

Alignment
of the

Experience Early Learning Skills

with

Ohio's Early Learning & Development Standards:
Birth to Kindergarten Entry





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 **Ohio's Early Learning & Development Standards: Birth to Kindergarten Entry** with the Developmental Continuum of the Experience Early Learning Skills. For questions or comments about this alignment, contact info@experienceearlylearning.com.



Approaches Toward Learning	
Initiative	
Initiative and Curiosity	
<p>Infants (Birth - 8 months)</p> <ul style="list-style-type: none"> Show interest in people and objects. 	<p>SED 3 Attention & Persistence Maintains attention on people, things and projects. Persists in understanding and mastering activities even if challenging. Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.</p>
<p>Young Toddlers (6 - 18 months)</p> <ul style="list-style-type: none"> Explore the environment through a variety of sensory-motor activity Practice new skills with enthusiasm. Demonstrate a willingness to try new activities and experiences. 	<p>SCI 1 Investigation & Inquiry Observes, inquires and investigates objects and events to gain understanding. Uses senses to explore environment. Experiments with cause and effect. Asks one- to two-word questions.</p>
<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> Experiment in the environment with purpose. Ask questions to gain information. 	<p>SCI 1 Investigation & Inquiry Observes, inquires and investigates objects and events to gain understanding. Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help.</p>
<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> Seek new and varied experiences and challenges (takes risks). Demonstrate self-direction while participating in a range of activities and routines. Ask questions to seek explanations about phenomena of interest. 	<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>SCI 1 Investigation & Inquiry SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others. SCI 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>
Planning, Action and Reflection	
<p>Infants (Birth - 8 months)</p> <ul style="list-style-type: none"> Act on the environment to meet needs or interests. Respond to people and objects in their immediate environment based on past experience. 	<p>SED 3 Attention & Persistence Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine. Calms with support from caregiver. Responds as caregiver takes care of his/ her needs. Reacts to changes in routine.</p>

<p>Young Toddlers (6 - 18 months)</p> <ul style="list-style-type: none"> • Use a variety of ways to meet simple goals. • Approach tasks with repeated trial and error. 	<p>SCI 1 Investigation & Inquiry Observes, inquires and investigates objects and events to gain understanding. Uses senses to explore environment.</p> <p>SED 3 Attention & Persistence Maintains attention on people, things and projects. Persists in understanding and mastering activities, even if challenging. Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.</p>
<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> • Make choices to achieve a desired goal • Use previous learning to inform new experiences with people and objects in their environment. 	<p>SCI 1 Investigation & Inquiry Observes, inquires and investigates objects and events to gain understanding. Uses past knowledge to explain observed changes. Uses previous knowledge to determine which solution to try first when solving a problem.</p>
<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> • Develop, initiate and carry out simple plans to obtain a goal. • Use prior knowledge and information to assess, inform, and plan for future actions and learning. 	<p>MR 7 Logic & Reasoning MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem.</p> <p>SCI 1 Investigation & Inquiry SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others. 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>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>Engagement and Persistence</p>	
<p>Attention</p>	
<p>Infants (Birth - 8 months)</p> <ul style="list-style-type: none"> • Demonstrate awareness of happenings in surroundings. 	<p>SED 3 Attention & Persistence Maintains attention on people, things and projects. Persists in understanding and mastering activities, even if challenging. Focuses for a short time on a person, sound or thing.</p>

<p>Young Toddlers (6 - 18 months)</p> <ul style="list-style-type: none"> • Focus on an activity but are easily distracted. 	<p>SED 3 Attention & Persistence</p> <p>Maintains attention on people, things and projects. Persists in understanding and mastering activities, even if challenging. Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.</p>
<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> • Focus on an activity for short periods of time despite distractions. 	<p>SED 3 Attention & Persistence</p> <p>Maintains attention on people, things and projects. Persists in understanding and mastering activities, even if challenging. Focuses on an engaging activity for a short period of time independently or with an adult.</p>
<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> • Focus on an activity with deliberate concentration despite distractions. 	<p>SED 3 Attention & Persistence</p> <p>SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.</p>
<p>Persistence</p>	
<p>Infants (Birth - 8 months)</p> <ul style="list-style-type: none"> • Attempt to reproduce interesting and pleasurable effects and events. 	<p>SED 4 Social Relationships</p> <p>Identifies and respects differences in others of abilities, characteristics, feelings, and interests. Adjusts behavior in a situation based on emotional or facial response of a familiar person.</p>
<p>Young Toddlers (6 - 18 months)</p> <ul style="list-style-type: none"> • Repeat actions intentionally to achieve goal. 	<p>SED 3 Attention & Persistence</p> <p>Maintains attention on people, things and projects. Persists in understanding and mastering activities, even if challenging. Focuses on an engaging activity for a short period of time independently or with an adult.</p>
<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> • Engage in self-initiated activities for sustained periods of time. 	<p>SED 3 Attention & Persistence</p> <p>Maintains attention on people, things and projects. Persists in understanding and mastering activities, even if challenging. Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.</p>
<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> • Carry out tasks, activities, projects or experiences from beginning to end. • Focus on the task at hand even when frustrated or challenged. 	<p>SED 3 Attention & Persistence</p> <p>SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed.</p> <p>SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.</p>
<p>Creativity</p>	
<p>Innovation and Invention</p>	

<p>Infants (Birth - 8 months)</p> <ul style="list-style-type: none"> • Make discoveries about self, others, and the environment. 	<p>CA 1 Music Expresses through music and develops rhythm and tone. Responds to sounds. Makes sounds to communicate feelings.</p>
<p>Young Toddlers (6 - 18 months)</p> <ul style="list-style-type: none"> • Uses objects in new ways. 	<p>CA 4 Drama Participates in dramatic and symbolic play, uses props to represent other objects or ideas. Uses realistic toys as replacements for real objects.</p>
<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> • Uses materials in new and unconventional ways. 	<p>CA 4 Drama Participates in dramatic and symbolic play, uses props to represent other objects or ideas. Uses any object as a replacement for a realistic prop or real object.</p>
<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> • Use imagination and creativity to interact with objects and materials. • Use creative and flexible thinking to solve problems. • Engage in inventive social play. 	<p>CA 2 Dance & Movement CA 2.1 Moves body in a variety of ways. Uses body language to express feelings.</p> <p>CA 4 Drama CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. CA 4.4 Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object. 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>Expression of Ideas and Feelings Through the Arts</p>	
<p>Infants (Birth - 8 months)</p> <ul style="list-style-type: none"> • Demonstrate preferences, pleasure or displeasure when interacting with various media. 	<p>CA 2 Dance & Movement Expresses through dance and develops movement techniques. Moves body in a variety of ways. Uses body language to express feelings.</p>
<p>Young Toddlers (6 - 18 months)</p> <ul style="list-style-type: none"> • Seek out experiences with a variety of materials and art materials based on preferences and past experiences. 	<p>CA 3 Visual Arts Expresses through 2D and 3D visual art and develops artistic techniques. Explores a variety of artistic tools and media.</p>
<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> • Use self-selected materials and media to express ideas and feelings. 	<p>CA 3 Visual Arts Expresses through 2D and 3D visual art and develops artistic techniques Chooses an object or art tool to use with a given medium for a desired effect.</p>

<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> Express individuality, life experiences, and what they know and are able to do through a variety of media. Express interest in and show appreciation for the creative work of others. 	<p>CA 3 Visual Arts CA 3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.</p> <p>CA 2 Dance & Movement CA 2.1 Moves body in a variety of ways. Uses body language to express feelings. CA 2.2 Moves body purposely. Sways or bounces to music. Uses purposeful gestures and body language to communicate. CA 2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.</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>Cognition and General Knowledge</p>	
<p>Cognitive Skills</p>	
<p>Memory</p>	
<p>Infants (Birth - 8 months)</p> <ul style="list-style-type: none"> Exhibit differentiated responses to familiar and unfamiliar people, events, objects and their features. Mirror simple actions and facial expressions of others previously experienced. Anticipate next steps in simple familiar routines and games. 	<p>SS 5 History & Sense of Time Develops sense of time. Focuses on interactions with others for a short time. Observes events and begins to participate.</p> <p>SED 4 Social Relationships Identifies and respects differences in others of abilities, characteristics, feelings, and interests. Adjusts behavior in a situation based on emotional or facial response of a familiar person.</p>
<p>Young Toddlers (6 - 18 months)</p> <ul style="list-style-type: none"> Recall information over a period of time with contextual cues. Anticipate the beginning and ending of activities, songs and stories. 	<p>SS 4 History & Sense of Time Develops sense of time. Observes events and begins to participate. Describes events as they happen. Uses words such as first, then.</p>
<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> Recall information over a longer period of time without contextual cues. Anticipate routines. Link past and present activities. 	<p>SS 4 History & Sense of Time Develops sense of time. Recalls information and events from the past. Uses language of time to describe familiar sequences of events.</p>

