



*Alignment of the*  
**Experience Early Learning Skills**  
*with*  
**Michigan Early Childhood Standards of Quality**





## The Developmental Continuum of the Experience Early Learning Skills

This document details the alignment of the **Michigan Early Childhood Standards of Quality** with the **Experience Early Learning Skills**.

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

The Experience Early Learning Skills are embedded within all Experience Early Learning curricula and resources, such as Experience Preschool Curriculum, Experience Toddler and Experience Baby Curriculum. They represent child development research and support the behavioral shifts that occur over time and trigger a reorganization of the child's cognitive, social, emotional and physical processes (Emde, 1989).

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

Visit [www.experiencecurriculum.com/skillsresearch](http://www.experiencecurriculum.com/skillsresearch) to learn how each Experience Early Learning tool supports developmentally appropriate practice and child skill development.



For more information about the research basis of the Experience Early Learning Skills please reference the Research Foundation Book, Edition 2.



## Michigan Early Childhood Standards of Quality

*Quality for Infant and  
Toddler Programs*

*Quality for Prekindergarten*



## Early Childhood Standards of Quality for Infant and Toddler Programs

### Early Childhood Indicators of Child Progress: Michigan Early Learning Standards (Infant/Toddler)

### Developmental Continuum of the Experience Early Learning Skills

<b>Well-Being</b>	
The health and well-being of each infant and toddler is protected and nurtured.	
Infants and toddlers experience environments where their physical health is promoted.	
<p><i>a. Increasing awareness, understanding, and appreciation of their bodies and how they function.</i></p> <p><i>b. Increased coordination (e.g., eye-hand movements)</i></p> <p><i>c. Emerging self-help and self-care skills for eating, drinking, toileting, resting, sleeping, washing, and dressing.</i></p> <p><i>d. Positive attitudes towards eating, sleeping, toileting, and active movement.</i></p>	<p><b>PD 1 Gross Motor</b> PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p> <p><b>PD 2 Fine Motor</b> PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p> <p><b>PD 4 Personal Care</b> PD 4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.</p>
Infants and toddlers experience environments where their social and emotional well-being is nurtured.	
<p><i>a. Emerging skill in self-regulation.</i></p> <p><i>b. An increasing capacity to pay attention, focus, concentrate, and be involved.</i></p> <p><i>c. A growing capacity to tolerate and enjoy a moderate degree of change, surprises, uncertainty, and potentially puzzling events.</i></p> <p><i>d. A sense of personal worth and the worth of others, and reassurance that personal worth does not depend on today's behavior or ability.</i></p> <p><i>e. An increasing ability to identify their own emotional responses and those of others.</i></p> <p><i>f. Confidence and ability to express emotional needs without fear.</i></p> <p><i>g. Trust that their social-emotional needs will be responded to.</i></p>	<p><b>SED 2 Self-Regulation</b> 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 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><b>SED 4 Social Relationships</b></p>

<p><i>h. A trusting relationship with nurturing and responsive caregivers.</i></p> <p><i>i. The ability to respond and engage in reciprocal interactions.</i></p> <p><i>j. Emerging capacities for caring and cooperation.</i></p>	<p>SED 4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. Enjoys turn-taking games such as peekaboo.</p> <p>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>
Infants and toddlers experience environments where they are kept safe from harm.	
<p><i>a. Increasing awareness of what can harm them.</i></p> <p><i>b. Increasing confidence that they can participate and take risks without fear of harm.</i></p> <p><i>c. Comfort in expressing their fears openly with trust that their fears will be taken seriously.</i></p> <p><i>d. Ability to respond to caregiver instructions related to safety.</i></p>	<p><b>PD 3 Safety</b></p> <p>PD 3.1 Expresses distress when needs are not met.</p> <p>PD 3.2 Responds to possible dangers in environment and avoids them when prompted.</p> <p>PD 3.3 Follows simple safety rules.</p>

<b>Belonging</b>	
Infants and toddlers feel a sense of belonging.	
Infants and toddlers experience environments where they know they belong and have a place.	
<p><i>a. An attachment to their primary caregivers and primary care group.</i></p> <p><i>b. A feeling of being valued as an important individual who belongs within the group setting.</i></p> <p><i>c. An increasing ability to play an active part in the day to day activities of the program.</i></p> <p><i>d. Skills in caring for the environment (e.g., cleaning up, wiping the table, flushing the toilet, helping others).</i></p> <p><i>e. Confidence in and an ability to express their ideas.</i></p> <p><i>f. A comfort level in taking on different roles in their environment (e.g., helping others, turning off the water, holding the door).</i></p>	<p><b>SED 4 Social Relationships</b></p> <p>SED 4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. Enjoys turn-taking games such as peekaboo.</p> <p>SED 4.2 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.</p> <p>SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked</p> <p><b>PD 4 Personal Care</b></p> <p>PD 4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.</p>
Infants and toddlers experience environments where they are comfortable with routines, schedules, and activities.	

<p><i>a. An understanding of the routines, family customs, and regular events of the program.</i></p> <p><i>b. An understanding that these routines, customs, and regular events can differ from their homes and from other settings.</i></p> <p><i>c. An understanding that they and others can be a part of the group</i></p> <p><i>d. Capacities to predict routines and regular events that make up the day or the session.</i></p> <p><i>e. A growing ability to cope with change.</i></p> <p><i>f. Enjoyment of and interest in a moderate degree of change.</i></p> <p><i>g. Increasing mastery of self-help skills to assist with daily personal routines.</i></p> <p><i>h. An increasing sense of independence and competence during daily routines and activities.</i></p>	<p><b>SED 2 Self-Regulation</b></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><b>SED 3 Attention &amp; Persistence</b></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>Infants and toddlers experience environments where they increasingly understand the nature and boundaries of acceptable behavior.</p>	
<p><i>a. An increasing capacity to successfully communicate their feelings, needs, and wants.</i></p> <p><i>b. A recognition that the setting has reasonable boundaries and expectations for behavior.</i></p> <p><i>c. The beginning of an understanding of the reasons for boundaries and expectations.</i></p> <p><i>d. Expectations that the setting is predictable, fair, and consistently caring.</i></p> <p><i>e. An increasing awareness of the impact and consequences of their actions</i></p> <p><i>f. An increasing ability to self-regulate their behavior.</i></p> <p><i>g. The ability to express disagreement with peers and caregivers in developmentally appropriate ways.</i></p>	<p><b>SED 1 Self-Awareness</b></p> <p>SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p> <p><b>SED 2 Self-Regulation</b></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><b>SED 4 Social Relationships</b></p> <p>SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.</p>
<p>Infants and toddlers experience environments where positive connections among their families, the program, and the children are affirmed.</p>	
<p><i>a. An understanding of the links between the early childhood education and care setting and their homes through people, images, objects, languages, sounds, smells, and tastes.</i></p> <p><i>b. Interest and pleasure in discovering new environments where the people, images, objects, languages, sounds, smells, and tastes are sometimes</i></p>	<p><b>SED 4 Social Relationships</b></p> <p>SED 4.2 Greet 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</p>

<p><i>different from those at home.</i></p> <p><i>c. The ability to interact with an increasing number of significant people in their lives, beyond their families and primary caregivers.</i></p>	<p>self and others. Participates in an activity when asked.</p> <p><b>SCI 3 Physical Science</b></p> <p>SCI 3.1 Uses senses to explore objects in immediate environment. Kicks feet or shakes arms to make other objects move.</p> <p>SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.</p> <p><b>SS 3 Geography</b></p> <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>
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Exploration	
Infants and toddlers learn through active exploration of the environment.	
Infants and toddlers experience environments where the importance of spontaneous play is recognized and play is valued as meaningful learning.	
<p><i>a. Strategies for exploring and satisfying their curiosity.</i></p> <p><i>b. Symbolic, pretend, and dramatic play.</i></p> <p><i>c. Creativity and spontaneity in their play.</i></p> <p><i>d. The ability to make decisions and choose their own materials.</i></p> <p><i>e. An emerging understanding that not knowing and being uncertain are part of learning.</i></p> <p><i>f. Emerging expressions of intentionality in their play and relationships</i></p>	<p><b>SS 3 Geography</b></p> <p>SS 3.2 Recognizes familiar places. Finds ways to move around obstacles in a familiar environment.</p> <p><b>CA 3 Visual Arts</b></p> <p>CA 3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.</p> <p><b>CA 4 Drama</b></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>
Infants and toddlers experience environments where they gain confidence in and greater control of their bodies	
<p><i>a. Increasing control over their bodies, including increasing abilities in the use of large and small muscles, balance and coordination of eye-hand movements, and increasing agility, coordination, and balance.</i></p>	<p><b>PD 1 Gross Motor</b></p> <p>PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p>

<p><i>b. Strategies for actively exploring and making sense of the world by using their bodies, including active exploration with all the senses, and the use of tools, materials, and equipment to extend skills.</i></p> <p><i>c. Confidence with moving in space, moving to rhythm, and playing near and with others.</i></p> <p><i>d. Awareness of good hygiene practices (e.g., tooth brushing, hand washing, covering mouth/nose when coughing).</i></p>	<p><b>PD 2 Fine Motor</b> PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p> <p><b>PD 4 Personal Care</b> PD 4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.</p>
<p>Infants and toddlers experience environments where they learn strategies for active exploration, thinking, and reasoning.</p>	
<p><i>a. The confidence to explore and make sense of their world through simple problem solving, recognizing patterns, learning from trial and error, asking questions, listening to others, simple planning, observing, and listening to stories.</i></p> <p><i>b. An attitude of themselves as “explorers” — competent, confident learners who ask questions and make discoveries.</i></p> <p><i>c. The confidence to choose and experiment with materials, to explore actively with all the senses, and to use what they learn to generalize their learning to other experiences.</i></p> <p><i>d. The ability to learn new things from the materials and people around them.</i></p>	<p><b>MR 5 Patterns</b> 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.</p> <p><b>MR 7 Logic &amp; Reasoning</b> MR 7.1 Reacts to a problem and seeks a desired outcome. MR 7.2 Experiments with cause and effect. MR 7.3 Recognizes a problem and asks for help.</p> <p><b>SCI 1 Investigation &amp; Inquiry</b> 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>Infants and toddlers experience environments where they develop a growing sense of social relationships, the natural environment, and the physical world.</p>	
<p><i>a. The ability to question, explore, generate, and modify their own ideas about the world around them.</i></p> <p><i>b. Familiarity with a variety of materials (e.g., sand, water, ice, bubbles, blocks, paper).</i></p> <p><i>c. Spatial understandings, including an awareness of how two- and three-dimensional objects can be fitted together and moved in space.</i></p> <p><i>d. A knowledge of the natural environment in the outdoor area of the program and the local neighborhood (e.g., the neighborhood park, grassy field, a wooded area).</i></p> <p><i>e. Social relationships and social concepts (e.g., friendship, authority, social rules and understandings).</i></p>	<p><b>SED 4 Social Relationships</b> SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.</p> <p><b>MR 2 Spatial Awareness</b> 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><b>SCI 1 Investigation &amp; Inquiry</b> 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>

	<b>SCI 2 Natural &amp; Earth Science</b> 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.
Infants and toddlers experience environments where their interests and initiative provide direction for learning opportunities and for the practice and mastery of developing skills.	
<i>a. Progressively more complex skills.</i> <i>b. The ability to pursue interests independently.</i> <i>c. The understanding that they have a significant role in initiating exploration, play, and learning.</i>	<b>SED 1 Self-Awareness</b> SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family. <b>SCI 1 Investigation &amp; Inquiry</b> SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.

