

*Alignment  
of the*

# Experience Early Learning Skills

*with*

**Virginia's Early Childhood Development Alignment Project**





## 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 **Virginia's Early Childhood Development Alignment Project** with the Developmental Continuum of the Experience Early Learning Skills. For questions or comments about this alignment, contact [info@experienceearlylearning.com](mailto:info@experienceearlylearning.com).



## Virginia's Early Childhood Development Alignment Project

*Standards for Early Childhood:  
Infants-Toddlers*

*Standards for Early Childhood:  
Birth-Kindergarten*



Social and Emotional Development	
Strand 1: Relationships with Others	
<p>Birth to 18 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Depend on others to provide for wants and needs. (A1)</li> <li>• Seek positive attachment and interaction with adults. (A2)</li> <li>• Respond to the environment, enjoying shared engagement with adult. (A3)</li> </ul>	<p>SED 4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. Enjoys turn-taking games such as peekaboo.</p> <p>SED 4.2 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.</p>
<p>18 months to 36 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Seek comfort and help when needed. (A4)</li> <li>• Laugh in social game of imitation with adults and peers. (A5)</li> <li>• Demonstrate increasing ability to form and maintain secure relationships with others. (A6)</li> </ul>	<p>SED 4.2 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.</p> <p>SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.</p>
Strand 2: Learning About Self (Self-concept)	
<p>Birth to 18 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Explore own body and begin to examine body parts of others. (B1)</li> <li>• Gain an emerging sense of self as separate from but also connected to others. (B2)</li> <li>• Feel worthwhile and accepted. (B3)</li> </ul>	<p>SED 2.1 Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine.</p> <p>SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing.</p>

<ul style="list-style-type: none"> <li>• Demonstrate an emerging sense of competence and confidence in growing abilities (B4)</li> <li>• Smile or laugh at mastery of motor skills, sound play, clowning, or fun games. (B5)</li> </ul>	<p>Redirects to a new activity with help from caregivers.</p>
<p>18 months to 36 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Understand self in terms of unique characteristics, preferences, and abilities. (B6)</li> <li>• Begin to recognize family members' roles and names. (B7)</li> <li>• Develop increasing independence. (B8)</li> </ul>	<p>SED 2.1 Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine.</p> <p>SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.</p> <p>SED 2.3 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change.</p>
<p>Strand 3: Emotion Regulation and Self-Regulation</p>	
<p>Birth to 18 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Develop increasing emotion regulation. (C1)</li> <li>• Increase behavioral regulation. (C2)</li> <li>• Become more adept at expressing own feelings appropriately and recognizing others' emotions. (C3)</li> </ul>	<p>SED 1.1 Explores self and others by using senses.</p> <p>SED 1.2 Recognizes self in photos or in a mirror.</p> <p>SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p>
<p>18 months to 36 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Demonstrate progress in expressing needs and opinions by using words and asking for help when needed. (C4)</li> <li>• Develop ability to calm self when upset. (C5)</li> <li>• Recognize own behaviors that are off limits, and control self with increasing ability. (C6)</li> <li>• Offer to share, with growing flexibility and with adult support . (C7)</li> </ul>	<p>SED 2.1 Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine.</p> <p>SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.</p> <p>SED 1.1 Explores self and others by using senses.</p>

	<p>SED 1.2 Recognizes self in photos or in a mirror.</p> <p>SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p>
Approaches to Learning	
Strand 1: Persistence	
<p>Birth to 18 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Observe objects and people for a brief period of time. (A1)</li> <li>• Seek attention of adult. (A2)</li> <li>• Pay attention briefly and try to reproduce interesting and pleasurable effects and events. (A3)</li> </ul>	<p>SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.</p> <p>SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p> <p>SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed.</p>
<p>18 months to 36 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Increase the amount of time they can persist in repetitive tasks or preferred activities. (A4)</li> <li>• Increase persistence in trying to complete a task after previous attempts have failed. (A5)</li> </ul>	<p>SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p> <p>SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed.</p>
Strand 2: Curiosity and Initiative	
<p>Birth to 18 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Show awareness of and interest in the environment. (B1)</li> <li>• Engage in and actively explore self, objects, and surroundings. (B2)</li> <li>• Show eagerness and curiosity as a learner. (B3)</li> </ul>	<p>SCI 1.1 Looks for a person or toy that has moved out of sight. Reacts to changes.</p> <p>SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.</p> <p>SED 3.2 Participates in daily routines or familiar activities.</p>
18 months to 36 months Indicators Children Are Learning To...	SCI 1.1 Looks for a person or toy that has moved out of

<ul style="list-style-type: none"> <li>• Demonstrate ability to initiate activities. (B4)</li> <li>• Participate in an increasing variety of tasks and activities. (B5)</li> </ul>	<p>sight. Reacts to changes.</p> <p>SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed.</p>
Strand 3: Creativity and Inventiveness	
<p>Birth to 18 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Notice and show interest in and excitement with familiar objects, people, and events. (C1)</li> <li>• Approach and explore new experiences in familiar settings. (C2)</li> </ul>	<p>SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.</p> <p>SED 3.2 Participates in daily routines or familiar activities.</p>
<p>18 months to 36 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Delight in finding new properties and uses for familiar objects and experiences. (C3)</li> <li>• Pretend and use imagination during extended play scenarios with self and others. (C4)</li> </ul>	<p>CA 4.1 Imitates simple movements and facial expressions. Responds to props or puppets.</p> <p>CA 4.2 Mimics observed behaviors and words. Mimics the use of familiar objects.</p> <p>CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects.</p> <p>Distinguishes between real and pretend.</p>
Strand 4: Reasoning and Problem-Solving	
<p>Birth to 18 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Explore object characteristics in many different ways. (D1)</li> <li>• Behave in consistent ways to elicit desired response. (D2)</li> <li>• Use sounds, gestures, and movements to impact the environment and interactions. (D3)</li> </ul>	<p>SS 3.1 Responds to changes in the immediate environment. Navigates within a familiar environment.</p> <p>SS 3.2 Recognizes familiar places. Finds ways to move around obstacles in a familiar environment.</p>
<p>18 months to 36 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Realize that people or things exist even when out of view</li> </ul>	<p>SS 2.1 Attends to others in an immediate environment. Grasps and releases objects.</p>

(object permanence). (D4) • Use objects as intended. (D5)	SS 2.2 Participates in communal activities. Expresses a desire for an object or action. Says me, mine.
Language and Literacy	
Strand 1: Listening and Speaking	
Birth to 18 months Indicators Children Are Learning To... • Respond to frequently heard sounds and words. (A1) • Use a variety of sounds and motions to communicate. (A2) • Show increased understanding of gestures and words. (A3) • Use consistent sounds, gestures, and some words to communicate (A4)	LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions. LLD 1.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts. With prompts and gestures, follows a one-step direction.
18 months to 36 months Indicators Children Are Learning To... • Understand questions, some basic concepts, and simple directions. (A5) • Demonstrate increasing ability to attend to, participate in, and understand language in conversations, stories, songs, and poems. (A6) • Build increased understanding of basic vocabulary and concepts. (A7)	LLD 1.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts. With prompts and gestures, follows a one-step direction. LLD 1.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally.
Strand 2: Phonological Awareness and Alphabetic Knowledge	
Birth to 18 months Indicators Children Are Learning To... • Show enjoyment of the sounds and rhythms of language. (B1) • Imitate vocalizations and sounds. (B2)	LLD 3.1 Babbles and vocalizes using sound, volume and inflection. LLD 3.2 Imitates sounds and tones.
18 months to 36 months Indicators Children Are Learning To... • Enjoy patterns of rhythm and repetition of familiar voices, sounds, rhymes, and songs. (B3) • Participate in simple word games. (B4)	LLD 3.2 Imitates sounds and tones. LLD 3.3 Shows awareness of separate words in spoken language.



<ul style="list-style-type: none"> <li>• Create “jokes” with sounds, using nonsense combinations to explore phonemes. (B5)</li> </ul>	
Strand 3: Print Awareness and Concepts	
Birth to 18 months Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Respond positively to book reading activities with adults. (C1)</li> <li>• Show some ability to handle books, with assistance. (C2)</li> </ul>	LLD 5.1 Looks at or points to pictures. Opens and closes books. LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of book.
18 months to 36 months Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Recognize print in the neighborhood, community, and environment (e.g., stopsigns, store signs). (C3)</li> <li>• Relate pictures with real objects, events, and ideas (e.g., stories). (C4)</li> </ul>	LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of book. LLD 5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.
Strand 4: Comprehension	
Birth to 18 months Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Focus attention on simple picture books. (D1)</li> <li>• Begin to recognize “favorite books” and repeatedly request to read them. (D2)</li> </ul>	LLD 6.1 Interacts by reaching for or patting when a book is read. Holds book and looks intently at each page. LLD 6.2 Points to pictures and repeats words from familiar stories. Answers “where” questions by pointing.
18 months to 36 months Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Begin to interact with story through familiar hand motions and expression of emotions. (D3)</li> <li>• Begin to recognize symbols for objects. (D4)</li> </ul>	LLD 6.2 Points to pictures and repeats words from familiar stories. Answers “where” questions by pointing. LLD 6.3 Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character.
Strand 5: Early Writing	