<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> • Communicate about past events and anticipate what comes next during familiar routines and experiences. • With modeling and support, remember and use information for a variety of purposes. • Recreate complex ideas, events/ situations with personal adaptations. 	<p>SS 4 History & Sense of Time SS 4.3 Describes events as they happen. Uses words such as first, then. SS 4.4 Recalls information and events from the past.</p> <p>MR 7 Logic & Reasoning MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem.</p> <p>CA 4 Drama CA 4.6 With cues, performs a simple preplanned drama. Creates a setting, characters and events to tell a story.</p>
Symbolic Thought	
<p>Infants (Birth - 8 months)</p> <ul style="list-style-type: none"> • Explore real objects, people and actions. 	<p>CA 4 Drama Participates in dramatic and symbolic play, uses props to represent other objects or ideas. Imitates simple movements and facial expressions. Responds to props or puppets.</p>
<p>Young Toddlers (6 - 18 months)</p> <ul style="list-style-type: none"> • Use one or two simple actions or objects to represent another in pretend play. 	<p>CA 4 Drama Participates in dramatic and symbolic play, uses props to represent other objects or ideas. Mimics observed behaviors and words.</p>
<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> • Engage in pretend play involving several sequenced steps and assigned roles. 	<p>CA 4 Drama Participates in dramatic and symbolic play, uses props to represent other objects or ideas. Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p>
<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> • Demonstrate understanding that symbols carry meaning and use symbols to represent thinking (e.g., drawings, construction or movement). • Participate cooperatively in complex pretend play, involving assigned roles and an overall plan. 	<p>CA 4 Drama CA 4.4 Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object. 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>
Reasoning and Problem-Solving	
<p>Infants (Birth - 8 months)</p> <ul style="list-style-type: none"> • Actively use the body to find out about the world. 	<p>SCI 1 Investigation & Inquiry Observes, inquires and investigates objects and events to gain understanding. Uses logic to solve problems. Uses senses to explore environment. Experiments with cause and effect.</p>

<p>Young Toddlers (6 - 18 months)</p> <ul style="list-style-type: none"> • With modeling and support, use simple strategies to solve problems. 	<p>SCI 1 Investigation & Inquiry</p> <p>Observes, inquires and investigates objects and events to gain understanding. Uses logic to solve problems. Uses past knowledge to explain observed changes. Tries out many possible solutions to a problem.</p>
<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> • In familiar situations, solve problems without having to try every possibility, while avoiding solutions that clearly will not work. 	<p>SCI 1 Investigation & Inquiry</p> <p>Observes, inquires and investigates objects and events to gain understanding. Uses logic to solve problems. Uses previous knowledge to determine which solution to try first when solving a problem.</p>
<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> • Demonstrate ability to solve everyday problems based upon past experience. • Solve problems by planning and carrying out a sequence of actions. • Seek more than one solution to a question, problem or task. • Explain reasoning for the solution selected. 	<p>SCI 1 Investigation & Inquiry</p> <p>SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.</p> <p>MR 7 Logic & Reasoning</p> <p>MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem.</p> <p>SS 4 History & Sense of Time</p> <p>SS 4.4 Recalls information and events from the past.</p>
<p>Cognition and General Knowledge: Mathematics</p>	
<p>Number Sense</p>	
<p>Number Sense and Counting</p>	
<p>Infants (Birth - 8 months)</p> <ul style="list-style-type: none"> • Explore objects and attend to events in the environment. 	<p>SCI 1 Investigation & Inquiry</p> <p>Observes, inquires and investigates objects and events to gain understanding. Uses logic to solve problems. Looks for a person or toy that has moved out of sight. Reacts to changes.</p>
<p>Young Toddlers (6 - 18 months)</p> <ul style="list-style-type: none"> • Pay attention to quantities when interacting with objects. 	<p>MR 1 Number Sense</p> <p>Understands concepts of number and quantity. Creates groups of objects. Adds and removes to group as prompted.</p>
<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> • Show understanding that numbers represent quantity and demonstrate understanding of words that identify how much. • Use number words to indicate the quantity in small sets of objects (e.g., 2, 3), 	<p>MR 1 Number Sense</p> <p>Understands concepts of number and quantity. Recognizes numerals to three. Points to one object at a time while counting (not always in correct order). Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p>

and begin counting aloud.	
<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> Count to 20 by ones with increasing accuracy. Identify and name numerals 1-9. Identify without counting small quantities of up to 3 items. (Subsidize) Demonstrate one-to-one correspondence when counting objects up to 10. Understand that the last number spoken tells the number of objects counted. Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10. 	<p>MR 1 Number Sense</p> <p>MR 1.3 Recognizes numerals to three. Points to one object at a time while counting (not always in correct order). Creates groups of objects. Adds to and removes from group as prompted.</p> <p>MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p> <p>MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.</p> <p>MR 4 Measurement</p> <p>MR 4.3 Determines which object is bigger (heavier, longer) when given two objects.</p>

Number Relationships and Operations	
Number Relationships	
<p>Infants (Birth - 8 months)</p> <ul style="list-style-type: none"> Explore objects and attend to events in the environment. 	<p>SCI 1 Investigation & Inquiry</p> <p>Observes, inquires and investigates objects and events to gain understanding. Uses logic to solve problems. Looks for a person or toy that has moved out of sight. Reacts to changes.</p>
<p>Young Toddlers (6 - 18 months)</p> <ul style="list-style-type: none"> Notice changes in quantity of objects (especially ones that can be detected visually with ease). 	<p>MR 1 Number Sense</p> <p>Understands concepts of number and quantity. Demonstrates an understanding of one, two and more.</p>
<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> Demonstrate an understanding that “adding to” increases the number of objects in the group. Place objects in one-to-one correspondence relationships during play. 	<p>MR 1 Number Sense</p> <p>Understands concepts of number and quantity. Creates and counts groups of objects. Adds and removes to group as prompted.</p> <p>MR 6 Classification</p> <p>Matches and sorts. When shown one object, finds the match.</p>
<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> Count to solve simple addition and subtraction problems with totals 	<p>MR 1 Number Sense</p> <p>MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and</p>

smaller than 8, using concrete objects.	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.
Algebra	
Group and Categorize	
Infants (Birth - 8 months) • Notice differences between familiar and unfamiliar people, objects and places.	SED 4 Social Relationships Develops close bonds and relationships with adults and builds peer friendships. Greets and stays near familiar people. Recognizes the difference between a familiar and unfamiliar person.
Young Toddlers (6 - 18 months) • Match two objects that are the same and select similar objects from a group.	MR 6 Classification Matches and sorts. When shown one object, finds the match.
Older Toddlers (16 - 36 months) • Sort objects into two or more groups by their properties and uses.	MR 6 Classification Matches and sorts. Sort objects by one feature, such as size or color. Groups objects by common characteristics.
Pre-Kindergarten (3-5 years) • Sort and classify objects by one or more attributes (e.g., size, number).	MR 6 Classification MR 6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics.
Patterning	
Infants (Birth - 8 months) • Imitate repeated movements.	MR 5 Patterns Identifies, reproduces and creates patterns. Plays predictable activities with caregivers such as pat-a-cake and peekaboo.
Young Toddlers (6 - 18 months) • Participate in adult-initiated movement patterns.	MR 5 Patterns Identifies, reproduces and creates patterns. Copies patterns with two steps, such as red- blue, red-blue.
Older Toddlers (16 - 36 months) • Copy and anticipate a repeating pattern.	MR 5 Patterns Identifies, reproduces and creates patterns. Creates and extends two-step patterns.
Pre-Kindergarten (3-5 years) • Recognize, duplicate and extend simple patterns using attributes such	MR 5 Patterns MR 5.3 Copies patterns with two steps, such as red-blue, red-blue.

<ul style="list-style-type: none"> as color, shape or size. • Create patterns. 	MR 5.4 Creates and extends two-step patterns.
Measurement and Data	
Describe and Compare Measurable Attributes	
Infants (Birth - 8 months) <ul style="list-style-type: none"> • Explore properties of objects. 	MR 4 Measurement Estimates, measures and compares size, weight, length or volume. Recognizes when to use whole hand or just two fingers to pick up an object.
Young Toddlers (6 - 18 months) <ul style="list-style-type: none"> • Show awareness of the size of objects. 	MR 4 Measurement Estimates, measures and compares size, weight, length or volume. Explores size and weight of objects in relation to self.
Older Toddlers (16 - 36 months) <ul style="list-style-type: none"> • Demonstrate awareness that objects can be compared by attributes (e.g., size, weight, capacity), and begin to use words such as bigger, smaller and longer. 	MR 4 Measurement Estimates, measures and compares size, weight, length or volume. Determines which object is bigger (heavier, longer) when given two objects.
Pre-Kindergarten (3-5 years) <ul style="list-style-type: none"> • Describe and compare objects using measurable attributes (e.g., length, size, capacity and weight). • Order objects by measurable attribute (e.g., biggest to smallest, etc.). • Measure length and volume (capacity) using non-standard or standard measurement tools. 	MR 4 Measurement MR 4.3 Determines which object is bigger (heavier, longer) when given two objects. MR 6 Classification MR 6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics. MR 6.4 After sorting objects by one feature, sorts again by a different feature.
Data Analysis	
Pre-Kindergarten (3-5 years) <ul style="list-style-type: none"> • Collect data by categories to answer simple questions. 	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. MR 6 Classification MR 6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics.
Geometry	
Spatial Relationships	

<p>Infants (Birth - 8 months)</p> <ul style="list-style-type: none"> • Explore the properties of objects. 	<p>MR 2 Spatial Awareness</p> <p>Understands how objects move in space and describes their location (on, under, next to). Plays with objects and toys that are a variety of shapes. Tries to put one object inside another.</p>
<p>Young Toddlers (6 - 18 months)</p> <ul style="list-style-type: none"> • Explore how things fit and move in space. 	<p>MR 2 Spatial Awareness</p> <p>Understands how objects move in space and describes their location (on, under, next to). Purposely turns or spins objects. Follows simple positional directions such as on/off, over/under and up/down.</p>
<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> • Demonstrate how things fit together and/or move in space with increasing accuracy. 	<p>MR 2 Spatial Awareness</p> <p>Understands how objects move in space and describes their location (on, under, next to). Recognizes familiar objects that are upside down and turns them right-side up. When prompted, finds or places objects next to, between, in front of or behind self.</p>
<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> • Demonstrate understanding of the relative position of objects using terms such as in/on/under, up/down, inside/outside, above/ below, beside/between, in front of/ behind and next to. 	<p>MR 2 Spatial Awareness</p> <p>MR 2.2 Purposely turns or spins objects. Follows simple positional directions such as on/off, over/under and up/down. Fills container then dumps out the contents.</p> <p>MR 2.3 Recognizes objects that are upside-down and turns them right-side up. Finds or places objects next to, between, in front of or behind self. Puts together three pieces to create a whole object.</p>