<b>Communication</b>	
Infants and toddlers use a variety of means to communicate their needs and thoughts, and to understand and respond to other people and ideas.	
Infants and toddlers experience environments where they develop attitudes and skills to communicate successfully with others.	
<i>a. The ability to express their feelings and emotions in a range of appropriate ways.</i> <i>b. Confidence that their first languages [e.g., whether spoken English, a spoken language other than English, or American Sign Language (ASL)] are valued, supported, and understood.</i> <i>c. Responsive and reciprocal communication skills (e.g., turn-taking).</i> <i>d. A playful interest in repetitive sounds and words, and aspects of language (e.g., rhythm, rhyme, alliteration).</i> <i>e. Increasing skill with and understanding of non-verbal messages, including the ability to attend to and make non-verbal requests.</i>	<b>LLD 1 Listening</b> 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. 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><i>f. The inclination and ability to communicate, pay attention, and respond appropriately to others.</i></p> <p><i>g. Increasing knowledge and skill in syntax, meaning, and vocabulary in at least one language.</i></p> <p><i>h. Language skills in real, play, and problem-solving contexts as well as in more structured language contexts (e.g., through books, finger plays, singing, storytelling/re-enacting).</i></p> <p><i>i. Communication skills for increasingly complex purposes (e.g., expressing and asking others about intentions, expressing feelings and attitudes, negotiating, predicting, planning, reasoning, guessing, storytelling).</i></p>	<p><b>LLD 2 Communication</b></p> <p>LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.</p> <p>LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words and word-like sounds to communicate.</p> <p>LLD 2.3 Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas.</p>
<p>Infants and toddlers experience environments where they have opportunities to communicate through the use of symbols/pictures, signs, and stories.</p>	
<p><i>a. An understanding that symbols/pictures can be “read” by others, and that thoughts, experiences, and ideas can be represented through gestures, signs, words, pictures, print, numbers, sounds, shapes, models, facial expression, and photographs.</i></p> <p><i>b. Familiarity with symbols/pictures and their uses (including print) by exploring and observing them in activities that have meaning and purpose and are developmentally appropriate for infants and toddlers.</i></p> <p><i>c. Familiarity with an appropriate selection of the stories and literature valued by the cultures in their community.</i></p> <p><i>d. Familiarity with numbers and their uses by exploring and observing the use of numbers in activities that have meaning and purpose for infants and toddlers.</i></p> <p><i>e. An interest in exploring and using mathematical, reading, and writing materials.</i></p> <p><i>f. An interest in creating and using symbols/pictures.</i></p> <p><i>g. An expectation that words, books, numbers, and other symbols/pictures can amuse, delight, comfort, illuminate, inform, and excite.</i></p>	<p><b>LLD 2 Communication</b></p> <p>LLD 2.3 Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas.</p> <p><b>LLD 6 Reading Comprehension</b></p> <p>LLD 6.2 Points to pictures and repeats words from familiar stories. Answers “where” questions by pointing.</p> <p>LLD 6.3 Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character.</p> <p><b>MR 1 Number Sense</b></p> <p>MR 1.3 Recognizes numerals to three. Points to one object at a time while counting (not always in correct order). Creates groups of objects. Adds to and removes from group as prompted.</p>
<p>Infants and toddlers experience environments where they discover and develop different ways to be creative and expressive about their feelings and thoughts.</p>	
<p><i>a. Familiarity with the properties and characteristics of the materials used in the creative and expressive arts.</i></p> <p><i>b. Skill and confidence with the processes of art (e.g., drawing, collage, painting, print-making, constructing).</i></p>	<p><b>CA 1 Music</b></p> <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><i>c. Skill with media that can be used for expressing a mood or a feeling or for representing information (e.g., crayons, pencils, paint, blocks, wood, musical instruments, movement).</i></p> <p><i>d. An ability to be creative and expressive through a variety of activities (e.g., pretend play, art, storytelling, music).</i></p> <p><i>e. An awareness that music, art, drama, and dance can be expressions of feeling, mood, situation, and culture.</i></p> <p><i>f. Confidence to sing songs, including songs of their own, and to experiment with chants and pitch patterns</i></p> <p><i>g. An increasing ability to keep a steady beat (e.g., through speech, chants, dances, movement to simple rhythmic patterns).</i></p> <p><i>h. An expectation that music, art, drama, and dance can amuse, delight, comfort, illuminate, inform, and excite.</i></p> <p><i>i. Familiarity with a variety of types of music, art, drama, and dance as expressions of feeling, mood, situation, occasion, and culture.</i></p>	<p><b>CA 2 Dance &amp; Movement</b> CA 2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.</p> <p><b>CA 3 Visual Arts</b> 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.</p> <p><b>CA 4 Drama</b> CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p>
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Contribution	
Infants and toddlers have opportunities for learning that are equitable, promote social competency, and value each child's and family's contribution.	
Infants and toddlers experience environments where the opportunities for learning are equitable, irrespective of gender, ability, age, home language, ethnicity, or background.	
<p><i>a. Empathy, understanding, and awareness of others' feelings, and make comforting and accepting gestures to peers and others in distress.</i></p> <p><i>b. Emerging concern for other children who may be excluded from activities because they are different.</i></p> <p><i>c. Understanding of the pro-social value of honesty and truthfulness to the extent their construction of and perception of reality permits it.</i></p> <p><i>d. The ability to carry out or follow through on simple tasks that help or benefit themselves or others.</i></p> <p><i>e. Positive and accepting attitudes toward people of a variety of backgrounds/characteristics (e.g., race, physical characteristics, culture, language spoken or signed, ethnic background).</i></p> <p><i>f. The ability to respond and engage in developmentally appropriate reciprocal interactions.</i></p>	<p><b>SED 4 Social Relationships</b> SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.</p> <p><b>SS 1 Culture &amp; Community</b> SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.</p>

g. <i>Emerging skills in caring and cooperation.</i>	
Infants and toddlers experience environments where they are affirmed as individuals.	
<p>a. <i>A sense of “who they are,” their place in the wider world of relationships, and the ways in which these are appreciated.</i></p> <p>b. <i>A range of abilities and interests (e.g., spatial, visual, linguistic, physical, musical, logical or mathematical, personal, social) which build on the children’s strengths.</i></p> <p>c. <i>A sense of being able to make something happen that matters to them and to others.</i></p> <p>d. <i>A growing sense that they are valued and that their presence and activities gain positive responses from others.</i></p> <p>e. <i>A sense of optimism, that life is exciting and enjoyable, and they have a positive place within it.</i></p> <p>f. <i>The ability to look forward to events that affirm their growth (e.g., getting taller, getting new shoes, a first haircut, looking forward to upcoming visitors and events).</i></p> <p>g. <i>An awareness of themselves as unique individuals.</i></p>	<p><b>SED 1 Self-Awareness</b>  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.</p> <p><b>SED 4 Social Relationships</b>  SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.</p> <p><b>LLD 2 Communication</b>  LLD 2.3 Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas.</p> <p><b>SCI 1 Investigation &amp; Inquiry</b>  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>
Infants and toddlers experience environments where they are encouraged to interact and learn with and alongside others.	
<p>a. <i>An increasing ability to take another’s point of view and to empathize with others.</i></p> <p>b. <i>Ways to enjoy solitary play when they choose to be alone.</i></p> <p>c. <i>An increasing sense of competence and confidence in growing abilities.</i></p> <p>d. <i>Acceptable ways to assert their independence.</i></p> <p>e. <i>‘Friendship skills,’ where they can play harmoniously with their peers through cooperation and participate in the give and take of ideas.</i></p> <p>f. <i>An increasing ability to share by showing interest in and awareness of the feelings of others.</i></p>	<p><b>SED 4 Social Relationships</b>  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 Greet 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.  SED 4.4 Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad.</p>
Infants and toddlers experience environments where they and their families are empowered to make contributions within the	

program and as members of their communities.	
<p><i>a. A growing sense of themselves as part of a family.</i></p> <p><i>b. A sense of pride in themselves and their families.</i></p> <p><i>c. A growing sense of connection and consistency across their homes, the program and their community.</i></p> <p><i>d. A positive sense about their participation in the program, their families, and their community.</i></p>	<p><b>SED 1 Self-Awareness</b>  SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p> <p><b>SS 1 Culture &amp; Community</b>  SS 1.1 Recognizes family members and is exposed to family traditions or cultural events.  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.</p>



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## The Developmental Continuum of the Experience Early Learning Skills

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The Experience Early Learning Skills are embedded within all Experience Early Learning curricula and resources, such as Experience Preschool Curriculum, Experience Toddler and Experience Baby Curriculum. They represent child development research and support the behavioral shifts that occur over time and trigger a reorganization of the child's cognitive, social, emotional and physical processes (Emde, 1989).

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

Visit [www.experiencecurriculum.com/skillsresearch](http://www.experiencecurriculum.com/skillsresearch) to learn how each Experience Early Learning tool supports developmentally appropriate practice and child skill development.



For more information about the research basis of the Experience Early Learning Skills please reference the Research Foundation Book, Edition 2.



