<p>An Infant May:</p> <ul style="list-style-type: none"> -Calm down after being spoken to, rocked or sung to with a soothing voice -Coo or babble -Seek closeness to a familiar person -Understand that some things are not okay to touch -Cry when they are hungry, tired or need a diaper change 	<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>A Toddler May:</p> <ul style="list-style-type: none"> -Try to help or give comfort when others are distressed -Seek comfort from familiar adults when they are afraid -Be redirected and follow simple directions -Follow a daily routine 	<p>SED 2 Self-Regulation</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>A Preschooler May:</p> <ul style="list-style-type: none"> -Recognize and follow rules in a variety of settings, such as home, school or the grocery store -Recognize and follow safety rules -Recognize and participate in daily routines -Share in the happiness or success of others -Offer help to someone who is hurt -Separate easily from familiar adults 	<p>SED 2 Self-Regulation</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>Social-Emotional Development</p>	
<p>I. Knowledge of Self: C. Develop Personal Responsibility</p>	

<ol style="list-style-type: none"> 1. Care for personal and group belongings 2. Begin to accept the consequences of their own actions 	
<p>An Infant May: Not developmentally appropriate for this age</p>	
<p>A Toddler May: -Pick up toys with help -Put their backpack, coat or shoes in their designated spaces -Handle books carefully -Try to help clean up a spill</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. PD4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.</p>
<p>A Preschooler May: -Handle books and other objects carefully -Put away their belongings and materials -Complete their personal care routines, such as toileting, washing hands and eating -Take ownership of their actions</p>	<p>PD 4 Personal Care 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. PD 4.5 Explains how germs spread and describes simple strategies for preventing the spread. Recognizes that all living things have similar basic needs. Distinguishes between needs and wants.</p>
<p>Social-Emotional Development</p>	
<p>II. Knowledge of Others: A. Build Relationships of Mutual Trust and Respect with Others</p>	
<ol style="list-style-type: none"> 1. Respect rights of others 2. Seek comfort and security from significant adults 3. Develop friendships 4. Use courteous words and actions 5. Respect similarities and differences among people 	
<p>An Infant May: -Recognize and smile, kick or clap to familiar adult voice -Calm to a gentle touch</p>	<p>SED 4 social Relationships</p>

<ul style="list-style-type: none"> -Respond to familiar faces by smiling, moving hands and feet, and vocalizing -Seek attention from familiar adults -Say or use gestures, such as “hi” or “bye” 	<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>A Toddler May:</p> <ul style="list-style-type: none"> -Share toys or objects with support from an adult -Seek help from adults -Show preference for specific children or adults -Show concern for another child who is upset -Say “please,” “thank you,” “hello” and “goodbye” 	<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>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>A Preschooler May:</p> <ul style="list-style-type: none"> -Recognize that individuals have different religions, cultures, traditions and abilities -Respect the personal space of others -Use an adult as a resource -Follow adults’ guidelines -Seek comfort and security from familiar adults -Play cooperatively with other children -Understand their behavior has an effect on others 	<p>SED 4 social Relationships</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>Social-Emotional Development</p>	
<p>II. Knowledge of Others: B. Work Cooperatively with Others</p>	
<ol style="list-style-type: none"> 1. Participate successfully as a member of a group 2. Share experiences and ideas with others 3. Begin to examine a situation from another person’s perspective 4. Resolve conflicts with others 	
<p>An Infant May: Not developmentally appropriate for this age</p>	

A Toddler May:

- Imitate others in the family or group
- Interact and play with other children
- Take turns with the support of an adult
- Seek an adult's help when a conflict arises

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.

ED 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.
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.

A Preschooler May:

- Allow others to join in play and activities
- Participate cooperatively in large and small groups, sometimes as the leader and sometimes as a follower
- Engage in conversation to express their own ideas
- Express empathy Adjust plans in consideration of others
- Show interest in fairness and establishing rules
- Attempt to make amends

SED 2 Self-Regulation

SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.
SED 2.5 Names some personal feelings and uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.

SED 4 social Relationships

SED 4.4 Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad.
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.

