

Alignment
of the

Experience Early Learning Skills

with

Oklahoma Early Learning Standards: Ages 3 through 5





The Developmental Continuum of the Experience Early Learning Skills

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

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

- Experience Baby
- Experience Toddler
- Experience Preschool

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

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

Alignment

This document details the alignment of the **Oklahoma Early Learning Standards: Ages 3 through 5** with the Developmental Continuum of the Experience Early Learning Skills.

For questions or comments about this alignment, contact info@experienceearlylearning.com.



<p>APPROACHES TO LEARNING</p>	
<p>STANDARD 1: The child demonstrates positive attitudes, habits and learning styles.</p>	
<p>A. Demonstrates an eagerness and interest in learning.</p>	
<p>Examples:</p> <ol style="list-style-type: none"> 1. Chooses to participate in a variety of activities, tasks, and in different play areas. 2. Shares ideas and asks questions. 3. Enters into cooperative play with other children. 	<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. SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p>
<p>B. Develops and expands listening skills.</p>	
<p>Examples:</p> <ol style="list-style-type: none"> 1. Follows simple oral directions. 2. Identifies sounds heard. 3. Responds to and mimics sounds. 	<p>LLD 1 Listening LLD 1.4 Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story or request then responds appropriately. Follows unrelated two-step directions given verbally. LLD 1.5 Listens and understands inferred requests. For example, child gathers more playdough in response to a verbal prompt to help build a larger playdough ball. Follows multi-step directions given verbally.</p> <p>LLD 2 Phonological Awareness LLD 3.2 Imitates sounds and tones.. LLD 3.5 Identifies the beginning and ending sounds of words.</p>

<p>C. Takes care of materials.</p>	
<p>Examples:</p> <ol style="list-style-type: none"> 1. Makes appropriate use of materials. 2. Knows where supplies and materials are kept and assists with clean-up. 	<p>CA 3 Visual Arts CA 3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols. CA 3.4 Chooses an object or art tool to use with a given medium for a desired effect. Makes choices throughout the artistic process. CA 3.5 Uses artistic tools and media to create intentional designs or images. Plans, designs and seeks materials to make a creation.</p> <p>LLD 7 Writing LLD 7.1 Explores writing materials.</p>
<p>D. Demonstrates self-direction and independence.</p>	
<p>Examples:</p> <ol style="list-style-type: none"> 1. Makes choices and completes an activity. 2. Uses toilet independently; washes hands unassisted; blows nose when reminded; dresses self for outdoor play; and asks for assistance when needed. 3. Follows routines upon entering and leaving the play space, playground, learning centers, etc. 	<p>SED 3 Attention & Persistence SED 3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.</p> <p>SS 2 Civics & Economics SS 2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person.</p> <p>PD 4 Personal Care PD 3.4 Describes the function of basic body parts. Regulates toileting and handwashing needs. Follows a routine of rest and active play. Meets most personal needs and understands that all people have needs.</p>
<p>E. Demonstrates increasing ability to set goals. Develops and follows through on plans.</p>	
<p>Examples:</p> <ol style="list-style-type: none"> 1. Increases ability to organize him/her self and materials. 2. Increases understanding of a task as a series of steps. 3. Follows through to complete tasks and activities. 	<p>SED 3 Attention & Persistence SED 3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful. SED 3.5 Sustains focus for at least five minutes, persisting even if</p>

	<p>there are problems or distractions. Independently completes a familiar activity.</p> <p>LLD 1 Listening LLD 1.4 Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story or request then responds appropriately. Follows unrelated two-step directions given verbally.</p>
F. Manages transition between activities effectively.	
<p>Examples:</p> <ol style="list-style-type: none"> 1. Moves with ease from one activity to another. 2. Displays little discomfort or distress when schedule changes. 	<p>SED 2 Self-Regulation 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. SED 2.8 Applies strategies for managing own emotions and behaviors. Adapts to new situations quickly and with minimal stress.</p>
G. Understands, accepts, and follows rules and routines.	
<p>Examples:</p> <ol style="list-style-type: none"> 1. Begins to show self-control by following rules. 2. Begins to accept consequences of behavior. 3. Begins to show greater ability to control intense feelings. 	<p>SS 2 Civics & Economics SS 2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person.</p> <p>PD 3 Safety PD 3.3 Follows simple safety rules.</p> <p>SED 2 Self-Regulation PD 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.</p>
H. Develops increasing ability to find more than one solution to a question, task, or problem.	
<p>Examples:</p> <ol style="list-style-type: none"> 1. Begins to show ability to generate several approaches to carry 	<p>MR 7 Logic & Reasoning MR 7.4 Tries out many possible solutions to a problem.</p>

<p>out a task.</p> <p>2. Pursues alternative approaches to problem solving.</p>	<p>MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem.</p>
<p>I. Recognizes and solves problems through active exploration, including trial and error, interactions, and discussions with peers and adults.</p>	
<p>Examples:</p> <ol style="list-style-type: none"> 1. Enjoys actively exploring materials and displays curiosity and a desire to participate in activities; participation may vary depending on the learning style of the child. 2. Engages in conversations with others regarding the materials. Applies previously learned information to new situations. 	<p>SCI 1 Investigation & Inquiry SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p> <p>MR 7 Logic & Reasoning MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem.</p>
<p>CREATIVE SKILLS</p>	
<p>STANDARD 1: The child participates in activities that foster individual creativity.</p>	
<p>A. Participates with increasing interest and enjoyment in a variety of creative activities, including listening, singing, finger play, games, and performances.</p>	
<p>Examples:</p> <ol style="list-style-type: none"> 1. Participates freely in music activities. 2. Enjoys singing games, dramatizing songs, and dancing/moving to music. 	<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>CA 1 Music CA 1.5 Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs. Uses voice</p>

	or instruments to express feelings or to mimic sound effects.
B. Thinks of new uses for familiar materials.	
<p>Examples:</p> <ol style="list-style-type: none"> Shows creativity and imagination in play with materials and props. Uses objects as symbols for other things. 	<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.</p>
C. Engages in spontaneous and imaginative play using a variety of materials to dramatize stories and experiences.	
<p>Examples:</p> <ol style="list-style-type: none"> Participates in dramatic play themes becoming more involved and complex, possibly carrying over several days. Assumes various roles in dramatic play situations. 	<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. 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>
D. Works creatively using a variety of self-expressive materials and tools to convey ideas	
<p>Examples:</p> <ol style="list-style-type: none"> Explores and manipulates art media (For example: crayons, paint, clay, markers) to create original work. Shares ideas about personal artwork. Uses materials (For example: small figures, puppets, dolls props) to recreate or dramatize stories, moods, experiences, and situations. 	<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. CA 3.7 Uses various tools and techniques to achieve desired artistic results. Creates art to express ideas, thoughts and feelings.</p>
E. Moves freely in response to music and change of tempo.	
<p>Examples:</p> <ol style="list-style-type: none"> Moves in time with the beat. Begins to respond to music of various tempos through movement. 	<p>CA 2 Dance & Movement CA 2.4 Describes and demonstrates multiple ways to move body parts. Moves to the beat. Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements.</p>
F. Expresses thoughts and feelings through creative movement.	

