

Alignment
of the

Experience Early Learning Skills

with

North Dakota Pre-Kindergarten Standards





The Developmental Continuum of the Experience Early Learning Skills

The Developmental Continuum of the Experience Early Learning Skills is a research-based continuum of 35 skills that indicate child development and learning. Each skill has up to three measurable learning goals. For each goal, the continuum outlines benchmark levels for children from birth to age eight.

The Developmental Continuum of the Experience Early Learning Skills is a sequenced progression. Children progress at varying rates based on individual development and needs. The Developmental Continuum of the Experience Early Learning Skills serves as the basis for the development of these curricular systems:

- Experience Baby
- Experience Toddler
- Experience Preschool

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

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

Alignment

This document details the alignment of the **North Dakota Pre-Kindergarten Standards** with the Developmental Continuum of the Experience Early Learning Skills. For questions or comments about this alignment, contact info@experienceearlylearning.com.



North Dakota Pre-Kindergarten Standards

Developmental Continuum of the Experience Early Learning Skills

Domain I: Approaches to Play and Learning	
Sub-Domain: Emotional and Behavioral Self-Regulation	
Goal P-APL 1. Child manages emotions with increasing independence. (36-60 months)	
<p>36–48 Months: Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.</p>	<p>SED 2 Self-Regulation SED 2.3 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change. SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.</p>
<p>48–60 Months: Has an expanding range of strategies for managing emotions, both less intense emotions as well as those that cause greater distress. May still look to adults for support in managing the most intense emotions but shows increasing skill in successfully using strategies suggested by adults.</p>	<p>SED 2 Self-Regulation 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>
Goal P-APL 2. Child follows classroom rules and routines with increasing independence. (36-60 months)	
<p>36–48 Months: Follows simple rules and routines with assistance from adults, such as hanging up their coat or sitting at the table when asked by an adult.</p>	<p>SED 3 Attention & Persistence SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed.</p>

<p>48–60 Months: Usually follows classroom rules and routines with occasional reminders from adults, such as following an end-of-lunch routine that includes putting away their plate, washing hands, and lining up at the door to go outside.</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.</p>
<p>Goal P-APL 3. Child appropriately handles and takes care of classroom materials. (36-60 months)</p>	
<p>36–48 Months: Handles classroom materials, such as putting them where they belong, with adult support.</p>	<p>SED 3 Attention & Persistence SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p>
<p>48–60 Months: Usually handles, takes care of, and manages classroom materials, such as using them in appropriate ways and not throwing them from the sensory table onto the floor.</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>Goal P-APL 4. Child manages actions, words, and behavior with increasing independence. (36-60 months)</p>	
<p>36–48 Months: Manages own actions, words, and behavior with frequent support from adults, such as reminders to use gentle touches and friendly words.</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 Self-Regulation SED 2.3 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change.</p>

<p>48–60 Months: Manages own actions, words, and behavior with occasional support from adults.</p>	<p>SED 2 Self-Regulation SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.</p> <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>Sub-Domain: Cognitive Self-Regulation</p>	
<p>Goal P-APL 6. Child maintains focus and sustains attention with minimal adult support. (36-60 months)</p>	
<p>36–48 Months: With adult support, focuses attention on tasks and experiences for short periods of time, despite interruptions or distractions.</p>	<p>SED 3 Attention & Persistence SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed.</p>
<p>48–60 Months: With increasing independence, focuses attention on tasks and experiences for longer periods of time, despite interruptions or distractions.</p>	<p>SED 3 Attention & Persistence 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>Goal P-APL 7. Child persists in tasks. (36-60 months)</p>	
<p>36–48 Months: Persists on preferred tasks when presented with small challenges with or without adult support, such as continuing to try to build a tall tower with blocks, even when some pieces fall.</p>	<p>SED 3 Attention & Persistence 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>48–60 Months: Frequently persists on preferred tasks. Sometimes persists on less preferred activities with or without adult support, such as working to clean up an activity area.</p>	<p>SED 3 Attention & Persistence SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.</p>

Goal P-APL 5. Child demonstrates an increasing ability to control impulses. (36-60 months)	
36–48 Months: Frequently engages in impulsive behaviors but inhibits them when directly supported by an adult.	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.
48–60 Months: Sometimes controls impulses independently, while at other times needs support from an adult.	SED 2 Self-Regulation SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.
Goal P-APL 8. Child holds information in mind and manipulates it to perform tasks. (36-60 months)	
36–48 Months: Holds small amounts of information in mind, such as two-step directions, to successfully complete simple tasks.	LLD 1 Listening LLD 1.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally. SED 3 Attention & Persistence SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed.
48–60 Months: Holds an increasing amount of information in mind in order to successfully complete tasks.	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. 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.
Goal P-APL 9. Child demonstrates flexibility in thinking and	

behavior. (36-60 months)	
36–48 Months: Demonstrates flexibility, or the ability to switch gears, in thinking and behavior when prompted by an adult, such as trying a new way to climb a structure when the first attempt does not work.	MR 7 Logic and Reasoning MR 7.4 Tries out many possible solutions to a problem.
48–60 Months: Demonstrates flexibility in thinking and behavior without prompting at times. Also responds consistently to adult suggestions to show flexibility in approaching tasks or solving problems, such as taking turns to share toys when many children want to use them.	MR 7 Logic and Reasoning MR 7.4 Tries out many possible solutions to a problem. PD 3 Safety PD 3.4 Seeks opportunities to help others. Tries to solve own social problems. SS 2 Civics & Economics SS 2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person.
Sub-Domain: Initiative and Curiosity	
Goal P-APL 10. Child demonstrates initiative and independence. (36-60 months)	
36–48 Months: Regularly shows initiative, particularly in interactions with familiar adults. Works independently for brief periods of time without adult prompting.	SED 3 Attention & Persistence SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed.
48–60 Months: Frequently shows initiative, particularly when engaged in preferred activities. Demonstrates a willingness and capability to work independently for increasing amounts of time.	SED 3 Attention & Persistence SED 3.6 Sustains focus for at least 10 minutes even if there are distractions. Takes care of own needs and personal belongings.

