



Alignment of the
Experience Early Learning Skills
with
Maryland Early Learning Standards
Birth-Kindergarten





The Developmental Continuum of the Experience Early Learning Skills

This document details the alignment of the **Maryland Early Learning Standards Birth-Kindergarten** with the **Experience Early Learning Skills**. For questions or comments about this alignment, please contact 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 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.



Maryland Early Learning Standards
Birth-Kindergarten

Experience Early Learning

Language & Literacy	Language & Literacy
Reading Literature	LLD 6 Reading Comprehension
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text	Understands concepts of text. Recalls and extends details.
<p>1 Year Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., repeat repetitive phrases from a story).</p> <p>2 Years Show comprehension by demonstrating understanding of text during and after reading (e.g., answer simple questions about a story).</p> <p>3 Years Develop comprehension by demonstrating understanding of text during and after reading (e.g., make guesses about what a story is about).</p> <p>4 Years A. Key Ideas & Details RL1: With modeling and prompting, answer questions about details in a text.</p>	<p>LLD 6.2 Points to pictures and repeats words from familiar stories. Answers “where” questions by pointing.</p> <p>LLD 6.3 Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character.</p> <p>LLD 6.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Participates with others in the retelling of a story by pointing at pictures or role-playing with props.</p> <p>LLD 6.5 Relates to the characters or events of the story and shares a similar experience or object from own life. Retells portions of a</p>

<p>Kindergarten</p> <p>A. Key Ideas & Details RL1: With prompting and support, ask and answer questions about key details in a text</p>	<p>story. Asks and answers simple questions about characters, setting and events.</p> <p>LLD 6.7 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.</p> <p>LLD Communication LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words and word-like sounds to communicate.</p>
<p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>Understands concepts of text. Recalls and extends details.</p>
<p>1 Year Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., answer simple questions about details in a story).</p> <p>2 Years Show comprehension by demonstrating understanding of text during and after reading (e.g., ask and/or answer questions about a story while it is being read).</p> <p>3 Years Develop comprehension by demonstrating understanding of text during and after reading (e.g., point out familiar concepts by looking at pictures in a text).</p>	<p>LLD Communication LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words and word-like sounds to communicate.</p> <p>LLD Concepts of Print LLD 5.5 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p> <p>LLD Concepts of Print LLD 5.6 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p>

<p>4 Years A. Key Ideas & Details RL2: With modeling and support, retell familiar stories/poems.</p> <p>Kindergarten A. Key Ideas & Details RL2: With prompting and support, retell familiar stories, including key details.</p>	<p>LLD Reading Comprehension LLD 6.3 Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character.</p> <p>LLD 6.7 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.</p>
<p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone</p>	<p>Understands concepts of text. Recalls and extends details.</p>
<p>1 Year Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., learn some simple words and phrases from books)</p> <p>2 Years Develop vocabulary, language usage and some conventions of speech (e.g., name an increasing number of objects in a book, and describe action)</p> <p>3 Years Expand vocabulary and language usage (e.g., discover the meaning of new words from the context or pictures)</p>	<p>LLD Communication LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words and word-like sounds to communicate.</p> <p>LLD Communication LLD 2.3 Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Ask what a specific person or object is called. Communicates needs, desires and ideas.</p> <p>LLD Communication LLD 2.4 Speaks in sentences but does not follow grammatical rules.</p>

<p>4 Years A. Craft & Structure RL4: With modeling and support, answer questions about unknown words in stories and poems.</p> <p>Kindergarten A. Craft & Structure RL4: Ask and answer questions about unknown words in a text</p>	<p>Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD Communication LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD Communication LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p>
<p>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole</p>	<p>Understands concepts of text. Recalls and extends details.</p>
<p>1 Year Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., learn some simple words and phrases from familiar books)</p> <p>2 Years Show comprehension by demonstrating understanding of text during and after reading (e.g., listen to fiction and non-fiction materials)</p> <p>3 Years Develop comprehension by demonstrating understanding of text during and after reading (e.g., listen to a variety of fiction and nonfiction materials)</p>	<p>LLD Communication LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words and word-like sounds to communicate.</p> <p>LLD Communication LLD 2.3 Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Ask what a specific person or object is called. Communicates needs, desires and ideas.</p> <p>LLD Communication LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges.</p>

<p>4 Years A. Craft & Structure RL5: Gain exposure to common types of literary texts (e.g., storybooks, poems)</p> <p>Kindergarten A. Craft & Structure RL5: Recognize common types of texts (e.g., storybooks, poems).</p>	<p>LLD Communication LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD Communication LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p>
Assess how point of view or purpose shapes the content and style of a text	Understands concepts of text. Recalls and extends details.
<p>1 Year Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., learn some simple words and phrases from familiar book)</p> <p>2 Years Show comprehension by demonstrating understanding of text during and after reading (e.g., listen to fiction and non-fiction material).</p> <p>3 Years Develop comprehension by demonstrating understanding of text during and after reading (e.g., listen to and discuss a variety of books)</p>	<p>LLD Communication LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words and word-like sounds to communicate.</p> <p>LLD Communication LLD 2.3 Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Ask what a specific person or object is called. Communicates needs, desires and ideas.</p> <p>LLD Communication LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges.</p>

<p>4 Years A. Craft & Structure RL6: With modeling and support, identify the role of author and illustrator</p> <p>Kindergarten A. Craft & Structure RL6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p>LLD Communication LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD Communication LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p>
<p>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in word</p>	<p>Understands concepts of text. Recalls and extends details.</p>
<p>1 Year Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., begin to identify simple pictures or familiar people)</p> <p>2 Years Recognize that symbols have corresponding meaning (e.g., find favorite cereal by the picture on a box).</p> <p>3 Years Develop comprehension by demonstrating understanding of text during and after reading (e.g., point out familiar concepts by looking at pictures in a text)</p> <p>4 Years A. Integration of Knowledge & Ideas RL7: With modeling and support, tell how the illustrations support the story</p> <p>Kindergarten A. Integration of Knowledge & Ideas RL7: With prompting and</p>	<p>LLD Communication LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words and word-like sounds to communicate.</p> <p>LLD Communication LLD 2.3 Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Ask what a specific person or object is called. Communicates needs, desires and ideas.</p> <p>LLD Communication LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD Communication LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p>

support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	LLD Communication LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take	Understands concepts of text. Recalls and extends details.
1 Year 2 Years 3 Years 4 Years A. Integration of Knowledge & Ideas RL9: With modeling and support, compare adventures and experiences of characters in familiar stories. Kindergarten A. Integration of Knowledge & Ideas RL9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories	LLD Communication LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges. LLD Communication LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.
Read and comprehend complex literary and informational texts independently and proficiently	Understands concepts of text. Recalls and extends details.
1 Year Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., answer simple questions about details in a story	LLD Communication LLD 2.3 Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Ask what a specific person or object is called. Communicates needs, desires and ideas.

<p>2 Years Show comprehension by demonstrating understanding of text during and after reading (e.g., ask and/or answer questions about a story while you are reading)</p> <p>3 Years Develop comprehension by demonstrating understanding of text during and after reading (e.g., makes guesses about what a story is about.</p> <p>4 Years A. Range of Reading and Level of Text Complexity RL10: Actively engage in group reading activities with purpose and understanding</p> <p>Kindergarten A. Range of Reading and Level of Text Complexity RL10: Actively engage in group reading activities with purpose and understanding.</p>	<p>LLD Communication LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD Communication LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD Communication LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD Communication LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p>
Reading Informational Text	
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text	Understands concepts of text. Recalls and extends details.
<p>1 Year Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., point to and name several</p>	<p>LLD Alphabetic Knowledge LLD 4.2 Identifies a familiar object or person when shown a</p>

<p>pictures in a book.</p> <p>2 Years Show comprehension by demonstrating understanding of text during and after reading (e.g., answer simple questions about a book.</p> <p>3 Years Develop comprehension by demonstrating understanding of text during and after reading (e.g., make guesses about what a book is about</p> <p>4 Years A. Key Ideas & Details RI1: With modeling and support, answer questions about details in an informational text</p> <p>Kindergarten A. Key Ideas & Details RI1: With prompting and support, ask and answer questions about key details in a text.</p>	<p>drawing or photo. Points at words printed on a page and pretends to read aloud.</p> <p>LLD Alphabetic Knowledge LLD 4.2 Identifies a familiar object or person when shown a drawing or photo. Points at words printed on a page and pretends to read aloud.</p> <p>LLD Alphabetic Knowledge LLD 4.2 Identifies a familiar object or person when shown a drawing or photo. Points at words printed on a page and pretends to read aloud.</p> <p>LLD Alphabetic Knowledge LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.</p> <p>LLD Alphabetic Knowledge LLD 4.4 Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds.</p>
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Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas	
<p>1 Year Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., answer simple questions about</p>	<p>LLD Alphabetic Knowledge LLD 4.2 Identifies a familiar object or person when shown a</p>

<p>details in a book)</p> <p>2 Years Show comprehension by demonstrating understanding of text during and after reading (e.g., ask and/or answer questions about a book while it is being read)</p> <p>3 Years Develop comprehension by demonstrating understanding of text during and after reading (e.g., point out familiar concepts by looking at pictures in a text)</p> <p>4 Years A. Key Ideas & Details RI2: With modeling and support, recall one or more detail(s) related to the main topic from an informational text.</p> <p>Kindergarten A. Key Ideas & Details RI2: With prompting and support, identify the main topic and retell key details of a text.</p>	<p>drawing or photo. Points at words printed on a page and pretends to read aloud.</p> <p>LLD Alphabetic Knowledge LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.</p> <p>LLD Alphabetic Knowledge LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.</p> <p>LLD Alphabetic Knowledge LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.</p> <p>LLD Alphabetic Knowledge LLD 4.4 Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds.</p>
Analyze how and why individuals, events, and ideas develop and interact over the course of text	
<p>1 Year Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., begin to identify simple pictures</p>	<p>LLD Alphabetic Knowledge LLD 4.2 Identifies a familiar object or person when shown a</p>

<p>or familiar people</p> <p>2 Years Demonstrate vocabulary and comprehension by listening with interest and displaying understanding (e.g., perform an action shown in a book)</p> <p>3 Years Develop comprehension by demonstrating understanding of text during and after reading (e.g., make up a story about a book)</p> <p>4 Years A. Key Ideas & Details RI3: With modeling and support, connect individuals, events, and pieces of information in text to life experiences</p> <p>Kindergarten A. Key Ideas & Details RI3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>drawing or photo. Points at words printed on a page and pretends to read aloud.</p> <p>LLD Alphabetic Knowledge LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.</p> <p>LLD Alphabetic Knowledge LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.</p> <p>LLD Alphabetic Knowledge LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.</p> <p>LLD Alphabetic Knowledge LLD 4.4 Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds.</p>
<p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape</p>	

meaning or to	
<p>1 Year Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., learn some simple words and phrases from book)</p> <p>2 Years Develop vocabulary, language usage and some conventions of speech (e.g., name an increasing number of objects in a book, and describe actions)</p> <p>3 Years Expand vocabulary and language usage (e.g., discover the meaning of new words from the context or pictures)</p> <p>4 Years A. Craft & Structure RI4: With modeling and support, answer questions about unknown words in a text.</p> <p>Kindergarten A. Craft & Structure RI4: With prompting and support, ask and answer questions about unknown words in a text</p>	<p>LLD Alphabetic Knowledge LLD 4.2 Identifies a familiar object or person when shown a drawing or photo. Points at words printed on a page and pretends to read aloud.</p> <p>LLD Alphabetic Knowledge LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.</p> <p>LLD Alphabetic Knowledge LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.</p> <p>LLD Alphabetic Knowledge LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.</p> <p>LLD Alphabetic Knowledge LLD 4.4 Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds.</p>
Analyze the structure of texts, including how specific sentences,	

<p>paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole</p>	
<p>1 Year Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., learn some simple words and phrases from familiar books.</p> <p>2 Years Show comprehension by demonstrating understanding of text during and after reading (e.g., listen to fiction and non-fiction material</p> <p>3 Years Develop comprehension by demonstrating understanding of text during and after reading (e.g., listen to a variety of fiction and non-fiction materials</p> <p>4 Years A. Craft & Structure RI5: With modeling and support identify the front cover, and back cover of a book</p> <p>Kindergarten A. Craft & Structure RI5: Identify the front cover, back cover, and title page of a book</p>	<p>LLD Alphabetic Knowledge LLD 4.2 Identifies a familiar object or person when shown a drawing or photo. Points at words printed on a page and pretends to read aloud.</p> <p>LLD Alphabetic Knowledge LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.</p> <p>LLD Alphabetic Knowledge LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.</p> <p>LLD Alphabetic Knowledge LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.</p> <p>LLD Alphabetic Knowledge LLD 4.4 Recognizes some common words in print, such as his/her</p>

	name, mom, dad. Identifies six to seven letters and their sounds.
Assess how point of view or purpose shapes the content and style of a text	
<p>1 Year Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., learn some simple words and phrases from familiar book)</p> <p>2 Years Show comprehension by demonstrating understanding of text during and after reading (e.g., listen to fiction and non-fiction material)</p> <p>3 Years Develop comprehension by demonstrating understanding of text during and after reading (e.g., listen to and discuss a variety of book)</p> <p>4 Years A. Craft & Structure RI6: With modeling and support define the role of the author and illustrator/photographer in presenting the ideas or information in a text.</p> <p>Kindergarten A. Craft & Structure RI6: Name the author and illustrator of a</p>	<p>LLD Alphabetic Knowledge LLD 4.2 Identifies a familiar object or person when shown a drawing or photo. Points at words printed on a page and pretends to read aloud.</p> <p>LLD Alphabetic Knowledge LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.</p> <p>LLD Alphabetic Knowledge LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.</p> <p>LLD Alphabetic Knowledge LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.</p> <p>LLD Alphabetic Knowledge LLD 4.4</p>

text and define the role of each in presenting the ideas or information in a text	Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds.
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
<p>1 Year Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., begin to identify simple pictures or familiar people)</p> <p>2 Years Recognize that symbols have corresponding meaning (e.g., find favorite cereal by the picture on a box)</p> <p>3 Years Develop comprehension by demonstrating understanding of text during and after reading (e.g., point out familiar concepts by looking at pictures in a text).</p> <p>4 Years A. Integration of Knowledge and Ideas RI7: With modeling and support, tell how the illustrations/photographs support the text.</p>	<p>LLD Alphabetic Knowledge LLD 4.2 Identifies a familiar object or person when shown a drawing or photo. Points at words printed on a page and pretends to read aloud.</p> <p>LLD Alphabetic Knowledge LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.</p> <p>LLD Alphabetic Knowledge LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.</p> <p>LLD Alphabetic Knowledge LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.</p> <p>LLD Alphabetic Knowledge</p>

<p>Kindergarten</p> <p>A. Integration of Knowledge and Ideas RI7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts)</p>	<p>LLD 4.3</p> <p>Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.</p>
<p>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence</p>	
<p>1 Year</p> <p>Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., answer simple questions about details in a book)</p> <p>2 Years</p> <p>Show comprehension by demonstrating understanding of text during and after reading (e.g., ask and/or answer questions about a book while it is being read.</p> <p>3 Years</p> <p>Develop comprehension by demonstrating understanding of text during and after reading (e.g., ask and answer questions about a book</p> <p>4 Years</p> <p>A. Integration of Knowledge and Ideas RI8: With modeling and support identify the reasons an author gives to support points in</p>	<p>LLD Alphabetic Knowledge</p> <p>LLD 4.2</p> <p>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 Alphabetic Knowledge</p> <p>LLD 4.3</p> <p>Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.</p> <p>LLD Alphabetic Knowledge</p> <p>LLD 4.3</p> <p>Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.</p> <p>LLD Alphabetic Knowledge</p> <p>LLD 4.3</p> <p>Recognizes the difference between pictures, letters and</p>

<p>a text.</p> <p>Kindergarten A. Integration of Knowledge and Ideas RI8: With prompting and support, identify the reasons an author gives to support points in a text</p>	<p>numbers in print. Recognizes the sound of the first letter in his/her name.</p> <p>LLD Alphabetic Knowledge LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.</p>
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take	
<p>1 Year</p> <p>2 Years</p> <p>3 Years</p> <p>4 Years A. Integration of Knowledge and Ideas RI9: With prompting and support, discuss similarities and differences between two texts on the same topic (i.e. in illustrations or descriptions)</p> <p>Kindergarten A. Integration of Knowledge and Ideas RI9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)</p>	<p>LLD Alphabetic Knowledge LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.</p> <p>LLD Alphabetic Knowledge LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.</p>
Read and comprehend complex literary and informational texts independently and proficient.	

<p>1 Year Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., answer simple questions about details in a book)</p> <p>2 Years Show comprehension by demonstrating understanding of text during and after reading (e.g., ask and/or answer questions about a book while you are reading)</p> <p>3 Years Develop comprehension by demonstrating understanding of text during and after reading (e.g., makes guesses about what a book is about)</p> <p>4 Years A. Range of Reading and Level of Text Complexity RI10: Actively engage in group reading activities with purpose and understanding</p> <p>Kindergarten A. Range of Reading and Level of Text Complexity RI10: Actively engage in group reading activities with purpose and understanding</p>	<p>LLD Alphabetic Knowledge LLD 4.2 Identifies a familiar object or person when shown a drawing or photo. Points at words printed on a page and pretends to read aloud.</p> <p>LLD Alphabetic Knowledge LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.</p> <p>LLD Alphabetic Knowledge LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.</p> <p>LLD Alphabetic Knowledge LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.</p> <p>LLD Alphabetic Knowledge LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.</p>
Reading Foundational Skills	
RF1 Demonstrate understanding of the organization and basic	

features of print.	
<p>1 Year Explore drawing, painting and writing as a way of communicating (e.g., explore using markers, crayons, chalk to draw and write</p> <p>2 Years Recognize that symbols have corresponding meaning (e.g., put toys away in correctly labeled bins or shelves</p>	<p>LLD Writing LLD 7.1 Explores writing materials.</p> <p>MR Spatial Awareness MR 2.4 Matches two objects even if turned different ways. When prompted, places objects next to, between, in front of or behind objects not related to self. Uses a guide to assemble 12 puzzle pieces.</p>
<p>3 Years Recognize that symbols have corresponding meaning (e.g., sing the alphabet song, pointing to the letters</p> <p>4 Years A. Print Concepts RF1.a: Demonstrate an awareness that words are read from left to right, top to bottom and page by page.</p> <p>RF1.b: Recognize that spoken words can be written and read.</p>	<p>Matches two objects even if turned different ways. When prompted, places objects next to, between, in front of or behind objects not related to self. Uses a guide to assemble 12 puzzle pieces.</p> <p>LLD Alphabetic Knowledge LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.</p> <p>LLD Alphabetic Knowledge LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.</p>

RF1.c: Understand that words are separated by spaces in print.

LLD Alphabetic Knowledge

LLD 4.3

Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.

LLD Alphabetic Knowledge

LLD 4.3

Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.

RF1.d: Recognize and name some upper and lowercase letters of the alphabet

LLD Alphabetic Knowledge

LLD 4.5 Names all upper- and lowercase letters when presented in random order and identifies at least 15 letter sounds. When shown a two- or three-letter word, can find it in print.

Kindergarten

A. Print Concepts RF1.a: Follow words from left to right, top to bottom, and page by page.

LLD Alphabetic Knowledge

LLD 4.3

Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.

<p>RF1.b: Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>RF1.c: Understand that words are separated by spaces in print.</p> <p>RF1.d: Recognize and name all upper and lowercase letters of the alphabet</p>	<p>LLD Alphabetic Knowledge LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.</p> <p>LLD Alphabetic Knowledge LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.</p> <p>LLD Alphabetic Knowledge LLD 4.5 Names all upper- and lowercase letters when presented in random order and identifies at least 15 letter sounds. When shown a two- or three-letter word, can find it in print.</p>
<p>RF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</p>	
<p>1 Year Recognize and react to the sounds of language (e.g., point or make sounds when looking at books; enjoy, and occasionally join in simple songs.</p> <p>2 Years Become aware of the sounds of spoken language (e.g., sing simple and familiar songs with a group or individually, identify environmental</p>	<p>LLD Communication LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words and word-like sounds to communicate.</p> <p>LLD Phonological Awareness LLD 3.3 Shows awareness of separate words in spoken language.</p>

sounds such as a doorbell, fire engine, or water running.

3 Years

Develop phonological awareness by becoming aware of the sounds of spoken language (e.g., begin to supply rhyming words in a familiar poem or song, draw attention to parts of words such as syllables by moving or clapping).

