



*Alignment of the*  
**Experience Early Learning Skills**  
*with*  
**Louisiana Early Learning Standards**





## The Developmental Continuum of the Experience Early Learning Skills

This document details the alignment of the **Louisiana Early Learning Standards** 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.



Louisiana Early Learning Standards	Experience Early Learning Continuum
<b>APPROACHES TO LEARNING (AL)</b>	
<p><b>Initiative and Curiosity (AL 1)</b> Engage in play-based learning to explore, investigate and acquire knowledge about themselves and their world.</p>	
<p><b>Infants (birth-11 months)</b></p> <ul style="list-style-type: none"> <li>• Show interest in body parts (e.g., fingers, toes). (0.1)</li> <li>• Explore objects, materials, and/or people using all the senses (e.g., picking objects up and putting them in mouth, focusing attention on an object or someone doing something, etc.). (0.2)</li> <li>• Select a particular material, toy or place to explore on their own. (0.3)</li> <li>• Use simple behaviors to meet own needs (e.g., feed self with finger food). (0.4)</li> </ul>	<p><b>SED 1 Self-Awareness</b> Explores self and others by using senses.</p> <p><b>PD 5 Nutrition</b> Feeds self some finger foods.</p>
<p><b>Young toddlers (9-18 months)</b></p> <ul style="list-style-type: none"> <li>• Show curiosity and interest in actively exploring the environment. (1.1)</li> <li>• Express choices and preferences. (1.2)</li> <li>• Try to help with simple tasks and activities. (1.3)</li> </ul>	<p><b>SCI 1 Investigation &amp; Inquiry</b> Uses senses to explore environment.</p> <p><b>SED 1 Self-Awareness</b> Expresses likes and dislikes.</p> <p><b>SED 3 Attention &amp; Persistence</b> Participates in daily routines or familiar activities.</p>
<b>Older toddlers (16-36 months)</b>	<b>SED 3 Attention &amp; Persistence</b>

<ul style="list-style-type: none"> <li>• Show curiosity and interest in daily experiences and activities. (2.1)</li> <li>• Demonstrate a willingness to try new activities and experiences. (2.2)</li> <li>• Actively explore the environment. (2.3)</li> <li>• Demonstrate increasing interest and independence in completing simple tasks. (2.4)</li> <li>• Insistent about preferences and may say “no” to adult. (2.5)</li> </ul>	<p>Participates in daily routines or familiar activities. Focuses on an engaging activity for a short period of time independently or with an adult.</p> <p><b>SCI 1 Investigation &amp; Inquiry</b> Uses senses to explore environment.</p> <p><b>SED 1 Self-Awareness</b> Expresses likes and dislikes.</p>
<p><b>Three-year-olds (36-48 months)</b></p> <ul style="list-style-type: none"> <li>• Demonstrate eagerness to learn through play and exploring the environment. (3.1)</li> <li>• Complete a range of simple tasks on their own. (3.2)</li> </ul>	<p><b>SED 3 Attention &amp; Persistence</b> Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.</p>
<p><b>Four-year-olds (48-60 months)</b></p> <ul style="list-style-type: none"> <li>• Show curiosity, interest and a willingness to learn new things and try new experiences. (4.1)</li> <li>• Choose a multi-step task and complete it on their own. (4.2)</li> </ul>	<p><b>SED 3 Attention &amp; Persistence</b> Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar task.</p>
<p><b>Attention, Engagement, and Persistence (AL 2)</b> Demonstrate attention, engagement, and persistence in learning.</p>	
<p><b>Infants (birth-11 months)</b></p> <ul style="list-style-type: none"> <li>• Focus attention on people around him/her. (0.1)</li> <li>• Attend briefly to different people, sights and sounds in the environment. (0.2)</li> <li>• Try to make things happen. (0.3)</li> </ul>	<p><b>SED 3 Attention &amp; Persistence</b> Maintains attention on people, things and projects. Shifts attention from one person or thing to another.</p> <p><b>PD 2 Fine Motor</b> Uses arms or legs to make contact with an object.</p>

<p><b>Young toddlers (9-18 months)</b></p> <ul style="list-style-type: none"> <li>• Interact with people, objects or activities for short periods of time. (1.1)</li> <li>• Show interest in activities, people and the environment for a short period of time. (1.2)</li> <li>• Show pleasure in completing simple tasks. (1.3)</li> </ul>	<p><b>SED 3 Attention &amp; Persistence</b> Attends to what others are looking at or pointing to.</p> <p><b>SCI 1 Investigation &amp; Inquiry</b> Share discoveries with others.</p>
<p><b>Older toddlers (16-36 months)</b></p> <ul style="list-style-type: none"> <li>• Actively engage with people, objects, or activities in the environment for longer length of time. (2.1)</li> <li>• Maintain attention to complete a short, simple task with adult support. (2.2)</li> <li>• Complete self-chosen activity and repeats the activity many times to gain mastery. (2.3)</li> </ul>	<p><b>SED 3 Attention &amp; Persistence</b> Practices or repeats an activity many times until successful. Sustains focus for at least five minutes, persisting even if there are problems or distractions.</p>
<p><b>Three-year-olds (36-48 months)</b></p> <ul style="list-style-type: none"> <li>• Maintain focus on objects and activities of interest while other activities are going on in the environment. (3.1)</li> <li>• Maintain focus on a complex activity with adult support. (3.2)</li> <li>• With prompting and support, develop a simple plan for and work towards completion of short tasks, and activities. (3.3)</li> </ul>	<p><b>SED 3 Attention &amp; Persistence</b> Initiates an activity and seeks help to complete it. Sustains focus for at least five minutes, persisting even if there are problems or distractions.</p>
<p><b>Four-year-olds (48-60 months)</b></p> <ul style="list-style-type: none"> <li>• Stay engaged with others, objects, and activities despite interruptions or disruption. (4.1)</li> <li>• Maintain attention in child-initiated and adult-directed activities despite distractions and interruptions. (4.2)</li> <li>• Plan and complete tasks and activities. (4.3)</li> </ul>	<p><b>SED 3 Attention &amp; Persistence</b> Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful. Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.</p>
<p><b>Reasoning, Problem-Solving, and Creative Thinking (AL 3)</b> Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.</p>	

<p><b>Infants (birth-11 months)</b></p> <ul style="list-style-type: none"> <li>• Notice the effect of own actions when playing with a variety of objects and/ or interacting with others. (0.1)</li> <li>• Interact with a toy or object in more than one way. (0.2)</li> <li>• Use simple actions to solve problems (e.g., scooting to reach favorite toy). (0.3)</li> <li>• Play with a variety of objects and notice similar and different outcomes. (0.4)</li> <li>• Look to adult for assistance (e.g., may vocalize to get adult's attention). (0.5)</li> </ul>	<p><b>MR 7 Logic &amp; Reasoning</b> Reacts to a problem and seeks a desired outcome. Experiments with cause and effect. Recognizes a problem and asks for help.</p> <p><b>SCI 3 Physical Science</b> Kicks feet or shakes arms to make other objects move.</p> <p><b>SS Geography</b> Navigates within a familiar environment.</p> <p><b>PD 2 Fine Motor</b> Uses arms or legs to make contact with an object.</p>
<p><b>Young toddlers (9-18 months)</b></p> <ul style="list-style-type: none"> <li>• Repeat behaviors to produce interesting effects, such as shaking a stuffed animal to listen to the sound that it makes. (1.1)</li> <li>• Observe others' actions with objects and materials to learn strategies for interaction. (1.2)</li> <li>• Solve familiar problems or tasks. (1.3)</li> <li>• Use trial and error to solve a new problem or unfamiliar task. (1.4)</li> <li>• Use gestures and simple language when help is needed. (1.5)</li> </ul>	<p><b>MR 7 Logic &amp; Reasoning</b> Experiments with cause and effect. Recognizes a problem and asks for help.</p> <p><b>SED 3 Attention &amp; Persistence</b> Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to. Asks for help as needed.</p>
<p><b>Older toddlers (16-36 months)</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of cause and effect (e.g., purposefully try to make things happen). (2.1)</li> <li>• Repeat behaviors to produce desired effect. (2.2)</li> <li>• Observe and imitate others' when trying to carry out new tasks or actions. (2.3)</li> <li>• Apply new action or strategy to solve problem. (2.4)</li> <li>• Use trial and error to solve more complex tasks or problems. (2.5)</li> <li>• Ask others for help if needed. (2.6)</li> </ul>	<p><b>SED 3 Attention &amp; Persistence</b> Attends to what others are looking at or pointing to. Asks for help as needed. Practices or repeats an activity many times until successful.</p> <p><b>SCI 3 Physical Science</b> Explores motion by moving, rolling, blowing on or dropping a toy.</p>

<ul style="list-style-type: none"> <li>• Use language when asking for help from adults or peers. (2.7)</li> </ul>	
<p><b>Three-year-olds (36-48 months)</b></p> <ul style="list-style-type: none"> <li>• Experiment to see if the same actions have similar effects on different objects. (3.1)</li> <li>• Remember and apply previously learned information to a familiar object, task or situation. (3.2)</li> <li>• Use a variety of strategies to solve a problem when the first try is unsuccessful. (3.3)</li> <li>• Ask adults for help on tasks, if needed. (3.4)</li> </ul>	<p><b>SCI 3 Physical Science</b> Explores motion by moving, rolling, blowing on or dropping a toy.</p> <p><b>MR 7 Logic &amp; Reasoning</b> Experiments with cause and effect. Recognizes a problem and asks for help. Tries out many possible solutions to a problem.</p>
<p><b>Four-year-olds (48-60 months)</b></p> <ul style="list-style-type: none"> <li>• Identify and understand cause and effect relationships. (4.1)</li> <li>• Apply prior knowledge and experiences to learn new skills during play. (4.2)</li> <li>• Use a variety of strategies to investigate possible solutions, to accomplish a task, or to solve a problem. (4.3)</li> <li>• Make specific request for help from both peers and adults as needed. (4.4)</li> </ul>	<p><b>MR 7 Logic &amp; Reasoning</b> 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.</p> <p><b>SCI 3 Physical Science</b> Explores motion by moving, rolling, blowing on or dropping a toy.</p>

<p><b>Reasoning, Problem-Solving, and Creative Thinking (AL 4)</b> Demonstrate creative thinking when using materials, solving problems, and/or learning new information.</p>	
<p><b>Infants (birth-11 months)</b></p> <ul style="list-style-type: none"> <li>• Try a new action with a familiar object when interacting with others. (0.1)</li> <li>• Manipulate objects in order to explore them. (0.2)</li> </ul>	<p><b>MR 7 Logic &amp; Reasoning</b> Reacts to a problem and seeks a desired outcome. Experiments with cause and effect.</p> <p><b>SCI 4 Technology</b> Explores simple tools such as toys and spoons.</p>

<p><b>Young toddlers (9-18 months)</b></p> <ul style="list-style-type: none"> <li>• Use familiar objects in new and unexpected ways. (1.1)</li> <li>• Ask questions to obtain adult response. (1.2)</li> </ul>	<p><b>SCI 4 Technology</b> Explores simple tools such as toys and spoons.</p> <p><b>SCI 1 Investigation &amp; Inquiry</b> Asks one- or two-word questions.</p>
<p><b>Older toddlers (16-36 months)</b></p> <ul style="list-style-type: none"> <li>• Use objects, art materials and toys in new and unexpected ways. (2.1)</li> <li>• Ask what, how, and why questions to seek information. (2.2)</li> </ul>	<p><b>SCI 1 Investigation &amp; Inquiry</b> Asks one- or two-word questions. Investigates an object or group of objects in multiple ways.</p>
<p><b>Three-year-olds (36-48 months)</b></p> <ul style="list-style-type: none"> <li>• Express unique ideas in both language and use of objects in a variety of situations. (3.1)</li> <li>• Ask more complex questions for clarification and to seek meaningful information. (3.2)</li> </ul>	<p><b>SCI 1 Investigation &amp; Inquiry</b> Observes and describes changes that occur to familiar objects and people. Asks questions or shows curiosity about scientific phenomenon.</p>
<p><b>Four-year-olds (48-60 months)</b></p> <ul style="list-style-type: none"> <li>• Express unique ideas and approach tasks and experiences with flexibility, imagination and inventiveness. (4.1)</li> <li>• Gather information and ask complex questions in order to understand a new or familiar concept. (4.2)</li> </ul>	<p><b>SCI 1 Investigation &amp; Inquiry</b> Asks questions or shows curiosity. Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways.</p>
<p><b>COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (CC)</b></p>	
<p><b>Creative Thinking and Expression (CC 1)</b> Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom.</p>	
<p><b>Infants (birth-11 months)</b></p> <ul style="list-style-type: none"> <li>• Show interest and respond to different voices and sounds. (0.1)</li> </ul>	<p><b>CA 1 Music</b> Responds to sounds. Makes sounds to communicate feelings.</p>

<ul style="list-style-type: none"> <li>• Listen and respond to music by moving their bodies. (0.2)</li> </ul>	
<p><b>Young toddlers (9-18 months)</b></p> <ul style="list-style-type: none"> <li>• Imitate sounds and movements to favorite songs or music. (1.1)</li> <li>• Make sounds using musical toys and other objects (e.g. push toys, toys that make sounds or music, wooden blocks, etc.). (1.2)</li> <li>• Move their bodies in simple ways (e.g., sway, clap hands) and use objects to produce sounds and/or music. (1.3)</li> </ul>	<p><b>CA 1 Music</b> Claps to beat (not always consistently). Explores shaking, pounding and tapping various instruments.</p> <p><b>2 Dance &amp; Movement</b> Sways or bounces to music.</p> <p><b>CA 4 Drama</b> Imitates simple movements and facial expressions. Responds to props or puppets.</p>
<p><b>Older toddlers (16-36 months)</b></p> <ul style="list-style-type: none"> <li>• Move and dance to favorite songs and music. (2.1)</li> <li>• Participate in familiar songs and finger plays. (2.2)</li> <li>• Use sounds/words or their bodies (clapping), instruments and other objects to imitate the beat and/ or rhythm from music with help from adults. (2.3)</li> <li>• Respond to changes in tone and melody. (2.4)</li> <li>• Move their bodies creatively. (2.5)</li> <li>• Use objects and/or their voice to produce sounds and/or music that is unique or creative. (2.6)</li> </ul>	<p><b>CA 1 Music</b> Responds to changes in sound, rhythm, volume or melody. Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction. Uses voice, common objects or instruments to create music.</p> <p><b>CA 2 Dance &amp; Movement</b> Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm. Moves to the beat.</p>
<p><b>Three-year-olds (36-48 months)</b></p> <ul style="list-style-type: none"> <li>• Listen and respond to different types of music (jazz, classical, country lullaby, etc.) through movement. (3.1)</li> <li>• Participate in songs and finger plays. (3.2)</li> <li>• Use instruments, sounds/words, and/or their bodies to imitate or produce their own beat and/or rhythm. (3.3)</li> <li>• Identify changes in tempo when listening to music. (3.4)</li> <li>• Replicate changes in tempo. (3.5)</li> <li>• Use instruments, props, and body to respond creatively to music. (3.6)</li> </ul>	<p><b>CA 1 Music</b> Expresses likes and dislikes of familiar songs. Uses voice, common objects or instruments to create music.</p> <p><b>CA 2 Dance &amp; Movement</b> 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><b>Four-year-olds (48-60 months)</b></p> <ul style="list-style-type: none"> <li>• Express thoughts and feelings through movement and musical activities. (4.1)</li> <li>• Participate in different types of music activities, including songs, finger plays, and playing instruments. (4.2)</li> <li>• Use instruments, other objects and/or their bodies to imitate and produce more complex beat and rhythm patterns. (4.3)</li> <li>• Describe changes in tone, melody, rhythm, and tempo. (4.4)</li> <li>• Use instruments, props, and body creatively to express self through music and movement. (4.5)</li> </ul>	<p><b>CA 1 Music</b> Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Uses voice or instruments to express feelings or to mimic sound effects.</p> <p><b>CA 2 Dance &amp; Movement</b> 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><b>Creative Thinking and Expression (CC 2)</b> Develop an appreciation for visual arts from different cultures and create various forms of visual arts.</p>	
<p><b>Infants (birth-11 months)</b></p> <ul style="list-style-type: none"> <li>• Respond to or show interest in visual stimuli (e.g., mobiles, stuffed animals, prints, art work, etc.). (0.1)</li> </ul>	<p><b>CA 3 Visual Arts</b> Explores materials using gross motor movements and senses. Expresses emotions while exploring materials.</p>
<p><b>Young toddlers (9-18 months)</b></p> <ul style="list-style-type: none"> <li>• Show interest in visual stimuli such as wall hangings, paintings, pictures, or photographs. (1.1)</li> <li>• Explore art materials (e.g., mouthing, banging, grasp crayon in hand, make marks on paper, etc.). (1.2)</li> </ul>	<p><b>CA 3 Visual Arts</b> Uses hands and feet to explore a variety of media. Scribbles, colors or paints intentionally on paper.</p>
<p><b>Older toddlers (16-36 months)</b></p> <ul style="list-style-type: none"> <li>• Choose to participate in various forms of art activities. (2.1)</li> <li>• Select materials and make decisions about how to create their own art (that may represent their own culture). (2.2)</li> <li>• Use a variety of tools and materials to create art. (2.3)</li> </ul>	<p><b>CA 3 Visual Arts</b> Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.</p>

<p><b>Three-year-olds (36-48 months)</b></p> <ul style="list-style-type: none"> <li>• With prompting and support, describe what they like and do not like about various forms of art. (3.1)</li> <li>• Describe general features (color, size, objects included) of a piece of art work. (3.2)</li> <li>• Create artistic works with different types of art materials, tools and techniques through individual and group art activities. (3.3)</li> </ul>	<p><b>CA 3 Visual Arts</b></p> <p>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>Four-year-olds (48-60 months)</b></p> <ul style="list-style-type: none"> <li>• Observe and/or describe what they like and do not like about various forms of art and how it makes them feel. (4.1)</li> <li>• Describe specific elements of a piece of art (e.g., texture, use of colors, line, perspective, position of objects included). (4.2)</li> <li>• Create artistic works that reflect thoughts, feelings, experiences, or knowledge using different materials, tools and techniques. (4.3)</li> </ul>	<p><b>SED 1 Self-Awareness</b></p> <p>Expresses likes and dislikes.</p> <p><b>SED 2 Self-Regulation</b></p> <p>Recognizes personal feelings.</p> <p><b>CA 3 Visual Arts</b></p> <p>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.</p>
<p><b>Creative Thinking and Expression (CC 3)</b></p> <p>Explore roles and experiences through dramatic art and play.</p>	
<p><b>Infants (birth-11 months)</b></p> <ul style="list-style-type: none"> <li>• Observe and imitate the actions of others (e.g., imitates mother's facial expression, holds a baby doll while mother holds a baby). (0.1)</li> <li>• Explore toys and other objects. (0.2)</li> <li>• Use everyday items (e.g., pots and pans, wooden spoons, cups) in their play. (0.3)</li> </ul>	<p><b>CA 4 Drama</b></p> <p>Imitates simple movements and facial expressions. Responds to props or puppets.</p>

<p><b>Young toddlers (9-18 months)</b></p> <ul style="list-style-type: none"> <li>• Use one object to represent another object. (1.1)</li> <li>• Imitate voice inflections and facial expressions from a character in a story. (1.2)</li> <li>• Imitate more than one action seen previously (e.g., picks up phone and paces while jabbering). (1.3)</li> </ul>	<p><b>CA 4 Drama</b></p> <p>Mimics observed behaviors and words. Mimics the use of familiar objects.</p>
<p><b>Older toddlers (16-36 months)</b></p> <ul style="list-style-type: none"> <li>• Observe and/or engage in short dramatic performances with adult support. (2.1)</li> <li>• Pretend to be a character in a story by imitating and repeating voice inflections and facial expressions. (2.2)</li> <li>• Engage in brief episodes of make-believe play that involves sequenced steps, assigned roles, and/or an overall plan for the play. (2.3)</li> <li>• Use one object to represent another object. (2.4)</li> </ul>	<p><b>CA 4 Drama</b></p> <p>Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p>
<p><b>Three-year-olds (36-48 months)</b></p> <ul style="list-style-type: none"> <li>• Observe and/or engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, theater). (3.1)</li> <li>• With prompting and support, role play or use puppets to act out stories. (3.2)</li> <li>• Recreate real-life experiences (that may reflect their home culture or language) through pretend play. (3.3)</li> <li>• Use one object to represent another object. (3.4)</li> </ul>	<p><b>CA 4 Drama</b></p> <p>Plays a role in group dramatic play.</p> <p>Uses an object as a replacement for a realistic prop or real object.</p>
<p><b>Four-year-olds (48-60 months)</b></p> <ul style="list-style-type: none"> <li>• Experience, respond to, and engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, pantomime, theater). (4.1)</li> <li>• Role play or use puppets to act out stories or play a character. (4.2)</li> </ul>	<p><b>CA 4 Drama</b></p> <p>Assigns roles and plays out unscripted scenes in dramatic play.</p> <p>Uses a combination of real and imaginary props or characters to play out a scene.</p>