Goal P-APL 11. Child shows interest in and curiosity about the world around them. (36-60 months)	
36–48 Months: Seeks out new information and explores new play and tasks with adult support.	SCI 1 Investigation & Inquiry SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.
48–60 Months: Seeks out new information and explores new play and tasks both independently and with adult support.	SCI 1 Investigation & Inquiry SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.
Sub-Domain: Creativity	
Goal P-APL 12. Child expresses creativity in thinking and communication. (36-60 months)	
36–48 Months: Responds to adults' prompts to express creative ideas in words and/or actions.	CA 4 Drama CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. LLD 2 Communication LLD 2.3 Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas.
48–60 Months: Communicates creative ideas and actions both with and without prompting from adults.	CA 3 Visual Arts CA 3.7 Uses various tools and techniques to achieve desired artistic results. Creates art to express ideas, thoughts and feelings.
Goal P-APL 13. Child uses imagination in play and interactions with others. (36-60 months)	
36–48 Months: Consistently uses imagination in play and other creative works.	CA 4 Drama CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as

<p>Begins to communicate creative ideas to other children and adults.</p>	<p>replacements for real objects. Distinguishes between real and pretend.</p>
<p>48–60 Months: Develops more elaborate imaginary play, stories, and other creative works with children and adults.</p>	<p>CA 4 Drama CA 4.5 Assigns roles and plays out unscripted scenes in dramatic play. Uses a combination of real and imaginary props or characters to play out a scene.</p>
<p>Domain II: Social and Emotional Development</p>	
<p>Sub-Domain: Relationships with Adults</p>	
<p>Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults. (36-60 months)</p>	
<p>36–48 Months: Engages in positive interactions with adults, by demonstrating affection or talking about ideas. Is able to separate from trusted adults when in familiar settings. Uses adults as a resource to solve problems.</p>	<p>SED 4 Social Relationships SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.</p> <p>SED 3 Attention & Persistence SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed.</p>
<p>48–60 Months: Clearly shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults with minimal distress when in a familiar setting. Initiates interactions with adults and participates in longer and more reciprocal interactions with both trusted and new adults.</p>	<p>SED 4 Social Relationships SED 4.4 Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad.</p> <p>SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p> <p>SED 3 Attention & Persistence SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.</p>

Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults. (36-60 months)	
<p>36–48 Months: Sometimes engages in prosocial behavior with adults, such as greeting the teacher or saying goodbye, and responds to adult requests and directions that may include assistance or prompting. Sometimes demonstrates uncooperative behavior with familiar adults, such as saying "No" to requests, but these moments are typically resolved with support from adults.</p>	<p>SED 4 Social Relationships SED 4.2 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.</p> <p>SED 2 Self-Regulation SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.</p>
<p>48–60 Months: Often engages in prosocial behavior with adults and usually responds appropriately to adult requests and directions without significant assistance or prompting. Uncooperative behavior with familiar adults is rare and the child is able to resolve minor conflicts with adults with support, such as being given reminders to use a quiet voice or follow directions.</p>	<p>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.</p>
Sub-Domain: Relationships with Other Children	
Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children. (36-60 months)	
<p>36–48 Months: Sometimes engages in and maintains interactions with other children without support from an adult or demonstrates skills in doing this when prompted by an adult. May spontaneously engage in prosocial behaviors with other children, such as sharing and taking turns with materials and in conversations or may engage in these with prompting from adults.</p>	<p>SED 4 Social Relationships SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.</p>
<p>48–60 Months: Sustains interactions with other children more often and for</p>	<p>SED 4 Social Relationships SED 4.4 Participates in group with those different than self. Asks adult to</p>

<p>increasing periods of time. Demonstrates prosocial behaviors with other children with and without prompting from adults. Likely to show at least some preference for playing with particular children.</p>	<p>help solve problems. Explains why someone may be happy or sad.</p> <p>SED 3 Attention & Persistence SED 3.7 Sustains focus for at least 30 minutes even if there are distractions. Shows respect for others' personal space and belongings.</p>
<p>Goal P-SE 4. Child engages in cooperative play with other children. (36-60 months)</p>	
<p>36–48 Months: Often plays cooperatively with other children. For at least short periods during this play, works with other children to plan and enact this play in a coordinated way.</p>	<p>SED 4 Social Relationships SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.</p> <p>SED 3 Attention & Persistence SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed.</p>
<p>48–60 Months: Cooperatively plays with other children in an increasingly coordinated way. Works with other children to make plans for what and how they will play together. When given the opportunity, these coordinated play periods get longer.</p>	<p>SED 4 Social Relationships SED 4.4 Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad.</p> <p>SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p> <p>SED 3 Attention & Persistence SED 3.7 Sustains focus for at least 30 minutes even if there are distractions. Shows respect for others' personal space and belongings.</p>
<p>Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children. (36-60 months)</p>	
<p>36–48 Months: Begins to recognize and describe social problems. Suggests solutions to conflicts with adult guidance and support.</p>	<p>MR 7 Logic & Reasoning MR 7.3 Recognizes a problem and asks for help.</p> <p>PD 3 Safety PD 3.4 Seeks opportunities to help others. Tries to solve own social</p>

	problems.
<p>48–60 Months: Often recognizes and describes social problems, suggests solutions to conflicts, and compromises when working or playing in a group. Although simple conflicts may be resolved without adult assistance, may seek out or need adult support in more challenging moments.</p>	<p>MR 7 Logic & Reasoning MR 7.3 Recognizes a problem and asks for help. MR 7.4 Tries out many possible solutions to a problem.</p> <p>PD 3 Safety PD 3.4 Seeks opportunities to help others. Tries to solve own social problems.</p>
Sub-Domain: Emotional Functioning	
Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others. (36-60 months)	
<p>36–48 Months: Expresses a broad range of emotions across contexts, such as during play and in interactions with adults. Notices when strong emotions are exhibited by others and begins to use words to describe some of these emotions, such as happy, sad, or mad.</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>48–60 Months: Expresses a broad range of emotions and begins to notice more subtle or complex emotions in self and others, such as embarrassed or worried. Uses words to describe own feelings when prompted, and may at times use these words without prompting, such as saying "Don't be mad" when engaged in play with other children.</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>
Goal P-SE 7. Child expresses care and concern toward others. (36-60 months)	
<p>36–48 Months: Often pays attention when others are distressed, but attention and</p>	<p>SED 4 Social Relationships SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences</p>