<p>Birth to 18 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Begin to show interest in exploring writing tools. (E1)</li> <li>• Experiment with grasp when using a variety of writing tools. (E2)</li> </ul>	<p>LLD 7.1 Explores writing materials.</p> <p>LLD 7.2 Makes random marks with writing tools. Make handprints or fingerprints.</p>
<p>18 months to 36 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Show increased interest in exploring writing tools. (E3)</li> <li>• Use writing tools to make scribbles and purposeful marks. (E4)</li> <li>• Make purposeful marks on paper. (E5)</li> </ul>	<p>LLD 7.2 Makes random marks with writing tools. Make handprints or fingerprints.</p> <p>LLD 7.3 Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks. Scribbles or draws marks as a representation of an object or person.</p>
Cognition and General Knowledge	
Strand 1 Sub-Strand A. Number and Operations	
<p>Birth to 18 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Begin to build understanding of “more.” (A1)</li> <li>• Use number words in songs and finger plays with little or no understanding. (A2)</li> </ul>	<p>MR 1.1 Hears numbers in everyday context. Hears rote counting. Looks for an object that is taken out of sight.</p> <p>MR 1.2 Recognizes the numeral one and sees other numerals around the room. Repeats number words when heard. Demonstrates an understanding of one, two and more.</p>
<p>18 months to 36 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Build some understanding of quantity. (A3)</li> <li>• Demonstrate growing understanding of one to-one matching. (A4)</li> </ul>	<p>MR 1.2 Recognizes the numeral one and sees other numerals around the room. Repeats number words when heard. Demonstrates an understanding of one, two and more.</p> <p>MR 1.3 Recognizes numerals to three. Points to one object at a time while counting (not always in correct order). Creates groups of objects. Adds to and removes from group as prompted.</p>

Strand 1 Sub-Strand B. Measurement	
Birth to 18 months Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Explore objects in their environment. (B1)</li> <li>• Show some awareness of the relative size of objects. (B2)</li> </ul>	MR 4.1 Recognizes when to use whole hand or just two fingers to pick up an object. MR 4.2 Explores size and weight of objects in relation to self.
18 months to 36 months Indicators Children Are Learning <ul style="list-style-type: none"> <li>• Connect mathematical language to measurement concepts. (B3)</li> <li>• Explore the concept of volume. (B4)</li> <li>• Show some understanding of the concept of measurement. (B5)</li> </ul>	MR 4.2 Explores size and weight of objects in relation to self. MR 4.3 Determines which object is bigger (heavier, longer) when given two objects.
Strand 1 Sub-Strand C. Patterns and Relationships	
Birth to 18 months Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Engage in sustained gazing or tracking of object with eyes. (C1)</li> <li>• Demonstrate object permanence (i.e., realizes that people or things exist even when out of view). (C2)</li> <li>• React to images of objects or events. (C3)</li> </ul>	MR 5.1 Plays predictable activities with caregivers such as pat-a-cake and peekaboo. MR 5.2 Attempts to mimic vocal and physical patterns. MR 5.3 Copies patterns with two steps, such as red-blue, red-blue. SCI 1.1 Looks for a person or toy that has moved out of sight. Reacts to changes.
18 months to 36 months Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Show interest in patterns. (C4)</li> <li>• Explore similarities and differences of objects (e.g., color, size, shape, and texture). (C5)</li> <li>• Understand the relationship between objects, solving simple jigsaw puzzles and matching similar shapes. (C6)</li> </ul>	MR 5.2 Attempts to mimic vocal and physical patterns. MR 5.3 Copies patterns with two steps, such as red-blue, red-blue. MR 6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics.
Strand 1 Sub-Strand D. Shapes	
Birth to 18 months Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Explore geometric shapes in the environment. (D1)</li> </ul>	MR 2.1 Plays with objects and toys that are a variety of shapes. Participates as caregiver raises arms or legs and

<ul style="list-style-type: none"> <li>• Play with shape toys, though with increasing ability to match correctly. (D2)</li> </ul>	says up/down. Tries to put one object inside another.
18 months to 36 months Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Identify simple objects by their shape. (D3)</li> </ul>	MR 3.2 Matches two identical shapes. MR 3.3 Identifies a few basic shapes.
Strand 1 Sub-Strand E. Spatial Sense	
Birth to 18 months Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Pay attention to what is happening in the environment. (E1)</li> <li>• Coordinate use of body and materials. (E2)</li> </ul>	MR 2.1 Plays with objects and toys that are a variety of shapes. Participates as caregiver raises arms or legs and says up/down. Tries to put one object inside another.
18 months to 36 months Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Become aware of own body and personal space during active exploration of physical environment. (E3)</li> <li>• Explore the size, shape, and spatial arrangement of real objects. (E4)</li> </ul>	MR 2.2 Purposely turns or spins objects. Follows simple positional directions such as on/off, over/under and up/down. Fills container then dumps out the contents. MR 2,3 Recognizes objects that are upside-down and turns them right-side up. Finds or places objects next to, between, in front of or behind self. Puts together three pieces to create a whole object.
Strand 1 Sub-Strand F. Data Collection and Analysis	
Birth to 18 months Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Pay attention to what is happening in the environment. (F1)</li> <li>• Gather information through the senses (e.g., mouthing, grasping, reaching). (F2)</li> <li>• Make things happen by coordinating senses of sight, sound, taste, and touch. (F3)</li> <li>• Observe persons or objects in the environment for a brief period of time. (F4)</li> </ul>	SED 1.1 Explores self and others by using senses. SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.
18 months to 36 months Indicators Children Are Learning To...	SED 3.2 Participates in daily routines or familiar activities.

<ul style="list-style-type: none"> <li>• Begin to explore physical properties of objects and to identify their use. (F5)</li> <li>• Recognize objects as the same and different. (F6)</li> </ul>	<p>Attends to what others are looking at or pointing to.</p> <p>SCI 3.1 Uses senses to explore objects in immediate environment. Kicks feet or shakes arms to make other objects move.</p> <p>MR 6.2 When shown one object, finds the match. Identifies and names familiar people, characters and animals.</p>
Strand 1 Sub-Strand G. Time and Sequence	
<p>Birth to 18 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Develop an understanding of the concept of time as it relates to everyday life (e.g., meals, sleeping). (G1)</li> <li>• Demonstrate some understanding of when things happen in relation to routines. (G2)</li> <li>• Recall information about the immediate past. (G3)</li> </ul>	<p>SS 4.1 Focuses on interactions with others for a short time.</p> <p>SS 4.2 Observes events and begins to participate.</p> <p>SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.</p>
<p>18 months to 36 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Show increasing knowledge and memory for details and routines. (G4)</li> <li>• Anticipate, remember, and describe daily sequences of events. (G5)</li> </ul>	<p>SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.</p> <p>SED 3.2 Participates in daily routines or familiar activities.</p> <p>Attends to what others are looking at or pointing to.</p>
Strand 2 Sub-Strand A. Scientific Knowledge	
<p>Birth to 18 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Show interest in surroundings by focusing on faces and objects in close range. (A1)</li> <li>• Recognize and respond to different sights, textures, smells, sounds, and tastes. (A2)</li> </ul>	<p>SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.</p> <p>SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.</p>

18 months to 36 months Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Observe and describe characteristics of living things, the weather, and the outdoor environment. (A3)</li> <li>• Build beginning understanding of basic science concepts (e.g., force and motion, gravity, sound, light) through exploration. (A4)</li> </ul>	SCI 2.1 Explores immediate environment using senses. Reacts to weather changes in immediate environment. SCI 2.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. Understands hot and cold. Points at clouds and explores the feel of rain and wind.
Strand 2 Sub-Strand B. Scientific Inquiry and Exploration	
Birth to 18 months Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Attend to what is happening in the environment. (B1)</li> <li>• Demonstrate curiosity about the natural environment. (B2)</li> <li>• Attend and respond to what is happening in the environment. (B3)</li> <li>• Realize ability to make things happen. (B4)</li> <li>• Enjoy games of repeated hiding and finding. (B5)</li> </ul>	SCI 1.1 Looks for a person or toy that has moved out of sight. Reacts to changes. SCI 1.2 Asks one- to two-word questions. Uses senses to explore environment. SCI 3.1 Uses senses to explore objects in immediate environment. Kicks feet or shakes arms to make other objects move.
18 months to 36 months Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Use senses to observe and explore materials and natural phenomena. (B6)</li> <li>• Demonstrate increased knowledge and memory for details and routines. (B7)</li> </ul>	SCI 3.1 Uses senses to explore objects in immediate environment. Kicks feet or shakes arms to make other objects move. SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to LLD 6.2 SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to..
Strand 3 Sub-Strand A. History	
Birth to 18 months Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Participate in regularly scheduled daily activities. (A1)</li> </ul>	SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.

<ul style="list-style-type: none"> <li>• Recognize the beginning and end of an event. (A2)</li> <li>• Begin to recognize routines and to categorize time intervals. (A3)</li> </ul>	SS 4.2 Observes events and begins to participate.
18 months to 36 month Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Understand that change is related to time. (A4)</li> <li>• Recount daily events (A5)</li> </ul>	SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another. SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.
Strand 3 Sub-Strand B. Geography	
Birth to 18 months Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Develop awareness of body in space. (B1)</li> <li>• Recognize familiar places. (B2)</li> </ul>	SS 3.1 Responds to changes in the immediate environment. Navigates within a familiar environment. SS 3.2 Recognizes familiar places. Finds ways to move around obstacles in a familiar environment.
18 months to 36 months Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Recall location of familiar objects. (B3)</li> <li>• Develop awareness of some characteristics of own geographic region. (B4)</li> </ul>	SS 3.2 Recognizes familiar places. Finds ways to move around obstacles in a familiar environment. SS 3.3 Identifies a variety of familiar places, such as the store, car, home or Grandma's. Follows a path.
Strand 3 Sub-Strand C. Economics	
Birth to 18 months Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Depend on others to provide for wants and needs. (C1)</li> <li>• Develop an emerging sense of the meaning of the presence or absence of valued resources such as food or toys. (C2)</li> </ul>	SS 2.1 Attends to others in an immediate environment. Grasps and releases objects. SS 2.2 Participates in communal activities. Expresses a desire for an object or action. Says me, mine.
18 months to 36 months Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Make choices. (C3)</li> </ul>	SS 2.2 Participates in communal activities. Expresses a desire for an object or action. Says me, mine.
Strand 3 Sub-Strand D. Families and Communities	
Birth to 18 months Indicators Children Are Learning To...	SS 1.1 Recognizes family members and is exposed to