<ul style="list-style-type: none"> <li>• Represent fantasy and real-life experiences through pretend play. (4.3)</li> <li>• Use objects to represent other objects. (4.4)</li> </ul>	
<p><b>COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (CM)</b></p>	
<p><b>Mathematics (CM 1)</b> Understand numbers, ways of representing numbers, and relationships between number and quantities.</p>	
<p><b>Infants (birth-11 months)</b></p> <ul style="list-style-type: none"> <li>• Attend to an adult counting. (0.1)</li> <li>• Respond to adult question of whether or not they want more. (0.2)</li> </ul>	<p><b>MR 1 Number Sense</b> Hears numbers in everyday context. Hears rote counting. Demonstrates an understanding of one, two and more.</p>
<p><b>Young toddlers (9-18 months)</b></p> <ul style="list-style-type: none"> <li>• Participate in simple counting activities. (1.1)</li> <li>• Understand the concepts of “more” and “all.” (1.2)</li> </ul>	<p><b>MR 1 Number Sense</b> Repeats number words when heard. Demonstrates an understanding of one, two and more.</p>
<p><b>Older toddlers (16-36 months)</b></p> <ul style="list-style-type: none"> <li>• Recite the number list to count to 6. (2.1)</li> <li>• With prompting and support, count up to 3 and then backwards from 3. (2.2)</li> <li>• Tell “how many” after counting a set of three or fewer items (e.g., fingers, blocks, crayons). (2.3)</li> <li>• Understand the concepts of “one” and “two” (e.g., parent says, “take just one cookie”). (2.4)</li> <li>• With prompting and support, counts one to three objects using one-to-one correspondence when doing simple routines. (2.5)</li> <li>• Identify one or two written numerals when named. (2.6)</li> <li>• Can match one or two written numerals with the correct</li> </ul>	<p><b>MR 1 Number Sense</b> 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.</p>

<p>amount of objects. (2.7)</p> <ul style="list-style-type: none"> <li>• Understand the concepts of “more,” “all” or “none”. (2.8)</li> <li>• Visually compare two sets of objects and identify which set has more. (2.9)</li> </ul>	
<p><b>Three-year-olds (36-48 months)</b></p> <ul style="list-style-type: none"> <li>• Verbally counts by ones to 10. (3.1)</li> <li>• With prompting and support, count up to 5 and then backwards from 5. (3.2)</li> <li>• Tell “how many” after counting a set of five or fewer items (e.g., fingers, blocks, crayons). (3.3)</li> <li>• Counts one to five objects (actual objects or pictures of objects) with one-to-one correspondence or when doing simple routines. (3.4)</li> <li>• Identify some written numerals but not in sequence. (3.5)</li> <li>• With prompting and support, match four or five numerals with the correct number of objects. (3.6)</li> <li>• Count two sets of objects and identify which set has more/less/fewer. (3.7)</li> <li>• Identify an object or person as first. (3.8)</li> </ul>	<p><b>MR 1 Number Sense</b></p> <p>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. Solves addition and subtraction problems within ten.</p>
<p><b>Four-year-olds (48-60 months)</b></p> <ul style="list-style-type: none"> <li>• Verbally count by ones to 20. (4.1)</li> <li>• Count forward from a given number between 1 and 10, and count backward from 5. (4.2)</li> <li>• Understand that the last number named tells the number of objects counted for a set of 10 or fewer objects. (4.3)</li> <li>• Count out a specified number of objects from a set of 10 or fewer objects when asked. (4.4)</li> <li>• Identify written numerals 0-10 in the everyday environment. (4.5)</li> <li>• With prompting and support, match a number of objects with the correct written numeral from 0 – 10. (4.6)</li> <li>• Compare sets of objects using same/different and</li> </ul>	<p><b>MR 1 Number Sense</b></p> <p>Counts up to 20 objects. Counts forward from a given number. Uses manipulatives to group and count units.</p>

<p>more/less/fewer. (4.7)</p> <ul style="list-style-type: none"> <li>• Identify an object's or person's position as first or last. (4.8)</li> </ul>	
<p><b>Mathematics (CM 2)</b> Understand basic patterns, concepts, and operations.</p>	
<p><b>Infants (birth-11 months)</b></p> <ul style="list-style-type: none"> <li>• Show interest in simple patterns that can be seen in the everyday environment (e.g., carpet squares of repeating colors, blocks arranged in a pattern by their shape). (0.1)</li> </ul>	<p><b>MR 5 Patterns</b> Plays predictable activities with caregivers such as pat-a-cake and peekaboo.</p>
<p><b>Young toddlers (9-18 months)</b></p> <ul style="list-style-type: none"> <li>• Show interest in simple patterns that can be seen in the everyday environment (e.g., carpet squares of repeating colors, blocks arranged in a pattern by their shape). (1.1)</li> <li>• Imitate simple movement patterns. (1.2)</li> <li>• Participate in comparing objects/toys by one observable/physical attribute (e.g., color, size, shape). (1.3)</li> <li>• Match/group a small number of objects together based on one observable/physical attribute (e.g., color, size, shape). (1.4)</li> <li>• Participate in activities that combine and separate groups/sets of objects. (1.5)</li> </ul>	<p><b>MR 5 Patterns</b> Attempts to mimic vocal and physical patterns. 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.</p>
<p><b>Older toddlers (16-36 months)</b></p> <ul style="list-style-type: none"> <li>• Show interest in patterns that can be seen in the everyday environment (e.g., stringing beads, colored carpet squares, blocks of different shapes). (2.1)</li> <li>• Copy simple movement or rhythmic patterns. (2.2)</li> <li>• Group/sort 3 to 4 objects by one feature into two or more groups based on observable/physical characteristics (e.g., group toy animals into piles of bears, cats and dogs) with little assistance. (2.3)</li> </ul>	<p><b>MR 5 Patterns</b> After sorting objects by one feature, sorts again by a different feature.</p> <p><b>MR 1 Number Sense</b> Removes objects from the group as prompted and recounts.</p>

<ul style="list-style-type: none"> <li>• Participate in activities that combine and separate groups/sets of objects. (2.4)</li> <li>• Participate in songs, finger plays and stories that illustrate combining and taking away objects/items (e.g., Five Little Pumpkins, Anno’s Magic Seeds, One More Bunny). (2.5)</li> <li>• Participate in simple story problems created with objects and/or manipulatives. (2.6)</li> </ul>	
<p><b>Three-year-olds (36-48 months)</b></p> <ul style="list-style-type: none"> <li>• Copy a simple repeating pattern (e.g., stringing beads, placing blocks in a row, clapping a rhythm). (3.1)</li> <li>• Sort and classify five or more objects by one feature into two or more groups based on observable/ physical characteristics (e.g., group toy animals into piles of bears, cats, and dogs) and explain or label each group. (3.2)</li> <li>• Use objects to demonstrate adding and subtracting of one or two objects to a group of objects that total 3 or fewer. (3.3)</li> <li>• Participate in songs, finger plays and stories that illustrate combining and taking away objects/ items (e.g., Five Little Pumpkins, Anno’s Magic Seeds, One More Bunny). (3.4)</li> <li>• Act out story problems, physically or with objects, to solve whole number problems with sums less than or equal to 3. (3.5)</li> </ul>	<p><b>MR 5 Patterns</b> Copies patterns with two steps, such as red-blue, red-blue.</p> <p><b>MR 6 Classification</b> Sort objects by one feature, such as size or color. Groups objects by common characteristics.</p> <p><b>MR 1 Number Sense</b> Removes objects from the group as prompted and recounts.</p>
<p><b>Four-year-olds (48-60 months)</b></p> <ul style="list-style-type: none"> <li>• Recognize, copy, and extend patterns. (4.1)</li> <li>• Sort objects by more than one attribute (e.g., red circles or blue triangles) and explain the criteria used to sort objects. (4.2)</li> <li>• Use concrete objects to demonstrate simple addition and subtraction problems that total 6 or fewer. (4.3)</li> <li>• Model and act out story problems, physically or with objects, to solve whole number problems with sums less than or equal to 6. (4.4)</li> </ul>	<p><b>MR 5 Patterns</b> Creates and extends two-step patterns.</p> <p><b>MR 6 Classification</b> After sorting objects by one feature, sorts again by a different feature.</p>
<p><b>Mathematics (CM 3)</b></p>	

<p>Understand attributes and relative properties of objects as related to size, capacity, and area.</p>	
<p><b>Infants (birth-11 months)</b></p> <ul style="list-style-type: none"> <li>• Play with toys and other objects of different sizes and weights. (0.1)</li> </ul>	<p><b>MR 4 Measurement</b> Explores size and weight of objects in relation to self.</p>
<p><b>Young toddlers (9-18 months)</b></p> <ul style="list-style-type: none"> <li>• With adult support, notice differences in the size of objects. (1.1)</li> <li>• Participate in activities that compare the size and weight of objects. (1.2)</li> </ul>	<p><b>MR 4 Measurement</b> Determines which object is bigger (heavier, longer) when given two objects.</p>
<p><b>Older toddlers (16-36 months)</b></p> <ul style="list-style-type: none"> <li>• Compare the size or weight of two objects and identify which one is longer/ taller/ heavier than the other. (2.1)</li> <li>• Manipulate, handle, and use a variety of measurement tools in play. (2.2)</li> <li>• Participate in measurement activities using standard measurement tools (e.g., measure the length of their body, weigh objects, or measure ingredients during a cooking activity). (2.3)</li> </ul>	<p><b>MR 4 Measurement</b> Determines which object is bigger (heavier, longer) when given two objects. Uses nonstandard measurement tools to estimate approximate size or volume.</p>
<p><b>Three-year-olds (36-48 months)</b></p> <ul style="list-style-type: none"> <li>• Describe some measurable attributes (length and weight) of objects and materials (e.g. big/little, long/short, heavy/ not heavy). (3.1)</li> <li>• Compare the size or weight of more than two objects and describe which one is longer/taller/shorter/ heavier/lighter. (3.2)</li> <li>• Identify/name simple measurement tools (e.g., ruler, measuring cup, and scale). (3.3)</li> <li>• Participate in measurement activities using standard measurement tools (e.g., measure the length of their body,</li> </ul>	<p><b>MR 4 Measurement</b> Determines which object is bigger (heavier, longer) when given two objects. Uses nonstandard measurement tools to estimate approximate size or volume.</p>

<p>weigh an apple, or measure one cup of flour during a cooking activity). (3.4)</p>	
<p><b>Four-year-olds (48-60 months)</b></p> <ul style="list-style-type: none"> <li>• Describe measurable attributes (length and weight) of objects and materials, using comparative words. (4.1)</li> <li>• Put up to six objects in order by length (seriate). (4.2)</li> <li>• Identify/name simple measurement tools and describe what they are used for (e.g., ruler measures length, scale measures weight). (4.3)</li> <li>• Participate in measurement activities using standard measurement tools to measure the length and weight of objects and materials (ruler, scale, measuring cup). (4.4)</li> </ul>	<p><b>MR 4 Measurement</b>          Uses nonstandard measurement tools to estimate approximate size or volume. Estimates (not always logically) size and volume. Measures and describes findings.</p>
<p><b>Mathematics (CM 4)</b>          Understand shapes, their properties, and how objects are related to one another in space.</p>	
<p><b>Infants (birth-11 months)</b></p> <ul style="list-style-type: none"> <li>• Explore various shapes. (0.1)</li> <li>• Move their body in space and observe people and objects as they move through space. (0.2)</li> </ul>	<p><b>MR 2 Spatial Awareness</b>          Plays with objects and toys that are a variety of shapes. Participates as caregiver raises arms or legs and says up/down. Tries to put one object inside another.</p>
<p><b>Young toddlers (9-18 months)</b></p> <ul style="list-style-type: none"> <li>• Explore the ways shapes and objects fit together (e.g., if a piece comes off a toy, put it back on; solve one- or two-piece puzzles). (1.1)</li> <li>• Move their body to follow simple directions related to position in space (e.g., on, under, up, down). (1.2)</li> </ul>	<p><b>MR 2 Spatial Awareness</b>          Purposely turns or spins objects. Follows simple positional directions such as on/off, over/under and up/down. Puts together three pieces to create a whole object.</p>
<p><b>Older toddlers (16-36 months)</b></p> <ul style="list-style-type: none"> <li>• Recognize at least two basic shapes. (2.1)</li> <li>• Point to a shape that has a specific attribute (e.g., round,</li> </ul>	<p><b>MR 2 Spatial Awareness</b>          Finds or places objects next to, between, in front of or behind self. Puts together three pieces to create a whole object.</p>

<p>straight sides). (2.2)</p> <ul style="list-style-type: none"> <li>• Solve simple puzzles that require two pieces to fit together. (2.3)</li> <li>• Participate in creating simple shapes using objects or other materials. (2.4)</li> <li>• Move their body and move objects to follow simple directions related to position (e.g., in, on, under, over, up and down) and proximity (e. g., beside, between). (2.5)</li> </ul>	<p><b>MR 3 Shapes</b> Identifies a few basic shapes.</p>
<p><b>Three-year-olds (36-48 months)</b></p> <ul style="list-style-type: none"> <li>• Recognize basic shapes in the environment in two- and three-dimension forms. (3.1)</li> <li>• With prompting and support, name the attributes of two shapes. (3.2)</li> <li>• Create simple shapes using objects or other materials. (3.3)</li> <li>• Create representations of everyday objects by combining basic shapes (e.g., pictures, tangrams, or block structures to represent a house). (3.4)</li> <li>• With prompting and support, combine (compose) or take apart (decompose) shapes to make other shape(s) (e.g., put two triangles together to make a square, take two halves of a rectangle apart and recognize that pieces are two other shapes). (3.5)</li> <li>• Identify positions of objects, self and other people in space (e.g., in/on, over/under, up/down, and inside/outside. (3.6)</li> </ul>	<p><b>MR 2 Spatial Awareness</b> Identifies and corrects the orientation of familiar objects and symbols. Explains the location of an object in relation to another object. Explains the location of an object in relation to another object. Creates complex shapes by putting together or taking apart other shapes.</p> <p><b>MR 3 Shapes</b> Identifies a few basic shapes.</p>
<p><b>Four-year-olds (48-60 months)</b></p> <ul style="list-style-type: none"> <li>• Identify and name at least the four basic shapes (rectangles, squares, circles, and triangles) when presented using different sizes and in different orientations. (4.1)</li> <li>• Describe and name attributes of four basic shapes (e.g., a square has four equal sides, a circle is round). (4.2)</li> </ul>	<p><b>MR 2 Spatial Awareness</b> Identifies four to six basic geometric shapes. Describes basic and complex two- and three-dimensional shapes using own words. Identifies and corrects the orientation of familiar objects and symbols. Explains the location of an object in relation to another object.</p>

<ul style="list-style-type: none"> <li>• Copy or replicate one- or two-dimensional shapes using a variety of materials. (4.3)</li> <li>• Combine (compose) or take apart (decompose) shapes to make other shape(s) (e.g., put two triangles together to make a square, take two halves of a rectangle apart and recognize that pieces are two other shapes). (4.4)</li> <li>• Use and understand positions of objects, self and other people in space, including in/on, over/under, up/down, inside/outside, beside/between, and in front/behind. (4.5)</li> </ul>	
<p><b>COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (CS 1)</b></p>	
<p><b>Science (CS 1)</b> Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions.)</p>	
<p><b>Infants (birth-11 months)</b></p> <ul style="list-style-type: none"> <li>• Explore objects, materials, and/or people using all the senses (e.g., picking objects up and putting them in mouth, focusing attention on an object or someone doing something, etc.). (0.1)</li> <li>• Repeat actions that cause changes in objects or people (e.g., shake rattle to make a noise). (0.2)</li> <li>• Occasionally use simple problem-solving strategies to explore objects. (0.3)</li> <li>• Shows curiosity in living creatures, objects, and materials they can see, hear or feel. (0.4)</li> </ul>	<p><b>SCI 2 Natural Science</b> Explores immediate environment using senses.</p> <p><b>SCI 3 Physical Science</b> Uses senses to explore objects in immediate environment. Kicks feet or shakes arms to make other objects move.</p> <p><b>MR 7 Logic &amp; Reasoning</b> Reacts to a problem and seeks a desired outcome.</p>
<p><b>Young toddlers (9-18 months)</b></p> <ul style="list-style-type: none"> <li>• Use all five senses to observe and explore living things, objects, materials, and changes that take place in the immediate environment. (1.1)</li> </ul>	<p><b>MR 7 Logic &amp; Reasoning</b> Experiments with cause and effect. Tries out many possible solutions to a problem.</p>

- Notice cause and effect relationships (e.g., notice that a toy dropped from a high chair always falls to the floor makes a clanging sound when it hits the floor). (1.2)
- Repeat action to cause desired effect (e.g., hit button on a musical toy to make the music play, fill a bucket with sand, knock it over and watch the sand pour out). (1.3)
- Try different ways of solving a problem (e.g., pull the string on a toy that is stuck under something or use a stick to dislodge a toy that is stuck). (1.4)
- Show interest and curiosity in living creatures, objects, and materials, and in changes they can see, hear or feel. (1.5)
- Put materials, substances, and/or objects together in new or unexpected ways to see what will happen (e.g., combine paint colors to see what happens, experiment to see what sticks on contact paper collage). (1.6)
- Verbally or non-verbally communicate what they see, hear or feel for living creatures, objects, materials or changes that happen in the environment. (1.7)

**Older toddlers (16-36 months)**

- Use all five senses to observe living things, objects, materials, changes that take place, and relationships. (2.1)
- Talk about what they see, hear, and are able to touch in the environment with adult support. (2.2)
- Use simple tools to observe living things, objects and materials (e.g., magnifying glass, sifter). (2.3)
- Show an understanding of cause and effect relationships (e.g., pushes a stack of blocks to watch them fall). (2.4)
- Try alternative solutions to solve problems (e.g., pull the string on a toy that is stuck under something or use a stick to dislodge a toy that is stuck). (2.5)
- Ask why and how questions about what they see, hear and feel when observing living creatures, objects and materials. (2.6)

**SCI 3 Physical Science**

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. Begins to name colors.

**SCI 2 Natural & Earth Science**

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.

**SCI 1 Investigation & Inquiry**

Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.

**SCI 2 Natural & Earth Science**

Explores immediate environment using senses. Identifies if an object can grow, eat or move. Identifies the climate and weather in the immediate environment.

**SCI 4 Technology**

Explores simple machines and interacts with simple electronic and screen toys.

**MR 7 Logic & Reasoning**

Experiments with cause and effect. Tries out many possible solutions to a problem.

**SCI 1 Investigation & Inquiry**

<ul style="list-style-type: none"> <li>• Put materials, substances, and/or objects together in new or unexpected ways to see what will happen (e.g., combine paint colors to see what happens, experiment to see what sticks on contact paper collage). (2.7)</li> <li>• Talk about observations made about living creatures, objects, materials and changes that happen. (2.8)</li> </ul>	<p>Asks questions or shows curiosity about scientific phenomenon.</p>
<p><b>Three-year-olds (36-48 months)</b></p> <ul style="list-style-type: none"> <li>• Use all five senses to observe living things, objects, materials, changes that take place, and relationships. (3.1)</li> <li>• Describe what they see, hear, and are able to touch in the environment and group materials/objects according to observed features. (3.2)</li> <li>• Use simple tools to investigate and gather information on living things, objects, materials, and changes that take place (e.g., magnifying glass, sifter, magnets). (3.3)</li> <li>• Show an understanding of cause and effect relationships that are observed immediately. (3.4)</li> <li>• With prompting and support, talk about cause and effect relationships that are not immediately observable (e.g., that a plant wilted because it was not watered). (3.5)</li> <li>• Ask why and how questions and offer ideas about living creatures, objects, materials and changes they see, hear and/or feel. (3.6)</li> <li>• Participate in simple scientific investigations. (3.7)</li> <li>• With prompting and support, talk about observations and results of simple experiments verbally and/or through drawings or graphs. (3.8)</li> <li>• With prompting and support, talk about the meaning of words that are related to the scientific process (e.g., “observation,” “experiment”). (3.9)</li> </ul>	<p><b>SCI 2 Physical Science</b> Explores immediate environment using senses. Identifies if an object can grow, eat or move.</p> <p><b>SCI 4 Technology</b> Explores simple machines and interacts with simple electronic and screen toys.</p> <p><b>SCI 1 Investigation &amp; Inquiry</b> Asks questions or shows curiosity about scientific phenomenon. Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Asks questions or shows curiosity about scientific phenomenon. Explores and records observations by drawing.</p> <p><b>MR 7 Logic &amp; Reasoning</b> Experiments with cause and effect.</p> <p><b>SCI 2 Natural &amp; Earth Science</b> Recognizes that all living things have similar basic needs.</p>
<p><b>Four-year-olds (48-60 months)</b></p> <ul style="list-style-type: none"> <li>• Use all five senses to observe, collect information, describe</li> </ul>	<p><b>SCI 2 Natural &amp; Earth Science</b> Explores immediate environment using senses.</p>

<p>observations, classify based on observations, and form conclusions about what is observed. (4.1)</p> <ul style="list-style-type: none"> <li>• Use equipment and tools to gather information and extend sensory observations of living things, objects, materials, changes that take place and relationships. (4.2)</li> <li>• Show an understanding of cause and effect relationships and use this understanding to predict what will happen as a result of an action and to solve simple problems. (4.3)</li> <li>• Use prior knowledge and experiences to generate questions, hypothesize, predict, and draw conclusions about living creatures, objects, materials and changes observed in the environment. (4.4)</li> <li>• Conduct simple scientific experiments. (4.5)</li> <li>• Collect, interpret, and communicate data and findings from observations and experiments verbally and/or in written formats. (4.6)</li> <li>• With prompting and support, use scientific vocabulary words to describe steps in the scientific process (e.g., “observation,” “experiment,” “hypothesis,” “conclusion”). (4.7)</li> </ul>	<p><b>SCI 4 Technology</b> Describes and compares observations. Experiments with simple technology to solve problems or accomplish tasks.</p> <p><b>SCI 1 Investigation &amp; Inquiry</b> 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.</p> <p><b>MR 7 Logic &amp; Reasoning</b> Uses previous knowledge to determine which solution to try first when solving a problem.</p>
<p><b>Science (CS 2)</b> Acquire scientific knowledge related to physical science (properties of objects and materials).</p>	
<p><b>Infants (birth-11 months)</b></p> <ul style="list-style-type: none"> <li>• Explore objects and materials in the indoor and outdoor environment (e.g., splash water, poke finger in the sand). (0.1)</li> <li>• Show interest and curiosity in objects. (0.2)</li> </ul>	<p><b>SCI 1 Investigation &amp; Inquiry</b> Uses senses to explore environment.</p> <p><b>SED 3 Attention &amp; Persistence</b> Focuses for a short time on a person, sound or thing.</p>
<p><b>Young toddlers (9-18 months)</b></p> <ul style="list-style-type: none"> <li>• Explore objects and materials in the indoor and outdoor environment (e.g., splash water, poke finger in the sand). (1.1)</li> </ul>	<p><b>SCI 1 Investigation &amp; Inquiry</b> Uses senses to explore environment.</p>