## Early Childhood Standards of Quality for Prekindergarten

Early Childhood Standards of Quality for Prekindergarten

Developmental Continuum of the Experience Early Learning Skills

Approaches to Learning	
Habits of Mind	
<p>Creativity-Imagination-Visualization: Children demonstrate a growing ability to use originality or vision when approaching learning; use imagination, show ability to visualize a solution or new concept.</p>	
<ol style="list-style-type: none"> <li>1. Can be playful with peers and adults.</li> <li>2. Make connections with situations or events, people or stories.</li> <li>3. Create new images or express ideas.</li> <li>4. Propose or explore possibilities to suggest what an object or idea might be 'otherwise.'</li> <li>5. Expand current knowledge onto a new solution, new thinking or new concept.</li> <li>6. Approach tasks and activities with increased flexibility, imagination, inventiveness, and confidence.</li> <li>7. Grow in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.</li> </ol>	<p><b>SED 4 Social Relationships</b> SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p> <p><b>CA 4 Drama</b> CA 4.4 Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object. CA 4.5 Assigns roles and plays out unscripted scenes in dramatic play. Uses a combination of real and imaginary props or characters to play out a scene.</p> <p><b>LLD 2 Communication</b> LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p>
<p>Initiative-Engagement-Persistence-Attentiveness: Children demonstrate the quality of showing interest in learning; pursue learning independently.</p>	
<ol style="list-style-type: none"> <li>1. Initiate 'shared thinking' with peers and adults.</li> <li>2. Grow in abilities to persist in and complete a variety of tasks, activities, projects and experiences.</li> <li>3. Demonstrate increasing ability to set goals and to develop and follow through on plans.</li> </ol>	<p><b>SED 3 Attention &amp; Persistence</b> SED 3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful. SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.</p>

<p>4. <i>Show growing capacity to maintain concentration in spite of distractions and interruptions.</i></p> <p>5. <i>Explore, experiment and ask questions freely.</i></p>	
<p>Curiosity–Inquiry–Questioning–Tinkering–Risk Taking: Children demonstrate an interest and eagerness in seeking information (e.g., be able to see things from a different perspective, fiddling with something to figure it out or attempting a reasonable solution).</p>	
<p>1. <i>Express a ‘sense of wonder.’</i></p> <p>2. <i>Choose to take opportunities to explore, investigate or question in any domain.</i></p> <p>3. <i>Re-conceptualize or re-design (block structures, shapes, art materials, digital images, simple graphs).</i></p>	<p><b>SCI 1 Investigation &amp; Inquiry</b> SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. SCI 1.5 Asks questions or shows curiosity about scientific phenomenon.</p> <p><b>MR 7 Logic &amp; Reasoning</b> MR 7.4 Tries out many possible solutions to a problem.</p>
<p>Resilience–Optimism–Confidence: Children demonstrate the capacity to cope with change, persist, move ahead with spirit, vitality and a growing belief in one’s ability to realize a goal.</p>	
<p>1. <i>Manage reasonable frustration.</i></p> <p>2. <i>Meet new and varied tasks with energy, creativity and interest.</i></p> <p>3. <i>Explore and ask questions.</i></p> <p>4. <i>Begin to organize projects or play; make and carryout plans.</i></p> <p>5. <i>Use stories and literature to pretend, play, act or take on characters to help establish their situation or reality.</i></p> <p>6. <i>Begin to set aside fear of failure when self-initiating new tasks.</i></p>	<p><b>SED 2 Self-Regulation</b> SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions. SED 2.5 Names some personal feelings and uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.</p> <p><b>SED 3 Attention and Persistence</b> SED 3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.</p> <p><b>LLD 4: Reading Comprehension</b> LLD 4.4 Participates with others in the retelling of a story by pointing at pictures or role-playing with props.</p>

	LLD 4.5 Relates to the characters or events of the story and shares a similar experience or object from own life.
Reasoning-Problem Solving-Reflection: Children demonstrate a growing capacity to make meaning, using one's habits of mind to find a solution or figure something out.	
<ol style="list-style-type: none"> <li>1. <i>Begin to hypothesize or make inferences.</i></li> <li>2. <i>Show an increasing ability to ask questions appropriate to the circumstance.</i></li> <li>3. <i>Show an increasing ability to predict outcomes by checking out and evaluating their predictions.</i></li> <li>4. <i>Attempt a variety of ways of solving problems.</i></li> <li>5. <i>Demonstrate enjoyment in solving problems.</i></li> <li>6. <i>Gather information and learn new concepts through experimentation and discovery, making connections to what they already know.</i></li> <li>7. <i>Share through words or actions the acquisition of increasingly complex concepts.</i></li> <li>8. <i>Show an increasing ability to observe detail and attributes of objects, activities, and processes.</i></li> </ol>	<b>SCI 1 Investigation &amp; Inquiry</b> SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others. SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations. <b>MR 7 Logic &amp; Reasoning</b> SCI 1.5 Uses previous knowledge to determine which solution to try first when solving a problem.
Social Dispositions	
Participation-Cooperation-Play-Networking-Contribution: Demonstrate increasing ability to be together with others, in play or intellectual learning opportunities and/or making positive efforts for the good of all; join a community of learners in person and digitally as appropriate.	
<ol style="list-style-type: none"> <li>1. <i>Learn from and through relationships and interactions.</i></li> <li>2. <i>Show an increasing ability to initiate and sustain age-appropriate play and interactions with peers and adults.</i></li> <li>3. <i>Begin to develop and practice the use of problem-solving and conflict resolution skills.</i></li> <li>4. <i>Recognize respectfully the similarities and differences in people (gender, family, race, culture, language).</i></li> <li>5. <i>Show an increasing capacity to consider or take into account another's</i></li> </ol>	<b>SED 4 Social Relationships</b> SED 4.4 Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad. SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe. <b>SS 1 Culture and Community</b>

<p><i>perspective.</i></p> <p><i>6. Can join a community of learners in person and digitally as appropriate; enjoy mutual engagement.</i></p> <p><i>7. Contribute individual strengths, imagination or interests to a group.</i></p> <p><i>8. Successfully develop and keep friendships.</i></p> <p><i>9. Participate successfully as group members.</i></p> <p><i>10. Demonstrate an increasing sense of belonging and awareness of their roles as members of families, classrooms and communities.</i></p>	<p>SS1.3 Identifies differences between self and others.</p> <p>SS1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.</p> <p>SS1.5 Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community.</p>
<p>Respect for Self and Others — Mental and Behavioral Health: Children exhibit a growing regard for one's mind and capacity to learn; demonstrate the capacity of consideration for others; show a growing capacity to self-regulate and demonstrate self-efficacy.</p>	
<p><i>1. Show increasing respect for the rights of others.</i></p> <p><i>2. Extend offers (gestures, words) of help to peers or adults, to help them feel that they belong to the group.</i></p> <p><i>3. Cope with stress in a reasonable and age appropriate way. Grow in their capacity to avoid harming themselves, others, or things around them when expressing feelings, needs and opinions.</i></p> <p><i>4. Use positive communication and behaviors (do not mock, belittle, or exclude others).</i></p> <p><i>5. Resolve (or attempt to resolve) conflicts respectfully.</i></p> <p><i>6. Increasingly develop greater self-awareness; identify their own interests and strengths. Can be comfortable choosing to be alone.</i></p> <p><i>7. Demonstrate the ability to care. Can respond with sensitivity or sincerity, later empathy.</i></p> <p><i>8. Can resist and effectively respond to inappropriate peer pressure (as age appropriate).</i></p> <p><i>9. Demonstrate positive feelings about their own gender, family, race, culture and language.</i></p> <p><i>10. Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable boundaries.</i></p> <p><i>11. Demonstrate a reasonable self-perception of confidence, can make choices and explain discoveries.</i></p>	<p><b>SS 2 Civics &amp; Economics</b></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><b>SED 2 Self-Regulation</b></p> <p>SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.</p> <p>SED 2.5 Names some personal feelings and uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.</p> <p><b>SS 1 Culture &amp; Community</b></p> <p>SS 1.5 Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community.</p>
<p>Responsibility-Ethical Actions: Children are becoming accountable or reliable for their actions to self and others.</p>	

<ol style="list-style-type: none"> <li>1. <i>Contribute to the community (classroom, school, neighborhood) as age appropriate.</i></li> <li>2. <i>Grow in understanding of the need for rules and boundaries in their learning and social environments.</i></li> <li>3. <i>Show an increasing ability to follow simple, clear and consistent directions and rules.</i></li> <li>4. <i>Begin to take action to fix their mistakes, solve problems with materials and resolve conflicts with others; do not blame others inappropriately.</i></li> <li>5. <i>Take initiative to do something positive to contribute to their community (family, classroom, school, neighborhood) as age appropriate.</i></li> <li>6. <i>Increase understanding of the relationship between people and their environment and begin to recognize the importance of taking care of the resources in their environment.</i></li> <li>7. <i>Use materials purposefully, safely and respectfully more of the time.</i></li> <li>8. <i>Respect the property of others and that of the community.</i></li> </ol>	<p><b>SS 1 Culture &amp; Community</b>  SS 1.5 Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community.</p> <p><b>SS 2 Civics</b>  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><b>SED 4 Social Relationships</b>  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.  SED 4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.</p>
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<b>Creative Development</b>	
Creative Arts (CA)	
Visual Arts: Children show how they feel, what they think, and what they are learning through experiences in the visual arts.	
<ol style="list-style-type: none"> <li>1. <i>Use their own ideas to draw, paint, mold, and build with a variety of art materials (e.g., paint, clay, wood, materials from nature such as leaves).</i></li> <li>2. <i>Begin to plan and carry out projects and activities with increasing persistence.</i></li> <li>3. <i>Begin to show growing awareness and use of artistic elements (e.g., line, shape, color, texture, form).</i></li> <li>4. <i>Create representations that contain increasing detail.</i></li> </ol>	<p><b>CA 3 Visual Arts</b>  CA 3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.  CA 3.4 Chooses an object or art tool to use with a given medium for a desired effect. Makes choices throughout the artistic process.  CA 3.5 Uses artistic tools and media to create intentional designs or images. Plans, designs and seeks materials to make a creation.</p>
Instrumental and Vocal Music: Children show how they feel, what they think, and what they are	