4 Years

A. Phonological Awareness RF2.a: Recognize rhyming words in spoken language.

RF2.b: Identify and isolate individual words in a spoken sentence.

RF2.c: Count, pronounce, blend, and segment syllables in spoken words.

RF2.d: Blend and segment onsets and rimes of single syllable spoken word

Kindergarten

A. Print Concepts RF1.a: Follow words from left to right, top to bottom, and page by page.

RF1.b: Recognize that spoken words are represented in written

LLD Phonological Awareness

LLD 3.4 Identifies words that have a similar beginning sound.

LLD Phonological Awareness

LLD 3.4 Identifies words that have a similar beginning sound.

LLD Phonological Awareness

LLD 3.4 Counts syllables in spoken words. Isolates and pronounces the sound of each syllable

LLD Phonological Awareness

LLD 3.4 Counts syllables in spoken words. Isolates and pronounces the sound of each syllable.

LLD Concepts of Print

LLD 5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.

LLD Concepts of Print

LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.

<p>language by specific sequences of letters.</p> <p>RF1.c: Understand that words are separated by spaces in print.</p> <p>RF1.d: Recognize and name all upper and lowercase letters of the alphabet</p>	<p>LLD Concepts of Print LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p> <p>LLD Alphabetic Knowledge LLD 4.5 Names all upper- and lowercase letters when presented in random order and identifies at least 15 letter sounds. When shown a two- or three-letter word, can find it in print.</p>
<p>RF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</p>	
<p>1 Year Recognize and react to the sounds of language (e.g., point or make sounds when looking at books; enjoy, and occasionally join in simple songs</p> <p>2 Years Become aware of the sounds of spoken language (e.g., sing simple and familiar songs with a group or individually, identify environmental sounds such as a doorbell, fire engine, or water running</p> <p>3 Years Develop phonological awareness by becoming aware of the sounds of spoken language (e.g., begin to supply rhyming words in a familiar poem or song, draw attention to parts of words such as syllables by</p>	<p>LLD Phonological Awareness LLD 3.3 Shows awareness of separate words in spoken language.</p> <p>LLD Phonological Awareness LLD 3.4 Identifies words that have a similar beginning sound.</p> <p>LLD Phonological Awareness LLD 3.4 Identifies words that have a similar beginning sound.</p>

moving or clapping.

4 Years

A. Phonological Awareness RF2.a: Recognize rhyming words in spoken language.

RF2.b: Identify and isolate individual words in a spoken sentence.

RF2.c: Count, pronounce, blend, and segment syllables in spoken words.

RF2.d: Blend and segment onsets and rimes of single syllable spoken words

RF2.e: Isolate and pronounce the initial sound in spoken words.

RF2.f: Orally blend and segment individual phonemes in two- to-three phoneme word

Kindergarten

A. Phonological Awareness RF2.a: Recognize and produce rhyming words.

RF2.b: Count, pronounce, blend, and segment syllables in spoken

LLD Phonological Awareness

LLD 3.4 Identifies words that have a similar beginning sound.

LLD Phonological Awareness

LLD 3.4 Counts syllables in spoken words. Isolates and pronounces the sound of each syllable.

LLD Phonological Awareness

LLD 3.4 Counts syllables in spoken words. Isolates and pronounces the sound of each syllable.

LLD Phonological Awareness

LLD 3.4 Counts syllables in spoken words. Isolates and pronounces the sound of each syllable.

LLD Phonological Awareness

LLD 3.4 Counts syllables in spoken words. Isolates and pronounces the sound of each syllable.

LLD Phonological Awareness

LLD 3.7 Identifies and isolates individual sounds heard in one-syllable words.

LLD Phonological Awareness

LLD 3.7 Identifies and isolates individual sounds heard in one-syllable words.

LLD Phonological Awareness

LLD 3.7 Identifies and isolates individual sounds heard in one-syllable words.

<p>words.</p> <p>RF2.c: Blend and segment onsets and rimes of single syllable spoken words.</p> <p>RF2.d: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowelconsonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/) RF2.e: Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new word</p>	<p>LLD Phonological Awareness LLD 3.7 Identifies and isolates individual sounds heard in one-syllable words.</p> <p>LLD Phonological Awareness LLD 3.7 Identifies and isolates individual sounds heard in one-syllable words.</p>
<p>Know and apply grade- level phonics and word analysis skills in decoding words.</p>	
<p>1 Year Recognize and react to the sounds of language (e.g., point or make sounds when looking at books, move rhythmically to familiar songs.</p> <p>2 Years Recognize that symbols have corresponding meaning (e.g., use the stop sign in play with a car set, recognize familiar symbols such as hospital or library</p> <p>3 Years Recognize that symbols have corresponding meaning (e.g., look for and identify familiar logos or signs, find own name card on a carpet square and sit there)</p> <p>4 Years</p>	<p>LLD Phonological Awareness LLD 3.3 Shows awareness of separate words in spoken language.</p> <p>LLD Phonological Awareness LLD 3.4 Identifies words that have a similar beginning sound.</p> <p>LLD Communication LLD 2.3 Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Ask what a specific person or object is called. Communicates needs, desires and ideas.</p> <p>LLD Phonological Awareness</p>

<p>A. Phonics & Word Recognition RF3.a: Recognize that words are made up of letters and their sounds.</p> <p>RF3.b: Demonstrate basic knowledge of oneto-one letter sound correspondences by producing the most frequent sound for some consonants.</p> <p>RF3.c: Recognize name in print as well as some environmental print (symbols/words)</p> <p>Kindergarten</p> <p>A. Phonics & Word Recognition RF3.a: Demonstrate basic knowledge of oneto-one letter-sound correspondence by producing the primary or many of the most frequent sound for each consonant.</p> <p>RF3.b: Associate the long and short sounds with common spellings (graphemes) for the five major vowel</p> <p>RF3.c: Read common highfrequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>RF3.d: Distinguish between similarly spelled words by identifying the sounds of the letter that differs.</p>	<p>LLD 3.7 Identifies and isolates individual sounds heard in one-syllable words.</p> <p>LLD Phonological Awareness LLD 3.7 Identifies and isolates individual sounds heard in one-syllable words.</p> <p>LLD Concepts of Print LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text</p> <p>LLD Phonological Awareness LLD 3.3 Shows awareness of separate words in spoken language.</p> <p>LLD Phonological Awareness LLD 3.4 Identifies words that have a similar beginning sound.</p> <p>LLD Phonological Awareness LLD 3.4 Identifies words that have a similar beginning sound</p> <p>LLD Phonological Awareness LLD 3.4 Identifies words that have a similar beginning sound</p>
<p>Engage with a variety of texts with purpose and understanding. Read with sufficient accuracy and fluency to support comprehension</p>	

<p>1 Year Demonstrate increasing vocabulary and comprehension by using words and phrases to express himself (e.g., listen quietly to the story, and ask for it to be read again; learn some simple words and phrases from rhymes that are heard repeatedly.</p> <p>2 Years Begin to develop fluency by imitative reading (e.g., ask for the same favorite book over and over again, recite a familiar nursery rhyme, poem or finger play with expression.</p> <p>3 Years Begin to develop fluency by imitative reading (e.g., listen to models of fluent reading, ask to reread a favorite story, remembering the funny ending and telling it as you start to read.</p> <p>4 Years A. Fluency RF4: Engage with a variety of texts (e.g., a variety of structures and/or genres) with purpose and understanding</p> <p>Kindergarten A. Fluency RF4: Read emergent-reader texts with purpose and understanding</p>	<p>LLD Concepts of Print LLD 5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p> <p>LLD Concepts of Print LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p> <p>LLD Concepts of Print LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p> <p>LLD Concepts of Print LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p> <p>LLD Concepts of Print LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p>
Writing	

<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</p>	
<p>1 Year Explore drawing, painting and writing as a way of communicating (e.g., explore using markers, crayons, chalk to draw and write)</p> <p>2 Years Recognize that drawings, paintings and writing are meaningful representations (e.g., pretend to write a letter by scribbling on a paper and “reading” it out loud)</p> <p>3 Years Begin to develop writing skills by recognizing that drawings, paintings and writing are meaningful representations (e.g., begin to control scribbles, perhaps telling caregiver what they say)</p> <p>4 Years A. Text Types and Purposes W1: With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to share opinion about an experience or books.</p> <p>Kindergarten A. Text Types and Purposes W1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is.....)</p>	<p>LLD Writing LLD 7.1 Explores writing materials.</p> <p>LLD Writing LLD 7.2 Makes random marks with writing tools. Make handprints or fingerprints.</p> <p>LLD Writing LLD 7.3 Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks. Scribbles or draws marks as a representation of an object or person.</p> <p>LLD Writing LLD 7.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p> <p>LLD Writing LLD 7.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p>

<p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	
<p>1 Year Explore drawing, painting and writing as a way of communicating (e.g., explore using markers, crayons, chalk to draw and write)</p> <p>2 Years Recognize that drawings, paintings and writing are meaningful representations (e.g., paint some lines across the paper with broad strokes and movements, using a few different colors, and tell you that it is a rainbow)</p> <p>3 Years Begin to develop writing skills by recognizing that drawings, paintings and writing are meaningful representations (e.g., pretend to take your order while playing restaurant by scribbling on a pad with a pencil)</p> <p>4 Years A. Text Types and Purposes W2: Use a combination of drawing, dictating, or developmentally appropriate writing to state information on a topic.</p> <p>Kindergarten A. Text Types and Purposes W2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p>LLD Writing LLD 7.1 Explores writing materials.</p> <p>LLD Writing LLD 7.2 Makes random marks with writing tools. Make handprints or fingerprints.</p> <p>LLD Writing LLD 7.3 Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks. Scribbles or draws marks as a representation of an object or person.</p> <p>LLD Writing LLD 7.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p> <p>LLD Writing LLD 7.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p>

<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences</p>	
<p>1 Year Explore drawing, painting and writing as a way of communicating (e.g., explore using markers, crayons, chalk to draw and write.</p> <p>2 Years Recognize that drawings, paintings and writing are meaningful representations (e.g., intentionally make a mark on a piece of paper</p> <p>3 Years Begin to develop writing skills by recognizing that drawings, paintings and writing are meaningful representations (e.g., make a picture of self with lines coming out of the bottom and sides of a circle.</p> <p>4 Years A. Text Types & Purposes W3: With modeling and support, use a combination of drawing, dictating, or developmentally appropriate writing to communicate a personal story about a single event and tell about the event in a meaningful sequence.</p> <p>Kindergarten A. Text Types & Purposes W3: Use combination of drawing, dictating, or writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>LLD Writing LLD 7.1 Explores writing materials.</p> <p>LLD Writing LLD 7.2 Makes random marks with writing tools. Make handprints or fingerprints.</p> <p>LLD Writing LLD 7.3 Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks. Scribbles or draws marks as a representation of an object or person.</p> <p>LLD Writing LLD 7.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p> <p>LLD Writing LLD 7.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p>

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	
1 Year 2 Years 3 Years 4 Years A. Production and Distribution of Writing W5: With modeling, guidance, and support from adults, review drawing, dictation or developmentally appropriate writing. Kindergarten A. Production and Distribution of Writing W5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed	LLD Writing LLD 7.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea. LLD Writing LLD 7.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea.
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others	
1 Year Explore drawing, painting and writing as a way of communicating (e.g., explore using markers, crayons, chalk to draw and write. 2 Years Recognize that drawings, paintings and writing are meaningful representations (e.g., make a picture of with lines coming out of the	LLD Writing LLD 7.1 Explores writing materials. LLD Writing LLD 7.2 Makes random marks with writing tools. Make handprints or fingerprints.

<p>bottom and sides of a circle and tell you that it is him)</p> <p>3 Years Begin to develop writing skills by recognizing that drawings, paintings and writing are meaningful representations (e.g., show a friend his picture on a wall.</p> <p>4 Years A. Production and Distribution of Writing W6: With prompting and support from adults, explore a variety of digital tools to express ideas.</p> <p>Kindergarten A. Production and Distribution of Writing W6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing including collaboration with peers</p>	<p>LLD Writing LLD 7.3 Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks. Scribbles or draws marks as a representation of an object or person.</p> <p>LLD Writing LLD 7.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p> <p>LLD Writing LLD 7.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea</p>
<p>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation</p>	

<p>1 Year</p> <p>2 Years</p> <p>3 Years</p> <p>4 Years A. Research to Build and Present Knowledge W7: Participate in shared research and shared writing project</p> <p>Kindergarten A. Research to Build and Present Knowledge W7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them)</p>	<p>SCI Investigation & Inquiry SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>SCI Investigation & Inquiry SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p>
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism	
<p>1 Year</p> <p>2 Years</p> <p>3 Years</p> <p>4 Years A. Research to Build and Present Knowledge W8: With modeling and support from adult, recall information from experiences or information from provided sources to answer a question</p>	<p>SCI Investigation & Inquiry SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p>

<p>Kindergarten</p> <p>A. Research to Build and Present Knowledge W8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question</p>	<p>SCI Investigation & Inquiry</p> <p>SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p>
<p>Speaking & Listening</p>	
<p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	
<p>1 Year</p> <p>Communicate using consistent sounds, words, and gestures (e.g., use single words such as “no” and “bye” appropriately, shake head yes when asked, “Are you ready to go outside?”</p> <p>2 Years</p> <p>Enter into a conversation (e.g., repeat what has just been said, or make up a story to be part of the conversation; interrupt or talk over other people’s conversation</p> <p>3 Years</p> <p>Have more meaningful conversations with peers and adults (e.g., offer own information in a group story or discussion about a visit by the firefighters, talk to a friend or caregiver, an imaginary friend, or the dolls and toys that he is playing with.</p> <p>4 Years</p> <p>A. Comprehension and Collaboration SL1: Participate in collaborative conversations with diverse partners about prekindergarten topics and texts with peers and adults in small and larger groups. SL1.a: Follow agreed-upon rules for</p>	<p>LLD Communication</p> <p>LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words and word-like sounds to communicate.</p> <p>LLD Communication</p> <p>LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words and word-like sounds to communicate.</p> <p>LLD Communication</p> <p>LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD Communication</p> <p>LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges</p>

<p>discussions (e.g., listening to others and taking turns, speaking about the topics and texts under discussion). SL1.b: During scaffolded conversations, continue a conversation through multiple exchanges.</p> <p>Kindergarten A. Comprehension and Collaboration SL 1: Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL1.a: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL1.b: Continue a conversation through multiple exchanges</p>	<p>LLD Communication LLD 2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts.</p> <p>LLD Communication LLD 2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts.</p> <p>LLD 2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts.</p>
<p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally</p>	
<p>1 Year Show more interest in speech (e.g., respond to one step direction such as “Come to mommy,” point to the cat in a book when you say, “Where is the cat?”</p> <p>2 Years Use words and some common rules of speech to express ideas and thoughts (e.g., ask questions about the story as well as</p>	<p>LLD Communication LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words and word-like sounds to communicate.</p> <p>LLD Communication LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words and</p>

<p>naming objects).</p> <p>3 Years Demonstrate active listening skills (e.g., ask questions about what has been heard)</p> <p>4 Years A. Comprehension and Collaboration SL2: Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details with modeling and support.</p> <p>Kindergarten A. Comprehension and Collaboration SL2: Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	<p>word-like sounds to communicate.</p> <p>LLD Communication LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD Communication LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges</p> <p>LLD Communication LLD 2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts.</p>
<p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric</p>	
<p>1 Year Communicate using consistent sounds, words, and gestures (e.g., try to mimic words when prompted, begin to put two words together in a phrase)</p> <p>2 Years Demonstrate active listening strategies (e.g., listen for short periods of time, begin to ask questions)</p>	<p>LLD Communication LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words and word-like sounds to communicate.</p> <p>LLD Listening LLD 1.3 Shows understanding of a wide variety of phrases</p>

<p>3 Years Show understanding and respond to simple directions and requests (e.g., begin to ask “how” and “why” questions)</p> <p>4 Years A. Comprehension and Collaboration SL3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>Kindergarten A. Comprehension and Collaboration SL3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally.</p> <p>LLD Listening LLD 1.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally.</p> <p>SCI Investigation & Inquiry SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>SCI Investigation & Inquiry SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p>
<p>: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience</p>	
<p>1 Year Communicate using consistent sounds, words, and gestures (e.g., start to put words together in phrases such as “ma-ma bye bye”)</p> <p>2 Years Use words and some common rules of speech to express ideas</p>	<p>LLD Communication LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words and word-like sounds to communicate.</p> <p>LLD Communication</p>

<p>and thoughts (e.g., use descriptive language to tell you what he wants</p> <p>3 Years Demonstrate active listening skills (e.g., retell, and relate to what has been heard</p> <p>4 Years A. Presentation of Knowledge and Ideas SL4: Describe familiar people, places, things, and events with modeling and support</p> <p>Kindergarten A. Presentation of Knowledge and Ideas SL4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail</p>	<p>LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words and word-like sounds to communicate.</p> <p>LLD Communication LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD Communication LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD Communication LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p>
<p>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations</p>	
<p>1 Year Demonstrate increasing vocabulary and comprehension by using words and phrases to express himself (e.g., begin to participate in songs and rhymes by smiling, clapping, or making noise</p> <p>2 Years Recognize that drawings, paintings and writing are meaningful representations (e.g., paint some lines across the paper with broad strokes and movements, using a few different colors, and</p>	<p>LLD Communication LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words and word-like sounds to communicate.</p> <p>LLD Writing LLD 7.2 Makes random marks with writing tools. Make handprints or fingerprints.</p>

<p>tell you that it is a rainbow.</p> <p>3 Years Use writing utensils for scribble and drawings (e.g., begin to draw representations of people and objects)</p> <p>4 Years A. Presentation of Knowledge and Ideas SL5: Add drawings or visual displays to descriptions as desired to provide additional detail</p> <p>Kindergarten A. Presentation of Knowledge and Ideas SL5: Add drawings or visual displays to descriptions as desired to provide additional detail.</p>	<p>LLD Writing LLD 7.2 Makes random marks with writing tools. Make handprints or fingerprints.</p> <p>LLD Writing LLD 7.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p> <p>LLD Writing LLD 7.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea</p>
<p>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate</p>	
<p>1 Year Communicate using consistent sounds, words, and gestures (e.g., get upset when adults don't understand what he says, begin to put two words together into a phrase.</p> <p>2 Years Use words and some common rules of speech to express ideas and thoughts (e.g., speak clearly enough to be understood without mumbling or running sounds together.</p>	<p>LLD Communication LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words and word-like sounds to communicate.</p> <p>LLD Communication LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words and word-like sounds to communicate.</p>

<p>3 Years Use more conventions of speech when speaking (e.g., not pronounce all of his words correctly, but be easily understood most of the time)</p> <p>4 Years A. Presentation of Knowledge and Ideas SL6: With modeling and support, speak audibly and express thoughts, feelings, and ideas clearly</p> <p>Kindergarten A. Presentation of Knowledge and Ideas SL6: Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>LLD Communication LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD Communication LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD Communication LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p>
Language	
Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking	
<p>1 Year Start to understand and use common rules of speech (e.g., use simple gestures such as shaking head for “no” or waving “bye bye”)</p> <p>2 Years Use words and some common rules of speech to express ideas and thoughts (e.g., use the words I, we, he, and she in sentences, use some uncommon plurals such as “foots” instead of “feet”)</p> <p>3 Years</p>	<p>LLD Phonological Awareness LLD 3.3 Shows awareness of separate words in spoken language.</p> <p>LLD Phonological Awareness LLD 3.4 Identifies words that have a similar beginning sound.</p>

Use more conventions of speech when speaking (e.g., use 's' at the end of plurals and 'ed' for past tense, use plurals, pronouns and possessive words such as "my" and "his")

4 Years

A. Conventions of Standard English L1: Demonstrate beginning understanding of the conventions of standard English grammar and usage when engaged in literacy activities (e.g. Interactive Read Alouds, shared reading, shared writing, developmentally appropriate writing, oral language activities, etc.).

L1.a: Print upper and lowercase letters in first name.

L1.b: Use frequently occurring nouns and verbs.

L1.c: Develop understanding of singular and plural nouns (e.g., dog means one dog; dogs means more than one dog).

L1.d: Understand and begin to use question words (e.g., interrogatives such as who, what, where, when, why, how).

L1.e: Gain exposure to the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

L1.f: Produce complete sentences in shared language activities.