<ul style="list-style-type: none"> <li>• Engage with familiar adults. (D1)</li> <li>• Demonstrate a beginning understanding of family/non-family. (D2)</li> </ul>	family traditions or cultural events.
18 months to 36 months Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Develop beginning understanding of human interdependence. (D3)</li> <li>• Expand relationships. (D4)</li> <li>• Develop understanding of social customs by respecting others' contributions and ideas. (D5)</li> </ul>	SS 1.2 With help, participates in family traditions and customs. SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.
<b>Fine Arts</b>	
<b>Strand 1: Dance Arts</b>	
Birth to 18 months Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Discover own body. (A1)</li> <li>• Respond in expressive ways to people and objects. (A2)</li> <li>• Learn about and have some control of body. (A3)</li> <li>• Purposefully act on their environment. (A4)</li> </ul>	CA 2.1 Moves body in a variety of ways. Uses body language to express feelings. CA 2.2 Moves body purposely. Sways or bounces to music. Uses purposeful gestures and body language to communicate.
18 months to 36 months Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Have more control of body. (A5)</li> <li>• Become aware of position in space. (A6)</li> </ul>	CA 2.2 Moves body purposely. Sways or bounces to music. Uses purposeful gestures and body language to communicate. CA 2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.
<b>Strand 2: Music</b>	
Birth to 18 months Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Respond to sounds. (B1)</li> <li>• Begin to imitate sounds. (B2)</li> <li>• Experiment with a variety of sound sources (e.g., rattles, bells). (B3)</li> </ul>	CA 1.1 Responds to sounds. Makes sounds to communicate feelings. CA 1.2 Responds to changes in sound, rhythm, volume or melody. Repeats words in familiar songs and attempts to



<ul style="list-style-type: none"> <li>• Prefer repetition of familiar songs and rhythmic patterns. (B4)</li> </ul>	sing.
18 months to 36 months Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Participate in group music experiences (e.g., singing, finger plays, chants, musical instruments). (B5)</li> <li>• Explore simple songs using voice and/or instruments. (B6)</li> </ul>	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.
Strand 3 Theater Arts	
Birth to 18 months Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Discover own body. (C1)</li> <li>• Imitate sounds, facial expressions, and gestures of another person. (C2)</li> <li>• Communicate words or concepts through movement. (C3)</li> <li>• Purposefully act on the environment. (C4)</li> </ul>	CA 4.1 Imitates simple movements and facial expressions. Responds to props or puppets. CA 4.2 Mimics observed behaviors and words. Mimics the use of familiar objects.
18 months to 36 months Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Imitate what others do. (C5)</li> <li>• Engage in pretend play. (C6)</li> </ul>	CA 4.2 Mimics observed behaviors and words. Mimics the use of familiar objects. CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.
Strand 4 Visual Arts	
Birth to 18 months Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Focus on and show interest in objects in the environment. (D1)</li> <li>• Explore the texture of different mediums (e.g., fabrics of different textures). (D2)</li> </ul>	CA 3.1 Explores materials using gross motor movements and senses. Expresses emotions while exploring materials. CA 3.2 Uses hands and feet to explore a variety of media. Scribbles, colors or paints intentionally on paper.
18 months to 36 months Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Gain control in grasping simple art tools. (D3)</li> <li>• Experiment with a variety of art materials (e.g., paint, markers, crayons, pencils, dough). (D4)</li> </ul>	CA 3.2 Uses hands and feet to explore a variety of media. Scribbles, colors or paints intentionally on paper. CA 3.3 Explores a variety of artistic tools and media. Uses

	materials to create shapes and symbols.
<b>Physical Development and Health</b>	
<b>Strand 1: Gross Motor Development</b>	
Birth to 18 months Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Demonstrate beginning signs of balance, control, and coordination. (A1)</li> <li>• Demonstrate proficiency in rolling over, sitting, crawling. (A2)</li> <li>• Demonstrate improved balance, control, and coordination. (A3)</li> </ul>	PD 1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position. PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.
18 months to 36 months Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Coordinate movements in grabbing, rolling, tossing, and throwing. (A4)</li> <li>• Move with some balance and control. (A5)</li> </ul>	PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.
<b>Strand 2: Fine Motor Development</b>	
Birth to 18 months Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Develop some ability to grasp and hold a variety of objects. (B1)</li> <li>• Demonstrate beginning signs of strength, control, and eye-hand coordination. (B2)</li> </ul>	PD 2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object. PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.
18 months to 36 months Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Improve eye-hand coordination in reaching for and grasping objects, and filling and dumping. (B3)</li> </ul>	PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self. PD 2.3 Opens, closes, twists and pulls objects with one or both hands.
<b>Strand 3: Health and Well-Being</b>	
Birth to 18 months Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Demonstrate beginning participation in selfcare. (C1)</li> </ul>	PD 4.2 Recognizes the difference between dirty and clean. Points to body parts when prompted. Participates in taking

<ul style="list-style-type: none"> <li>• Consume a variety of nutritious foods from all food groups with assistance. (C2)</li> </ul>	<p>care of some personal needs, such as feeding self. PD 5.2 Communicates when hungry, thirsty or tired. Feeds self some finger foods.</p>
<p>18 months to 36 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Participate in basic health and safety routines. (C3)</li> <li>• Recognize and communicate health-related needs and/or interests. (C4)</li> </ul>	<p>PD 3.2 Responds to possible dangers in environment and avoids them when prompted. PD 5.2 Communicates when hungry, thirsty or tired. Feeds self some finger foods.</p>

*Alignment  
of the*

# Experience Early Learning Skills

*with*

**Virginia Milestones of Development Birth-Kindergarten**





## 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 **Virginia Milestones of Development Birth-Kindergarten** with the Developmental Continuum of the Experience Early Learning Skills.

For questions or comments about this alignment, contact [info@experienceearlylearning.com](mailto:info@experienceearlylearning.com).



## Virginia Milestones of Development Birth-Kindergarten

## Experience Early Learning Developmental Continuum

Virginia's Early Childhood Development Alignment Project Preschool 36 months-older	
Social and Emotional Development	
Strand 1: Relationships with Others	
Birth to 18 months Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Depend on others to provide for wants and needs. (A1)</li> <li>• Seek positive attachment and interaction with adults. (A2)</li> <li>• Respond to the environment, enjoying shared engagement with adult. (A3)</li> </ul>	SED 4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. Enjoys turn-taking games such as peekaboo. SED 4.2 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.
18 months to 36 months Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Seek comfort and help when needed. (A4)</li> <li>• Laugh in social game of imitation with adults and peers. (A5)</li> <li>• Demonstrate increasing ability to form and maintain secure relationships with others. (A6)</li> </ul>	SED 4.2 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror. SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.
36 months to 48 months Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Enjoy close proximity with others. (A7)</li> <li>• Develop positive friendships with one or more peers. (A8)</li> <li>• Enter and engage in group pretend play successfully. (A9)</li> </ul>	SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked. SED 4.4 Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad.
48 months and older Indicators Children Are Learning To...	SED 4.4 Participates in group with those different than self.

<ul style="list-style-type: none"> <li>• Show empathy and caring for others. (A10)</li> <li>• Cooperate with others. (A11)</li> <li>• Demonstrate increased ability to resolve conflicts. (A12)</li> <li>• Interact easily with one or more children and adults. (A13)</li> </ul>	<p>Asks adult to help solve problems. Explains why someone may be happy or sad.</p> <p>SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p>
Strand 2: Learning About Self (Self-concept)	
<p>Birth to 18 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Explore own body and begin to examine body parts of others. (B1)</li> <li>• Gain an emerging sense of self as separate from but also connected to others. (B2)</li> <li>• Feel worthwhile and accepted. (B3)</li> <li>• Demonstrate an emerging sense of competence and confidence in growing abilities (B4)</li> <li>• Smile or laugh at mastery of motor skills, sound play, clowning, or fun games. (B5)</li> </ul>	<p>SED 2.1 Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine.</p> <p>SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.</p>
<p>18 months to 36 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Understand self in terms of unique characteristics, preferences, and abilities. (B6)</li> <li>• Begin to recognize family members' roles and names. (B7)</li> <li>• Develop increasing independence. (B8)</li> </ul>	<p>SED 2.1 Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine.</p> <p>SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.</p> <p>SED 2.3 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change.</p>
<p>36 months to 48 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Show increasing ability to distinguish between self and others. (B9)</li> <li>• Adjust comfortably to new surroundings. (B10)</li> <li>• Demonstrate confidence and pride in accomplishments. (B11)</li> </ul>	<p>SED 4.3 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,</p>



	eat, play and believe. SED 4.4 When given two to three options, chooses his/her most desired option.
48 months and older Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Continue to perceive self as worthwhile and accepted. (B12)</li> <li>• Begin to understand consequences of actions, especially as choices affect others. (B13)</li> <li>• Demonstrate increased awareness of own abilities, characteristics, feelings, and preferences. (B14)</li> <li>• See self as able to have impact on others and be able to make responsible choices. (B15)</li> <li>• Rebound quickly from own mistakes or accidents as long as there is no serious consequence. (B16)</li> </ul>	SED 4.4 When given two to three options, chooses his/her most desired option. SED 4.5 Describes and compares preferences of self and others.
Strand 3: Emotion Regulation and Self-Regulation	
Birth to 18 months Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Develop increasing emotion regulation. (C1)</li> <li>• Increase behavioral regulation. (C2)</li> <li>• Become more adept at expressing own feelings appropriately and recognizing others' emotions. (C3)</li> </ul>	SED 1.1 Explores self and others by using senses. SED 1.2 Recognizes self in photos or in a mirror. SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.
18 months to 36 months Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Demonstrate progress in expressing needs and opinions by using words and asking for help when needed. (C4)</li> <li>• Develop ability to calm self when upset. (C5)</li> <li>• Recognize own behaviors that are off limits, and control self with increasing ability. (C6)</li> <li>• Offer to share, with growing flexibility and with adult support . (C7)</li> </ul>	SED 2.1 Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine. SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.  SED 1.1 Explores self and others by using senses.