Identify and Describe Shapes	
Infants (Birth - 8 months)	
Young Toddlers (6 - 18 months)	
<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> • Recognize basic shapes. 	<p>MR 3 Shapes</p> <p>Identifies shapes and their characteristics. Identifies a few basic shapes.</p>
<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> • Understand and use names of shapes when identifying objects. • Name three-dimensional objects using informal, descriptive vocabulary (e.g., “cube” for box, “ice cream cone” for cone, “ball” for sphere, etc.). 	<p>MR 3 Shapes</p> <p>MR 3.4 Identifies four to six basic shapes.</p> <p>MR 3.5 Describes basic and complex two- and three-dimensional shapes using own words.</p>
Analyze, Compare and Create Shapes	

<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> • Compare two-dimensional shapes, in different sizes and orientations, using informal language. • Create shapes during play by building, drawing, etc. • Combine simple shapes to form larger shapes. 	<p>MR 2 Spatial Awareness MR 2.2 Purposely turns or spins objects. Follows simple positional directions such as on/off, over/under and up/down. Fills container then dumps out the contents. MR 2.4 Matches two objects even if turned different ways. When prompted, places objects next to, between, in front of or behind objects not related to self. Uses a guide to assemble 12 puzzle pieces. MR 3 Shapes MR 3.3 Identifies a few basic shapes. MR 3.5 Describes basic and complex two- and three-dimensional shapes using own words.</p>
<p>Cognition and General Knowledge: Social Studies</p>	
<p>Self</p>	
<p>Social Identity</p>	
<p>Infants (Birth - 8 months)</p> <ul style="list-style-type: none"> • Show awareness of self and awareness of other people. 	<p>SED 1 Self-Awareness Shows awareness of self as distinct from others and expresses needs, wants and preferences. Explores self and others by using senses.</p>
<p>Young Toddlers (6 - 18 months)</p> <ul style="list-style-type: none"> • Prefer familiar adults and recognize familiar actions and routines. 	<p>SED 4 Social Relationships Develops close bonds and relationships with adults and builds peer friendships. Greets and stays near familiar people. Recognizes the difference between a familiar and unfamiliar person.</p>
<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> • Identify self and others as belonging to one or more groups by observable characteristics. 	<p>SED 4 Social Relationships Develops close bonds and relationships with adults and builds peer friendships. Describes family members and their relationship to self. Identifies and role-plays familiar family and community roles.</p>
<p>History</p>	
<p>Historical Thinking and Skills</p>	
<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> • Demonstrate an understanding of time in the context of daily experiences. • Develop an awareness of his/her personal history. 	<p>SS 4 History & Sense of Time SS 4.3 Describes events as they happen. Uses words such as first, then. SS 4.4 Recalls information and events from the past.</p>

Heritage	
Pre-Kindergarten (3-5 years) <ul style="list-style-type: none"> Develop an awareness and appreciation of family cultural stories and traditions. 	SS 1 Culture & Community SS 1.2 With help, participates in family traditions and customs. SS 1.5 Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community.
Geography	
Spatial Thinking Skills	
Pre-Kindergarten (3-5 years) <ul style="list-style-type: none"> Demonstrate a beginning understanding of maps as actual representations of places. 	SS 3 Geography SS 3.5 Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks. Identifies what is represented on a map. Draws pictures of current location.
Human Systems	
Pre-Kindergarten (3-5 years) <ul style="list-style-type: none"> Identify similarities and differences of personal, family and cultural characteristics, and those of others. 	SS1 Culture & Community SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.
Government	
Civic Participation Skills	
Pre-Kindergarten (3-5 years) <ul style="list-style-type: none"> Understand that everyone has rights and responsibilities within a group. Demonstrate cooperative behaviors and fairness in social interactions. With modeling and support, negotiate to solve social conflicts with peers. With modeling and support, demonstrate an awareness of the outcomes of choices. 	SS1 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. SS 1.5 Explains the meaning and importance of own traditions and customs. 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 Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community.
Rules and Laws	
Pre-Kindergarten (3-5 years)	SS 2 Civics & Economics

<ul style="list-style-type: none"> With modeling and support, demonstrate understanding that rules play an important role in promoting safety and protecting fairness. 	<p>SS 2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person.</p> <p>SS 2.5 Applies familiar rules and suggests new rules in a variety of situations. Explores the use of trade to receive objects or services.</p>
Economics	
Scarcity	
<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> With modeling and support, recognize that people have wants and must make choices to satisfy those wants because resources and materials are limited. 	<p>SS 2 Civics & Economics</p> <p>SS 2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person.</p>
Production and Consumption	
<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> With modeling and support, demonstrate understanding of where goods and services originate and how they are acquired. With modeling and support, demonstrate responsible consumption and conservation of resources. 	<p>SS1 Culture & Community</p> <p>SS 1.5 Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community.</p> <p>SS 2 Civics & Economics</p> <p>SS 2.5 Applies familiar rules and suggests new rules in a variety of situations. Explores the use of trade to receive objects or services.</p>
Cognition and General Knowledge: Science	
Science Inquiry and Application	
Inquiry	
<p>Infants (Birth - 8 months)</p> <ul style="list-style-type: none"> Examine objects with lips and tongue. Observe, hold, touch and manipulate objects. 	<p>SCI 1 Investigation & Inquiry</p> <p>Observes, inquires and investigates objects and events to gain understanding. Uses logic to solve problems. Uses senses to explore environment. Experiments with cause and effect.</p>
<p>Young Toddlers (6 - 18 months)</p> <ul style="list-style-type: none"> Try different things with objects to see what happens or how things work. Observe the physical and natural world around them. 	<p>SCI 1 Investigation & Inquiry</p> <p>Observes, inquires and investigates objects and events to gain understanding. Uses logic to solve problems. Uses senses to explore environment. Experiments with cause and effect.</p>

	<p>SCI 2 Natural & Earth Science Understands living and non-living things, their characteristics and how they change. Plays with rocks, sand, dirt or water. Points at clouds and explores the feel of rain and wind.</p>
<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> • Engage in sustained and complex manipulation of objects. • Engage in focused observations of objects and events in the environment. • Ask questions about objects and events in the environment. • With modeling and support, use simple tools to explore the environment. 	<p>SCI 1 Investigation & Inquiry Observes, inquires and investigates objects and events to gain understanding. Uses logic to solve problems. Asks one- to two-word questions. Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways.</p> <p>SCI 2 Natural & Earth Science Understands living and non-living things, their characteristics and how they change. Notices changes in temperature or weather in the immediate environment.</p> <p>SCI 3 Physical Science Explores forces, motion, technology and how things work.</p> <p>SCI 4 Technology Explores movable parts on toys and tools. Uses on and off switches.</p>
<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> • Explore objects, materials and events in the environment. • Make careful observations. • Pose questions about the physical and natural environment. • Engage in simple investigations. • Describe, compare, sort, classify, and order. • Record observations using words, pictures, charts, graphs, etc. • Use simple tools to extend investigation. • Identify patterns and relationships. • Make predictions. • Make inferences, generalizations and explanations based on evidence. • Share findings, ideas and explanations (may be correct or incorrect) through a variety of methods (e.g., pictures, words, dramatization). 	<p>SCI 1 Investigation & Inquiry</p> <p>SCI 1.1 Looks for a person or toy that has moved out of sight. Reacts to changes.</p> <p>SCI 1.2 Asks one- to two-word questions. Uses senses to explore environment.</p> <p>SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.</p> <p>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>SCI 1.6 Predicts multiple outcomes to a question or situation and explains personal reasoning. Gathers information or experiments to prove/disprove a hypothesis.</p>

Cause and Effect	
Infants (Birth - 8 months) <ul style="list-style-type: none"> • Use simple actions to make things happen. 	SCI 1 Investigation & Inquiry Observes, inquires and investigates objects and events to gain understanding. Uses logic to solve problems. Looks for a person or toy that has moved out of sight. Reacts to changes.
Young Toddlers (6 - 18 months) <ul style="list-style-type: none"> • Purposefully combine actions to make things happen. 	SCI 1 Investigation & Inquiry Observes, inquires and investigates objects and events to gain understanding. Uses logic to solve problems. Experiments with cause and effect.
Older Toddlers (16 - 36 months) <ul style="list-style-type: none"> • Demonstrate understanding that events have a cause. • Make predictions. 	SCI 1 Investigation & Inquiry Observes, inquires and investigates objects and events to gain understanding. Uses logic to solve problems. Uses past knowledge to explain observed changes. Predicts a few outcomes.
Earth and Space Science	
Explorations of the Natural World	
Pre-Kindergarten (3-5 years) <ul style="list-style-type: none"> • With modeling and support, recognize familiar elements of the natural environment and understand that these may change over time (e.g., soil, weather, sun and moon). • With modeling and support, develop understanding of the relationship between humans and nature; recognizing the difference between helpful and harmful actions toward the natural environment. 	SCI 1 Investigation & Inquiry SCI 1.2 Asks one- to two-word questions. Uses senses to explore environment. SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others. SCI 2 Natural & Earth Science SCI 2.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. Understands hot and cold. Points at clouds and explores the feel of rain and wind.
Physical Science	
Explorations of Energy	
Pre-Kindergarten (3-5 years) <ul style="list-style-type: none"> • With modeling and support, explore the properties of objects and materials (e.g., solids and liquids). • With modeling and support, explore the position and motion of objects. • With modeling and support, explore the properties and characteristics of sound and light. 	SCI 1 Investigation & Inquiry SCI 1.2 Asks one- to two-word questions. Uses senses to explore environment. SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others. SCI 3 Physical Science