<p>Examples:</p> <ol style="list-style-type: none"> 1. Uses movement to express feelings and understand and interpret experiences. 2. Enjoys dramatizing songs and games and moving to music. 	<p>CA 2 Dance & Movement CA 2.6 Recalls a simple movement pattern and performs it individually or in a group. Expresses ideas, feelings and stories through creative movement.</p>
<p>G. Experiments with a variety of musical instruments.</p>	
<p>Examples:</p> <ol style="list-style-type: none"> 1. Begins to distinguish among the sounds of several common instruments. 2. Experiments with a variety of musical instruments and sound sources. (For example: keys, wooden blocks, bowl, and spoon) 	<p>CA 1 Music CA 1.3 Claps to beat (not always consistently). Understands difference of singing and speaking voices. Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments. CA 1.4 Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction. Uses voice, common objects or instruments to create music. Identifies self as a musician.</p>
<p>LANGUAGE ARTS</p>	
<p>STANDARD 1: Listening The child listens for information and for pleasure.</p>	
<p>A. Listens with interest to stories read aloud.</p>	
<p>Examples:</p> <ol style="list-style-type: none"> 1. Shows enjoyment of books and stories and participates in discussions. 2. Responds to pictures, symbols or sign language. (For example: smiles, laughs, changes in facial expression) 	<p>LLD 1 Listening LLD 1.4 Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story or request then responds appropriately. Follows unrelated two-step directions given verbally.</p> <p>LLD 6 Reading Comprehension LLD 6.3 Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character.</p>

B. Understands and follows oral direction.	
<p>Examples:</p> <ol style="list-style-type: none"> 1. Listens, understands, and follows simple spoken directions, symbols, or sign language. 2. Attends to conversations and answers questions. 	<p>LLD 1 Listening LLD 1.4 Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story or request then responds appropriately. Follows unrelated two-step directions given verbally.</p>
C. Engages/participates in conversations (listening, interacting, speaking, etc.) and answers/asks questions and follows directions	
<p>Example:</p> <ol style="list-style-type: none"> 1. Participates in the turn-taking of listening, speaking, staying on topic and engaging appropriately in conversations with other children and adults. 	<p>LLD 2 Communication LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 1 Listening LLD 1.4 Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story or request then responds appropriately. Follows unrelated two-step directions given verbally.</p>
<p>STANDARD 2: Speaking The child expresses ideas or opinions in group or individual settings.</p>	
A. Uses oral language or sign language for a variety of purposes. (For example: expressing needs and interests)	
<p>Examples:</p> <ol style="list-style-type: none"> 1. Uses words or pictures to communicate needs such as hunger, cold, and sleepy. 2. Expresses ideas in complete sentences such as “I want to play with the blocks.” 3. Names objects instead of pointing. 4. Shows understanding of a conversation by nodding, gesturing, or responding appropriately. 5. Communicates clearly enough to be understood by adults. 	<p>LLD 2 Communication LLD 2.3 Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas. LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges.</p>

B. Listens and speaks using agreed-upon rules with guidance and support.	
<p>Examples:</p> <ol style="list-style-type: none"> 1. Works in groups to set agreed-upon rules. 2. Accepts suggestions but may revise rules in his/her favor. 	<p>SS 2 Civics & Economics SS 2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person.</p> <p>SED 1 Self-Awareness SED 1.6 Negotiates to attain personal preference in a situation.</p>
C. Recalls and repeats simple poems, rhymes songs.	
<p>Example:</p> <ol style="list-style-type: none"> 1. Participates in singing, reciting poems and saying and acting out finger plays. 	<p>CA 1 Music CA 1.2 Responds to changes in sound, rhythm, volume or melody. Repeats words in familiar songs and attempts to sing. CA 1.5 Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs. Uses voice or instruments to express feelings or to mimic sound effects.</p>
D. Uses sentences of increasing length (three or more words) and grammatical complexity in everyday speech.	
<p>Examples:</p> <ol style="list-style-type: none"> 1. Uses longer, more complex sentences. 2. For children learning English, makes progress in communicating and using English while maintaining home language. 	<p>LLD 2 Communication LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p>
E. Shares simple personal narrative.	
<p>Example:</p> <ol style="list-style-type: none"> 1. Tells stories about themselves and can focus on favorite or memorable part in correct sequence. 	<p>SED 1 Self-Awareness Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p>

	<p>LLD 2 Communication LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges.</p> <p>SS 4 History & Sense of Time SS 4.5 Uses language of time to describe familiar sequences of events.</p>
F. Participates actively in conversations.	
<p>Examples:</p> <ol style="list-style-type: none"> 1. Carries on conversations with children and adults. 2. Follows conversational rules such as staying on topic, taking turns, speaking and listening, and speaking at appropriate volume and intensity. 	<p>LLD 2 Communication LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 1 Listening LLD 1.4 Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story or request then responds appropriately. Follows unrelated two-step directions given verbally.</p>
STANDARD 3: Print Awareness	
The child understands the characteristics of written language.	
A. Demonstrates increasing awareness of concepts of print.	
<p>Examples:</p> <ol style="list-style-type: none"> 1. Recognizes name in print. 2. Uses scribbles, shapes, and letter-like symbols to write or represent words or ideas. 3. Begins to print letters in own name. 	<p>LLD 4 Alphabetic Knowledge LLD 4.4 Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds.</p> <p>LLD 7 Writing LLD 7.4 Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what they represent.</p>
B. Identifies the front and back cover of a book.	

<p>Examples:</p> <ol style="list-style-type: none"> 1. Recognizes favorite books by their cover. 2. Correctly names the front and back covers of a book. 	<p>LLD 5 Concept 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>
<p>C. Follows book from left to right and from top to bottom on the printed page.</p>	
<p>Examples:</p> <ol style="list-style-type: none"> 1. Holds book right side up and begins at the front. 2. Begins to develop awareness that print moves from left to right, top to bottom, and front to back. 	<p>LLD 5 Concept of Print LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text. LLD 5.5 Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.</p>
<p>D. Shows increasing awareness of print in classroom, home, and community settings.</p>	
<p>Examples:</p> <ol style="list-style-type: none"> 1. Shows an awareness of alphabet letters. 2. Recognizes letters in own name. 3. Identifies letters, words, and signs located in the environment. 	<p>LLD 4 Alphabetic Knowledge LLD 4.4 Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds.</p>
<p>E. Begins to recognize the relationship or connection between spoken and written words by following the print as it is read aloud.</p>	
<p>Examples:</p> <ol style="list-style-type: none"> 1. Imitates teacher's behavior of tracking print when using big books. 2. Pronounces some sounds represented by letters. 	<p>LLD 5 Concept of Print LLD 5.5 Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.</p> <p>LLD 4 Alphabetic Knowledge LLD 4.4 Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds.</p>