<ul style="list-style-type: none"> <li>• Use toys and other objects to make things happen (e.g., kick a ball to knock down some blocks, use a shovel to scoop sand into a bucket). (1.2)</li> <li>• Watch how balls, toys and other objects move. (1.3)</li> </ul>	<p><b>PD 2 Fine Motor</b> Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p> <p><b>SCI 3 Physical Science</b> Explores motion by moving, rolling, blowing on or dropping a toy.</p>
<p><b>Older toddlers (16-36 months)</b></p> <ul style="list-style-type: none"> <li>• Talk about observations of objects and materials in the indoor and outdoor environment. (2.1)</li> <li>• Explore changes in objects and materials (e.g., see what happens when water and dirt are combined, observe how food changes when cooked, etc.). (2.2)</li> <li>• Explore tools and simple machines that can be used to move, combine, or change objects and materials (e.g., a hammer, lever, pulley, ramp, etc.). (2.3)</li> <li>• With adult supervision, explore sources of energy and how they affect objects and materials (e.g., lights, bells and other sources of sound). (2.4)</li> <li>• Explore different ways balls, toys and other objects move. (2.5)</li> </ul>	<p><b>SCI 3 Physical Science</b> Reacts to changes in texture, smell, sound or sight. Explains how common vehicles, animals and people move.</p> <p><b>SCI 4 Technology</b> Explores simple machines and interacts with simple electronic and screen toys. Explores movable parts on toys and tools. Explores motion by moving, rolling, blowing on or dropping a toy.</p>
<p><b>Three-year-olds (36-48 months)</b></p> <ul style="list-style-type: none"> <li>• With prompting and support, observe and describe properties of objects and materials, and how objects and materials can be combined or can change from one form to another (e.g., ice melting to a liquid). (3.1)</li> <li>• Explore and use simple tools and machines (e.g., hammers, levers, pulleys, ramps, etc.) (3.2)</li> <li>• With prompting and support, observe and talk about sources of energy and how they affect objects and materials (e.g., lights, bells and other sources of sound, etc.). (3.3)</li> </ul>	<p><b>SCI 3 Physical Science</b> Explains how common vehicles, animals and people move. Describes basic physical properties of objects including textures and colors.</p> <p><b>SCI 4 Technology</b> Explores simple machines and interacts with simple electronic and screen toys.</p>

<ul style="list-style-type: none"> <li>• Watch how balls, toys and other objects move and use different strategies to change their speed of motion. (3.4)</li> </ul>	
<p><b>Four-year-olds (48-60 months)</b></p> <ul style="list-style-type: none"> <li>• With prompting and support, observe and describe the properties of objects and materials and how they can be combined or can change from one form to another (solids, liquids, and gases). (4.1)</li> <li>• Explore and use simple tools and machines (e.g., hammers, levers, pulleys, ramps). (4.2)</li> <li>• Explore and describe sources of energy such as lights, bells and other sources of sound. (4.3)</li> <li>• Experiment with balls, toys and other objects to see which objects move faster, what conditions make them move faster and what makes them move slower. (4.4)</li> </ul>	<p><b>SCI 3 Physical Science</b> Classifies and sorts materials by a variety of physical properties. Experiments and compares the movements of various objects on a variety of surfaces. Identifies materials that are solid, liquid and gas.</p> <p><b>SCI 1 Investigation &amp; Inquiry</b> Explores and records observations by drawing. Describes and compares observations.</p>
<p><b>Science (CS 3)</b> Acquire scientific knowledge related to life science (properties of living things).</p>	
<p><b>Infants (birth-11 months)</b></p> <ul style="list-style-type: none"> <li>• Show interest and curiosity in plants and living creatures. (0.1)</li> <li>• Look at and explore different parts of human body and living creatures. (0.2)</li> </ul>	<p><b>SCI 2 Natural &amp; Earth Science</b> Explores immediate environment using senses.</p> <p><b>SED 1 Self-Awareness</b> Explores self and others by using senses.</p>
<p><b>Young toddlers (9-18 months)</b></p> <ul style="list-style-type: none"> <li>• Explore the characteristics of living creatures (e.g., touches caregiver’s face, looks intently at a leaf, or grabs the cat’s tail). (1.1)</li> <li>• Notice differences in characteristics of living creatures and plants (e.g., parts of a plant, animals with fur versus scales, big</li> </ul>	<p><b>SCI 2 Natural &amp; Earth Science</b> Explores immediate environment using senses. Reacts to animals or insects in immediate environment. Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why.</p>

<p>and small people). (1.2)</p> <ul style="list-style-type: none"> <li>• Participate in caring for living creatures and/or plants (e.g., feed fish, water plants in the classroom). (1.3)</li> <li>• Notice and explore differences in characteristics of living creatures and plants (e.g., a little plant versus a big plant, a baby animal versus a full-grown animal). (1.4)</li> <li>• Show where common parts of an animal or human are when named by adult (e.g., point to the dog's ear, show me your foot). (1.5)</li> </ul>	<p><b>PD 4 Personal Care</b> Points to body parts when prompted.</p>
<p><b>Older toddlers (16-36 months)</b></p> <ul style="list-style-type: none"> <li>• With prompting and support, explore and talk about common characteristics of living creatures and plants. (2.1)</li> <li>• Compare one living creature or plant with another and talk about the similarities and differences observed. (2.2)</li> <li>• Care for living creatures and/or plants with direction from adults (e.g., feed the fish or hamster, water plants in the classroom). (2.3)</li> <li>• Follow adults' guidance on how to act appropriately when near living things. (2.4)</li> <li>• Talk about how very young plants and living creatures are different from full-grown plants and living creatures. (2.5)</li> <li>• Use simple words to name common plants, animals, and human body parts when asked by an adult. (2.6)</li> </ul>	<p><b>SCI 2 Natural &amp; Earth Science</b> Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.</p>
<p><b>Three-year-olds (36-48 months)</b></p> <ul style="list-style-type: none"> <li>• With prompting and support, explore, observe, and describe a variety of living creatures and plants. (3.1)</li> <li>• Sort living creatures and plants according to at least one characteristic (e.g., size, four-legged animals, hard/soft, etc.). (3.2)</li> <li>• Care for living creatures and/or plants with some direction from</li> </ul>	<p><b>SCI 2 Natural &amp; Earth Science</b> Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.</p>

<p>adults (e.g., feed the fish or hamster, water plants in the classroom). (3.3)</p> <ul style="list-style-type: none"> <li>• Follow adults' guidance on how to act appropriately with living creatures (e.g., hold the hamster gently, observe the fish without tapping the fish bowl). (3.4)</li> <li>• Observe very young plants or living creatures over an extended period of time and describe how the plant/living creature changes. (3.5)</li> <li>• Use basic vocabulary for plants, animals, and humans (e.g. some names of parts, characteristics). (3.6)</li> </ul>	
<p><b>Four-year-olds (48-60 months)</b></p> <ul style="list-style-type: none"> <li>• Explore, observe, and describe a variety of living creatures and plants. (4.1)</li> <li>• Classify living creatures and plants into categories according to at least one characteristic. (4.2)</li> <li>• Carry out classroom routines to care for living creatures and/or plants with limited direction from adults (e.g., feed the fish or hamster, water plants in the classroom). (4.3)</li> <li>• Describe and follow guidelines for how to interact with living creatures appropriately (e.g., hold the hamster gently, observe the fish without tapping the fish bowl). (4.4)</li> <li>• Describe plants' and living creatures' life cycles. (4.5)</li> <li>• Use basic vocabulary to name and describe plants and living creatures. (4.6)</li> <li>• Use basic vocabulary to describe similarities and differences between living creatures and plants. (4.7)</li> </ul>	<p><b>SCI 2 Natural &amp; Earth Science</b>  Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Groups living things by similar features. Describes how living things obtain what they need to survive.</p> <p><b>SS 2 Civics &amp; Economics</b>  Follows familiar rules and helps make group decisions.</p>
<p><b>Science (CS 4)</b>  Acquire scientific knowledge related to earth science (properties of the earth and objects in the sky).</p>	

<p><b>Infants (birth-11 months)</b></p> <ul style="list-style-type: none"> <li>• Respond to the current weather conditions. (0.1)</li> </ul>	<p><b>SCI 2 Natural &amp; Earth Science</b></p> <p>Reacts to weather changes in immediate environment.</p>
<p><b>Young toddlers (9-18 months)</b></p> <ul style="list-style-type: none"> <li>• Notice the current weather conditions. (1.1)</li> <li>• Participate in stories, songs, and finger plays about seasons and the weather. (1.2)</li> <li>• Observe and name objects found in the daytime or nighttime sky (e.g., sun, moon). (1.3)</li> <li>• Participate in stories, songs, and finger plays about day and night. (1.4)</li> </ul>	<p><b>SCI 2 Natural &amp; Earth Science</b></p> <p>Reacts to weather changes in immediate environment. Points at clouds and explores the feel of rain and wind.</p> <p><b>CA 4 Drama</b></p> <p>Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects.</p>
<p><b>Older toddlers (16-36 months)</b></p> <ul style="list-style-type: none"> <li>• Talk about the common weather conditions of the current season (e.g., in summer, talk about how hot it is). (2.1)</li> <li>• Point to types of clothing needed for current seasonal weather conditions. (2.2)</li> <li>• Talk about the current weather conditions. (2.3)</li> <li>• Notice features of the sky such as daylight, darkness, sun, moon, etc. (2.4)</li> <li>• Identify the sky's different characteristics during night and day. (2.5)</li> </ul>	<p><b>SCI 2 Natural &amp; Earth Science</b></p> <p>Notices changes in temperature or weather. Identifies the climate and weather in the immediate environment. Identifies current season and explains how weather affects personal life.</p>
<p><b>Three-year-olds (36-48 months)</b></p> <ul style="list-style-type: none"> <li>• Describe common weather conditions of the current season and how they compare to other seasons where they live (e.g., summer is hot, winter is cooler). (3.1)</li> <li>• Name the types of clothing needed for different seasons. (3.2)</li> <li>• Identify the characteristics of current weather conditions. (3.3)</li> <li>• Describe objects found in the day or night time sky. (3.4)</li> <li>• Talk about how the sky changes from night to day. (3.5)</li> </ul>	<p><b>SCI 2 Natural &amp; Earth Science</b></p> <p>Notices changes in temperature or weather. Identifies the climate and weather in the immediate environment. Identifies current season and explains how weather affects personal life.</p>

<p><b>Four-year-olds (48-60 months)</b></p> <ul style="list-style-type: none"> <li>• Compare, and contrast seasonal changes where they live. (4.1)</li> <li>• Describe the types of clothing needed for different seasons. (4.2)</li> <li>• Describe the current weather and how weather conditions can change from day to day. (4.3)</li> <li>• Describe major features of the earth and sky, and how they change from night to day. (4.4)</li> </ul>	<p><b>SCI 2 Natural &amp; Earth Science</b></p> <p>Notifies changes in temperature or weather. Identifies the climate and weather in the immediate environment. Identifies current season and explains how weather affects personal life.</p>
<p><b>COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (CSS)</b></p>	
<p><b>Social Studies (CSS 1)</b></p> <p>Develop the understanding that events happened in the past and how these events relate to one's self, family, and community.</p>	
<p><b>Infants (birth-11 months)</b></p> <ul style="list-style-type: none"> <li>• Recognize familiar people. (0.1)</li> <li>• Show anticipation of events in daily routine and activities. (0.2)</li> </ul>	<p><b>SED 4 Social Relationships</b></p> <p>Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person.</p>
<p><b>Young toddlers (9-18 months)</b></p> <ul style="list-style-type: none"> <li>• Remember familiar people (e.g., object permanence). (1.1)</li> <li>• Show anticipation of events in daily routine. (1.2)</li> </ul>	<p><b>SED 4 Social Relationships</b></p> <p>Greets and stays near familiar people.</p> <p><b>SED 3 Attention &amp; Persistence</b></p> <p>Participates in daily routines or familiar activities.</p>
<p><b>Older toddlers (16-36 months)</b></p> <ul style="list-style-type: none"> <li>• Respond to changes in routines or schedules (may be a positive or negative response). (2.1)</li> <li>• Remember familiar people, events and objects (e.g., object permanence). (2.2)</li> </ul>	<p><b>SED 2 Self-Regulation</b></p> <p>Recognizes when the typical routine is not followed and identifies the change.</p> <p><b>SED 4 Social Relationships</b></p>

<ul style="list-style-type: none"> <li>• Demonstrate memory of reoccurring events through actions or words (e.g., “After lunch, I will hear a story.”). (2.3)</li> </ul>	<p>Greets and stays near familiar people.</p> <p><b>SS 4 History &amp; Sense of Time</b> Recalls information and events from the past.</p>
<p><b>Three-year-olds (36-48 months)</b></p> <ul style="list-style-type: none"> <li>• Use words to describe events or activities that happened at an earlier time (e.g., “after we had snack” or “last night”). (3.1)</li> <li>• Remember familiar people even though they may not have seen them for a while. (3.2)</li> <li>• Describe the sequence of daily routines. (3.3)</li> <li>• Participate in conversations about familiar people and/or events from the recent past (e.g., what the class did earlier in the day or week). (3.4)</li> </ul>	<p><b>SS 4 History &amp; Sense of Time</b> Recalls information and events from the past. Describes events as they happen. Uses words such as first, then.</p> <p><b>SED 4 Social Relationships</b> Greets and stays near familiar people.</p>
<p><b>Four-year-olds (48-60 months)</b></p> <ul style="list-style-type: none"> <li>• Describe events, activities, and people from the past using appropriate vocabulary. (4.1)</li> <li>• Initiate conversations about familiar places, people, and/ or events from the past (e.g., where they lived previously, what they did during summer vacation, etc.). (4.2)</li> </ul>	<p><b>SS History &amp; Sense of Time</b> Recalls information and events from the past. Uses language of time to describe familiar sequences of events.</p>
<p><b>Social Studies (CSS 2)</b> Describe people, events, and symbols of the past and present.</p>	
<p><b>Infants (birth-11 months)</b></p> <ul style="list-style-type: none"> <li>• Show interest in people. (0.1)</li> <li>• Recognize familiar people. (0.2)</li> <li>• Show interest in holiday, cultural, and/or birthday celebrations for family members and peers. (0.3)</li> </ul>	<p><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.</p>
<p><b>Young toddlers (9-18 months)</b></p> <ul style="list-style-type: none"> <li>• Differentiate between person attached to/family members and</li> </ul>	<p><b>SED 4 Social Relationships</b> Greets and stays near familiar people.</p>

<p>others. (1.1)</p> <ul style="list-style-type: none"> <li>• Participate in holiday, cultural and/or birthday celebrations for family members and peers. (1.2)</li> </ul>	<p><b>SS 1 Culture &amp; Community</b> With help, participates in family traditions and customs.</p>
<p><b>Older toddlers (16-36 months)</b></p> <ul style="list-style-type: none"> <li>• Name immediate family members, caregivers and peers. (2.1)</li> <li>• Point out family members, caregivers and peers in a picture. (2.2)</li> <li>• Recognize familiar people even though there may be slight differences in their appearance (e.g., hat or new haircut). (2.3)</li> <li>• Participates in songs, fingerplays and stories about familiar objects associated with local, state and national symbols. (2.4)</li> <li>• Participate in holiday, cultural and/or birthday celebrations related to family and the local community. (2.5)</li> </ul>	<p><b>SED 1 Self-Awareness</b> Expresses simple ideas about self in relation to others such as family.</p> <p><b>SS 1 Culture &amp; Community</b> With help, participates in family traditions and customs.</p> <p><b>CA 4 Drama</b> Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects.</p>
<p><b>Three-year-olds (36-48 months)</b></p> <ul style="list-style-type: none"> <li>• Look at pictures of self or a family member, caregiver, or peer from the recent past and recognize the person even though she/he looks different from what she/he looks like in the present. (3.1)</li> <li>• With prompting and support, identify symbolic objects and pictures of local, state, and/or national symbols such as the American flag or bald eagle. (3.2)</li> <li>• Recognize familiar aspects of community/cultural symbols in books (e.g., Grandma's Gumbo) and songs (e.g., Alligator). (3.3)</li> <li>• Participate in and talk about local cultural events, holidays and/or celebrations. (3.4)</li> </ul>	<p><b>SS 1 Culture &amp; Community</b> 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.</p> <p><b>SS 3 Geography</b> Recognizes symbols and landmarks.</p>
<p><b>Four-year-olds (48-60 months)</b></p> <ul style="list-style-type: none"> <li>• Identify similarities/ differences between students, their families, and classroom members with those of the past. (4.1)</li> <li>• Identify and name some local, state, and national symbols.</li> </ul>	<p><b>SS 1 Culture &amp; Community</b> 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</p>

<p>(4.2) • Describe familiar elements of the local community and culture.</p> <p>(4.3) • Describe local, state, and national cultural events, celebrations, and holidays. (4.4)</p>	<p>groups.</p>
<p><b>Social Studies (CSS 3)</b> Develop an awareness of geographic locations, maps, and landforms.</p>	
<p><b>Infants (birth-11 months)</b> • Explore the immediate environment (inside and outside with adult supervision). (0.1)</p>	<p><b>SS 3 Geography</b> Responds to changes in the immediate environment. Navigates within a familiar environment.</p>
<p><b>Young toddlers (9-18 months)</b> • Move from one area to another to explore the environment. (1.1) • Assist with classroom clean-up routines such as picking up toys. (1.2)</p>	<p><b>SS 3 Geography</b> Recognizes familiar places. Finds ways to move around obstacles in a familiar environment.</p>
<p><b>Older toddlers (16-36 months)</b> • Recognize some familiar places, such as child care, home, store, relative's house. (2.1) • Know the location of objects and places in familiar environments (e.g., goes to shelf where toys are stored when asked to get a specific toy). (2.2) • Play with and explore items such as maps or simple diagrams of the classroom. (2.3) • Help to throw away trash when asked. (2.4) • Assist adult with daily clean-up routines (e.g., put manipulatives back into bucket, throw napkin into trash, etc.). (2.5)</p>	<p><b>SS 3 Geography</b> Recognizes familiar places. Finds ways to move around obstacles in a familiar environment. Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks.</p> <p><b>SS 1 Culture &amp; Community</b> Identifies roles and responsibilities of self and others to contribute to the community.</p> <p><b>SED 4 Social Relationships</b> Participates in an activity when asked.</p>

**Three-year-olds (36-48 months)**

- Participate in walks and field trips to different places in the community. (3.1)
- Describe familiar places such as the home, center/ family day home, etc. (3.2)
- Describe the location of items/areas in the classroom and places in home and community. (3.3)
- Draw or use blocks or other materials to represent places or things he/she has seen. (3.4)
- Recognize and name a map and a globe. (3.5)
- Look at a simple map and find various features/parts of the map with support and guidance. (3.6)
- Participate in conversations about how people can take care of the natural environment through activities (e.g., throwing away trash, recycling, planting trees, and putting out bird feeders). (3.7)
- Identify and use appropriate trash receptacles independently. (3.8)
- Participate in daily clean-up activities. (3.9)

**Four-year-olds (48-60 months)**

- Demonstrate geographic knowledge of the geographic features of the classroom and community. (4.1)
- Create representations of places, landforms, and roads he/she has seen through drawings and play activities. (4.2)
- Recognize a globe/map as a representation of the earth. (4.3)
- Use a simple map to find specific locations within a familiar environment (e.g., areas within the classroom). (4.4)
- With guidance and support, create a simple drawing that shows the relative location of specific objects and/or features in a familiar environment such as a classroom or playground. (4.5)
- Demonstrate care of the environment through activities (e.g., throwing away trash, recycling, planting trees, and putting out

**SS 3 Geography**

Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks. Identifies what is represented on a map.

**SS 2 Civic & Economics**

Discusses the purposes of rules, laws and civic leaders.

**SS 1 Culture & Community**

Identifies roles and responsibilities of self and others to contribute to the community.

**SED 4 Social Relationships**

Participates in an activity when asked.

**SS 3 Geography**

Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks. Identifies what is represented on a map. Draws pictures of current location.

**SS 1 Culture & Community**

Identifies roles and responsibilities of self and others to contribute to the community.

**SED 4 Social Relationships**

Participates in an activity when asked.

bird feeders). (4.6) • Participate in daily clean-up activities. (4.7)	

<b>Social Studies (CSS 4)</b> Demonstrate awareness of culture and other characteristics of groups of people.	
<b>Infants (birth-11 months)</b> • Respond to music from various cultures; especially those from their own culture (e.g., lullabies or simple songs). (0.1) • Look at books or pictures of homes that are similar to those found in their own community. (0.2)	<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.
<b>Young toddlers (9-18 months)</b> • Participate in simple ways in rhymes and music from various cultures. (1.1) • Listen for short periods of time and look at pictures of shelters/homes in different geographic regions. (1.2)	<b>SS 1 Culture &amp; Community</b> Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.
<b>Older toddlers (16-36 months)</b> • Participate in rhymes and music from various cultures. (2.1) • Communicate about the home that he/she lives in. (2.2) • Listen to books and stories and look at pictures of shelters/homes in other geographic regions. (2.3)	<b>SS 1 Culture &amp; Community</b> Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community.
<b>Three-year-olds (36-48 months)</b> • Participate in music, dance, and other traditions from various cultures. (3.1) • Show and talk about objects, food, and customs from own family or culture. (3.2)	<b>SS 1 Culture &amp; Community</b> 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.