	<p>SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.</p> <p>SCI 3.3 Explores motion by moving, rolling, blowing on or dropping a toy. Begins to name colors.</p>
Life Science	
Explorations of Living Things	
<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> • With modeling and support, identify physical characteristics and simple behaviors of living things. • With modeling and support, identify and explore the relationship between living things and their environments (e.g., habitats, food, eating habits, etc.). • With modeling and support, demonstrate knowledge of body parts and bodily processes (e.g., eating, sleeping, breathing, walking) in humans and other animals. • With modeling and support, demonstrate an understanding that living things change over time (e.g., life cycle). • With modeling and support, recognize similarities and differences between people and other living things. 	<p>SCI 2 Natural & Earth Science</p> <p>SCI 2.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. Understands hot and cold. Points at clouds and explores the feel of rain and wind.</p> <p>SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.</p> <p>SCI 2.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. Identifies the climate and weather in the immediate environment.</p> <p>SCI 2.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life.</p> <p>SCI 2.6 Describes how living things obtain what they need to survive. Groups living things by similar features. Explains that different places have disparate kinds of weather and climates.</p> <p>PD 4 Personal Care</p> <p>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>

Language and Literacy	
Listening and Speaking	
Receptive Language and Comprehension	
<p>Infants (Birth - 8 months)</p> <ul style="list-style-type: none"> • Attend and respond to language and sounds. 	<p>LLD 1 Listening (Receptive Language)</p> <p>Understands and interprets language (both words and gestures). Turns head</p>

	toward the person speaking and makes gestures and/or vocalizations in response.
Young Toddlers (6 - 18 months) <ul style="list-style-type: none"> • Show understanding of simple requests and statements referring to people and objects around them. 	LLD 1 Listening (Receptive Language) Understands and interprets language (both words and gestures). Shows understanding of a variety of single familiar words. Points at named objects or body parts.
Older Toddlers (16 - 36 months) <ul style="list-style-type: none"> • Show understanding of requests and statements referring to people, objects, ideas and feelings. • Demonstrate interest in and use words that are new or unfamiliar in conversation and play. • Understand when words are used in unconventional ways. 	LLD 1 Listening (Receptive Language) Understands and interprets language (both words and gestures). Shows understanding of a wide variety of phrases and sentences. Shows understanding of some complex vocabulary, phrases and sentences. LLD 2 Communication (Expressive Language) Uses verbal and nonverbal communication to express ideas with increasingly complex words and sentences. Asks what a specific person or object is called.
Pre-Kindergarten (3-5 years) <ul style="list-style-type: none"> • Demonstrate understanding of increasingly complex concepts and longer sentences. • Ask meaning of words. • Follow two-step directions or requests. 	LLD 1 Receptive Language (Listening) LLD 1.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally. LLD 1.4 Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story or request then responds appropriately. Follows unrelated two-step directions given verbally. LLD 2 Communication (Expressive Language) LLD 2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts.
Expressive Language	
Infants (Birth - 8 months) <ul style="list-style-type: none"> • Experiment intentionally with sound inflection and gestures in different ways to express wants, needs or feelings. 	LLD 2 Communication (Expressive Language) Uses verbal and nonverbal communication to express ideas with increasingly complex words and sentences. Mimics single sounds. Makes noises and gestures to communicate.
Young Toddlers (6 - 18 months) <ul style="list-style-type: none"> • Begin to use single words and conventional gestures to communicate with others. 	LLD 2 Communication (Expressive Language) Uses verbal and nonverbal communication to express ideas with increasingly complex words and sentences. Says one- to two-word sentences. Repeats

	words heard frequently in environment.
<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> • Combine words to express more complex ideas, or requests. • With modeling and support, describe experiences with people, places and things. • Use words that indicate position and direction. 	<p>LLD 2 Communication (Expressive Language) Uses verbal and nonverbal communication to express ideas with increasingly complex words and sentences. Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places, and objects. Describes familiar people, places and objects.</p> <p>MR 2 Spatial Awareness Understands how objects move in space and describes their location, e.g., on, under, next to. Follows simple positional directions such as on/off, over/under and up/down.</p>
<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> • Use language to communicate in a variety of ways with others to share observations, ideas and experiences; problem-solve, reason, predict and seek new information. • Speak audibly and express thoughts, feelings and ideas clearly. (Articulation) • Describe familiar people, places, things and experiences. • Use drawings or other visuals to add details to verbal descriptions. • With modeling and support, use the conventions of standard English. (Grammar) <ul style="list-style-type: none"> • Use familiar nouns and verbs to describe persons, animals, places, events, actions, etc. • Form regular plural nouns orally by adding /s/ or /es/. • Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). • Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). • Produce and expand complete sentences in shared language activities. • With modeling and support, use words acquired through conversations and shared reading experiences. (Vocabulary) • With modeling and support, determine the meanings of unknown words/concepts using the context of conversations, pictures that accompany text or concrete objects. (Vocabulary) • Identify real-life connections between words and their use. (Vocabulary) • With modeling and support, explore relationships between word meanings (e.g., categories of objects, opposites, verbs describing 	<p>LLD 2 Communication (Expressive Language) 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 2.4 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>LLD 1 Receptive Language (Listening) LLD 1.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts. With prompts and gestures, follows a one-step direction. LLD 1.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally. LLD 1.4 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>CA 3 Visual Arts CA 3.4 Chooses an object or art tool to use with a given medium for a desired effect. Makes choices throughout the artistic process.</p>

similar actions - walk, march, prance, etc.). (Vocabulary)	
Social Communication	
Infants (Birth - 8 months) <ul style="list-style-type: none"> • Attempt to respond to basic forms of social communication with the appropriate facial expression, vocalization and/or gesture. 	LLD 2 Communication (Expressive Language) Engage in back and forth communication. Uses vocalizations and gestures to communicate.
Young Toddlers (6 - 18 months) <ul style="list-style-type: none"> • Participate in and often initiate basic communications with family members or familiar others. 	LLD 2 Communication (Expressive Language) Engage in back and forth communication. Uses a few words and word-like sounds to communicate.
Older Toddlers (16 - 36 months) <ul style="list-style-type: none"> • Participate in and often initiate communication according to commonly accepted expectations with family members and in social groups. 	LLD 2 Communication (Expressive Language) Engage in back and forth communication. Communicates needs, desires and ideas.
Pre-Kindergarten (3-5 years) <ul style="list-style-type: none"> • With modeling and support, follow typical patterns when communicating with others (e.g., listen to others, take turns talking and speaking about the topic or text being discussed). • With modeling and support, continue a conversation through multiple exchanges. 	LLD 2 Communication (Expressive Language) 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 2.4 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.
Reading	
Early Reading	
Infants (Birth - 8 months) <ul style="list-style-type: none"> • Show interest in books, pictures, songs and rhymes. 	LLD 6 Reading Comprehension Understands concepts of text. Recalls and extends details. Interacts by reaching or patting when a book is read. Holds book and looks intently at each page.
Young Toddlers (6 - 18 months) <ul style="list-style-type: none"> • Actively participate in book reading, story-telling, and singing. 	LLD 6 Reading Comprehension Understands concepts of text. Recalls and extends details. Points to pictures and repeats words from familiar stories. Answers “where” questions by pointing.

<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> • Show an appreciation for reading books, telling stories and singing. 	<p>LLD 6 Reading Comprehension</p> <p>Understands concepts of text. Recalls and extends details. Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character.</p>
<p>Reading Comprehension</p>	
<p>Infants (Birth - 8 months)</p> <ul style="list-style-type: none"> • Attend and respond when familiar books are read aloud. 	<p>LLD 6 Reading Comprehension</p> <p>Understands concepts of text. Recalls and extends details. Interacts by reaching or patting when a book is read. Holds book and looks intently at each page.</p>
<p>Young Toddlers (6 - 18 months)</p> <ul style="list-style-type: none"> • Point to familiar pictures in books when labeled by adult. 	<p>LLD 6 Reading Comprehension</p> <p>Understands concepts of text. Recalls and extends details. Points to pictures and repeats words from familiar stories. Answers “where” questions by pointing.</p>
<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the meaning of stories and information in books. • Use pictures to describe and predict stories and information in books. • Understand when words are used in unconventional ways during shared reading. 	<p>LLD 6 Reading Comprehension</p> <p>Understands concepts of text. Recalls and extends details. Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character.</p>
<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> • Ask and answer questions, and comment about characters and major events in familiar stories. • Retell or re-enact familiar stories. • Identify characters and major events in a story. • Demonstrate an understanding of the differences between fantasy and reality. • With modeling and support, describe what part of the story the illustration depicts. • With modeling and support, name the author and illustrator of a story and what part each person does for a book. • With modeling and support, identify the topic of an informational text that has been read aloud. • With modeling and support, describe, categorize and compare and 	<p>LLD 6 Reading Comprehension</p> <p>LLD 6.2 Points to pictures and repeats words from familiar stories. Answers “where” questions by pointing.</p> <p>LLD 6.3 Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character.</p> <p>LLD 6.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Participates with others in the retelling of a story by pointing at pictures or role-playing with props.</p> <p>LLD 6.5 Relates to the characters or events of the story and shares a similar experience or object from own life. Retells portions of a story. Asks and answers simple questions about characters, setting and events.</p> <p>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.</p>