F. Understands print carries a message by recognizing labels, signs, and other print forms in the environment.	
<p>Example:</p> <ol style="list-style-type: none"> 1. Understands signs, labels and print forms have certain meanings. (For example: a stop sign, a child's name on a cubby, or a name on the front of an envelope). 	<p>LLD 5 Concept of Print LLD 5.5 Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.</p> <p>LLD 3 Phonological Awareness LLD 3.3 Shows awareness of separate words in spoken language.</p>
G. Develops growing understanding of the different functions and forms of print. (For example: signs, letters, newspapers, lists, messages, and menus)	
<p>Example:</p> <ol style="list-style-type: none"> 1. Begins to demonstrate an interest in using writing for a purpose such as a making a menu, writing a note to mom, or creating a map. 	<p>LLD 5 Concept of Print LLD 5.6 Recognizes common types of text, e.g., poem, storybook, fact book. Names author and illustrator. Identifies punctuation.</p> <p>LLD 7 Writing LLD 7.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p>
H. Begins to understand some basic print conventions. (For example: the concept letters are grouped together to form words and words are separated by spaces)	
<p>Example:</p> <ol style="list-style-type: none"> 1. Uses known letters or approximation of letters to represent written language. 	<p>LLD 4 Alphabetic Knowledge LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.</p>
I. Role-plays reading.	

<p>Example:</p> <ol style="list-style-type: none"> 1. Shares books and engages in pretend reading with other children. 	<p>LLD 4 Alphabetic Knowledge LLD 4.2 Identifies a familiar object or person when shown a drawing or photo. Points at words printed on a page and pretends to read aloud.</p>
<p>STANDARD 4: Phonological Awareness The child demonstrates the ability to work with rhymes, words, syllables, onsets, and rimes.</p>	
<p>A. Begins to hear, identify, and make oral rhymes. (For example: “The pig has a wig.”)</p>	
<p>Example:</p> <ol style="list-style-type: none"> 1. Enjoys words with matching sounds and rhymes in familiar words, games, stories, songs, and poems. 	<p>LLD 3 Phonological Awareness LLD 3.2 Imitates sounds and tones. LLD 3.5 Identifies the beginning and ending sounds of words.</p>
<p>B. Shows increasing ability to hear, identify, and work with syllables in spoken words.</p>	
<p>Example:</p> <ol style="list-style-type: none"> 1. Begins to hear and discriminate separate syllables in words. (For example: “I can clap the parts in my name: An-drew.”) 	<p>LLD 3 Phonological Awareness LLD 3.6 Counts syllables in spoken words. Isolates and pronounces the sound of each syllable.</p>
<p>STANDARD 5: Phonemic Awareness The child demonstrates the ability to hear, identify, and manipulate individual sounds in spoken words.</p>	
<p>A. Shows increasing ability to discriminate, identify, and work with individual phonemes in spoken words. (For example: “The first sound in sun is /s/”)</p>	
<p>Examples:</p> <ol style="list-style-type: none"> 1. Hears the difference between similar sounding words. (For example: coat and goat, three and free) 2. Experiments with language. (like ssssnake) 	<p>LLD 3 Phonological Awareness LLD 3.2 Imitates sounds and tones. LLD 3.5 Identifies the beginning and ending sounds of words.</p>
<p>B. Recognizes which words in a set of words begin with the same</p>	

<p>sound. (For example: “bell, bike, and boy all have /b/ at the beginning”)</p>	
<p>Examples:</p> <ol style="list-style-type: none"> 1. Hears beginning sounds in familiar words. 2. Plays with repetitive sounds. 	<p>LLD 3 Phonological Awareness LLD 3.2 Imitates sounds and tones. LLD 3.5 Identifies the beginning and ending sounds of words.</p>
<p>C. Begins to isolate final sounds in spoken words with teacher support.</p>	
<p>Example:</p> <ol style="list-style-type: none"> 1. Hears final sounds in familiar words. 	<p>LLD 3 Phonological Awareness LLD 3.2 Imitates sounds and tones. LLD 3.5 Identifies the beginning and ending sounds of words.</p>
<p>D. Recognizes letters from one’s name.</p>	
<p>Example:</p> <ol style="list-style-type: none"> 1. Notices there is the same letter in his/her name as in another child’s name. 	<p>LLD 4 Alphabetic Knowledge LLD 4.4 Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds.</p>
<p>E. Shows an awareness of alphabet letters.</p>	
<p>Example:</p> <ol style="list-style-type: none"> 1. “There is an ‘M’ in this book an ‘M’ in my name, says Mark.” 	<p>LLD 4 Alphabetic Knowledge LLD 4.4 Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds.</p>
<p>STANDARD 6: Letter Knowledge and Early Word Recognition (Phonics) The child demonstrates the ability to apply sound-symbol relationships.</p>	
<p>A. Recognizes own name in print.</p>	
<p>Example:</p> <ol style="list-style-type: none"> 1. Recognizes and selects his/her name from a list. 	<p>LLD 4 Alphabetic Knowledge LLD 4.4 Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds.</p>

<p>B. Demonstrates awareness or knowledge of letters of the English language, especially letters from own name.</p>	
<p>Examples:</p> <ol style="list-style-type: none"> 1. Identifies some letters of the alphabet in random order. 2. Recognizes letters are different from words. 	<p>LLD 4 Alphabetic Knowledge LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name. LLD 4.4 Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds.</p>
<p>C. Begins to recognize the sound association for some letters.</p>	
<p>Example:</p> <ol style="list-style-type: none"> 1. Identifies the sounds letters make in his/her name. 	<p>LLD 4 Alphabetic Knowledge LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name. LLD 4.4 Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds.</p>
<p>D. Knows letters of the alphabet are a special category of visual graphics and can be individually named.</p>	
<p>Example:</p> <ol style="list-style-type: none"> 1. Identifies and picks out the letters in his/her name from an alphabet chart. 	<p>LLD 4 Alphabetic Knowledge LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name. LLD 4.4 Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds.</p>
<p>STANDARD 7: Vocabulary The child develops and expands knowledge of words and word meanings to increase vocabulary.</p>	
<p>A. Shows a steady increase in vocabulary knowledge in listening and speaking.</p>	
<p>Examples:</p>	<p>LLD 2 Communication</p>