response to this distress may be brief. May seek out adult support to help another child who is distressed.	between self and others. Participates in an activity when asked.
48–60 Months: Consistently pays attention when others are distressed and often responds with care, either by seeking out adult support or providing reassurance or support themselves.	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.
Goal P-SE 8. Child manages emotions with increasing independence. (36-60 months)	
36–48 Months: Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.	SED 2 Self-Regulation SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.
48–60 Months: Has an expanding range of strategies for managing emotions, both less intense emotions and those that cause greater distress. Sometimes looks to adults for support in managing the most intense emotions but shows increasing skill in managing emotions independently.	SED 2 Self-Regulation 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.
Sub-Domain: Sense of Identity and Belonging	
Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests. (36-60 months)	
36–48 Months: Describes own physical characteristics and behaviors and indicates likes and dislikes when asked.	SED 1 Self-Awareness SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.

<p>48–60 Months: Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.</p>	<p>SED 1 Self-Awareness SED 1.5 Describes and compares preferences of self and others.</p> <p>SS 1 Culture & Community SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.</p>
<p>Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self. (36-60 months)</p>	
<p>36–48 Months: Expresses enjoyment in accomplishing daily routines and new skills and may draw adult attention to these accomplishments. May share own ideas or express positive feelings about self, particularly when prompted by an adult.</p>	<p>SED 1 Self-Awareness SED 1.5 Describes and compares preferences of self and others.</p> <p>LLD 2 Communication LLD 2.3 Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas.</p>
<p>48–60 Months: Enjoys accomplishing a greater number of tasks and sharing these accomplishments with other children and adults. Makes increasing number of contributions to group discussion and may share ideas with or without adult prompting.</p>	<p>SS 2 Civics & Economics SS 2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person.</p> <p>LLD 2 Communication LLD 2.3 Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas.</p>
<p>Goal P-SE 11. Child has sense of belonging to family, community, and other groups. (36-60 months)</p>	
<p>36–48 Months: Communicates feeling a sense of belonging to family and an emerging sense of connections to other communities through words or other forms of expression, such as drawing a picture of their family or sharing a special object related to their cultural heritage.</p>	<p>SS 1 Culture & Community SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.</p> <p>SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.</p>

<p>48–60 Months: Has a sense of belonging to family and community and communicates details about these connections, such as sharing a story about a family gathering, both spontaneously and when prompted by an adult or other child.</p>	<p>SS 1 Culture & Community SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.</p> <p>SS 1.6 Explains the meaning and importance of traditions and customs of other people. Explains how individuals, families and cultures differ. Compares roles, rules and responsibilities of different groups.</p>
<p>Domain III: Language, Communication, and Literacy</p>	
<p>Sub-Domain: Language – Attending and Understanding</p>	
<p>Goal P-LC 1. Child attends to communication and language from others. (36-60 months)</p>	
<p>36–48 Months: Shows acknowledgment of comments or questions and is able to attend to conversations, either spoken or signed.</p>	<p>LLD 1 Listening LLD 1.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally.</p>
<p>48–60 Months: Shows acknowledgment of complex comments or questions. Is able to attend to longer, multi-turn conversations, either spoken or signed.</p>	<p>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.</p> <p>LLD 2 Communication LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges.</p>
<p>Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others. (36-60 months)</p>	
<p>36–48 Months: Understands and responds (verbally and non-verbally) to increasingly longer sentences, simple questions, and simple</p>	<p>LLD 2 Communication LLD 2.3 Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas.</p>

stories.	
<p>48–60 Months: Shows an understanding of complex statements, questions, and stories containing multiple phrases and ideas, and responds appropriately.</p>	<p>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.</p> <p>LLD 2 Communication LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges.</p>
Sub-Domain: Language – Communicating and Speaking	
Goal P-LC 3. Child varies the amount of information provided to meet the demands of the situation. (36-60 months)	
<p>36–48 Months: Uses language, spoken or sign, for different purposes and is sometimes able to provide sufficient detail to get needs met from a variety of adults.</p>	<p>LLD 2 Communication LLD 2.3 Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas.</p>
<p>48–60 Months: Uses language, spoken or sign, for a variety of purposes and can typically provide sufficient detail in order to get needs met from a variety of adults.</p>	<p>LLD 2 Communication LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges.</p>
Goal P-LC 4. Child understands, follows, and uses appropriate social and conversational rules. (36-60 months)	
<p>6–48 Months: Engages in conversations with adults, other children, or within the group setting lasting two or three conversational turns, and, with support, will sometimes use appropriate tone and volume for different situations.</p>	<p>LLD 2 Communication LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges.</p>

<p>48–60 Months: Maintains multi-turn conversations with adults or other children by being responsive to the conversational partner in a variety of ways, such as by asking a question. With increasing independence, varies tone and volume of expression to match the social situation.</p>	<p>LLD 2 Communication LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p>
<p>Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways. (36-60 months)</p>	
<p>36–48 Months: Communicates clearly enough to be understood by familiar adults but may make some pronunciation and grammatical errors. Typically uses three- to five-word phrases/sentences when communicating. With some prompting, can offer multiple (two or three) pieces of information on a single topic.</p>	<p>LLD 2 Communication LLD 2.3 Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas. 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>48–60 Months: Communicates clearly enough to be understood by familiar and unfamiliar adults but may make some pronunciation errors and some isolated grammatical errors. Uses longer sentences, as well as sentences that are slightly more complex, such as "I need a pencil because this one broke." Can offer multiple pieces of information on a topic with increasing independence and answer simple questions.</p>	<p>LLD 2 Communication LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges. LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p>
<p>Sub-Domain: Language – Vocabulary</p>	
<p>Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes. (36-60 months)</p>	
<p>36–48 Months: Shows a rapid increase in acquisition of new vocabulary words that describe actions, emotions, things, or ideas that are</p>	<p>LLD 2 Communication LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p>