LLD Phonological Awareness

LLD 3.4 Identifies words that have a similar beginning sound

LLD Phonological Awareness

LLD 3.4 Identifies words that have a similar beginning sound

LLD Alphabetic Knowledge

LLD 4.5 Names all upper- and lowercase letters when presented in random order and identifies at least 15 letter sounds. When shown a two- or three-letter word, can find it in print

LLD Communication

LLD 2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts.

LLD Communication

LLD 2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts

Kindergarten

A. Conventions of Standard English L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L1.a: Print many upper and lowercase letters.

L1.b: Use frequently occurring nouns and verbs.

L1.c: Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

L1.d: Understand and use question words (interrogatives) (e.g., who, what where, when, why, how).

L1.e: Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

LLD Communication

LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.

LLD Writing

LLD 7.7 Legibly prints letters, numbers and symbols. Writes a string of simple sentences to tell a story or share information. Provides a concluding statement.

LLD Communication

LLD 2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts

LLD Communication

LLD 2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts

LLD Communication

LLD 2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts

<p>L1.f: Produce and expand complete sentences in shared language activities</p>	<p>LLD Communication LLD 2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts</p> <p>LLD Communication LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p>
<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p>	
<p>1 Year Explore drawing, painting and writing as a way of communicating (e.g., explore using markers, crayons, chalk to draw and write.</p> <p>2 Years Recognize that drawings, paintings and writing are meaningful representations (e.g., pretend to write a letter by scribbling on a paper and “reading” it out loud)</p> <p>3 Years Begin to develop writing skills by recognizing that drawings, paintings and writing are meaningful representations (e.g., begin to control scribbles, perhaps telling caregiver what they say.)</p> <p>4 Years L2 Gain exposure to conventions of standard English capitalization, punctuation, and spelling during shared reading and writing experiences.</p>	<p>LLD Writing LLD 7.1 Explores writing materials.</p> <p>LLD Writing LLD 7.2 Makes random marks with writing tools. Make handprints or fingerprints.</p> <p>LLD Writing LLD 7.3 Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks.</p> <p>LLD Writing LLD 7.5 Uses a mature tripod grip with drawing/writing</p>

<p>L2.a Recognize that their name begins with a capital letter.</p> <p>L2.b Demonstrate awareness of name and function of end punctuation (e.g., period, question mark and exclamation point).</p> <p>L2.c Use letter-like shapes, symbols, letters, and words to convey meaning.</p> <p>L2.d Develop fine motor skills necessary to control and sustain handwriting.</p> <p>Kindergarten</p> <p>1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L2.a Capitalize the first word in a sentence and the pronoun I.</p> <p>L2.b Recognize and name end punctuation.</p>	<p>tools. Uses a combination of drawing, dictating and writing to express and record an event or idea</p> <p>LLD Writing</p> <p>LLD 7.2 Makes random marks with writing tools. Make handprints or fingerprints.</p> <p>LLD Alphabetic Knowledge</p> <p>LLD 4.5 Names all upper- and lowercase letters when presented in random order and identifies at least 15 letter sounds. When shown a two- or three-letter word, can find it in print.</p> <p>LLD Alphabetic Knowledge</p> <p>LLD 4.5 Names all upper- and lowercase letters when presented in random order and identifies at least 15 letter sounds. When shown a two- or three-letter word, can find it in print.</p> <p>LLD Communication</p> <p>LLD 2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts.</p> <p>LLD Communication</p> <p>LLD 2.7 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.</p>
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<p>L2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>L2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships. L2.e Produce handwriting that is legible to the audience.</p>	<p>LLD Communication LLD 2.7 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.</p>
<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	
<p>1 Year</p> <p>2 Years</p> <p>3 Years L3: (Begins in grade 2.)</p> <p>4 Years L3: (Begins in grade 2.)</p> <p>Kindergarten L3: (Begins in grade 2.)</p>	<p>Emerging</p> <p>Emerging</p> <p>Emerging</p> <p>Emerging</p> <p>Emerging</p>
<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	
<p>1 Year</p> <p>Demonstrate increasing vocabulary and comprehension by using words and phrases to express himself (e.g., learn new words and phrases from those frequently used by the adults and</p>	<p>LLD Communication LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words and word-like sounds to communicate.</p>

<p>children around him</p> <p>2 Years Develop vocabulary, language usage and some conventions of speech (e.g., name an increasing number of objects in the books read, and describe actions, repeat words heard in the environment.</p> <p>3 Years Expand vocabulary and language usage (e.g., use words to describe the purpose and function of objects, learn the names of new objects)</p> <p>4 Years A. Vocabulary Acquisition and Use L4: Determine or clarify the meaning of unknown words and phrases based on pre-kindergarten reading and content.</p> <p>Kindergarten A. Vocabulary Acquisition and Use L4: Determine or clarify the meaning of unknown and multiple meaning words and phrases based on kindergarten reading and content.</p> <p>L4.a: Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a verb and learning the verb to duck). L4.b: Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, - less) as a clue to the meaning of an unknown word.</p>	<p>LLD Communication LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words and word-like sounds to communicate.</p> <p>LLD Communication LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD Communication LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchange</p> <p>LLD Communication LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchange.</p> <p>LLD Communication LLD 2.7 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.</p>
<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meaning</p>	
<p>1 Year</p>	

<p>2 Years</p> <p>3 Years</p> <p>4 Years</p> <p>L5: With modeling and support from adults, explore word relationships and nuances in word meanings.</p> <p>L5.a: With modeling and support, sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>L5.b: With modeling and support, demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>L5.c: Identify reallife connections between words and their use (e.g., note objects in classroom that are small)</p> <p>Kindergarten</p> <p>L5: With guidance and support from adults, explore word</p>	<p>LLD Communication</p> <p>LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchange.</p> <p>MR Classification</p> <p>MR 6.6 Identifies, sorts and classifies objects by at least two features.</p> <p>LLD Communication</p> <p>LLD 2.7 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.</p> <p>LLD Listening</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>LLD Listening</p> <p>LLD 1.4 Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story</p>
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<p>relationships and nuances in word meanings.</p> <p>L5.a: Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>L5.b: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>L5.c: Identify reallife connections between words and their use (e.g., note places at school that are colorful)</p> <p>L5.d: Distinguish shades of meaning among verbs describing the same general action (e.g., walk, strut, prance) by acting out meanings</p>	<p>or request then responds appropriately. Follows unrelated two-step directions given verbally</p> <p>MR Classification MR 6.6 Identifies, sorts and classifies objects by at least two features.</p> <p>LLD Communication LLD 2.7 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.</p> <p>LLD Communication LLD 2.7 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.</p> <p>LLD Communication LLD 2.7 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.</p>
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<p>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression</p>	
<p>1 Year Demonstrate increasing vocabulary and comprehension by using words and phrases to express himself (e.g., learn new words and phrases from those frequently used by the adults and children around him.</p> <p>2 Years Develop vocabulary, language usage and some conventions of speech (e.g., name an increasing number of objects in the books read, and describe actions, repeat words heard in the environment)</p> <p>3 Years Expand vocabulary and language usage (e.g., use words to describe the purpose and function of objects, learn the names of new objects.</p> <p>4 Years L6: Use words and phrases acquired through conversation, being read to, and responding to text.</p> <p>Kindergarten</p>	<p>LLD Communication LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words and word-like sounds to communicate.</p> <p>LLD Communication LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchange.</p> <p>LLD Listening LLD 1.4 Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story or request then responds appropriately. Follows unrelated two-step directions given verbally.</p> <p>LLD Communication LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchange.</p> <p>LLD Communication</p>

L6: Use words and phrases acquired through conversation, reading and being read to, and responding to text.	LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchange
Mathematics	
Counting and Cardinality	
Know number names and the count sequence	
<p>1 Year</p> <p>2 Year Show beginning interest in quantity and number relationships (e.g., will give two crackers when asked, "Can I have two crackers?"</p> <p>3 Year Show beginning interest in numerals and counting (e.g., recognize and name the numerals in a counting book.</p> <p>4 Year A. Know Number Names and the Count Sequence PK.CC.1: Count verbally to ten by ones.</p> <p>PK.CC.2: Recognize the concept of just after or just before a given number in the counting sequence up to ten.</p>	<p>MR Number Sense MR 1.2 Recognizes the numeral one and sees other numerals around the room. Repeats number words when heard. Demonstrates an understanding of one, two and more.</p> <p>MR Number Sense MR 1.3 Recognizes numerals to three. Points to one object at a time while counting (not always in correct order). Creates groups of objects. Adds to and removes from group as prompted.</p> <p>MR Number Sense MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p> <p>MR Number Sense</p>

<p>PK.CC.3: Identify written numerals 0- 10</p> <p>Kindergarten A. Know Number Names and the Count Sequence K.CC.1: Count to 100 by ones and by tens.</p> <p>K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at one).</p> <p>K.CC.3: Write numbers from zero to twenty. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p>	<p>MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p> <p>MR Number Sense MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.</p> <p>MR Number Sense MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.</p> <p>MR Number Sense MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.</p> <p>MR Number Sense MR 1.6 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 $7 = 2 + 5$.</p>
<p>Count to tell the number of objects</p>	
<p>1 Year</p> <p>2 Years Show beginning interest in quantity and number relationships (e.g., complain that a friend has more orange slices than he does)</p>	<p>MR Number Sense MR 1.2 Recognizes the numeral one and sees other numerals around the room. Repeats number words when</p>

3 Years

Show beginning interest in numerals and counting (e.g., proudly show that he can count three objects, count the name cards to see if there is room for him in a given play center where only four children may play at a time).

4 Years

A. Count to Tell the Number of Objects

PK.CC4: Understand the relationship between numbers and quantities to five, then to ten; connect counting to cardinality.

PK.CC.4a: When counting objects, say the number names in the standard order, pairing each object with one and only one number name

PK.CC.4b: Recognize that the last number name said tells the number of objects counted.

PK.CC.4c: Begin to recognize that each successive number name refers to a quantity that is one larger.

heard. Demonstrates an understanding of one, two and more.

MR Number Sense

MR 1.3 Recognizes numerals to three. Points to one object at a time while counting (not always in correct order). Creates groups of objects. Adds to and removes from group as prompted.

MR Number Sense

MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.

MR Number Sense

MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.

MR Number Sense

MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.

MR Number Sense

MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.

PK.CC.5: Represent a number (0-5, then to ten) by producing a set of objects with concrete materials, pictures, and/or numerals (with 0 representing a count of no objects).

PK.CC.6: Recognize the number of objects in a set without counting (Subitizing). (Use one to five objects). A. Compare Quantities.

PK.CC.7: Explore relationships by comparing groups of objects up to five and then ten. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies). (Include groups with up to five objects)

Kindergarten

A. Count to Tell the Number of Objects

K.CC.4: Understand the relationship between numbers and quantities; connect counting to cardinality.

K.CC.4a: When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

MR Number Sense

MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.

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<p>K.CC.4b: Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>K.CC.4c: Understand that each successive number name refers to a quantity that is one larger. Understand that each successive number name refers to a quantity that is one larger.</p> <p>K.CC.5: Count to answer “how many?” questions about as many as twenty things arranged in a line, a rectangular array, or a circle, or as many as ten things in a scattered configuration; given a number from 1-20, count out that many objects.</p> <p>K.CC.6: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies). (Include groups with up to ten objects). A. Compare Numbers</p> <p>K.CC.7: Compare two numbers between one and ten presented as written numerals.</p>	<p>MR Number Sense MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.</p> <p>MR Number Sense MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.</p> <p>MR Number Sense MR 1.6 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 $7 = 2 + 5$.</p> <p>MR Number Sense MR 1.6 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 $7 = 2 + 5$.</p> <p>MR Number Sense MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.</p>
Operations & Algebraic Thinking	
Understand addition as putting together and adding to, and	

understand subtraction as taking apart and taking from	
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1 Year

2 Years

3 Years

Show interest in quantity, measuring and number relationships (e.g., sing “Five Little Monkeys jumping on the Bed” and know that the next number is one less than the one before)

4 Years

A. Understand Addition as Putting Together and Adding to, and Understand Subtraction as Taking Apart and Taking From

PK.OA.1: Explore addition and subtraction with objects, fingers, mental images, drawings¹, sounds (e.g., claps), acting out situations, or verbal explanations (up to five).

PK.OA.2: Decompose quantity (less than or equal to five) into pairs in more than one way (e.g., by using objects or drawings).

PK.OA.3: For any given quantity from zero to five, use objects or drawings to find the quantity that must be added to make five.

MR Number Sense

MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.

MR Number Sense

MR 1.6 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 $7 = 2 + 5$

MR Number Sense

MR 1.6 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 $7 = 2 + 5$

MR Number Sense

MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.

MR Number Sense

MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and

Kindergarten

A. Understand Addition as Putting Together and Adding to, and Understand Subtraction as Taking Apart and Taking From

K.OA.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, or verbal explanations, expressions, or equations.

K.OA.2: Solve addition and subtraction word problems, and add and subtract within ten (e.g., by using objects or drawings to represent the problem).

K.OA.3: Decompose numbers less than or equal to ten into pairs in more than one way, e.g., by using objects or drawing, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$)

K.OA.4: For any number from one to nine, find the number that makes ten when added to the given number (e.g., by using objects or drawings and record the answer with a drawing or equation).

recounts.

MR Number Sense

MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.

MR Number Sense

MR 1.6 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 $7 = 2 + 5$

MR Number Sense

MR 1.6 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 $7 = 2 + 5$

MR Number Sense

MR 1.6 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 $7 = 2 + 5$

MR Number Sense

MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.

K.OA.5: Fluently add and subtract within five	MR Number Sense MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts
Number and Operations in Base Ten	
Work with numbers to gain foundations for place value.	
1 Year 2 Years 3 Years 4 Years A. Work with Numbers 0-10 to Gain Foundations for Place Value PK.NBT.1: Investigate the relationship between ten ones and ten Kindergarten A. Work with Numbers 11-19 to Gain Foundations for Place Value K. NBT.1: Compose and decompose numbers from eleven to nineteen into ten ones and some further ones (e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation - such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine one.	MR 1.6 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 $7 = 2 + 5$ MR 1.6 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 $7 = 2 + 5$

Measurement & Data	
Describe and compare measureable attributes	

1 Year**2 Years**

Show interest in quantity and number relationships (e.g., fill large and small containers with sand or water)

3 Years

Show interest in quantity, measuring and number relationships (e.g., fill a balance scale with beads, making one side go down, then the other, tell a friend that he is taller than the tower he has built)

4 Years

A. Describe and Compare Measureable Attributes

PK.MD.1: Describe measurable attributes of objects, such as length or weight.

PK.MD.2: Directly compare two objects with a measurable attribute in common, using words such as longer/shorter; heavier/lighter; or taller/shorter.

A. Sort Objects into Categories and Compare Quantities

PK.MD.3: Sort objects into self selected and given categories.

MR Number Sense

MR 1.2 Recognizes the numeral one and sees other numerals around the room. Repeats number words when heard. Demonstrates an understanding of one, two and more.

MR Number Sense

MR 1.3 Recognizes numerals to three. Points to one object at a time while counting (not always in correct order). Creates groups of objects. Adds to and removes from group as prompted.

MR Number Sense

MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.

MR Number Sense

MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.

MR Classification

MR 6.6 Identifies, sorts and classifies objects by at least two features.

<p>PK.MD.4: Compare categories using words such as more or same.</p> <p>Kindergarten A. Describe and Compare Measureable Attributes</p> <p>K.MD.1: Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>K.MD.2: Directly compare two objects with a measurable attribute in common, to see which object has “more of”/ “less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.</p> <p>A. Classify Objects and Count the Number of Objects in Each Category K.MD.3: Classify objects into given categories; count the number of objects in each category and sort the categories by count (Limit category counts to be less than or equal to 10.)</p>	<p>MR Classification MR 6.6 Identifies, sorts and classifies objects by at least two features.</p> <p>MR Classification MR 6.6 Identifies, sorts and classifies objects by at least two features.</p> <p>MR Measurement MR 4.4 Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help.</p> <p>MR Measurement MR 4.4 Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help.</p> <p>MR Classification MR 6.6 Identifies, sorts and classifies objects by at least two features.</p>
Geometry	
Identify and describe shapes/reason with shapes and their	

attributes	
<p>1 Year Use objects and toys more purposefully, exploring cause and effect relationships (e.g., put round shapes into the round holes more accurately)</p> <p>2 Years Show interest in concepts, such as matching and sorting according to color, shape and size (e.g., can match the colors and shapes in a matching puzzle.</p> <p>3 Years Show beginning interest in geometry (e.g., make symmetrical designs with shape blocks, find examples of shapes in the environment.</p> <p>4 Years A. Identify and Describe TwoDimensional Shapes (Circles, Triangles, Rectangles; Including a Square Which is a Special Rectangle) PK.G.1: Match like (congruent and similar) shapes.</p> <p>PK.G.2: Group the shapes by attributes.</p> <p>A. Work with Three-Dimensional Shapes to Gain Foundation for Geometric Thinking PK.G.3: Match and sort three- dimensional shapes</p>	<p>MR Logic & Reasoning MR 7.2 Experiments with cause and effect.</p> <p>MR Classification MR 6.6 Identifies, sorts and classifies objects by at least two features.</p> <p>MR Shapes MR 3.2 Matches two identical shapes.</p> <p>MR Shapes MR 3.2 Matches two identical shapes.</p> <p>MR Classification MR 6.6 Identifies, sorts and classifies objects by at least two features.</p> <p>MR Shapes MR 3.6 Describes objects in the environment as two- and</p>

<p>PK.G.4: Describe three-dimensional objects using attributes.</p> <p>PK.G.5: Compose and describe structures using three-dimensional shapes. Descriptions may include shape attributes, relative position, etc.</p> <p>Kindergarten</p> <p>A. Identify and Describe Shapes (Squares, Circles, Triangles, Rectangles, Hexagons, Cubes, Cones, Cylinders, and Spheres)</p> <p>K.G.1: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</p> <p>K.G.2: Correctly name shapes regardless of their orientations or overall size.</p> <p>K.G.3: Identify shapes as two- dimensional (lying in a plane, “flat”) or three-dimensional (“solid”)</p> <p>A. Analyze, Compare, Create, and Compose Shape</p>	<p>three-dimensional shapes.</p> <p>MR Shapes MR 3.6 Describes objects in the environment as two- and three-dimensional shapes</p> <p>MR Shapes MR 3.6 Describes objects in the environment as two- and three-dimensional shapes.</p> <p>MR Shapes MR 3.6 Describes objects in the environment as two- and three-dimensional shapes.</p> <p>MR Shapes MR 3.6 Describes objects in the environment as two- and three-dimensional shapes.</p> <p>MR Shapes MR 3.6 Describes objects in the environment as two- and three-dimensional shapes.</p> <p>MR Shapes MR 3.6 Describes objects in the environment as two- and three-dimensional shapes.</p> <p>MR Shapes MR 3.6 Describes objects in the environment as two- and three-dimensional shapes.</p>
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<p>K.G.4: Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices /"corners") and other attributes (e.g., having sides of equal length).</p> <p>K.G.5: Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p>K.G.6: Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"</p>	<p>three-dimensional shapes</p> <p>MR Shapes Mr 3.7 Describes and draws defining features of shapes.</p> <p>MR Shapes MR 3.6 Describes objects in the environment as two- and three-dimensional shapes</p>
Social Studies	
Political Science	
Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens	
<p>1 Year</p> <p>Gain in self-control and regulation (e.g., stop hitting another child when you say the child's name, allow another child to use a favored toy)</p> <p>Rely on trusted adults to feel safe trying new activities (e.g., look to you for reassurance, for example, a word, a smile or a gesture)</p>	<p>SED Self-Regulation SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.</p> <p>SED Self-Regulation SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help</p>

2 Years

Have beginning understanding of consequences when following routines and recreating familiar events (e.g., participate in creating class rules, accept the consequences of his actions, and say, "I'm sorry" when prompted).

Show increasing self-regulation (e.g., gain control of emotions with help of trusted adult or comfort item, begin to wait turn for juice or snack)

Continue to need the adult approval but show more independence (get up from the lunch table after a few bites, following mom as she leaves the room, then returning after knowing what she is doing)

3 Years

Have beginning understanding of consequences when following routines and recreating familiar events (e.g., try to follow the rules of a simple board game and become frustrated when not understanding why something has changed, help to clean up, saying, "We are a team").

Have increased self-regulation, following classroom rules and routines and guidance (e.g., manage transitions between activities with a few reminders, use classroom materials respectfully)

Imitate and try to please familiar adults (e.g., pick up own trash after seeing the task modeled by a caregiver, pretend to wash the dishes and put them away in places where the teacher has shown where they belong).

from caregivers.