<ol style="list-style-type: none"> 1. Uses new words introduced by the teacher. 2. Tells what he/she likes or dislikes about a book or story using vocabulary from the story. 	<p>LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 6 Reading Comprehension LLD 6.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Participates with others in the retelling of a story by pointing at pictures or role-playing with props.</p>
<p>B. Understands and follows oral directions. (For example: use of position words: under, above, and through)</p>	
<p>Examples:</p> <ol style="list-style-type: none"> 1. Follows simple two or three step directions. 2. Repeats instructions to a friend. 	<p>LLD 1 Listening LLD 1.5 Listens and understands inferred requests. For example, child gathers more playdough in response to a verbal prompt to help build a larger playdough ball. Follows multi-step directions given verbally.</p>
<p>C. Links new learning experiences and vocabulary to what is already known about a topic.</p>	
<p>Example:</p> <ol style="list-style-type: none"> 1. Incorporates words and phrases from learning experiences and stories into play. 	<p>LLD 2 Communication LLD 2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts.</p>
<p>STANDARD 8: Comprehension The child associates meaning and understanding with reading.</p>	
<p>A. Begins to use pre-reading skills and strategies. (For example: connecting prior knowledge to text, making predictions about text, and using picture clues)</p>	
<p>Examples:</p> <ol style="list-style-type: none"> 1. Looks at pictures in books and predicts what might happen 	<p>LLD 6 Reading Comprehension LLD 6.4 Anticipates what comes next in familiar stories. Expresses</p>

<p>next.</p> <ol style="list-style-type: none"> 2. Read symbols before able to read words. 	<p>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>B. Demonstrates progress in abilities to retell stories from books and experiences.</p>	
<p>Examples:</p> <ol style="list-style-type: none"> 1. Dictates simple stories for the teacher to write down. 2. Uses pictures or special events as a subject for the story. 	<p>LLD 6 Reading Comprehension LLD 6.5 Relates to the characters or events of the story and shares a similar experience or object from own life. Retells portions of a story. Asks and answers simple questions about characters, setting and events.</p>
<p>C. Remembers and states some sequences of events.</p>	
<p>Examples:</p> <ol style="list-style-type: none"> 1. Retells information from a story in sequence. 2. Tells stories with a beginning, middle and end. 3. Explains an experience in sequence. 	<p>LLD 6 Reading Comprehension 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>
<p>D. Recognizes concrete objects as persons, places or things (nouns)</p>	
<p>Example:</p> <ol style="list-style-type: none"> 1. Says, "My dog is a boy dog, but he isn't a real boy." 	<p>LLD 1 Listening LLD 1.6 Shows understanding of a series of complex statements that explain how or why. Asks and answers general questions about information or stories shared verbally.</p>
<p>E. Recognizes action words by demonstrating action words (verbs).</p>	
<p>Example:</p> <ol style="list-style-type: none"> 1. Says, "I can run fast! Can you?" 	<p>LLD 1 Listening LLD 1.6 Shows understanding of a series of complex statements that explain how or why. Asks and answers general questions about information or stories shared verbally.</p>
<p>F. Connects information and events to real life experiences.</p>	

<p>Example:</p> <ol style="list-style-type: none"> 1. Talks about personal experiences as he/she is read a story. 	<p>LLD 6 Reading Comprehension LLD 6.5 Relates to the characters or events of the story and shares a similar experience or object from own life. Retells portions of a story. Asks and answers simple questions about characters, setting and events.</p>
<p>G. Demonstrates understanding of literal meaning of a story being told through questions and comments.</p>	
<p>Examples:</p> <ol style="list-style-type: none"> 1. Shows interest in a story by making comments and asking questions. 2. Identifies the main events in a story, the characters, and where it takes place. 	<p>LLD 6 Reading Comprehension 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>
<p>H. Tells what is happening in a picture.</p>	
<p>Example:</p> <ol style="list-style-type: none"> 1. Makes up a story from looking at a picture. 	<p>LLD 6 Reading Comprehension LLD 6.3 Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character.</p>
<p>I. Recognizes story elements such as main idea, characters, awareness of context clues and can answer basic questions (For example: who, what, when, where and how) about texts when listening to read-alouds.</p>	
<p>Example:</p> <ol style="list-style-type: none"> 1. Asks specific questions about the illustrations or about the context of a book. 	<p>LLD 6 Reading Comprehension LLD 6.5 Relates to the characters or events of the story and shares a similar experience or object from own life. Retells portions of a story. Asks and answers simple questions about characters, setting and events. LLD 6.6 With support, compares similarities between two texts. With prompting, answers questions about characters and setting. Retells major events of a story in sequence.</p>

<p>STANDARD 9: Writing Process The child uses the 'writing process' to express thoughts and feelings.</p>	
<p>A. Develops understanding that writing is a way of communicating for a variety of purposes.</p>	
<p>Example: 1. Uses writing tools and paper to 'write' words or stories. (Writing at this age may mean making scribbles on a piece of paper or making letters, lines and shapes.)</p>	<p>LLD 7 Writing LLD 7.4 Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what they represent. LLD 7.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p>
<p>B. Participates in writing opportunities.</p>	
<p>Examples: 1. Uses writing materials to make shapes, squiggles, and letters. 2. Writes something and asks someone else to read it.</p>	<p>LLD 7 Writing LLD 7.4 Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what they represent.</p>
<p>C. Progresses from using scribbles, shapes, or pictures to represent ideas by using letter-like symbols, or writing familiar words such as their own name.</p>	
<p>Examples: 1. Scribbles some letter-like symbols and some letters in writing. 2. Writes own name or familiar words.</p>	<p>LLD 7 Writing LLD 7.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea. 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>D. Begins to remember and repeat stories and experiences through drawing and dictation.</p>	
<p>Example:</p>	<p>LLD 7 Writing</p>

<p>1. Tells others about intended meaning of drawings and writings.</p>	<p>LLD 7.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p>
<p>MATHEMATICS</p>	
<p>STANDARD 1: Patterns The child sorts and classifies objects and analyzes simple patterns</p>	
<p>A. Sorts and groups objects into a set and explains verbally what the objects have in common. (For example: color, size, shape).</p>	
<p>Examples:</p> <ol style="list-style-type: none"> 1. Sorts objects into groups by a certain characteristics and begins to explain how the grouping was done. 2. Describes or recognizes similarities and differences between objects. 	<p>MR 6 Classification MR 6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics. MR 6.6 Sorts objects by more than one feature and explains why.</p>
<p>B. Recognizes patterns, can repeat explain verbally (red, black, red, black, red, black).</p>	
<p>Examples:</p> <ol style="list-style-type: none"> 1. Continues a simple pattern such as arranging blue and yellow pegs in alternating order. 2. Describes patterns. 	<p>MR 5 Patterns MR 5.4 Creates and extends two-step patterns.</p>
<p>STANDARD 2: Number Sense The child understands the relationship between numbers and quantities.</p>	
<p>A. Begins to associate number concepts, vocabulary, and</p>	

quantities using written numerals in meaningful ways.	
<p>Examples:</p> <ol style="list-style-type: none"> 1. Begins to recognize numerals. 2. Puts two objects by the number two, three objects by the number three and so forth. 3. Compares and recognizes items that are more, less or the same in size. 	<p>MR 1 Number Sense MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p>
B. Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.	
<p>Example:</p> <ol style="list-style-type: none"> 1. Counts objects in a one-to-one correspondence. 	<p>MR 1 Number Sense MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p>
C. Counts objects in a set one-by-one from one through five.	
<p>Example:</p> <ol style="list-style-type: none"> 1. Counts objects from one through five. 	<p>MR 1 Number Sense MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p>
D. Identifies and creates sets of objects one through five.	
<p>Example:</p> <ol style="list-style-type: none"> 1. Creates a set of five objects by counting them out. 	<p>MR 1 Number Sense MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p>
E. Identifies numerals one through five.	
<p>Example:</p> <ol style="list-style-type: none"> 1. Names numerals one through five. 	<p>MR 1 Number Sense MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p>