<p>meaningful within the everyday environment. Uses new vocabulary words to describe relations among things or ideas. Shows repetition of new words offered by adults.</p>	
<p>48–60 Months: Shows a steady increase in vocabulary through the acquisition of words with increasing specificity and variety. Shows repetition of new words offered by adults and may ask about the meaning of unfamiliar words.</p>	<p>LLD 2 Communication LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p>
<p>Goal P-LC 7. Child shows understanding of word categories and relationships among words. (36-60 months)</p>	
<p>36–48 Months: Typically uses known words in the correct context and, with support, shows an emerging understanding of how words are related to broader categories, such as sorting things by color.</p>	<p>LLD 2 Communication LLD 2.3 Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas.</p>
<p>48–60 Months: Demonstrates an increasingly sophisticated understanding of words and word categories with support, such as listing multiple examples of a familiar category or identifying a synonym or antonym.</p>	<p>LLD 2 Communication LLD 2.7 Communicates by using simple and compound sentences. Uses verb tenses. Identifies words with similar meaning. Stays on topic while talking and sharing ideas and feelings.</p>
<p>Sub-Domain: Literacy - Phonological Awareness</p>	
<p>Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound. (36-60 months)</p>	
<p>36–48 Months: Shows rote imitation and enjoyment of rhyme and alliteration. With support, distinguishes when two words rhyme and when two words begin with the same sound.</p>	<p>LLD 3 Phonological Awareness LLD 3.2 Imitates sounds and tones. LLD 3.4 Identifies words that have a similar beginning sound.</p>

<p>48–60 Months: Demonstrates rhyme recognition, such as identifying which words rhyme from a group of three: hat, cat, log. Recognizes phonemic changes in words, such as noticing the problem with "Old McDonald had a charm." Is able to count syllables and understand sounds in spoken words.</p>	<p>LLD 3 Phonological Awareness LLD 3.6 Counts syllables in spoken words. Isolates and pronounces the sound of each syllable.</p> <p>LLD 4 Alphabetic Knowledge LLD 4.4 Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds.</p>
<p>Sub-Domain: Literacy – Print and Alphabet Knowledge</p>	
<p>Goal P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print). (36-60 months)</p>	
<p>36–48 Months: Distinguishes print from pictures and shows an understanding that print is something meaningful, such as asking an adult "What does this say?" or "Read this."</p>	<p>LLD 5 Concepts of Print LLD 5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p> <p>LLD 6 Reading Comprehension LLD 6.3 Talks about pictures and ideas in familiar stories. Answers "what" questions about stories and books. Recalls the name of the main character.</p>
<p>48–60 Months: Begins to demonstrate an understanding of the connection between speech and print. Shows a growing awareness that print is a system that has rules and conventions, such as holding a book correctly or following a book left to right.</p>	<p>LLD 5 Concepts of Print LLD 5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p> <p>LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p>
<p>Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters. (36-60 months)</p>	
<p>36–48 Months: Shows an awareness of alphabet letters, such as singing the ABC song, recognizing letters from one's name, or naming some letters that are encountered often.</p>	<p>LLD 4 Alphabetic Knowledge LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.</p> <p>LLD 4.4 Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds.</p>

<p>48–60 Months: Recognizes and names at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters encountered often in the environment. Produces the sound of many recognized letters.</p>	<p>LLD 4 Alphabetic Knowledge LLD 4.4 Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds. LLD 4.5 Names all upper- and lowercase letters when presented in random order and identifies at least 15 letter sounds. When shown a two- or three-letter word, can find it in print.</p>
<p>Sub-Domain: Literacy – Comprehension and Text Structure</p>	
<p>Goal P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling. (36-60 months)</p>	
<p>36–48 Months: With support, may be able to tell one or two key events from a story or may act out a story with pictures or props.</p>	<p>LLD 6 Reading Comprehension LLD 6.3 Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character. LLD 6.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Participates with others in the retelling of a story by pointing at pictures or role-playing with props.</p>
<p>48–60 Months: Retells two or three key events from a well-known story, typically in the right temporal order and using some simple sequencing terms, such as first ... and then.</p>	<p>LLD 6 Reading Comprehension LLD 6.5 Relates to the characters or events of the story and shares a similar experience or object from own life. Retells portions of a story. Asks and answers simple questions about characters, setting and events. LLD 6.6 With support, compares similarities between two texts. With prompting, answers questions about characters and setting. Retells major events of a story in sequence. SS 4 History & Sense of Time SS 4.3 Describes events as they happen. Uses words such as first, then.</p>
<p>Goal P-LIT 5. Child asks and answers questions about a book that was read aloud. (36-60 months)</p>	
<p>36–48 Months: Can answer basic questions about likes or dislikes in a book or story. Asks and answers questions about main characters or</p>	<p>LLD 6 Reading Comprehension LLD 6.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Participates with others in the retelling of a story by pointing at pictures or role-playing with props.</p>

events in a familiar story. With modeling and support, makes predictions about events that might happen next.	
48–60 Months: With support, provides basic answers to specific questions about details of a story, such as who, what, when, or where. With support, can answer inferential questions about stories, such as predictions or how/why something is happening in a particular moment.	LLD 6 Reading Comprehension LLD 6.5 Relates to the characters or events of the story and shares a similar experience or object from own life. Retells portions of a story. Asks and answers simple questions about characters, setting and events.
Sub-Domain: Literacy – Writing	
Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks. (36-60 months)	
36–48 Months: Engages in writing activities that consist largely of drawing and scribbling. Begins to convey meaning. With modeling and support, writes some letter-like forms and letters.	LLD 7 Writing LLD 7.3 Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks. Scribbles or draws marks as a representation of an object or person.
48–60 Months: Progressively uses drawing, scribbling, letterlike forms, and letters to intentionally convey meaning. With support, may use invented spelling consisting of salient or beginning sounds, such as L for elevator or B for bug.	LLD 7 Writing 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. LLD 7.6 Consistently uses mature tripod grip with drawing/writing tools. Uses inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing.
Domain IV: Cognition	
Sub-Domain: Mathematics Development – Counting and Cardinality	
Goal P-MATH 1. Child knows number names and the count	

