



Alignment of the
Experience Early Learning Skills
with
Texas Early Learning Standards





The Developmental Continuum of the Experience Early Learning Skills

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



Texas Early Learning Standards	Experience Early Learning Continuum
Physical Health and Motor Development	
Health and Well-Being <ol style="list-style-type: none"> Shows signs of healthy development Responds when physical needs are met Expresses physical needs nonverbally or verbally Participates in physical care routines Begins to develop self-care skills Begins to understand safe and unsafe behaviors 	
Infants (0-8 months) <ul style="list-style-type: none"> Gaze at object, person, or toy Turn towards sounds and noises Cry when hungry and quiet down when picked up for breastfeeding or when they see caregiver with bottle Begin to calm during bathtime Babble or coo with caregivers during diaper-changing time 	LLD 1 Listening Turns head toward the person speaking and making gestures and/or vocalizations in response. PD 5 Nutrition PD 5.1 Cries when hungry or tired.
Older infants (8-18 months) <ul style="list-style-type: none"> Feed themselves with some assistance Ask, point, or sign for “more” when eating Play during bathtime Listen to safety warnings and accept redirection Show interest in dressing themselves 	PD 5 Nutrition Communicates when hungry, thirsty or tired. Feeds self some finger foods. PD 3 Safety Responds to possible dangers in environment and avoids them when prompted. PD 4 Personal Care Participates in taking care of some personal needs, such as feeding self.
Toddlers (18-36 months)	PD 4 Personal Care

<ul style="list-style-type: none"> • Participate in healthy care activities like washing hands and brushing teeth • Use body language, sign, or say “wet!” to indicate wet or soiled pants • Make personal food choices among several healthy options (“Want apple.”) • Eat with a spoon and fork and drink from a cup with some assistance • Dress themselves with help • Begin to respond to verbal safety warnings (“Danger. Hot.”) 	<p>Participates in taking care of some personal needs, such as feeding self.</p> <p>LLD 2 Communication Uses a few words and word-like sounds to communicate.</p> <p>PD 5 Nutrition Feeds self soft foods with spoon or other utensil.</p> <p>PD 3 Safety Responds to possible dangers in environment and avoids them when prompted.</p>
<p>Three-year-olds (36-48 months)</p> <ul style="list-style-type: none"> • Feed themselves with fork and spoon without assistance • Choose their own clothes to wear and dress themselves • Participate in healthy care routines, such as using a tissue to wipe own nose, covering mouth when coughing, and brushing teeth • Alert a caregiver when another child is in an unsafe situation or try to stop an unsafe behavior 	<p>PD 5 Nutrition Feeds self soft foods with spoon or other utensil.</p> <p>PD 4 Personal Care With help, participates in healthy habits and healthcare routines. Regulates toileting and handwashing needs.</p>
<p>Gross Motor Skills</p> <ol style="list-style-type: none"> 1. Moves body, arms, and legs with increasing coordination 2. Demonstrates increasing balance, stability, control, and coordination 3. Develops increasing ability to change positions and move body from place to place 4. Moves body to achieve a goal 	
<p>Infants (0-8 months)</p> <ul style="list-style-type: none"> • Turn head from side to side and shake or wiggle arms and legs • Lift head and shoulders • Roll or try to move towards a toy 	<p>PD 1 Gross Motor Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.</p>

<p>Scoot forward or backwards • Begin to sit with support • Bat at or kick at toys or things hanging over them</p>	<p>PD 2 Fine Motor Reaches for objects in sight. Uses arms or legs to make contact with an object.</p> <p>SCI 3 Physical Science Kicks feet or shakes arms to make other objects move.</p>
<p>Older infants (8-18 months) • Sit up and maintain balance while playing with a toy • Crawl on hands and knees • Use furniture to pull self up, cruise, and lower self from standing to sitting • Walk on their own and with increasing speed</p>	<p>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.</p>
<p>Toddlers (18-36 months) • Walk easily or run from place to place • Jump into puddles, piles of leaves, or sandboxes • Climb on chairs, stools, and playground equipment • Enjoy playing on slides and swings • Kick or throw a large ball toward another child or adult • Climb stairs one step at a time</p>	<p>PD 1 Gross Motor 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.</p>
<p>Three-year-olds (36-48 months) • Walk up and down stairs alternating feet • Kick, throw, and catch a large ball with accuracy • Run more confidently and ride a tricycle • Hop or jump • Climb a small jungle gym</p>	<p>PD 1 Gross Motor Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p>
<p>Fine Motor Skills 1. Uses hands or feet to touch objects or people 2. Develops small muscle control and coordination 3. Coordinates eye and hand movements 4. Uses tools and different actions on objects</p>	
<p>Infants (0-8 months)</p>	<p>PD 1 Fine Motor</p>