<ul style="list-style-type: none"> <li>• Identify homes that are similar to and/or different from own home. (3.3)</li> <li>• With prompting and support, describe pictures of shelters/homes in other geographic regions. (3.4)</li> <li>• Identify the characteristics of one's own home. (3.5)</li> </ul>	
<p><b>Four-year-olds (48-60 months)</b></p> <ul style="list-style-type: none"> <li>• Explore music, dance, dress, foods, and traditions of own family and other cultures. (4.1)</li> <li>• Discuss shelters/homes in various geographic regions. (4.2)</li> </ul>	<p><b>SS 1 Culture &amp; Community</b> 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 Studies (CSS 5)</b> Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.</p>	
<p><b>Infants (birth-11 months)</b></p> <ul style="list-style-type: none"> <li>• Notice others carrying out routines and responsibilities. (0.1)</li> <li>• Respond to changes in adult's tone of voice, expression, or visual cues (e.g., shaking head). (0.2)</li> </ul>	<p><b>SS 2 Civics &amp; Economics</b> Attends to others in immediate environment. Grasps and releases objects.</p> <p><b>SED 4 Social Relationships</b> Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person.</p>
<p><b>Young toddlers (9-18 months)</b></p> <ul style="list-style-type: none"> <li>• Participate in simple routines with adult support (e.g., putting away toys or handing out napkins). (1.1)</li> <li>• Respond to guidance when redirected or given one word instructions. (1.2)</li> <li>• Notice community workers they see on a regular basis (e.g., persons who collect the garbage, etc.). (1.3)</li> </ul>	<p><b>SED 4 Social Relationships</b> Participates in an activity when asked.</p> <p><b>LLD 1 Listening</b> With prompts and gestures, follows a one-step direction.</p> <p><b>SED 3 Attention &amp; Persistence</b> Participates in daily routines or familiar activities. Attends to</p>

	what others are looking at or pointing to.
<p><b>Older toddlers (16-36 months)</b></p> <ul style="list-style-type: none"> <li>• With adult support and guidance, carry out some routines and responsibilities in the classroom (e.g., picking up toys, cleaning up table, watering plants setting out snack, etc.). (2.1)</li> <li>• Follow rules with adult support. (2.2)</li> <li>• Accept redirection from adult. (2.3)</li> <li>• Identify simple rules. (2.4)</li> <li>• Identify various familiar workers in the community (e.g., doctor, nurse). (2.5)</li> </ul>	<p><b>SS 2 Civics &amp; Community</b> Follows familiar rules and helps make group decisions.</p> <p><b>SS 1 Culture &amp; Community</b> Identifies roles and responsibilities of self and others to contribute to the community.</p>
<p><b>Three-year-olds (36-48 months)</b></p> <ul style="list-style-type: none"> <li>• Describe classroom and/or home responsibilities (e.g., “I pick up toys” or “I set the table.”). (3.1)</li> <li>• With prompting from adult, carry out routines and responsibilities in the classroom (e.g., cleaning up, care of plants and/or animals, setting out snack). (3.2)</li> <li>• Follow many rules with little support. (3.3)</li> <li>• Identify rules that are used at home or in the classroom. (3.4)</li> <li>• Tell why rules are important. (3.5)</li> <li>• Describe the roles of various familiar community helpers/workers. (3.6)</li> <li>• Imitate the roles of familiar community workers. (3.7)</li> </ul>	<p><b>SS 1 Culture &amp; Community</b> Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.</p> <p><b>PD 3 Safety</b> Follows simple safety rules.</p> <p><b>SS 2 Civics &amp; Economics</b> Applies familiar rules and suggests new rules in a variety of situations.</p> <p><b>CA 4 Drama</b> Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object.</p>
<p><b>Four-year-olds (48-60 months)</b></p> <ul style="list-style-type: none"> <li>• Recognize their responsibility as a member of a family and classroom. (4.1)</li> <li>• Independently carry out specific responsibilities in the classroom (e.g., cleaning up, checking the temperature outside for the group, handing out snack, etc.). (4.2)</li> </ul>	<p><b>SS 1 Civics &amp; Economics</b> Follows familiar rules and helps make group decisions. Applies familiar rules and suggests new rules in a variety of situations. Identifies individual rights. Determines if rules support the common good.</p>

<ul style="list-style-type: none"> <li>• Follow rules that have been established. (4.3)</li> <li>• Participate in conversations about the importance of rules/ consequences, rights of self, and rights of others. (4.4)</li> <li>• Identify workers and their roles as citizens within the community. (4.5)</li> </ul>	<p><b>PD 3 Safety</b> Follows simple safety rules.</p> <p><b>SS 2 Civics &amp; Economics</b> Applies familiar rules and suggests new rules in a variety of situations.</p> <p><b>CA 4 Drama</b> Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object.</p>
<p><b>Social Studies (CSS 6)</b> Demonstrate an awareness of basic economic concepts.</p>	
<p><b>Infants (birth-11 months)</b></p> <ul style="list-style-type: none"> <li>• Express preferences for food, toys, etc. through vocalizations, gestures and facial expressions. (0.1)</li> </ul>	<p><b>SED 1 Self-Awareness</b> Expresses likes and dislikes.</p>
<p><b>Young toddlers (9-18 months)</b></p> <ul style="list-style-type: none"> <li>• Communicate desire for objects and/or persons that are in the classroom or home. (1.1)</li> </ul>	<p><b>SED 1 Self-Awareness</b> When given two to three options, chooses his/her most desired option.</p>
<p><b>Older toddlers (16-36 months)</b></p> <ul style="list-style-type: none"> <li>• Use play money in play activities. (2.1)</li> <li>• Use props related to buying and selling items during play (e.g., a toy cash register, play money, etc.). (2.2)</li> <li>• Indicate wants and needs through words and gestures. (2.3)</li> </ul>	<p><b>SS 2 Civics &amp; Economics</b> Expresses a desire for an object or action. Says me, mine. Explores the use of trade to receive objects or services. Exchanges money, goods or services for other goods or services.</p>
<p><b>Three-year-olds (36-48 months)</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an awareness of uses of money. (3.1)</li> <li>• Demonstrate an understanding of the process of buying and selling during play by using props related to buying and selling the way they typically are used by adults. (3.2)</li> </ul>	<p><b>SS 2 Civics &amp; Economics</b> Explores the use of trade to receive objects or services. Exchanges money, goods or services for other goods or services.</p>

<ul style="list-style-type: none"> <li>• Express wants and needs. (3.3)</li> </ul>	<p><b>SS 2 Civics &amp; Economics</b> Explores the use of trade to receive objects or services.</p> <p><b>LLD 2 Communication</b> Communicates needs, desires and ideas.</p>
<p><b>Four-year-olds (48-60 months)</b></p> <ul style="list-style-type: none"> <li>• Demonstrate awareness of the purpose of money through play activities. (4.1)</li> <li>• Demonstrate the role of buyers and sellers in play activities. (4.2)</li> <li>• Participate in conversations about wants and needs. (4.3)</li> </ul>	<p><b>SS 2 Civics &amp; Economics</b> Explores the use of trade to receive objects or services. Exchanges money, goods or services for other goods or services.</p> <p><b>LLD 2 Communication</b> Communicates needs, desires and ideas. Explains personal thoughts.</p>
<p><b>LANGUAGE AND LITERACY DEVELOPMENT (LL)</b></p>	
<p><b>Speaking and Listening (LL 1)</b> Comprehend or understand and use language.</p>	
<p><b>Infants (birth-11 months)</b></p> <ul style="list-style-type: none"> <li>• Show interest in adult speech. (0.1)</li> <li>• Look in the direction of sound. (0.2)</li> <li>• Recognize words for familiar items such as “cup” or “bottle”. (0.3)</li> <li>• Engage in turn-taking. (0.4)</li> <li>• Coo when spoken to. (0.5)</li> <li>• Smile in response to social stimulation. (0.6)</li> <li>• Know own name by responding when name is spoken. (0.7)</li> <li>• Respond to the sound of language and the steady rhythm of words. (0.8)</li> <li>• Get attention or express needs through sound, facial</li> </ul>	<p><b>LLD 1 Listening</b> Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions.</p> <p><b>LLD 2 Communication</b> Uses vocalizations and gestures to communicate.</p> <p><b>LLD 3 Phonological Awareness</b> Babbles and vocalizes using sound, volume and inflection.</p>

<p>expressions, and movements. (0.9)</p> <ul style="list-style-type: none"> <li>• Imitate different sounds. (0.10)</li> </ul>	
<p><b>Young toddlers (9-18 months)</b></p> <ul style="list-style-type: none"> <li>• Attend to adult language. (1.1)</li> <li>• Respond to adult’s facial expressions (e.g., stops throwing blocks after a stern look from adult). (1.2)</li> <li>• Identify familiar people or objects when asked. (1.3)</li> <li>• Follow simple commands (e.g., “Come here”). (1.4)</li> <li>• Use facial expression to show excitement or distress. (1.5)</li> <li>• Use gestures and words to communicate needs. (1.6)</li> <li>• Repeat familiar words. (1.7)</li> <li>• Respond to simple rhymes and fingerplays. (1.8)</li> <li>• Use hand gestures to show recognition of a song. (1.9)</li> <li>• Use one to two words to communicate (ask questions or signal needs) so that the communication is understood by family and familiar adults most of the time. (1.10)</li> </ul>	<p><b>LLD 1 Listening</b> Shows understanding of a variety of single familiar words. With prompts and gestures, follows a one-step direction.</p> <p><b>SED 2 Self-Regulation</b> Shows a range of emotions with facial expressions and gestures.</p> <p><b>LLD 2 Communication</b> Says one- to two-word sentences. Repeats words heard frequently in environment.</p>
<p><b>Older toddlers (16-36 months)</b></p> <ul style="list-style-type: none"> <li>• Identify some body parts when asked. (2.1)</li> <li>• Understand simple questions such as, “Where is your blanket?” (2.2)</li> <li>• Show understanding of words through response (e.g., going to get a diaper when told it is time for diaper change). (2.3)</li> <li>• Use short phrases combined with gestures and intonation to communicate. (2.4)</li> <li>• Ask “what’s that?” questions repeatedly. (2.5)</li> <li>• Engage in short conversations with others. (2.6)</li> <li>• Understand a pause in the conversation is a signal to take a turn. (2.7)</li> <li>• Share experiences using simple 2-3 word combinations. (2.8)</li> <li>• Repeat phrases or key words to simple rhymes and fingerplays. (2.9)</li> </ul>	<p><b>LLD 1 Listening</b> Points at named objects or body parts. Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows a one-step direction. Listens and understands inferred requests. Asks and answers general questions about information or stories shared verbally.</p>

- Imitate words and actions to simple rhymes and fingerplays. (2.10)
- Combine two to three words to make phrases, simple sentences or to ask questions, such as “Where Mommy?” (2.11)
- Is easily understood by family and familiar adults. (2.12)

**Three-year-olds (36-48 months)**

- Follow two-step directions. (3.1)
- Demonstrate understanding of simple questions and requests. (3.2)
- Answer some simple “who”, “what” and “where” questions. (3.3)
- Listen and respond attentively to simple conversations. (3.4)
- Use phrases and/or simple sentences and questions. (3.5)
- Ask “why” questions. (3.6)
- With prompting and support, act out familiar stories, rhymes and fingerplays. (3.7)
- Use phrases and/or simple sentences that convey a complete thought, “Tommy ate the cookie,” that is easily understood by family and most people outside the home. (3.8)
- Ask questions that may incorporate expanding vocabulary. (3.9).

**Four-year-olds (48-60 months)**

- Listen and respond to questions about print read aloud or information presented orally or through other media, including music and videos. (4.1)
- Listen and respond attentively to conversations. (4.2)
- With guidance and support from adults, follow agreed upon rules for discussions (e.g. listening to others, and taking turns speaking about topics and print under discussion). (4.3)
- Actively participate in role-playing, creative dramatics,

**LLD 1 Listening**

Follows related two-step directions given verbally. Listens and understands inferred requests. Asks and answers general questions about information or stories shared verbally.

**LLD 2 Communication**

Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.

**LLD 6 Reading Comprehension**

Relates to the characters or events of the story and shares a similar experience or object from own life. Asks and answers simple questions about characters, setting and events.

**LLD 2 Communication**

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

<p>fingerplays, nursery rhymes, and choral speaking. (4.4)</p> <ul style="list-style-type: none"> <li>• Speak audibly and use words, phrases, and/or sentences to express a complete thought that can be clearly understood by most people. (4.5)</li> <li>• Ask questions about a specific topic, activity, and/or text read aloud. (4.6)</li> </ul>	<p>exchanges.</p>
<p><b>Language (LL 2)</b> Comprehend and use increasingly complex and varied vocabulary.</p>	
<p><b>Infants (birth-11 months)</b></p> <ul style="list-style-type: none"> <li>• Engage in brief moments of joint attention to imitate positional words through language, music and sounds. (0.1)</li> <li>• Recognize names of familiar people and objects. (0.2)</li> <li>• Use gestures and sounds to communicate needs. (0.3)</li> </ul>	<p><b>MR 2 Spatial Awareness</b> Participates as caregiver raises arms or legs and says up/down.</p> <p><b>LLD 1 Listening</b> Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions.</p> <p><b>LLD 2 Communication</b> Uses vocalizations and gestures to communicate.</p>
<p><b>Young toddlers (9-18 months)</b></p> <ul style="list-style-type: none"> <li>• Demonstrate positional words with body movement or through gestures. (1.1)</li> <li>• Use words such as “mama” and “dada”. (1.2)</li> <li>• Attempt to say new word offered by an adult (e.g., “That is a bird, can you say bird?”). (1.3)</li> </ul>	<p><b>MR 2 Spatial Awareness</b> Follows simple positional directions such as on/off, over/under and up/down.</p> <p><b>LLD 2 Communication</b> Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words and word-like sounds to communicate.</p>
<p><b>Older toddlers (16-36 months)</b></p> <ul style="list-style-type: none"> <li>• With prompting and support, respond to opposite words during</li> </ul>	<p><b>MR 2 Spatial Awareness</b> Finds or places objects next to, between, in front of or behind</p>

<p>games and activities. (2.1)</p> <ul style="list-style-type: none"> <li>• Sing and act out motions using a variety of positional words. (2.2)</li> <li>• Talk about the actions of others. (2.3)</li> <li>• Use pronouns “me”, “you”, and “I”. (2.4)</li> <li>• Use name of self and of other people. (2.5)</li> <li>• Name some objects or people in books. (2.6)</li> <li>• Use simple sentences and questions that incorporate expanding vocabulary. (2.7)</li> </ul>	<p>self.</p> <p><b>SS 2 Civics &amp; Economics</b> Says me, mine.</p> <p><b>LLD 6 Reading Comprehension</b> Answers “what” questions about stories and books. Recalls the name of the main character.</p> <p><b>LLD 2 Communication</b> Asks what a specific person or object is called.</p>
<p><b>Three-year-olds (36-48 months)</b></p> <ul style="list-style-type: none"> <li>• With prompting and support, demonstrate understanding of simple concepts such as opposites and positions. (3.1)</li> <li>• Demonstrate an understanding of and begin using some new vocabulary introduced through conversations, activities, or listening to texts read aloud. (3.2)</li> </ul>	<p><b>MR 2 Spatial Awareness</b> Identifies and corrects the orientation of familiar objects and symbols.</p> <p><b>LLD 2 Communication</b> Includes technical words and asks what unfamiliar words mean.</p>
<p><b>Four-year-olds (48-60 months)</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of a variety of concepts, such as opposites, positions, and comparisons. (4.1)</li> <li>• Use new vocabulary acquired through conversations, activities, or listening to texts read aloud. (4.2)</li> </ul>	<p><b>MR 2 Spatial Awareness</b> Identifies and corrects the orientation of familiar objects and symbols.</p> <p><b>LLD 2 Communication</b> Uses new or technical words learned in conversations or through reading. Compares words and their meanings.</p>
<p><b>Literature and Information in Print (LL 3)</b> Develop an interest in books and their characteristics.</p>	
<p><b>Infants (birth-11 months)</b></p> <ul style="list-style-type: none"> <li>• Manipulate books by holding, chewing, banging, etc. (0.1)</li> </ul>	<p><b>LLD 6 Reading Comprehension</b> Interacts by reaching for or patting when a book is read. Holds</p>

<ul style="list-style-type: none"> <li>• Look at picture books with interest, sometimes pointing at objects. (0.2)</li> <li>• Engage in joint attention to books, language, music and sounds. (0.3)</li> </ul>	<p>book and looks intently at each page.</p> <p><b>LLD 5 Concepts of Print</b> Looks at or points to pictures. Opens and closes books.</p>
<p><b>Young toddlers (9-18 months)</b></p> <ul style="list-style-type: none"> <li>• Look at books independently and with an adult. (1.1)</li> <li>• Select a book to look at and/or take it to an adult to read. (1.2)</li> <li>• Attends to picture books on own and with an adult for sustained periods of time. (1.3)</li> <li>• Turn pages of a book held by an adult, but not necessarily from front to back or page by page. (1.4)</li> </ul>	<p><b>LLD 5 Concepts of Print</b> Looks at or points to pictures. Opens and closes books. Recognizes if pictures are right-side up. Turns pages from front to back of book.</p>
<p><b>Older toddlers (16-36 months)</b></p> <ul style="list-style-type: none"> <li>• Identify a favorite book by its cover and find a favorite book on the shelf by its cover when prompted. (2.1)</li> <li>• Rotate book to get picture right side up. (2.2)</li> <li>• Hold a book and looks at one page at a time. (2.3)</li> <li>• Pretends to read. (2.4)</li> </ul>	<p><b>LLD 5 Concepts of Print</b> Recognizes if pictures are right-side up. Turns pages from front to back of book. Recognizes if pictures are right-side up.</p> <p><b>LLD 4 Alphabetic Knowledge</b> Points at words printed on a page and pretends to read aloud.</p>
<p><b>Three-year-olds (36-48 months)</b></p> <ul style="list-style-type: none"> <li>• Find a specific book by looking at the cover. (3.1)</li> <li>• Identify the front cover of a book. (3.2)</li> <li>• Hold book properly and look at pages of a book from left to right, pretending to read. (3.3)</li> <li>• Imitate teacher reading a story. (3.4)</li> <li>• With prompting and support, demonstrate and understand that people write stories and draw pictures in books. (3.5)</li> <li>• Shows an interest in illustrations. (3.6)</li> </ul>	<p><b>LLD 5 Concepts of Print</b> Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p> <p><b>LLD 6 Reading Comprehension</b> Talks about pictures and ideas in familiar stories.</p>
<p><b>Four-year-olds (48-60 months)</b></p> <ul style="list-style-type: none"> <li>• Demonstrates how books are read, such as front-to-back and one page at a time. (4.1)</li> </ul>	<p><b>LLD 5 Concepts of Print</b> Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of</p>

<ul style="list-style-type: none"> <li>• With prompting and support, describe the role of the author and illustrator of a text. (4.2)</li> </ul>	<p>one line to the beginning of the next line. Names author and illustrator.</p>
<p><b>Literature and Information in Print (LL 4)</b> Comprehend stories and information from books and other print materials.</p>	
<p><b>Infants (birth-11 months)</b></p> <ul style="list-style-type: none"> <li>• Engage in brief moments of joint attention to books, language and sounds. (0.1)</li> <li>• Respond and attend to stories that have been read previously. (0.2)</li> </ul>	<p><b>LLD 6 Reading Comprehension</b> Interacts by reaching for or patting when a book is read. Holds book and looks intently at each page.</p>
<p><b>Young toddlers (9-18 months)</b></p> <ul style="list-style-type: none"> <li>• Identify pictures of specific characters, scenes, or objects that are part of a book when asked. (1.1)</li> <li>• Look to an adult for the name of an object or character portrayed in a picture within a book. (1.2)</li> <li>• Anticipate familiar elements in a story as indicated by gestures or facial expression (e.g., show of excitement, and mimicking sounds). (1.3)</li> <li>• With prompting and support, point to pictures of favorite characters or familiar objects in a book. (1.4)</li> <li>• Point to a picture or illustration in a story book and look to an adult for the name of the object or character. (1.5)</li> </ul>	<p><b>LLD 6 Reading Comprehension</b> Points to pictures and repeats words from familiar stories. Answers “where” questions by pointing. Anticipates what comes next in familiar stories. Participates with others in the retelling of a story by pointing at pictures or role-playing with props.</p>
<p><b>Older toddlers (16-36 months)</b></p> <ul style="list-style-type: none"> <li>• Answer simple questions about pictures that go with print read aloud. (2.1)</li> <li>• Recognize when an adult misreads or skips a section of a familiar story and offer correction. (2.2)</li> <li>• Make up stories while turning pages of book. (2.3)</li> </ul>	<p><b>LLD 6 Reading Comprehension</b> Anticipates what comes next in familiar stories. Participates with others in the retelling of a story by pointing at pictures or role-playing with props. Retells portions of a story. Asks and answers simple questions about characters, setting and events.</p>