sequence. (36-60 months)	
36–48 Months: Says or signs some number words in sequence (up to 10), starting with one. Understands that counting words are separate words, such as "one," "two," "three" versus "one two three".	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.
48–60 Months: Says or signs more number words in sequence.	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.
Goal P-MATH 2. Child recognizes the number of objects in a small set. (36-60 months)	
36–48 Months: Develops an understanding of what whole numbers mean. Begins to recognize the number of small objects in groups without counting (referred to as "subitizing").	MR 1 Number Sense MR 1.3 Recognizes numerals to three. Points to one object at a time while counting (not always in correct order). Creates groups of objects. Adds to and removes from group as prompted.
48–60 Months: Quickly recognizes the number of objects in a small set (referred to as "subitizing").	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.
Goal P-MATH 3. Child understands the relationship between numbers and quantities. (36-60 months)	
36–48 Months: Begins to coordinate verbal counting with objects by pointing to or moving objects for small groups of objects laid in a line (referred to as one-to-one correspondence). Begins to understand that the last number represents how many objects are in a group (referred	MR 1 Number Sense MR 1.3 Recognizes numerals to three. Points to one object at a time while counting (not always in correct order). Creates groups of objects. Adds to and removes from group as prompted.

to as "cardinality").	
48–60 Months: Understands that number words refer to quantity. May point to or move objects while counting objects to 10 and beyond (one-to-one correspondence). Understands that the last number represents how many objects are in a group (cardinality).	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.
Goal P-MATH 4. Child compares numbers. (36-60 months)	
36–48 Months: Begins to accurately count and compare objects that are about the same size and are in small groups with adult assistance, such as counts a pile of two blocks and a pile of four and determines whether the piles have the same or different numbers of blocks. Identifies the first and second objects in a sequence.	MR 4 Measurement MR 4.3 Determines which object is bigger (heavier, longer) when given two objects. SCI 1 Investigation & Inquiry SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.
48–60 Months: Counts to determine and compare number amounts even when the larger group's objects are smaller in size, such as buttons, compared with the smaller group's objects that are larger in size, such as markers. Uses numbers related to order or position.	MR 4 Measurement MR 4.5 Estimates (not always logically) size and volume. Measures and describes findings. MR 4.6 Makes logical estimates and uses measurement tools to check estimation. SCI 1 Investigation & Inquiry SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.
Goal P-MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numbers. (36-60 months)	
36–48 Months: Begins to understand that a written numeral represents a quantity	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

and may draw objects or use informal symbols to represent numbers.	they represent.
<p>48–60 Months: Understands that written numbers represent quantities of objects, and uses information symbols, such as a tally, to represent numerals. With adult support, writes some numerals up to 10.</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.</p> <p>LLD 7.7 Legibly prints letters, numbers and symbols. Writes a string of simple sentences to tell a story or share information. Provides a concluding statement.</p> <p>MR 1 Number Sense MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.</p>
Sub-Domain: Mathematics Development – Operations and Algebraic Thinking	
Goal P-MATH 6. Child understands addition as adding to and understands subtraction as taking away from. (36-60 months)	
<p>36–48 Months: Begins to add and subtract very small collections of objects with adult support. For example, the teacher says, "You have three grapes and get one more. How many in all?" Child counts out three, then counts out one more, then counts all four: "One, two, three, four. I have four!"</p>	<p>MR 1 Number Sense MR 1.3 Recognizes numerals to three. Points to one object at a time while counting (not always in correct order). Creates groups of objects. Adds to and removes from group as prompted.</p>
<p>48–60 Months: Solves addition problems by joining objects together and subtraction problems by separating, using manipulatives and fingers to represent objects.</p>	<p>MR 1 Number Sense MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.</p>
Goal P-MATH 7. Child understands simple patterns. (36-60 months)	

<p>36–48 Months: Recognizes a simple pattern, and with adult assistance, fills in the missing element of a pattern, such as boy, girl, boy, girl, ____, girl. Duplicates and extends ABABAB patterns.</p>	<p>MR 5 Patterns MR 5.3 Copies patterns with two steps, such as red-blue, red-blue.</p>
<p>48–60 Months: Creates, identifies, extends, and duplicates simple repeating patterns in different forms, such as with objects, numbers, sounds, and movements.</p>	<p>MR 5 Patterns MR 5.4 Creates and extends two-step patterns. MR 5.5 Creates and extends three- and four-step patterns and plays complex memory games.</p>
<p>Sub-Domain: Mathematics Development – Measurement</p>	
<p>Goal P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons. (36-60 months)</p>	
<p>36–48 Months: With adult support, begins to understand that attributes can be compared, such as one child can be taller than another child.</p>	<p>MR 4 Measurement MR 4.3 Determines which object is bigger (heavier, longer) when given two objects.</p>
<p>48–60 Months: With some adult support, uses measurable attributes to make comparisons, such as identifies objects as the same/different and more/less.</p>	<p>MR 4 Measurement MR 4.4 Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help. MR 6 Classification MR 6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics.</p>
<p>Sub-Domain: Mathematics Development – Geometry and Spatial Sense</p>	
<p>Goal P-MATH 9. Child identifies, describes, compares, and composes shapes. (36-60 months)</p>	
<p>36–48 Months: Recognizes and names typical circle, square, and sometimes a</p>	<p>MR 3 Shapes MR 3.3 Identifies a few basic shapes.</p>