F. Recognizes the numerical value of sets of objects through five.	
<p>Example:</p> <ol style="list-style-type: none"> Names how many are in a group of up to five (or more) objects. 	<p>MR 1 Number Sense MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p>
G. Develops increasing ability to count in sequence to ten.	
<p>Example:</p> <ol style="list-style-type: none"> Counts from one to ten. 	<p>MR 1 Number Sense MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p>
<p>STANDARD 3: Geometry and Spatial Sense The child identifies common geometric shapes and explores the relationship of objects in the environment.</p>	
A. Begins to recognize, describe, compare and name common shapes. (For example: circle, square, triangle, and rectangle)	
<p>Examples:</p> <ol style="list-style-type: none"> Names and describes shapes in the environment. Groups objects according to their shape and size. 	<p>MR 3 Shapes MR 3.4 Identifies four to six basic geometric shapes. MR 3.5 Describes basic and complex two- and three-dimensional shapes using own words. MR 3.6 Describes objects in the environment as two- and three-dimensional shapes.</p>
B. Builds an increasing understanding of directionality, order, and position of objects and words. (For example: on, under, above)	
<p>Example:</p> <ol style="list-style-type: none"> Uses words to indicate where things are in space. (For example: 'beside', 'inside', 'over', 'under', etc.) 	<p>MR 2 Spatial Awareness MR 2.4 Matches two objects even if turned different ways. When prompted, places objects next to, between, in front of or behind objects not related to self. Uses a guide to assemble 12 puzzle pieces.</p>

<p>STANDARD 4: Measurement The child explores the concepts of nonstandard and standard measurement.</p>	
<p>A. Measures objects using nonstandard units of measurement. (For example: pencil, paper clip, block)</p>	
<p>Example: 1. Participates in measuring activities and names units of measure.</p>	<p>MR 4 Measurement MR 4.4 Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help,</p>
<p>B. Compares objects according to observable attributes. (For example: long, longer, longest; short, shorter, shortest; big, bigger, biggest; small, smaller, smallest; small, medium, large)</p>	
<p>Examples: 1. Begins to order, compare and describe objects. 2. Identifies which object is the longest, shortest, biggest, or smallest.</p>	<p>MR 4 Measurement MR 4.3 Determines which object is bigger (heavier, longer) when given two objects.</p>
<p>C. Compares and orders objects in graduated order. (For example: shortest to tallest, thinnest to thickest)</p>	
<p>Example: 1. Places objects in graduated order.</p>	<p>MR 4 Measurement MR 4.3 Determines which object is bigger (heavier, longer) when given two objects.</p>
<p>D. Develops an awareness of simple time concepts within his/her daily life. (For example: yesterday, today, tomorrow; morning, afternoon, night)</p>	
<p>Example: 1. Uses terms such as before, after, yesterday, tomorrow, morning, afternoon, day, and night appropriately.</p>	<p>SS 4 History & Sense of Time SS 4.4 Recalls information and events from the past. SS 4.5 Uses language of time to describe familiar sequences of events.</p>

<p>STANDARD 5: Data Analysis The child collects and analyzes data in a group setting.</p>	
<p>A. Begins to use numbers and counting as a means for solving problems and measuring quantity.</p>	
<p>Example: 1. Compares groups and counts the number of items in each group to determine if there are more, less, or the same (equivalent sets).</p>	<p>MR 1 Number Sense MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p>
<p>B. Develops growing ability to collect, describe, and record information through a variety of means, including discussion, drawings, maps, charts, and graphs.</p>	
<p>Examples: 1. Shows curiosity about locations, maps, and charts. 2. Ask questions. 3. Participates in discussions, creates and uses real and pictorial graphs, maps, photographs, and charts.</p>	<p>MR 6 Classification MR 6.8 Uses graphs and charts to represent data sorted in up to four categories.</p> <p>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.</p> <p>SCI 1 Investigation & Inquiry SCI 1.7 Inquires about a phenomenon, makes a prediction based on prior knowledge and gathered information. Records findings in charts or diagrams. Explains his/her problem-solving strategy.</p>
<p>C. Describes similarities and differences between objects.</p>	
<p>Example: 1. Describes the characteristics of objects that are similar. (For example: they both have round edges and are red; for different this one is soft and that one is prickly)</p>	<p>SCI 1 Investigation & Inquiry SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p>

HEALTH, SAFETY AND PHYSICAL DEVELOPMENT	
STANDARD 1 Large Muscle Skill Development The child participates in activities involving large muscle skills.	
A. Demonstrates basic locomotor movements. (For example: galloping, hopping, jumping, running, leaping, sliding, riding tricycles, pulling wagons, pushing wheelbarrows)	
<p>Example:</p> <ol style="list-style-type: none"> Shows increasing confidence in movements such as running, jumping, sliding, pushing, hopping, and pulling. Moves toward skipping, galloping, and riding while maintaining balance. 	<p>PD 1 Gross Motor PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences. PD 1.6 Skips confidently, gallops and slides side to side. Changes direction and speed of movement.</p>
B. Demonstrates body and space awareness to move and stop with control over speed and direction.	
<p>Examples:</p> <ol style="list-style-type: none"> Names or points to body parts. Moves within a space with defined boundaries. Runs easily and stops quickly. Controls body and can change movement, speed and direction. 	<p>PD 1 Gross Motor PD 1.6 Skips confidently, gallops and slides side to side. Changes direction and speed of movement. PD 1.7 Balances on a variety of objects. Kicks or strikes moving objects with aim and accuracy. Leaps. Stops at a boundary.</p> <p>PD 4 Personal Care PD 4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.</p>
C. Demonstrates non-locomotor movements. (For example: bending, pulling, pushing, stretching, swaying, swinging, turning, twisting)	
<p>Examples:</p> <ol style="list-style-type: none"> Moves while standing in place. 	<p>PD 1 Gross Motor PD 1.4 Balances and hops on one foot. Throws both overhand and</p>