<ul style="list-style-type: none"> <li>• Recite simple phrases or words from familiar stories (e.g., Chicka Chicka Boom Boom). (2.4)</li> <li>• With prompting and support, name or identify 1-2 character(s) from a story and or 1-2 pieces of information remembered from and informational text read aloud. (2.5)</li> <li>• Is attentive when an adult explains a new word or introduces a new concept. (2.6)</li> <li>• Point to the picture on a page and ask, “What’s that?” (2.7)</li> <li>• Look at a picture or illustration and describe what is happening (e.g., “Boy running”). (2.8)</li> <li>• With prompting and support, demonstrate understanding of what will happen next in familiar stories. (2.9)</li> </ul>	<p><b>LLD 2 Communication</b> Asks what a specific person or object is called.</p>
<p><b>Three-year-olds (36-48 months)</b></p> <ul style="list-style-type: none"> <li>• Answer simple questions about print that has been read aloud several times. (3.1)</li> <li>• Retell a simple story with pictures or other props to use as prompts. (3.2)</li> <li>• With prompting and support, identify characters from a story and information from an informational text read aloud. (3.3)</li> <li>• With prompting and support, talk about unknown vocabulary words in a text or story read aloud. (3.4)</li> <li>• Distinguish between real objects and play objects (e.g. distinguish between a real apple and a toy apple). (3.5)</li> <li>• Use pictures and illustrations of a text to tell a story. (3.6)</li> <li>• With prompting and support, talk about or draw a character, setting, event, or idea in a text read aloud. (3.7)</li> <li>• Demonstrate understanding of what will happen next in familiar stories. (3.8)</li> </ul>	<p><b>LLD 6 Reading Comprehension</b> Answers “what” questions about stories and books. Recalls the name of the main character. Anticipates what comes next in familiar stories.</p> <p><b>LLD 2 Communication</b> Asks what unfamiliar words mean.</p> <p><b>CA 4 Drama</b> Distinguishes between real and pretend.</p>
<p><b>Four-year-olds (48-60 months)</b></p> <ul style="list-style-type: none"> <li>• With prompting and support, ask and answer questions about print that is read aloud. (4.1)</li> <li>• With prompting and support, retell parts of a favorite story in</li> </ul>	<p><b>LLD 6 Reading Comprehension</b> 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,</p>

<p>sequence (first, next, and last). (4.2)</p> <ul style="list-style-type: none"> <li>• With prompting and support, identify characters and some events from a story and several pieces of information from a text read aloud. (4.3)</li> <li>• With prompting and support, ask and answer questions about unknown words in a text read aloud. (4.4)</li> <li>• Listen to stories or text read aloud and use new vocabulary words in follow-up conversations and activities. (4.5)</li> <li>• Recognize that texts can be stories (makebelieve) or real (give information). (4.6)</li> <li>• With prompting and support, describe what person, place, thing, or idea in the text an illustration depicts. (4.7)</li> <li>• With prompting and support, discuss basic similarities and differences in print read aloud, including characters, settings, events, and ideas. (4.8)</li> <li>• Based on the title and/or pictures/ illustrations, predict what might happen in a story before it is read. (4.9)</li> </ul>	<p>setting and events.</p> <p><b>LLD 2 Communication</b> Asks what unfamiliar words mean. Uses new or technical words learned in conversations or through reading.</p> <p><b>LLD 5 Concepts of Print</b> Recognizes common types of text, e.g., poem, storybook, fact book.</p>
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<p><b>Foundational Skills (LL 5)</b> Demonstrate understanding of the organization and basic features of print.</p>	
<p><b>Infants (birth-11 months)</b></p> <ul style="list-style-type: none"> <li>• Engage in brief moments of joint attention to books, language, music, and sounds. (0.1)</li> <li>• Respond or show excitement when hearing own name. (0.2)</li> </ul>	<p><b>SED 3 Attention &amp; Persistence</b> Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.</p>
<p><b>Young toddlers (9-18 months)</b></p> <ul style="list-style-type: none"> <li>• Point to pictures and words in book. (1.1)</li> <li>• Recognize and respond to your own name. (1.2)</li> </ul>	<p><b>LLD 5 Concepts of Print</b> Looks at or points to pictures. Opens and closes books.</p>
<p><b>Older toddlers (16-36 months)</b></p>	<p><b>LLD 5 Concepts of Print</b></p>

<ul style="list-style-type: none"> <li>• Rotate book to get picture right side up. (2.1)</li> <li>• Look at one page at a time. (2.2)</li> <li>• Recognize a word with the first letter of a child's name in it as being connected to the child's name (e.g., pointing to a word with the first letter of a child's name in it and the child says, "That's my name."). (2.3)</li> <li>• Identify familiar logos in the environment (e.g., the child asks for French fries when seeing the "Golden Arches"). (2.4)</li> <li>• Associate symbols or pictures with objects or places in the environment. (2.5)</li> </ul>	<p>Recognizes if pictures are right-side up. Turns pages from front to back of book.</p> <p><b>SS 1 Culture &amp; Community</b> Recognizes familiar symbols or artifacts of family traditions or customs. I</p>
<p><b>Three-year-olds (36-48 months)</b></p> <ul style="list-style-type: none"> <li>• With prompting and support, track across a page or along printed words from top to bottom and left to right. (3.1)</li> <li>• Identify name on personal property. (3.2)</li> <li>• With prompting and support, demonstrate an understanding that letters are combined to make words. (3.3)</li> <li>• Name at least 10 of the 52 upper- and lower-case letters of the alphabet (any combination of upper- and lower-case letters). (3.4)</li> <li>• Identify some letters in own name. (3.5)</li> </ul>	<p><b>LLD 5 Concepts of Print</b> Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p> <p><b>LLD 4 Alphabetic Knowledge</b> Recognizes some common words in print; such as his/her name, mom, dad. Identifies six to seven letters and their sounds.</p>
<p><b>Four-year-olds (48-60 months)</b></p> <ul style="list-style-type: none"> <li>• With prompting and support, demonstrate that print is read left to right and top to bottom. (4.1)</li> <li>• With limited guidance, track across a page or along printed words from top to bottom and left to right. (4.2)</li> <li>• With prompting and support, identify own first name in print among two to three other names; point to printed name when asked. (4.3)</li> <li>• With prompting and support, identify various features in print (e.g., words, spaces, punctuation, and some upper- and lower-case letters). (4.4)</li> <li>• Name at least 26 of the 52 upper-and/or lower-case letters of</li> </ul>	<p><b>LLD 5 Concepts of Print</b> Identifies letters, words, spaces and some punctuation. Follows the direction of text. Identifies punctuation.</p> <p><b>LLD 4 Alphabetic Knowledge</b> Names all upper- and lowercase letters when presented in random order and identifies at least 15 letter sounds.</p>

the alphabet. (4.5)	
<b>Foundational Skills (LL 6)</b> Demonstrate understanding of different units of sound in language (words, syllables, phonemes).	
<b>Infants (birth-11 months)</b> <ul style="list-style-type: none"> <li>• Coo and babble to self and others. (0.1)</li> <li>• Imitate sounds made by caregiver. (0.2)</li> <li>• Make vowel-like sounds or a variety of consonant and vowel sounds. May say first word. (0.3)</li> <li>• Show recognition of familiar voices, names and environmental sounds. (0.4)</li> </ul>	<b>LLD 3 Phonological Awareness</b> Babbles and vocalizes using sound, volume and inflection. Imitates sounds and tones. Repeats words heard frequently in environment. Shows awareness of separate words in spoken language.
<b>Young toddlers (9-18 months)</b> <ul style="list-style-type: none"> <li>• Make vowel-like sounds or a variety of consonant and vowel sounds. (1.1)</li> <li>• Imitate inflection. (1.2)</li> <li>• Communicate using sounds, words and/or gestures. (1.3)</li> <li>• Copy some motions of adults during fingerplays. (1.4)</li> <li>• Participate in sound and word play. (1.5)</li> <li>• Say first word. (1.6)</li> </ul>	<b>LLD 2 Communication</b> Mimics single sounds. Uses vocalizations and gestures to communicate.  <b>LLD 3 Phonological Awareness</b> Uses a few words and word-like sounds to communicate. Shows awareness of separate words in spoken language.
<b>Older toddlers (16-36 months)</b> <ul style="list-style-type: none"> <li>• Participate in group rhymes and songs using words. (2.1)</li> <li>• Recognize sounds in the environment (e.g., a horn honking, a train whistle blowing, dogs barking, etc.). (2.2)</li> <li>• Participate in word play games and repeat sounds made by adults. (2.3)</li> <li>• Participate in sound and word play by imitating the movements and sounds of adults. (2.4)</li> <li>• Repeat familiar words. (2.5)</li> <li>• Use words combined with gestures and intonations to</li> </ul>	<b>LLD 3 Phonological Awareness</b> Imitates sounds and tones.  <b>LLD 1 Listening</b> Responds to conversation in environment and imitates actions.  <b>LLD 2 Communication</b> Uses vocalizations and gestures to communicate. Repeats words heard frequently in environment.

<p>communicate. (2.6)</p>	
<p><b>Three-year-olds (36-48 months)</b></p> <ul style="list-style-type: none"> <li>• With prompting and support, recognize matching sounds and rhymes in familiar words or words in songs. (3.1)</li> <li>• With prompting and support, segment a spoken sentence into the individual words using actions (e.g., clap or stomp for each word). (3.2)</li> <li>• With prompting and support, show an awareness of beginning sounds in words. (3.3)</li> <li>• With prompting and support, attend to activities or word play that emphasizes beginning sounds in words. (3.4)</li> <li>• Engage in word play activities in songs and rhymes. (3.5)</li> </ul>	<p><b>LLD 3 Phonological Awareness</b></p> <p>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.</p>
<p><b>Four-year-olds (48-60 months)</b></p> <ul style="list-style-type: none"> <li>• With prompting and support, recognize and produce rhyming words. (4.1)</li> <li>• With prompting and support, count, pronounce, blend, and segment syllables in spoken words using actions. (4.2)</li> <li>• With prompting and support, orally blend onset and rime in single syllable spoken words. (4.3)</li> <li>• Repeat alliteration during word play in order to recognize words with a common initial (first) sound. (4.4)</li> </ul>	<p><b>LLD 3 Phonological Awareness</b></p> <p>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.</p>
<p><b>Writing (LL 7)</b></p> <p>Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.</p>	
<p><b>Infants (birth-11 months)</b></p> <ul style="list-style-type: none"> <li>• Tightly grasp objects when placed in hands. (0.1)</li> <li>• Release object purposefully. (0.2)</li> </ul>	<p><b>LLD 1 Writing</b></p> <p>Explores writing materials.</p>

<ul style="list-style-type: none"> <li>• Use pincer grasp to pick up small objects. (0.3)</li> <li>• Preference for using right or left hand is emerging. (0.4)</li> <li>• Transfer objects from hand to hand. (0.5)</li> </ul>	<p><b>PD 2 Fine Motor</b> Purposefully grasps objects with finger and thumb.</p>
<p><b>Young toddlers (9-18 months)</b></p> <ul style="list-style-type: none"> <li>• Dot or scribble with crayons, may progress to vertical lines. (1.1)</li> <li>• Holds marker or crayon with the fist. (1.2)</li> <li>• Scribble or make random marks on paper. (1.3)</li> <li>• Scribble, as if writing. (1.4)</li> </ul>	<p><b>LLD 7 Writing</b> 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.</p>
<p><b>Older toddlers (16-36 months)</b></p> <ul style="list-style-type: none"> <li>• Scribble and/or produce mock letters with markers, crayons, paints, etc. and imitate marks. (2.1)</li> <li>• Transition from holding a crayon or marker in their fist to holding it between thumb and forefinger. (2.2)</li> <li>• Scribble with intent to represent something observed and/or convey a message. (2.3)</li> <li>• Show interest in using writing for a purpose. (2.4)</li> <li>• Make repeated marks on the page using circles, horizontal, and vertical lines. (2.5)</li> <li>• Recognize difference between picture and print. (2.6)</li> <li>• Explore interactive toys that are models of digital tools such as computers. (2.7)</li> </ul>	<p><b>LLD 7 Writing</b> 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.</p>
<p><b>Three-year-olds (36-48 months)</b></p> <ul style="list-style-type: none"> <li>• Experiment with a variety of writing tools, materials, and surfaces. (3.1)</li> <li>• Use early stages of writing to form shapes and letter-like symbols to convey ideas. (3.2)</li> <li>• Engage in tactile experiences creating letters and other forms. (3.3)</li> <li>• Imitate marks made by adult or older child (approximations).</li> </ul>	<p><b>LLD 7 Writing</b> 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 combination of drawing, dictating and writing to express and record an event or idea.</p>

<p>(3.4)</p> <ul style="list-style-type: none"> <li>• Describe picture and/or dictate story to caretaker. (3.5)</li> <li>• With guidance and support from adults, participate in acts that promote the development skills associated with the use of digital tools (e.g., learning games). (3.6)</li> </ul>	
<p><b>Four-year-olds (48-60 months)</b></p> <ul style="list-style-type: none"> <li>• Use a variety of writing tools in an appropriate manner showing increasing muscular control. (4.1)</li> <li>• Use a combination of drawing, dictating, and/or writing in response to a text read aloud, or to tell a story about a life experience or event. (4.2)</li> <li>• With guidance and support from adults, participate in acts that promote the development skills associated with the use of digital tools (e.g., learning games). (4.3)</li> </ul>	<p><b>LLD 7 Writing</b></p> <p>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.</p>
<b>PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT (PM)</b>	
<p><b>Motor Skills and Physical Fitness (PM 1)</b></p> <p>Develop large muscle control and coordinate movements in their upper- and/or lower body.</p>	
<p><b>Infants (birth-11 months)</b></p> <ul style="list-style-type: none"> <li>• Develop strength and control of head and back progressing to arms and legs. (0.1)</li> <li>• Develop strength and control of head and back progressing to arms and legs when playing with objects. (0.2)</li> </ul>	<p><b>PD 1 Gross Motor</b></p> <p>Sits independently and pulls self into a standing position.</p> <p><b>PD 2 Fine Motor</b></p> <p>Reaches for objects in sight. Uses arms or legs to make contact with an object.</p>
<p><b>Young toddlers (9-18 months)</b></p> <ul style="list-style-type: none"> <li>• Control and coordinate movement of arms, legs, and neck. (1.1)</li> <li>• Control and coordinate movement of arms, legs, and neck</li> </ul>	<p><b>PD 1 Gross Motor</b></p> <p>Kicks or grabs from a seated or lying position. Walks and climbs. Carries, drags, kicks and tosses objects.</p>

when using a variety of objects. (1.2)	
<b>Older toddlers (16-36 months)</b> <ul style="list-style-type: none"> <li>• Combine and coordinate arm and leg movements when engaged in active play. (2.1)</li> <li>• Combine and coordinate arm and leg movements when engaged in active play with objects and equipment. (2.2)</li> </ul>	<b>PD 1 Gross Motor</b> Walks and climbs. Carries, drags, kicks and tosses objects. Throws objects in an intended direction. Catches objects against body.
<b>Three-year-olds (36-48 months)</b> <ul style="list-style-type: none"> <li>• Use arms and legs for balance and motor control when walking, jumping, throwing and climbing. (3.1)</li> <li>• Use arms and legs for balance and motor control using objects and equipment for a wide range of physical activities. (3.2)</li> </ul>	<b>PD 1 Gross Motor</b> 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.
<b>Four-year-olds (48-60 months)</b> <ul style="list-style-type: none"> <li>• Use the whole body for balance and motor control when walking, jumping, throwing and climbing. (4.1)</li> <li>• Use the whole body for balance and motor control using objects and equipment for a wide range of physical activities. (4.2)</li> </ul>	<b>PD 1 Gross Motor</b> Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.
<b>Motor Skills and Physical Fitness (PM 2)</b> Develop small muscle control and coordination.	
<b>Infants (birth-11 months)</b> <ul style="list-style-type: none"> <li>• Develop small motor control moving from the chest outward to arms, wrist, and hands. (0.1)</li> <li>• Use hands to accomplish actions with rake grasp and/or palming. (0.2)</li> <li>• Coordinate eye and hand movements when eating, grasping, or picking up objects. (0.3)</li> </ul>	<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.
<b>Young toddlers (9-18 months)</b>	<b>PD 2 Fine Motor</b>

<ul style="list-style-type: none"> <li>• Demonstrate control of wrists, hands, and fingers. (1.1)</li> <li>• Use pincer grasp (their thumb and forefinger) to pick up small objects. (1.2)</li> <li>• Hold an object in one hand and manipulate it with the other hand. (1.3)</li> <li>• Coordinate eye and hand movements to explore objects or complete activities (e.g., transfer object from one hand to the other, stack blocks to build a tower). (1.4)</li> </ul>	<p>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.</p>
<p><b>Older toddlers (16-36 months)</b></p> <ul style="list-style-type: none"> <li>• Complete tasks that require more refined control of small muscles when using hands to reach, grasp, and release objects. (2.1)</li> <li>• Coordinate eye and hand movements to carry out simple tasks (e.g., using utensils for eating, putting puzzles together, stringing large beads). (2.2)</li> </ul>	<p><b>PD 2 Fine Motor</b></p> <p>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.</p>
<p><b>Three-year-olds (36-48 months)</b></p> <ul style="list-style-type: none"> <li>• Use hands, fingers, and wrists for a wide variety of tasks and activities. (3.1)</li> <li>• Coordinate eye and hand movements to accomplish simple tasks (e.g., using utensils for eating, putting puzzles together, stringing large beads, using a crayon). (3.2)</li> </ul>	<p><b>PD 2 Fine Motor</b></p> <p>Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p>
<p><b>Four-year-olds (48-60 months)</b></p> <ul style="list-style-type: none"> <li>• Use hands, fingers, and wrists to manipulate large and small objects with strength and good control of small muscles. (4.1)</li> <li>• Coordinate eye and hand movements to perform complex tasks (dressing and undressing) or to use everyday tools (e.g., pitchers for pouring or scissors for cutting along a line). (4.2)</li> </ul>	<p><b>PD 2 Fine Motor</b></p> <p>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.</p>
<p><b>Motor Skills and Physical Fitness (PM 3)</b></p> <p>Participate in a variety of physical activities to enhance strength and stamina.</p>	

<p><b>Infants (birth-11 months)</b></p> <ul style="list-style-type: none"> <li>• Move body in a variety of ways, (e.g., kicking feet, waving arms, or rolling over). (0.1)</li> <li>• Engage in play that helps to develop strength in arms and legs (e.g., floor games that provide opportunities for reaching, grasping or pushing). (0.2)</li> </ul>	<p><b>PD 1 Gross Motor</b></p> <p>Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.</p>
<p><b>Young toddlers (9-18 months)</b></p> <ul style="list-style-type: none"> <li>• Participate in a variety of indoor and outdoor play activities. (1.1)</li> <li>• Engage in play that helps to develop strength in arms and legs (e.g., filling and dumping a bucket, pushing a baby stroller, playing on outdoor equipment). (1.2)</li> </ul>	<p><b>PD 1 Gross Motor</b></p> <p>Walks and climbs. Carries, drags, kicks and tosses objects.</p>
<p><b>Older toddlers (16-36 months)</b></p> <ul style="list-style-type: none"> <li>• Participate in a variety of indoor and outdoor play activities. (2.1)</li> <li>• Engage in regular and sustained play activities that are physically demanding for short periods of time. (2.2)</li> </ul>	<p><b>PD 1 Gross Motor</b></p> <p>Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p>
<p><b>Three-year-olds (36-48 months)</b></p> <ul style="list-style-type: none"> <li>• Seek out a variety of physical activities such as games and indoor/outdoor play. (3.1)</li> <li>• Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking or throwing a ball). (3.2)</li> </ul>	<p><b>PD 1 Gross Motor</b></p> <p>Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p>
<p><b>Four-year-olds (48-60 months)</b></p> <ul style="list-style-type: none"> <li>• Initiate and engage in a variety of physical activities including games, exercises, and play that enhance physical fitness. (4.1)</li> <li>• Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking or throwing a ball). (4.2)</li> </ul>	<p><b>PD 1 Gross Motor</b></p> <p>Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p>

<p><b>Health and Hygiene (PM 4)</b> Develop appropriate health and hygiene skills.</p>	
<p><b>Infants (birth-11 months)</b></p> <ul style="list-style-type: none"> <li>• Willing to try healthy foods offered by caregiver. (0.1)</li> <li>• Cooperate with some personal care routines. (0.2)</li> <li>• Respond to consistent bedtime routine. (0.3)</li> <li>• Soothe self and fall asleep. (0.4)</li> </ul>	<p><b>PD 4 Personal Care</b> Receives appropriate healthcare from caregivers. Responds when physical needs are not met.</p> <p><b>SED 2 Self-Regulation</b> Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine.</p>
<p><b>Young toddlers (9-18 months)</b></p> <ul style="list-style-type: none"> <li>• Accept healthy foods that are offered by caregiver. (1.1)</li> <li>• Participate in personal care routines with adult caregiver. (1.2)</li> <li>• Cooperate with sleep routines. (1.3)</li> <li>• Comfort self, fall asleep, and return to sleep if awakened. (1.4)</li> </ul>	<p><b>PD 5 Nutrition</b> Anticipates the need to eat, rest and drink. Feeds self soft foods with spoon or other utensil.</p> <p><b>SED 2 Self-Regulation</b> Soothes self by seeking a familiar adult or thing.</p>
<p><b>Older toddlers (16-36 months)</b></p> <ul style="list-style-type: none"> <li>• Identify a variety of healthy foods. (2.1)</li> <li>• Eat a variety of healthy foods. (2.2)</li> <li>• Carry out some parts of personal care routines with adult guidance supervision and assistance. (2.3)</li> <li>• Initiate and participate in sleep routines. (2.4)</li> <li>• Fall asleep on their own and return to sleep if awakened. (2.5)</li> </ul>	<p><b>PD 5 Nutrition</b> Communicates when hungry, thirsty or tired. Feeds self some finger foods. Anticipates the need to eat, rest and drink.</p> <p><b>PD 4 Personal Care</b> Participates in taking care of some personal needs, such as feeding self. With help, participates in healthy habits and healthcare routines.</p>
<p><b>Three-year-olds (36-48 months)</b></p> <ul style="list-style-type: none"> <li>• Identify foods (real or pictures) that are healthy and less healthy for the body. (3.1)</li> <li>• Select from a variety of healthy foods that are offered. (3.2)</li> <li>• Carry out most personal care routines with minimal adult guidance and assistance. (3.3)</li> </ul>	<p><b>PD 5 Nutrition</b> Anticipates the need to eat, rest and drink. Identifies food and serves a portion into bowl or plate. Feeds self. Identifies food groups and sorts food. Chooses between two appropriate food options.</p>