<ul style="list-style-type: none"> contrast information in informational text. With modeling and support, discuss some similarities and differences between two texts on the same topic (e.g., illustrations, descriptions). Actively engage in group reading with purpose and understanding. 	
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Fluency	
Pre-Kindergarten (3-5 years) <ul style="list-style-type: none"> With modeling and support use phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts. 	LLD 6 Reading Comprehension LLD 6.6
Print Concepts	
Infants (Birth - 8 months)	
Young Toddlers (6 - 18 months) <ul style="list-style-type: none"> Demonstrate interest in exploring books. 	LLD 5 Concepts of Print Demonstrate print and book handling knowledge. Looks at or points to pictures and opens/closes books.
Older Toddlers (16 - 36 months) <ul style="list-style-type: none"> Demonstrate a beginning understanding that print carries meaning. Distinguishes pictures from letters and words in a text. 	LLD 4 Alphabetic Knowledge Identifies letters, numbers, characters and symbols in print and understands that letters represent sounds. Recognizes the difference between pictures, letters and numbers in print. LLD 6 Reading Comprehension Understands concepts of text. Recalls and extends details. Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books.
Pre-Kindergarten (3-5 years) <ul style="list-style-type: none"> Demonstrate an understanding of basic conventions of print in English and other languages. Orient books correctly for reading and turn pages one at a time. Demonstrate an understanding that print carries meaning. 	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 5 Concepts of Print LLD 5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page. LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.

	<p>LLD 6 Reading Comprehension LLD 6.2 Points to pictures and repeats words from familiar stories. Answers “where” questions by pointing.</p>
Phonological Awareness	
<p>Infants (Birth - 8 months) • Vocalize sounds.</p>	<p>LLD 3 Phonological Awareness Hears small units of sound. Babbles and vocalizes using sound, volume and inflection.</p>
<p>Young Toddlers (6 - 18 months) • Explore sounds of materials and objects. • Recognize familiar sounds (e.g., the sound of a particular animal, a friend's voice, etc.).</p>	<p>LLD 3 Phonological Awareness Hears small units of sound. Imitates sounds and tones. Shows awareness of separate words in spoken language.</p>
<p>Older Toddlers (16 - 36 months) • Distinguish between sounds that are the same and different (e.g., environmental sounds, animal sounds).</p>	<p>LLD 3 Phonological Awareness Hears small units of sound. Imitates sounds and tones. Shows awareness of separate words in spoken language.</p>
<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> • With modeling and support, recognize and produce rhyming words. • With modeling and support, recognize words in spoken sentences. • With modeling and support identify, blend and segment syllables in spoken words. With modeling and support, orally blend and segment familiar compound words. • With modeling and support, blend and segment onset and rhyme in single-syllable spoken words. • With modeling and support identify initial and final sounds in spoken words. 	<p>LLD 3 Phonological Awareness LLD 3.3 Shows awareness of separate words in spoken language. LLD 3.5 Identifies the beginning and ending sounds of words. LLD 3.6 Counts syllables in spoken words. Isolates and pronounces the sound of each syllable. LLD 3.7 Identifies and isolates individual sounds heard in one-syllable words.</p>
Letter and Word Recognition	
Infants (Birth - 8 months)	
Young Toddlers (6 - 18 months)	
<p>Older Toddlers (16 - 36 months) • With modeling and support, recognize familiar logos and environmental print. • With modeling and support, recognize own name in print.</p>	<p>LLD 4 Alphabetic Knowledge Identifies letters, numbers, characters and symbols in print and understands that letters represent sounds. Recognizes the difference between pictures,</p>

	letters and numbers in print. Recognizes some common words in print; such as his/her name, mom, dad.
Pre-Kindergarten (3-5 years) <ul style="list-style-type: none"> • With modeling and support, recognize and “read” familiar words or environmental print. • With modeling and support, recognize and name some upper and lower case letters in addition to those in first name. • With modeling and support, demonstrate understanding that alphabet letters are a special category of symbols that can be named and identified. • With modeling and support, recognize the sounds associated with letters. 	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. 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.
Writing	
Early Writing	
Infants (Birth - 8 months) <ul style="list-style-type: none"> • Show ability to transfer and manipulate an object with hands. 	LLD 7 Writing Uses scribbles, drawings, letters, characters or words to represent meaning. Explores writing materials.
Young Toddlers (6 - 18 months) <ul style="list-style-type: none"> • Use full-hand grasp (palmar grasp) to hold writing tool to make marks and scribble. 	LLD 7 Writing Uses scribbles, drawings, letters, characters or words to represent meaning. Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks.
Older Toddlers (16 - 36 months) <ul style="list-style-type: none"> • Begin to use thumb and fingers (5-finger grasp) of one hand to hold writing tool. 	LLD 7 Writing Uses scribbles, drawings, letters, characters or words to represent meaning. Uses fingers to grasp and manipulate drawing/writing tools with increasing control.
Writing Process	
Pre-Kindergarten (3-5 years) <ul style="list-style-type: none"> • Use a 3-finger grasp of dominant hand to hold a writing tool. • Demonstrate an understanding of the structure and function of print. • With modeling and support, print letters of own name and other meaningful words with mock letters and some actual letters. • With modeling and support, demonstrate letter formation in “writing.” • With modeling and support, show awareness that one letter or cluster of letters represents one word. 	LLD 7 Writing LLD 7.4 Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what they represent. LLD 7.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea. LLD 7.6 Consistently uses mature tripod grip with drawing/writing tools. Uses

	<p>inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing.</p> <p>LLD 5 Concepts of Print LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p>
Writing Application and Composition	
Infants (Birth - 8 months)	
Young Toddlers (6 - 18 months)	
<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> • Make marks and “scribble writing” to represent objects and ideas. 	<p>LLD 7 Writing Uses scribbles, drawings, letters, characters or words to represent meaning. Scribbles or draws marks as a representation of an object or person.</p>
<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> • “Read” what they have written. • With modeling and support, notice and sporadically use punctuation in writing. • With modeling and support, use a combination of drawing, dictating and emergent writing for a variety of purposes (e.g., letters, greeting cards, menus, lists, books). • With modeling and support, use a combination of drawing, dictating and emergent writing to tell a story, to express ideas, and to share information about an experience or topic of interest. (Composition) • With modeling and support, discuss and respond to questions from others about writing/drawing. • With modeling and support, participate in shared research and writing projects using a variety of resources to gather information or to answer a question. • With modeling and support, explore a variety of digital tools to express ideas. 	<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. LLD 7.4 Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what they represent. LLD 7.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea. LLD 7.6 Consistently uses mature tripod grip with drawing/writing tools. Uses inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing.</p> <p>SCI 4 Technology SCI 4.5 Experiments with simple technology to solve problems or accomplish tasks.</p> <p>LLD 2 Expressive Language (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>

Physical Well-Being and Motor Development	
Motor Development	
Large Muscle: Balance and Coordination	
Infants (Birth - 8 months) <ul style="list-style-type: none"> • Demonstrate strength and control of head, arms, legs and trunk using purposeful movements. 	PD 1 Gross Motor Builds strength, coordination and balance of large muscles. Sits independently and pulls self into a standing position.
Young Toddlers (6 - 18 months) <ul style="list-style-type: none"> • Move with increasing coordination and balance, with or without adult support and/or assistive device. 	PD 1 Gross Motor Builds strength, coordination and balance of large muscles. Walks and climbs.
Older Toddlers (16 - 36 months) <ul style="list-style-type: none"> • Use locomotor skills with increasing coordination and balance. • Use a variety of non-locomotor body movements (hands in the air, turn around, stand on one foot, etc.) during play. 	PD 1 Gross Motor Builds strength, coordination and balance of large muscles. Runs and balances on a wide beam. Hops from one foot to the other. Begins to skip.
Pre-Kindergarten (3-5 years) <ul style="list-style-type: none"> • Demonstrate locomotor skills with control, coordination and balance during active play (e.g., running, hopping, skipping). • Demonstrate coordination in using objects during active play (e.g., throwing, catching, kicking balls, riding tricycle). • Use non-locomotor skills with control, balance and coordination during active play (e.g., bending, stretching and twisting). • Demonstrate spatial awareness in physical activity or movement. 	PD 1 Gross Motor PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.
Small Muscle: Touch, Grasp, Reach, Manipulate	
Infants (Birth - 8 months) <ul style="list-style-type: none"> • Transfer a toy from one hand to another by reaching, grasping and releasing. 	PD 2 Fine Motor Builds strength and coordination of small movements in hands to pick up, squeeze, twist, cut, and manipulate tools and toys. Reaches for objects in sight. Uses arms or legs to make contact with an object. Purposefully grasps objects with finger and thumb.
Young Toddlers (6 - 18 months) <ul style="list-style-type: none"> • Use both hands together to accomplish a task. 	PD 2 Fine Motor Builds strength and coordination of small movements in hands to pick up,