learning through listening, participating in, and creating instrumental and vocal music experiences.	
<ol style="list-style-type: none"> <li>1. Participate in musical activities (e.g., listening, singing, finger plays, singing games, and simple performances) with others.</li> <li>2. Begin to understand that music comes in a variety of musical styles.</li> <li>3. Begin to understand and demonstrate the components of music (e.g., tone, pitch, beat, rhythm, melody).</li> <li>4. Become more familiar with and experiment with a variety of musical instruments.</li> </ol>	<p><b>CA 1 Music</b></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>CA 1.5 Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs. Uses voice or instruments to express feelings or to mimic sound effects.</p> <p>CA 1.6 Creates simple rhythm patterns. Controls pitch when singing a familiar song. Communicates ideas by creating rhythm and/or melody.</p>
<p><b>Movement and Dance:</b> Children show how they feel, what they think, and what they are learning through movement and dance experiences.</p>	
<ol style="list-style-type: none"> <li>1. Can respond to selected varieties of music, literature, or vocal tones to express their feelings and ideas through creative movement.</li> <li>2. Begin to show awareness of contrast through use of dance elements (e.g., time: fast/slow; space: high/middle/low; energy: hard/soft).</li> <li>3. Begin to identify and create movement in place and through space.</li> </ol>	<p><b>CA 2 Dance &amp; Movement</b></p> <p>CA 2.4 Describes and demonstrates multiple ways to move body parts. Moves to the beat. Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements.</p> <p>CA 2.5 Follows a leader to perform a simple movement pattern. Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.</p> <p>CA 2.6 Recalls a simple movement pattern and performs it individually or in a group. Expresses ideas, feelings and stories through creative movement.</p>
<p><b>Dramatic Play:</b> Children show how they feel, what they think, and what they are learning through dramatic play.</p>	
<ol style="list-style-type: none"> <li>1. Grow in the ability to pretend and to use objects as symbols for other things.</li> <li>2. Use dramatic play to represent concepts, understand adult roles, characters, and feelings.</li> <li>3. Begin to understand components of dramatic play (e.g., setting, prop, costume, voice).</li> <li>4. Contribute ideas and offer suggestions to build the dramatic play theme.</li> <li>5. Begin to differentiate between fantasy and reality.</li> </ol>	<p><b>CA 4 Drama</b></p> <p>CA 4.4 Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object.</p> <p>CA 4.5 Assigns roles and plays out unscripted scenes in dramatic play. Uses a combination of real and imaginary props or characters to play out a scene.</p> <p>CA 4.6 With cues, performs a simple preplanned drama. Creates a setting, characters and events to tell a story.</p>

<p><b>Aesthetic Appreciation:</b> Children develop rich and rewarding aesthetic lives.</p>	
<ol style="list-style-type: none"> <li>1. <i>Develop healthy self-concepts through creative arts experiences.</i></li> <li>2. <i>Show eagerness and pleasure when approaching learning through the creative arts.</i></li> <li>3. <i>Show growing satisfaction with their own creative work and growing respect for the creative work of others.</i></li> <li>4. <i>Can use alternative forms of art to express themselves depending on the avenues available to them (e.g., through the visual arts, if hearing impaired; through listening to music, if physically impaired).</i></li> <li>5. <i>Are comfortable sharing their ideas and work with others.</i></li> <li>6. <i>Use the creative arts to express their view of the world.</i></li> <li>7. <i>Begin to develop their own preferences for stories, poems, illustrations, forms of music, and other works of art.</i></li> <li>8. <i>Begin to appreciate their artistic heritage and that of other cultures.</i></li> <li>9. <i>Can talk about their creations with peers and adults.</i></li> <li>10. <i>Begin to develop creative arts vocabulary.</i></li> </ol>	<p><b>CA 1 Music</b> CA 1.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. CA 1.5 Uses voice or instruments to express feelings</p> <p><b>CA 2 Dance &amp; Movement</b> CA 2.3 Explores personal space and direction. Moves in own way to music and rhythm.</p> <p><b>CA 3 Visual Arts</b> 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><b>CA 4 Drama</b> 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><b>LLD 2 Communication</b> LLD 2.5 Includes technical words, expands vocabulary and asks what unfamiliar words mean. Tells stories and engages in conversations.</p>
<p><b>Language and Early Literacy Development</b></p>	
<p>Language and Early Literacy Development (LL)</p>	
<p><b>Emergent Reading:</b> Children begin to understand written language read to them from a variety of meaningful materials, use reading-like behaviors, and make progress towards becoming conventional readers.</p>	

<p><b>A. In comprehension strategies:</b></p> <ol style="list-style-type: none"> <li>1. <i>Retell a few important events and ideas they have heard from written materials (e.g., in stories and in books about things and events).</i></li> <li>2. <i>Enlarge their vocabularies both with words from conversation and instructional materials and activities.</i></li> <li>3. <i>Use different strategies for understanding written materials (e.g., making predictions using what they already know, using the structure of texts, linking themselves and their experiences to the written materials, asking relevant questions).</i></li> <li>4. <i>Demonstrate reading-like behaviors with familiar written materials [i.e., moving from labeling pictures to creating connected stories using book language (e.g., "Once upon a time ... "); using patterns and vocabulary that occur in printed material to making use of printed text (e.g., trying out what one is learning about words and sounds)].</i></li> <li>5. <i>Talk about preferences for favorite authors, kinds of books, and topics and question the content and author's choices (critical literacy).</i></li> </ol> <p><b>B. In print and alphabetic knowledge:</b></p> <ol style="list-style-type: none"> <li>1. <i>Show progress in identifying and associating letters with their names and sounds.</i></li> <li>2. <i>Recognize a few personally meaningful words including their own name, "mom," "dad," signs, and other print in their environment.</i></li> <li>3. <i>Participate in play activities with sounds (e.g., rhyming games, finger plays).</i></li> </ol> <p><b>C. In concepts about reading:</b></p> <ol style="list-style-type: none"> <li>1. <i>Understand that ideas can be written and then read by others.</i></li> <li>2. <i>Understand print and book handling concepts including directionality, title, etc.</i></li> <li>3. <i>Understand that people read for many purposes (e.g., enjoyment, information, to understand directions).</i></li> <li>4. <i>Understand that printed materials have various forms and functions (e.g., signs, labels, notes, letters, types).</i></li> <li>5. <i>Develop an understanding of the roles of authors and illustrators.</i></li> </ol>	<p><b>LLD 6 Reading Comprehension</b></p> <p>LLD 6.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Participates with others in the retelling of a story by pointing at pictures or role-playing with props.</p> <p>LLD 6.5 Relates to the characters or events of the story and shares a similar experience or object from own life. Retells portions of a story. Asks and answers simple questions about vocabulary, characters, setting and events.</p> <p><b>LLD 1 Listening</b></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.</p> <p><b>LLD 4 Alphabetic Knowledge</b></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>LD 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 Names all upper- and lowercase letters when presented in random order and identifies at least 15 letter sounds. When shown a two- or three-letter word, can find it in print.</p> <p><b>LLD 5 Concepts of Print</b></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 5.6 Recognizes common types of text, e.g., poem, storybook, fact book. Names author and illustrator.</p>
<p><b>Writing Skills:</b></p> <p>Children begin to develop writing skills to communicate and express themselves effectively for a variety of purposes.</p>	
<ol style="list-style-type: none"> <li>1. <i>Begin to understand that their ideas can be written and then read by themselves or others.</i></li> <li>2. <i>Use a variety of forms of early writing (e.g., scribbling, drawing, use of letter strings, copied environmental print) and move toward the beginning of phonetic and/or conventional spelling.</i></li> </ol>	<p><b>LLD 7 Writing</b></p> <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>

<p>3. <i>Begin to develop an understanding of purposes for writing (e.g., lists, directions, stories, invitations, labels).</i></p> <p>4. <i>Represent their own or imaginary experiences through writing (with/ without illustrations).</i></p> <p>5. <i>Begin to write familiar words such as their own name.</i></p> <p>6. <i>Attempt to read or pretend to read what they have written to friends, family members, and others.</i></p> <p>7. <i>Show beginnings of a sense of the need to look over and modify their writings and drawings (e.g., adding to picture or writing).</i></p> <p>8. <i>Develop greater control over the physical skills needed to write letters and numbers.</i></p>	<p>LLD 7.5 Uses a combination of drawing, dictating and writing to express and record an event or idea.</p> <p>LLD 7.6 Uses inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing.</p>
<p>Spoken Language: Expressive: Children develop abilities to express themselves clearly and communicate ideas to others.</p>	
<p>1. <i>Use spoken language for a variety of purposes (e.g., to express feelings, to ask questions, to talk about their experiences, to ask for what they need, to respond to others).</i></p> <p>2. <i>Show increasing comfort and confidence when speaking.</i></p> <p>3. <i>Experiment and play with sounds (e.g., rhyming, alliteration, playing with sounds, and other aspects of phonological awareness).</i></p> <p>4. <i>Continue to develop vocabulary by using words learned from stories and other sources in conversations.</i></p> <p>5. <i>Speak in increasingly more complex combinations of words and in sentences.</i></p> <p>6. <i>Understand the roles of the participants in conversation (e.g., taking turns in conversation and relating their own comments to what is being talked about; asking relevant questions).</i></p> <p>7. <i>Take part in different kinds of roles as a speaker (e.g., part of a group discussion, role playing, fantasy play, storytelling and retelling).</i></p> <p>8. <i>Use nonverbal expressions and gestures to match and reinforce spoken expression.</i></p> <p>9. <i>Show progress in speaking both their home language and English (if nonEnglish-speaking children).</i></p> <p>10. <i>If appropriate, show progress in learning alternative communication strategies such as sign language.</i></p>	<p><b>LLD 2 Communication</b></p> <p>LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts.</p>
<p>Spoken Language: Receptive: Children grow in their capacity to use effective listening skills</p>	

<p>and understand what is said to them.</p> <ol style="list-style-type: none"> <li>1. Gain information from listening (e.g., to conversations, stories, songs, poems).</li> <li>2. Show progress in listening to and following spoken directions.</li> <li>3. Show progress in listening attentively, avoiding interrupting others, learning to be respectful.</li> <li>4. Respond with understanding to speech directed at them.</li> <li>5. Understand the concept and role of an audience (e.g., being part of an audience, being quiet, being considerate, looking at the speaker).</li> <li>6. Understand and respond appropriately to non-verbal expressions and gestures.</li> <li>7. Show progress in listening to and understanding both their home language and English (if non-English-speaking children).</li> </ol>	<p><b>LLD 1 Listening</b>  LLD 1.4 Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story or request then responds appropriately. Follows unrelated two-step directions given verbally.  LLD 1.5 Listens and understands inferred requests. For example, child gathers more playdough in response to a verbal prompt to help build a larger playdough ball. Follows multi-step directions given verbally.</p> <p><b>SED 4 Social Relationships</b>  SED 4.5 Identifies roles of self and others during tasks or pretend play.</p> <p><b>Second Language 36B Comprehension</b>  36 B Early Production: Responds to simple words and phrases in target language, especially in combination with other cues.</p>
<p>Viewing Images and Other Media Materials:  Children begin to develop strategies that assist them in viewing a variety of images and multimedia materials effectively and critically.</p> <ol style="list-style-type: none"> <li>1. View images and other media materials for a variety of purposes (e.g., to gain information, for pleasure, to add to their understanding of written materials, for visual cues or creative purposes).</li> <li>2. Use different strategies for understanding various media (e.g., making predictions using what they already know, using the structure of the image or media, linking themselves and their experiences to the content, asking relevant questions).</li> <li>3. Begin to compare information across sources and discriminate between fantasy and reality.</li> </ol>	<p><b>LLD 6 Reading Comprehension</b>  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><b>CA 3 Visual Arts</b>  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><b>CA 4 Drama</b>  CA 4.3 Distinguishes between real and pretend.</p>