LANGUAGE AND LITERACY	
I. Spoken/Expressive Language: A. Use Language to Communicate	
<ol style="list-style-type: none"> 1. Use the body to communicate 2. Initiate and respond appropriately in conversation and discussions 3. Use language to pretend or create 4. Use sentences of varying length 	
An Infant May: -Express their needs or wants with gestures, vocalizations or movement -Smile, coo, grunt, babble or cry -Make a facial expression in response to others -Turn their head when vocalizing with an adult -Begin to use specific sounds for objects, such as “Ba” for bottle -Begin to string sounds together	LLD 2 Communication LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.
A Toddler May: -Begin to combine two and three words in a series -Begin to learn the rules of speech but still make errors, using phrases such as “Me go with you.” -Initiate conversation and respond to adults and peers -Uses simple words during play, such as “Me the dog.” -Speak clearly part of the time	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. 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.
A Preschooler May: -Communicate their personal needs, preferences and feelings -Use language to pretend -Tell real and make-believe stories -Initiate and participate in conversations with adults and peers -Ask and answer questions -Use complete and complex sentences	LLD 2 Communication LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges. LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.

-Speak clearly	
Language and Literacy	
II. Listening/Receptive Language A. Listen for Different Purposes	
<ol style="list-style-type: none"> 1. Listen to others 2. Listen to sounds in the environment 3. Follow simple directions 4. Listen responsively to books and stories 5. Respond to questions 	
An Infant May: -Turn toward a familiar voice -Smile or make a facial expression in response to others -Turn their head or body to sound -Look at and listen to books -React to music and singing by kicking their feet or waving their hands	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.
A Toddler May: -Sit, listen and sing along to their favorite stories -Repeat words or phrases from familiar stories -React to music, rain, thunder and other sounds -Get a book when asked -Respond to simple questions	LLD 1 Listening LLD 1.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts. With prompts and gestures, follows a one-step direction. LLD 1.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally.
A Preschooler May: -Participate in group activities -Listen to music and sing songs -Follow directions with two or more steps -Smile, laugh or cry in response to books or stories -Listen to multiple stories or books at a time -Listen to and engage in conversations with others	LLD 1 Listening LLD 1.4 Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story or request then responds appropriately. Follows unrelated two-step directions given verbally. LLD 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.
Language and Literacy	

<p>III. Written Language: A. Use Writing as a Means of Expression/Communication</p>	
<ol style="list-style-type: none"> 1. Experiment with writing tools and materials 2. Use scribbles, shapes, pictures, letter-like forms and letters to write 3. Tell others about marks and intended meaning of drawing or writing 4. Use a variety of resources to facilitate writing 	
<p>An Infant May: No developmentally appropriate for this age</p>	
<p>A Toddler May: -Engage in a variety of fine motor activities, such as feeding themselves, stringing large beads and building with blocks -Engage in sand and/or water play -Use fingers and hands to grasp writing tools with whole fist -Make dots, lines or scribbles on paper</p>	<p>LLD 7 Writing LLD 7.2 Makes random marks with writing tools. Make handprints or fingerprints. LLD 7.3 Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks. Scribbles or draws marks as a representation of an object or person.</p>
<p>A Preschooler May: -Use a variety of writing tools, such as crayons, markers or pencils -Use scribbles, symbols and letter-like forms to communicate ideas, write books or label pictures -Participate in writing for meaning, such as writing their name on their art work, signing up to use the computer, or writing a thank you note to a friend -Use written words in their environment to assist with writing, such as signs and cereal boxes</p>	<p>LLD 7 Writing LLD 7.4 Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what they represent. LLD 7.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p>
<p>Language and Literacy</p>	
<p>IV. Knowledge of Print and Books: A. Apply Early Reading Skills</p>	

<ol style="list-style-type: none"> 1. Show an interest in reading and books 2. Exhibit book handling skills 3. Recognize that print represents spoken words 4. Develop a sense of story 5. Read environmental print and symbols 6. Identify some alphabet letters 	
<p>An Infant May: Not developmentally appropriate for this age</p>	
<p>A Toddler May: -Show interest in reading and books, and ask to read the same story repeatedly -Make sounds and words using different pitches to mimic reading -Repeat words or phrases from familiar stories -Carry books</p>	<p>LLD 5 Concepts of Print LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of book. LLD 2.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p>
<p>A Preschooler May: -Read, or pretend to read, easy and predictable books -Identify personally significant words, such as mom, dad and cat -Retell a story -Make predictions about books -Relate personal history to text -Identify characters in a book -Identify if the a book is fiction or non-fiction -Tell what illustrators and authors do -Find their favorite cereal in the grocery store or find their name on a list -Identify some letters in the alphabet, especially those in their name</p>	<p>LLD 5 Concepts of Print 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. LLD 5.6 Recognizes common types of text, e.g., poem, storybook, fact book. Names author and illustrator. Identifies punctuation.</p>
<p>Language and Literacy</p>	
<p>V. Sounds of Language (Phonological Awareness): A. Attend to Sounds of Language</p>	