<p>2. Identifies and reproduces non-locomotor movements when asked.</p>	<p>underhand. Catches or kicks moving objects. PD 1.6 Skips confidently, gallops and slides side to side. Changes direction and speed of movement.</p>
<p>D. Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.</p>	
<p>Examples:</p> <ol style="list-style-type: none"> 1. Throws and kicks a ball. Begins to catch and bounce a ball with two hands. 2. Dribbles a ball with hands and/or feet. 3. Swings with assistance. 4. Goes down a slide. 	<p>PD 1 Gross Motor PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences. PD 1.7 Balances on a variety of objects. Kicks or strikes moving objects with aim and accuracy. Leaps. Stops at a boundary.</p>
<p>E. Coordinates large arm movements. (For example: easel painting, woodworking, climbing, throwing, playing rhythm band instruments, writing on a chalkboard, playing with blocks, and catching or tossing).</p>	
<p>Example:</p> <ol style="list-style-type: none"> 1. Participates in activities to develop large muscles, strength and endurance. 	<p>PD 1 Gross Motor PD 1.8 Uses conditioning methods to strengthen muscles and increase endurance. Coordinates multiple complex movements in continuous play.</p> <p>PD 2 Fine Motor PD 2.3 Opens, closes, twists and pulls objects with one or both hands. PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p>
<p>F. Develops coordination and balance through a variety of activities.</p>	
<p>Examples:</p> <ol style="list-style-type: none"> 1. Begins to gain coordination through participation in physical activities. 	<p>PD 1 Gross Motor PD 1.4 Balances and hops on one foot. Throws both overhand and</p>

<ol style="list-style-type: none"> 2. Demonstrates ability to balance. 3. Transfers weight from one body part to another. 	<p>underhand. Catches or kicks moving objects. PD 1.8 Uses conditioning methods to strengthen muscles and increase endurance. Coordinates multiple complex movements in continuous play.</p>
<p>STANDARD 2: Fine Motor Skill Development The child participates in activities involving small muscles.</p>	
<p>A. Demonstrates increased fine motor control. (For example: using pegs, beads, pattern blocks, crayons, pencils, paint brushes, finger paint, scissors, glue, and a variety of puzzles)</p>	
<p>Examples:</p> <ol style="list-style-type: none"> 1. Controls small muscles to complete tasks. 2. Uses small muscles for self-help skills. 	<p>PD 2 Fine Motor PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads. PD 2.5 Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces. PD 2.6 Follows an outline with scissors. Ties shoes and dresses self.</p>
<p>B. Demonstrates increasing control of small muscles in hands. (For example: using tongs or eyedropper, stringing beads).</p>	
<p>Example:</p> <ol style="list-style-type: none"> 1. Uses simple tools during a variety of learning activities. 	<p>PD 2 Fine Motor PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads. PD 2.5 Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.</p>
<p>STANDARD 3: Health-Enhancing Activity Development The child participates in activities for the development of lifetime health and fitness.</p>	
<p>A. Progresses in physical growth, strength, stamina, and flexibility.</p>	
<p>Example:</p> <ol style="list-style-type: none"> 1. Demonstrates increasing ability to lift and carry heavier items, 	<p>PD 1 Gross Motor</p>

<p>run farther, and successfully navigate playground equipment.</p>	<p>PD 1.8 Uses conditioning methods to strengthen muscles and increase endurance. Coordinates multiple complex movements in continuous play.</p>
<p>B. Understands that healthy bodies need rest, exercise, water and good nutrition.</p>	
<p>Examples:</p> <ol style="list-style-type: none"> 1. Participates in a variety of activities leading to an understanding of nutrition, exercise and proper rest. 2. Begins to recognize and select healthy foods, exercise and rest activities. 	<p>PD 4 Personal Care PD 3.4 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 3.6 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 PD 5.5 Identifies food groups and sorts food. Chooses between two appropriate food options. PD 5.6 Identifies food that is nutritious. Helps to prepare food for others.</p>
<p>C. Shows growing independence in following routine healthy behaviors. (For example: nutrition choices, health and personal care hygiene when eating, dressing, washing hands, brushing teeth, and toileting)</p>	
<p>Example:</p> <ol style="list-style-type: none"> 1. Takes care of self when eating, dressing, toileting, and washing hands. 	<p>PD 4 Personal Care PD 3.4 Describes the function of basic body parts. Regulates toileting and handwashing needs. Follows a routine of rest and active play. Meets most personal needs and understands that all people have needs.</p>
<p>D. Builds awareness and ability to follow basic health and safety rules.</p>	
<p>Examples:</p> <ol style="list-style-type: none"> 1. Utilizes appropriate safety procedures for school, outdoors, 	<p>PD 3 Safety PD 3.3 Follows simple safety rules. Applies general safety rules to a</p>

<p>playground, vehicles, bicycles, etc.</p> <ol style="list-style-type: none"> 2. Identifies ways to locate school and community helpers. 3. Communicates fears to a trusted adult. 	<p>variety of everyday situations with little prompting.</p> <p>SS 1 Culture & Community SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.</p>
<p>SCIENCE</p>	
<p>STANDARD 1 Scientific Processes and Inquiry The child investigates and experiments with objects to discover information.</p>	
<p>A. Develops increasing abilities to classify, compare and contrast objects, events, and experiences</p>	
<p>Examples:</p> <ol style="list-style-type: none"> 1. Describes objects and living things in increasing detail. 2. Identifies similarities and differences in objects. 3. Tells stories about what he or she experiences. 	<p>SCI 2 Natural & Earth Science Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.</p> <p>SCI 1 Investigation & Inquiry SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p>
<p>B. Selects and becomes familiar with simple scientific tools. (For example: magnifying glass, magnet)</p>	
<p>Examples:</p> <ol style="list-style-type: none"> 1. Uses scientific tools as props in play. 2. Describes the use of scientific tools. (For example: weighing, making bigger, measuring, collecting, etc.) 	<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</p>

	<p>discoveries with others.</p> <p>SCI 4 Technology SCI 4.6 Uses familiar tools and technology to produce a desired result or solve a specific problem.</p>
<p>C. Participates in simple experiments to discover information. (For example: bottles of water or homemade telephone to learn about vibration and sound, simple scale to determine heavy and light)</p>	
<p>Example: 1. Explores and tries new things with materials.</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 1.4 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 3 Physical Science SCI 3.5 Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur.</p>
<p>D. Asks questions, makes predictions, and communicates observations orally and/or in drawings.</p>	
<p>Examples: 1. Verbalizes what he or she sees and predicts what will happen. 2. Shows interest by asking questions.</p>	<p>SCI 1 Investigation & Inquiry SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p>
<p>E. Explores cause and effect.</p>	
<p>Example: 1. Understands simple cause and effect situations. (For example:</p>	<p>MR 7 Logic & Reasoning MR 7.2 Experiments with cause and effect.</p>