MR Logic & Reasoning

MR 7.2 Experiments with cause and effect.

SED Self-Regulation

SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.

SED Self-Regulation

SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.

MR Logic & Reasoning

MR 7.2 Experiments with cause and effect.

SED Self-Regulation

SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.

<p>2. Identify symbols and practices associated with the United States of America.</p> <p>B. Individual and Group Participation in the Political System 1. Identify people important to the American political system.</p> <p>C. Protecting Rights and Maintaining Order 1. Describe the roles, rights, and responsibilities of being a member of the family and school.</p>	<p>SS Culture & Community SS 2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person.</p> <p>SS Culture & Community SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.</p> <p>SS Culture & Community SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.</p> <p>SS Culture & Community SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.</p>
Peoples of the Nation and the World	
Students will understand how people in Maryland, the United States and around the world are alike and different	

1 Year

Begin to be aware of the feelings of other children (e.g., think that other children would like the same games or food as he does, look sad or worried when another child is in distress and seek comfort from either a caregiver or cuddly toy). Interact with other children (e.g., choose to play in the same area as another child, offer a toy to another child, but show distress when he takes it).

2 Years

Show more awareness of the feelings of another child (e.g., feel and express remorse by saying "I sorry" after accidentally knocking another child down, comfort another child who may be upset by patting or hugging the child). Play alongside other children (e.g., need adult help to resolve conflicts, have short periods of play with other children, but mostly play beside them)

3 Years

Be able to better understand the feelings of other children (e.g., share a toy car with a child who cries because of not having one, watch other children to see how they react). Participate, with help, in the group life of the class (e.g., help to clean up after hearing the signal and being encouraged by you, join in group games such as playing "Farmer in the Dell")

4 Years

A. Elements of Culture

1. Identify themselves as individuals and members of families that have the same human needs as others.

SED Social Relationships

SED 4.4 Participates in group with those different than self.

Asks adult to help solve problems. Explains why someone may be happy or sad.

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Asks adult to help solve problems. Explains why someone may be happy or sad.

SS Culture & Community

SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.

<p>B. Cultural Diffusion</p> <p>C. Conflict and Compromise. 1. Identify how groups of people interact.</p> <p>Kindergarten A. Elements of Culture 1. Identify similarities and differences in people's characteristics, habits, and living patterns to describe how they meet the same human needs.</p> <p>B. Cultural Diffusion</p> <p>C. Conflict and Compromise 1. Demonstrate how groups of people interact</p>	<p>SS Culture & Community SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.</p> <p>SS Culture & Community SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.</p> <p>SS Culture & Community SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.</p> <p>SS Culture & Community SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.</p> <p>SS Culture & Community SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.</p>
Geography	
1 Year	

2 Years

3 Years

Explore more complex situations and concepts, beginning to understand some people's jobs and care for the environment.

4 Years

A. Using Geographic Tools

1. Recognize that a globe and maps are used to help people locate places.

B. Geographic Characteristics of Places and Regions

1. Recognize that places in the immediate environment have specific physical and human-made features.

C. Movement of People, Goods and Ideas

1. Identify the role of transportation in the community

D. Modifying and Adapting to the Environment

1. Describe how people adapt to their immediate environment.

SS Culture & Community

SS 1.5 Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community.

SS Geography

SS 3.6 Compares the geographic features of own community to another community. Recreates a map of something s/he cannot immediately see.

SS Geography

SS 3.3 Identifies a variety of familiar places, such as the store, car, home or Grandma's. Follows a path.

SS Culture & Community

SS 1.5 Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community.

SS Culture & Community

SS 1.5 Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community.

<p>Kindergarten</p> <p>A. Using Geographic Tools</p> <p>1. Identify and describe how a globe and maps can be used to help people locate places.</p> <p>B. Geographic Characteristics of Places and Regions</p> <p>1. Describe places in the immediate environment Using natural/ physical and human-made features.</p> <p>C. Movement of People, Goods and Ideas</p> <p>1. Describe how transportation and communication link people and places.</p> <p>D. Modifying and Adapting to the Environment</p> <p>1. Describe how people adapt to and modify their immediate environment.</p>	<p>SS Geography</p> <p>SS 3.6 Compares the geographic features of own community to another community. Recreates a map of something s/he cannot immediately see.</p> <p>SS Geography</p> <p>SS 3.3 Identifies a variety of familiar places, such as the store, car, home or Grandma's. Follows a path.</p> <p>SS Geography</p> <p>SS 3.6 Compares the geographic features of own community to another community. Recreates a map of something s/he cannot immediately see.</p> <p>SS Culture & Community</p> <p>SS 1.5 Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community.</p>
Social Studies	
Economics	
Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.	
1 Year	
2 Years	

3 Years**4 Years****A. Scarcity and Economic Decision- Making**

1. Recognize that people have to make choices because of unlimited economic wants.
2. Identify that materials/resources are used to make products.
3. Explain how technology affects the way people live, work, and play.

B. Economic Systems and the Role of Government in the Economy

1. Identify types of local markets.
2. (Indicator begins in Grade 3)
2. Identify how goods are acquired

Kindergarten**A. Scarcity and Economic Decision-Making**

1. Describe choices people make because of unlimited economic wants.

SS Civics & Economics

SS 2.5 Applies familiar rules and suggests new rules in a variety of situations. Explores the use of trade to receive objects or services.

SS Civics & Economics

SS 2.5 Applies familiar rules and suggests new rules in a variety of situations. Explores the use of trade to receive objects or services.

SCI Technology

SCI 4.8 Identifies which tools can best help save time, solve a problem or increase enjoyment.

SS Civics & Economics

SS 2.8 Describes different levels of government, e.g., local, state, national. Makes democratic decisions. Explains how and why people work together in trade to get what they need and want.

SS Civics & Economics

SS 2.5 Applies familiar rules and suggests new rules in a variety of situations. Explores the use of trade to receive objects or services.

SS Civics & Economics

SS 2.5 Applies familiar rules and suggests new rules in a variety of situations. Explores the use of trade to receive

<p>2. Identify that resources are used to make products.</p> <p>3. Explain how technology affects the way people live, work, and play.</p> <p>B. Economic Systems and the Role of Government in the Economy</p> <p>1. Identify types of local markets</p> <p>2. (Indicator begins in Grade 3)</p> <p>2. Describe how goods are acquired</p>	<p>objects or services.</p> <p>SS Civics & Economics SS 2.5 Applies familiar rules and suggests new rules in a variety of situations. Explores the use of trade to receive objects or services.</p> <p>SCI Technology SCI 4.8 Identifies which tools can best help save time, solve a problem or increase enjoyment.</p> <p>SS Civics & Economics SS 2.8 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.</p> <p>SS Civics & Economics SS 2.5 Applies familiar rules and suggests new rules in a variety of situations. Explores the use of trade to receive objects or services.</p>
Economics	
Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions	
1 Year	

<p>2 Years</p> <p>3 Years</p> <p>4 Years</p> <p>A. Scarcity and Economic Decision- Making</p> <ol style="list-style-type: none"> 1. Recognize that people have to make choices because of unlimited economic wants. 2. Identify that materials/resources are used to make products. 3. Explain how technology affects the way people live, work, and play. <p>B. Economic Systems and the Role of Government in the Economy.</p> <ol style="list-style-type: none"> 1. Identify types of local markets. 2. (Indicator begins in Grade 3) 2. Identify how goods are acquired) <p>Kindergarten</p> <p>A. Scarcity and Economic Decision-Making</p>	<p>SS Civics & Economics</p> <p>SS 2.5 Applies familiar rules and suggests new rules in a variety of situations. Explores the use of trade to receive objects or services.</p> <p>SS Civics & Economics</p> <p>SS 2.5 Applies familiar rules and suggests new rules in a variety of situations. Explores the use of trade to receive objects or services.</p> <p>SCI Technology</p> <p>SCI 4.8 Identifies which tools can best help save time, solve a problem or increase enjoyment.</p> <p>SS Civics & Economics</p> <p>SS 2.8 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.</p> <p>SS Civics & Economics</p> <p>SS 2.5 Applies familiar rules and suggests new rules in a variety of situations. Explores the use of trade to receive objects or services.</p> <p>SS Civics & Economics</p> <p>SS 2.5 Applies familiar rules and suggests new rules in a</p>
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<p>1. Describe choices people make because of unlimited economic wants.</p> <p>2. Identify that resources are used to make products.</p> <p>3. Explain how technology affects the way people live, work, and play.</p> <p>B. Economic Systems and the Role of Government in the Economy</p> <p>1. Identify types of local markets.</p> <p>2. (Indicator begins in Grade 3) 2. Describe how goods are acquired</p>	<p>variety of situations. Explores the use of trade to receive objects or services.</p> <p>SS Civics & Economics SS 2.5 Applies familiar rules and suggests new rules in a variety of situations. Explores the use of trade to receive objects or services.</p> <p>SCI Technology SCI 4.8 Identifies which tools can best help save time, solve a problem or increase enjoyment.</p> <p>SS Civics & Economics SS 2.8 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.</p> <p>SS Civics & Economics SS 2.5 Applies familiar rules and suggests new rules in a variety of situations. Explores the use of trade to receive objects or services</p>
History	
Students will use historical thinking skills to understand how individuals and events have changed society over time	
<p>1 Year</p> <p>2 Years</p>	

<p>3 Years</p> <p>4 Years A. Change Over Time 1. Distinguish among past, present, and future time</p> <p>Kindergarten A. Change Over Time 1. Distinguish among past, present, and future time. 2. Compare daily life and objects of today and long ago</p>	<p>SS History & Sense of Time SS 4 .4 Recalls information and events from the past.</p> <p>SS History & Sense of Time SS 4 .4 Recalls information and events from the past.</p> <p>SS History & Sense of Time SS 4 .4 Recalls information and events from the past.</p>
Social Studies Skills and Processes	
Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources	
<p>4 Years A. Learn to Read and Construct Meaning about Social Studies 1. Develop and apply social studies vocabulary through exposure to a variety of text and portions of text. 2. Use strategies to prepare for reading (before reading.)</p>	<p>LLD Communication LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges</p> <p>LLD Alphabetic Knowledge LLD 4.2 Identifies a familiar object or person when shown a drawing or photo. Points at words printed on a page and pretends to read aloud.</p>

<p>3. Use strategies to monitor understanding and derive meaning from text and portions of text (during reading).</p> <p>4. Use strategies to demonstrate understanding of the text (after reading)</p> <p>B. Learn to Write and Communicate Social Studies Understandings</p> <p>1. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade.</p> <p>2. Locate, retrieve, and use information from various sources to accomplish a purpose.</p> <p>C. Ask Social Studies Questions</p> <p>1. Identify a topic that requires further study.</p>	<p>LLD Alphabetic Knowledge LLD 4.2 Identifies a familiar object or person when shown a drawing or photo. Points at words printed on a page and pretends to read aloud.</p> <p>LLD Reading Comprehension LLD 6.5 Relates to the characters or events of the story and shares a similar experience or object from own life. Retells portions of a story. Asks and answers simple questions about characters, setting and events.</p> <p>LLD Writing LLD 7.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p> <p>SCI Investigation & Inquiry SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>SCI Investigation & Inquiry SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p>
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<p>2. Identify a situation or problem that requires study.</p> <p>D. Acquire Social Studies Information</p> <p>1. Identify primary and secondary sources of information that relate to the topic/situation/ problem being studied.</p> <p>2. Engage in field work that relates to the topic/ situation/ problem being studied.</p> <p>E. Organize Social Studies Information</p> <p>1. Organize information from non-print sources.</p> <p>2. Organize information from print sources.</p> <p>F. Analyze Social Studies Information</p> <p>1. Interpret information from secondary sources including pictures, graphics, maps, atlases, and timelines.</p>	<p>SCI Investigation & Inquiry SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>SCI Investigation & Inquiry SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>SCI Investigation & Inquiry SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>SCI Investigation & Inquiry SCI 1.8 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.</p> <p>SCI Investigation & Inquiry SCI 1.8 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.</p> <p>SS Geography</p>
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G. Answer Social Studies Questions

1. Describe how the community has changed over time and how people have contributed to its change, drawing from maps, photographs, newspapers, and other sources.

Kindergarten

A. Learn to Read and Construct Meaning about Social Studies

1. Develop and apply social studies vocabulary through exposure to a variety of text and portions of text.

2. Use strategies to prepare for reading (before reading).

3. Use strategies to monitor understanding and derive meaning from text and portions of text (during reading).

4. Use strategies to demonstrate understanding of the text (after reading)

SS 3.5 Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks. Identifies what is represented on a map. Draws pictures of current location.

SS Culture & Community

SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.

LLD Communication

LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges

LLD Alphabetic Knowledge

LLD 4.2 Identifies a familiar object or person when shown a drawing or photo. Points at words printed on a page and pretends to read aloud.

LLD Alphabetic Knowledge

LLD 4.2 Identifies a familiar object or person when shown a drawing or photo. Points at words printed on a page and pretends to read aloud.

LLD Reading Comprehension

LLD 6.5 Relates to the characters or events of the story

<p>B. Learn to Write and Communicate Social Studies Understandings</p> <ol style="list-style-type: none"> 1. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade. 2. Locate, retrieve, and use information from various sources to accomplish a purpose. <p>C. Ask Social Studies Questions</p> <ol style="list-style-type: none"> 1. Identify a topic that requires further study. 2. Identify a situation or problem that requires study. <p>D. Acquire Social Studies Information</p> <ol style="list-style-type: none"> 1. Identify primary and secondary sources of information that relate to the topic/situation/ problem being studied. 2. Engage in field work that relates to the topic/ situation/ problem being studied. 	<p>and shares a similar experience or object from own life. Retells portions of a story. Asks and answers simple questions about characters, setting and events.</p> <p>LLD Writing LLD 7.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p> <p>SCI Investigation & Inquiry SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>SCI Investigation & Inquiry SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>SCI Investigation & Inquiry SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>SCI Investigation & Inquiry SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>SCI Investigation & Inquiry SCI 1.3 Identifies personal interests and seeks more</p>
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Skills & Process	
Students will demonstrate the thinking and acting inherent in the practice of science	
<p>1 Year Use his senses to investigate the world around him, including solving problems (e.g., dump and fill objects, stack and knock down big blocks, push and pull a wagon, watching the wheels turn when trying different tactics to move it).</p> <p>Use objects and toys more purposefully, exploring cause and effect relationships (e.g., roll a ball back and forth with an adult). Look at the correct picture or object when it is named (e.g., identify objects, body parts, and people) Use object and toys more purposefully.</p> <p>2 Years Explore new ways to do things (e.g., use a spoon to dig in the garden, try to move the large toy car on the playground by pushing it, but then decide to try pulling it instead).</p> <p>Seek information through observation, exploration and descriptive investigations (e.g., use senses to observe and gather information, want to pick up interesting things found on a walk, use tools for investigation. Show interest in quantity and number relationships (fill large and small containers with sand or water)</p> <p>Show interest in concepts, such as matching and sorting according to color, shape and size (e.g., group items of similar colors, compare the color of his toy car to that of another child). Use imagination, memory and reasoning to plan and make</p>	<p>SCI Physical Science SCI 3.3 Explores motion by moving, rolling, blowing on or dropping a toy. Begins to name colors.</p> <p>SCI Physical Science SCI 3.4 Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors.</p> <p>SCI Natural & Earth Science SCI 2.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. Understands hot and cold. Points at clouds and explores the feel of rain and wind.</p> <p>SCI Investigation & Inquiry SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>MR Classification MR 6.6 Identifies, sorts and classifies objects by at least</p>

things happen (e.g., put a cushion sideways on the couch and pretend to be daddy driving to work, tell his caregiver that he is going to be a firefighter before going to the dramatic play area

3 Years

Use scientific thinking as well as his senses to discover the world around him, and make comparisons between objects (e.g., ask questions about everything he sees, put the modeling clay in water to see what happens). Seek information through observation, exploration and descriptive investigations with simple science tools (e.g., ask lots of “why” questions, use tools such as magnifying glass, balance scale and measuring cups for investigation, guess that a nut is inside an acorn, and confirm that prediction by breaking, with assistance, the acorn to find out).

Use more advanced problem solving skills, testing his understanding and ideas in real situations (e.g., get a toy broom and use the handle to get a ball out from under a shelf where it has rolled). Show interest in quantity, measuring and number relationships (e.g., fill a balance scale with beads, making one side go down, then the other.

Show interest in concepts such as matching and sorting according to a single criteria (e.g., help to put away the utensils, matching the large spoons with the other large spoons). Use prior knowledge and imagination to think through what he wants to play (e.g., use the blocks as garages and houses that the cars and trucks drive to, use the Unifix Cubes with several friends to try to make a rod that reaches across the room)

4 Years

two features.

SCI Natural & Earth Science

SCI 2.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. Understands hot and cold. Points at clouds and explores the feel of rain and wind.

SCI Investigation & Inquiry

SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.

MR Classification

MR 6.6 Identifies, sorts and classifies objects by at least two features.

A. Constructing Knowledge

1. Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.

B. Applying Evidence and Reasoning

1. People are more likely to believe your ideas if you can give good reasons for them.

C. Communicating Scientific Information

1. Ask, "How do you know?" in appropriate situations and attempt reasonable answers when others ask them the same question.

D. Technology

1. Design and make things with simple tools and a variety of materials.

2. Practice identifying the parts of things and how one part connects to and affects another.

3. Examine a variety of physical models and describe what they teach about the real things they are meant to resemble.

SCI Investigation & Inquiry

SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.

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SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.

SCI Investigate & Inquiry

SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.

CA Visual Arts

CA 3.5 Uses artistic tools and media to create intentional designs or images. Plans, designs and seeks materials to make a creation.

MRI Logic & Reasoning

MRI 7.7 Explains the sequence of his or her problem-solving strategy.

SS Geography

SS 3.5 Explains the purpose for different types of

Kindergarten

A. Constructing Knowledge

1. Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.

B. Applying Evidence and Reasoning

1. People are more likely to believe your ideas if you can give good reasons for them.

C. Communicating Scientific Information

1. Ask, "How do you know?" in appropriate situations and attempt reasonable answers when others ask them the same question.

D. Technology

1. Design and make things with simple tools and a variety of materials.
2. Practice identifying the parts of things and how one part connects to and affects another.
3. Examine a variety of physical models and describe what the

structures, such as bridges and buildings. Asks questions about landmarks. Identifies what is represented on a map. Draws pictures of current location.

SCI Investigation & Inquiry

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tech teaches about the real things they are meant to resemble.	<p>MRI Logic & Reasoning MRI 7.7 Explains the sequence of his or her problem-solving strategy.</p> <p>SS Geography SS 3.5 Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks. Identifies what is represented on a map. Draws pictures of current location.</p>
Earth & Space	
Students will use scientific skills and processes to explain the chemical and physical interactions (i.e., natural forces and cycles, transfer of energy) of the environment, Earth, and the universe that occur over time.	
<p>1 Year</p> <p>2 Years</p> <p>3 Years</p> <p>4 Years</p> <p>A. Materials and Processes That Shape A Planet</p> <p>B. Earth History</p> <p>C. Plate Tectonics</p> <p>D. Astronomy</p> <p>E. Interactions of Hydrosphere and Atmosphere</p> <p>2. Describe the weather using observations.</p>	<p>SCI Natural & Earth Science SCI 2.8 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.</p> <p>SCI Natural & Earth Science SCI 2.2 Plays with rocks, sand, dirt or water. Reacts to</p>

<p>F. Ecology</p> <p>Kindergarten</p> <p>A. Materials and Processes That Shape A Planet</p> <p>1. Investigate objects and materials in the environment.</p> <p>B. Earth History</p> <p>C. Plate Tectonics</p> <p>D. Astronomy</p> <p>1. Observe celestial objects that are visible in the day and night sky.</p> <p>E. Interactions of Hydrosphere and Atmosphere.</p> <p>2. Investigate and gather information about changes in weather.</p> <p>A. Diversity of Life</p> <p>1. Observe a variety of familiar animals and plants (perhaps on the school grounds, in the neighborhood, and at home) to discover similarities and differences among them.</p>	<p>needs. Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life.</p> <p>SCI Natural & Earth Science</p> <p>SCI 2.3 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life</p> <p>SCI Natural & Earth Science</p> <p>SCI 2.8 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.</p> <p>SCI Natural & Earth Science</p> <p>SCI 2.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. Understands hot and cold. Points at clouds and explores the feel of rain and wind.</p> <p>SCI Natural & Earth Science</p> <p>SCI 2.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. Understands hot and cold. Points at clouds and explores the feel of rain and wind.</p> <p>SCI Natural & Earth Science</p>
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2. Gather information and direct evidence that humans have external features that can differ in size, shape, etc., but that they are more like other humans than like other animals.