<ul style="list-style-type: none"> • Look at and follow faces and objects with their eyes • Bat or kick at objects or toys • Begin to grab at things with a purpose but may not hold things well yet • Point to something they find interesting • Look at objects while bringing them to their mouth 	<p>Reaches for objects in sight. Uses arms or legs to make contact with an object. Purposefully grasps objects with finger and thumb.</p> <p>SED 1 Self-Awareness Explores self and others by using senses.</p>
<p>Older infants (8-18 months)</p> <ul style="list-style-type: none"> • Bang toys together to make sounds or move toys from one hand to the other • Scoop or rake with their hand to pick up objects, food, etc. • Use thumb and index finger to pick up, squeeze, or poke small items • Grab, drop, or throw toys 	<p>PD 2 Fine Motor Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p> <p>PD 1 Gross Motor Carries, drags, kicks and tosses objects.</p>
<p>Toddlers (18-36 months)</p> <ul style="list-style-type: none"> • Build a small tower with toy blocks • Fit objects together by pressing and turning (peg in small hole, ring onto pole, nesting, etc.) • Dig in sand with spoon or shovel • Tear paper • Put on easy clothing (button and unbutton large buttons, unzip large zippers) • Play with and complete simple puzzles 	<p>SCI 4 Technology Explores movable parts on toys and tools. Uses on and off switches.</p> <p>MR 2 Spatial Awareness Purposely turns or spins objects. Follows simple positional directions such as on/off, over/under and up/down. Fills container then dumps out the contents.</p>
<p>Three-year-olds (36-48 months)</p> <ul style="list-style-type: none"> • Handle or squeeze delicate or tiny objects between thumb and forefinger • Start using simple tools like safety scissors (cut in a line or around a picture, etc.) • Copy simple shapes and write some letters and numbers • Dress and undress with minimal help • Feed self relatively neatly 	<p>PD 2 Fine Motor Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p> <p>LLD 7 Writing 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>PD 4 Personal Care</p>

	With help, participates in healthy habits and healthcare routines.
Social and Emotional Development	
Trust and Emotional Security 1. Establishes secure relationships with primary caregivers 2. Differentiates between familiar and unfamiliar adults 3. Shows emotional connections and attachment to others while beginning to show independence	
Infants (0-8 months) • Show interest in familiar faces by staring at them • Imitate familiar adults' body language and sounds • Respond with smiles and cooing when picked up by a familiar caregiver • Follow movement of caregiver around the room with their eyes • Prefer sight, smell, and sound of primary caregiver • Show social interaction with a smile and mutual eye gaze • Stop crying and calm down when comforted by a familiar caregiver	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. SED 3 Attention & Persistence Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another. SED 2 Self-Regulation Calms with support from caregiver. Responds as caregiver takes care of his/her needs.
Older infants (8-18 months) • Try to get help from familiar adults with sounds and body language (says "mama" or cries) • Clap and smile back and forth with familiar adult • Cry or show fear when separated from their primary caregiver • Show affection, such as hugs and kisses, leaning in, or reaching out • Look for familiar adults to comfort them when hungry or tired	LLD 2 Communication Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words and word-like sounds to communicate. MR 2 Spatial Awareness Participates as caregiver raises arms or legs and says up/down. SED 4 Social Relationships Greets and stays near familiar people.