<ul style="list-style-type: none"> <li>• Sleep or rest for a sufficient amount of time to support healthy development of their body. (3.4)</li> </ul>	<p><b>PD 4 Personal Care</b> Follows a routine of rest and active play.</p>
<p><b>Four-year-olds (48-60 months)</b></p> <ul style="list-style-type: none"> <li>• Identify different foods and the corresponding food group according to “My Plate”. (4.1)</li> <li>• Give a simple explanation as to why a particular food is healthy or unhealthy. (4.2)</li> <li>• Exhibit good hygiene habits and manage age-appropriate personal care routines on own. (4.3)</li> <li>• Get sufficient sleep and rest to support healthy development of their body. (4.4)</li> </ul>	<p><b>PD 5 Nutrition</b> Identifies food groups and sorts food. Chooses between two appropriate food options.</p> <p><b>PD 4 Personal Care</b> Regulates toileting and handwashing needs. Follows a routine of rest and active play.</p>
<p><b>Safety (PM 5)</b> Demonstrate safe behaviors.</p>	
<p><b>Infants (birth-11 months)</b></p> <ul style="list-style-type: none"> <li>• Attend to adult cues (e.g., facial expression, tone of voice) that indicate a harmful or unsafe situation. (0.1)</li> <li>• May cry upon seeing adult reaction to a potential harmful situation. (0.2)</li> </ul>	<p><b>PD 3 Safety</b> Expresses distress when needs are not met.</p> <p><b>CA 4 Drama</b> Mimics observed behaviors and words.</p>
<p><b>Young toddlers (9-18 months)</b></p> <ul style="list-style-type: none"> <li>• Attend to adult cues (e.g., facial expression, tone of voice) to see if situation is harmful or unsafe. (1.1)</li> <li>• Use cue or signal from adult to guide behavior in harmful or dangerous situations. (1.2)</li> <li>• Cooperate with some basic safety practices. (1.3)</li> </ul>	<p><b>PD 3 Safety</b> Responds to possible dangers in environment and avoids them when prompted. Follows simple safety rules.</p>
<p><b>Older toddlers (16-36 months)</b></p> <ul style="list-style-type: none"> <li>• Recognize some harmful situations. (2.1)</li> <li>• Follow directions from an adult to avoid potential harmful conditions/situations. (2.2)</li> </ul>	<p><b>PD 3 Safety</b> Responds to possible dangers in environment and avoids them when prompted. Follows simple safety rules.</p>

<ul style="list-style-type: none"> <li>• Follow safety rules with assistance and guidance from adults. (2.3)</li> </ul>	
<p><b>Three-year-olds (36-48 months)</b></p> <ul style="list-style-type: none"> <li>• Identify and avoid potentially harmful objects, substances, or situations or behaviors with supervision. (3.1)</li> <li>• State safety rules and follow them with guidance from adults. (3.2)</li> </ul>	<p><b>PD 3 Safety</b> Responds to possible dangers in environment and avoids them when prompted. Describes reasons for safety rules and reminds others to follow them.</p> <p><b>SS 2 Civics &amp; Economics</b> Recognizes and attends to authority figures.</p>
<p><b>Four-year-olds (48-60 months)</b></p> <ul style="list-style-type: none"> <li>• Identify and alert others of potentially hazardous objects, substances, behaviors, and/or situations (that may appear in the child's environment) with supervision. (4.1)</li> <li>• Demonstrate and communicate a basic understanding of health and safety rules and respond appropriately to harmful or unsafe situations (e.g., hold an adult's hand when crossing the street, don't touch a hot stove, etc.). (4.2)</li> </ul>	<p><b>PD 3 Safety</b> Seeks opportunities to help others. Tries to solve own social problems. Describes reasons for safety rules and reminds others to follow them.</p>
<p><b>SOCIAL-EMOTIONAL DEVELOPMENT (SE 1)</b></p>	
<p><b>Social Relationships (SE 1)</b> Develop healthy relationships and interactions with peers and adults.</p>	<p><b>SED Social-Emotional Development</b> Develops close bonds/relationships with adults and builds peer friendships. Identifies and respects differences in others' abilities, characteristics, feelings and interests. Participates in group activities, takes turns, shares and negotiates with others.</p>
<p><b>Infants (birth-11 months)</b></p> <ul style="list-style-type: none"> <li>• Notice and pay attention to others. (0.1)</li> <li>• Notice how others respond to his/her behaviors. (0.2)</li> <li>• Explore a variety of things in the environment (e.g., reach for a toy, put a rattle in mouth). (0.3)</li> <li>• Participate in simple back and forth play and interaction with</li> </ul>	<p><b>SED 4 Social Relationships</b> 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>adults. (0.4)</p> <ul style="list-style-type: none"> <li>• Attend and respond to familiar adults. (0.5)</li> <li>• Become frightened or distressed when separated from familiar caregiver. (0.6)</li> <li>• Move or cry to seek attention and comfort from familiar adults. (0.7)</li> <li>• Touch, smile, or babble to other infants. (0.8)</li> </ul>	
<p><b>Young toddlers (9-18 months)</b></p> <ul style="list-style-type: none"> <li>• Recognize and react to feelings in others (e.g., offer toy to crying peer). (1.1)</li> <li>• Repeat actions that elicit social responses from others (e.g., smile at others or begin to babble). (1.2)</li> <li>• Show interest in a variety of things, people, and objects. (1.3)</li> <li>• Play alongside another child (parallel or mirror play) for brief periods. (1.4)</li> <li>• Become frightened or distressed when separated from familiar caregiver. (1.5)</li> <li>• Show preference for familiar caregivers (e.g. following caregiver around the room, cry when caregiver leaves). (1.6)</li> <li>• Use familiar adults as “secure base” by glancing back to caregiver while playing. (1.7)</li> <li>• Enjoy playing next to or close to other children. (1.8)</li> <li>• Interact briefly with other children by gesturing or offering a toy. (1.9)</li> </ul>	<p><b>SED 4 Social Relationships</b> 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><b>SED 3 Attention &amp; Persistence</b> Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.</p> <p><b>SED Self-Regulation</b> Soothes self by seeking a familiar adult or thing.</p> <p><b>SS 2 Civics &amp; Economics</b> Offers a toy or object to another person.</p>
<p><b>Older toddlers (16-36 months)</b></p> <ul style="list-style-type: none"> <li>• Sometimes recognize the feelings of others and respond with words and/or behaviors to express care and concern (e.g., “Becky is crying”). (2.1)</li> <li>• Make connection between choice and consequence that follows. (2.2)</li> <li>• Notice differences in others, objects, and environment. (2.3)</li> </ul>	<p><b>SED 4 Social Relationships</b> Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked. Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad.</p>

<ul style="list-style-type: none"> <li>• Engage in social play alongside other children and, on occasion, with other children. (2.4)</li> <li>• Follow adult guidance to respond to conflict. (2.5)</li> <li>• Show affection for adults that care for him/her on a regular basis. (2.6)</li> <li>• Willingness to explore, but will seek help from trusted adults in new situations or when fearful. (2.7)</li> <li>• Interact more regularly with one or two familiar children. (2.8)</li> </ul>	<p><b>SED 2 Self-Regulation</b> Recognizes personal feelings. Controls impulses with reminders.</p>
<p><b>Three-year-olds (36-48 months)</b></p> <ul style="list-style-type: none"> <li>• Sometimes recognize the feelings others are expressing and acts appropriately when others are happy, sad, angry or afraid (e.g., comforts a friend who gets hurt). (3.1)</li> <li>• Develop a growing understanding of how his/her actions affect others and begin to accept consequences of their actions. (3.2)</li> <li>• Demonstrate emerging awareness and respect for differences between people (culture, ethnicity, abilities, and disabilities). (3.3)</li> <li>• Work or play cooperatively with other children with some direction from adults. (3.4)</li> <li>• Resolve conflict with peers by following suggestions from an adult. (3.5)</li> <li>• Show affection for adults that care for him/her on a regular basis. (3.6)</li> <li>• Demonstrate interactions with a few adults who are less familiar. (3.7)</li> <li>• Occasionally play with the same one or two children for a short time. (3.8)</li> <li>• Describe one or two children as their friends. (3.9)</li> <li>• Join in with a small group of children. (3.10)</li> </ul>	<p><b>SED 4 Social Relationships</b> Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad. Describes friendships and meaningful relationships.</p> <p><b>SS 2 Civics &amp; Economics</b> Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self.</p> <p><b>SS 1 Culture &amp; Community</b> Begins to learn about other cultures.</p>
<p><b>Four-year-olds (48-60 months)</b></p> <ul style="list-style-type: none"> <li>• Recognize and respect the feelings, needs, and rights of others (e.g., using polite language, sharing with others). (4.1)</li> </ul>	<p><b>SED 4 Social Relationships</b> Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or</p>

<ul style="list-style-type: none"> <li>• Express empathy and sympathy for others. (4.2)</li> <li>• Demonstrate understanding of how one’s words and actions affect others. (4.3)</li> <li>• Demonstrate awareness of and respect for differences among people (culture, ethnicity, abilities, and disabilities). (4.4)</li> <li>• Play cooperatively with small group of peers for a sustained time. (4.5)</li> <li>• Demonstrate cooperation with peers by sharing, taking turns, etc. (4.6)</li> <li>• Resolve conflict with peers on their own sometimes. (4.7)</li> <li>• Seek help from adults when in conflict with peer, if needed. (4.8)</li> <li>• Demonstrate positive relationships by seeking out trusted adults for emotional support, physical assistance, social interaction, approval, and problem-solving. (4.9)</li> <li>• Develop and maintain positive relationships with peers. (4.10)</li> </ul>	<p>sad. Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.</p> <p><b>SS 2 Civics &amp; Economics</b> 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> Anticipates a change in routine and begins to prepare self by finding a desired thing or person.</p>
<p><b>Self-Concept and Self-Efficacy (SE 2)</b> Develop positive self-identity and sense of belonging.</p>	
<p><b>Infants (birth-11 months)</b></p> <ul style="list-style-type: none"> <li>• Show awareness of body parts of self and others. (0.1)</li> <li>• Express preferences for objects, activities and people. (0.2)</li> <li>• Respond to his/her own name by movements or facial expressions. (0.3)</li> </ul>	<p><b>SED 1 Self-Awareness</b> Explores self and others by using senses. Expresses likes and dislikes.</p> <p><b>LLD 1 Listening</b> Turns head toward the person speaking and makes gestures and/or vocalizations in response.</p>
<p><b>Young toddlers (9-18 months)</b></p> <ul style="list-style-type: none"> <li>• Recognize self in mirror. (1.1)</li> <li>• Develop preferences to food, toys, games, textures, etc. (1.2)</li> <li>• Express own desires and preferences. (1.3)</li> </ul>	<p><b>SED 1 Self-Awareness</b> Recognizes self in photos or in a mirror. Expresses likes and dislikes.</p>
<p><b>Older toddlers (16-36 months)</b></p>	<p><b>SED 1 Self-Awareness</b></p>

<ul style="list-style-type: none"> <li>• Express own desires and preferences. (2.1)</li> <li>• Identify self in photographs. (2.2)</li> <li>• Express self-awareness using “Me” or “mine.” (2.3)</li> </ul>	<p>Recognizes self in photos or in a mirror. Expresses likes and dislikes.</p> <p><b>SS 2 Civics &amp; Economics</b> Expresses a desire for an object or action. Says me, mine.</p>
<p><b>Three-year-olds (36-48 months)</b></p> <ul style="list-style-type: none"> <li>• Recognize self in terms of basic preferences, characteristics, and skills. (3.1)</li> </ul>	<p><b>SED 1 Self-Awareness</b> Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p>
<p><b>Four-year-olds (48-60 months)</b></p> <ul style="list-style-type: none"> <li>• Describe self, referring to characteristics, preferences, thoughts, and feelings. (4.1)</li> </ul>	<p><b>SED 1 Self-Awareness</b> Describes and compares preferences of self and others.</p>
<p><b>Self-Concept and Self-Efficacy (SE 3)</b> Express feelings and beliefs that he/she is capable of successfully making decisions, accomplishing tasks, and meeting goals.</p>	
<p><b>Infants (birth-11 months)</b></p> <ul style="list-style-type: none"> <li>• Show that she/he expects results from own actions (e.g., repeat loud noise to gain attention, hit toy over and over to produce sound). (0.1)</li> <li>• Express pleasure at things he/she has done (e.g., wiggle, coo, laugh). (0.2)</li> <li>• Actively explore toys, and objects in the environment. (0.3)</li> <li>• Express preferences for objects, activities and people. (0.4)</li> </ul>	<p><b>PD 2 Fine Motor</b> Reaches for objects in sight. Uses arms or legs to make contact with an object.</p> <p><b>LLD 2 Communication</b> Mimics single sounds. Uses vocalizations and gestures to communicate.</p>
<p><b>Young toddlers (9-18 months)</b></p> <ul style="list-style-type: none"> <li>• Try new tasks with encouragement from adults. (1.1)</li> <li>• Show joy, pleasure, and/ or excitement over accomplishments. (1.2)</li> </ul>	<p><b>SED 2 Self-Regulation</b> Redirects to a new activity with help from caregivers.</p> <p><b>SCI 3 Physical Science</b></p>

<ul style="list-style-type: none"> <li>• Demonstrate a willingness to explore the environment and try experiences in the presence of a familiar caregiver. (1.3)</li> <li>• Express certain preferences. (1.4)</li> <li>• Make simple choices with guidance from adults. (1.5)</li> </ul>	<p>Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.</p> <p><b>SED 1 Self-Awareness</b> When given two to three options, chooses his/her most desired option.</p>
<p><b>Older toddlers (16-36 months)</b></p> <ul style="list-style-type: none"> <li>• Demonstrate confidence when completing familiar tasks. (2.1)</li> <li>• Express preferences and may have strong emotions and/or actions (e.g., may say “no” to adult). (2.2)</li> <li>• Use some language to express feelings of pleasure over accomplishments (e.g., says "I did it!" after using potty successfully). (2.3)</li> <li>• Try new experiences with adult prompting and support. (2.4)</li> <li>• Make simple choices with guidance from adults. (2.5)</li> </ul>	<p><b>SED 1 Self-Awareness</b> Negotiates to attain personal preference in a situation.</p> <p><b>LLD 2 Communication</b> Communicates needs, desires and ideas.</p> <p><b>SED 1 Self-Awareness</b> When given two to three options, chooses his/her most desired option.</p>
<p><b>Three-year-olds (36-48 months)</b></p> <ul style="list-style-type: none"> <li>• Demonstrate confidence in completing familiar tasks. (3.1)</li> <li>• Actively explore the environment and begin to try new experiences. (3.2)</li> <li>• Make choices between two or three options (e.g., chooses milk or juice). (3.3)</li> </ul>	<p><b>SED 3 Attention &amp; Persistence</b> Practices or repeats an activity many times until successful.</p> <p><b>SED 1 Self-Awareness</b> When given two to three options, chooses his/her most desired option.</p>
<p><b>Four-year-olds (48-60 months)</b></p> <ul style="list-style-type: none"> <li>• Demonstrate confidence in range of abilities and express pride in accomplishments. (4.1)</li> <li>• Attempt new experiences with confidence. (4.2)</li> <li>• Make choices or decisions from a range of options. (4.3)</li> </ul>	<p><b>SED 3 Attention &amp; Persistence</b> Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.</p> <p><b>SED 1 Self-Awareness</b> When given two to three options, chooses his/her most desired option.</p>

<b>Self-Regulation (SE 4)</b> Regulate own emotions and behavior.	
<b>Infants (birth-11 months)</b> <ul style="list-style-type: none"> <li>• Respond to adult's expression of feelings (e.g., their facial and vocal expressions). (0.1)</li> <li>• Calm down when held, rocked, or talked to by a familiar adult. (0.2)</li> <li>• Use simple behaviors to comfort self or ease distress (e.g., turns away when overstimulated). (0.3)</li> <li>• Express basic feelings (e.g., fear, anger, surprise) through facial expressions, body movements, crying, smiling, laughing, and/or cooing. (0.4)</li> </ul>	<b>SED 2 Self-Regulation</b> Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine. Shows a range of emotions with facial expressions and gestures.
<b>Young toddlers (9-18 months)</b> <ul style="list-style-type: none"> <li>• Respond to adult's expression of feelings (e.g., their facial and vocal expressions). (1.1)</li> <li>• Seek comfort in daily routines, activities, and familiar adults. (1.2)</li> <li>• Use body to express emotions (e.g., hugging mother, throwing a toy when angry). (1.3)</li> </ul>	<b>SED 2 Self-Regulation</b> Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing.
<b>Older toddlers (16-36 months)</b> <ul style="list-style-type: none"> <li>• Recognize feelings when named by an adult. (2.1)</li> <li>• Find comfort in rituals and routines (e.g., use special "lovey" or comfort object for naptime) with adult assistance as needed. (2.2)</li> <li>• Express more complex emotions through behaviors, facial expression and some words. (2.3)</li> </ul>	<b>SED 2 Self-Regulation</b> Recognizes personal feelings. 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.
<b>Three-year-olds (36-48 months)</b> <ul style="list-style-type: none"> <li>• Recognize and name basic emotions (happy, mad, sad) in self. (3.1)</li> </ul>	<b>SED 2 Self-Regulation</b> Identifies and explains personal feelings. Describes appropriate responses to different emotions.

<ul style="list-style-type: none"> <li>• Express own ideas, interests, and feelings through words or actions. (3.2)</li> </ul>	
<p><b>Four-year-olds (48-60 months)</b></p> <ul style="list-style-type: none"> <li>• Recognize and accurately label the feelings of self. (4.1)</li> <li>• Express basic feelings, needs, and wants in a manner that is age-appropriate to the situation. (4.2)</li> </ul>	<p><b>SED 2 Self-Regulation</b> Identifies and explains personal feelings. Describes appropriate responses to different emotions.</p>
<p><b>Self-Regulation (SE 5)</b> Regulate attention, impulses, and behavior.</p>	
<p><b>Infants (birth-11 months)</b></p> <ul style="list-style-type: none"> <li>• Respond to having needs met. (0.1)</li> <li>• Respond to changes in adult's tone of voice, expression, and visual cues (e.g., shaking head). (0.2)</li> </ul>	<p><b>SED 2 Self-Regulation</b> Calms with support from caregiver. Responds as caregiver takes care of his/her needs.</p>
<p><b>Young toddlers (9-18 months)</b></p> <ul style="list-style-type: none"> <li>• Respond to simple rules and routines. (1.1)</li> <li>• Accept some redirection from adults. (1.2)</li> <li>• Act on impulses (e.g., pull mother's hair or reach for another child's bottle). (1.3)</li> <li>• Develop a capacity to wait for needs to be met when responded to promptly and consistently. (1.4)</li> </ul>	<p><b>SED 2 Self-Regulation</b> Shows a range of emotions with facial expressions and gestures. Redirects to a new activity with help from caregivers. Controls impulses with reminders.</p>
<p><b>Older toddlers (16-36 months)</b></p> <ul style="list-style-type: none"> <li>• Show some understanding of simple rules and routines with adult support. (2.1)</li> <li>• Accept some redirection from adults. (2.2)</li> <li>• Respond positively to choices and limits set by an adult to help control their behavior. (2.3)</li> </ul>	<p><b>PD 3 Safety</b> Follows simple safety rules. Redirects to a new activity with help from caregivers. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.</p>
<p><b>Three-year-olds (36-48 months)</b></p> <ul style="list-style-type: none"> <li>• With prompting and support, follow rules and routines. (3.1)</li> </ul>	<p><b>SS 2 Civics &amp; Economics</b> Recognizes and attends to authority figures.</p>

<ul style="list-style-type: none"> <li>• With prompting and support, respond appropriately during teacher-guided and child-initiated activities. (3.2)</li> <li>• Cooperate and begin to focus attention during teacher-guided and child-initiated activities. (3.3)</li> <li>• With adult support and guidance, wait for short periods of time to get something he/she wants (e.g., waits turn to play with a toy, etc.). (3.4)</li> </ul>	<p><b>SED 4 Social Relationships</b> Participates in an activity when asked.</p> <p><b>SED 2 Self-Regulation</b> Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.</p>
<p><b>Four-year-olds (48-60 months)</b></p> <ul style="list-style-type: none"> <li>• Follow rules and routines and adapt to changes in rules and routines. (4.1)</li> <li>• Demonstrate control over impulsive behaviors and focus attention in various settings but sometimes require adult support and guidance. (4.2)</li> <li>• With adult support and guidance, wait for short periods of time to get something he/she wants (e.g., waits turn to play with a toy, etc.). (4.3)</li> </ul>	<p><b>SED 2 Self-Regulation</b> Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.</p>

# Developmental Continuum of Skills

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

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

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

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

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

Skill / Skill Code	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8	
 <b>Social Studies</b>	<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.