B. Cells. C. Genetics

1. Observe, describe and compare the life cycles of different kinds of animals and plants.

D. Evolution

1. Recognize that living things are found almost everywhere in the world and that there are somewhat different kinds of living things in different places.

E. Flow of Matter and Energy

1. Develop an awareness of the relationship of features of living things and their ability to satisfy basic needs that support their growth and survival.

F. Ecology

1. Investigate a variety of familiar places where plants and animal live to describe the place and the living things found there

SCI 2.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. Understands hot and cold. Points at clouds and explores the feel of rain and wind

SED Self Awareness

SED 1.8 Demonstrates an understanding that each person is unique and has his/her own thoughts, feelings and preferences.

SCI Natural & Earth Science

SCI 2.3 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.

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	why. Identifies current season and explains how weather affects personal life
Chemistry	
Students will use scientific skills and processes to explain the composition, structure, and interactions of matter in order to support the predictability of structure and energy transformations.	
<p>1 Year</p> <p>2 Years</p> <p>3 Years Use scientific thinking as well as his senses to discover the world around him, and make comparisons between objects (e.g., watch the fish and tell that he likes the biggest one best)</p> <p>4 Years A. Structure of Matter 1. Use evidence from investigations to describe the observable properties of a variety of objects.</p> <p>B. Conservation of Matter C. States of Matter D. Physical and Chemical Changes</p> <p>Kindergarten A. Structure of Matter 1. Compare the observable properties of a variety of objects and</p>	<p>SCI Investigate & Inquiry SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p> <p>SCI Investigate & Inquiry SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations</p> <p>SCI Natural & Earth Science SCI 2.3 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.</p>

<p>the materials they are made of using evidence from investigations.</p> <p>B. Conservation of Matter C. States of Matter D. Physical and Chemical Change</p>	<p>SCI Investigate & Inquiry SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations</p> <p>SCI Natural & Earth Science SCI 2.3 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 effects.</p>
Physics	
Students will use scientific skills and processes to explain the interactions of matter and energy and the energy transformations that occur	

<p>1 Year</p> <p>2 Years</p> <p>3 Years</p> <p>4 Years</p> <p>A. Mechanics</p> <p>B. Thermodynamics</p> <p>C. Electricity and Magnetism</p> <p>D. Wave Interactions</p> <p>Kindergarten</p> <p>A. Mechanics</p> <p>1. Compare the different ways objects move.</p> <p>2. Explain that there must be a cause for changes in the motion of an object.</p> <p>B. Thermodynamics</p> <p>1. Describe that sunlight warms the land, air, and water using observations and age appropriate tools.</p> <p>C. Electricity and Magnetism</p> <p>3. Observe and gather information from the explorations to describe how magnets affect some objects</p>	<p>SCI Physical Science</p> <p>3.5 Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur.</p> <p>SCI Physical Science</p> <p>3.6 Experiments and compares the movements of various objects on a variety of surfaces. Classifies and sorts materials by a variety of physical properties.</p> <p>SCI Physical Science</p> <p>3.5 Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur.</p> <p>SCI Natural & Earth Science</p> <p>SCI 2.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. Understands hot and cold. Points at clouds and explores the feel of rain and wind.</p> <p>SCI Physical Science</p> <p>3.5 Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur.</p>
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<p>D. Wave Interactions</p> <p>2. Observe and describe that sound is produced by vibrating objects</p>	<p>SCI Physical Science</p> <p>3.5 Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur.</p>
Environmental Science	
Students will use scientific skills and processes to explain the interactions of environmental factors (living and non-living) and analyze their impact from a local to a global perspective	
<p>1 Year</p> <p>2 Years</p> <p>3 Years</p> <p>4 Years</p> <p>A. Natural Resources and Human Needs</p> <p>B. Environmental Issues.</p> <p>Kindergarten</p> <p>A. Natural Resources and Human Needs</p> <p>B. Environmental Issues</p> <p>1. Identify aspects of the environment that are made by humans and those that are not made by humans</p>	<p>SCI Natural & Earth</p> <p>SCI 2.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life.</p> <p>SCI Natural & Earth</p> <p>SCI 2.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life.</p>
Health	

Safety & Injury Prevention	
Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.	
<p>1 Year Rely on trusted adults to feel safe trying new activities(e.g., show with words and gestures that he wants a trusted adult to be near him.</p> <p>2 Years Have beginning understanding of consequences when following routines and recreating familiar events (e.g., participate in creating class rules)</p> <p>3 Years Have beginning understanding of consequences when following routines and recreating familiar events (e.g., participate in creating rules for the class.</p> <p>4 Years A. Emergencies 1. Recognize how to respond appropriately to emergency situations.</p> <p>B. Safety Rules & Procedures</p> <p>Kindergarten A. Emergencies 1. Recognize how to respond appropriately to emergency situations.</p>	<p>PD Safety PD 3.1 Expresses distress when needs are not met.</p> <p>MR Logic & Reasoning MR 7.2 Experiments with cause and effect.</p> <p>MR Logic & Reasoning MR 7.2 Experiments with cause and effect.</p> <p>PD Safety PD 3.7 Identifies emergency situations and how to behave accordingly. Describes how to get help.</p> <p>PD Safety PD 3.6 Applies general safety rules to a variety of everyday situations with little prompting.</p> <p>PD Safety</p>

<p>B. Safety Rules & Procedures</p> <ol style="list-style-type: none"> 1. Identify ways to be safe when outdoors. 2. Identify actions to stay safe from fires. 3. Identify ways to be safe in a car. 4. Tell what to know when lost (separated) 	<p>PD 3.6 Applies general safety rules to a variety of everyday situations with little prompting.</p> <p>PD Safety</p> <p>PD 3.6 Applies general safety rules to a variety of everyday situations with little prompting.</p> <p>PD Safety</p> <p>PD 3.6 Applies general safety rules to a variety of everyday situations with little prompting.</p> <p>PD Safety</p> <p>PD 3.6 Applies general safety rules to a variety of everyday situations with little prompting.</p>
Nutrition & Fitness	
Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle	

1 Year
2 Years
3 Years

4 Years

A. Responses to Food

1. Identify the relationship between food and the senses.

E. Food & Health

1. Recognize the relationship between food and health.

Kindergarten

A. Responses to Food

1. Identify the relationship between food and the senses.

B. Food Production

1. Tell the source of different foods.

C. Manners

1. Define proper eating manners.

D. Nutrients E. Food & Health

1. Recognize the relationship between food and health

PD Nutrition

PD 5.4 Identifies food and serves a portion into bowl or plate. Feeds self.

PD Nutrition

PD 5.5 Identifies food groups and sorts food. Chooses between two appropriate food options.

PD Nutrition

PD 5.4 Identifies food and serves a portion into bowl or plate. Feeds self.

PD Nutrition

PD 5.5 Identifies food groups and sorts food. Chooses between two appropriate food options.

SS Civics & Economics

SS 2.5 Applies familiar rules and suggests new rules in a variety of situations. Explores the use of trade to receive objects or services.

PD Nutrition

PD 5.6 Identifies food that is nutritious. Helps to prepare food for others.

<p>F. Nutrition & Physical Activity</p> <p>1. Identify food categories.</p>	<p>PD Nutrition</p> <p>PD 5.5Identifies food groups and sorts food. Chooses between two appropriate food options.</p>
Personal and Consumer Health	
Students will demonstrate the ability to use consumer knowledge, skills, and strategies to develop sound personal health practices involving the use of health care products, services, and community services.	
<p>1 Year</p> <p>2 Years</p> <p>3 Years</p> <p>4 years</p> <p>Kindergarten</p> <p>A. Personal Health Maintenance</p> <p>1. Identify ways to care for your body</p>	<p>PD Personal Care</p> <p>PD 4.4 Describes the function of basic body parts. Regulates toileting and handwashing needs. Follows a routine of rest and active play. Meets most personal needs and understands that all people have needs.</p>
Alcohol, Tobacco, and Other Drugs	
Students will demonstrate the ability to use drug knowledge, decision-making skills, and health enhancing strategies to address, the use, non-use, and abuse of medications, alcohol, tobacco, and other drugs.	
1 Year	

2 Years 3 Years 4 Years Kindergarten A. Medicine 1. Identify appropriate uses of medicine	PD Safety PD 3.6 Applies general safety rules to a variety of everyday situations with little prompting.
Family Life and Human Sexuality	
Students will demonstrate the ability to use human development knowledge, social skills, and health enhancing strategies to promote positive relationships and health growth and development through the life cycle.	
1 Year 2 Years 3 Years 4 Years Kindergarten A. Family Unit 1. Define a family unit.	SS Culture & Community SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.
Disease & Prevention	
Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce susceptibility and manage disease.	

<p>1 Year</p> <p>2Years Enjoy doing for himself whatever he thinks he can do (e.g., perform at least some skills involved in using the toilet, such as pulling up his own pants afterwards and wash his hands and use a towel to dry them.</p> <p>3 Years Feel more grown up as he accomplishes self- help and housekeeping tasks with reminders (e.g., take of his own toileting needs and wash and dry his own hands)</p> <p>4 Years</p> <p>Kindergarten A. Disease Classification 1. Define disease. B. Prevention Practices 1. Identify ways to reduce risk for becoming sick.</p>	<p>PD Personal Care PD 4.4 Describes the function of basic body parts. Regulates toileting and handwashing needs. Follows a routine of rest and active play. Meets most personal needs and understands that all people have needs.</p> <p>PD Personal Care PD 4.5 Explains how germs spread and describes simple strategies for preventing the spread. Recognizes that all living things have similar basic needs. Distinguishes between needs and wants.</p> <p>PD Personal Care PD 4.4 Explains how germs spread and describes simple strategies for preventing the spread. Recognizes that all living things have similar basic needs. Distinguishes between needs and wants.</p>
Physical Education	
Skillfulness	
Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skill combinations, combining skills effectively in skill themes, and applying skills.	

<p>1 Year Move constantly, showing increasing large muscle control (e.g., walk more than he crawls and pull a toy behind him as he walks, or push a toy in front of him).</p> <p>2 Years Use his whole body to develop spatial awareness (e.g., walk around a circle holding hands with other children and push himself on riding toys).</p> <p>3 Years Move with confidence and stability, coordinating movements to accomplish simple tasks. (e.g., go over, under, around through on an obstacle course and easily use riding toys, such as tricycles and Big Wheels).</p> <p>4 Years A. Fundamental Movement 1. Show fundamental movement skills.</p> <p>B. Creative Movement 1. Show creative movement.</p> <p>C. Skill Themes 1. Show skill themes</p> <p>Kindergarten A. Fundamental Movement 1. Show fundamental movement skills.</p> <p>B. Creative Movement</p>	<p>PD Gross Motor PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p> <p>PD Gross Motor PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p>PD Gross Motor PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p> <p>PD Gross Motor PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p>PD Gross Motor PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p> <p>PD Gross Motor PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p>
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<p>1. Show creative movement.</p> <p>C. Skill Themes</p> <p>1. Show skill themes</p>	<p>PD Gross Motor PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p> <p>PD Gross Motor PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p>PD Gross Motor PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects</p>
Biomechanical Principle	
Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety	
<p>1 Year Perform more complex movements with his arms and legs (e.g., walk more than he crawls and pull a toy behind him as he walks or push a toy in front of him.</p> <p>2 Years Use his whole body to develop spatial awareness (e.g., walk around in a circle holding hands with other children and push himself on riding toys.</p> <p>3 Years</p>	<p>PD Gross Motor PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p> <p>PD Gross Motor PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p>

Move with confidence and stability, coordinating movements to accomplish simple tasks (e.g., go over, under, around through on an obstacle course and easily use riding toys, such as tricycles and Big Wheels.	PD Gross Motor PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.
4 Years A. Effects on Objects 1. Identify ways that people and objects move. B. Balance 1. Identify balance through movement. Kindergarten A. Effects on Objects 1. Identify ways that people and objects move. B. Balance 1. Identify balance through movement	PD Gross Motor PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects. PD Gross Motor PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD Gross Motor PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.
Motor Learning Principles	
Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations	
1 Year 2 Years 3 Years	

<p>4 Years</p> <p>A. Appropriate Practices</p> <p>1. Recognize that skills will develop over time with appropriate practice and use of the correct cues.</p> <p>B. Corrective Feedback</p> <p>1. Identify the importance of corrective feedback on performance.</p> <p>Kindergarten</p> <p>A. Appropriate Practices</p> <p>1. Recognize that skills will develop over time with appropriate practice and use of the correct cues.</p> <p>B. Corrective Feedback</p> <p>1. Identify the importance of corrective feedback on performance</p>	<p>PD Gross Motor</p> <p>PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p>PD Gross Motor</p> <p>PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p> <p>PD Gross Motor</p> <p>PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p> <p>PD Gross Motor</p> <p>PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p>PD Gross Motor</p> <p>PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p>
Exercise Physiology	
Students will demonstrate the ability to use scientific principles to design and participate in a regular, moderate to vigorous physical activity program that contributes to personal health and enhances cognitive and physical performance in a variety of academic, recreational, and life tasks..	
<p>1 Year</p> <p>2 Years</p>	

3 Years

4 Years

A. Effects of Physical Activity on the Body

1. Identify the effects of physical activity on the body systems.

B.FITT Guidelines

C. Components of Fitness

1. Identify the components of fitness.

D. Benefits of Physical Activity

1. Recognize the benefits of physical activity.

E. Nutrition and Physical Activity.

1. Recognize the relationship between nutrition and physical activity.

F. Exercise Adherence

1. Recognize the factors influencing daily physical activity

Kindergarten

A. Effects of Physical Activity on the Body

1. Identify the effects of physical activity on the body systems.

PD Gross Motor

PD 1.8 Uses conditioning methods to strengthen muscles and increase endurance. Coordinates multiple complex movements in continuous play.

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PD 1.8 Uses conditioning methods to strengthen muscles and increase endurance. Coordinates multiple complex movements in continuous play.

PD Nutrition

PD 5.8 Explains how feeling well is related to proper nutrition, exercise and rest. Describes how to deal with health concerns of self and others.

PD Gross Motor

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PD Gross Motor

PD 1.8 Uses conditioning methods to strengthen muscles and increase endurance. Coordinates multiple complex

<p>B.FITT Guidelines</p> <p>C. Components of Fitness</p> <p>1. Identify the components of fitness. .</p> <p>D. Benefits of Physical Activity</p> <p>1. Recognize the benefits of physical activity.</p> <p>E. Nutrition and Physical Activity.</p> <p>1. Recognize the relationship between nutrition and physical activity.</p> <p>F. Exercise Adherence</p> <p>1. Recognize the factors influencing daily physical activity</p>	<p>movements in continuous play.</p> <p>PD Gross Motor</p> <p>PD 1.8 Uses conditioning methods to strengthen muscles and increase endurance. Coordinates multiple complex movements in continuous play.</p> <p>PD Gross Motor</p> <p>PD 1.8 Uses conditioning methods to strengthen muscles and increase endurance. Coordinates multiple complex movements in continuous play.</p> <p>PD Nutrition</p> <p>PD 5.8 Explains how feeling well is related to proper nutrition, exercise and rest. Describes how to deal with health concerns of self and others.</p> <p>PD Gross Motor</p> <p>PD 1.8 Uses conditioning methods to strengthen muscles and increase endurance. Coordinates multiple complex movements in continuous play</p>
Physical Activity	
Students will demonstrate the ability to use the principles of exercise physiology, social psychology, and biomechanics to design and adhere to a regular, personalized, purposeful program of physical activity consistent with their health, performance, and fitness goals in order to gain health and cognitive/academic benefit.	

<p>1 Year 2 Years 3 Years</p> <p>4 Years A. Aerobic Fitness 1. Identify and show individual aerobic capacity/cardio respiratory fitness.</p> <p>B. Muscular Strength and Endurance 1. Identify and show activities for muscular strength and muscular endurance.</p> <p>C. Flexibility 1. Identify and show activities for flexibility</p> <p>Kindergarten A. Aerobic Fitness 1. Identify and show individual aerobic capacity/ cardio respiratory fitness.</p> <p>B. Muscular Strength and Endurance 1. Identify and show activities for muscular strength and muscular endurance.</p> <p>C. Flexibility 1. Identify and show activities for flexibility</p>	<p>PD Gross Motor PD 1.8 Uses conditioning methods to strengthen muscles and increase endurance. Coordinates multiple complex movements in continuous play.</p> <p>exr</p> <p>PD Gross Motor PD 1.8 Uses conditioning methods to strengthen muscles and PD Gross Motor PD 1.8 Uses conditioning methods to strengthen muscles and increase endurance. Coordinates multiple complex movements in continuous play.</p> <p>PD Nutrition PD 5.8 Explains how feeling well is related to proper nutrition, exercise and rest. Describes how to deal with health concerns of self and others.</p> <p>PD Gross Motor PD 1.8 Uses conditioning methods to strengthen muscles and increase endurance. Coordinates multiple complex movements in continuous playincrease endurance. Coordinates multiple complex movements in continuous play</p>
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Fine Arts	
Dance: Perceiving, Performing, and Responding	
Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to dance	
<p>1 Year Recognize and react to the sounds of language (e.g., move rhythmically to familiar songs)</p> <p>2 Years Use his whole body to develop spatial awareness (e.g., dance to music, including songs that direct movement).</p> <p>3 Years Explore more complex situations and concepts, beginning to understand some people's jobs, and care for the environment (e.g., show a finger play that he learned to a friend, then make up hand motions to go with a new song).</p> <p>4 Years 1. Demonstrate knowledge of how elements of dance are used to communicate meaning.</p> <p>2. Demonstrate kinesthetic awareness and technical proficiency in dance movement.</p>	<p>LLD Communication LLD 2.3 Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas.</p> <p>CA Dance & Movement CA 2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.</p> <p>SS Culture & Community SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.</p> <p>CA Dance & Movement CA 2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.</p> <p>CA Dance & Movement</p>

<p>3. Respond to dance through observation, experience, and analysis.</p> <p>Kindergarten</p> <p>1. Demonstrate knowledge of how elements of dance are used to communicate meaning.</p> <p>2. Demonstrate kinesthetic awareness and technical proficiency in dance movement. 3. Respond to dance through observation, experience, and analysis.</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 Dance & Movement</p> <p>CA 2.4 Describes and demonstrates multiple ways to move body parts. Moves to the beat. Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements.</p> <p>CA Dance & Movement</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 Dance & Movement</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>
Dance: Historical, Cultural, and Social Context	
Students will demonstrate an understanding of dance as an essential aspect of history and human experience	
<p>1 Year</p> <p>2 Years</p> <p>3 Years</p>	

4 Years

1. Demonstrate knowledge of dances from a variety of cultures.
2. Relate dance to history, society, and personal experience.
3. Demonstrate understanding of the relationships between and among dance and other content areas..