<p><b>Positive Attitudes about Literacy:</b> Children develop positive attitudes about themselves as literate beings — as readers, writers, speakers, viewers, and listeners.</p>	
<ol style="list-style-type: none"> <li>1. Choose to read, write, listen, speak, and view for enjoyment and information, and to expand their curiosity.</li> <li>2. Demonstrate emotion from literacy experiences (e.g. laughter, concern, curiosity).</li> <li>3. Make connections with situations or events, people or stories.</li> <li>4. Approach tasks and activities with increased flexibility, imagination, inventiveness, and confidence.</li> <li>5. Show growth in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.</li> </ol>	<p><b>LLD 6 Reading Comprehension</b> LLD 6.4 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> <p><b>LLD 2 Communication</b> LLD 2.3 Communicates needs, desires and ideas.</p>
<p><b>Diversity of Communication:</b> Children begin to understand that communication is diverse and that people communicate in a variety of ways.</p>	
<ol style="list-style-type: none"> <li>1. Understand that some people communicate in different languages and other forms of English.</li> <li>2. Become aware of the value of the language used in their homes.</li> <li>3. Become aware of alternate and various forms of communication (e.g., Braille, sign language, lip reading, digital communication tablets).</li> <li>4. Begin to understand the value and enjoyment of being able to communicate in more than one language or form of communication.</li> </ol>	<p><b>LLD 2 Communication</b> LLD 2.4 Speaks in sentences using signs or verbal words but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges. LLD 2.5 Understands that people may use various forms of communication (such as sign language, braille, different languages) to express self.</p> <p><b>SS 1 Culture &amp; Community</b> 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.</p>
<p><b>Social, Emotional and Physical Health and Development</b></p>	

Social, Emotional and Physical Health and Development (SEP)	
<p>Understanding of Self: Children develop and exhibit a healthy sense of self.</p>	
<ol style="list-style-type: none"> <li>1. <i>Show an emerging sense of self-awareness.</i></li> <li>2. <i>Continue to develop personal preferences.</i></li> <li>3. <i>Demonstrate growing confidence in expressing their feelings, needs and opinions.</i></li> <li>4. <i>Become increasingly more independent.</i></li> <li>5. <i>Recognize and have positive feelings about their own gender, family, race, culture and language.</i></li> <li>6. <i>Identify a variety of feelings and moods (in themselves and others).</i></li> </ol>	<p><b>SED 1 Self-Awareness</b>  SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.  SED 1.4 When given two to three options, chooses his/her most desired option.  SED 1.5 Describes and compares preferences of self and others.</p> <p><b>SED 3 Attention and Persistence</b>  SED 3.5 Takes care of own needs and personal belongings.</p>
<p>Expressing Emotions: Children show increasing ability to regulate how they express their emotions.</p>	
<ol style="list-style-type: none"> <li>1. <i>Grow in their capacity to avoid harming themselves, others, or things around them when expressing feelings, needs and opinions.</i></li> <li>2. <i>Grow in their ability to follow simple, clear, and consistent directions and rules.</i></li> <li>3. <i>Use materials purposefully, safely, and respectfully more and more of the time.</i></li> <li>4. <i>Begin to know when and how to seek help from an adult or peer.</i></li> <li>5. <i>Manage transitions and follow routines most of the time.</i></li> <li>6. <i>Can adapt to different environments.</i></li> </ol>	<p><b>SED 2 Self-Regulation</b>  SED 2.3 Recognizes when the typical routine is not followed and identifies the change.  SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.  SED 2.5 Anticipates a change in routine and begins to prepare self by finding a desired thing or person.</p> <p><b>SED 3 Attention &amp; Persistence</b>  SED 3.3 Asserts a desire to start or end an activity. Asks for help as needed.</p> <p><b>SS 2 Civics</b>  SS2.3 Follows familiar rules and helps make group decisions.</p>
<p>Relationships with Others: Children develop healthy relationships with other children and adults.</p>	

<ol style="list-style-type: none"> <li>1. Increase their ability to initiate and sustain age-appropriate interactions with peers and adults.</li> <li>2. Begin to develop and practice the use of problem-solving and conflict resolution skills.</li> <li>3. Recognize similarities and differences in people (gender, family, race, culture, language).</li> <li>4. Increase their capacity to take another's perspective.</li> <li>5. Show increasing respect for the rights of others.</li> <li>6. Show progress in developing and keeping friendships.</li> <li>7. Participate successfully as a group member.</li> <li>8. Demonstrate an increasing sense of belonging and awareness of their role as a member of a family, classroom, and community.</li> </ol>	<p><b>SED 4 Social Relationships</b></p> <p>SED 4.3 IDemonstrates concern for someone who is sad. Identifies differences between self and others.</p> <p>SED 4.4 Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad.</p> <p>SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p>
<p><b>Body Control and Activity:</b> Children increase their ability to understand and control their bodies and learn that regular physical activity can enhance their overall physical, social, and mental health.</p>	
<ol style="list-style-type: none"> <li>1. Begin to recognize and learn the names of body parts.</li> <li>2. Begin to understand spatial awareness for themselves, others, and their environment.</li> <li>3. Participate actively and on a regular basis, in games, outdoor play, and other forms of vigorous exercise that enhance physical fitness.</li> <li>4. Increasingly develops greater self-awareness; identifies his or her own interest and strengths.</li> </ol>	<p><b>PD 4 Personal Care</b></p> <p>PD 4.3 Names body parts. Describes basic personal needs.</p> <p><b>CA 2 Dance and Movement</b></p> <p>CA 2.3 Explores personal space and direction.</p> <p><b>PD 1 Gross Motor</b></p> <p>PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p> <p>PD 1.5 Coordinates multiple movements in simple sequences.</p> <p><b>SED 1 Self-Awareness</b></p> <p>SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p> <p>SED 1.4 When given two to three options, chooses his/her most desired option.</p> <p>SED 1.5 Describes and compares preferences of self and others.</p>

<p><b>Gross Motor Development:</b> Children experience growth in gross motor development and use large muscles to improve a variety of gross motor skills in a variety of both structured and unstructured and planned and spontaneous settings.</p>	
<ol style="list-style-type: none"> <li>1. <i>Begin or continue to develop traveling movements such as walking, climbing, running, jumping, hopping, skipping, marching, and galloping.</i></li> <li>2. <i>Show their ability to use different body parts in a rhythmic pattern.</i></li> <li>3. <i>Show increasing abilities to coordinate movements (e.g., throwing, catching, kicking, bouncing balls, using the slide and swing) in order to build strength, flexibility, balance, and stamina.</i></li> <li>4. <i>Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable boundaries (e.g., riding a tricycle or bike, using their bodies in helpful vs. hurtful ways, being a 'leader' in a game).</i></li> </ol>	<p><b>PD 1 Gross Motor</b> PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences. PD 1.6 Skips confidently, gallops and slides side to side. Changes direction and speed of movement.</p>
<p><b>Fine Motor Development:</b> Children experience growth in fine motor development and use small muscles to improve a variety of fine motor skills both in structured and unstructured settings.</p>	
<ol style="list-style-type: none"> <li>1. <i>Develop and refine motor control and coordination, eye-hand coordination, finger/thumb and whole-hand strength coordination and endurance using a variety of age-appropriate tools (e.g., scissors, pencils, markers, crayons, blocks, putting together puzzles, using a variety of technology).</i></li> <li>2. <i>Use fine motor skills they are learning in daily activities (e.g., dressing themselves).</i></li> </ol>	<p><b>PD 2 Fine Motor</b> PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads. PD 2.5 Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces. PD 2.6 Follows an outline with scissors. Ties shoes and dresses self.</p>
<p><b>Positive Activity:</b> Children participate in activities that encourage self-motivation, emphasize cooperation, and minimize competition.</p>	
<ol style="list-style-type: none"> <li>1. <i>Learn to cooperate with others through games and other activities and actions that show a growing knowledge of the rights of others.</i></li> <li>2. <i>Take pride in their own abilities and increase self-motivation.</i></li> <li>3. <i>Begin to develop an appreciation and respect for the varying physical</i></li> </ol>	<p><b>SED 4 Social Relationships</b> SED 4.4 Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad. SED 4.5 Initiates play with one or more persons. Offers to help others.</p>