<ol style="list-style-type: none"> 1. Repeat rhymes, simple songs, poems and finger plays 2. Participate in word games 3. Discriminate some sounds in words 	
<p>An Infant May:</p> <ul style="list-style-type: none"> -Experiment and play with sounds, such as clicking tongue and blowing bubbles -Imitate simple vowel sounds, such as “ah”, “oh” and “oo” -Point and babble with inflection to imitate adult speech -String sounds together and mimic animal sounds 	<p>LLD 3 Phonological Awareness</p> <p>LLD 3.1 Babbles and vocalizes using sound, volume and inflection. LLD 3.2 Imitates sounds and tones.</p>
<p>A Toddler May:</p> <ul style="list-style-type: none"> -Repeat silly sounds or make up silly words -Mimic words they have heard -Ask for favorite rhymes, songs, poems and finger plays 	<p>LLD 3 Phonological Awareness</p> <p>LLD 3.3 Shows awareness of separate words in spoken language.</p>
<p>A Preschooler May:</p> <ul style="list-style-type: none"> -Experiment with alliteration, such as “Sally sells seashells by the seashore.” -Recognize beginning and ending letter sounds Identify syllables in words -Make sound-letter associations -Make up words that rhyme -Play games with letters, such as I Spy -Create new words by substituting one letter sound for another 	<p>LLD 3 Phonological Awareness</p> <p>LLD 3.4 Identifies words that have a similar beginning sound. LLD 3.5 Identifies the beginning and ending sounds of words. LLD 3.8 Manipulates, substitutes and deletes sounds in words.</p>
<p>MATHEMATICS</p>	
<p>I. Number and Operations: A. Develop Number Sense</p>	

<ol style="list-style-type: none"> 1. Show interest and understanding in counting 2. Explores quantity 	
<p>An Infant May:</p> <ul style="list-style-type: none"> -Listen to songs or finger plays that include counting and quantity -Look and listen to a counting book -Hold an object in each hand -Place one object in each cup of a muffin tin -Show one finger for first birthday or age one 	<p>MR 1 Number Sense</p> <p>MR 1.1 Hears numbers in everyday context. Hears rote counting. Looks for an object that is taken out of sight.</p>
<p>A Toddler May:</p> <ul style="list-style-type: none"> -Begin to count objects -Use fingers to show age -Recognize which group has more -Sing songs with number words -Listen to counting books -Place puzzle pieces in an inset puzzle -Hold an object in each hand and say "I have two." 	<p>MR 1 Number Sense</p> <p>MR 1.2 Recognizes the numeral one and sees other numerals around the room. Repeats number words when heard. Demonstrates an understanding of one, two and more.</p> <p>MR 1.3 Recognizes numerals to three. Points to one object at a time while counting (not always in correct order). Creates groups of objects. Adds to and removes from group as prompted.</p>
<p>A Preschooler May:</p> <ul style="list-style-type: none"> -Rote count -Use fingers to represent numbers -Count familiar objects -Recognize quantities without counting -Compare objects and decide which has more, less or the same -Explore fractions, such as half of a cookie -Estimate the number of marbles in a jar -Recognize that if there are three friends, you need three cartons of milk -Participate in number games 	<p>MR 1 Number Sense</p> <p>MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p> <p>MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.</p>
<p>Mathematics</p>	
<p>I. Number and Operations</p> <p>B. Develop Numerical Representation</p>	

<ol style="list-style-type: none"> 1. Identify numerals in everyday situations 2. Use drawings to represent number 3. Write some numerals 	
<p>An Infant May: Not developmentally appropriate for this age</p>	
<p>A Toddler May: -Begin to say and/or use some number names -Show two fingers for age</p>	<p>MR 1 Number Sense MR 1.2 Recognizes the numeral one and sees other numerals around the room. Repeats number words when heard. Demonstrates an understanding of one, two and more. MR 1.3 Recognizes numerals to three. Points to one object at a time while counting (not always in correct order). Creates groups of objects. Adds to and removes from group as prompted.</p>
<p>A Preschooler May: -Draw to show size or quantity -Keep score of game using symbols or numerals -Find numerals in books, posters and signs -Match numerals with quantity -Examine a chart, identify which column has more and write the corresponding number -Play restaurant and write how much on a ticket -Identify first, second and last positions in a line</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 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.</p>
<p>Mathematics</p>	
<p>II. Geometry and Spatial Sense A. Investigate Positions and Locations</p>	
<ol style="list-style-type: none"> 1. Take objects apart and puts them together 2. Use actions and words to indicate position and location 3. Use actions and words to indicate movement and orientation 	
<p>An Infant May: -Place objects in and out of an open container -Play with nesting cups</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</p>