triangle. With adult support, matches some shapes that are different sizes and orientations.	MR 6 Classification MR 6.2 When shown one object, finds the match. Identifies and names familiar people, characters and animals.
48–60 Months: Recognizes and compares a greater number of shapes of different sizes and orientations. Begins to identify sides and angles as distinct parts of shapes.	MR 3 Shapes MR 3.4 Identifies four to six basic geometric shapes. MR 3.5 Describes basic and complex two- and three-dimensional shapes using own words.
Goal P-MATH 10. Child explores the positions of objects in space. (36-60 months)	
36–48 Months: Begins to understand spatial vocabulary. With adult support, follows directions involving their own position in space, such as "Stand up and stretch your arms to the sky."	MR 2 Spatial Awareness MR 2.2 Purposely turns or spins objects. Follows simple positional directions such as on/off, over/under and up/down. Fills container then dumps out the contents. MR 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.
48–60 Months: Increasingly understands spatial vocabulary. Follows directions involving their own position in space, such as "Move to the front of the line."	MR 2 Spatial Awareness MR 2.3 Recognizes objects that are upside-down and turns them right-side up. Finds or places objects next to, between, in front of or behind self. Puts together three pieces to create a whole object. MR 2.4 Matches two objects even if turned different ways. When prompted, places objects next to, between, in front of or behind objects not related to self. Uses a guide to assemble 12 puzzle pieces.
Sub-Domain: Scientific Reasoning - Scientific Inquiry	
Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events). (36-60 months)	
36–48 Months:	SCI 3 Physical Science

<p>Uses the five senses to observe objects, materials, organisms, and events. Provides simple verbal or signed descriptions. With adult support, represents observable phenomena, such as draws a picture.</p>	<p>SCI 3.1 Uses senses to explore objects in immediate environment. Kicks feet or shakes arms to make other objects move.</p> <p>SCI 1 Investigation & Inquiry SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p>
<p>48–60 Months: Makes increasingly complex observations of objects, materials, organisms, and events. Provides greater detail in descriptions. Represents observable phenomena in more complex ways, such as pictures that include more detail.</p>	<p>SCI 1 Investigation & Inquiry SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.</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>Goal P-SCI 2. Child engages in scientific talk. (36-60 months)</p>	
<p>36–48 Months: Begins to use scientific vocabulary words with modeling and support from an adult. Sometimes repeats new words offered by adults.</p>	<p>SCI 2 Nature & Earth Science SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.</p> <p>LLD 2 Communication LLD 2.3 Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas.</p>
<p>48–60 Months: Uses a greater number of scientific vocabulary words. Repeats new words offered by adults and may ask questions about unfamiliar words.</p>	<p>SCI 1 Investigation & Inquiry SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.</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>LLD 2 Communication LLD 2.5 Speaks in simple complete sentences. Uses question words.</p>

	Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.
Goal P-SCI 3. Child compares and categorizes observable phenomena. (36-60 months)	
36–48 Months: Sorts objects into groups based on simple attributes, such as color. With support, uses measurement tools to quantify similarities and differences of observable phenomena, such as when a child scoops sand into two containers and, with adult assistance, determines which container holds more scoops.	<p>MR 6 Classification MR 6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics.</p> <p>MR 4 Measurement MR 4.3 Determines which object is bigger (heavier, longer) when given two objects.</p> <p>MR 4.4 Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help.</p>
48–60 Months: With increasing independence, sorts objects into groups based on more complex attributes, such as weight, sound, or texture. Uses measurement tools to assess the properties of and compare observable phenomena.	<p>MR 6 Classification MR 6.4 After sorting objects by one feature, sorts again by a different feature.</p> <p>MR 4 Measurement MR 4.5 Estimates (not always logically) size and volume. Measures and describes findings.</p>
Sub-Domain: Scientific Reasoning - Reasoning and Problem Solving	
Goal P-SCI 4. Child asks a question, gathers information, and makes predictions. (36-60 months)	
36–48 Months: Asks simple questions. Uses adults as primary resources to gather information about questions. With adult support and modeling, makes simple predictions, such as "I think that the golf ball will be heavier than the ping pong ball."	<p>SCI 1 Investigation & Inquiry SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.</p>

<p>48–60 Months: Asks more complex questions. Uses other sources besides familiar adults to gather information, such as books or other experts (community workers). Uses background knowledge and experiences to make predictions.</p>	<p>SCI 1 Investigation & Inquiry SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.</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>Goal P-SCI 5. Child plans and conducts investigations and experiments. (36-60 months)</p>	
<p>36–48 Months: With adult support, engages in simple investigations and experiments, such as building a "bridge" out of classroom materials and seeing how many dolls it will hold before it collapses. Records data with teacher assistance, mostly using pictures and marks on a page.</p>	<p>SCI 1 Investigation & Inquiry SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <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>48–60 Months: With increasing independence, engages in some parts of conducting complex investigations or experiments. Increasingly able to articulate the steps that need to be taken to conduct an investigation. Uses more complex ways to gather and record data, such as with adult support, makes a graph that shows children's favorite snacks.</p>	<p>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.</p>
<p>Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results. (36-60 months)</p>	
<p>36–48 Months: With adult assistance, analyzes and interprets data. Draws conclusions and provides simple descriptions of results. For example, an adult suggests counting how many dolls can be</p>	<p>SCI 1 Investigation & Inquiry SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p>

<p>supported by a bridge before it breaks and along with the children counts, "One, two, three dolls. What happened when we put on the next doll?" A child says, "The bridge broke!"</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>48–60 Months: With increasing independence, analyzes and interprets data and draws conclusions. With adult support, compares results to initial prediction and generates new questions or designs. For example, after putting multiple magnets together to create one magnet that is not strong enough to lift 10 paperclips, builds another and tries again. Communicates results, solutions, and conclusions in increasingly complex ways through multiple methods.</p>	<p>SCI 1 Investigation & Inquiry SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.</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>Domain V: Social Studies</p>	
<p>Sub-Domain: Concepts of Time</p>	
<p>Goal P-SS 1. Child demonstrates a basic understanding of past, present, and future and how things, people, and places change over time. (36-60 months)</p>	
<p>36–48 Months: Children may describe how they have grown over time. Demonstrate a simple sequence in time.</p>	<p>SCI 1 Investigation & Inquiry SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.</p> <p>SS 4 History & Sense of Time SS 4.3 Describes events as they happen. Uses words such as first, then.</p>
<p>48–60 Months: Able to look outside themselves and identify changes over time. Demonstrates a more complex sequence in time.</p>	<p>SCI 1 Investigation & Inquiry SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.</p> <p>SS 4 History & Sense of Time</p>