Kindergarten

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Dance: Creative Expression and Production	
Students will demonstrate the ability to create and perform dance.	
1 Year 2 Years 3 Years 4 Years 1. Develop the ability to improvise dance. 2. Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning. 3. Develop knowledge and execution of performance competencies in dance. Kindergarten 1. Develop the ability to improvise dance.	CA Dance & Movement CA 2.6 Recalls a simple movement pattern and performs it individually or in a group. Expresses ideas, feelings and stories through creative movement. CA Dance & Movement CA 2.6 Recalls a simple movement pattern and performs it individually or in a group. Expresses ideas, feelings and stories through creative movement. CA Dance & Movement CA 2.6 Recalls a simple movement pattern and performs it individually or in a group. Expresses ideas, feelings and stories through creative movement. CA Dance & Movement CA 2.6 Recalls a simple movement pattern and performs it

<p>2. Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning.</p> <p>3. Develop knowledge and execution of performance competencies in dance</p>	<p>individually or in a group. Expresses ideas, feelings and stories through creative movement.</p> <p>CA Dance & Movement CA 2.6 Recalls a simple movement pattern and performs it individually or in a group. Expresses ideas, feelings and stories through creative movement.</p> <p>CA Dance & Movement CA 2.6 Recalls a simple movement pattern and performs it individually or in a group. Expresses ideas, feelings and stories through creative movement.</p>
Aesthetics and Criticism	
Students will demonstrate the ability to make aesthetic judgments in dance.	
<p>1 Year 2 Years 3 Years</p> <p>4 Years 1. Identify and apply criteria to evaluate choreography and performance.</p> <p>Kindergarten 1. Identify and apply criteria to evaluate choreography and performance</p>	<p>CA Dance & Movement CA 2.6 Recalls a simple movement pattern and performs it individually or in a group. Expresses ideas, feelings and stories through creative movement.</p> <p>CA Dance & Movement CA 2.6 Recalls a simple movement pattern and performs it individually or in a group. Expresses ideas, feelings and stories through creative movement.</p>

Music: Perceiving, Performing, and Responding	
Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to music	
<p>1 Year Recognize and react to the sounds of language (e.g., move rhythmically to familiar songs).</p> <p>2 Year Use his whole body to develop spatial awareness (e.g., dance to music, including songs that direct movement).</p> <p>3 Years Explore more complex situations and concepts, beginning to understand some people's jobs, and care for the environment (e.g., wait until you point to his group to play the jingle bells during the song, after the woods and triangles have had their solos).</p> <p>4 Years 1. Develop awareness of the characteristics of musical sounds and silence, and the diversity of sounds in the environment.</p> <p>2. Experience performance through singing, playing instruments, and listening to performances of others.</p>	<p>CA Dance & Movement CA 2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.</p> <p>CA Dance & Movement CA 2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.</p> <p>SS Culture & Community SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.</p> <p>CA Music 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 Music CA 1.5 Repeats simple rhythm patterns. Hears the change</p>

<p>3. Respond to music through movement.</p> <p>4.Experiment with standard and individually created symbols to represent sounds.</p> <p>Kindergarten</p> <p>1. Develop awareness of the characteristics of musical sounds and silence, and the diversity of sounds in the environment.</p> <p>2. Experience performance through singing, playing instruments, and listening to performances of others.</p> <p>3. Respond to music through movement.</p> <p>4. Experiment with standard and individually created symbols to represent sound</p>	<p>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 Dance & Movement CA 2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.</p> <p>CA Music CA 1.5 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.</p> <p>CA Music 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 Music 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 Dance & Movement CA 2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.</p>
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	<p>CA Music CA 1.7 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.</p>
Historical, Cultural, and Social Context	
Students will demonstrate an understanding of music as an essential aspect of history and human experience	
<p>1 Year 2 Years 3 Years 4 Years</p> <p>1. Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression.</p> <p>2. Become acquainted with the roles of music in the lives of people.</p> <p>3. Explore the relationship of music to dance, theatre, the visual arts and other disciplines.</p>	<p>CA Music CA 1.7 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.</p> <p>SS Culture & Community SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.</p> <p>CA Dance & Movement CA 2.6 Recalls a simple movement pattern and performs it individually or in a group. Expresses ideas, feelings and</p>

4. Develop knowledge of a wide variety of styles and genres through the study of music history	<p>stories through creative movement.</p> <p>CA Music CA 1.7 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</p>
Creative Expression and Production.	
Students will demonstrate the ability to organize musical ideas and sounds creatively	
<p>1 Year 2 Years 3 Years</p> <p>4 Years 1. Develop confidence in the ability to improvise music through experimentation with sound.</p> <p>2. Investigate composing music through experimentation with sound and the tools of compositionYears</p>	<p>CA Music 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 Music 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>Kindergarten</p> <p>1. Develop confidence in the ability to improvise music through experimentation with sound.</p> <p>2. Investigate composing music through experimentation with sound and the tools of composition.</p>	<p>CA Music 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 Music 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>
Aesthetics and Criticism	
Students will demonstrate the ability to make aesthetic judgments	
<p>1 Year 2 Years 3 Years</p> <p>4 Years</p> <p>1. Express preferences about selected musical composition</p> <p>Kindergarten</p> <p>1. Express preferences about selected musical compositions.</p> <p>2. Develop and apply personal aesthetic criteria for evaluating musical performances</p>	<p>CA Music CA 1.7 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.</p> <p>CA Music CA 1.7 Maintains a steady beat. Recognizes strong/weak</p>

	beats. Begins to read rhythm notation. Matches vocal pitch in limited range. Interprets and compares many types of music.
Perceiving and Responding	
Students will demonstrate the ability to perceive, interpret, perform, and respond to the development of a variety of dramatic forms over time and the aesthetic qualities they reflect	
<p>1 Year Show an increasing ability to remember and participate in imitative play (e.g., imitate the actions of an adult such as turning a steering wheel in a play car.</p> <p>2 Years Use improved eye hand coordination to explore and manipulate objects (e.g., do finger plays that require hand-eye coordination, such as “The Itsy Bitsy Spider”)</p> <p>3 Years Explore more complex situations and concepts beginning to understand some people’s jobs, and care for the environment (e.g., pretend to be a firefighter and spray the dramatic play center with a play hose, telling everyone to get out.</p> <p>4 Years 1. Describe ways that theatre depicts themes and stories.</p>	<p>CA Drama CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p> <p>PD Fine Motor PD 2.5 Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.</p> <p>SS Culture & Community SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.</p> <p>CA Visual Arts 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>2. Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performance.</p> <p>Kindergarten</p> <p>1. Describe ways that theatre depicts themes and stories.</p> <p>2. Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performance</p>	<p>CA Visual Arts 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>CA Visual Arts 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>CA Visual Arts 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>
Theatre: Historical, Cultural, and Social Context	
Students will demonstrate an understanding of the history, traditions, and conventions of theatre, dramatic works, and other literature of the theatre	
<p>1 Year 2 Years 3 Years</p> <p>4 Years</p> <p>1. Express a range of responses to a variety of stimuli.</p> <p>2. Demonstrate knowledge of theatrical conventions as</p>	<p>CA Visual Arts CA 3.8 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.</p>

<p>performers and as an audience.</p> <p>Kindergarten</p> <ol style="list-style-type: none"> 1. Express a range of responses to a variety of stimuli. 2. Demonstrate knowledge of theatrical conventions as performers and as an audience. 	<p>CA Visual Arts 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>CA Visual Arts CA 3.8 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.</p> <p>CA Visual Arts 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>
Creative Expression and Production	
Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations	
<p>1 year Show an increasing ability to remember and participate in imitative play (e.g., imitate the actions of an adult such as turning a steering wheel in a play car)</p> <p>2 Years Use imagination memory and reasoning to plan and make things happen (e.g., pretend to feed a baby doll)</p>	<p>CA Drama CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p> <p>CA Drama CA 4.4 Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object.</p>

<p>3 Years Use prior knowledge and imagination to think through what he wants to play (e.g., decide in advance who will be the dad and who will be the son in the dramatic play areas and take turns playing teacher, acting out circle time routines with a friend, talking first about what they each will do.</p> <p>4 Years 1. Use a variety of theatrical elements to communicate ideas and feelings.</p> <p>2. Demonstrate knowledge of theatre performance and production skills in formal and informal presentations.</p> <p>Kindergarten 1. Use a variety of theatrical elements to communicate ideas and feelings.</p> <p>2. Demonstrate knowledge of theatre performance and production skills in formal and informal presentations</p>	<p>CA Drama CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p> <p>CA Drama CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend</p> <p>CA Visual Arts 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>CA Visual Arts 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>CA Visual Arts 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>
Theatre: Aesthetics and Criticism	
Students will demonstrate the ability to make aesthetic judgments	

<p>1 Year</p> <p>2 Years</p> <p>3 Years</p> <p>4 Years</p> <p>1. Identify, describe, and apply criteria to assess individual and group theatre processes.</p> <p>2. Identify, describe, and apply criteria to assess dramatic works and other literature of the theatre.</p> <p>Kindergarten</p> <p>1. Identify, describe, and apply criteria to assess individual and group theatre processes.</p> <p>2. Identify, describe, and apply criteria to assess dramatic works and other literature of the theatre</p> <p>Perceiving and Responding</p>	<p>CA Visual Arts</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>CA Visual Arts</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>CA Visual Arts</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>CA Visual Arts</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>
Perceiving and Responding	
Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through	

visual art	
<p>1 Year Use his senses to investigate the world around him, including solving problems (e.g., push, poke, squeeze, pat and sniff the play dough as he explores how it feels and smells).</p> <p>2 Years Recognize that drawings, paintings and writing are meaningful representations (e.g., paint some lines across the paper with broad strokes and movements, using a few different colors, and tell you that it is a rainbow).</p> <p>3 Years Develop finger skills through many forms of play (e.g., make a snowman out of play dough after watching an older child make balls and put them together and practice using scissors to cut out shapes, but be unable to stay on the lines).</p> <p>4 Years</p> <ol style="list-style-type: none"> 1. Identify, describe, and interpret observed form. 2. Identify and compare ways in which selected artworks represent what people see, know, feel, and imagine. 3. Experiment with the elements of art and principles of design to develop personally meaningful compositions. 	<p>SCI Investigate & Inquiry SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p> <p>LLD Writing LLD 7.3 Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks.</p> <p>PD Fine Motor PD 2.5 Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.</p> <p>SCI Investigate & Inquiry SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p> <p>CA Visual Arts 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>Kindergarten</p> <ol style="list-style-type: none"> 1. Identify, describe, and interpret observed form. 2. Identify and compare ways in which selected artworks represent what people see, know, feel, and imagine. 3. Experiment with the elements of art and principles of design to develop personally meaningful composition 	<p>CA Visual Arts 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>CA Visual Arts 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>CA Visual Arts 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>Historical, Cultural, and Social Context</p>	
<p>Students will demonstrate an understanding of visual arts as an essential aspect of history and human experience</p>	
<p>1 Year 2 Years 3 Years</p> <p>4 Years</p> <ol style="list-style-type: none"> 1. Determine ways in which works of art express ideas about self, other people, places, and events. 	<p>CA Visual Arts 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>

2. Discuss reasons why people (including self) create and use art by studying artworks and other sources of information.

3. Differentiate among works by artists representative of different cultures.

4. Describe processes used to interpret and express ideas in the visual arts and other disciplines

Kindergarten

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<p>4. Describe processes used to interpret and express ideas in the visual arts and other disciplines.</p>	<p>CA Visual Arts 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>: Creative Expression and Production</p>	
<p>Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.</p>	
<p>1 Year 2 Years 3 Years</p> <p>4 Years 1. Create images and forms from observation, memory, imagination, and feelings.</p> <p>2. Investigate a variety of ways that artists develop ideas and organize the elements of art in response to what they see, know, and feel.</p> <p>Kindergarten 1. Create images and forms from observation, memory, imagination, and feelings.</p>	<p>CA Drama CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p> <p>CA Visual Arts 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>CA Drama CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p>

2. Investigate a variety of ways that artists develop ideas and organize the elements of art in response to what they see, know, and feel.	CA Visual Arts 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.
Aesthetics and Criticism	
Students will demonstrate the ability to make aesthetic judgment	Students will demonstrate the ability to make aesthetic judgment
1 Year 2 Years 3 Years 4 Years 1. Develop and apply criteria to analyze personally created artworks and the artworks of other Kindergarten 1. Develop and apply criteria to analyze personally created artworks and the artworks of others	CA Visual Arts 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. CA Visual Arts 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.
Social Foundations	
Social Emotional Regulation	
Demonstrates healthy self-confidence	

<p>1 Year Gain in selfcontrol/regulation</p> <p>2 Years Show increasing self-regulation.Play alongside other children</p> <p>3 Years A. Demonstrates Independence in a range of Routines and Tasks 1. Begins to actively participate in classroom activities (e.g., answers questions or joins dramatic play). 2. Chooses where to play during center time.</p> <p>B. Demonstrates Age-Appropriate Independence in Decision-Making 1. Begins to independently select appropriate materials during specific activities (i.e. w hen presented with a painting project gets red and green paint). 2. Recognizes the appropriate place for items (e.g., their assigned seat, rest spot, etc.</p>	<p>SED Self Regulation SED 2.2 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.</p> <p>SED Social Relationships SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.</p> <p>CA Drama CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p> <p>SED Social Relationships 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 Social Relationships 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 Social Relationships SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks</p>
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4 Years

A. Demonstrates Independence in a range of Routines and Tasks

1. Seeks new and varied experiences and challenges (i.e., put materials together in new ways to test results; joins in a peer created game or activity).

2. Requires fewer prompts to follow classroom routines and is able to independently anticipate what happens next.

B. Demonstrates Age-Appropriate Independence in Decision-Making

1. Shows interest in leading activities and taking responsibility during cleanup activities.

2. Begins identifying when things are not put away in designated areas.

3. Further expands areas of decision making (e.g., child may say, "This morning I'm going to work on my Lego building")

or pretend play. Asks questions about how others feel, live, eat, play and believe.

SED Social Relationships

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

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Kindergarten

A. Demonstrates Independence inD range of Routines and Tasks

1. Transitions between tasks and routines with a verbal and/or visual warning (i.e., requires limited to no additional prompts).
2. Self-selects a variety of activities during free choice and puts away related materials where they belong when finished prior to transitioning to next activity.
3. Creates and/or participates in a new challenge independently.
4. Actively participates in creating games or activities with peers.

B. Demonstrates Age-Appropriate Independence in Decision-Making

1. Independently takes initiative to solve problems occurring within activities without immediately requiring adult support (e.g.,

eat, play and believe.

SED Social Relationships

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the child will search for the missing piece in a game for several minutes before asking for help.	eat, play and believe.
Initiates and maintains relations	
<p>1 Year Begin to express a variety of feelings.</p> <p>Interact with other children</p> <p>2 Years Show more awareness of the feelings of another child. Use coping skills with tasks, and interactions with peers and adults. Show more awareness of the feelings of another child. Share his feelings through talking and pretend play.</p> <p>3 Years A. Expresses, Understands, and Responds to Feelings/Emotions of Others 1. Identifies basic feelings (e.g., sad, mad, happy).</p> <p>2. Begins to express emotions through non-verbal cues with</p>	<p>SED Self Regulation SED 2.2 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.</p> <p>SED Social Relationships SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.</p> <p>SED Social Relationships SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.</p> <p>SED Social Relationships SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.</p> <p>SED Self Regulation</p>

adult modeling and support (e.g., body language, facial expressions, crosses arms, and frowns).

3. Recognizes when someone needs help, but may not respond every time.

B. Plays or Works with Others Cooperatively

1. Plays alongside other children (e.g., dramatic play, block table).

2. Begins to understand the concept of sharing with adult modeling and support.

C. Recognizes Differences or Similarities Between Self as Compared to Others

1. Begins to recognize differences or similarities between self as compared to others (e.g., children with disabilities, gender, hair color, etc.).

D. Shows Ability to Resolve Conflicts

1. Accepts compromise when resolving conflicts if suggested by an adult (e.g., mom says, "Jackson, you can use that swing as soon as Sheila finishes her turn")

2. Seeks adults' help in resolving a conflict (e.g., goes to dad and says, "Jacob took my truck!").

SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.

PD Safety

PD 2.2 Responds to possible dangers in environment and avoids them when prompted.

SED Social Relationships

SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.

MR Logic & Reasoning

MR 7.2 Experiments with cause and effect.

SED Self Awareness

SED 1.8 Demonstrates an understanding that each person is unique and has his/her own thoughts, feelings and preferences.

SED Social Relationships

SED 4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.

3. Continues to learn simple alternatives to aggressive ways of dealing with conflicts (e.g., trades one object for a desired one).

4 Years

A. Expresses, Understands, and Responds to Feelings/Emotions of Others

1. Communicates negative and positive emotions verbally and responds to teacher prompts or directions.

2. Understands wider array of feelings (e.g., frustrated, scared, lonely) and expresses them to others.

3. Seeks adult assistance for classmates who need support.

4. Shows concern for peers who are upset or hurt.

B. Plays or Works with Others Cooperatively

1. Has one or more special friendships.

SED Social Relationships

SED 4.6 Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad.

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SED Social Relationships

SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.

2. Initiates interactions (e.g., talking, playing).

3. Shares materials and equipment with other children with adult modeling and support.

C. Recognizes Differences or Similarities Between Self as Compared to Others

1. Identifies differences or similarities between self as compared to others (e.g., children with disability, gender, hair color, etc.).

2. Identifies and negotiates when a peer is not given the same instructions or structure (e.g., "William's mommy lets him watch Dora. Why can't I?").

D. Shows Ability to Resolve Conflicts

1. Identifies interpersonal conflicts and begins to manage emotions more effectively using self-talk with adult support and modeling (e.g., "Take three deep breaths, and then ask Caleb for another turn").

SED Social Relationships

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.

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SED Self Regulation

SED 2.2 Recognizes personal feelings. Controls impulses

2. Seeks adult help when solving inter- personal conflicts.

3. Discusses possible solutions with peers with adult assistance.

4. Has an awareness of conflict resolution strategies but is not able to independently implement consistently (e.g., understands a story when a social strategy was used but can't adapt functionally

Kindergarten

A. Expresses, Understands, and Responds to Feelings/Emotions of Others

1. Identifies feelings and expresses them to others (e.g., lets another child know they are happy, sad, mad, etc.) and is able to explain why (e.g., "I'm mad because you took my toy").

2. Communicates negative emotions in an appropriate way and proposes a solution (e.g., says, "No" or "stop" and proposes a solution to their problem - "Please give me back the book").

3. Provides comfort and support for peers.

with reminders. With support, negotiates ways to handle nonroutine transitions.

SED Social Relationships

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SED Social Relationships

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who are upset.

4. Determines when adult assistance is needed.

B. Plays or Works with Others Cooperatively

1. Chooses and maintains friendships.

2. Asks permission to use others' materials and accepts peer's response.

3. Communicates to others about his friendships (e.g., tells parent at pickup about a new friend).

SED Social Relationships

SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.

SED Social Relationships

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<p>C. Recognizes Differences or Similarities Between Self aCompared to Others</p> <ol style="list-style-type: none"> 1. Recognizes and accepts differences or similarities between self as compared to others (e.g., children with a disability, cultural differences, gender, etc.). 2. Understands and accepts when a peer is not given the same instructions or structure (e.g., Alexander needs a fidget toy to help him stay calm when he's upset). <p>D. Shows Ability to Resolve Conflicts</p> <ol style="list-style-type: none"> 1. Begins to see the point of view of others (i.e., theory of mind) 2. Identifies interpersonal conflicts and considers verbal or nonverbal solutions to the conflict. 3. Negotiates with others to solve problems. 4. Accepts conflict resolution strategies as suggested by others. 	<p>SED Self Awareness SED 1.8 Demonstrates an understanding that each person is unique and has his/her own thoughts, feelings and preferences.</p> <p>SED Self Awareness SED 1.8 Demonstrates an understanding that each person is unique and has his/her own thoughts, feelings and preferences.</p> <p>SED Self Regulation SED 2.2 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.</p> <p>SED Self Regulation SED 2.2 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.</p>
Self-regulation/inhibitory control	
<p>1 Year Gain in selfcontrol/regulation</p>	<p>SED Self Regulation SED 2.2 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.</p>

2 Years

Show increasing self-regulation

3 Years**A. Control Impulses**

1. Occasionally avoids imitating the negative behaviors of peers with prompting from an adult.

2. Developing the ability to control impulses during structured activities with adult support (e.g., resist the impulse to call out before raising hand during group time).

3. May remind other children to control their impulses and follow rules when not able to do so oneself.

4. May need to be reminded to stop a habitual action. when it is not appropriate (e.g. continuing to go to the bathroom for paper towels even though they have been moved into the classroom).

5. Can enjoy games like Red Light, Green Light that require waiting for signal to do something with adult support.

SED Self Regulation

SED 2.2 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.

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SED Social Relationships

SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.

SED Self Regulation

SED 2.2 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.

SED Social Relationships

SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks

B. Resist Temptation

1. Briefly able to wait for an object without grabbing. Can wait longer with adult support.
2. Can wait for a highly desired food or object with adult reminders (e.g., can wait to eat the cupcake in reach until the birthday song is complete).
3. Able to takes turns with preferred toys with prompting from an adult.

C. Refrains from Emotional Outbursts and Unsafe Behaviors

1. Shows progress in resisting the impulse to harm self, others or property in difficult situations or conflicts and using language to express strong feelings instead (e.g., says, "I really, REALLY need that swing!"). May still fall apart under stress.

D. Attentiveness— Resists Distraction to Maintain Focus on Tasks of Interest to the Child

1. Maintains focus on one activity for longer periods of time as long as the activity is age- appropriate and of interest (e.g., can repeatedly solve and dump out a wooden puzzle, even with

or pretend play. Asks questions about how others feel, live, eat, play and believe.

SED Self Regulation

SED 2.2 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.

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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.

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other children playing in the background.

E. Attentiveness— Resists Distraction to Maintain Focus on Tasks Set By Someone Else

1. Remains on task during an activity set by the teacher for short periods of time despite distractions though still may require prompting from an adult.