	squeeze, twist, cut, and manipulate tools and toys. Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feed self.
Older Toddlers (16 - 36 months) <ul style="list-style-type: none"> • Coordinate the use of arms, hands and fingers to accomplish tasks. 	PD 2 Fine Motor Builds strength and coordination of small movements in hands to pick up, squeeze, twist, cut, and manipulate tools and toys. Opens, closes, twists and pulls objects with one or both hands.
Pre-Kindergarten (3-5 years) <ul style="list-style-type: none"> • Coordinate the use of hands, fingers and wrists to manipulate objects and perform tasks requiring precise movements. • Use classroom and household tools independently with eye-hand coordination to carry out activities. 	PD 2 Fine Motor PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self. PD 2.3 Opens, closes, twists and pulls objects with one or both hands. PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.
Oral-Motor	
Infants (Birth - 8 months) <ul style="list-style-type: none"> • Use mouth and tongue to explore objects. • Open mouth to wait for food to enter and use upper lip to clean food off spoon during spoon feeding. 	SED 1 Self-Awareness Explores self and others by using senses. PD 4 Personal Care Responds to and initiates routines for hygiene, feeding, and dressing self. Receives appropriate healthcare from caregivers. Responds when physical needs are not met.
Young Toddlers (6 - 18 months) <ul style="list-style-type: none"> • Take and chew small bites/pieces of finger food. 	PD 5 Nutrition Demonstrates knowledge about nutrition and healthy food choices. Feeds self some finger foods.
Older Toddlers (16 - 36 months) <ul style="list-style-type: none"> • Take bites from whole foods, coordinate chewing and swallowing. 	PD 5 Nutrition Demonstrates knowledge about nutrition and healthy food choices. Feeds self soft foods with spoon or other utensil.
Pre-Kindergarten (3-5 years) <ul style="list-style-type: none"> • Demonstrate increasingly complex oral-motor skills such as drinking through a straw, blowing bubbles or repeating a tongue-twister. 	PD 5 Nutrition PD 5.4 Identifies food and serves a portion into bowl or plate. Feeds self.
Sensory-Motor	
Infants (Birth - 8 months) <ul style="list-style-type: none"> • Use senses and movement to explore immediate surroundings. 	SCI 1 Investigation & Inquiry Observes, inquires and investigates objects and events to gain understanding.

	Uses logic to solve problems. Uses senses to explore environment.
Young Toddlers (6 - 18 months) <ul style="list-style-type: none"> • Coordinate senses with movement. 	SCI 1 Investigation & Inquiry Observes, inquires and investigates objects and events to gain understanding. Uses logic to solve problems. Uses senses to explore environment.
Older Toddlers (16 - 36 months) <ul style="list-style-type: none"> • Use sensory information to guide movement to accomplish tasks. 	SCI 1 Investigation & Inquiry Observes, inquires and investigates objects and events to gain understanding. Uses logic to solve problems. Experiments with cause and effect.
Pre-Kindergarten (3-5 years) <ul style="list-style-type: none"> • Regulate reactions to external sensory stimuli in order to focus on complex tasks or activities. 	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.
Physical Well-Being	
Body Awareness	
Infants (Birth - 8 months) <ul style="list-style-type: none"> • Show awareness of own body. 	PD 4 Personal Care Responds to and initiates routines for hygiene, feeding, and dressing self. Receives appropriate healthcare from caregivers. Responds when physical needs are not met.
Young Toddlers (6 - 18 months) <ul style="list-style-type: none"> • Point to basic body parts when asked. 	PD 4 Personal Care Responds to and initiates routines for hygiene, feeding, and dressing self. Points to body parts when prompted.
Older Toddlers (16 - 36 months) <ul style="list-style-type: none"> • Name, point to and move body parts when asked. 	PD 4 Personal Care Responds to and initiates routines for hygiene, feeding, and dressing self. Names body parts.
Pre-Kindergarten (3-5 years) <ul style="list-style-type: none"> • Identify and describe the function of body parts. 	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.
Physical Activity	
Infants (Birth - 8 months) <ul style="list-style-type: none"> • Interact with adults in physical activities. 	PD 1 Gross Motor Coordinates large movements to reach, catch and throw. Kicks or grabs from a seated or lying position.

<p>Young Toddlers (6 - 18 months)</p> <ul style="list-style-type: none"> Using simple movement skills, participate in active physical play. 	<p>PD 1 Gross Motor</p> <p>Coordinates large movements to reach, catch and throw. Carries, drags, kicks and tosses objects.</p>
<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> Participate in active physical play and structured activities requiring spontaneous and instructed body movements. 	<p>PD 1 Gross Motor</p> <p>Coordinates large movements to reach, catch and throw. Throws objects in an intended direction. Catches objects against body.</p>
<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> Participate in structured and unstructured active physical play exhibiting strength and stamina. Demonstrate basic understanding that physical activity helps the body grow and be healthy. 	<p>PD 1 Gross Motor</p> <p>PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p>PD 4 Personal Care</p> <p>PD 4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.</p>

Nutrition	
<p>Infants (Birth - 8 months)</p> <ul style="list-style-type: none"> Express when hungry or full. 	<p>PD 5 Nutrition</p> <p>Demonstrates knowledge about nutrition and healthy food choices. Cries when hungry or tired.</p>
<p>Young Toddlers (6 - 18 months)</p> <ul style="list-style-type: none"> Follow a regular eating routine. 	<p>PD 5 Nutrition</p> <p>Demonstrates knowledge about nutrition and healthy food choices. Communicates when hungry, thirsty, or tired. Feeds self some finger foods.</p>
<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> Make simple food choices, have food preferences and demonstrate willingness to try new foods. 	<p>PD 5 Nutrition</p> <p>Demonstrates knowledge about nutrition and healthy food choices. Anticipates the need to eat, rest and drink. Feeds self soft foods with spoon or other utensil.</p>
<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy. Distinguish nutritious from nonnutritious foods. 	<p>PD 4 Personal Care</p> <p>PD 4.6 Regulates personal needs for nutrition, activity and rest with few reminders. When feeling sick, describes symptoms. Recognizes the difference between contagious and noncommunicable diseases.</p> <p>PD 5 Nutrition</p> <p>PD 5.5 Identifies food groups and sorts food. Chooses between two appropriate food options.</p> <p>PD 5.6 Identifies food that is nutritious. Helps to prepare food for others.</p>

Self-Help	
Infants (Birth - 8 months) <ul style="list-style-type: none"> • Demonstrate emerging participation in dressing. 	PD 4 Personal Care Responds to and initiates routines for hygiene, feeding, and dressing self. Responds when physical needs are not met.
Young Toddlers (6 - 18 months) <ul style="list-style-type: none"> • With adult assistance, participate in personal care tasks (e.g., handwashing, dressing, etc.). 	PD 4 Personal Care Responds to and initiates routines for hygiene, feeding, and dressing self. Participates in taking care of some personal needs, such as feeding self
Older Toddlers (16 - 36 months) <ul style="list-style-type: none"> • With modeling and support, complete personal care tasks (e.g., hand-washing, dressing, toileting, etc.). 	PD 4 Personal Care Responds to and initiates routines for hygiene, feeding, and dressing self. With help, participates in healthy habits and healthcare routines.
Pre-Kindergarten (3-5 years) <ul style="list-style-type: none"> • Independently complete personal care tasks (e.g., toileting, teethbrushing, hand-washing, dressing etc.). • Follow basic health practices. 	PD 4 Personal Care PD 4.4 Describes the function of basic body parts. Regulates toileting and handwashing needs. Follows a routine of rest and active play. Meets most personal needs and understands that all people have needs. PD 4.6 Regulates personal needs for nutrition, activity and rest with few reminders. When feeling sick, describes symptoms. Recognizes the difference between contagious and noncommunicable diseases.
Safety Practices	
Infants (Birth - 8 months)	
Young Toddlers (6 - 18 months) <ul style="list-style-type: none"> • Follow adult intervention and guidance regarding safety. 	PD 3 Safety Shows awareness of and demonstrates safe practices when participating in activities. Responds to possible dangers in environment and avoids them when prompted.
Older Toddlers (16 - 36 months) <ul style="list-style-type: none"> • Cooperate and/or stop a behavior in response to a direction regarding safety. • Use adults as resources when needing help in potentially unsafe or dangerous situations. 	PD 3 Safety Shows awareness of and demonstrates safe practices when participating in activities. Follows simple safety rules. Applies general safety rules to a variety of everyday situations with little prompting.
Pre-Kindergarten (3-5 years) <ul style="list-style-type: none"> • With modeling and support, identify and follow basic safety rules. • Identify ways adults help to keep us safe. 	PD 3 Safety PD 3.2 Responds to possible dangers in environment and avoids them when prompted.