	<p>SED 1.2 Recognizes self in photos or in a mirror.</p> <p>SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p>
<p>36 months to 48 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Follow simple rules and routines with guidance. (C8)</li> <li>• Manage transitions, shifting attention from one activity to another. (C9)</li> </ul>	<p>SED 4.3 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change.</p> <p>SED 4.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.</p>
<p>48 months and older Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Focus attention when completing tasks or problem solving. (C10)</li> <li>• Name and talk about own emotions and can associate them with varying facial expressions. (C11)</li> <li>• Increase ability to delay desire in order to cooperate with a task or others. (C12)</li> <li>• Show growing capacity to maintain concentration over time on a task or question. (C13)</li> </ul>	<p>SED 4.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.</p> <p>SED 4.5 Names some personal feelings and uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.</p>
Approaches to Learning	
Strand 1: Persistence	
<p>Birth to 18 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Observe objects and people for a brief period of time. (A1)</li> <li>• Seek attention of adult. (A2)</li> <li>• Pay attention briefly and try to reproduce interesting and pleasurable effects and events. (A3)</li> </ul>	<p>SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.</p> <p>SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p> <p>SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed.</p>
18 months to 36 months Indicators Children Are Learning To...	SED 3.2 Participates in daily routines or familiar activities.

<ul style="list-style-type: none"> <li>• Increase the amount of time they can persist in repetitive tasks or preferred activities. (A4)</li> <li>• Increase persistence in trying to complete a task after previous attempts have failed. (A5)</li> </ul>	<p>Attends to what others are looking at or pointing to.</p> <p>SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed.</p>
<p>36 months to 48 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Grow in ability to persist in and complete tasks, activities, projects, and experiences. (A6)</li> <li>• Increase persistence in activities despite frustration or disappointment. (A7)</li> </ul>	<p>SED 4.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed.</p> <p>SED 4.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.</p>
<p>48 months and older Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Recognize and solve problems independently. (A8)</li> <li>• Increase ability to set goals, develop plans, and complete tasks. (A9)</li> <li>• Show growing capacity to maintain concentration over time. (A10)</li> </ul>	<p>SED 4.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.</p> <p>SED 4.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.</p>
Strand 2: Curiosity and Initiative	
<p>Birth to 18 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Show awareness of and interest in the environment. (B1)</li> <li>• Engage in and actively explore self, objects, and surroundings. (B2)</li> <li>• Show eagerness and curiosity as a learner. (B3)</li> </ul>	<p>SCI 1.1 Looks for a person or toy that has moved out of sight. Reacts to changes.</p> <p>SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.</p> <p>SED 3.2 Participates in daily routines or familiar activities.</p>
<p>18 months to 36 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Demonstrate ability to initiate activities. (B4)</li> <li>• Participate in an increasing variety of tasks and activities. (B5)</li> </ul>	<p>SCI 1.1 Looks for a person or toy that has moved out of sight. Reacts to changes.</p> <p>SED 3.3 Focuses on an engaging activity for a short period of</p>

	time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed.
36 months to 48 months Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Develop increased ability to make independent choices. (B6)</li> <li>• Find and use materials to follow through on an idea. (B7)</li> <li>• Initiate play with others. (B8)</li> </ul>	SED 1.3 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. SED 1.4 When given two to three options, chooses his/her most desired option.
48 months and older Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Offer to help with chores. (B9)</li> <li>• Invent projects and work on them with little assistance. (B10)</li> <li>• Grow in eagerness to learn about and discuss a growing range of topics, ideas, and tasks. (B11)</li> </ul>	SED 1.4 When given two to three options, chooses his/her most desired option. SED 1.5 Describes and compares preferences of self and others. SED 1.6 Negotiates to attain personal preference in a situation.
Strand 3: Creativity and Inventiveness	
Birth to 18 months Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Notice and show interest in and excitement with familiar objects, people, and events. (C1)</li> <li>• Approach and explore new experiences in familiar settings. (C2)</li> </ul>	SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another. SED 3.2 Participates in daily routines or familiar activities.
18 months to 36 months Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Delight in finding new properties and uses for familiar objects and experiences. (C3)</li> <li>• Pretend and use imagination during extended play scenarios with self and others. (C4)</li> </ul>	CA 4.1 Imitates simple movements and facial expressions. Responds to props or puppets. CA 4.2 Mimics observed behaviors and words. Mimics the use of familiar objects. CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.

36 months to 48 months Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Imitate action observed in another situation. (C5)</li> <li>• Approach tasks experimentally, adapting as the activity evolves. (C6)</li> <li>• Use imagination to create original thoughts, ideas, or products. (C7)</li> </ul>	SED 1.3 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. SED 1.4 When given two to three options, chooses his/her most desired option.
48 months and older Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Approach tasks and activities with increased flexibility, imagination, and inventiveness. (C8)</li> <li>• Use creativity and inventiveness to complete projects or tasks. (C9)</li> <li>• Make changes to a familiar story. (C10)</li> <li>• Represent reality in a variety of ways. (C11)</li> </ul>	SED 1.4 When given two to three options, chooses his/her most desired option. SED 1.5 Describes and compares preferences of self and others. SED 1.6 Negotiates to attain personal preference in a situation.
Strand 4: Reasoning and Problem-Solving	
Birth to 18 months Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Explore object characteristics in many different ways. (D1)</li> <li>• Behave in consistent ways to elicit desired response. (D2)</li> <li>• Use sounds, gestures, and movements to impact the environment and interactions. (D3)</li> </ul>	SS 3.1 Responds to changes in the immediate environment. Navigates within a familiar environment. SS 3.2 Recognizes familiar places. Finds ways to move around obstacles in a familiar environment.
18 months to 36 months Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Realize that people or things exist even when out of view (object permanence). (D4)</li> <li>• Use objects as intended. (D5)</li> </ul>	SS 2.1 Attends to others in an immediate environment. Grasps and releases objects. SS 2.2 Participates in communal activities. Expresses a desire for an object or action. Says me, mine.
36 months to 48 months Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Demonstrate beginning understanding of cause and effect, especially of own actions. (D6)</li> </ul>	SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.

<ul style="list-style-type: none"> <li>• Seek assistance from an adult or another child to solve problems. (D7)</li> <li>• Explain reasons why simple events occur. (D8)</li> </ul>	<p>MR 7.3 Recognizes a problem and asks for help.</p> <p>MR 7.4 Tries out many possible solutions to a problem.</p>
<p>48 months and older Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Develop increasing abilities to classify, compare and contrast objects, events, and experiences. (D9)</li> <li>• Recognize and solve problems. (D10)</li> <li>• Create a strategy based on one event and extend it to a new one. (D11)</li> <li>• Demonstrate understanding of others' intentions or motivations. (D12)</li> <li>• Talk about recent experiences, meaningful events, and interesting ideas. (D13)</li> <li>• Work with others to find a solution. (D14)</li> </ul>	<p>SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.</p> <p>MR 7.4 Tries out many possible solutions to a problem.</p> <p>MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem.</p>
<b>Language and Literacy</b>	
<b>Strand 1: Listening and Speaking</b>	
<p>Birth to 18 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Respond to frequently heard sounds and words. (A1)</li> <li>• Use a variety of sounds and motions to communicate. (A2)</li> <li>• Show increased understanding of gestures and words. (A3)</li> <li>• Use consistent sounds, gestures, and some words to communicate (A4)</li> </ul>	<p>LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions.</p> <p>LLD 1.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts. With prompts and gestures, follows a one-step direction.</p>
<p>18 months to 36 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Understand questions, some basic concepts, and simple directions. (A5)</li> <li>• Demonstrate increasing ability to attend to, participate in, and understand language in conversations, stories, songs, and poems. (A6)</li> </ul>	<p>LLD 1.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts. With prompts and gestures, follows a one-step direction.</p> <p>LLD 1.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and</p>

<ul style="list-style-type: none"> <li>• Build increased understanding of basic vocabulary and concepts. (A7)</li> </ul>	<p>questions. Follows related two-step directions given verbally.</p>
<p>36 months to 48 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Demonstrate increased understanding of oral language through actions and responses to directions and questions. (A8)</li> <li>• Progress in abilities to initiate and respond appropriately in conversation and discussions with peers and adults. (A9)</li> </ul>	<p>LLD 1.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally.</p> <p>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>48 months and older Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Progress in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity. (A10)</li> <li>• Develop increasing abilities to understand and use language for a variety of purposes. (A11)</li> <li>• Enjoy hearing and creating humorous stories characterized by exaggeration. (A12)</li> </ul>	<p>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 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>
Strand 2: Phonological Awareness and Alphabetic Knowledge	
<p>Birth to 18 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Show enjoyment of the sounds and rhythms of language. (B1)</li> <li>• Imitate vocalizations and sounds. (B2)</li> </ul>	<p>LLD 3.1 Babbles and vocalizes using sound, volume and inflection.</p> <p>LLD 3.2 Imitates sounds and tones.</p>
<p>18 months to 36 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Enjoy patterns of rhythm and repetition of familiar voices, sounds, rhymes, and songs. (B3)</li> <li>• Participate in simple word games. (B4)</li> <li>• Create “jokes” with sounds, using nonsense combinations to explore phonemes. (B5)</li> </ul>	<p>LLD 3.2 Imitates sounds and tones.</p> <p>LLD 3.3 Shows awareness of separate words in spoken language.</p>