	<p>SED 2 Self-Regulation Soothes self by seeking a familiar adult or thing.</p>
<p>Toddlers (18-36 months)</p> <ul style="list-style-type: none"> • Express affection for familiar caregivers, such as telling a caregiver “love you” or greeting a caregiver excitedly • Check back with caregiver often when playing or exploring • Reach for familiar caregivers when unfamiliar adults approach • Look for familiar caregivers after falling down or getting hurt • Take a familiar toy or blanket along on a trip or a visit to a new place 	<p>SED 4 Social Relationships Greets and stays near familiar people. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.</p> <p>SED 2 Self-Regulation Soothes self by seeking a familiar adult or thing.</p>
<p>Three-year-olds (36-48 months)</p> <ul style="list-style-type: none"> • Consistently seek out a trusted adult for comfort when they are upset • Show interest and comfort in playing with and meeting new adults • Show comfort in new situations 	<p>SED 2 Self-Regulation Soothes self by seeking a familiar adult or thing.</p> <p>SED 4 Social Relationships Identifies and plays side-by-side with a new or familiar person. Participates in an activity when asked.</p>
<p>Self-Awareness</p> <ol style="list-style-type: none"> 1. Expresses needs and wants through facial expressions, sounds, or gestures 2. Develops awareness of self as separate from others 3. Shows confidence in increasing abilities 4. Shows awareness of relationship to family/community/cultural group 	
<p>Infants (0-8 months)</p> <ul style="list-style-type: none"> • Cry when hungry, uncomfortable, tired, or unhappy • Turn head, frown, and/or arch back when over-stimulated • Begin to express several clearly different emotions, such as happiness, 	<p>PD 3 Safety Expresses distress when needs are not met.</p> <p>SED 3 Attention & Persistence</p>

<p>excitement, and anger • Turn and look at caregiver when their name is called • Look at and/or smile at themselves in the mirror • Explore own hands and feet • Push away bottle, breast, or food, or turn head away when full</p>	<p>Focuses for a short time on a person, sound or thing.</p> <p>SED 2 Self-Regulation Shows a range of emotions with facial expressions and gestures.</p> <p>SED 1 Self-Awareness Recognizes self in photos or in a mirror.</p> <p>LLD 2 Communication Uses vocalizations and gestures to communicate.</p>
<p>Older infants (8-18 months)</p> <ul style="list-style-type: none"> Express a variety of emotions, like happiness, sadness, surprise, and discomfort Begin pointing to and naming body parts on themselves and others Enjoy making faces at themselves in mirror Make choices by shaking head “no” and/or nodding head “yes” Enjoy pointing to or naming pictures of family members Choose culturally familiar foods over other foods Enjoy praise and clapping to celebrate their accomplishments 	<p>SED 2 Self-Regulation Shows a range of emotions with facial expressions and gestures.</p> <p>PD 4 Personal Care Points to body parts when prompted.</p> <p>SS 2 Culture & Community Recognizes family members and is exposed to family traditions or cultural events.</p>
<p>Toddlers (18-36 months)</p> <ul style="list-style-type: none"> Recognize and name their own emotions In front of the mirror, point to and name many body parts Begin to describe themselves in words (“I run fast!”, “I strong”, “I got brown hair”) Show pride in own accomplishments by smiling, clapping, cheering for themselves, or saying, “I did it!” Say first and last name when asked Use words and actions to assert themselves (“No!”, “Mine!”, while pushing another child away) Choose areas to play in or activities they prefer Place their own items in their own cubby or area Begin to show comfort in a greater variety of familiar settings important to family, such as 	<p>SED 2 Self-Regulation Recognizes personal feelings.</p> <p>PD 4 Personal Care Points to body parts when prompted.</p> <p>SS 2 Civics & Economics Recognizes ownership of familiar objects. Says me, mine.</p> <p>SS 3 Geography Recognizes familiar places. Finds ways to move around</p>

church, local library, or neighborhood park • Name things related to family's culture ("menorah", "Christmas tree", "sari")	<p>obstacles in a familiar environment.</p> <p>SS 1 Culture & Community Recognizes familiar symbols or artifacts of family traditions or customs.</p>
<p>Three-year-olds (36-48 months)</p> <ul style="list-style-type: none"> • Refer to themselves as "I" when speaking ("I can do it.", "I go with Mommy.") • Express more emotions through words, actions, gestures, and body language • Show more familiarity with personal space (sit on own carpet square during Circle Time, keep their hands to themselves) • Make choices, such as clothing or art materials • Enjoy being a helper with a special job to do • Speak about family members and friends who are not present • Begin to notice how people's skin color, hair color, and abilities are different or the same • Be able to speak about familiar community places and activities, such as going to church, post office, or grocery store • Enjoy joining others in cultural celebrations 	<p>SED 2 Self-Regulation Shows a range of emotions with facial expressions and gestures.</p> <p>SED 1 Self-Awareness When given two to three options, chooses his/her most desired option.</p> <p>SS 1 Culture & Community 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.</p>
<p>Self-Regulation</p> <ol style="list-style-type: none"> 1. Begins to manage own behavior and demonstrates increasing control of emotion 2. Shows ability to cope with stress 3. Develops understanding of simple routines, rules or limitations 	
<p>Infants (0-8 months)</p> <ul style="list-style-type: none"> • Turn their head, frown, and/or arch back when over-stimulated • Seek and respond to comfort from familiar caregivers when frightened or upset • Calm when held or gently rocked • Start sleep/wake cycles • Show some routine behaviors, such as 	<p>SED 2 Self-Regulation Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine.</p>