	SS 4.4 Recalls information and events from the past. Uses language of time to describe familiar sequences of events.
Sub-Domain: Citizenship	
Goal P-SS 4. Child demonstrates and exhibits an awareness of rules and routines in the classroom, community, and family life. (36-60 months)	
36–48 Months: Follows simple rules and routines with assistance from adults, such as hanging up their coat or sitting at the table when asked by an adult.	<p>PD 3 Safety PD 3.3 Follows simple safety rules.</p> <p>SED 3 Attention & Persistence SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p> <p>SS 2 Civics & Economics SS 2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person.</p>
48–60 Months: Usually follows classroom rules and routines with occasional reminders from adults, such as following an end-of-lunch routine that includes putting away their plate, washing hands, and lining up at the door to go outside.	<p>PD 3 Safety PD 3.3 Follows simple safety rules.</p> <p>SS 2 Civics & Economics SS 2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person.</p>
Goal P-SS 3. Child shares responsibility for caring for their environment. (36-60 months)	
36–48 Months: Handles classroom materials, such as putting them where they belong, with adult support.	<p>SED 3 Attention & Persistence SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p> <p>PD 3 Safety PD 3.3. Follows simple safety rules.</p>

<p>48–60 Months: Usually handles, takes care of, and manages classroom materials, such as using them in appropriate ways and not throwing them from the sensory table onto the floor.</p>	<p>SED 3 Attention & Persistence SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p> <p>PD 3 Safety PD 3.3. Follows simple safety rules.</p>
<p>Goal P-SS 5. Child begins to understand various group decision-making processes. (36-60 months)</p>	
<p>36–48 Months: Sometimes engages in and maintains interactions with other children without support from an adult or demonstrates skills in doing this when prompted by an adult. May spontaneously engage in prosocial behaviors with other children, such as sharing and taking turns with materials and in conversations or may engage in these with prompting from adults.</p>	<p>SS 2 Civics & Economics SS 2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person.</p> <p>SED 4 Social Relationships SED 4.4. Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad.</p>
<p>48–60 Months: Sustains interactions with other children more often and for increasing periods of time. Demonstrates prosocial behaviors with other children with and without prompting from adults. Likely to show at least some preference for playing with particular children.</p>	<p>SED 4 Social Relationships SED 4.4. Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad.</p> <p>SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p> <p>SED 3 Attention & Persistence 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>Sub-Domain: Identity and Culture</p>	
<p>Goal P-SS 7. Demonstrate awareness of differences among families and communities to which they belong. (36-60 months)</p>	
<p>36–48 Months: Communicates feeling a sense of belonging to family and an</p>	<p>SS 1 Culture & Community SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.</p>

emerging sense of connections to other communities through words or other forms of expression, such as drawing a picture of their family or sharing a special object related to their cultural heritage.	SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.
48–60 Months: Has a sense of belonging to family and community and communicates details about these connections, such as sharing a story about a family gathering, both spontaneously and when prompted by an adult or other child.	SS 1 Culture & Community SS1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.
Domain VI: Creative Arts	
Sub-Domain: Music	
Goal P-CA 1. Child sings and plays simple musical instruments. (36-60 months)	
36–48 Months: Repeats sound and rhythm patterns. Sings simple songs.	CA 1 Music CA 1.2 Responds to changes in sound, rhythm, volume or melody. Repeats words in familiar songs and attempts to sing.
48–60 Months: Creates own songs and movements, includes musical instruments. Vocalizes and uses instruments in more complex music/ songs.	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.
Goal P-CA 2. Child listens to music with attention. (36-60 months)	
36–48 Months: Repeats song patterns and rhythmic movements 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.

<p>48–60 Months: Participates in more complex songs and involves physical movement - finger plays, chants, etc.</p>	<p>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.</p> <p>CA 1.5 Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sing along to familiar songs. Uses voice or instruments to express feelings or to mimic sound effects.</p>
<p>Sub-Domain: Dance and Movement</p>	
<p>Goal P-CA 3. Child coordinates movements in response to beat or rhythm. (36-60 months)</p>	
<p>36–48 Months: Moves one body part in response to a simple rhythm pattern. Demonstrates the difference between still and moving. Moves over, under and around objects. Follows and tracks various types of music through movement, facial expressions, and voice. Creates rhythmic patterns (e.g., rhythmic poems, simple songs, etc.).</p>	<p>CA 2 Dance & Movement CA 2.2 Moves body purposely. Sways or bounces to music. Uses purposeful gestures and body language to communicate.</p> <p>CA 2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.</p>
<p>48–60 Months: Dances to music with varying tempos. Creates simple rhythm patterns and is able to repeat them. Moves through combinations of pathways, straight, zigzag, diagonal, curve. Expands movement vocabulary by exploring words (e.g., suspend, swing, point, burst, float, droop, carve, creep, open and close). Demonstrates understanding of concepts using vocal and physical movement and instruments: soft/loud, high/low, fast/slow.</p>	<p>CA 2 Dance & Movement CA 2.4 Describes and demonstrates multiple ways to move body parts. Moves to the beat. Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements.</p> <p>CA 2.5 Follows a leader to perform a simple movement pattern. Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.</p>
<p>Sub-Domain: Visual Arts</p>	
<p>Goal P-CA 4. Child creates art work that depicts objects and events and/or expresses feelings, thoughts, and ideas through a</p>	