<p>36 months to 48 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Begin to identify words that rhyme. (B6)</li> <li>• Show growing ability to discriminate and identify sounds. (B7)</li> </ul>	<p>LLD 3.3 Shows awareness of separate words in spoken language.</p> <p>LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.</p> <p>LLD 3.4 Identifies words that have a similar beginning sound.</p> <p>LLD 4.4 Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds.</p>
<p>48 months and older Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Identify matching sounds and produce original rhymes. (B8)</li> <li>• Show growing ability to hear and discriminate separate syllables in words. (B9)</li> <li>• Show growing awareness of beginning and ending sounds of words. (B10)</li> <li>• Develop beginning awareness of alphabet letters. (B11)</li> <li>• Recognize that sounds are associated with letters of the alphabet and that they form words. (B12)</li> <li>• Understand that letters of the alphabet are a special category of visual graphics that can be individually named. (B13)</li> <li>• Laugh at and create silly words while exploring phonology. (B14)</li> </ul>	<p>LLD 3.4 Identifies words that have a similar beginning sound.</p> <p>LLD 3.5 Identifies the beginning and ending sounds of words.</p> <p>LLD 3.6 Counts syllables in spoken words. Isolates and pronounces the sound of each syllable.</p> <p>LLD 4.4 Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds.</p> <p>LLD 4.5 Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds.</p>
<p>Strand 3: Print Awareness and Concepts</p>	
<p>Birth to 18 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Respond positively to book reading activities with adults. (C1)</li> <li>• Show some ability to handle books, with assistance. (C2)</li> </ul>	<p>LLD 5.1 Looks at or points to pictures. Opens and closes books.</p> <p>LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of book.</p>



<p>18 months to 36 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Recognize print in the neighborhood, community, and environment (e.g., stopsigns, store signs). (C3)</li> <li>• Relate pictures with real objects, events, and ideas (e.g., stories). (C4)</li> </ul>	<p>LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of book.</p> <p>LLD 5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p>
<p>36 months to 48 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Show growing awareness of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus. (C5)</li> <li>• Show growing interest in reading-related activities. (C6)</li> </ul>	<p>LLD 5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p> <p>LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p> <p>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 6.3 Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character.</p>
<p>48 months and older Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Show increased awareness of print concepts. (C7)</li> <li>• Recognize a word as a unit of print that is formed by individual letters. (C8)</li> <li>• Read some environmental print. (C9)</li> </ul>	<p>LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p> <p>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 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>



Strand 4: Comprehension	
<p>Birth to 18 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Focus attention on simple picture books. (D1)</li> <li>• Begin to recognize “favorite books” and repeatedly request to read them. (D2)</li> </ul>	<p>LLD 6.1 Interacts by reaching for or patting when a book is read. Holds book and looks intently at each page. LLD 6.2 Points to pictures and repeats words from familiar stories. Answers “where” questions by pointing.</p>
<p>18 months to 36 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Begin to interact with story through familiar hand motions and expression of emotions. (D3)</li> <li>• Begin to recognize symbols for objects. (D4)</li> </ul>	<p>LLD 6.2 Points to pictures and repeats words from familiar stories. Answers “where” questions by pointing. LLD 6.3 Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character.</p>
<p>36 months to 48 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Show increased comprehension and response to stories read aloud. (D5)</li> <li>• Recall specific characters or actions from familiar stories. (D6)</li> <li>• Understand the meaning of some environmental print. (D7)</li> </ul>	<p>LLD 6.3 Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character. LLD 6.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Participates with others in the retelling of a story by pointing at pictures or role-playing with props.</p>
<p>48 months and older Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of basic plots of simple stories in a variety of ways. (D8)</li> <li>• Begin to understand the connection between books and personal experiences. (D9)</li> <li>• Understand the main idea of simple information. (D10)</li> <li>• Use strategies such as questioning or predicting to comprehend printed material. (D11)</li> <li>• Attempt, often unsuccessfully, to create jokes by using the method for making jokes based on double meanings of words. (D12)</li> </ul>	<p>LLD 6.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Participates with others in the retelling of a story by pointing at pictures or role-playing with props. 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>

Strand 5: Early Writing	
<p>Birth to 18 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Begin to show interest in exploring writing tools. (E1)</li> <li>• Experiment with grasp when using a variety of writing tools. (E2)</li> </ul>	<p>LLD 7.1 Explores writing materials. LLD 7.2 Makes random marks with writing tools. Make handprints or fingerprints.</p>
<p>18 months to 36 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Show increased interest in exploring writing tools. (E3)</li> <li>• Use writing tools to make scribbles and purposeful marks. (E4)</li> <li>• Make purposeful marks on paper. (E5)</li> </ul>	<p>LLD 7.2 Makes random marks with writing tools. Make handprints or fingerprints. LLD 7.3 Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks. Scribbles or draws marks as a representation of an object or person.</p>
<p>36 months to 48 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Use scribbles and unconventional shapes to convey messages. (E6)</li> <li>• Represent ideas and stories through pictures, dictation, and play. (E7)</li> <li>• Experiment with a growing variety of writing tools and materials, such as pencils, crayons, and computers. (E8)</li> </ul>	<p>LLD 7.3 Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks. Scribbles or draws marks as a representation of an object or person. LLD 7.4 Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what they represent.</p>
<p>48 months and older Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Use letter-like shapes, symbols, and letters to convey meaning. (E9)</li> <li>• Understand purposes for writing. (E10)</li> <li>• Begin to use familiar words (e.g., mom, love) in writing and drawing. (E11)</li> </ul>	<p>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>

Cognition and General Knowledge	
Strand 1: Learning About Mathematical Concepts Strand 1 Sub-Strand A. Number and Operations	

<p>Birth to 18 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Begin to build understanding of “more.” (A1)</li> <li>• Use number words in songs and finger plays with little or no understanding. (A2)</li> </ul>	<p>MR 1.1 Hears numbers in everyday context. Hears rote counting. Looks for an object that is taken out of sight. MR 1.2 Recognizes the numeral one and sees other numerals around the room. Repeats number words when heard. Demonstrates an understanding of one, two and more.</p>
<p>18 months to 36 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Build some understanding of quantity. (A3)</li> <li>• Demonstrate growing understanding of one to-one matching. (A4)</li> </ul>	<p>MR 1.2 Recognizes the numeral one and sees other numerals around the room. Repeats number words when heard. Demonstrates an understanding of one, two and more. MR 1.3 Recognizes numerals to three. Points to one object at a time while counting (not always in correct order). Creates groups of objects. Adds to and removes from group as prompted.</p>
<p>36 months to 48 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Begin to count by rote. (A5)</li> <li>• Begin to associate number concepts, vocabulary, quantities and written numerals in meaningful ways. (A6)</li> <li>• Demonstrate advancing knowledge of numbers and counting. (A7)</li> </ul>	<p>MR 1.3 Recognizes numerals to three. Points to one object at a time while counting (not always in correct order). Creates groups of objects. Adds to and removes from group as prompted. 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>48 months and older Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Begin to make use of one-to-one correspondence in counting objects and matching groups of objects. (A8)</li> <li>• Increase in ability to compare numbers of objects using appropriate vocabulary. (A9)</li> <li>• Develop increasing ability to count in sequence and to use one-to-one correspondence. (A10)</li> <li>• Show increased curiosity and interest in numbers and counting as a means for solving problems and determining quantity. (A11)</li> </ul>	<p>MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p> <p>MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.</p>
Strand 1 Sub-Strand B. Measurement	
<p>Birth to 18 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Explore objects in their environment. (B1)</li> <li>• Show some awareness of the relative size of objects. (B2)</li> </ul>	<p>MR 4.1 Recognizes when to use whole hand or just two fingers to pick up an object.</p> <p>MR 4.2 Explores size and weight of objects in relation to self.</p>
<p>18 months to 36 months Indicators Children Are Learning</p> <ul style="list-style-type: none"> <li>• Connect mathematical language to measurement concepts. (B3)</li> <li>• Explore the concept of volume. (B4)</li> <li>• Show some understanding of the concept of measurement. (B5)</li> </ul>	<p>MR 4.2 Explores size and weight of objects in relation to self.</p> <p>MR 4.3 Determines which object is bigger (heavier, longer) when given two objects.</p>
<p>36 months to 48 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Explore measuring tools (e.g., measuring cup, ruler, scale). (B6)</li> <li>• Describe physical objects in terms of relative size (e.g., big, little, small, tall, short, long,</li> </ul>	<p>MR 4.3 Determines which object is bigger (heavier, longer) when given two objects.</p> <p>MR 4.4 Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help.</p>

<p>heavy, light). (B7)</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of concepts related to quantity (e.g., many, a lot, full, empty, whole, part, all, none). (B8)</li> </ul>	
<p>48 months and older Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Use non-standard units of measurement to explore the environment. (B9)</li> <li>• Use standard tools to explore and understand the environment. (B10)</li> <li>• Compare objects based on differences in length, weight, and temperature using appropriate vocabulary. (B11)</li> </ul>	<p>MR 4.4 Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help.</p> <p>MR 4.5 Estimates (not always logically) size and volume. Measures and describes findings.</p>
<p>Strand 1 Sub-Strand C. Patterns and Relationships</p>	
<p>Birth to 18 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Engage in sustained gazing or tracking of object with eyes. (C1)</li> <li>• Demonstrate object permanence (i.e., realizes that people or things exist even when out of view). (C2)</li> <li>• React to images of objects or events. (C3)</li> </ul>	<p>MR 5.1 Plays predictable activities with caregivers such as pat-a-cake and peekaboo.</p> <p>MR 5.2 Attempts to mimic vocal and physical patterns.</p> <p>MR 5.3 Copies patterns with two steps, such as red-blue, red-blue.</p> <p>SCI 1.1 Looks for a person or toy that has moved out of sight. Reacts to changes.</p>
<p>18 months to 36 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Show interest in patterns. (C4)</li> <li>• Explore similarities and differences of objects (e.g., color, size, shape, and texture). (C5)</li> <li>• Understand the relationship between objects, solving simple jigsaw puzzles and matching similar shapes. (C6)</li> </ul>	<p>MR 5.2 Attempts to mimic vocal and physical patterns.</p> <p>MR 5.3 Copies patterns with two steps, such as red-blue, red-blue.</p> <p>MR 6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics.</p>