Nebraska PreK Standards

Developmental Continuum of the Experience Early Learning Skills

<p><b>Social and Emotional Development</b></p>	
<p>Self Concept</p>	
<p>Standard (SE.01): Develops self-awareness and sense of self</p>	
<ul style="list-style-type: none"> <li>• Refers to self by first and last name and identifies some personal characteristics (e.g., gender, hair color)</li> <li>• Introduces self and family members to others</li> <li>• Describes themselves in terms of basic preferences</li> <li>• Makes independent choices and plans from a broad range of diverse play areas or interest centers</li> <li>• Shows growing independence in a range of activities, routines, and tasks</li> </ul>	<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 &amp; Persistence</b>                  SED 3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.</p>
<ul style="list-style-type: none"> <li>• Expresses individuality by making independent decisions</li> <li>• Expresses ideas for activities and initiates discussions</li> <li>• Actively engages in activities and interactions with adults and peers</li> <li>• Discusses their own actions and efforts</li> <li>• Uses positive words to describe self</li> <li>• Contributes to group discussions expressing own thoughts and ideas</li> </ul>	<p><b>SS 4 History &amp; Sense of Time</b>                  SS 4.4 Recalls information and events from the past.</p> <p><b>SED 1 Self-Awareness</b>                  SED 1.4 When given two to three options, chooses his/her most desired option.</p> <p><b>LLD 2 Communication</b>                  LLD 2.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille, or verbalized words. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas.</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.</p>

Self Control	
Standard (SE.02): Manages emotions with increasing independence	
<ul style="list-style-type: none"> <li>• Recognizes and describes a wide range of feelings including the primary emotions</li> <li>• Manages transitions and adapts to changes in schedules, routines, and situations with adult support</li> <li>• Follows simple program rules, routines, and directions with few reminders</li> <li>• Shows awareness and responds appropriately to the feelings of others</li> </ul>	<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.</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>PD 3 Safety</b>  PD 3.3 Follows simple safety rules.</p> <p><b>LLD 1 Listening</b>  LLD 1.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally.</p> <p><b>SED 4 Social Relationships</b>  SED 4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.</p>
<ul style="list-style-type: none"> <li>• Empathizes with feelings of others (e.g., tries to comfort a sad friend)</li> <li>• Describes emotions to trusted adult and peers</li> <li>• Manages impulses and feelings (e.g., takes three deep breaths, uses calming words, pulls self out of play to go to “safe spot” to relax, uses expressive activities)</li> <li>• Transitions between tasks with minimal direction from adults <ul style="list-style-type: none"> <li>• Attempts to solve problems with other children independently, by negotiation, or other socially acceptable means</li> <li>• Participates in daily routine without being asked</li> </ul> </li> </ul>	<p><b>SED 4 Social Relationships</b>  SED 4.7 Describes how to build positive relationships. Explains how roles within groups change over time. Shows empathy to those who are sad, lonely or discouraged.</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.</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>SED 1 Self-Awareness</b></p>

	<p>SED 1.6 Negotiates to attain personal preference in a situation.</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.</p> <p>SED 4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.</p>
Cooperation and Prosocial Behavior	
Standard (SE.03): Develops foundational skills to support cooperation and prosocial behavior	
<ul style="list-style-type: none"> <li>• Seeks out other children with whom to play</li> <li>• Waits to take turn in an activity</li> <li>• Demonstrates understanding of sharing             <ul style="list-style-type: none"> <li>• Uses appropriate communication skills to initiate or join classroom activities</li> </ul> </li> <li>• Shows empathy for physically hurt or emotionally upset child             <ul style="list-style-type: none"> <li>• Increases use of language skills instead of physical force to resolve conflicts</li> </ul> </li> <li>• Uses social conventions</li> </ul>	<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.</p> <p>SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p> <p>SED 4.7 Describes how to build positive relationships. Explains how roles within groups change over time. Shows empathy to those who are sad, lonely or discouraged.</p> <p><b>LLD 2 Communication</b>          LLD 2.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille, or verbalized words. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas.</p> <p><b>MR 7 Logic &amp; Reasoning</b>          MR 7.3 Recognizes a problem and asks for help.</p>
<ul style="list-style-type: none"> <li>• Attempts to solve problems with other children independently, by negotiation, or other socially acceptable means</li> </ul>	<p><b>SED 1 Self-Awareness</b>          SED 1.6 Negotiates to attain personal preference in a situation.</p>

<ul style="list-style-type: none"> <li>• Recognizes how actions affect others and accepts consequences for own actions</li> <li>• Engages in cooperative group play</li> <li>• Accepts guidance and direction from a variety of familiar adults</li> <li>• Follows basic rules and routines for play and group participation</li> </ul>	<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>SED 4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.</p> <p><b>PD 3 Safety</b>  PD 3.3 Follows simple safety rules.</p> <p><b>SS 2 Civics &amp; Economics</b>  SS 2.7 Identifies individual rights. Determines if rules support the common good. Describes ways one might use money, goods or services.</p>
<p>Social Relationships</p>	
<p>Standard (SE.04): Shows interest in, interacts with, and develops personal relationships with others</p>	
<ul style="list-style-type: none"> <li>• Responds to adults' questions</li> <li>• Shares by taking turns with materials and toys with other children</li> <li>• Engages in cooperative play with others (may require adult guidance)</li> <li>• Uses adults as a resource to solve problems</li> <li>• Suggests solutions to conflicts with adult guidance and support <ul style="list-style-type: none"> <li>• Uses words to express anger, such as "I don't like it when you push me!" or "That makes me mad!"</li> </ul> </li> </ul>	<p><b>MR 7 Logic &amp; Reasoning</b>  Recognizes a problem and asks for help.</p> <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.</p> <p>SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p> <p>SED 4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.</p> <p>SED 4.7 Describes how to build positive relationships. Explains how roles within groups change over time. Shows empathy to those who are sad, lonely or discouraged.</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>
<ul style="list-style-type: none"> <li>• Develops close friendships with one or two children as well as plays with many children</li> <li>• Notices who is absent from circle time and asks about it, showing concern for others</li> <li>• Initiates conversations with adults and other children</li> <li>• Accepts and requests guidance from adults</li> <li>• Knows how to join a group of playing children</li> <li>• Engages in sustained periods of cooperative play</li> </ul>	<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.</p> <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 with expanding vocabulary. Asks simple questions and stays on topic for two to three exchanges.</p> <p><b>SED 3 Attention &amp; Persistence</b>  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>Knowledge of Families and Communities</p>	
<p>Standard (SE.05): Develops a sense of belonging to family, community, and other groups</p>	
<ul style="list-style-type: none"> <li>• Recognizes familiar places in their environment (stores, parks, restaurants, roads, buildings, trees, gardens, bodies of water, and land formations) <ul style="list-style-type: none"> <li>• Sees self as a family member and identifies his/her role within the family</li> </ul> </li> <li>• Reads/looks at books and writes/dictates/shares or dramatizes stories about families/events</li> </ul>	<p><b>SS 3 Geography</b>  SS 3.3 Identifies a variety of familiar places, such as the store, car, home or Grandma’s. Follows a path.</p> <p><b>SED 1 Self-Awareness</b>  SED 1.3 Expresses simple ideas about self in relation to others such as family.</p> <p><b>SS 1 Culture &amp; Community</b>  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>
<ul style="list-style-type: none"> <li>• Recognizes a variety of jobs and the work associated with them</li> <li>• Sometimes recognizes other children’s family members (e.g.,</li> </ul>	<p><b>SS 1 Culture &amp; Community</b>  SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community</p>

<p>who they are, where they work)</p> <ul style="list-style-type: none"> <li>• Identifies self as being a part of different groups e.g., (family, community, culture, preschool)</li> <li>• Understands that events in the past, present, or future relate to, and can change self, family, and community</li> </ul>	<p>members, their roles and their relationship to self.</p> <p>SS 1.6 Explains the meaning and importance of traditions and customs of other people. Explains how individuals, families and cultures differ. Compares roles, rules and responsibilities of different groups.</p> <p><b>PD 3 Safety</b> PD 3.5 Describes reasons for safety rules and reminds others to follow them.</p> <p><b>SS 2 Civics &amp; Economics</b> SS 2.6 Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions. Exchanges money, goods or services for other goods or services.</p>
<p><b>Approaches to Learning</b></p>	
<p>Initiative and Curiosity</p>	
<p>Standard (AL.01): Develops foundational skills that support initiative, self-direction, and curiosity as a learner</p>	
<ul style="list-style-type: none"> <li>• Shows willingness to listen to a new song or story</li> <li>• Participates with different art materials, dramatic play, and puzzles/toys/blocks</li> <li>• Chooses activity at choice time and goes to another area to play when finished</li> <li>• Selects items/objects from a variety of choices and comes up with ideas about ways to use them constructively</li> <li>• Works to complete tasks with increasing independence—starts an art project and asks to continue it the next day</li> </ul>	<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.</p> <p><b>SED 3 Attention &amp; Persistence</b> 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><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>
<ul style="list-style-type: none"> <li>• Alters behavior with verbal reminder or nonverbal signal from adult</li> <li>• Follows and responds positively to directions from adult (e.g., gets and brings carpet square to meeting area for story time)</li> <li>• Accepts suggestions from other children during play</li> </ul>	<p><b>LLD 1 Listening</b> 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>

<ul style="list-style-type: none"> <li>• Notices new displays and materials and discusses them with the adult</li> <li>• Offers or accepts assistance from other children when help is needed</li> </ul>	<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.</p> <p><b>SED 3 Attention &amp; Persistence</b>  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><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>
Sensory Exploration, Reasoning, and Problem Solving	
Standard (AL.02): Demonstrates active inquiry, persistence, problem identification, and application of knowledge to new situations	
<ul style="list-style-type: none"> <li>• Agrees to continue to work on an activity or computer/tablet application when the teacher offers help with a problem</li> <li>• Asks for assistance after trying for a couple minutes to put a puzzle together</li> <li>• Uses objects to represent real items in pretend play (e.g., cardboard box as car, sets up a “grocery store” using blocks/other classroom items)</li> <li>• Makes comparisons among objects that are observed <ul style="list-style-type: none"> <li>• Describes and explains reasoning for classifying and sorting different items</li> </ul> </li> </ul>	<p><b>SED 3 Attention &amp; Persistence</b>  SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed.</p> <p>SED 3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.</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>MR 6 Classification</b>  MR 6.7 Answers questions about data or objects sorted in up to three categories.</p> <p><b>MR 7 Logic &amp; Reasoning</b>  MR 7.4 Tries out many possible solutions to a problem.</p>
<ul style="list-style-type: none"> <li>• Uses symbols/images/objects to represent something not</li> </ul>	<b>LLD 7 Writing</b>

<p>present</p> <ul style="list-style-type: none"> <li>• Constructs a bridge or other structure with blocks using past experiences as a guide</li> <li>• Recalls and reflects on experiences and information, and interprets or draws conclusions based on the information (e.g., tells teacher during clean up at school about matching spoons at home after washing dishes)</li> <li>• Asks what would happen if materials were added or taken away during activities or exploration (e.g., asks, “What would happen to a floating boat if objects were added to the deck?”)</li> </ul>	<p>LLD 7.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p> <p><b>MR 7 Logic &amp; Reasoning</b> MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem.</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>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><b>Health and Physical Development</b></p>	
<p>Fine (Small) Motor Skills</p>	
<p>Standard (HP.01): Uses finger and hand control to operate and use small object demonstrating fine motor coordination</p>	
<ul style="list-style-type: none"> <li>• Uses fork and spoon to eat</li> <li>• Manages large buttons</li> <li>• Handles small objects, such as stringing small beads and pegboard pegs, with growing skill</li> <li>• Uses scissors to cut simple shapes</li> <li>• Pulls caps off markers and puts them back on firmly</li> <li>• Opens and closes lids on a container</li> <li>• Builds with small blocks and pulls them apart with relative ease</li> </ul>	<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>PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p> <p>PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p> <p>PD 2.5 Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.</p> <p>Pd 2.6 Follows an outline with scissors. Ties shoes and dresses self.</p> <p><b>LLD 7 Writing</b> LLD 7.3 Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks. Scribbles or draws marks as a representation of an</p>

	object or person.
<ul style="list-style-type: none"> <li>• Uses scissors to cut out shapes with moderate levels of precision and control</li> <li>• Draws letter like forms</li> <li>• Zips and snaps clothing to dress self</li> <li>• Uses tripod grasp to hold and manipulate writing and art tools</li> <li>• Uses coordinated movements to complete complex tasks such as cutting along a line, pouring, or buttoning</li> </ul>	<p><b>PD 2 Fine Motor</b></p> <p>PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p> <p>PD 2.5 Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.</p> <p>PD 2.6 Follows an outline with scissors. Ties shoes and dresses self.</p> <p>PD 2.7 Threads small beads. Stacks small objects. Uses scissors to cut more challenging materials, e.g., fabric, cardstock.</p> <p><b>LLD 7 Writing</b></p> <p>LLD 7.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p>
Gross (Large) Motor Skills	
Standard (HP.02): Child demonstrates effective and efficient use of large muscles for movement, position, and to explore the environment	
<ul style="list-style-type: none"> <li>• Walks and runs around obstacles and corners</li> <li>• Gallops or hops • Balances on one foot</li> <li>• Pretends to be various jumping or crawling creatures (e.g., rabbit, frog, kangaroo, lizard)</li> <li>• Throws large bean bags or ball with some accuracy</li> <li>• Climbs on play equipment</li> <li>• Develops spatial awareness and may enjoy activities such as crawling through tunnels, simple obstacle courses, or under tables</li> </ul>	<p><b>PD 1 Gross Motor</b></p> <p>PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p>PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p> <p>PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</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>
<ul style="list-style-type: none"> <li>• Jumps on two feet over small objects with some control</li> </ul>	<b>PD 1 Gross Motor</b>

<ul style="list-style-type: none"> <li>• Jumps for distance and/or height</li> <li>• Combines large muscle movements with equipment (e.g., swinging, using a slide, riding a tricycle, or bouncing a ball)</li> <li>• Engages in activities that involve climbing, swinging, rolling, spinning, jumping, tumbling, or being upside down</li> <li>• Walks up and down stairs using alternating feet</li> <li>• Pedals consistently when riding a tricycle</li> <li>• Starts and stops a tricycle intentionally</li> </ul>	<p>PD 1.3 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p> <p>PD 1.4 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p> <p>PD 1.6 Skips confidently, gallops and slides side to side. Changes direction and speed of movement.</p> <p>PD 1.7 Balances on a variety of objects. Kicks or strikes moving objects with aim and accuracy. Leaps. Stops at a boundary.</p>
<p>Health and Safety Practices</p>	
<p>Standard (HP.03): Child develops an awareness and understanding of health, physical activity, and safety</p>	
<ul style="list-style-type: none"> <li>• Actively participates in indoor/outdoor physically active play that enhances health and well-being</li> <li>• Takes care of own toileting needs</li> <li>• Cooperates and assists adult with tooth brushing</li> <li>• Uses good personal hygiene practices</li> <li>• Follows program or safety rules with few reminders and recognizes signs of danger</li> <li>• Communicates to peers and adults when seeing dangerous behaviors</li> <li>• Understands the difference between safe and unsafe touch</li> <li>• Identifies appropriate clothing for various weather conditions</li> <li>• Recognizes safety issues with guns, water, fire, and strangers</li> </ul>	<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 4.6 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>PD 3 Safety</b></p> <p>PD 3.3 Follows simple safety rules.</p> <p>PD 3.5 Describes reasons for safety rules and reminds others to follow them.</p>
<ul style="list-style-type: none"> <li>• Recognizes danger and poison symbols and avoids those objects/areas</li> <li>• Recognizes the importance of doctor and dentist visits as a necessary and positive experience</li> <li>• Cooperates and participates in care for illness (e.g., takes medicine with adult assistance, understands importance of</li> </ul>	<p><b>PD 4 Personal Care</b></p> <p>PD 4.6 Regulates personal needs for nutrition, activity and rest with few reminders. When feeling sick, describes symptoms. Recognizes the difference between contagious and noncommunicable diseases.</p> <p>PD 4.7 Explains the importance of nutrition, exercise and rest in maintaining wellness. Maintains personal hygiene with few reminders.</p>

<p>taking each dose, uses tissue to blow nose)</p> <ul style="list-style-type: none"> <li>• Understands and explains that some practices may be personally dangerous (e.g., playing near streets and/or ditches, smoking, playing with matches or lighters)</li> <li>• Identifies adults that can help in dangerous situations (e.g., parents, teachers, police officers)</li> <li>• Recognizes personal privacy in relation to their body</li> <li>• Exhibits independence in toileting and other personal care tasks, such as teeth brushing, washing hands, blowing nose, dressing</li> </ul>	<p><b>PD 3 Safety</b></p> <p>PD 3.5 Describes reasons for safety rules and reminds others to follow them.</p> <p>PD 3.6 Applies general safety rules to a variety of everyday situations with little prompting.</p> <p>PD 3.7 Identifies emergency situations and how to behave accordingly. Describes how to get help.</p>
<p>Nutrition</p>	
<p>Standard (HP.04): Develops healthy eating habits and exhibits increasing independence in eating abilities</p>	
<ul style="list-style-type: none"> <li>• Uses spoon and fork, but may resort to fingers for efficiency</li> <li>• Uses dramatic play and learning experiences to gain awareness of various food sources and how they're prepared</li> <li>• Expresses hunger and satiety verbally and uses descriptive vocabulary for food preferences</li> <li>• Knows and participates in routines for serving, passing, and cleaning up after meals</li> <li>• Uses serving utensils to self-serve food and exhibits increasing accuracy</li> <li>• Passes food at the table, or participates in other culturally-specific family serving styles; is able to take appropriate sized portions</li> </ul>	<p><b>PD 5 Nutrition</b></p> <p>PD 5.2 Communicates when hungry, thirsty or tired. Feeds self some finger foods.</p> <p>PD 5.3 Anticipates the need to eat, rest and drink. Feeds self soft foods with spoon or other utensil.</p> <p>PD 5.4 Identifies food and serves a portion into bowl or plate. Feeds self.</p> <p><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> <p><b>PD 2 Fine Motor</b></p> <p>PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p> <p><b>SS 1 Culture &amp; Community</b></p> <p>SS 1.2 With help, participates in family traditions and customs.</p>
<ul style="list-style-type: none"> <li>• Accepts a wider variety of foods with various textures and</li> </ul>	<p><b>PD 5 Nutrition</b></p> <p>PD 5.3 Anticipates the need to eat, rest and drink. Feeds self soft foods with</p>

<p>flavors</p> <ul style="list-style-type: none"> <li>• Displays greater accuracy with utensils, such as fork use and spreading soft foods with a knife</li> <li>• Identifies food sources and is able to distinguish more or less healthy foods</li> <li>• Develops understanding that eating healthy foods is important and they give them the energy to grow, think, and play</li> <li>• States food preferences, but is willing to try most new foods</li> <li>• Able to provide simple explanations for their own and/or others' food allergies</li> </ul>	<p>spoon or other utensil.</p> <p>PD 5.4 Identifies food and serves a portion into bowl or plate. Feeds self.</p> <p>PD 5.5 Identifies food groups and sorts food. Chooses between two appropriate food options.</p> <p>PD 5.6 Identifies food that is nutritious. Helps to prepare food for others. Describes what happens after consumption of food.</p> <p><b>PD 4 Personal Care</b></p> <p>PD 4.7 Explains the importance of nutrition, exercise and rest in maintaining wellness. Maintains personal hygiene with few reminders.</p> <p><b>SED 1 Self-Awareness</b></p> <p>SED 1.5 Describes and compares preferences of self and others.</p>
<p><b>Language and Literacy</b></p>	
<p>Listening and Understanding</p>	
<p>Standard (LL.01): Demonstrates continual growth in understanding increasingly complex and varied vocabulary</p>	
<ul style="list-style-type: none"> <li>• Listens to others and responds to feelings and expressed ideas</li> <li>• Demonstrates understanding of the meaning of stories, songs, and poems</li> <li>• Follows single, multistep, and complex directions in order. At first with adult support and later on their own</li> <li>• Listens to stories that are read aloud, and shows understanding through body language, pointing to pictures, or retelling the story</li> </ul>	<p><b>LLD 1 Listening</b></p> <p>LLD 1.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally.</p> <p>LLD 1.4 Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story or request then responds appropriately. Follows unrelated two-step directions given verbally.</p> <p><b>SED 4 Social Relationships</b></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>LLD 6 Reading Comprehension</b></p> <p>LLD 6.2 Points to pictures and repeats words from familiar stories. Answers</p>

	<p>“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>
<ul style="list-style-type: none"> <li>• Retells 2-3 key events from a well-known story</li> <li>• Demonstrates understanding of home and/or English languages during social interactions, program directions, and activities</li> <li>• Understands increasingly complex sentences that include multiple concepts</li> </ul>	<p><b>LLD 6 Reading Comprehension</b>  LLD 6.6 With support, compares similarities between two texts. With prompting, answers questions about characters and setting. Retells major events of a story in sequence.</p> <p><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.</p>
Speaking and Communicating	
Standard (LL.02): Develops foundational skills to communicate effectively for a variety of purposes	
<ul style="list-style-type: none"> <li>• Greets and initiates interactions with adults and peers</li> <li>• Uses sentences that include two or more separate ideas using new vocabulary that has been introduced</li> <li>• Understands different rules for using language and variation in voice level <ul style="list-style-type: none"> <li>• Begins to understand body language as a nonverbal means of communication</li> </ul> </li> <li>• Uses some question words and some prepositions</li> <li>• Speaks clearly, or uses alternative communication methods, to be understood by unfamiliar listeners</li> <li>• Uses non-verbal communication to enhance message (e.g., eye contact as culturally and individually appropriate, facial expression, gestures)</li> <li>• Uses social conventions in language with adult support</li> <li>• Uses simple pronouns (e.g., I, me, you, mine, he)</li> <li>• Demonstrates an emerging understanding of basic grammar</li> </ul>	<p><b>LLD 2 Communication</b>  LLD 2.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille, or verbalized words. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas.</p> <p>LLD 2.4 Speaks in sentences using signs or verbal words but does not follow grammatical rules. Describes familiar people, places and objects with expanding vocabulary. Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2.5 Speaks in simple complete sentences. Understands that people may use various forms of communication (such as sign language, braille, different languages) to express self. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p> <p><b>LLD 1 Listening</b>  LLD 1.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step</p>

rules, overgeneralization of grammar rules is common	directions given verbally.
<ul style="list-style-type: none"> <li>• Attempts to independently solve problems through communicating with other children</li> <li>• Follows agreed upon rules for discussions</li> <li>• Understands and uses most question words</li> <li>• Uses many frequently occurring prepositions</li> <li>• Begins to use new words and phrases acquired through conversations and exposures to texts</li> <li>• Uses increasingly longer and more complex sentences to communicate ideas</li> <li>• Changes word tense to indicate time</li> <li>• Uses language to share ideas and gain information</li> <li>• Uses language for a variety of purposes (role playing, rhyming, using props, describing feelings, telling jokes, conversing)</li> <li>• Maintains a topic of conversation through multiple exchanges</li> </ul>	<p><b>PD 3 Safety</b> PD 3.4 Seeks opportunities to help others. Tries to solve own social problems.</p> <p><b>LLD 2 Communication</b> LLD 2.4 Describes familiar people, places and objects with expanding vocabulary. Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2.5 Speaks in simple complete sentences. Understands that people may use various forms of communication (such as sign language, braille, different languages) to express self. 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>
Phonological Awareness	
Standard (LL.03): Demonstrates knowledge of phonological awareness	
<ul style="list-style-type: none"> <li>• Shows enjoyment of rhymes and alliteration</li> <li>• Listens to two words and determines whether or not they rhyme</li> <li>• Notices that several words or names begin with the same sound</li> <li>• Claps hands for each syllable in words</li> <li>• Recognizes rhyming words in songs, chants or poems</li> <li>• Identifies when initial sounds in words are the same (e.g., pumpkin, puppet)</li> <li>• Distinguishes individual words in a sentence</li> </ul>	<p><b>LLD 3 Phonological Awareness</b> LLD 3.3 Shows awareness of separate words in spoken language.</p> <p>LLD 3.4 Identifies words that have a similar beginning sound.</p> <p>LLD 3.5 Identifies the beginning and ending sounds of words.</p> <p>LLD 3.6 Counts syllables in spoken words. Isolates and pronounces the sound of each syllable.</p>
<ul style="list-style-type: none"> <li>• Makes rhymes to simple words</li> </ul>	<b>LLD 3 Phonological Awareness</b>