2. Can return to an earlier task after an interruption, with adult reminder.

4 Years

A. Control Impulses

1. Avoids imitating the negative behavior of peers with minimal prompting from adults.

2. Can more reliably control impulses during structured activities that are familiar (e.g., raising hand to talk).

3. Can play the role of a teacher in game and monitor other children's behavior and remind them to follow the rules.

4. Sometimes able to resist habits when they are no longer appropriate (e.g., may remember while walking to the bathroom that the paper towels have moved and change

SED Self Regulation

SED 2.2 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.

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<p>course).</p> <p>5. Able to play games like Red Light, Green light that require waiting for signal to do something with adult support.</p> <p>B. Resist Temptation</p> <p>1. Independently waits for an object without grabbing most of the time.</p> <p>2. Able to take turns with preferred toys or classroom materials (i.e., waits for an object without grabbing with minimal prompting).</p> <p>3. Can wait for a highly desired food or object, although. may occasionally need reminders.</p> <p>C. Refrains from Emotional Outbursts and Unsafe Behaviors</p> <p>1. Learns coping strategies (e.g., using words, pretend play, drawing) to establish greater control and competence in managing intense emotions (e.g., after going to the emergency room, he or she may repeatedly play out the experience with dolls and stuffed animals) and resist impulse to harm self, others or property.</p> <p>D. Attentiveness— Resists Distraction to Maintain Focus on</p>	<p>SED Self Regulation SED 2.2 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.</p> <p>SED Self Regulation SED 2.2 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.</p> <p>SED Self Regulation SED 2.2 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.</p> <p>SED Social Relationships 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 Self Regulation SED 2.2 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine Transitions.</p> <p>SED Self Regulation SED 2.2 Recognizes personal feelings. Controls impulses</p>
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<p>Tasks of Interest to the Child</p> <ol style="list-style-type: none"> 1. Increases ability to ignore distractions and sustain attention on topics that are of interest to the child (e.g., can focus on a drawing even when other children are nearby; might say, “I’ll play with you later. I want to finish this”). 2. Capable of sustaining focus on longer-term or complex projects, with support from an adult. <p>E. Attentiveness— Resists Distraction to Maintain Focus on Tasks Set By Someone Else</p> <ol style="list-style-type: none"> 1. Remains on task during an activity set by the teacher for short periods of time despite distractions with minimal prompting from adults (e.g., can ignore other activities nearby and hold focus on a teacher directed small group activity). 2. May need a reminder to return to an earlier task after an interruption. <p>Kindergarten</p> <p>A. Control Impulses</p> <ol style="list-style-type: none"> 1. Avoids imitating the negative behaviors of peers. 2. Can consistently control impulses during structured activities that are familiar (e.g., raising hand to talk). 	<p>with reminders. With support, negotiates ways to handle nonroutine Transitions.</p> <p>SED Self Regulation SED 2.2 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine Transitions.</p> <p>SED Attention & Persistence SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.</p> <p>SED Attention & Persistence SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.</p> <p>SED Attention & Persistence SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.</p> <p>SED Self Regulation</p>
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3. Enjoys working collaboratively to develop complex rules for games (particularly dramatic play) and provide reminders of these rules when necessary.

4. More able to monitor behaviors and resist habit. when they are not appropriate.

5. More skillful at games like Red Light, Green Light that require waiting for a signal to do something.

B. Resist Temptation

1. Consistently waits for an object without grabbing.

2. Able to take turns with preferred toys or classroom materials.

3. Can consistently wait for a highly desired food or object when asked. May decide independently to wait as well (e.g., decides to eat a favorite food last).

SED 2.2 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine Transitions.

SED Self Regulation

SED 2.6 Identifies and explains personal feelings. Describes appropriate responses to different emotions. Transitions from one activity to the next and helps others through the transition.

SED Social Relationships

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.

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SED Self Regulation

SED 2.6 Identifies and explains personal feelings. Describes appropriate responses to different emotions. Transitions from one activity to the next and helps others

C. Refrains from Emotional Outbursts and Unsafe Behaviors

1. Uses physical, imaginative, and cognitive resources to comfort self (e.g., goes to his or her desk or designated quiet area voluntarily when upset) and resist impulse to harm self, others or property.

2. Controls the expression of emotion; however, he or she continues to need adult guidance in this area

D. Attentiveness— Resists Distraction to Maintain Focus on Tasks of Interest to the Child

1. Capable of resisting distractions and keeping attention focused on a task of interest to the child.

2. Able to independently maintain focus on a project of interest for a sustained period of time (e.g., spends a rainy day building a complicated fort out of chairs and blankets, complete with props and signs

E. Attentiveness— Resists Distraction to Maintain Focus on Tasks Set By Someone Else

1. Independently avoids distractions and remains on task for short periods of time during a teacher directed activity.

2. Can independently pause and resume an activity to respond to an interruption.

3. Uses self-talk and other strategies to maintain focus on

through the transition.

SED Social Relationships

SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.

SED Self Regulation

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<p>difficult tasks and assignments from adults (e.g., “There’s only three more questions left. If I finish these, then I’ll be all done with this project”.</p>	<p>through the transition.</p> <p>SED Attention & Persistence SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.</p> <p>SED Self Regulation SED 2.2 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine Transitions.</p> <p>SED Attention & Persistence SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.</p> <p>SED Self Regulation SED 2.2 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine Transitions.</p>
<p>Working Memory</p>	

1 Year

Use objects and toys more purposefully

2 Years

Use imagination, memory and reasoning to plan and make things happen. Improve memory for detail.

3 Years

A. Demonstrate the Ability to Hold and Manipulate Information 1. Can remember and talk about what has just happened in a story and what is happening now.

2. Can consider two options and make a choice when asked.

3. Can hold two rules in mind long enough to complete the tasks (e.g., "Throw your trash away, and then put your lunchbox in your cubby).

4. Can remember a response to a teacher's question long enough to respond appropriately after waiting for a turn during a short group discussion.

5. Can put down a toy and remember its location for a brief period of time.

SCI Technology

SCI 4.2 Begins to use simple tools purposefully, such as using a spoon to feed self.

CA Drama

CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.

LLD Reading Comprehension

LLD 6.6 With support, compares similarities between two texts. With prompting, answers questions about characters and setting. Retells major events of a story in sequence.

CA Visual Arts

CA 3.4 Chooses an object or art tool to use with a given medium for a desired effect. Makes choices throughout the artistic process.

PD Safety

PD 3.3 Follows simple safety rules.

SED Attention & Persistence

SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.

SED Attention & Persistence

SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.

6. Can enjoy success at simple memory games tracking a few objects or pictures.

4 Years

A. Demonstrate the Ability to Hold and Manipulate Information 1.
Can remember recent events in a story and use this information to shape predictions and questions.

2. Will frequently consider a couple of possibilities before making a choice.

3. Can remember and follow multiple classroom rules with visual and auditory cues.

4. Can remember and follow two-step directions without prompting.

5. Can hold in mind the comments of peers and respond appropriately during a short class discussion.

6. Can keep track of a few different objects for short periods of time.

7. Can enjoy more complex memory games with more cards or

SED Attention & Persistence

SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.

LLD Reading Comprehension

LLD 6.6 With support, compares similarities between two texts. With prompting, answers questions about characters and setting. Retells major events of a story in sequence.

CA Visual Arts

CA 3.4 Chooses an object or art tool to use with a given medium for a desired effect. Makes choices throughout the artistic process.

PD Safety

PD 3.3 Follows simple safety rules.

SED Attention & Persistence

SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.

SED Attention & Persistence

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SED Attention & Persistence

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SED Attention & Persistence

SED 3.1 Focuses for a short time on a person, sound or

<p>objects.</p> <p>Kindergarten</p> <p>A. Demonstrate the Ability to Hold and Manipulate Information 1. Remembers several key points in a story and then answers questions accurately (e.g., how did the main character feel when she finds the dog?).</p> <p>2. Spends time deliberating and weighing choices (e.g., may spend a long time thinking about whether to go to the store with mom or to stay home and help dad).</p> <p>3. Identifies and can hold in mind school rules independently.</p> <p>4. Can contribute appropriately to more complex group discussions, holding in mind both the topic of discussion and the contributions of peers.</p> <p>5. Can keep track of the parts for more complicated projects involving many pieces.</p> <p>6. Can enjoy success at complex memory games, including games requiring the tracking hidden objects (e.g., a memory game on a rotating board).</p>	<p>thing. Shifts attention from one person or thing to another.</p> <p>LLD Reading Comprehension</p> <p>LLD 6.6 With support, compares similarities between two texts. With prompting, answers questions about characters and setting. Retells major events of a story in sequence.</p> <p>CA Visual Arts</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>PD Safety</p> <p>PD 3.3 Follows simple safety rules.</p> <p>SED Attention & Persistence</p> <p>SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.</p> <p>SED Attention & Persistence</p> <p>SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.</p> <p>SED Attention & Persistence</p> <p>SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.</p>
Cognitive Flexibility	

1 Year

Interact with other children.

Begin to express a variety of feeling

2 Years

Share his feelings through talking and pretend play.

Use coping skills with tasks, and interactions with peers and adults

3 Years

A. Can Flexibly Apply Rules to Games and Behavior

1. Can take on a character in pretend play and sustain this role consistently for approximately 5-10 minutes with adult modeling and support.

2. Can enjoy games with rules and follow the rules some of the time.

SED Social Relationships

SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.

SED Self Regulation

SED 2.6 Identifies and explains personal feelings. Describes appropriate responses to different emotions. Transitions from one activity to the next and helps others through the transition.

CA Drama

CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.

SED Self Regulation

SED 2.6 Identifies and explains personal feelings. Describes appropriate responses to different emotions. Transitions from one activity to the next and helps others through the transition.

CA Drama

CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.

SED Attention & Persistence

3. Can learn to follow different rules in different contexts and can do so with reminders (e.g., use indoor voices indoors but not outdoors).

4. Can recognize when making a mistake and change approach with adult help.

5. Able to sort materials by two different characteristics (e.g., blocks go here, dolls go here).

B. Flexible Problem Solving - Seeks Multiple Solutions to a Question, Task, or Problem

1. Employs a strategy to solve a problem with adult modeling, prompting, and support.

2. Asks adults to solve or “fix” a problem.

3. Continues to become more flexible in problem solving and thinking through alternatives (e.g., when trying to put on shoes, talks to self about what to do first. If the shoe won't easily go on one foot, he or she tries the other foot).

4. After a conflict with another child, can talk about other ways the problem might have been resolved.

SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.

SED Attention & Persistence

SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.

SED Self Regulation

SED 2.6 Identifies and explains personal feelings.

Describes appropriate responses to different emotions.

Transitions from one activity to the next and helps others through the transition

MR Classification

MR 6.6 Identifies, sorts and classifies objects by at least two features.

PD Safety

PD 3.4 Seeks opportunities to help others. Tries to solve own social problems.

SED Self Regulation

SED 2.2 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine

Transitions.

PD Safety

PD 3.4 Seeks opportunities to help others. Tries to solve own social problems.

5. When faced with a problem can slow down and think through options with support from an adult (e.g., "It looks like someone is in your way. What could you do to get him to move?")

4 Years

A. Can Flexibly Apply Rules to Games and Behavior

1. Can independently sustain a character in pretend play for ten minutes or longer.

2. Can switch roles in dramatic play.

3. Can enjoy games like Simon Says that require child to follow two different rules when cued (copying, not copying).

4. Can follow different rules in different familiar contexts with minimal reminders (e.g., take off shoes at home but not at school).

5. Will often recognize and correct mistakes independently. 6. Able to change the categories used for sorting materials with help (e.g., sort by color then by shape).

B. Flexible Problem Solving - Seeks Multiple Solutions to a Question, Task, or Problem

1. Begins to employ their own solutions to problems through trial and error (e.g., tries different pegs to see which one fits).

PD Safety

PD 3.4 Seeks opportunities to help others. Tries to solve own social problems.

PD Safety

PD 3.4 Seeks opportunities to help others. Tries to solve own social problems.

CA Drama

CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.

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SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.

SED Attention & Persistence

SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.

SED Self Regulation

SED 2.6 Identifies and explains personal feelings. Describes appropriate responses to different emotions. Transitions from one activity to the next and helps others through the transition

2. Continues to become more cognitively flexible and is able to draw on varied resources to solve problems (e.g., tries to build a large structure with blocks, but the building keeps falling down. After several failed attempts, he or she tries making a larger base. May also look at how other children have made their buildings).

3. When in conflict with another child, increasingly able to suggest possible solution.

4. When faced with a problem, can be reminded to slow down and think about what to do.

Kindergarten

A. Can Flexibly Apply Rules to Games and Behavior

1. Sustains roles in pretend play independently and negotiates the roles.

2. Can change roles easily during the play if necessary or desired.

3. Become skilled at games like Simon Says that require the child to follow two different rules and can shift rules without direct prompting.

4. Can consistently follow different rules in different contexts and quickly learn and follow new rules in new contexts.

5. Able to recognize and correct mistakes.

PD Safety

PD 3.4 Seeks opportunities to help others. Tries to solve own social problems.

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SED Self Regulation

SED 2.2 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine Transitions.

PD Safety

PD 3.4 Seeks opportunities to help others. Tries to solve own social problems.

PD Safety

PD 3.4 Seeks opportunities to help others. Tries to solve

<p>6. Can sort by different attributes independently.</p> <p>B. Flexible Problem Solving - Seeks Multiple Solutions to a Question, Task, or Problem</p> <p>1. Solves problems by planning and carrying out a sequence of actions; may seek more than one solution, and explain their reasoning (e.g., discusses the number of people who want some play dough, suggests methods for dividing it, and how they might determine if the pieces are all the same).</p> <p>2. Becomes increasingly able to think creatively about multiple solutions to a problem (i.e., analyzes possible results).</p> <p>3. Utilizes varied and flexible approaches to solve longer-term or more abstract challenges (e.g., when planning to have friends over on a rainy day, thinks about how to deal with a limited space to play).</p> <p>4. Able to negotiate conflicts with other children independently by considering a few potential solutions.</p> <p>5. May slow down and use self-talk to think about what to do when approaching problem.</p>	<p>own social problems.</p> <p>PD Safety PD 3.4 Seeks opportunities to help others. Tries to solve own social problems. MR Classification MR 6.6 Identifies, sorts and classifies objects by at least two features.</p> <p>PD Safety PD 3.4 Seeks opportunities to help others. Tries to solve own social problems.</p> <p>PD Safety PD 3.4 Seeks opportunities to help others. Tries to solve own social problems.</p> <p>PD Safety PD 3.4 Seeks opportunities to help others. Tries to solve own social problems.</p> <p>PD Safety PD 3.4 Seeks opportunities to help others. Tries to solve own social problems.</p> <p>SED Self Regulation SED 2.2 Recognizes personal feelings. Controls impulses</p>
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	with reminders. With support, negotiates ways to handle nonroutine Transitions.
Initiative & Curiosity	
<p>1 Year</p> <p>2 Years Understand questions and simple directions.</p> <p>3 Years A. Desire to Learn—Ask Questions and Seeks New Information 1. Begins to ask basic “wh” questions related to the environment (e.g., “Where is Sarah going?”).</p> <p>2. Seeks experiences with new toys and materials (e.g., listens to stories, plays with friends at the water table, takes trips to the fire station).</p> <p>3. Generates ideas with teachers and peers with adult modeling and support. B. Desire to Learn—Interest in Challenges 1. Continues to ask numerous questions, which are becoming more verbally complex (e.g., asks, “How do we get to Nana’s house?”).</p> <p>2. Starts to demonstrate enthusiasm for new challenges and</p>	<p>LLD Communication LLD 2.3 Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas.</p> <p>LLD Communication LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges.</p> <p>MR Spatial Awareness MR 2.1 Plays with objects and toys that are a variety of shapes. Participates as caregiver raises arms or legs and says up/down. Tries to put one object inside another.</p> <p>LLD Communication LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges.</p>

experience.

C. Independence in Learning—Plans and Initiates Projects

1. Begins to actively participate in classroom activities (i.e. answers questions or joins dramatic play).

2. Chooses where to play during center time.

3. Begins to independently select appropriate materials during specific activities (e.g., when presented with a painting project gets red and green paint)

4 Years

A. Desire to Learn—Ask Questions and Seeks New Information

1. Asks questions about future events, as well as about the here and now (e.g., asks, "When will we go to Val's?").

2. Poses questions to seek explanations about topics of interest with adult support and modeling.

3. Elaborates on experiments by attempting to replicate results using different materials (e.g., gathers several materials to drop in the water table, then sorts what sinks vs. what floats).

SED Self Regulation

SED 2.2 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine Transitions.

SED Social Relationships

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.

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LLD Communication

LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges.

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4. Asks to participate in new experiences that he or she has observed or has heard of others participating in (e.g., says, "Janice goes fishing. Can I?").

B. Desire to Learn—Interest in Challenges

1. Asks questions about future events, as well as about the here and now (e.g., asks "When will we go to Sarah's house again?").

2. Starts to show an increase in enthusiasm for learning letters, shapes, and numbers (e.g., while looking at a book with dad, points to a word that contains the letter "S" and says, "S! That's in my name! What is that word?").

3. Seeks new and varied experiences and challenges (e.g., puts materials together in new ways to test results; joins in a peercreated game or activity, tries to dress a new doll or builds a new construction toy).

C. Independence in Learning—Plans and Initiates Projects

1. When prompted, initiates plan of activities.

2. Shows interest in leading activities and taking responsibility during cleanup activities

SCI Physical Science

SC I 3.6 Experiments and compares the movements of various objects on a variety of surfaces. Classifies and sorts materials by a variety of physical properties.

LLD Communication

LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges.

SED Self Regulation

SED 2.2 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine Transitions.

SED Social Relationships

SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.

SED Social Relationships

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.

3. Further expands areas of decisionmaking (e.g., child may say, "This morning I'm going to work on my Lego building").

4. Develops greater ability to set goals and follow a plan (e.g., child says, "I'm going to pick up all these branches," and then works until it is done).

4 Years

A. Desire to Learn—Ask Questions and Seeks New Information

1. Asks higher-level questions (e.g., "What would happen if we had no food?" or "Why was Raymond mad at me"?).

2. Poses questions to seek explanation on a variety of topics.

3. Tries an even wider range of new experiences, both independently and with peers and adults. sorts what sinks vs. what floats).

4. Asks to participate in new experiences that he or she has observed or has heard of others participating in (e.g., says, "Janice goes fishing. Can I?").

SED Social Relationships

SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.

SED Social Relationships

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SED Attention & Persistence

SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.

LLD Communication

LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges.

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SCI Physical Science

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<p>B. Desire to Learn—Interest in Challenges</p> <p>1. Asks questions about future events, as well as about the here and now (e.g., asks "When will we go to Sarah's house again?").</p> <p>2. Starts to show an increase in enthusiasm for learning letters, shapes, and numbers (e.g., while looking at a book with dad, points to a word that contains the letter "S" and says, "S! That's in my name! What is that word?").</p> <p>3. Seeks new and varied experiences and challenges (e.g., puts materials together in new ways to test results; joins in a peercreated game or activity, tries to dress a new doll or builds a new construction toy).</p> <p>C. Independence in Learning—Plans and Initiates Projects</p> <p>1. When prompted, initiates plan of activities.</p> <p>2. Shows interest in leading activities and taking responsibility during cleanup activities</p>	<p>various objects on a variety of surfaces. Classifies and sorts materials by a variety of physical properties.</p> <p>LLD Communication LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD Communication LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges.</p> <p>SED Self Regulation SED 2.2 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine Transitions.</p> <p>SED Social Relationships 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 Social Relationships SED 4.5 Initiates play with one or more persons. Offers to</p>
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3. Further expands areas of decisionmaking (e.g., child may say, "This morning I'm going to work on my Lego building").

4. Develops greater ability to set goals and follow a plan (e.g., child says, "I'm going to pick up all these branches," and then works until it is done).

Kindergarten

A. Desire to Learn—Ask Questions and Seeks New Information

1. Asks higher-level questions (e.g., "What would happen if we had no food?" or "Why was Raymond mad at me"?).

2. Poses questions to seek explanation on a variety of topics.

3. Tries an even wider range of new experiences, both independently and with peers and adults.

4. Expands verbal and nonverbal enthusiasm for learning new things, including academic (e.g., reading, writing) and physical skills (e.g., riding a bike).

help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.

SED Social Relationships

SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.

SED Social Relationships

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SED Attention & Persistence

SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.

LLD Communication

LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges.