<p>36 months to 48 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Recognize, sort, and classify objects by a single characteristic (e.g., color, size, shape, and texture). (C7)</li> <li>• Develop increasing understanding of the relationship between objects. (C8)</li> </ul>	<p>MR 5.3 Copies patterns with two steps, such as red-blue, red-blue.</p> <p>MR 5.4 Creates and extends two-step patterns.</p>
<p>48 months and older Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Recognize and copy simple patterns (e.g., sounds, objects, shapes). (C9)</li> <li>• Use patterns to predict relationships between objects. (C10)</li> <li>• Create original patterns using a variety of materials according to one or more attributes (e.g., color, size, shape). (C11)</li> </ul>	<p>MR 5.4 Creates and extends two-step patterns.</p> <p>MR 5.5 Creates and extends three- and four-step patterns and plays complex memory games.</p>
Strand 1 Sub-Strand D. Shapes	
<p>Birth to 18 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Explore geometric shapes in the environment. (D1)</li> <li>• Play with shape toys, though with increasing ability to match correctly. (D2)</li> </ul>	<p>MR 2.1 Plays with objects and toys that are a variety of shapes. Participates as caregiver raises arms or legs and says up/down. Tries to put one object inside another.</p>
<p>18 months to 36 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Identify simple objects by their shape. (D3)</li> </ul>	<p>MR 3.2 Matches two identical shapes.</p> <p>MR 3.3 Identifies a few basic shapes.</p>
<p>36 months to 48 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Recognize simple shapes (e.g., circle, triangle, rectangle, and square). (D4)</li> </ul>	<p>MR 3.3 Identifies a few basic shapes.</p> <p>MR 3.4 Identifies four to six basic geometric shapes.</p> <p>MR 3.5 Describes basic and complex two- and three-dimensional shapes using own words.</p>

<ul style="list-style-type: none"> <li>• Use mathematical language to describe shapes (e.g., circle, triangle, rectangle, and square) and their relative parts and attributes. (D5)</li> <li>• Recognize, name, and sort simple shapes (e.g., circle, triangle, rectangle, and square). (D6)</li> </ul>	
<p>48 months and older Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Recognize three-dimensional shapes (e.g., cylinders, spheres, cones) through everyday experiences. (D7)</li> <li>• Create, build, or draw shapes using a variety of materials. (D8)</li> </ul>	<p>MR 3.4 Identifies four to six basic geometric shapes.</p> <p>MR 3.5 Describes basic and complex two- and three-dimensional shapes using own words.</p> <p>MR 3.6 Describes objects in the environment as two- and three-dimensional shapes.</p>
<b>Strand 1 Sub-Strand E. Spatial Sense</b>	
<p>Birth to 18 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Pay attention to what is happening in the environment. (E1)</li> <li>• Coordinate use of body and materials. (E2)</li> </ul>	<p>MR 2.1 Plays with objects and toys that are a variety of shapes. Participates as caregiver raises arms or legs and says up/down. Tries to put one object inside another.</p>
<p>18 months to 36 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Become aware of own body and personal space during active exploration of physical environment. (E3)</li> <li>• Explore the size, shape, and spatial arrangement of real objects. (E4)</li> </ul>	<p>MR 2.2 Purposely turns or spins objects. Follows simple positional directions such as on/off, over/under and up/down. Fills container then dumps out the contents.</p> <p>MR 2.3 Recognizes objects that are upside-down and turns them right-side up. Finds or places objects next to, between, in front of or behind self. Puts together three pieces to create a whole object.</p>
<p>36 months to 48 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Show understanding of different relationships of objects in space. (E5)</li> <li>• Show understanding of several positional words. (E6)</li> </ul>	<p>MR 2.3 Recognizes objects that are upside-down and turns them right-side up. Finds or places objects next to, between, in front of or behind self. Puts together three pieces to create a whole object.</p>

	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.
48 months and older Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Show increasing understanding of directionality, order and position of objects and words such next to, beside, above, below, under, over, top, bottom. (E7)</li> </ul>	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.
Strand 1 Sub-Strand F. Data Collection and Analysis	
Birth to 18 months Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Pay attention to what is happening in the environment. (F1)</li> <li>• Gather information through the senses (e.g., mouthing, grasping, reaching). (F2)</li> <li>• Make things happen by coordinating senses of sight, sound, taste, and touch. (F3)</li> <li>• Observe persons or objects in the environment for a brief period of time. (F4)</li> </ul>	SED 1.1 Explores self and others by using senses. SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.
18 months to 36 months Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Begin to explore physical properties of objects and to identify their use. (F5)</li> <li>• Recognize objects as the same and different. (F6)</li> </ul>	SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to. SCI 3.1 Uses senses to explore objects in immediate environment. Kicks feet or shakes arms to make other objects move. MR 6.2 When shown one object, finds the match. Identifies and names familiar people, characters and animals.



<p>36 months to 48 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Apply knowledge or experience to a new context. (F7)</li> <li>• Demonstrate understanding that physical objects and experiences are quantifiable. (F8)</li> </ul>	<p>MR 1.3 Recognizes numerals to three. Points to one object at a time while counting (not always in correct order). Creates groups of objects. Adds to and removes from group as prompted.</p> <p>SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p>
<p>48 months and older Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Collect and organize data about themselves, their environment, and their experiences. (F9)</li> <li>• Organize and display their information by shared attribute or relationship. (F10)</li> <li>• Analyze collected data and generate logical conclusions. (F11)</li> </ul>	<p>SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>MR 6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics.</p> <p>MR 6.4 After sorting objects by one feature, sorts again by a different feature.</p> <p>MR 6.5 Sorts objects by more than one feature and explains why.</p>

Strand 1 Sub-Strand G. Time and Sequence	
<p>Birth to 18 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Develop an understanding of the concept of time as it relates to everyday life (e.g., meals, sleeping). (G1)</li> <li>• Demonstrate some understanding of when things happen in relation to routines. (G2)</li> <li>• Recall information about the immediate past. (G3)</li> </ul>	<p>SS 4.1 Focuses on interactions with others for a short time.</p> <p>SS 4.2 Observes events and begins to participate.</p> <p>SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.</p>
<p>18 months to 36 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Show increasing knowledge and memory for details and routines. (G4)</li> <li>• Anticipate, remember, and describe daily sequences of events. (G5)</li> </ul>	<p>SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.</p> <p>SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p>

<p>36 months to 48 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Use words to describe time (e.g., hour, day, week, month, morning, afternoon, night). (G6)</li> <li>• Demonstrate increasing understanding of past, present, and future using words such as before, after, now, and then. (G7)</li> </ul>	<p>SS 4.3 Describes events as they happen. Uses words such as first, then.</p> <p>SS 4.4 Recalls information and events from the past.</p> <p>SS 4.5 Uses language of time to describe familiar sequences of events.</p>
<p>48 months and older Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Demonstrate beginning understanding of sequence. (G8)</li> <li>• Identify the positions of objects or persons in sequence (e.g., first, second, third, last, before, after). (G9)</li> </ul>	<p>SS 4.3 Describes events as they happen. Uses words such as first, then.</p> <p>SS 4.4 Recalls information and events from the past.</p> <p>SS 4.5 Uses language of time to describe familiar sequences of events</p>
<p>Strand 2: Learning About the World</p> <p>Strand 2 Sub-Strand A. Scientific Knowledge</p>	
<p>Birth to 18 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Show interest in surroundings by focusing on faces and objects in close range. (A1)</li> <li>• Recognize and respond to different sights, textures, smells, sounds, and tastes. (A2)</li> </ul>	<p>SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.</p> <p>SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.</p>
<p>18 months to 36 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Observe and describe characteristics of living things, the weather, and the outdoor environment. (A3)</li> <li>• Build beginning understanding of basic science concepts (e.g., force and motion, gravity, sound, light) through exploration. (A4)</li> </ul>	<p>SCI 2.1 Explores immediate environment using senses. Reacts to weather changes in immediate environment.</p> <p>SCI 2.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. Understands hot and cold. Points at clouds and explores the feel of rain and wind.</p>

<p>36 months to 48 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Know that living things are made up of different parts (e.g., body parts). (A5)</li> <li>• Explore characteristics, basic needs, and life cycles of living things. (A6)</li> <li>• Discover and describe naturally occurring patterns (e.g., weather phenomena, shells, etc.) (A7)</li> </ul>	<p>SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.</p> <p>SCI 2.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. Identifies the climate and weather in the immediate environment.</p> <p>SCI 2.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life.</p>
<p>48 months and older Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Show beginning understanding of the interrelationships in earth/space systems. (A8) •</li> <li>Recognize matter in its three forms (i.e., solid, liquid, gas). (A9)</li> <li>• Describe the observable properties of objects using pictures and words. (A10)</li> <li>• Expand knowledge of and respect for their environment, living creatures, and plant life. (A11)</li> </ul>	<p>SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.</p> <p>SCI 2.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. Identifies the climate and weather in the immediate environment.</p> <p>SCI 2.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life.</p>
<p>Strand 2 Sub-Strand B. Scientific Inquiry and Exploration</p>	
<p>Birth to 18 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Attend to what is happening in the environment. (B1)</li> <li>• Demonstrate curiosity about the natural environment. (B2)</li> <li>• Attend and respond to what is happening in the environment.</li> </ul>	<p>SCI 1.1 Looks for a person or toy that has moved out of sight. Reacts to changes.</p> <p>SCI 1.2 Asks one- to two-word questions. Uses senses to explore environment.</p>