<p>If the ball is dropped, it will fall. If the juice spills, the table is wet).</p>	
<p>F. With increasing independence, children gather information, conduct investigations, and make predictions about how things work.</p>	
<p>Examples:</p> <ol style="list-style-type: none"> 1. Takes steps in conducting investigations. 2. Records data with teacher assistance. 3. Explains what discoveries were made. 	<p>SCI 1 Investigation & Inquiry SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations. SCI 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>
<p>STANDARD 2: Physical The child investigates and describes objects that can be sorted in terms of physical properties.</p>	
<p>A. Develops an awareness of the sensory attributes of objects according to taste, smell, hearing, touch sight.</p>	
<p>Examples:</p> <ol style="list-style-type: none"> 1. Uses senses to explore the environment and can describe differences. 	<p>SCI 3 Physical Science SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys. SCI 3.4 Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors.</p>
<p>B. Develops an awareness of the properties of some objects. (For example: float/sink, heavy/light, rough/smooth, hard/soft, magnetic/ nonmagnetic, solid/liquid, wet/dry).</p>	
<p>Example:</p> <ol style="list-style-type: none"> 1. Recognizes and describes the properties of objects. 2. Makes comparisons among observed objects. 	<p>SCI 3 Physical Science SCI 3.4 Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors.</p>

	<p>SCI 1 Investigation & Inquiry SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p>
<p>C. Observes and describes how objects move. (For example: slide, turn, twirl, roll).</p>	
<p>Examples: 1. Tries to find which objects move best when placed on a ramp.</p>	<p>SCI 3 Physical Science SCI 3.4 Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors. SCI 3.6 Experiments and compares the movements of various objects on a variety of surfaces. Classifies and sorts materials by a variety of physical properties.</p>
<p>STANDARD 3: Life The child observes and investigates plants and animals.</p>	
<p>A. Develops an awareness of what various plants and animals need for growth.</p>	
<p>Examples: 1. Provides plants and animals what is needed for growth (soil, water, sunshine, food).</p>	<p>SCI 2 Natural & Earth Science SCI 2.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life.</p>
<p>B. Demonstrates a beginning awareness of the changes plants and animals go through during their life. (For example: seed/plant, egg/chicken)</p>	
<p>Example: 1. Matches a seed and a plant and a young animal and an adult animal.</p>	<p>SCI 2 Natural & Earth Science SCI 2.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life. SCI 2.6 Describes how living things obtain what they need to</p>

	<p>survive. Groups living things by similar features. Explains that different places have disparate kinds of weather and climates.</p> <p>SCI 1 Investigation & Inquiry SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.</p>
C. Demonstrates interest and respect for the plant and animal life around them.	
<p>Example:</p> <ol style="list-style-type: none"> 1. Takes care of familiar plants and animals. 	<p>SCI 2 Natural & Earth Science SCI 2.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life.</p>
<p>STANDARD 4: Earth/Space The child investigates and observes the basic concepts of the Earth.</p>	
A. Develops an awareness of the properties of common earth materials. (For example: soil, rocks, water).	
<p>Examples:</p> <ol style="list-style-type: none"> 1. Explores and discusses materials related to rocks, soil, air, clouds, sun, moon, and/or stars. 	<p>SCI 2 Natural & Earth Science SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather. SCI 2.7 Describes how an organism's features and surroundings help it survive. Explains weather patterns and the basic properties and role of the sun, moon and earth.</p>
B. Develops an awareness of daily weather. (For example: sunny, cloudy, rainy, snowy, windy, hot, warm, cold).	
<p>Example:</p> <ol style="list-style-type: none"> 1. Uses words such as cloudy, sunny, windy, etc., to identify daily weather conditions. 	<p>SCI 2 Natural & Earth Science SCI 2.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. Identifies the climate</p>

	and weather in the immediate environment.
C. Develops an awareness of the four seasons. (For example: temperature, weather-appropriate clothing, changing leaves)	
Examples: 1. Recognizes characteristics of different seasons.	SCI 2 Natural & Earth Science SCI 2.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life.
D. Observes and participates in a variety of activities related to preserving the environment.	
Examples: 1. Expresses concern for taking care of the earth.	SCI 2 Natural & Earth Science SCI 2.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life.
SOCIAL AND PERSONAL SKILLS	
STANDARD 1: The child participates in activities to develop the skills necessary for working and interacting with others.	
A. Plays, works and interacts easily with one or more children and/or adults.	
Examples: 1. Greets the teacher and others when arriving. 2. Responds to familiar faces and voices verbally and nonverbally. 3. Engages in conversations with children and adults.	SED 4 Social Relationships SED 4.2 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror. SED 4.4 Participates in group with those different than self. Asks

<p>4. Initiates longer and more reciprocal interactions with adults and/or peers by asking questions or talking about ideas.</p>	<p>adult to help solve problems. Explains why someone may be happy or sad. SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p>
<p>B. Begins to develop relationships with others.</p>	
<p>Examples:</p> <ol style="list-style-type: none"> 1. Chooses to work and play with other children. 2. Initiates interaction with others. 	<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. SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p>
<p>C. Recognizes the feelings of others and responds appropriately.</p>	
<p>Examples:</p> <ol style="list-style-type: none"> 1. Expresses increased care and understanding for the feelings of others. 	<p>SED 4 Social Relationships SED 4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.</p>
<p>D. Develops confidence and stands up for own rights</p>	
<p>Example:</p> <ol style="list-style-type: none"> 1. Attempts new tasks with enthusiasm. 2. Enters into play with groups of children with confidence. 	<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. SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p>
<p>E. Shows respect for others, materials, and equipment.</p>	

<p>Examples:</p> <ol style="list-style-type: none"> 1. Treats other children respectfully and uses care with possessions. 2. Uses equipment carefully, does not waste supplies, and puts materials away when finished. 3. Respects all children by accepting their challenges or use of adaptive equipment (For example: glasses, wheel chair, hearing aide, crutches, etc.) as part of the person. 	<p>SED 3 Attention & Persistence SED 3.7 Sustains focus for at least 30 minutes even if there are distractions. Shows respect for others' personal space and belongings.</p> <p>SED 4 Social Relationships SED 4.8 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.</p>
<p>F. Recognizes and expresses own feelings and responds appropriately.</p>	
<p>Examples:</p> <ol style="list-style-type: none"> 1. Handles feelings in an age-appropriate way. 2. Uses words or pictures to identify and label some of his/her own feelings and needs. 3. Looks for adult assistance when feelings are most intense and utilizes coping strategies to manage emotions. 	<p>SED 2 Self-Regulation PD 2.4 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.</p>
<p>G. Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive.</p>	
<p>Examples:</p> <ol style="list-style-type: none"> 1. Shares equipment/materials and takes turns in activities. 	<p>PD 3 Safety Seeks opportunities to help others. Tries to solve own social problems.</p> <p>SS 2 Civics & Economics SS 2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person.</p>
<p>H. Works independently and/or cooperatively to solve problems or resolve conflicts.</p>	