LLD Communication

LLD 2.4 Speaks in sentences but does not follow

B. Desire to Learn—Interest in Challenges

1. Attempts activities that are new and challenging. May deliberately take risks when learning new skills.

2. Shows interest and skill in more complex self-help skills (e.g., zips jacket, prepares a snack)

C. Independence in Learning—Plans and Initiates Projects

1. Independently plans a project and gathers materials needed to execute the project.

2. Self-selects a variety of activities during free choice and puts away related materials where they belong when finished prior to transitioning to next activity

3. Actively participates in creating games or activities with peers.

4. Independently takes initiative to solve problems occurring within activities without immediately requiring adult support (e.g., the child will search for the missing piece in the doctor's kit for

grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges.

SED Social Relationships

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.

LLD Listening

LLD 1.4 Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story or request then responds appropriately. Follows unrelated two-step directions given verbally.

SED Self Regulation

SED 2.6 Identifies and explains personal feelings. Describes appropriate responses to different emotions. Transitions from one activity to the next and helps others through the transition.

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SED Social Relationships

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,

<p>several minutes before asking for help).</p>	<p>eat, play and believe.</p> <p>SED Social Relationships 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 Social Relationships 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>PD Safety PD 3.4 Seeks opportunities to help others. Tries to solve own social problems.</p>
<p>Demonstrates Persistence</p>	
<p>1 Year 2 Years 3 Years A. Persists in an Activity From Start to Finish (Complete a Task)-Independently 1. Persists with a wider variety of tasks, activities, and experiences with adult prompting.</p> <p>2. Keeps working to complete a task even if it is moderately difficult (e.g., persists with a somewhat challenging wooden puzzle).</p>	<p>SED Attention & Persistence SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.</p> <p>SED Attention & Persistence SED 3.5 Sustains focus for at least five minutes, persisting</p>

3. Notes sense of accomplishment when finishing a planned activity (e.g., successfully drawing a figure

B. Persists in the Face of Failure

1. Insists upon putting on coat independently, even though prior attempts have been unsuccessful.

2. Continues to stack cups or complete a simple puzzle unsuccessfully without an emotional outburst with adult support.

3. Can adjust approach to a task to resolve difficulties with adult help (e.g., if teacher suggests the child rotate a puzzle piece to find a better fit)

4 Years

A. Persists in an Activity From Start to Finish (Complete a Task)-- Independently

1. Persists with a wider variety of tasks, activities, and experiences with adult prompting.

2. Keeps working to complete a task even if it is moderately difficult (e.g., persists with a somewhat challenging wooden puzzle).

even if there are problems or distractions. Independently completes a familiar activity.

SED Self Regulation

SED 2.6 Identifies and explains personal feelings.

Describes appropriate responses to different emotions.

Transitions from one activity to the next and helps others through the transition

SED Attention & Persistence

SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.

SED Self Regulation

SED 2.6 Identifies and explains personal feelings.

Describes appropriate responses to different emotions.

Transitions from one activity to the next and helps others through the transition.

SED Attention & Persistence

SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.

SED Attention & Persistence

SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.

SED Attention & Persistence

3. Will often persist in working to complete all aspects of a planned task (e.g., when building a zoo in the block area, will keep working until every animal has a cage).

B. Persists in the Face of Failure

1. Continues to attempt to build a tower even after three or more unsuccessful attempts with adult support and encouragement.

2. Experiences difficulty with drawing, cutting, and writing, but persists with adult support and encouragement until task is complete.

3. Will often notice that a problem can be resolved by a change in approach (e.g., trying to fit a puzzle piece a few times and then rotating to find a better fit)

Kindergarten

A. Persists in an Activity From Start to Finish (Complete a Task)-Independently

1. Persists with a wider variety of tasks, activities, and experiences with adult prompting.

2. Keeps working to complete a task even if it is moderately difficult (e.g., persists with a somewhat challenging wooden puzzle).

SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.

SED Attention & Persistence

SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.

SED Attention & Persistence

SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.

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SED Attention & Persistence

SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.

SED Attention & Persistence

<p>3. Can persist in completing a complicated plan (e.g., creating a parade in the classroom that involves making instruments, costumes and decorations).</p> <p>B Persists in the Face of Failure</p> <p>1. Continues to attempt to build a tower even after three or more unsuccessful attempts independently.</p> <p>2. Experiences difficulty with writing, however continues to try write letters and numbers independently, until the task is completed.</p> <p>3. Will consistently try a new approach to a problem when the old one is not working (e.g., immediately rotating a puzzle piece to find a better fit).</p>	<p>SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.</p> <p>SED Attention & Persistence SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.</p> <p>SED Attention & Persistence SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.</p> <p>SED Attention & Persistence SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.</p> <p>SED Attention & Persistence SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.</p>
<p>Demonstrates Cooperation</p>	
<p>1 Year</p> <p>2 Years Play alongside other children. Show more awareness of the feelings of another child.</p>	<p>SED Social Relationships SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks</p>

3 Years

A. Positively Participates in Cooperative Play

1. Offers basic help to peers who are in need, upset, hurt, or angry (e.g., hug, comfort object, pat, encouraging word).
2. Attempts to give aid may not take into account the other child's characteristics or needs (e.g., offers a crying classmate his or her own stuffed animal, even though the child has another comfort object).
3. Begins to have real friendships, even though he or she may not understand the concept of friendship or that these relationships may not last (e.g., says "my best friends are Nathan, Sharon, Enrique, Cassidy..." and all others in his or her class).
4. Accepts compromise when resolving conflicts if it is suggested by an adult (e.g., mom says, "Jackson, you can use that swing as soon as Sheila has finished").
5. Seeks adults' help in resolving a conflict (e.g., goes to dad and says, "Jacob took my truck!")

or pretend play. Asks questions about how others feel, live, eat, play and believe.

SED Social Relationships

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.

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PD Safety

PD 3.4 Seeks opportunities to help others. Tries to solve own social problems.

PD Safety

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6. Continues to learn simple alternatives to aggressive ways of dealing with conflicts (e.g., trades one doll for a desired one by saying, "You have THIS dolly, okay?"

4 Years

A. Positively Participates in Cooperative Play

1. Responds more appropriately and sympathetically to peers who are in need, upset, hurt, or angry (e.g., says, "Don't cry, Willy. My daddy can fix that bike. He knows how

3. Shows further progress in developing friendships with peers, even if a bond is formed with just one other child.

4. Begins to try to please other children (e.g., says, "You can come to my birthday party, ok?"). 5. Suggests solutions to problems with other children, while continuing to seek adults' help (e.g., says, "Hey, Benjamin! We can BOTH be firemen!"

Kindergarten

A. Positively Participates in Cooperative Play

1. Uses a wider array of words or actions to demonstrate awareness, understanding, and concern for what others are feeling (e.g., goes over to a child whose block building has fallen down and says, "Don't worry, Manuel. I'll help you build it up again").

PD Safety

PD 3.4 Seeks opportunities to help others. Tries to solve own social problems.

SED Social Relationships

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.

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SED Social Relationships

<p>3. Continues to establish and maintain friendships with other children. Seeks others' acceptance and friendship (e.g., says, "We're buddies, right?").</p> <p>4. Uses a broader repertoire of strategies, including negotiation and compromise, to resolve conflicts before seeking adult help (e.g., says, "I have a great idea, Henry! You be the bear, and I will be the lion. Then we can switch!").</p> <p>5. Uses more complex language to express his or her understanding of feelings and their causes (e.g., says, "I want to try riding on that, but I'm sort of scared, too")</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 Social Relationships 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 Self Regulation SED 2.6 Identifies and explains personal feelings. Describes appropriate responses to different emotions. Transitions from one activity to the next and helps others through the transition</p>
<p>Understanding & complying with classroom rules, routines, & expectations</p>	
<p>1 Year Gain in self control/regulation</p>	<p>SED Self Regulation SED 2.2 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle</p>

<p>2 Years Show increasing self-regulation</p> <p>3 Years A. Follows Routines, Rules, and Directions 1. Follows classroom rules frequently</p> <p>2. Behaves appropriately within the context of the classroom routines (e.g., sits for brief periods during circle or washes hands for lunch time.</p> <p>3. Begins to anticipate the next activity in the routine (e.g., asking “Are we going outside?” during snack time).</p> <p>4 Years A. Follows Routines, Rules, and Directions 1. Helps to create classroom rules.</p> <p>2. Responds to teacher directions or signals consistently.</p> <p>3. Takes initiative with assigned or chosen tasks relating to classroom routines.</p>	<p>nonroutine Transitions.</p> <p>SED Self Regulation SED 2.2 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine Transitions.</p> <p>PD Safety PD 3.3 Follows simple safety rules.</p> <p>PD Safety PD 3.3 Follows simple safety rules.</p> <p>SED Self Regulation SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.</p> <p>PD Safety PD 3.3 Follows simple safety rules.</p> <p>PD Safety PD 3.3 Follows simple safety rules.</p> <p>SED Social Relationships 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,</p>
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4. Behaves appropriately within the context of the classroom routines with adult modeling and support (i.e. listens when someone else is talking or raises hand to share).

5. Requires fewer prompts to follow classroom routines and is able to independently anticipate what happens next.

Kindergarten

A. Follows Routines, Rules, and Directions

1. Able to answer why specific rules exist (i.e., safety rules).

2. Able to help create school rules.

3. Able to recognize rules as fair or unfair.

4. Able to help problem solve rules in support of fair treatment of everyone.

5. Able to plan their activities around the classroom routine

6. Identifies classroom routines by day of the week (e.g., understanding on Monday music is after lunch, etc.).

eat, play and believe.

PD Safety

PD 3.3 Follows simple safety rules.

SED Attention & Persistence

SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity

PD Safety

PD 3.3 Follows simple safety rules.

PD Safety

PD 3.3 Follows simple safety rules.

SED Self Regulation

SED 2.2 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine Transitions.

SED Attention & Persistence

SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.

SED Attention & Persistence

SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently

<p>7. Behaves appropriately within the context of school routines (e.g., exiting the bus or attending school assemblies).</p>	<p>completes a familiar activity.</p> <p>PD Safety PD 3.3 Follows simple safety rules.</p>
<p>Understanding & complying with classroom rules, routines, and expectations</p>	
<p>1 Year 2 Years</p> <p>3 Years A. Demonstrates the Ability to Postpone Activity and Start Another 1. Responds to visual or auditory prompts and cues to transition to the next activity with adult support.</p> <p>2. Moves from a preferred activity to a less preferable activity with adult support and assistance.</p> <p>3. Demonstrates the ability to stop an engaging activity to help clean up with adult support.</p>	<p>SED Attention & Persistence SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.</p> <p>SED Self Regulation SED 2.2 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine Transitions. SED Self Regulation SED 2.2 Recognizes personal feelings. Controls impulses</p>

B. Demonstrates the Ability to Adopt to New Environments with Appropriate Behaviors with Adult Support

1. Demonstrates comfort with the transition from home to the classroom environment (e.g., begins to calm down quicker and more frequently when parents leave).
2. Engages with trusted adults during transition with support and encouragement.

C. Demonstrates Appropriate Use of Materials or Belongings and Those of Others

1. Begins to help with clean up after activities with prompting and adult assistance.
2. Begins to recognize where materials belong.
3. Begins to understand how to use age-appropriate classroom materials with modeling and prompting. Follows adult direction and modeling for an assigned task (e.g., turning pages of book with care, then puts book back onto shelf with prompting).

with reminders. With support, negotiates ways to handle nonroutine Transitions.

SED Self Regulation

SED 2.2 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine Transitions.

SED Social Relationships

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.

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SED Social Relationships

SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks

4. Begins to reference past. knowledge to create understanding of new information through pretend play (e.g., says “This game is like the one we played in Ms. Kim’s class.

4 Years

A. Demonstrates the Ability to Postpone Activity and Start Another

1. Takes and gives cues to other children during transition and models their appropriate behavior with adult support.

2. Occasionally demonstrates the ability to stop an engaging activity to help clean up with and requiring less support and guidance from an adult.

B. Demonstrates the Ability to Adopt to New Environments. with Appropriate Behaviors with Adult Support

1. Manages separation anxiety from home to school by kissing caregiver goodbye or waving from the window every day.

2. Frequently demonstrates comfort with the transition from home to the classroom environment (e.g., easily calms down when parents leave).

3. Engages in out of the classroom activities (i.e., recess) and successfully reenters classroom without disruption.

or pretend play. Asks questions about how others feel, live, eat, play and believe.

SS History & Sense of Time

SS 4.4 Recalls information and events from the past.

SED Self Regulation

SED 2.2 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine Transitions.

SED Social Relationships

SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.

SED Self Regulation

SED 2.2 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine Transitions.

SED Self Regulation

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C. Demonstrates Appropriate Use of Materials or Belongings and Those of Others

1. Helps with clean up after activities with prompting.

2. Begins to demonstrate appropriate use of classroom materials with modeling (e.g., using glue in an art project appropriately or turning book pages with care).

3. Recognizes and is responsible for returning items to appropriate location with prompting.

4. Begins identifying when things are not put away in designated areas.

Kindergarten

A. Demonstrates the Ability to Postpone Activity and Start Another

1. Consistently demonstrates the ability to independently stop an engaging activity to transition to another less desirable activity.

2. Responds to visual or auditory prompts and cues to transition to the next activity with little or no adult prompting.

B. Demonstrates the Ability to Adopt to New Environments with Appropriate Behaviors with Adult Support

1. Arrives at school ready to engage in the classroom routine.

Transitions.

SED Social Relationships

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

PD Safety

PD 3.3 Follows simple safety rules.

PD Safety

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PD Safety

PD 3.3 Follows simple safety rules.

SED Self Regulation

SED 2.2 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine Transitions.

2. Consistently transitions easily from home to school.

3. Engages in out of classroom activities and successfully reenters the classroom routine without disruption independently.

C. Demonstrates Appropriate Use of Materials or Belongings and Those of Others

1. Cleans up after activities, placing items in their appropriate place independently.

2. Demonstrates appropriate use of classroom materials with consistency and independently.

3. Begins to understand and appropriately care for items that belong to someone else

4. Continues to benefit from hands- on experiences to support more abstract thinking skills (e.g., makes a book about last summer's vacation trip, complete with sections for each place visited, drawings to illustrate, and labels written with adult help).

SED Self Regulation

SED 2.6 Identifies and explains personal feelings. Describes appropriate responses to different emotions. Transitions from one activity to the next and helps others through the transition

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SED 2.6 Identifies and explains personal feelings. Describes appropriate responses to different emotions. Transitions from one activity to the next and helps others through the transition.

SED Attention & Persistence

SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.

SED Social Relationships

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.

PD Safety

PD 3.3 Follows simple safety rules.

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CA Visual Art

CA 3.7 Uses various tools and techniques to achieve

	desired artistic results. Creates art to express ideas, thoughts and feelings.
Demonstrates cognitive flexibility—Understands symbolic representation	

1 Year

Explore drawing, painting and writing as a way of communicating.

Interact with other children.

2 Years

Recognize that drawings, paintings and writing are meaningful representation.

Share his feelings through talking and pretend play

3 Years

A. Represents People, Places, or Things Through Drawings, Movement, and Three Dimension Objects:

1. Develops generic symbols for repeated drawings of common objects like sun, dog and house.

2. Begins drawing in a more realistic manner, occasionally oscillating between realism and scribbling.

B. Engages in Pretend Play and Acts Out Roles

1. Identifies difference between fantasy and reality with adult support and prompting.

LLD Writing

LLD 7.2 Makes random marks with writing tools. Make handprints or fingerprints.

SS Civics & Economics

SS 2.2 Participates in communal activities. Expresses a desire for an object or action. Says me, mine.

LLD Writing

LLD 7.3 Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks. Scribbles or draws marks as a representation of an object or person.

SED Self Awareness

SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.

LLD Writing

LLD 7.4 Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what they represent.

LLD Writing

LLD 7.4 Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what they represent.

CA Drama

CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and

2. Able to act out simple roles (i.e., “Look, I am a dog, ruff, ruff”).

C. Recognizes Cause and Effect

1. Understands explanations when concrete objects and actions support the verbal explanation, and phenomena are directly observable (e.g., “When we mix colors, we get a new color. See what color you get when you mix yellow with blue)

4 Years

A. Represents People, Places, or Things Through Drawings, Movement, and Three Dimension Objects

1. Begins to create art that is more realistic and includes some details of objects, animals or people. Such details are typically remembered features that have made an impression, but do not include all that is seen or known (e.g., draws a picture of a car with four wheels but no windows).

2. Uses art to reflect thoughts and feelings (e.g., transforms a list of favorite foods that his teacher had recorded on paper. into a mobile from which illustrations of these foods are hung).

B. Engages in Pretend Play and Acts Out Roles

1. Communicates thoughts and feelings through role play though may still need adult support (e.g., play acts being a kitten seeking affection and hugs).

2. Uses objects as symbolic props (e.g., places a shell on top of a dollhouse and declares it to be a satellite dish).

pretend.

CA Drama

CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.

MR Logic & Reasoning

MR 7.2 Experiments with cause and effect.

LLD Writing

LLD 7.4 Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what they represent.

LLD Writing

LLD 7.4 Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what they represent.

CA Drama

CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.

CA Drama

3. Becomes more animated in play (e.g., using different voices for the baby, dog, etc.)

C. Recognizes Cause and Effect

1. Increased ability to understand explanations when concrete objects and actions support the verbal explanation, and phenomena are directly observable (e.g., "When we mix colors, we get a new color. See what color you get when you mix yellow with blue").

2. Begins to understand explanations of events that have not been experienced directly, as long as the child has had similar experience.

Kindergarten

A. Represents People, Places, or Things Through Drawings, Movement, and Three Dimension Objects

1. Develops a set of symbols to create a landscape that eventually becomes a single variation repeated endlessly.

2. Landscapes are composed carefully, giving the impression that removing any single form would throw off the balance of the whole picture.

B. Engages in Pretend Play and Acts Out Roles

1. Imitates and sustains pretend play independently and negotiates the roles.

2. Begins adhering to social norms in pretend play (e.g., only girls can be mommies).

CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.

CA Drama

CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend

MR Logic & Reasoning

MR 7.2 Experiments with cause and effect.

MR Logic & Reasoning

MR 7.2 Experiments with cause and effect.

LLD Writing

LLD 7.4 Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what they represent.

LLD Writing


LLD 7.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea.


CA Drama

CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend

<p>3. Demonstrates understanding of the world around her/him.</p> <p>C. Recognizes Cause and Effect</p> <p>1. Increased ability to understand verbal explanations of phenomena that are not directly experienced, as long as the child has had similar experiences (e.g., “The sun gives off heat. Even though you can’t see it, it’s happening”).</p> <p>2. Begins to understand consequences of own action when prompted by teacher (e.g., “Tell me what is a good reward for helping your friends clean up their block game”).</p>	<p>CA Drama CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p> <p>CA Drama CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend</p> <p>MR Logic & Reasoning MR 7.2 Experiments with cause and effect</p> <p>MR Logic & Reasoning MR 7.2 Experiments with cause and effect</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	
 Social & Emotional Development	SED 1 Self-Awareness	Explores self and others by using senses.		Recognizes self in photos or in a mirror.		Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.		When given two to three options, chooses his/her most desired option.		Describes and compares preferences of self and others.		Negotiates to attain personal preference in a situation.		Predicts how self and others might feel in a variety of situations and explains why.		Demonstrates an understanding that each person is unique and has his/her own thoughts, feelings and preferences.	
	SED 2 Self-Regulation	Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine.		Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.		Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change.		Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.		Names some personal feelings and uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.		Identifies and explains personal feelings. Describes appropriate responses to different emotions. Transitions from one activity to the next and helps others through the transition.		Anticipates an emotional response that may result from a given situation. Describes strategies to adjust and calm oneself in new or stressful situations.		Applies strategies for managing own emotions and behaviors. Adapts to new situations quickly and with minimal stress.	
	SED 3 Attention & Persistence	Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.		Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.		Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed.		Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.		Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.		Sustains focus for at least 10 minutes even if there are distractions. Takes care of own needs and personal belongings.		Sustains focus for at least 30 minutes even if there are distractions. Shows respect for others' personal space and belongings.		Sustains focus for 45 minutes even if there are distractions. Takes care of self or another while considering the needs of the greater group.	
	SED 4 Social Relationships	Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. Enjoys turn-taking games such as peekaboo.		Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.		Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.		Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad.		Initiates play with one or more persons. Offers to help others. Identifies feelings 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.	


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


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

Mathematics & Reasoning

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

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

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

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