<p>variety of two-dimensional and three-dimensional processes and share about them. (e.g., painting, printing, drawing, coloring, observation, cutting, shaping, rolling, pulling, patting, observing, imitation, patterning, repetition) (36-60 months)</p>	
<p>36–48 Months: Mixes two basic shapes - abstract rather than representational. Uses beginning process in their art creations. Distinguish between pictures and real objects.</p>	<p>CA 3 Visual Arts CA 3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.</p>
<p>48–60 Months: Recognizes and describes various art forms - sculpture, painting, printing. Drawings suggest real life. Drawings becoming better defined, more detail. Uses both 2- dimensional and 3- dimensional processes to create art that represents various objects like people, places and things. Begins to share about their own creations.</p>	<p>CA 3 Visual Arts CA 3.5 Uses artistic tools and media to create intentional designs or images. Plans, designs and seeks materials to make a creation. CA 3.6 Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object. Explains how it was made. CA 3.8 Compares artistic techniques and creations of many artists. Creates art and explains why and how s/he chose specific materials and techniques.</p>
<p>Sub-Domain: Dramatic Play</p>	
<p>Goal P-CA 5. Child incorporates a variety of elements (e.g., character, theme, setting, idea, plot, props, costume, and make-up) into dramatic play while using a collection of processes (e.g., role-play, imitation, observation, listening, giving objects attributes they do not have, personification, pretend, vocalize environmental sounds, dramatize). (36-60 months)</p>	
<p>36–48 Months: Follows simple instructions to recreate story and dramatic movement. Uses costumes to disguise self and become a character in everyday environment.</p>	<p>CA 4 Drama CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p>
<p>48–60 Months:</p>	<p>CA 4 Drama</p>


<p>Dictates a story. Repeats dialogue and movement to tell a story. Creates roles for self and others in dramatic play situations using body and dialogue. Uses costumes to create character with dialogue. Creates and executes complicated plot with conflict and resolution verbally and physically. Uses props/objects in creative way.</p>	<p>CA 4.4 Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object.</p> <p>CA 4.5 Assigns roles and plays out unscripted scenes in dramatic play. Uses a combination of real and imaginary props or characters to play out a scene.</p> <p>CA 4.6 With cues, performs a simple preplanned drama. Creates a setting, characters and events to tell a story.</p>
<p>Domain VII: Perceptual, Motor, and Physical Development</p>	
<p>Sub-Domain: Gross Motor</p>	
<p>Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles. (36-60 months)</p>	
<p>36–48 Months: Balances, such as on one leg or a beam, for short periods with some assistance. Performs some skills, such as jumping for height and hopping, but these skills may not be consistently demonstrated. Engages in physical activity that requires strength and stamina for at least brief periods.</p>	<p>PD 1 Gross Motor PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p> <p>PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p>PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p>
<p>48–60 Months: Balances, such as on one leg, for longer periods of time both when standing still and when moving from one position to another. Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping, and running. Engages in more complex movements, such as riding a tricycle, with ease. Engages in physical activities of increasing levels of intensity for sustained periods of time.</p>	<p>PD 1 Gross Motor PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p> <p>PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p> <p>PD 1.8 Uses conditioning methods to strengthen muscles and increase endurance. Coordinates multiple complex movements in continuous play.</p>
<p>Goal P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people. (36-60 months)</p>	

<p>36–48 Months: Somewhat aware of own body, space, and relationship to other objects. May have difficulty consistently coordinating motions and interactions with objects and other people.</p>	<p>CA 2 Dance & Movement CA 2.2 Moves body purposely. Sways or bounces to music. Uses purposeful gestures and body language to communicate.</p> <p>CA 2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.</p>
<p>48–60 Months: Shows increasing awareness of body, space, and relationship to other objects in ways that allow for more coordinated movements, actions, and interactions with others.</p>	<p>CA 2 Dance & Movement CA 2.2 Moves body purposely. Sways or bounces to music. Uses purposeful gestures and body language to communicate.</p> <p>CA 2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.</p>
<p>Sub-Domain: Fine Motor</p>	
<p>Goal P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles. (36-60 months)</p>	
<p>36–48 Months: Performs simple hand-eye tasks, such as drawing simple shapes like circles and cutting paper with scissors. May demonstrate limited precision and control in more complex tasks.</p>	<p>PD 2 Fine Motor PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p> <p>LLD 7 Writing LLD 7.3 Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks. Scribbles or draws marks as a representation of an object or person.</p>
<p>48–60 Months: Performs tasks that require more complex hand-eye coordination, such as cutting out shapes and drawing letter-like forms, with moderate levels of precision and control.</p>	<p>PD 2 Fine Motor PD 2.5 Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.</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.</p>

Sub-Domain: Health, Safety, and Nutrition	
Goal P-PMP 4. Child demonstrates personal hygiene and self-care skills. (36-60 months)	
<p>36–48 Months: Shows an awareness of personal hygiene and self-care skills, such as telling an adult it is important to wash hands before eating. May not complete or exhibit these skills regularly without adult guidance and supervision.</p>	<p>PD 4 Personal Care PD 4.2 Recognizes the difference between dirty and clean. Points to body parts when prompted. Participates in taking care of some personal needs, such as feeding self. PD 4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.</p>
<p>48–60 Months: Begins to take more responsibility for personal hygiene and self-care skills. Sometimes completes them without adult prompting.</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.</p>
Goal P-PMP 6. Child demonstrates knowledge of personal safety practices and routines. (36-60 months)	
<p>36–48 Months: Shows awareness of a growing number of personal safety practices and routines. Looks to adults for support in enacting these.</p>	<p>PD 3 Safety PD 3.2 Responds to possible dangers in environment and avoids them when prompted. PD 3.3. Follows simple safety rules.</p>
<p>48–60 Months: Exhibits increasing independence in following basic personal safety practices and routines. Follows adult guidance around more complex practices.</p>	<p>PD 3 Safety PD 3.3. Follows simple safety rules. 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>
Goal P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits. (36-60 months)	

<p>36–48 Months: Demonstrates a basic knowledge of the role of foods and nutrition in healthy development. Often requires adult guidance and supervision to make healthy eating choices.</p>	<p>PD 5 Nutrition PD 5.3 Anticipates the need to eat, rest and drink. Feeds self soft foods with spoon or other utensil. PD 5.4 Identifies food and serves a portion into bowl or plate. Feeds self.</p>
<p>48–60 Months: Demonstrates an increasing understanding of the ways in which foods and nutrition help the body grow and be healthy. Makes healthy eating choices both independently and with support.</p>	<p>PD 5 Nutrition PD 5.5 Identifies food groups and sorts food. Chooses between two appropriate food options. PD 5.6 Identifies food that is nutritious. Helps to prepare food for others. PD 5.7 Describes what happens after consumption of food.</p>


Developmental Continuum of Skills

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

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

Skill / Skill Code	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8	
 Language & Literacy Development	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.