<p><i>abilities and capabilities of others.</i></p> <p><i>4. Demonstrate increasing ability to be together with others, in play or intellectual learning opportunities and/or making positive efforts for the good of all.</i></p>	<p>Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p>
<p><b>Healthy Eating:</b></p> <p>Children become aware of and begin to develop nutritional habits that contribute to good health.</p>	
<p><i>1. Grow in their understanding of the importance of eating nutritious meals and snacks at regular intervals, and how this relates to good health.</i></p> <p><i>2. Begin to listen to body signals of hunger and fullness, learn to choose how much to eat at meals and snacks, and are able to convey their needs for food to adults.</i></p> <p><i>3. Use age/developmentally-appropriate eating utensils safely and correctly.</i></p> <p><i>4. Become aware of foods that cause allergic reactions for some children and/or other dietary needs or restrictions.</i></p>	<p><b>PD 5 Nutrition</b></p> <p>PD 5.4 Identifies food and serves a portion into bowl or plate. Feeds self.</p> <p>PD 5.6 Identifies food groups and sorts food. Chooses between two appropriate food options.</p>
<p><b>Healthy Choices:</b></p> <p>Children begin to have knowledge about and make age-appropriate healthy choices in daily life.</p>	
<p><i>1. Show growing independence in keeping themselves clean, personal care when eating, dressing, washing hands, brushing teeth, use of tissues for nose-blowing (and their disposal), and toileting.</i></p> <p><i>2. Grow in understanding of the importance of good health and its relationship to physical activity.</i></p> <p><i>3. Talk about ways to prevent spreading germs and diseases to other people.</i></p> <p><i>4. Develop an understanding of basic oral hygiene.</i></p> <p><i>5. Begin to be able to recognize activities that contribute to the spread of communicable diseases (e.g., sharing of cups, eating utensils, hats, clothing, foods).</i></p> <p><i>6. Can begin to recognize some symptoms of disease or health issues (e.g., a sore throat is not a “sore neck”) and common instruments used in diagnosing disease (e.g., thermometer, x-ray machines).</i></p> <p><i>7. Begin to become aware of activities, substances, and situations that may pose potential hazards to health [e.g., smoking, poisonous materials, edible, non-edible items (e.g., plants/berries), medications (appropriate use of)].</i></p>	<p><b>PD 4 Personal Care</b></p> <p>PD 4.4 Describes the function of basic body parts. Regulates toileting and handwashing needs. Follows a routine of rest and active play. Meets most personal needs and understands that all people have needs.</p> <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 4.6 Regulates personal needs for nutrition, activity and rest with few reminders. When feeling sick, describes symptoms. Recognizes the difference between contagious and noncommunicable diseases.</p>
<p><b>Personal Safety:</b></p>	

Children recognize that they have a role in preventing accidents or potential emergencies.	
<ol style="list-style-type: none"> <li>1. <i>Begin to learn appropriate safety procedures (e.g., in the home, at school, as a pedestrian, outdoors, on the playground, with vehicles, with bicycles, around bodies of water).</i></li> <li>2. <i>Identify persons to whom they can turn for help in an emergency situation.</i></li> <li>3. <i>Begin to know important facts about themselves (e.g., address, phone number, parent's name).</i></li> <li>4. <i>Become aware of issues relative to personal safety (e.g., inappropriate touching, good and bad secrets, learning how to say 'No' to inappropriate touching by any other person, recognizing when to tell an adult about an uncomfortable situation).</i></li> <li>5. <i>Begin to learn the correct procedure for self-protection in emergency situations (e.g., tornados, fire, storms, gun fire, chemical spills, avoidance of other's blood and vomit).</i></li> <li>6. <i>Begin to try new activities with 'just manageable' risk (e.g., riding a tricycle, climbing safely, jumping, exploring).</i></li> <li>7. <i>Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable boundaries.</i></li> </ol>	<p><b>PD 3 Safety</b></p> <p>PD 3.4 Seeks opportunities to help others. Tries to solve own social problems.  PD 3.5 Describes reasons for safety rules and reminds others to follow them.  PD 3.6 Applies general safety rules to a variety of everyday situations with little prompting.</p>
<b>Early Learning in Mathematics</b>	
Early Learning in Mathematics (M)	
<p><b>Math Practices:</b></p> <p>Children begin to develop processes and strategies for solving mathematical problems.</p>	
<ol style="list-style-type: none"> <li>1. <i>Try to solve problems in their daily lives using mathematics (e.g., how many napkins are needed).</i></li> <li>2. <i>Generate new problems from every day mathematical situations and use current knowledge and experience to solve them (e.g., distribute crackers).</i></li> <li>3. <i>Begin to develop and use various approaches to problem solving based upon their trial and error experiences.</i></li> <li>4. <i>Begin to talk about the processes and procedures they used to solve concrete and simple mathematical situations.</i></li> <li>5. <i>Begin to generate problems that involve predicting, collecting, and analyzing information and using simple estimation.</i></li> </ol>	<p><b>MR 1 Number Sense</b></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.  MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.  MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.</p>

<p><b>Mathematical Literacy:</b> Children begin to use the language of mathematics by applying emerging skills in representing, discussing, reading, writing, and listening (e.g., by translating a problem or activity into a new form; a picture, diagram, model, symbol, or words).</p>	
<ol style="list-style-type: none"> <li>1. <i>Participate regularly in informal conversations about mathematical concepts and number relationships.</i></li> <li>2. <i>Begin to record their work with numbers in a variety of simple concrete and pictorial formats, moving toward some use of number and other mathematical symbols.</i></li> <li>3. <i>Begin to use symbols to represent real objects and quantities.</i></li> <li>4. <i>Make progress from matching and recognizing number symbols to reading and writing numerals.</i></li> <li>5. <i>Talk about their own mathematical explorations and discoveries using simple mathematical language and quantity-related words.</i></li> <li>6. <i>Begin to recognize that information comes in many forms and can be organized and displayed in different ways.</i></li> <li>7. <i>Begin to describe comparative relationships (e.g., more/less/same number of objects or quantities).</i></li> </ol>	<p><b>LLD 7 Writing</b> LLD 7.7 Legibly prints letters, numbers and symbols. Writes a string of simple sentences to tell a story or share information. Provides a concluding statement.</p> <p><b>MR 1 Number Sense</b> MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts. MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.</p>
<p><b>Classification and Patterns:</b> Children begin to develop skills of recognizing, comparing and classifying objects, relationships, events and patterns in their environment and in everyday life.</p>	
<ol style="list-style-type: none"> <li>1. <i>Recognize, describe, copy, extend, and create simple patterns with real objects and through pictures.</i></li> <li>2. <i>Identify patterns in their environment.</i></li> <li>3. <i>Investigate patterns and describe relationships.</i></li> <li>4. <i>Recognize patterns in various formats (e.g., things that can be seen, heard, felt).</i></li> </ol>	<p><b>MR 5 Patterns</b> MR 5.4 Creates and extends two-step patterns. MR 5.5 Creates and extends three- and four-step patterns and plays complex memory games.</p> <p><b>MR 6 Classification</b> MR 6.5 Sorts objects by more than one feature and explains why.</p>
<p><b>Counting and Cardinality:</b> Children extend their understanding of numbers and their relationship to one another and things in the environment.</p>	

<ol style="list-style-type: none"> <li>1. Develop an increasing interest and awareness of numbers and counting as a means for determining quantity and solving problems.</li> <li>2. Match, build, compare, and label amounts of objects and events (e.g., birthdays in the week) in their daily lives.</li> <li>3. Make progress in moving beyond rote counting to an understanding of conceptual counting (e.g., one-to-one correspondence).</li> <li>4. Recognize and match number symbols for small amounts with the appropriate amounts (e.g., subitizing).</li> <li>5. Show progress in linking number concepts, vocabulary, quantities and written numerals in meaningful ways.</li> <li>6. Show growth in understanding that number words and numerals represent quantities.</li> <li>7. Use cardinal (e.g., one, two) and ordinal (e.g., first, second) numbers in daily home and classroom life.</li> <li>8. Understand how numbers can be used to label various aspects of their lives (e.g., house number, phone number, ages of classmates).</li> <li>9. Develop an increasing ability to count in sequence up to ten and beyond, typically referred to as "counting on."</li> </ol>	<p><b>MR 1 Number Sense</b></p> <p>MR 1.2 Sees other numerals around the room</p> <p>MR 1.3 Points to one object at a time while counting</p> <p>MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p> <p>MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.</p> <p>MR 1.6 Counts forward from a given number.</p> <p><b>SS 4 History and Sense of Time</b></p> <p>SS 4.5 Uses language of time to describe familiar sequences of events.</p>
<p>Simple Operations and Beginning Algebraic Thinking: Children begin to develop skills of sorting and organizing information, seeing patterns, and using information to make predictions and solve new problems</p>	
<ol style="list-style-type: none"> <li>1. Begin to develop the ability to solve problems involving joining, separating, combining, and comparing amounts when using small quantities of concrete materials.</li> <li>2. Can generate problems that involve predicting, collecting, and analyzing information.</li> <li>3. Use simple estimation to make better guesses.</li> <li>4. Identify likenesses and differences.</li> <li>5. Can place objects or events in order, according to a given criterion (e.g., color, shape, size, time).</li> <li>6. Recognize that the same group can be sorted and classified in more than one way and describe why they would group or sequence in a particular way.</li> <li>7. Begin to understand that simple concrete and representational graphs are ways of collecting, organizing, recording, and describing information.</li> </ol>	<p><b>MR 1 Number Sense</b></p> <p>MR 1.5 Solves addition and subtraction problems within ten.</p> <p><b>MR 7 Logic &amp; Reasoning</b></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> <p><b>MR 6 Classification</b></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> <p><b>MR 5 Patterns</b></p> <p>MR 5.5 Creates and extends three- and four-step patterns and plays complex memory games.</p>

	MR 5.6 Determines the missing piece of a pattern within a set sequence. Recognizes simple patterns in the environment.
Measuring: Children explore and discover simple ways to measure.	
<ol style="list-style-type: none"> <li>1. Show awareness that things in their environment can be measured.</li> <li>2. Begin to understand concepts of weight.</li> <li>3. Show an awareness of the concept of time, beginning with the recognition of time as a sequence of events and how time plays a role in their daily life (e.g., breakfast, snack, lunch, dinner).</li> <li>4. Show an awareness of temperature as it affects their daily lives.</li> <li>5. Use beginning skills of estimation in solving everyday measurement problems (e.g., about how many cookies are needed for a small group of children).</li> <li>6. Begin to use non-standard measures (e.g., length of hand) for length and area of objects.</li> <li>7. Begin to understand that tools (e.g., rulers, scales, counters) can be used to measure properties of objects and amounts.</li> </ol>	<b>MR 4 Measurement</b> MR 4.4 Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help. MR 4.5 Estimates size and volume. Measures and describes findings. MR 4.6 Makes logical estimates and uses measurement tools to check estimation.
Geometry: Children build their visual thinking skills through explorations with shape and the spaces in their classrooms and neighborhoods.	
<ol style="list-style-type: none"> <li>1. Can make models, draw, name, and/or classify common shapes and verbally describe them in simple terms.</li> <li>2. Investigate and begin to predict the results of combining, subdividing, and changing shapes.</li> <li>3. Begin to recognize and appreciate geometric shapes in their environment.</li> <li>4. Begin to build an understanding of directionality, order, and positions of objects through the use of words (e.g., up, down, over, under, top, bottom, inside, outside, in front of, behind).</li> <li>5. Identify patterns in their environment.</li> <li>6. Recognize, describe, copy, extend and create simple patterns with real objects and through pictures.</li> </ol>	<b>MR 2 Spatial Awareness</b> 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. MR 2.5 Identifies and corrects the orientation of familiar objects and symbols. Explains the location of an object in relation to another object.  <b>MR 3 Shapes</b> MR 3.5 Identifies and describes basic and complex two- and three-dimensional shapes MR 3.6 Describes objects in the environment and their shapes.