<ul style="list-style-type: none"> -Explore by throwing, dropping, shaking and banging objects -Explore environments by rolling, scooting, crawling, cruising and walking to reach objects or places 	<p>to put one object inside another.</p>
<p>A Toddler May:</p> <ul style="list-style-type: none"> -Complete simple puzzle -Stack small blocks -String large beads -Build with large, interlocking blocks -Follow directions that contain position and locational words, such as “Stand on the first step.” 	<p>MR 2 Spatial Awareness</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>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>A Preschooler May:</p> <ul style="list-style-type: none"> -Build with interlocking blocks -Complete frame and floor puzzles -Move themselves to show position -Use objects to show position -Follow a path or move through an obstacle course -Explain where objects and/or people are located 	<p>MR 2 Spatial Awareness</p> <p>MR 2.4 Matches two objects even if turned different ways. When prompted, places objects next to, between, in front of or behind objects not related to self. Uses a guide to assemble 12 puzzle pieces.</p> <p>MR 2.5 Identifies and corrects the orientation of familiar objects and symbols. Explains the location of an object in relation to another object. Assembles a puzzle without using a guide.</p>
<p>Mathematics</p>	
<p>II. Geometry and Spatial Sense</p> <p>B. Explore Shapes</p>	
<ol style="list-style-type: none"> 1. Investigate and talk about the characteristics of shapes 2. Identify and name some shapes 3. Create and duplicate three-dimensional and two-dimensional shapes 	
<p>An Infant May:</p> <ul style="list-style-type: none"> -Focus on, reach for, bat at or grasp shapes in the environment -Explore a shape sorter -Stack and line up blocks to create another shape 	<p>MR 3 Shapes</p> <p>MR 3.1 Manipulates objects that are a variety of shapes.</p>
<p>A Toddler May:</p> <ul style="list-style-type: none"> -Match basic shapes that vary in size 	<p>MR 3 Shapes</p> <p>MR 3.2 Matches two identical shapes.</p>

<ul style="list-style-type: none"> -Put round, square and triangular pieces into a shape sorter -Point to a shape when named -Draw circular scribbles Say "ball" to name a spherical object 	<p>MR 3.3 Identifies a few basic shapes.</p>
<p>A Preschooler May:</p> <ul style="list-style-type: none"> -Discuss the shapes of objects, such as "The pizza is round." -Use materials to create shapes, such as clay, blocks and yarn -Find shapes in the environment -Combine basic shapes to create a new shape, such as two squares to make a rectangle -Play shape games, such as Tangrams 	<p>MR 3 Shapes</p> <p>MR 3.4 Identifies four to six basic geometric shapes.</p> <p>MR 3.5 Describes basic and complex two- and three-dimensional shapes using own words</p> <p>MR 3.6 Describes objects in the environment as two- and three-dimensional shapes..</p>
<p>Mathematics</p>	
<p>III. Patterns and Relationships (Algebra)</p> <p>A. Develop an Awareness of Patterns</p>	
<ol style="list-style-type: none"> 1. Recognize patterns and relationships 2. Duplicate and extend patterns 3. Create patterns 	
<p>An Infant May:</p> <ul style="list-style-type: none"> -Repeat patterns that make things happen, such as banging a rattle -Participate in predictable games, such as Peek-a-Boo, Pat- a-Cake and So Big -Listen to books with repetitive phrases 	<p>MR 5 Patterns</p> <p>MR 5.1 Plays predictable activities with caregivers such as pat-a-cake and peekaboo.</p>
<p>A Toddler May:</p> <ul style="list-style-type: none"> -Imitate a simple movement pattern, such as clap-stomp-clap-stomp -Read repetitive books with an adult -Create a simple pattern with help, by lining up toys or large stringing beads 	<p>MR 5 Patterns</p> <p>MR 5.2 Attempts to mimic vocal and physical patterns.</p> <p>MR 5.3 Copies patterns with two steps, such as red-blue, red-blue.</p>
<p>A Preschooler May:</p> <ul style="list-style-type: none"> -Discuss colors or patterns in their clothing, using phrases such as "I have red and blue stripes on my shirt." -Recognize a pattern in a story 	<p>MR 5 Patterns</p> <p>MR 5.4 Creates and extends two-step patterns.</p> <p>MR 5.5 Creates and extends three- and four-step patterns and plays complex memory games.</p>