<p>(B3)</p> <ul style="list-style-type: none"> <li>• Realize ability to make things happen. (B4)</li> <li>• Enjoy games of repeated hiding and finding. (B5)</li> </ul>	<p>SCI 3.1 Uses senses to explore objects in immediate environment. Kicks feet or shakes arms to make other objects move.</p>
<p>18 months to 36 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Use senses to observe and explore materials and natural phenomena. (B6)</li> <li>• Demonstrate increased knowledge and memory for details and routines. (B7)</li> </ul>	<p>SCI 3.1 Uses senses to explore objects in immediate environment. Kicks feet or shakes arms to make other objects move.</p> <p>SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to</p> <p>LLD 6.2 SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to..</p>
<p>36 months to 48 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Ask questions about scientific phenomena. (B8)</li> <li>• Expect specific results when playing with toys and other materials. (B9)</li> <li>• Provide some explanations for scientific phenomena. (B10)</li> </ul>	<p>SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.</p> <p>SCI 4.4 Explores simple machines and interacts with simple electronic and screen toys.</p>
<p>48 months and older Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Begin to use simple tools and equipment for investigation. (B11)</li> <li>• Make comparisons among objects in terms of what they are made of and their physical properties. (B12)</li> <li>• Observe and remark upon changes and cause-effect relationships in the physical world. (B13)</li> <li>• Begin to collect, describe, and record information. (B14)</li> <li>• Participate in simple investigations to test observations, discuss and draw conclusions, and form generalizations. (B15)</li> </ul>	<p>SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.</p> <p>SCI 4.4 Explores simple machines and interacts with simple electronic and screen toys.</p>

<ul style="list-style-type: none"> <li>• Apply information or experience to a new context. (B16)</li> <li>• Form explanations and communicate scientific information. (B17)</li> </ul>	<p>SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p> <p>SCI 1.6 Predicts multiple outcomes to a question or situation and explains personal reasoning. Gathers information or experiments to prove/disprove a hypothesis.</p>
<p>Cognition and General Knowledge Strand 3: Learning About Families &amp; Communities</p> <p>Strand 3 Sub-Strand A. History</p>	
<p>Birth to 18 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Participate in regularly scheduled daily activities. (A1)</li> <li>• Recognize the beginning and end of an event. (A2)</li> <li>• Begin to recognize routines and to categorize time intervals. (A3)</li> </ul>	<p>SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p> <p>SS 4.2 Observes events and begins to participate.</p>
<p>18 months to 36 month Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Understand that change is related to time. (A4)</li> <li>• Recount daily events (A5)</li> </ul>	<p>SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.</p> <p>SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p>
<p>36 months to 48 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Order/sequence events and objects. (A6)</li> <li>• Distinguish between events that happen in the past, present, and future. (A7)</li> </ul>	<p>SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.</p> <p>SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.</p> <p>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</p>

	others to contribute to the community.
48 months and older Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Understand that artifacts reveal information about the past. (A8)</li> <li>• Engage in storytelling about past experiences. (A9)</li> </ul>	SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self. SS 1.5 Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community.  SS 1. 6 Explains the meaning and importance of traditions and customs of other people. Explains how individuals, families and cultures differ. Compares roles, rules and responsibilities of different groups.
Strand 3 Sub-Strand B. Geography	
Birth to 18 months Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Develop awareness of body in space. (B1)</li> <li>• Recognize familiar places. (B2)</li> </ul>	SS 3.1 Responds to changes in the immediate environment. Navigates within a familiar environment. SS 3.2 Recognizes familiar places. Finds ways to move around obstacles in a familiar environment.
18 months to 36 months Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Recall location of familiar objects. (B3)</li> <li>• Develop awareness of some characteristics of own geographic region. (B4)</li> </ul>	SS 3.2 Recognizes familiar places. Finds ways to move around obstacles in a familiar environment. SS 3.3 Identifies a variety of familiar places, such as the store, car, home or Grandma's. Follows a path.
36 months to 48 months Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Use some words to indicate direction, position, and relative location. (B5)</li> <li>• Identify and describe characteristics of own surroundings and</li> </ul>	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

geographic region. (B6)	symbols and landmarks.
<p>48 months and older Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Demonstrate beginning knowledge of the relationship between people, places, and regions. (B7)</li> <li>• Identify common geographic tools. (B8)</li> <li>• Understand and use direction and position words to describe and compare location and spatial relationships. (B9)</li> <li>• Create representations of locations and space during play. (B10)</li> <li>• Use labels and symbols that show understanding of geographic concepts. (B11)</li> </ul>	<p>SS 3.4 Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks.</p> <p>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>SS 3.6 Compares the geographic features of own community to another community. Recreates a map of something s/he cannot immediately see.</p>
<b>Strand 3 Sub-Strand C. Economics</b>	
<p>Birth to 18 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Depend on others to provide for wants and needs. (C1)</li> <li>• Develop an emerging sense of the meaning of the presence or absence of valued resources such as food or toys. (C2)</li> </ul>	<p>SS 2.1 Attends to others in an immediate environment. Grasps and releases objects.</p> <p>SS 2.2 Participates in communal activities. Expresses a desire for an object or action. Says me, mine.</p>
<p>18 months to 36 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Make choices. (C3)</li> </ul>	<p>SS 2.2 Participates in communal activities. Expresses a desire for an object or action. Says me, mine.</p>
<p>36 months to 48 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Develop awareness of jobs and what is required to perform them. (C4)</li> </ul>	<p>SS 2.3 Recognizes and attends to authority figures. Recognizes ownership of familiar objects.</p> <p>SS 2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person.</p>
<p>48 months and older Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Demonstrate awareness of money being needed to purchase goods and services. (C5)</li> <li>• Identify tools (including technology) used at home, school, and</li> </ul>	<p>SS 2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person</p> <p>SS 2.5 Applies familiar rules and suggests new rules in a</p>



<p>work. (C6)</p> <ul style="list-style-type: none"> <li>• Develop awareness of economic concepts, including jobs, money, and tools. (C7)</li> </ul>	<p>variety of situations. Explores the use of trade to receive objects or services.</p> <p>SS 2.6 Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions.</p> <p>Exchanges money, goods or services for other goods or services.</p>
<p><b>Strand 3 Sub-Strand D. Families and Communities</b></p>	
<p>Birth to 18 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Engage with familiar adults. (D1)</li> <li>• Demonstrate a beginning understanding of family/non-family. (D2)</li> </ul>	<p>SS 1.1 Recognizes family members and is exposed to family traditions or cultural events.</p>
<p>18 months to 36 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Develop beginning understanding of human interdependence. (D3)</li> <li>• Expand relationships. (D4)</li> <li>• Develop understanding of social customs by respecting others' contributions and ideas. (D5)</li> </ul>	<p>SS 1.2 With help, participates in family traditions and customs.</p> <p>SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.</p>
<p>36 months to 48 months Indicators Children Are Learning To... • Identify personal characteristics, including gender and family composition. (D6) • Recognize ways in which people are alike and different. (D7) • Develop understanding of individual, family, culture, and community. (D8)</p>	<p>SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.</p> <p>SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.</p> <p>Describes family and community members, their roles and their relationship to self.</p>
<p>48 months and older Indicators Children Are Learning To... • Exhibit positive citizenship behaviors such as sharing, taking turns, following rules, and taking responsibility for chores. (D9) • Respect differences among people, such as gender, race,</p>	<p>SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.</p> <p>Describes family and community members, their roles and their relationship to self.</p>

special needs, culture, language, and family structures. (D10) • Exhibit enhanced positive citizenship behaviors. (D11)	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.
Overview of Indicators Fine Arts Strand 1: Dance Arts	
Strand 1: Dance Arts	
Birth to 18 months Indicators Children Are Learning To... • Discover own body. (A1) • Respond in expressive ways to people and objects. (A2) • Learn about and have some control of body. (A3) • Purposefully act on their environment. (A4)	CA 2.1 Moves body in a variety of ways. Uses body language to express feelings. CA 2.2 Moves body purposely. Sways or bounces to music. Uses purposeful gestures and body language to communicate.
18 months to 36 months Indicators Children Are Learning To... • Have more control of body. (A5) • Become aware of position in space. (A6)	CA 2.2 Moves body purposely. Sways or bounces to music. Uses purposeful gestures and body language to communicate. CA 2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.
36 months to 48 months Indicators Children Are Learning To... • Express feelings and ideas through drama and movement. (A7)	CA 2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm. 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.
48 months and older Indicators Children Are Learning To... • Participate in creative movement, dance, and drama. (A8)	CA 2.4 Describes and demonstrates multiple ways to move body parts. Moves to the beat. Demonstrates

<ul style="list-style-type: none"> <li>• Show creativity using their bodies. (A9)</li> </ul>	<p>different levels of energy in dance, e.g., gentle versus explosive or small versus large movements.</p> <p>CA 2.5 Follows a leader to perform a simple movement pattern. Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.</p>
Strand 2: Music	
<p>Birth to 18 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Respond to sounds. (B1)</li> <li>• Begin to imitate sounds. (B2)</li> <li>• Experiment with a variety of sound sources (e.g., rattles, bells). (B3)</li> <li>• Prefer repetition of familiar songs and rhythmic patterns. (B4)</li> </ul>	<p>CA 1.1 Responds to sounds. Makes sounds to communicate feelings.</p> <p>CA 1.2 Responds to changes in sound, rhythm, volume or melody. Repeats words in familiar songs and attempts to sing.</p>
<p>18 months to 36 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Participate in group music experiences (e.g., singing, finger plays, chants, musical instruments). (B5)</li> <li>• Explore simple songs using voice and/or instruments. (B6)</li> </ul>	<p>CA 1.3 Claps to beat (not always consistently). Understands difference of singing and speaking voices. Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.</p>
<p>36 months to 48 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Participate with increasing interest and enjoyment in a variety of music activities, including listening, games, and performances. (B7)</li> <li>• Use music as an avenue to express thoughts, feelings, and energy. (B8)</li> </ul>	<p>CA 1.3 Claps to beat (not always consistently). Understands difference of singing and speaking voices. Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.</p> <p>CA 1.4 Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction. Uses voice, common objects or instruments to create music. Identifies self as a musician.</p>
<p>48 months and older Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Show interest in more complicated instruments (e.g., piano, guitar). (B9)</li> <li>• Respond to variations in music – pitch, volume, tempo, beat,</li> </ul>	<p>CA 1.4 Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction. Uses voice, common objects or instruments to create music. Identifies self as a musician.</p>