<p>Examples:</p> <ol style="list-style-type: none"> 1. Uses words and strategies for resolving conflicts and solving problems. 	<p>PD 3 Safety PD 3.4 Seeks opportunities to help others. Tries to solve own social problems</p> <p>MR 7 Logic & Reasoning MR 7.3 Recognizes a problem and asks for help. MR 7.4 Tries out many possible solutions to a problem.</p>
I. Seeks assistance from an adult when appropriate.	
<p>Examples:</p> <ol style="list-style-type: none"> 1. Follows school rules for appropriate behavior. 2. Attempts to solve problem before asking for assistance from teacher. 	<p>PD 3 Safety PD 3.3 Follows simple safety rules. Seeks opportunities to help others. Tries to solve own social problems</p> <p>MR 7 Logic & Reasoning MR 7.3 Recognizes a problem and asks for help. MR 7.4 Tries out many possible solutions to a problem.</p>
J. Recognizes self as a unique individual having own abilities, characteristics, emotions and interests.	
<p>Example:</p> <ol style="list-style-type: none"> 1. Shows satisfaction or seeks acknowledgment when completing a task or solving a problem. 2. Identifies self as being part of different groups such as family, community, culture or school. 	<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>SS 1 Culture & Community SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.</p>
K. Demonstrates emerging awareness and respect for culture, ethnicity, abilities and disabilities.	
<p>Examples:</p> <ol style="list-style-type: none"> 1. Develops successful relationships with others in the home, family and learning environment. 2. Treats everyone with respect and dignity. 	<p>SS 1 Culture & Community SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others. SS 1.4 Describes the routines, familiar stories, traditions, foods and</p>

<ol style="list-style-type: none"> 3. Understands and values similarities and differences among people. 4. Notices differences in skin color, eyes, hair, language, and culture. 	<p>celebrations of own family and community. Describes family and community members, their roles and their relationship to self.</p> <p>SS 1.8 Names influential people and events that have impacted familiar cultures and traditions. Demonstrates respect for people who may look or act differently.</p> <p>SED 1 Self-Awareness SS 1.8 Demonstrates an understanding that each person is unique and has his/her own thoughts, feelings and preferences.</p>
<p>STANDARD 2: The child develops the skills necessary for participating in a variety of settings.</p>	
<p>A. States his/her full name, age, and name of parent or guardian.</p>	
<p>Examples:</p> <ol style="list-style-type: none"> 1. Knows personal information such as name and age. 2. Names significant family members. 	<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>SS 1 Culture & Community SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.</p>
<p>B. Shows ability to adjust to new situations.</p>	
<p>Example:</p> <ol style="list-style-type: none"> 1. Moves smoothly from one routine to another such as from activity period to cleanup. 2. Transitions from home to school without extensive or long-lasting anxiety. 	<p>SED 2 Self-Regulation SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions. SED 2.6 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>


SOCIAL STUDIES	
STANDARD 1: Civics The child exhibits traits of good citizenship.	
A. Works and plays cooperatively in a variety of settings. Examples: <ul style="list-style-type: none"> 1. Contributes to large and small group discussions. 2. Participates in group decision making. 	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.
B. Recognizes the importance of his/her role as a member of the family, the class, and the community.	
Examples: <ul style="list-style-type: none"> 1. Identifies self as a member of a family, community, and class. 2. Creates drawings or sculptures of home, school, or community. 	SS 1 Culture & Community SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others. SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.
C. Listens to others while in large and small groups.	
Examples: <ul style="list-style-type: none"> 1. Takes turns listening and speaking. 	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.
D. Shows respect for others and their property.	
Examples: <ul style="list-style-type: none"> 1. Treats other children respectfully and uses care with their property. 2. Uses equipment carefully and does not waste supplies. Puts material away when finished. 	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. SED 2 Self-Regulation

	SED 2.6 Sustains focus for at least 10 minutes even if there are distractions. Takes care of own needs and personal belongings.
E. Develops an awareness of how people can positively affect the environment.	
Examples: <ol style="list-style-type: none"> 1. Participates in taking care of the indoor and outdoor environment. 2. Recognizes some resources and money are limited. 	SS 1 Culture & Community SS 1.5 Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community.
F. Recognizes patriotic symbols and activities.	
Examples: <ol style="list-style-type: none"> 1. Recognizes the American and/or Tribal flag and other symbols. 2. Given the opportunity, practice reciting the Pledge of Allegiance. 	SS 3 Geography SS 3.4 Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks.
G. Recognizes the importance of rules and responsibilities as a member of the family, class, and school.	
Examples: <ol style="list-style-type: none"> 1. Identifies rules at home and at school. 2. Understands consequences when a rule is not followed. 	PD 3 Safety PD 3.3 Follows simple safety rules. Describes reasons for safety rules and reminds others to follow them.
STANDARD 2: Geography The child demonstrates knowledge of basic geographic concepts.	
A. Locates and describes familiar places. (For example: classroom, home, school, park, or restaurant).	
Examples: <ol style="list-style-type: none"> 1. Names and describes places they see on the way to school. (For example: store, restaurant) 2. Describes differences in homes and buildings. 	SS 3 Geography SS 3.3 Identifies a variety of familiar places, such as the store, car, home or Grandma's. Follows a path. SS 3.4 Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks.

<p>B. Begins to develop an understanding of his/her community. (For example: home, school, and city).</p>	
<p>Example: 1. Identifies common features in the home, school, and community.</p>	<p>SS 1 Culture & Community SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.</p>
<p>STANDARD 3: Geography The child discusses how children in various communities and cultures are alike and different.</p>	
<p>A. Explores common needs. (For example: food, clothing and shelter).</p>	
<p>Examples: 1. Understands the basic human needs of all people for food, water, safety, clothing, shelter.</p>	<p>SCI 2 Natural & Earth Science SCI 2.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. Identifies the climate and weather in the immediate environment.</p>
<p>B. Explores how children are unique based on languages spoken, food, clothing, transportation, and customs.</p>	
<p>Example: 1. Talks about how people are different.</p>	<p>SED 1 Self-Awareness SED 1.8 Demonstrates an understanding that each person is unique and has his/her own thoughts, feelings and preferences.</p> <p>SED 4 Social Relationships SED 4.8 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.</p>
<p>C. Explores how families and communities build traditions.</p>	
<p>Example: 1. Shares family and community traditions.</p>	<p>SS 1 Culture & Community SS 1.4 Describes the routines, familiar stories, traditions, foods and</p>

	celebrations of own family and community. Describes family and community members, their roles and their relationship to self.
STANDARD 4: Economics The child explores various careers and identifies basic economic concepts.	
A. Identifies various school and community personnel.	
Examples: <ol style="list-style-type: none"> Names school personnel by job and by name such as principal or director, teacher, secretary, custodian, cook, etc. Names community personnel such as police officer, firefighter, doctor, mail carrier, farmer, restaurant server, etc. 	SS 1 Culture & Community SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.
B. Develops growing awareness of jobs, what is needed to perform the job how work impacts his/her life.	
Example: <ol style="list-style-type: none"> Describes people's jobs and what tools or supplies would be needed to perform the tasks. (For example: a firefighter uses protective clothing, a hose, water, an ax, etc.) 	SS 1 Culture & Community SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self. 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.
C. Develop an awareness of using money to purchase things.	
<i>(No examples)</i>	SS 2 Civics & Economics 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. SS 2.6 Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions. Exchanges money, goods or services for other goods or services.


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.

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 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.

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

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