<p>7. Investigate patterns and describe relationships.</p> <p>8. Recognize patterns in various formats (e.g., things that can be seen, heard, felt).</p>	<p><b>MR 5 Patterns</b></p> <p>MR 5.5 Creates and extends three- and four-step patterns and plays complex memory games.</p> <p>MR 5.6 Determines the missing piece of a pattern within a set sequence. Recognizes simple patterns in the environment.</p>
<b>Early Learning in Science</b>	
Early Learning in Science (S)	
<p><b>Observation and Inquiry:</b></p> <p>Children develop positive attitudes and gain knowledge about science through observation and active play.</p>	
<p>1. Demonstrate curiosity about and interest in their natural environment that leads them to confidently engage in activities related to science.</p> <p>2. Ask questions related to their own interest and observations.</p> <p>3. Talk about their own predictions, explanations and generalizations based on past and current experiences. <i>Early Learning in Science</i></p> <p>4. Expand their observational skills (e.g., extending the time they observe, being able to describe and confirm their observations by using a variety of resources).</p> <p>5. Begin to participate in simple investigations (e.g., asking questions manipulating materials; anticipating what might happen next; testing their observations to determine why things happen).</p>	<p><b>SCI 1 Investigation &amp; Inquiry</b></p> <p>SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.</p> <p>SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p> <p>SCI 1.6 Predicts multiple outcomes to a question or situation and explains personal reasoning. Gathers information or experiments to prove/disprove a hypothesis.</p>
<p><b>Living and Non-living Things:</b></p> <p>Children show a beginning awareness of scientific knowledge related to living and non-living things.</p>	
<p>1. Demonstrate a growing ability to collect, talk about, and record information about living and non-living things (e.g., through discussions, drawings).</p> <p>2. Begin to categorize living and non-living things in their environment based on characteristics they can observe (e.g., texture, color, size, shape, temperature, usefulness, weight).</p> <p>3. Use observation skills to build awareness of plants and animals, their life cycles (e.g., birth, aging, death) and basic needs (e.g., air, food, light, rest).</p> <p>4. Begin to describe relationships among familiar plants and animals (e.g.,</p>	<p><b>SCI 2 Natural &amp; Earth Science</b></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>caterpillars eat leaves).</p> <p>5. <i>Begin to describe the places in which familiar plants and animals in their neighborhood live (e.g., city, drainage ponds, parks, fields, forests).</i></p> <p>6. <i>Demonstrate greater knowledge and respect for their bodies (e.g., describe visible parts of the human body and their functions).</i></p> <p>7. <i>Observe, describe and compare the motions of common objects in terms of speed and direction (e.g., faster, slowest, up, down)</i></p>	<p>SCI 2.6 Describes how living things obtain what they need to survive. Groups living things by similar features. Explains that different places have disparate kinds of weather and climates.</p>
<p><b>Knowledge about the Earth:</b></p> <p>Children show a beginning awareness of scientific knowledge related to the earth.</p>	
<p>1. <i>Can talk about observable characteristics of different seasons.</i></p> <p>2. <i>Can talk about the observable properties of earth materials (sand, rocks, soil, water) and living organisms.</i></p> <p>3. <i>Can talk about major features of the earth's surface (streams, hills, beaches) when found in the children's neighborhood and neighborhoods that they visit.</i></p> <p>4. <i>Begin to describe weather and its changing conditions (e.g., wind, rain, snow, clouds).</i></p> <p>5. <i>Talk about ways to be safe during bad weather and in outdoor explorations.</i></p>	<p><b>SCI 2 Natural &amp; Earth Science</b></p> <p>SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.</p> <p>SCI 2.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. Identifies the climate and weather in the immediate environment.</p> <p>SCI 2.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life.</p>
<p><b>Early Learning in the Social Studies</b></p>	
<p>Early Learning in the Social Studies (SS)</p>	
<p><b>Relationship in Place:</b></p> <p>Children begin to understand and interpret their relationship and place within their own environment.</p>	
<p>1. <i>Explore the environment, experiment and play with natural materials, explore the texture, sound and smells of nature.</i></p> <p>2. <i>Extend information gained from books and stories or projects to learning in the outdoor setting in which they live and play.</i></p> <p>3. <i>Develop a sense of connectedness through the exploration of the natural environment and materials, caring for animals or plants.</i></p> <p>4. <i>Engage in conversations that reflect experiences in and observations of the environment.</i></p>	<p><b>SCI 2 Natural &amp; Earth Science</b></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><b>SS 3 Geography</b></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</p>

<p>5. <i>Demonstrate a developing sense of respect for nature and its components.</i></p> <p>6. <i>Use and understand words for location and direction.</i></p>	<p>on a map. Draws pictures of current location.</p>
<p><b>How People Are Influenced:</b></p> <p>Children begin to recognize that many different influences shape people's thinking and behavior.</p>	
<p>1. <i>Can talk about personal information (e.g., name; family members; and, by four, knowledge of personal traits, address, telephone number).</i></p> <p>2. <i>Begin to recognize themselves as unique individuals and become aware of the uniqueness of others.</i></p> <p>3. <i>Show an understanding of family and how families are alike and different.</i></p> <p>4. <i>Talk about ways members of a family can work together to help one another.</i></p> <p>5. <i>Begin to recognize that people celebrate events in a variety of ways.</i></p> <p>6. <i>Grow in understanding of and respect for differences among cultural groups, as well as their contributions to society.</i></p> <p>7. <i>Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable boundaries.</i></p> <p>8. <i>Participate in creating their own classroom celebrations</i></p>	<p><b>SS 1 Culture &amp; Community</b></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. 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 others to contribute to the community.</p>
<p><b>Understanding Time:</b></p> <p>Children show growth in their understanding of the concept of time and begin to realize that they are a part of a history, which includes people, places, events, and stories about the present and the past.</p>	
<p>1. <i>Use words to describe time (e.g., yesterday, today, tomorrow).</i></p> <p>2. <i>Can talk about recent and past events.</i></p> <p>3. <i>Show interest in nature and asks questions about what is seen and what has changed (e.g., temperature, trees, sunlight) over time.</i></p> <p>4. <i>Gather information and learn new concepts through experimentation and discovery, making connections what they already know.</i></p> <p>5. <i>Demonstrate an increasing sense of belonging and awareness of their roles as members of families, classrooms, and communities.</i></p> <p>6. <i>Contribute to their community (classroom, school, neighborhood) as age appropriate.</i></p>	<p><b>SS 4 History &amp; Sense of Time</b></p> <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>SS 4.6 Retells historical, fictional or past events or stories.</p> <p><b>SS 1 Culture &amp; Community</b></p> <p>SS 1.5 Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community.</p>
<p><b>Why We Have Rules and Laws:</b></p>	

Children begin to learn about the reasons for rules and laws, the importance of a democratic process, and the responsibilities of being a member of a classroom, a family, and a community.	
<ol style="list-style-type: none"> <li>1. Grow in their understanding of the need for rules and boundaries in their learning and social environment.</li> <li>2. Begin to understand consequences of following and breaking (disobeying) rules.</li> <li>3. Can identify people (e.g., parents, teachers, bus drivers, lunchroom helpers) who have authority in their home and early learning programs (e.g., who helps them make rules, who tells them when they are breaking a rule, who helps enforce rules).</li> <li>4. Show increasing respect for the rights of others.</li> </ol>	<b>SS 2 Civics &amp; Economics</b> SS 2.4 Follows familiar rules and helps make group decisions. SS 2.5 Applies familiar rules and suggests new rules in a variety of situations. SS 2.6 Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions.
Basic Ideas about Economics: Children increase their understanding about how basic economic concepts relate to their lives.	
<ol style="list-style-type: none"> <li>1. Can talk about some of the workers and services in their community.</li> <li>2. Can talk about some of the ways people earn a living.</li> <li>3. Begin to understand that people pay for things with a representation of money (e.g., currency, checks, debit cards, credit cards).</li> <li>4. Make simple choices about how to spend money.</li> </ol>	<b>SS 1 Culture and Community</b> SS 1.4 Describes community members and their roles  <b>SS 2 Civics &amp; Economics</b> SS 2.5 Explores the use of trade to receive objects or services. SS 2.6 Exchanges money, goods or services for other goods or services.
People and Their Environment: Children increase their understanding of the relationship between people and their environment and begin to recognize the importance of taking care of the resources in their environment.	
<ol style="list-style-type: none"> <li>1. Begin to identify what families need to thrive (e.g., food, shelter, clothing, love).</li> <li>2. Can participate in improving their environment (e.g., pick up litter, recycle, plant trees and flowers, conserve lights, water and paper).</li> <li>3. Engages in activities that promote a sense of contribution.</li> </ol>	<b>SS 1 Culture &amp; Community</b> SS 1.6 Explains the meaning and importance of traditions and customs of other people. Explains how individuals, families and cultures differ. Compares roles, rules and responsibilities of different groups.