<ul style="list-style-type: none"> • With modeling and support, identify the consequences of unsafe behavior. • With modeling and support, demonstrate ability to follow emergency routines (e.g., fire or tornado drill). • With modeling and support, demonstrate ability to follow transportation and pedestrian safety rules. 	<p>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. PD 3.7 Applies general safety rules to a variety of everyday situations with little prompting.</p>
Social and Emotional Development	
Self	
Awareness and Expression of Emotion	
<p>Infants (Birth - 8 months)</p> <ul style="list-style-type: none"> • Express a variety of emotions (contentment, distress, happiness, sadness, surprise, dislike, anger and fear) through facial expressions, gestures, movement and sounds. 	<p>SED 2 Self-Regulation Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine. Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing.</p>
<p>Young Toddlers (6 - 18 months)</p> <ul style="list-style-type: none"> • Communicate emotions purposefully and intentionally, nonverbally and possibly with a few familiar words including complex emotions such as happiness, sadness, surprise, dislike, anger, and fear. 	<p>SED 2 Self-Regulation Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine. Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing.</p>
<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> • Show awareness of own emotions and use nonverbal and/or verbal ways to express complex emotions such as pride, embarrassment, shame and guilt. 	<p>SED 2 Self-Regulation Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine. Experiments and role-plays with a range of emotions.</p>
<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> • Recognize and identify own emotions and the emotions of others. • Communicate a range of emotions in socially accepted ways. 	<p>SED 1 Self-Awareness SED 1.5 Describes and compares preferences of self and others.</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 2.6 Identifies and explains personal feelings. Describes appropriate responses to different emotions. Transitions from one activity to the next and helps others through the transition.</p>
Self-Concept	

<p>Infants (Birth - 8 months)</p> <ul style="list-style-type: none"> • Begin to understand self as a separate person from others. 	<p>SED 1 Self-Awareness</p> <p>Shows awareness of self as distinct from others and expresses needs, wants and preferences. Explores self and others by using senses.</p>
<p>Young Toddlers (6 - 18 months)</p> <ul style="list-style-type: none"> • Recognize self as a unique person with thoughts, feelings and distinct characteristics. • Comfort self in a variety of ways. 	<p>SED 1 Self-Awareness</p> <p>Shows awareness of self as distinct from others and expresses needs, wants and preferences. Recognizes self in photos or in a mirror.</p> <p>SED 2 Self-Regulation</p> <p>Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.</p>
<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> • Show awareness of themselves as belonging to one or more groups. • Identify own feelings, needs and interests. 	<p>SED 1 Self-Awareness</p> <p>Shows awareness of self as distinct from others and expresses needs, wants and preferences. Expresses simple ideas about self in relation to others such as family. Describes and compares preferences of self and others.</p>
<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> • Identify the diversity in human characteristics and how people are similar and different. • Compare own characteristics to those of others 	<p>SED 1 Self-Awareness</p> <p>SED 1.5 Describes and compares preferences of self and others.</p> <p>SS 1 Culture & Community</p> <p>SS 1.5 Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community.</p>
<p>Self-Comforting</p>	
<p>Infants (Birth - 8 months)</p> <ul style="list-style-type: none"> • Comfort self in simple ways and communicate needs for help through vocalizations and gestures. 	<p>SED 2 Self-Regulation</p> <p>Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine. Calms with support from caregiver. Responds as caregiver takes care of his/her needs.</p>
<p>Young Toddlers (6 - 18 months)</p> <ul style="list-style-type: none"> • Comfort self in a variety of ways. 	<p>SED 2 Self-Regulation</p> <p>Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.</p>
<p>Older Toddlers (16 - 36 months)</p>	<p>SED 2 Self-Regulation</p>

<ul style="list-style-type: none"> • Anticipate the need for comfort and try to prepare for changes in routine. 	<p>Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine. Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change.</p>
Self-Regulation	
<p>Infants (Birth - 8 months)</p> <ul style="list-style-type: none"> • Express and act on impulses. 	<p>SED 2 Self-Regulation Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine. Reacts to changes in routine.</p>
<p>Young Toddlers (6 - 18 months)</p> <ul style="list-style-type: none"> • Respond positively to limits and choices offered by adults to help guide behavior. 	<p>SED 2 Self-Regulation Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine. Redirects to a new activity with help from caregivers.</p>
<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> • With modeling and support, manage actions and emotional expressions. 	<p>SED 2 Self-Regulation Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine. Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change.</p>
<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> • Manage the expression of feelings, thoughts, impulses and behaviors with minimal guidance from adults. • Demonstrate the ability to delay gratification for short periods of time. • With modeling and support, show awareness of the consequences for his/her actions. 	<p>SED 1 Self-Awareness SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p> <p>SED 2 Self-Regulation SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers. SED 2.5 Names some personal feelings and uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person. SED 2.6 Identifies and explains personal feelings. Describes appropriate responses to different emotions. Transitions from one activity to the next and helps others through the transition.</p>
Sense of Competence	


<p>Infants (Birth - 8 months)</p> <ul style="list-style-type: none"> • Act in ways to make things happen. 	<p>SED 1 Self-Awareness</p> <p>Shows awareness of self as distinct from others and expresses needs, wants and preferences. Expresses likes and dislikes.</p>
<p>Young Toddlers (6 - 18 months)</p> <ul style="list-style-type: none"> • Show a sense of satisfaction when making things happen. 	<p>SED 1 Self-Awareness</p> <p>Shows awareness of self as distinct from others and expresses needs, wants and preferences. Expresses likes and dislikes.</p>
<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> • Recognize own abilities and express satisfaction when demonstrating them to others. 	<p>SED 1 Self-Awareness</p> <p>Shows awareness of self as distinct from others and expresses needs, wants and preferences. When given two to three options, chooses his/her most desired option.</p>
<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> • Show confidence in own abilities and accomplish routine and familiar tasks independently. 	<p>SED 1 Self-Awareness</p> <p>SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p> <p>SED 2 Self-Regulation</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>Attachment</p>	
<p>Infants (Birth - 8 months)</p> <ul style="list-style-type: none"> • Initiate interactions and seek close proximity to familiar adults who provide consistent nurturing. 	<p>SED 4 Social Relationships</p> <p>Develops close bonds and relationships with adults and builds peer friendships. Connects with caregivers through eye contact and gentle touch. Responds to primary caregivers.</p>
<p>Young Toddlers (6 - 18 months)</p> <ul style="list-style-type: none"> • Explore environment in the presence of familiar adults with whom they have developed a relationship over an extended period of time. • Seek close proximity to familiar adults for security and support, especially when distressed. • Imitate familiar adults. • Initiate play with familiar adults. 	<p>SED 2 Self-Regulation</p> <p>Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine. Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change.</p> <p>SED 4 Social Relationships</p> <p>Develops close bonds and relationships with adults and builds peer friendships. Participates in group activities, takes turns, shares and negotiates with others. Responds to primary caregivers through eye contact and gentle touch. Greets and stays near familiar people. Mimics facial expressions of others. Identifies and plays side-by-side with a new or familiar person.</p>


<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> • Display signs of comfort during play when familiar adults are nearby but not in the immediate area. • Seek security and support from familiar adults when distressed. 	<p>SED 2 Self-Regulation Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine. Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle non-routine transitions.</p> <p>SED 4 Social Relationships Develops close bonds and relationships with adults and builds peer friendships. Greets and stays near familiar people. Recognizes the difference between a familiar and unfamiliar person.</p>
<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> • Express affection for familiar adults. • Seek security and support from familiar adults in anticipation of challenging situations. • Separate from familiar adults in a familiar setting with minimal distress. 	<p>SED 2 Self-Regulation SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers. SED 2.3 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change. SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions. SED 2.5 Names some personal feelings and uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.</p> <p>SED 4 Social Relationships SED 4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. Enjoys turn-taking games such as peekaboo.</p>
<p>Interactions with Adults</p>	
<p>Infants (Birth - 8 months)</p> <ul style="list-style-type: none"> • Initiate and engage in reciprocal (mutual give and take) interactions with familiar adults. 	<p>LLD 2 Communication (Expressive Language) Engages in back and forth communication. Uses vocal sounds and gestures to communicate. Uses a few words and word-like sounds to communicate.</p>
<p>Young Toddlers (6 - 18 months)</p> <ul style="list-style-type: none"> • Participate in routines and experiences that involve back and forth interaction with familiar adults. 	<p>LLD 2 Communication (Expressive Language) Engages in back and forth communication. Uses a few words and word-like sounds to communicate.</p>
<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> • Interact with familiar adults in a variety of ways. • Seek assistance from familiar adults. • Demonstrate early signs of interest in unfamiliar adults. 	<p>LLD 2 Communication (Expressive Language) Engages in back and forth communication. Communicates needs, desires and ideas.</p>

	<p>SED 3 Attention & Persistence Maintains attention on people, things and projects. Persists in understanding and mastering activities even if challenging. Asks for help as needed.</p> <p>SED 4 Social Relationships Develops close bonds and relationships with adults and builds peer friendships. Plays side-by-side with a new or familiar person.</p>
<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> Engage in extended, reciprocal conversations with familiar adults. Request and accept guidance from familiar adults. 	<p>LLD 2 Communication (Expressive Language) 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>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>
Peer Interactions and Relationships	
<p>Infants (Birth - 8 months)</p> <ul style="list-style-type: none"> Show interest in other children. Repeat actions that elicit social responses from others. 	<p>SED 4 Social Relationships Participates in group activities, takes turns, shares and negotiates with others. Enjoys turn-taking games, such as peekaboo.</p>
<p>Young Toddlers (6 - 18 months)</p> <ul style="list-style-type: none"> Participate in simple back and forth interactions with peers for short periods of time. 	<p>SED 4 Social Relationships Participates in group activities, takes turns, shares and negotiates with others. Mimics actions of others.</p>
<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> Engage in associative play with peers. With modeling and support, demonstrate socially competent behavior with peers, such as helping, sharing and taking turns. 	<p>SED 4 Social Relationships Participates in group activities, takes turns, shares and negotiates with others. Helps or participates in an activity when asked. Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p>
<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> Interact with peers in more complex pretend play including planning, coordination of roles and cooperation. Demonstrate socially competent behavior with peers. With modeling and support, negotiate to resolve social conflicts with peers. 	<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. 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</p>

	about how others feel, live, eat, play and believe.
Empathy	
Infants (Birth - 8 months) <ul style="list-style-type: none"> • React to emotional expressions of others. 	SED 4 Social Relationships Identifies and respects differences in others of abilities, characteristics, feelings, and interests. Adjusts behavior according to emotional or facial response of a familiar person.
Young Toddlers (6 - 18 months) <ul style="list-style-type: none"> • Demonstrate awareness of the feelings expressed by others. 	SED 4 Social Relationships Identifies and respects differences in others of abilities, characteristics, feelings, and interests. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.
Older Toddlers (16 - 36 months) <ul style="list-style-type: none"> • Demonstrate awareness that others have feelings. • Respond in caring ways to another's distress in some situations. 	SED 4 Social Relationships Identifies and respects differences in others of abilities, characteristics, feelings, and interests. Demonstrates concern for someone who is sad or upset.
Pre-Kindergarten (3-5 years) <ul style="list-style-type: none"> • Express concern for the needs of others and people in distress. • Show regard for the feelings of other living things. 	SED 1 Self-Awareness SED 1.7 Predicts how self and others might feel in a variety of situations and explains why. SED 4 Social Relationships SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked. SED 4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.