<ul style="list-style-type: none"> -Repeat a pattern according to size, color and shape -Create more complex patterns using art materials or other toys -Begin to see and discuss patterns in words, such as cat, hat, mat and fat 	<p>MR 5.6 Determines the missing piece of a pattern within a set sequence. Recognizes simple patterns in the environment.</p>
<p>Mathematics</p>	
<p>IV. Measurement A. Use Measurement</p>	
<ol style="list-style-type: none"> 1. Explore ways to measure 2. Measure using objects 3. Compare objects using measurable features 4. Use language to describe measurement 	
<p>An Infant May: Not developmentally appropriate for this age</p>	
<p>A Toddler May: <ul style="list-style-type: none"> -Use words to describe measurement, such as big, heavy, empty and full -Refer to a group of large animals as “mamas” and smaller animals as “babies” -Compare height to others -Explore size differences by playing with nesting toys or measuring cups -Imitate adults using measuring tools, such as pretending to take a “patient’s” temperature </p>	<p>MR 4 Measurement <p>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.</p> </p>
<p>A Preschooler May: <ul style="list-style-type: none"> -Talk about an object being longer than another object -Use words to describe measurement, such as short, tall, wide, hot or cold -Fill a container with solids or liquids -Explore measurements by playing with measuring cups, measuring tapes and rulers -Put objects in order objects, such as putting cars in a row according to </p>	<p>MR 4 Measurement <p>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>

size	
Mathematics	
V. Data A. Explore Data	
<ol style="list-style-type: none"> 1. Collect and organize information 2. Displays information (charts and graphs) 	
An Infant May: Not developmentally appropriate for this age	
A Toddler May: Not developmentally appropriate for this age	
A Preschooler May: -Collect information to answer questions or solve problems -Create a chart from gathered information, such as “How many friends want juice or milk?” or “How many friends have on boots?” -Vote on a favorite item and then communicate the results of the vote verbally or using charts	MR 7 Logic & Reasoning MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem. MR 7.7 Explains the sequence of his or her problem-solving strategy. SCI 1 Investigation & Inquiry 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.
SCIENCE	
I. Physical Science A. Explore, Investigate and Solve Problems of the Physical World	

<ol style="list-style-type: none"> 1. Ask questions 2. Make predictions based on experiences 3. Experiment 4. Reflect on results 	
<p>An Infant May:</p> <ul style="list-style-type: none"> -Move head toward light and/or movements -Bat at objects -Explore objects by mouthing -Continuously bang and/or rattle objects to make noise -Rub soft toys and blankets -Attempt to use simple tools, such as cups, buckets or unbreakable mirrors 	<p>SCI 1 Investigation & Inquiry</p> <p>SCI 1.1 Looks for a person or toy that has moved out of sight. Reacts to changes.</p>
<p>A Toddler May:</p> <ul style="list-style-type: none"> -Use objects in a purposeful way, such as pushing, pulling or sliding -Look at, bang and shake toys to see how they work -Notice differences in textures -Use simple tools, such as funnels, unbreakable mirror or cups 	<p>SCI 1 Investigation & Inquiry</p> <p>SCI 1.2 Asks one- to two-word questions. Uses senses to explore environment.</p> <p>SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p>
<p>A Preschooler May:</p> <ul style="list-style-type: none"> -Make connections between cause and effect when playing with marble mazes or cars and ramps -Use tools such as ramps, magnets, scales, eyedroppers or binoculars -Describe properties, using phrases such as "This slide is slick." -Notice similarities and differences of objects, using phrases such as "This ball will bounce higher." -Document predictions and outcomes 	<p>SCI 1 Investigation & Inquiry</p> <p>SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.</p> <p>SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p>
<p>Science</p>	
<p>II. Life Science</p> <p>A. Explore, Investigate and Solve Problems of Living Things</p>	