<p>4. Responds and recognizes naturally occurring events that reinforce the ideas of change and the connections to care giving of living things.</p>	<p><b>SS 3 Geography</b> SS 3.6 Compares the geographic features of own community to another community.</p> <p><b>SS 2 Natural and Earth Science</b> SS 2.5 Recognizes that all living things have similar basic needs. SS 2.6 Describes how living things obtain what they need to survive. Groups living things by similar features. SS 2.8 Describes threats that living things must overcome to survive.</p>
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Technology Literacy- Early Learning in Technology	
Technology Literacy- Early Learning in Technology (TL)	
<p>Creativity and Innovation: Children use a variety of developmentally appropriate digital tools to learn and create</p>	
<p>1. Can describe and creatively use a variety of technological tools independently or with peer or adult help. 2. Understand that technology tools can be used throughout the day. 3. Understand that different technology tools have different uses, including communicating feelings and ideas.</p>	<p><b>SCI 4 Technology</b> SCI 4.4 Explores simple machines and interacts with simple electronic and screen toys. SCI 4.5 Experiments with simple technology to solve problems or accomplish tasks.</p>
<p>Communication and Collaboration: Children work together when using developmentally appropriate digital tools.</p>	
<p>1. Respond to other children's technology products vocally or within the technology tool. 2. Work with one or more other children to plan and create a product with a technology tool.</p>	<p><b>SED 4 Social Relationships</b> 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.</p>

	<p><b>SCI 4 Technology</b>  SCI 4.4 Explores simple machines and interacts with simple electronic and screen toys.  SCI 4.5 Experiments with simple technology to solve problems or accomplish tasks.</p> <p><b>CA 3 Visual Arts</b>  CA 3.6 Creates to represent an idea or object. Explains how it was made.</p>
<p><b>Research and Information Literacy:</b>  With adult support and supervision, children interact with developmentally appropriate Internet based resources. With adult support, children use developmentally appropriate digital resources to locate and use information relating to a topic under study.</p>	
<p>1. <i>Begin to be able to navigate developmentally appropriate websites.</i>  2. <i>Understand that the internet can be used to locate information as well as for entertainment.</i>  3. <i>Respond to information found on the internet in developmentally appropriate ways (e.g., tell what they learned, draw a picture, use the information to accomplish a task).</i></p>	<p><b>SCI 4 Technology</b>  SCI 4.5 Experiments with simple technology to solve problems or accomplish tasks.  SCI 4.6 Uses familiar tools and technology to produce a desired result or solve a specific problem.</p>
<p><b>Critical Thinking, Problem Solving, and Decision Making:</b>  Children can explain some ways that technology can be used to solve problems.</p>	
<p>1. <i>Talk, ask questions, solve problems and share ideas with peers and adults, when using computers and other technology tools.</i>  2. <i>When faced with a problem, suggest the use of technology tool to solve the problem (e.g., take a picture of a block creation to show parents, find out the size of a dinosaur).</i></p>	<p><b>MR 7 Logic &amp; Reasoning</b>  MR 7.4 Tries out many possible solutions to a problem.</p> <p><b>SCI 4 Technology</b>  SCI 4.5 Experiments with simple technology to solve problems or accomplish tasks.  SCI 4.6 Uses familiar tools and technology to produce a desired result or solve a specific problem.</p>
<p><b>Digital Citizenship:</b></p>	

Children begin to understand how technology can be used appropriately or inappropriately.	
<ol style="list-style-type: none"> <li>1. <i>Begin to state and follow rules for safe use of the computer and other technology tools.</i></li> <li>2. <i>Begin to understand how technology can be used inappropriately (e.g., using another's cell phone without permission, using the Internet without supervision).</i></li> <li>3. <i>Identify the Michigan Cyber Safety Initiative's three rules (Keep Safe, Keep Away, Keep Telling).</i></li> <li>4. <i>Identify personal information that should not be shared on the Internet or the phone (e.g., name, address, phone).</i></li> <li>5. <i>Know to use the computer only when an adult is supervising and to inform a trusted adult if anything on the Internet creates discomfort.</i></li> </ol>	<p><b>SCI 4 Technology</b> SCI 4.6 Uses familiar tools and technology to produce a desired result or solve a specific problem.</p> <p><b>SS 2 Civics &amp; Economics</b> SS 2.4 Follows familiar rules and helps make group decisions. SS 2.5 Applies familiar rules and suggests new rules in a variety of situations.</p>
Technology Operations and Concepts: Children begin to learn to use and talk about technology tools appropriately.	
<ol style="list-style-type: none"> <li>1. <i>Can follow simple directions to use common technology tools.</i></li> <li>2. <i>Recognize and name the major parts of a computer and other devices.</i></li> <li>3. <i>Understand the need for and demonstrate basic care for technology equipment.</i></li> <li>4. <i>Use adaptive devices to operate a software program as necessary.</i></li> </ol>	<p><b>SCI 4 Technology</b> SCI 4.5 Experiments with simple technology to solve problems or accomplish tasks. SCI 4.6 Uses familiar tools and technology to produce a desired result or solve a specific problem.</p>

<b>Dual Language Learning</b>	
Dual Language Learning (DLL)	
Receptive English Language Skills: Children demonstrate an increasing ability to comprehend or understand the English language at an appropriate developmental level.	<i>Below, we have mapped both the Language / Literacy skills within the core developmental continuum of skills as well as the specialized section within our Research Foundation that is specific to second language learners.</i>
<ol style="list-style-type: none"> <li>1. <i>Observe peers and adults with increasing attention to understand language and intent.</i></li> </ol>	<p><b>36 B Demonstrates comprehension of target language</b> 36 B Early Production: Responds to simple words and phrases in target</p>

<p>2. Respond with non-verbal actions and basic English words or phrases to communicate.</p> <p>3. Demonstrate increased understanding of simple words and phrases used in daily routines or content studies.</p> <p>4. Increase understanding of multiple meanings of words.</p> <p>5. Exhibit a growing vocabulary of basic and high-frequency words.</p> <p>6. Demonstrate a beginning of phonological awareness and phonics.</p>	<p>language, especially in combination with other cues.</p> <p>36 B Speech Emergence: Responds to simple stories and short discussions in target language.</p> <p>36 B Intermediate Fluency: Responds to stories, jokes and lengthy discussions in target language.</p> <p><b>LLD 1 Listening</b></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><b>LLD 3 Phonological Awareness</b></p> <p>LLD 3.3 Shows awareness of separate words in spoken language.</p>
<p><b>Expressive English Language Skills:</b></p> <p>Children demonstrate an increasing ability to speak or use English at an appropriate developmental level.</p>	
<p>1. Express basic needs using common words or phrases in English.</p> <p>2. Participate with peers and adults in simple exchanges in English.</p> <p>3. As age appropriate, attempt to use longer sentences or phrases in English.</p> <p>4. Continue to use and build home language as needed to build understanding of words and concepts in second language.</p>	<p><b>36 A.1 Participates using Target Language</b></p> <p>36 A.1 Early Production When prompted, uses gestures and words in target language to participate in group interactions.</p> <p>36 A.1 Speech Emergence Uses target language to actively participate, working around any language barriers.</p> <p>36 A.1 Intermediate Fluency Initiates interactions in target language, displaying adequate conversational proficiency with minimal language barriers.</p> <p><b>36 C Uses target language to communicate</b></p> <p>36 C Early Production Uses words and memorized phrases in target language to communicate.</p> <p>36 C Speech Emergence Formulates sentences by combining familiar words and phrases in target language. May make frequent errors.</p> <p>36 C Intermediate Fluency Uses increasingly complex linguistic structures in target language with minimal grammatical errors.</p>

	<p><b>LLD 2 Communication</b></p> <p>LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p>
Engagement in English Literacy Activities: Children demonstrate increased understanding and response to books, storytelling, and songs presented in English and increased participation in English literacy activities.	
<p>1. <i>Demonstrate increasing attention to stories and book reading.</i></p> <p>2. <i>Name or recall characters in stories.</i></p> <p>3. <i>Use both verbal and nonverbal methods to demonstrate understanding as early literacy skills also increase.</i></p> <p>4. <i>Begin to talk about books, stories, make predictions or take a guess about the book.</i></p>	<p><b>36 B Demonstrates comprehension of target language</b></p> <p>36 B Early Production: Responds to simple words and phrases in target language, especially in combination with other cues.</p> <p>36 B Speech Emergence: Responds to simple stories and short discussions in target language.</p> <p>36 B Intermediate Fluency: Responds to stories, jokes and lengthy discussions in target language.</p> <p><b>LLD 6 Reading Comprehension</b></p> <p>LLD 6.3 Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character.</p> <p>LLD 6.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Participates with others in the retelling of a story by pointing at pictures or role-playing with props.</p>
Engagement in Writing: Children demonstrate an increasing ability to write words or engage in early stages of writing in English.	
Alphabet	

<p>1. Engage in early drawing or emergent writing attempts. 2. Copy letters of the English alphabet as age appropriate.</p> <p><b>Words</b></p> <p>3. Write or copying important words (name, friends, and family). 4. Write name using a capital letter at the beginning. 5. Copy words or labels from integrated learning (math, science, arts) experiences. 6. Use drawing and emergent writing together</p>	<p><b>LLD 7 Writing</b></p> <p>LLD 7.4 Draws lines, circles or shapes and explains who or what they represent. LLD 7.5 Uses a combination of drawing, dictating and writing to express and record an event or idea.</p>
<p><b>Social Interaction:</b> Children interact with peers in play, classroom and social situations using English with increasing ability and comfort; use first language when appropriate and share home culture</p>	
<p>1. Demonstrate and also accept positive verbal and non-verbal interactions from peers.</p> <p><b>In English:</b></p> <p>2. Engage with the teacher and others in a positive manner. 3. Communicate emotions appropriately and beginning to label feelings. 4. Show both verbal and non-verbal attempts to participate with peers.</p> <p><b>In the First Language:</b></p> <p>5. Write, draw and talk about family and cultural traditions (songs, food, celebrations, etc.). 6. Demonstrate pride and recognition of first language. 7. Build skills in first language.</p>	<p><b>36 A.2 Demonstrates initiative with target Language</b></p> <p>36 A.2 Early Production Asks for repetition of target language to clarify understanding 36 A.2 Speech Emergence Seeks explanations for unknown words and phrases in target language 36 A.2 Intermediate Fluency Asks questions in target language to clarify meanings of idioms and complex interactions.</p> <p><b>36 A.1 Participates using Target Language</b></p> <p>36 A.1 Early Production When prompted, uses gestures and words in target language to participate in group interactions. 36 A.1 Speech Emergence Uses target language to actively participate, working around any language barriers. 36 A.1 Intermediate Fluency Initiates interactions in target language, displaying adequate conversational proficiency with minimal language barriers.</p> <p><b>SED 4 Social Relationships</b></p> <p>SED 4.4 Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad. SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p> <p><b>SS 1 Culture &amp; Community</b></p> <p>SS 1.5 Explains the meaning and importance of own traditions and customs.</p>

	Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community.
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### Young School-Age


**Social & Emotional Development**

Skill / Skill Code		Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
 <b>Physical Development</b>	<b>PD 1 Gross Motor</b>	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.
	<b>PD 2 Fine Motor</b>	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.
	<b>PD 3 Safety</b>	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.
	<b>PD 4 Personal Care</b>	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.
	<b>PD 5 Nutrition</b>	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.


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

Mathematics & Reasoning

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

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

 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.

Skill / Skill Code		Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
 Creative Arts	<b>CA 1 Music</b>	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.
	<b>CA 2 Dance &amp; Movement</b>	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.
	<b>CA 3 Visual Arts</b>	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.
	<b>CA 4 Drama</b>	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.