Developmental Continuum of Skills

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

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

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

Skill / Skill Code	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8	
 Mathematics & Reasoning	MR 1 Number Sense	Hears numbers in everyday context. Hears rote counting. Looks for an object that is taken out of sight.	Recognizes the numeral one and sees other numerals around the room. Repeats number words when heard. Demonstrates an understanding of one, two and more.	Recognizes numerals to three. Points to one object at a time while counting (not always in correct order). Creates groups of objects. Adds to and removes from group as prompted.	Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.	Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.	Identifies and writes numerals to 20. Counts to 100 by ones and tens. Counts forward from a given number. Decomposes numbers less than or equal to 10 in more than one way, e.g., $7 = 3 + 4$ just as $7 = 2 + 5$.	Identifies and counts in sequence to 120 from a given number. Uses manipulatives to group and count units. Determines if a given addition or subtraction equation is true or false.	Compares and orders numerals to 1000. Identifies if a number is even or odd. Counts by fives, tens and hundreds to 1000. Adds and subtracts within 20. Solves addition or subtraction word problems.
	MR 2 Spatial Awareness	Plays with objects and toys that are a variety of shapes. Participates as caregiver raises arms or legs and says up/down. Tries to put one object inside another.	Purposely turns or spins objects. Follows simple positional directions such as on/off, over/under and up/down. Fills container then dumps out the contents.	Recognizes objects that are upside down and turns them right-side up. Finds or places objects next to, between, in front of or behind self. Puts together three pieces to create a whole object.	Matches two objects even if turned different ways. When prompted, places objects next to, between, in front of or behind objects not related to self. Uses a guide to assemble 12 puzzle pieces.	Identifies and corrects the orientation of familiar objects and symbols. Explains the location of an object in relation to another object. Assembles a puzzle without using a guide.	Identifies 2D and 3D shapes regardless of orientation. Makes simple maps or models to represent the location of objects. Creates complex shapes by putting together or taking apart other shapes.	Matches 2D to 3D shapes. Recognizes symmetry. Gives and follows positional instructions to find objects. Builds complex shapes from simpler shapes. Splits shapes into four equal parts.	Determines when shapes have been rotated or flipped. Uses representations, coordinate systems and maps. Separates a shape into halves, thirds and fourths.
	MR 3 Shapes	Manipulates objects that are a variety of shapes.	Matches two identical shapes.	Identifies a few basic shapes.	Identifies four to six basic geometric shapes.	Describes basic and complex two- and three-dimensional shapes using own words.	Describes objects in the environment as two- and three-dimensional shapes.	Describes and draws defining features of shapes.	Identifies and draws complex shapes.
	MR 4 Measurement	Recognizes when to use whole hand or just two fingers to pick up an object.	Explores size and weight of objects in relation to self.	Determines which object is bigger (heavier, longer) when given two objects.	Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help.	Estimates (not always logically) size and volume. Measures and describes findings.	Makes logical estimates and uses measurement tools to check estimation.	Explains which measurement tool makes the best sense for the object being measured. Tells time in hours and half-hours.	Tells time. Estimates length in inches, feet, centimeters or meters. Measures an object using a variety of measurement standards.
	MR 5 Patterns	Plays predictable activities with caregivers such as pat-a-cake and peekaboo.	Attempts to mimic vocal and physical patterns.	Copies patterns with two steps, such as red-blue, red-blue.	Creates and extends two-step patterns.	Creates and extends three- and four-step patterns and plays complex memory games.	Determines the missing piece of a pattern within a set sequence. Recognizes simple patterns in the environment.	Creates or extends increasing or decreasing patterns.	Develops and explains his/her own formula for creating a variety of patterns.
	MR 6 Classification	Recognizes familiar people and objects. Recognizes self as being separate from others.	When shown one object, finds the match. Identifies and names familiar people, characters and animals.	Sort objects by one feature, such as size or color. Groups objects by common characteristics.	After sorting objects by one feature, sorts again by a different feature.	Sorts objects by more than one feature and explains why.	Identifies, sorts and classifies objects by at least two features.	Answers questions about data or objects sorted in up to three categories.	Uses graphs and charts to represent data sorted in up to four categories.
	MR 7 Logic & Reasoning	Reacts to a problem and seeks a desired outcome.	Experiments with cause and effect.	Recognizes a problem and asks for help.	Tries out many possible solutions to a problem.	Uses previous knowledge to determine which solution to try first when solving a problem.	Mentally eliminates possible solutions to a problem by thinking through their potential results.	Explains the sequence of his or her problem-solving strategy.	Solves hypothetical problems by connecting personal experiences to possible solutions.

Skill / Skill Code	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8	
 Science	SCI 1 Investigation & Inquiry	Looks for a person or toy that has moved out of sight. Reacts to changes.	Asks one- to two-word questions. Uses senses to explore environment.	Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.	Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.	Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.	Predicts multiple outcomes to a question or situation and explains personal reasoning. Gathers information or experiments to prove/disprove a hypothesis.	Inquires about a phenomenon, makes a prediction based on prior knowledge and gathered information. Records findings in charts or diagrams. Explains his/her problem-solving strategy.	Asks questions and makes hypotheses about scientific phenomena or hypothetical problems. Conducts an experiment multiple times, records observations and evaluates information to explain a phenomenon.
	SCI 2 Natural & Earth Science	Explores immediate environment using senses. Reacts to weather changes in immediate environment.	Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. Understands hot and cold. Points at clouds and explores the feel of rain and wind.	Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.	Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. Identifies the climate and weather in the immediate environment.	Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life.	Describes how living things obtain what they need to survive. Groups living things by similar features. Explains that different places have disparate kinds of weather and climates.	Describes how an organism's features and surroundings help it survive. Explains weather patterns and the basic properties and role of the sun, moon and earth.	Describes threats that living things must overcome to survive. Explains the relationships between a variety of species. Describes how the sun and movements of the earth affect climate.
	SCI 3 Physical Science	Uses senses to explore objects in immediate environment. Kicks feet or shakes arms to make other objects move.	Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.	Explores motion by moving, rolling, blowing on or dropping a toy.	Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects and materials in immediate environment.	Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur.	Experiments and compares the movements of various objects on a variety of surfaces. Classifies and sorts materials by a variety of physical properties.	Recognizes that gravity makes unsupported objects fall. Identifies objects that are attracted to magnets. Identifies materials that are solid, liquid and gas.	Recognizes that materials move differently on different surfaces. Explains how force is used to change the direction of moving objects.

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

	Skill / Skill Code	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
Creative Arts	CA 1 Music	Responds to sounds. Makes sounds to communicate feelings.	Responds to changes in sound, rhythm, volume or melody. Repeats words in familiar songs and attempts to sing.	Claps to beat (not always consistently). Understands difference of singing and speaking voices. Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.	Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction. Uses voice, common objects or instruments to create music. Identifies self as a musician.	Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs. Uses voice or instruments to express feelings or to mimic sound effects.	Creates simple rhythm patterns. Controls pitch when singing a familiar song. Communicates ideas by creating rhythm and/or melody.	Maintains a steady beat. Recognizes strong/weak beats. Begins to read rhythm notation. Matches vocal pitch in limited range. Interprets and compares many types of music.	Maintains rhythm in various meter groupings. Participates in call-and-response and two-part rounds. Experiments and performs self-written music or rhythmic patterns.
	CA 2 Dance & Movement	Moves body in a variety of ways. Uses body language to express feelings.	Moves body purposely. Sways or bounces to music. Uses purposeful gestures and body language to communicate.	Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.	Describes and demonstrates multiple ways to move body parts. Moves to the beat. Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements.	Follows a leader to perform a simple movement pattern. Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.	Recalls a simple movement pattern and performs it individually or in a group. Expresses ideas, feelings and stories through creative movement.	Recalls and dances a sequence of two or three movement patterns. Identifies the beginning, middle and end of a dance.	Creates simple movement sequences. Describes how dances and movements express certain ideas or feelings.
	CA 3 Visual Arts	Explores materials using gross motor movements and senses. Expresses emotions while exploring materials.	Uses hands and feet to explore a variety of media. Scribbles, colors or paints intentionally on paper.	Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.	Chooses an object or art tool to use with a given medium for a desired effect. Makes choices throughout the artistic process.	Uses artistic tools and media to create intentional designs or images. Plans, designs and seeks materials to make a creation.	Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object. Explains how it was made.	Uses various tools and techniques to achieve desired artistic results. Creates art to express ideas, thoughts and feelings.	Compares artistic techniques and creations of many artists. Creates art and explains why and how s/he chose specific materials and techniques.
	CA 4 Drama	Imitates simple movements and facial expressions. Responds to props or puppets.	Mimics observed behaviors and words. Mimics the use of familiar objects.	Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.	Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object.	Assigns roles and plays out unscripted scenes in dramatic play. Uses a combination of real and imaginary props or characters to play out a scene.	With cues, performs a simple preplanned drama. Creates a setting, characters and events to tell a story.	Plans a story and seeks out props to enhance a role or highlight details. Integrates emotion into performance.	Rehearses, memorizes and performs a short play. Plans a story and creates costumes, settings or props to create a mood or environment.