<ol style="list-style-type: none"> 1. Ask questions 2. Make predictions based on experiences 3. Experiment 4. Reflect on results 	
<p>An Infant May:</p> <ul style="list-style-type: none"> -Observe living things in the environment -Use their senses to investigate the environment, such as touching a dog -Move toward an object to investigate it, such as rolling toward a cat or a plant -Name familiar animals -Look at plants -Dig in the dirt to find worms 	<p>SCI 2 Natural & Earth Science</p> <p>SCI 2.1 Explores immediate environment using senses. Reacts to weather changes in immediate environment.</p>
<p>A Toddler May:</p> <ul style="list-style-type: none"> -Participate in songs, finger plays and stories about living things -Participate in nature activities -Point to the animal in a story -Help take care of plants or animals 	<p>SCI 2 Natural & Earth Science</p> <p>SCI 2.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. Understands hot and cold. Points at clouds and explores the feel of rain and wind.</p> <p>SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.</p>
<p>A Preschooler May:</p> <ul style="list-style-type: none"> -Look for insects -Help plant and harvest a garden -Compare plants and animals, using phrases such as “These are farm animals.” -Describe what they know about animals -Know that living things need water and food -Take care of plants or animals -Play outside 	<p>SCI 2 Natural & Earth Science</p> <p>SCI 2.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. Identifies the climate and weather in the immediate environment.</p> <p>SCI 2.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life.</p>
<p>Science</p>	

<p>III. Earth Science</p> <p>A. Explore, Investigate and Solve Problems Involving Properties of the Earth and Sky</p>	
<ol style="list-style-type: none"> 1. Ask questions 2. Make predictions based on experiences 3. Experiment 4. Reflect on results 	
<p>An Infant May:</p> <ul style="list-style-type: none"> -Turn their head or respond to the sound of rain or thunder -Use senses to explore earth materials, such as sand, dirt and water -Respond to weather conditions with actions, such as hiding eyes in bright sun 	<p>SCI 2 Natural & Earth Science</p> <p>SCI 2.1 Explores immediate environment using senses. Reacts to weather changes in immediate environment.</p>
<p>A Toddler May:</p> <ul style="list-style-type: none"> -Play in the sand, dirt or water using tools, such as scoops or shovels -Observe the clouds, moon and stars -Play with their shadow -Use words to name weather conditions, such as rainy, cold or hot -Question interactions with weather, asking questions such as "Why can't we go outside?" -Observe the weather by listening to the rain, pointing to snow or jumping when they hear thunder 	<p>SCI 2 Natural & Earth Science</p> <p>SCI 2.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. Understands hot and cold. Points at clouds and explores the feel of rain and wind.</p> <p>SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.</p>
<p>A Preschooler May:</p> <ul style="list-style-type: none"> -Identify or label characteristics of earth materials, such as sand, dirt and water -Notice different weather conditions -Use tools to investigate properties of the earth, such as pinwheels, magnifying glasses or prisms -Participate in activities related to the earth, such as making mud, looking at stars and making sand castles -Help with recycling or conservation activities -Notice seasonal changes 	<p>SCI 2 Natural & Earth Science</p> <p>SCI 2.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. Identifies the climate and weather in the immediate environment.</p> <p>SCI 2.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life.</p>

PHYSICAL DEVELOPMENT	
I. Physical Development and Coordination A. Use Gross Motor Skills with Purpose and Coordination	
<ol style="list-style-type: none"> 1. Control body movements 2. Use large muscle movements to manipulate objects 3. Move from one point to another 	
An Infant May: - Roll, scoot or nudge to move around the environment - Roll from their back to tummy and back again - Lift their head and turn it from side to side - Bring their hands to their mouth - Sit with support "Cruise" along furniture or walls - Stand alone Walk with help and then alone - Crawl up steps and climb over low objects - Bang two objects together - Throw objects without accuracy	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.
A Toddler May: - Walk forwards and backwards - Straddle and ride toys without pedals - Climb on structures - Walk up and down stairs using alternating feet - Squat, stoop or bend - Jump with both feet off the floor - Try to balance on one foot - Attempt to throw, catch and kick a ball	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.
A Preschooler May: - Walk, run, jump, gallop and hop on one foot "Stop" or "freeze" and then change directions while playing a game - Bend, stretch, turn and twist their body	PD 1 Gross Motor PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.