<ul style="list-style-type: none"> <li>• Demonstrates phonemic awareness by playing with sounds to create new words</li> <li>• Able to distinguish and count syllables in words</li> <li>• Isolates the initial sound in some words</li> <li>• Produces rhyming words or words that have same initial sound</li> <li>• Progresses in listening and telling differences in phonemes</li> <li>• Isolates beginning and ending sounds of printed or spoken words</li> </ul>	<p>LLD 3.4 Identifies words that have a similar beginning sound.</p> <p>LLD 3.5 Identifies the beginning and ending sounds of words.</p> <p>LLD 3.6 Counts syllables in spoken words. Isolates and pronounces the sound of each syllable.</p> <p>LLD 3.7 Identifies and isolates individual sounds heard in one-syllable words.</p>
<p>Book Knowledge and Appreciation</p>	
<p>Standard (LL.04): Demonstrates interest in and appreciation of reading-related activities</p>	
<ul style="list-style-type: none"> <li>• Demonstrates interest in and appreciation of reading-related activities</li> <li>• Relates events in story to own knowledge and experience</li> <li>• Begins to sequence, predict, and retell a story (e.g., tells about the story from the pictures)</li> <li>• Asks people to read stories, signs, and notes</li> <li>• Understands that print carries meaning</li> <li>• Answers questions about a story that has been read or repeats parts of the story</li> <li>• Chooses a favorite book</li> <li>• Tells stories to others, real and imaginary <ul style="list-style-type: none"> <li>• Demonstrates an interest in different types of literature (e.g., nonfiction, poetry)</li> </ul> </li> </ul>	<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 characters, setting and events.</p> <p><b>SED 1 Self-Awareness</b></p> <p>SED 1.4 When given two to three options, chooses his/her most desired option.</p> <p><b>LLD 5 Concepts of Print</b></p> <p>LLD 5.6 Recognizes common types of text, e.g., poem, storybook, fact book. Names author and illustrator. Identifies punctuation.</p>
<ul style="list-style-type: none"> <li>• Utilizes books as a source of information</li> <li>• Identifies main components of a story (major plot points)</li> <li>• Asks people to read stories, signs, or notes</li> <li>• Knows how to care for books</li> <li>• Shows knowledge of basic print conventions when “reading” picture books</li> </ul>	<p><b>LLD 6 Reading Comprehension</b></p> <p>LLD 6.5 Relates to the characters or events of the story and shares a similar experience or object from own life. Retells portions of a story. Asks and answers simple questions about characters, setting and events.</p> <p><b>LLD 5 Concepts of Print</b></p> <p>LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the</p>

<ul style="list-style-type: none"> <li>• Pretends to read book titles/simple stories</li> <li>• Knows specific words related to books such as author and illustrator</li> </ul>	<p>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. Identifies punctuation.</p>
<p>Print Awareness and Early Writing</p>	
<p>Standard (LL.05): Conveys meaning through drawing, letters, and words</p>	
<ul style="list-style-type: none"> <li>• Shows an awareness of print as a form of meaningful communication (e.g., asks people to read notes, signs)</li> <li>• Shows an interest in early writing</li> <li>• Uses scribbles, shapes, or pictures to represent specific thoughts, ideas, stories</li> <li>• Copies simple lines and shapes</li> <li>• Writes some letter-like forms and letters with adult support</li> <li>• Identifies his/her writing as distinct from his/her drawing</li> <li>• Labels a drawing with several randomly placed, letter-like shapes</li> <li>• Recognizes that the letters of the alphabet are a special category of visual graphics that can be named</li> <li>• Shows awareness of letters (sings ABC song, recognizes letter(s) from own name)</li> <li>• Creates writing with the intent of communicating (e.g., makes a pretend list)</li> <li>• “Reads” familiar environmental print (e.g., logos, signs)</li> <li>• Recognize the letters in their own name</li> </ul>	<p><b>LLD 4 Alphabetic Knowledge</b></p> <p>LLD 4.2 Identifies a familiar object or person when shown a drawing or photo. Points at words printed on a page and pretends to read aloud.</p> <p>LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.</p> <p>LLD 4.4 Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds.</p> <p><b>LLD 7 Writing</b></p> <p>LLD 7.3 Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks. Scribbles or draws marks as a representation of an object or person.</p> <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>
<ul style="list-style-type: none"> <li>• Recognizes writing as a way of communicating for a variety of purposes (e.g., giving information, sharing stories, or giving an opinion)</li> </ul>	<p><b>LLD 5 Concepts of Print</b></p> <p>LLD 5.6 Recognizes common types of text, e.g., poem, storybook, fact book. Names author and illustrator. Identifies punctuation.</p>

<ul style="list-style-type: none"> <li>• Identifies some letters and numbers and progresses in the identification of letters</li> <li>• Uses pretend writing in play as a purposeful activity</li> <li>• Recognizes and/or writes own name on artwork or possessions</li> <li>• Progressively uses drawing, scribbling, letter-like form, and letters to intentionally convey meaning</li> <li>• Recognizes that letters of the alphabet have distinct sound(s) associated with them</li> <li>• Attends to the beginning letters in sounds and words.</li> <li>• Recognizably writes a majority of letters in their name</li> <li>• Copies environmental print from signs/labels posted around room</li> <li>• Makes some letter-sound connections (e.g., identifies letters and associates the correct sounds with letters)</li> <li>• May use invented spelling consisting of salient or beginning sounds to write words (e.g., B for ball or L for elevator)</li> </ul>	<p><b>LLD 4 Alphabetic Knowledge</b> LLD 4.4 Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds.</p> <p><b>LLD 7 Writing</b> LLD 7.4 Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what they represent.</p> <p>LLD 7.6 Consistently uses mature tripod grip with drawing/writing tools. Uses inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing.</p> <p><b>LLD 3 Phonological Awareness</b> LLD 3.4 Identifies words that have a similar beginning sound.</p>
<b>Mathematics</b>	
Number and Operations	
Standard (M.01): Demonstrates awareness of quantity, counting, and numeric competencies	
<ul style="list-style-type: none"> <li>• Counts to 10 by ones with minimal prompting</li> <li>• Accurately counts quantities of objects up to 10, using one-to-one-correspondence</li> <li>• Compares groups of up to 5 objects</li> <li>• Represents addition and subtraction by manipulating up to 5 objects (e.g., “3 blue pegs, 2 yellow pegs, 5 pegs altogether.”);</li> </ul>	<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.</p>
<ul style="list-style-type: none"> <li>• Begins to subitize small quantities of up to 3 or 4 objects</li> <li>• Counts verbally or signs to 20 by ones</li> </ul>	<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</p>

<ul style="list-style-type: none"> <li>• Knows that written numbers are symbols for number quantities and, with support, begins to write numbers from 0 to 10</li> <li>• Understands cardinality</li> <li>• Begins to represent simple word problem data in pictures and drawings</li> </ul>	<p>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><b>LLD 7 Writing</b> LLD 7.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p>
<p>Geometry and Spatial Sense</p>	
<p>Standard (M.02): Develops understanding of geometric shapes and spatial relationships</p>	
<ul style="list-style-type: none"> <li>• Responds to and uses spatial words</li> <li>• Recognizes and names simple shapes in various sizes and positions</li> <li>• Combines different shapes to make representations or patterns</li> <li>• Demonstrates an understanding of math concepts and vocabulary through representations such as movement, drawing, and building</li> </ul>	<p><b>MR 2 Spatial Awareness</b> MR 2.2 Purposely turns or spins objects. Follows simple positional directions such as on/off, over/under and up/down. Fills container then dumps out the contents.</p> <p><b>MR 3 Shapes</b> MR 3.4 Identifies four to six basic geometric shapes.</p> <p><b>LLD 7 Writing</b> LLD 7.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p>
<ul style="list-style-type: none"> <li>• Uses accurate terms to name and describe some two-dimensional shapes (e.g., circle, square, triangle) and begins to use accurate terms to name and describe some three-dimensional shapes (e.g., sphere, cylinder, cube)</li> <li>• Analyzes, compares, and sorts two- and three-dimensional shapes and objects in different sizes</li> <li>• Creates and builds shapes from components</li> </ul>	<p><b>MR 3 Shapes</b> MR 3.5 Describes basic and complex two- and three-dimensional shapes using own words.</p> <p><b>MR 6 Classification</b> MR 6.5 Sorts objects by more than one feature and explains why.</p> <p><b>MR 2 Spatial Awareness</b> MR 2.6 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.</p>

Patterns and Measurement	
Standard (M.03): Demonstrates awareness of routines, predictable patterns, and attributes that can be measured	
<ul style="list-style-type: none"> <li>• Identifies, describes, and extends simple patterns started by adult</li> <li>• Sorts, orders, patterns, and classifies objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (length, height, weight)</li> <li>• Engages in meaningful conversations reflective of experiences with the materials present in the environment</li> <li>• Physically aligns two objects to directly compare length or height</li> <li>• Represents the length of an immovable object (e.g., bench on a playground) using a third object (e.g., child's arms, string, stick)</li> <li>• Recognizes size of sp</li> </ul>	<p><b>MR 5 Patterns</b> MR 5.3 Copies patterns with two steps, such as red-blue, red-blue.</p> <p>MR 5.4 Creates and extends two-step patterns.</p> <p><b>MR 4 Measurement</b> MR 4.3 Determines which object is bigger (heavier, longer) when given two objects.</p> <p>MR 4.4 Uses non-standard measurement tools to estimate approximate size or volume. Verifies estimation with help.</p> <p><b>MR 6 Classification</b> MR 6.4 After sorting objects by one feature, sorts again by a different feature.</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>
<ul style="list-style-type: none"> <li>• Compares (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable attributes</li> <li>• Uses comparative language (e.g., shortest, heaviest, biggest)</li> <li>• Uses strategies to determine measurable attributes</li> <li>• Recognizes/identifies patterns in the environment</li> <li>• Completes (i.e., fill in missing part) or extend (i.e., continue) given repeating patterns</li> <li>• Completes or extends patterns without adult assistance</li> <li>• Begins to create and describe own patterns</li> <li>• Begins to translate patterns through other representations (e.g., connects "tall/short" fence pattern to another AB pattern in the classroom)</li> </ul>	<p><b>MR 4 Measurement</b> MR 4.3 Determines which object is bigger (heavier, longer) when given two objects.</p> <p>MR 4.4 Uses non-standard measurement tools to estimate approximate size or volume. Verifies estimation with help.</p> <p>NR 4.6 Makes logical estimates and uses measurement tools to check estimation.</p> <p><b>MR 5 Patterns</b> 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>

Data Analysis	
Standard (M.04): Develops foundational skills in learning to understand concepts of classification, data collection, organization, and description	
<ul style="list-style-type: none"> <li>• Graphs real objects or pictures of objects as a way to organize information</li> <li>• Participates in recording specific information about self (e.g., favorite color, ice cream, or other topic of interest)</li> <li>• Describes and analyzes information from simple graphs</li> </ul>	<p><b>MR 6 Classification</b> MR 6.8 Uses graphs and charts to represent data sorted in up to four categories.</p> <p><b>LLD 7 Writing</b> LLD 7.3 Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks. Scribbles or draws marks as a representation of an object or person.</p>
<ul style="list-style-type: none"> <li>• Engages in tasks that involves collecting information and creating a strategy to show the data (e.g., Adult asks group of children their favorite color, graphing responses – 5 like orange, 3 like purple)</li> <li>• Participates in group tasks that involve identifying which graph represents “more” or “less” or “the same”</li> <li>• Makes inferences from graphic examples (e.g., Most of us like red apples, no one likes green apples.)</li> <li>• Draws simple maps of the learning environment, neighborhood, or other relevant places</li> </ul>	<p><b>MR 6 Classification</b> MR 6.8 Uses graphs and charts to represent data</p> <p><b>SCI 1 Investigation &amp; Inquiry</b> 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>
<b>Science</b>	
Scientific Knowledge	
Standard (S.01): Demonstrates a basic awareness and use of scientific concepts	
<ul style="list-style-type: none"> <li>• Compares and contrasts properties of objects (e.g., sink or float)</li> <li>• Provides simple verbal or signed descriptions of observed</li> </ul>	<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>phenomenon</p> <ul style="list-style-type: none"> <li>• Differentiates between living and nonliving organisms</li> <li>• Describes or represents a series of events in the correct sequence</li> <li>• Begins to use scientific vocabulary</li> </ul>	<p>SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p> <p><b>SCI 2 Natural &amp; Earth Science</b>  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>SS 4 History &amp; Sense of Time</b>  SS 4.3 Describes events as they happen. Uses words such as first, then.</p>
<ul style="list-style-type: none"> <li>• Shows interest in measurement of time, length, distance, weight</li> <li>• Describes observable phenomena using adjectives and labels</li> <li>• Uses scientific practice words (e.g., observe, experiment, compare)</li> <li>• Uses scientific content words (e.g., some plants are comprised of stems, roots, leaves)</li> <li>• Uses measurement tools (e.g., scale, ruler, unit blocks) to quantify similarities and difference between objects</li> <li>• Uses non-adult sources to gather information (e.g., reference books)</li> <li>• Develops beginning understanding of caring for the environment</li> </ul>	<p><b>SCI 1 Investigation &amp; Inquiry</b>  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>MR 4 Measurement</b>  MR 4.5 Estimates (not always logically) size and volume. Measures and describes findings.</p> <p>MR 4.6 Makes logical estimates and uses measurement tools to check estimation.</p>
<p>Scientific Skills and Methods</p>	
<p>Standard (S.02): Develops foundational skills in learning and understanding about the world through exploration and investigation</p>	
<ul style="list-style-type: none"> <li>• Explores various materials to learn about characteristics of objects, plants, animals, and various phenomena (e.g., weight, shape, size, color, temperature)</li> </ul>	<p><b>SCI 2 Natural &amp; Earth Science</b>  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>

<ul style="list-style-type: none"> <li>• Begins to look for answers to questions through active investigation</li> <li>• Uses a variety of tools and objects to explore the world and how things work in the world (uses magnets, microscope, or magnifying glasses)</li> <li>• Asks questions about the relationship between two things (e.g., Why do you think some animals sleep in the day?)</li> </ul>	<p><b>SCI 1 Investigation &amp; Inquiry</b>  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><b>SCI 4 Technology</b>  SCI 4.5 Experiments with simple technology to solve problems or accomplish tasks.</p>
<ul style="list-style-type: none"> <li>• Makes observations, asks questions, predicts, draws conclusions, explains, and tries things out to see what will happen</li> <li>• Independently uses simple tools to conduct an investigation to increase understanding</li> <li>• Collects, describes, and records information through discussions, drawings, maps, and charts</li> <li>• Communicates results of an investigation</li> <li>• Begins to distinguish evidence from opinion</li> </ul>	<p><b>SCI 1 Investigation &amp; Inquiry</b>  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 1.7 Inquires about a phenomenon, makes a prediction based on prior knowledge and gathered information. Records findings in charts or diagrams. Explains his/her problem-solving strategy.</p> <p><b>SCI 4 Technology</b>  SCI 4.5 Experiments with simple technology to solve problems or accomplish tasks.</p>
<p><b>Creative Arts</b></p>	
<p>Music</p>	
<p>Standard (CA.01): Develops foundational skills to support creative expression through voice, instruments, and objects</p>	
<ul style="list-style-type: none"> <li>• Responds to tempos presented in a variety of ways (marches, gallops, claps according to beat)</li> </ul>	<p><b>CA 1 Music</b>  CA 1.2 Responds to changes in sound, rhythm, volume or melody. Repeats</p>

<ul style="list-style-type: none"> <li>• Imitates or spontaneously sings an entire verse of a song</li> <li>• Produces rhythmic patterns to familiar songs</li> </ul>	<p>words in familiar songs and attempts to sing.</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>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>
<ul style="list-style-type: none"> <li>• Sings songs that use the voice in a variety of ways</li> <li>• Responds to rhythmic patterns in music</li> <li>• Describes feelings and reactions in response to diverse musical genres and styles</li> <li>• Creates own songs and movements</li> <li>• Vocalizes and uses instruments in more complex music/songs</li> </ul>	<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>Visual Art</p>	
<p>Standard (CA.02): Develops foundational skills that support creative expression through the process, production, and appreciation of visual art forms</p>	
<ul style="list-style-type: none"> <li>• Demonstrates self-expression with art materials</li> <li>• Creates work that requires some planning</li> <li>• Draws or paints images with a few details</li> <li>• Can work independently</li> <li>• Uses materials to build and create a three-dimensional structure to represent another item (blocks become a castle, clay becomes a snake)</li> <li>• Demonstrates the safe and appropriate use and care of art materials and tools</li> </ul>	<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>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>MR 2 Spatial Awareness</b></p> <p>MD 2.6 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.</p>

<ul style="list-style-type: none"> <li>• Drawing becomes better defined and more detailed</li> <li>• Develops growing ability to plan, work independently and cooperatively, and demonstrate care and persistence in a variety of art</li> <li>• Recognizes and describes various art forms</li> <li>• Reflects on differences and preferences when encountering artwork</li> <li>• Demonstrates understanding of art vocabulary and concepts</li> <li>• Discusses own artistic creations and those of others</li> </ul>	<p><b>CA 3 Visual Arts</b></p> <p>CA 3.4 Chooses an object or art tool to use with a given medium for a desired effect. Makes choices throughout the artistic process.</p> <p>CA 3.5 Uses artistic tools and media to create intentional designs or images. Plans, designs and seeks materials to make a creation.</p> <p>CA 3.6 Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object. Explains how it was made.</p> <p>CA 3.8 Compares artistic techniques and creations of many artists. Creates art and explains why and how s/he chose specific materials and techniques.</p>
<p>Movement</p>	
<p>Standard (CA.03): Develops foundational skills that support creative expression through movement</p>	
<ul style="list-style-type: none"> <li>• Shows creativity using his/her body (dance, march, hop, jump, sway, clap, snap, stomp, twist, turn)</li> <li>• Uses props to create special movements and dances (scarves, streamers, instruments)</li> <li>• Uses movement to interpret or imitate feelings, animals, and such things as plants growing, or a rainstorm</li> </ul>	<p><b>CA 2 Dance &amp; Movement</b></p> <p>CA 2.2 Moves body purposely. Sways or bounces to music. Uses purposeful gestures and body language to communicate.</p> <p>CA 2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.</p> <p>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>
<ul style="list-style-type: none"> <li>• Responds to changes in tempo and rhythm through body movement</li> <li>• Participates in simple sequences of movements</li> <li>• Defines and maintains personal space, concentration, and focus during creative movement/dance performances</li> <li>• Participates in or observes a variety of dance and movement activities</li> <li>• Begins to demonstrate appropriate audience skills during creative movement and dance performances</li> </ul>	<p><b>CA 1 Music</b></p> <p>CA 1.2 Responds to changes in sound, rhythm, volume or melody. Repeats words in familiar songs and attempts to sing.</p> <p><b>CA 2 Dance &amp; Movement</b></p> <p>CA 2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.</p> <p>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>

	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.
Dramatic Play	
Standard (CA.04): Expresses creativity using puppetry, storytelling, dance, plays, and theater	
<ul style="list-style-type: none"> <li>• Recites nursery rhymes and simple songs</li> <li>• Acts out or retells a familiar story</li> <li>• Uses costumes to disguise self and become a character</li> <li>• Talks to and plays with pretend friends, stuffed animals and other toys</li> <li>• Creates stories with props or manipulatives</li> <li>• Engages in role play in various activities such as dramatic play, block play, or outdoor play</li> </ul>	<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> <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>
<ul style="list-style-type: none"> <li>• Recognizes difference between pretend/fantasy and reality</li> <li>• Repeats dialogue and movement to tell a story</li> <li>• Creates roles for self and others in dramatic play situations using body and dialogue</li> <li>• Uses props/objects in creative ways to promote and enact a story</li> <li>• Critiques drama experiences</li> </ul>	<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><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> <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>

# Developmental Continuum of Skills

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

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

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

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

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

Skill / Skill Code	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8	
 <b>Social Studies</b>	<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
<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.