rhythm, and pattern. (B10)	
Strand 3 Theater Arts	
<p>Birth to 18 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Discover own body. (C1)</li> <li>• Imitate sounds, facial expressions, and gestures of another person. (C2)</li> <li>• Communicate words or concepts through movement. (C3)</li> <li>• Purposefully act on the environment. (C4)</li> </ul>	<p>CA 4.1 Imitates simple movements and facial expressions. Responds to props or puppets.</p> <p>CA 4.2 Mimics observed behaviors and words. Mimics the use of familiar objects.</p>
<p>18 months to 36 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Imitate what others do. (C5)</li> <li>• Engage in pretend play. (C6)</li> </ul>	<p>CA 4.2 Mimics observed behaviors and words. Mimics the use of familiar objects.</p> <p>CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p>
<p>36 months to 48 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Understand that objects, photos, or illustrations can stand for real things. (C7)</li> </ul>	<p>CA 4.2 Mimics observed behaviors and words. Mimics the use of familiar objects.</p> <p>CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p>
<p>48 months and older Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Participate with others in dramatic play, negotiating roles and setting up events. (C8)</li> <li>• Tell about and/or role-play characters from familiar stories or known people and own imagination. (C9)</li> <li>• Enact or depict coherent stories with interactive roles and multiple episodes. (C10)</li> </ul>	<p>CA 4.4 Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object.</p> <p>CA 4.5 Assigns roles and plays out unscripted scenes in dramatic play. Uses a combination of real and imaginary props or characters to play out a scene.</p>
Strand 4 Visual Arts	

<p>Birth to 18 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Focus on and show interest in objects in the environment. (D1)</li> <li>• Explore the texture of different mediums (e.g., fabrics of different textures). (D2)</li> </ul>	<p>CA 3.1 Explores materials using gross motor movements and senses. Expresses emotions while exploring materials.</p> <p>CA 3.2 Uses hands and feet to explore a variety of media. Scribbles, colors or paints intentionally on paper.</p>
<p>18 months to 36 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Gain control in grasping simple art tools. (D3)</li> <li>• Experiment with a variety of art materials (e.g., paint, markers, crayons, pencils, dough). (D4)</li> </ul>	<p>CA 3.2 Uses hands and feet to explore a variety of media. Scribbles, colors or paints intentionally on paper.</p> <p>CA 3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.</p>
<p>36 months to 48 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Explore colors and shapes of objects. (D5)</li> <li>• Create art to express and represent what they know, think, believe, or feel. (D6)</li> </ul>	<p>CA 3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.</p> <p>CA 3.4 Chooses an object or art tool to use with a given medium for a desired effect. Makes choices throughout the artistic process.</p>
<p>48 months and older Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Develop ability to plan, to work alone and with others, and to demonstrate care and persistence in a variety of art projects. (D7)</li> <li>• Respond to artistic creations or events. (D8)</li> <li>• Create drawings, paintings, models, and other art creations that are more detailed, creative or realistic. (D9)</li> <li>• Understand and develop the vocabulary to share opinions about artistic creations and experiences. (D10)</li> </ul>	<p>CA 3.5 Uses artistic tools and media to create intentional designs or images. Plans, designs and seeks materials to make a creation.</p> <p>CA 3.6 Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object. Explains how it was made.</p>
Physical Development and Health	
Strand 1: Gross Motor Development	
<p>Birth to 18 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Demonstrate beginning signs of balance, control, and coordination. (A1)</li> </ul>	<p>PD 1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.</p>

<ul style="list-style-type: none"> <li>• Demonstrate proficiency in rolling over, sitting, crawling. (A2)</li> <li>• Demonstrate improved balance, control, and coordination. (A3)</li> </ul>	PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.
18 months to 36 months Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Coordinate movements in grabbing, rolling, tossing, and throwing. (A4)</li> <li>• Move with some balance and control. (A5)</li> </ul>	PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.
36 months to 48 months Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Show increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping. (A6)</li> <li>• Coordinate movements in more complex gross motor tasks, such as throwing, catching, kicking, bouncing balls, and using the slide and swing. (A7)</li> <li>• Make successful transitions between sequential motor skills. (A8)</li> </ul>	PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.
48 months and older Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Coordinate movements to perform simple tasks. (A9)</li> <li>• Demonstrate increasing stamina, endurance, control, balance, and coordination. (A10)</li> <li>• Use balance and control to perform large motor tasks. (A11)</li> <li>• Coordinate movements to perform more complex tasks. (A12)</li> </ul>	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.
<b>Strand 2: Fine Motor Development</b>	
Birth to 18 months Indicators Children Are Learning To... <ul style="list-style-type: none"> <li>• Develop some ability to grasp and hold a variety of objects. (B1)</li> <li>• Demonstrate beginning signs of strength, control, and eye-hand coordination. (B2)</li> </ul>	PD 2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object. PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.
18 months to 36 months Indicators Children Are Learning To...	PD 2.2 Purposefully grasps objects with finger and thumb.

<ul style="list-style-type: none"> <li>• Improve eye-hand coordination in reaching for and grasping objects, and filling and dumping. (B3)</li> </ul>	<p>Uses hands to accomplish tasks such as feeding self.</p> <p>PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p>
<p>36 months to 48 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Demonstrate growing strength, dexterity, and control needed to perform a variety of fine motor tasks. (B4)</li> <li>• Demonstrate advancing strength, control, and eye-hand coordination. (B5)</li> <li>• Use strength and control to perform simple tasks. (B6)</li> </ul>	<p>PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p> <p>PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p>
<p>48 months and older Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Use eye-hand coordination to perform simple tasks. (B7)</li> <li>• Imitate writing by scribbling, usually without regard to direction or location. (B8)</li> <li>• Show beginning control of writing, drawing, and art tools. (B9)</li> <li>• Persist in accomplishing more difficult fine motor tasks. (B10)</li> <li>• Progress in abilities to use writing, drawing and art tools and various types of technology. (B11)</li> </ul>	<p>PD 2.5 Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.</p> <p>PD 2.6 Follows an outline with scissors. Ties shoes and dresses self.</p> <p>PD 2.7 Threads small beads. Stacks small objects. Uses scissors to cut more challenging materials, e.g., fabric, cardstock.</p>
Strand 3: Health and Well-Being	
<p>Birth to 18 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Demonstrate beginning participation in selfcare. (C1)</li> <li>• Consume a variety of nutritious foods from all food groups with assistance. (C2)</li> </ul>	<p>PD 4.2 Recognizes the difference between dirty and clean. Points to body parts when prompted. Participates in taking care of some personal needs, such as feeding self.</p> <p>PD 5.2 Communicates when hungry, thirsty or tired. Feeds self some finger foods.</p>
<p>18 months to 36 months Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Participate in basic health and safety routines. (C3)</li> <li>• Recognize and communicate health-related needs and/or interests. (C4)</li> </ul>	<p>PD 3.2 Responds to possible dangers in environment and avoids them when prompted.</p> <p>PD 5.2 Communicates when hungry, thirsty or tired. Feeds self some finger foods.</p>
<p>36 months to 48 months Indicators Children Are Learning To...</p>	<p>PD 4.3 With help, participates in healthy habits and</p>





<ul style="list-style-type: none"> <li>• Show increased physical growth, strength, stamina, and flexibility. (C5)</li> <li>• Demonstrate increased participation in selfcare. (C6)</li> <li>• Demonstrate personal health and hygiene skills and understand that these practices help to maintain good health. (C7)</li> </ul>	<p>healthcare routines. Names body parts. Describes basic personal needs.</p> <p>PD 5.3 Anticipates the need to eat, rest and drink. Feeds self soft foods with spoon or other utensil.</p> <p>PD 5.4 Identifies food and serves a portion into bowl or plate. Feeds self.</p>
<p>48 months and older Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> <li>• Show awareness of healthy eating habits. (C8)</li> <li>• Participate actively in games, outdoor play, and other forms of exercise. (C9)</li> <li>• Identify harmful objects, substances, or behaviors. (C10)</li> <li>• Be aware of and follow universal safety rules. (C11)</li> <li>• Perform self-care tasks independently. (C12)</li> <li>• Identify body parts and understand their functions. (C13)</li> <li>• Demonstrate the stamina and energy to participate in daily activities. (C14)</li> </ul>	<p>PD 4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.</p> <p>PD 4.5 Explains how germs spread and describes simple strategies for preventing the spread. Recognizes that all living things have similar basic needs. Distinguishes between needs and wants.</p> <p>PD 5.5 Identifies food groups and sorts food. Chooses between two appropriate food options.</p> <p>PD 5.6 Identifies food that is nutritious. Helps to prepare food for others.</p>




### Young School-Age


## Social & Emotional Development


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

Skill / Skill Code	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
 <b>LLD 1 Listening</b>	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.
<b>LLD 2 Communication</b>	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.
<b>LLD 3 Phonological Awareness</b>	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.
<b>LLD 4 Alphabetic Knowledge</b>	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 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.
<b>LLD 5 Concepts of Print</b>	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.
<b>LLD 6 Reading Comprehension</b>	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.
<b>LLD 7 Writing</b>	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
 <b>Mathematics &amp; Reasoning</b>	<b>MR 1 Number Sense</b>	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.
	<b>MR 2 Spatial Awareness</b>	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.
	<b>MR 3 Shapes</b>	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.
	<b>MR 4 Measurement</b>	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.
	<b>MR 5 Patterns</b>	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.
	<b>MR 6 Classification</b>	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.
	<b>MR 7 Logic &amp; Reasoning</b>	Reacts to a problem and seeks a desired outcome.	Experiments with cause and effect.	Recognizes a problem and asks for help.	Tries out many possible solutions to a problem.	Uses previous knowledge to determine which solution to try first when solving a problem.	Mentally eliminates possible solutions to a problem by thinking through their potential results.	Explains the sequence of his or her problem-solving strategy.	Solves hypothetical problems by connecting personal experiences to possible solutions.

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