<ul style="list-style-type: none"> -Balance on one foot -Throw, kick, bounce and catch a ball -Ride a tricycle, bicycle or wheeled toy with pedals 	<p>PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p> <p>PD 1.6 Skips confidently, gallops and slides side to side. Changes direction and speed of movement.</p>
<p>Physical Development</p>	
<p>I. Physical Development and Coordination</p> <p>B. Use Fine Motor Skills with Purpose and Coordination</p>	
<ol style="list-style-type: none"> 1. Use fingers and hands to accomplish fine motor tasks 2. Use tools in a functional manner 3. Exhibit coordination of facial muscles 	
<p>An Infant May:</p> <ul style="list-style-type: none"> -Hold an adult's finger -Pass an object from one hand to another -Rake objects with hands -Reach for and hold an object, such as a rattle -Use hands to feed themselves -Pick up objects with thumb and forefinger using a pincer grasp -Empty containers -Coo, smile and frown 	<p>PD 2 Fine Motor</p> <p>PD 2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object.</p>
<p>A Toddler May:</p> <ul style="list-style-type: none"> -Imitate finger plays -Fasten and unfasten clothing -Begin to use a spoon and fork -Turn pages of a book, one-by-one Imitate facial expression 	<p>PD 2 Fine Motor</p> <p>PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p> <p>PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p>
<p>A Preschooler May:</p> <ul style="list-style-type: none"> -Fasten buttons, zip zippers or snap snaps independently -Build with small connecting blocks -Create art using tools, such as paintbrushes and scissors -Use writing tools Use eating utensils -Play board games 	<p>PD 2 Fine Motor</p> <p>PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p> <p>PD 2.5 Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.</p>

-Speak clearly	
Physical Development	
I. Physical Development and Coordination C. Respond to Sensory Input to Function in the Environment	
<ol style="list-style-type: none"> 1. Exhibit sensory awareness 2. Exhibit body awareness 3. Exhibit spatial awareness 4. Exhibit temporal awareness 	
An Infant May: -Stare at faces or at their own feet and hands -Cry or fuss when wet, soiled, tired or hungry -Follow a slow-moving object -Turn toward sound -Grab an adult's nose -Anticipate routines, such as naps and meals	PD 4 Personal Care PD 4.1 Receives appropriate healthcare from caregivers. Responds when physical needs are not met. PD 3 Safety PD 3.1 Expresses distress when needs are not met.
A Toddler May: -Show preferences for textures and foods -Notice noises and asks questions, such as "What's that?" -Identify some body parts -Move body to rhythms -Anticipates and participates in routines	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.
A Preschooler May: -Use touch, sight, smell, taste and hearing to understand world -Identify many body parts -Move through the environment without bumping into people and objects -Know there are routines and schedules they must follow, such as breakfast, school time and bed time	PD 4 Personal Care 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. PD 4.5 Explains how germs spread and describes simple strategies for preventing the spread. Recognizes that all living things have similar basic needs. Distinguishes between needs and wants.

Physical Development	
II. Health A. Practice Healthy Behaviors	
<ol style="list-style-type: none"> 1. Show independence in personal care routines 2. Participate in daily physical activity 3. Exhibit body strength and endurance 	
An Infant May: -Cry or fuss when hungry, tired or need a diaper change -Bat at objects, kick and roll over -Sit with help -Crawl, cruise, walk or run -Sit alone -Pull to stand -Play outside	PD 4 Personal Care PD 4.1 Receives appropriate healthcare from caregivers. Responds when physical needs are not met.
A Toddler May: -Show signs of readiness for toileting -Wash their hands -Like to take baths and splash in water -Run, climb and ride toys with wheels -Pull and push objects -Climb stairs or stationary objects -Self-sooth to relax and sleep -Play outside	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.
A Preschooler May: -Manage their toileting routine -Wash and dry their hands -Cover their nose and mouth when sneezing -Play on or with gross motor equipment -Engage in running, jumping and chasing -Ride pedal toys -Climb a ladder on a slide -Climb stairs with alternating steps	PD 4 Personal Care 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. PD 4.5 Explains how germs spread and describes simple strategies for preventing the spread. Recognizes that all living things have similar basic needs. Distinguishes between needs and wants.


<ul style="list-style-type: none"> -Tell an adult when they are tired or need to rest -Play outside 	
<p>Physical Development</p>	
<p>III. Safety A. Practice Safe Behaviors</p>	
<ol style="list-style-type: none"> 1. Know and follow safety rules 2. Recognize personal danger 3. Know how and when to seek help from others 	
<p>An Infant May: <ul style="list-style-type: none"> -Cry when they need help or to communicate pain, hunger, discomfort or fear -Respond to warnings, such as “STOP!” “NO, NO!” and “HOT!” -Use adult as a resource or help when feeling unsafe </p>	<p>PD 3 Safety PD 3.1 Expresses distress when needs are not met.</p>
<p>A Toddler May: <ul style="list-style-type: none"> -Listen to and follow directions during emergencies -Respond to warnings -Ask for adult support when the child feels discomfort, danger, anger or when conflicts occur -Use adult for a resource when feeling unsafe Shout for help </p>	<p>PD 3 Safety PD 3.2 Responds to possible dangers in environment and avoids them when prompted. PD 2.3 Follows simple safety rules.</p>
<p>A Preschooler May: <ul style="list-style-type: none"> -Listen to and follow directions during emergencies -Participate in safety drills -Ask an adult for help -Call for help during emergencies, such as shout for an adult or call 9-1-1 -Recognize trusted adults, such as police officers and firefighters -Follow vehicle, street and public safety -Sit in a car seat Practice bike safety </p>	<p>PD 3 Safety PD 3.4 Seeks opportunities to help others. Tries to solve own social problems. PD 3.5 Describes reasons for safety rules and reminds others to follow them. PD 3.6 Applies general safety rules to a variety of everyday situations with little prompting.</p>

EXPRESSIVE ARTS	
I. Music and Movement A. Show Interest in Music and Movement	
<ol style="list-style-type: none"> 1. Use body to move to music and express self 2. Use music and movement to express concepts, ideas or feelings 	
An Infant May: -Respond to fast music by waving arms, rocking body, nodding head and kicking legs -Respond to soft, calming music during naptime by quieting and relaxing their body movements -Attempt to sing -Attempt to dance to music	CA 1 Music CA 1.1 Responds to sounds. Makes sounds to communicate feelings.
A Toddler May: -Pretends to move like an animal -Sing songs -Dance to music -Bang on a pot to make music -Clap to music	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 1.3 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.
A Preschooler May: -Participate in movement activities, such as tag or freeze dance -Create new dances -Sing their favorite songs or sing-along to music -Make up songs -Create and play musical instruments -Clap to a rhythm	CA 1 Music 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. 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.
Expressive Arts	

<p>II. Visual Arts</p> <p>A. Show Interest in Visual Arts</p>	
<ol style="list-style-type: none"> 1. Explore and experiment with a range of media through sensory exploration 2. Use a range of materials to create pictures or three-dimensional objects 3. Use creative art to express thoughts, feelings and experiences 	
<p>An Infant May:</p> <ul style="list-style-type: none"> -Look at, smile or coo at pictures of faces and simple designs -Touch, point or track colorful objects -Begin to experiment with art materials -Use drawing tools with assistance 	<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>A Toddler May:</p> <ul style="list-style-type: none"> -Use art materials, such as paint, markers, clay and crayons -Make random marks on paper -Observe pictures, posters and other art work 	<p>CA 3 Visual Arts</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>A Preschooler May:</p> <ul style="list-style-type: none"> -Use art materials as intended -Create art work that represents people, places and objects -Discuss artwork -Look at other artwork 	<p>CA 3 Visual Arts</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 3.5 Uses artistic tools and media to create intentional designs or images. Plans, designs and seeks materials to make a creation.</p>
<p>Expressive Arts</p>	
<p>III. Drama</p> <p>A. Show Interest in Dramatic Arts</p>	

<ol style="list-style-type: none"> 1. Express self through physical action and sound 2. Begin to use representation to communicate 3. Begin to pretend play 4. Use creativity and imagination to assume roles in dramatic play 	
<p>An Infant May:</p> <ul style="list-style-type: none"> -Look at, smile or coo at faces -Watch familiar actions and sounds -Imitate familiar actions during play, such as rocking a baby or serving a pretend meal -Explore with puppets 	<p>CA 4 Drama</p> <p>CA 4.1 Imitates simple movements and facial expressions. Responds to props or puppets.</p>
<p>A Toddler May:</p> <ul style="list-style-type: none"> -Pretend to cook, clean and care for family Imitate actions of people -Use puppets -Act out new experiences -Pretend to be a familiar animal, such as a duck sitting on a nest 	<p>CA 4 Drama</p> <p>CA 4.2 Mimics observed behaviors and words. Mimics the use of familiar objects.</p> <p>CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p>
<p>A Preschooler May:</p> <ul style="list-style-type: none"> -Pretend to role play various family and career roles, such as mother, father or teacher -Act out nursery rhymes or favorite stories -Use language to extend play, using statements such as "I am going to pick my baby up from school now." -Take on "roles" in play, using statements such as "I am the mommy and you are the daddy." -Create props for play Put on a "performance" -Listen and watch an age-appropriate play or performance 	<p>CA 4 Drama</p> <p>CA 4.4 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 4.5 Uses artistic tools and media to create intentional designs or images. Plans, designs and seeks materials to make a creation.</p> <p>CA 4.6 With cues, performs a simple preplanned drama. Creates a setting, characters and events to tell a story.</p>


Developmental Continuum of Skills

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

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

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