babbling themselves to sleep and thumb-sucking	
<p>Older infants (8-18 months)</p> <ul style="list-style-type: none"> • Use a comfort object for security, such as blanket or toy, when feeling stressed or upset • Look toward familiar caregivers for help when becoming upset • Crawl to familiar caregivers who are holding another child • Express own needs by gesturing or moving toward bottles, toys, or other objects they want • Use emotional expressions (pouting, whining, and crying) to obtain things they want • Anticipate and participate in transitions, such as getting a blanket for naptime • Try different ways to calm themselves when they are upset, such as singing themselves to sleep • Understand what “no” means 	<p>SED 2 Self-Regulation</p> <p>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. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.</p>
<p>Toddlers (18-36 months)</p> <ul style="list-style-type: none"> • Recover from emotional outbursts (tantrums, biting, or hitting) in a few minutes with adult support • Use words to obtain things they want • Begin to use various emotion words, such as “I’m mad.” • Listen to and begin to follow rules • Change to new or different activities with adult support • Show beginnings of self-control, such as walking around rain puddles • Say “no” or shake head when they don’t want to do something or don’t like something 	<p>SED 2 Self-Regulation</p> <p>Redirects to a new activity with help from caregivers. Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.</p> <p>PD 3 Safety</p> <p>Follows simple safety rules.</p>
<p>Three-year-olds (36-48 months)</p> <ul style="list-style-type: none"> • Express strong emotions constructively with assistance, such as going to quiet area or asking for a favorite book to be read when upset • Stick with difficult tasks without becoming overly frustrated • Tell a story that shows their feelings (“I was so happy...”) • Know what will happen next in their day, such as knowing that naptime comes after lunch • Gently handle materials and living things, such as a plant or pet animal • Follow schedules with few reminders, such as cleaning up toys and joining group activities • Change behavior for different 	<p>SED 2 Self-Regulation</p> <p>Redirects to a new activity with help from caregivers. Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.</p> <p>SED 3 Attention & Persistence</p> <p>Practices or repeats an activity many times until successful.</p> <p>SS 2 Civics & Economics</p>

surroundings, such as running outside and walking inside	Follows familiar rules and helps make group decisions.
Relationships with Others <ol style="list-style-type: none"> Shows interest in and awareness of others Responds to and interacts with others Begins to recognize and respond to the feelings and emotions of others and begins to show concern 	
Infants (0-8 months) <ul style="list-style-type: none"> Show interest in others by watching them and tracking their behaviors Cry, laugh, or smile with other infants 	SED 4 Social Relationships Adjusts behavior according to emotional or facial response of a familiar person. Mimics facial expressions of others.
Older infants (8-18 months) <ul style="list-style-type: none"> Look back and forth between toy and adult while playing Reach out to touch another child's face, hair, or other body part Grab for an object another child is holding Play side-by-side with others using the same or similar toys 	PD 2 Fine Motor Reaches for objects in sight. Purposefully grasps objects with finger and thumb. SED 4 Social Relationships Identifies and plays side-by-side with a new or familiar person.
Toddlers (18-36 months) <ul style="list-style-type: none"> Play with toys with other children or include other children in pretend play Show interest or concern for another child who is hurt or has fallen Know the names of familiar playmates and show favorite playmates by holding hands, sharing toys, and getting excited when friends arrive Watch and copy another child's behavior or activity Take turns during play with other toddlers, with lots of adult assistance 	CA 4 Drama Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. SED 4 Social Relationships Adjusts behavior according to emotional or facial response of a familiar person. Mimics facial expressions of others. SS 2 Civics & Economics Follows familiar rules and helps make group decisions.

<p>Three-year-olds (36-48 months)</p> <ul style="list-style-type: none"> • Initiate play and share toys with friends and adults • Ask questions about why another child is crying or tell a familiar caregiver when a friend is hurt • Share and take turns with other children • Encourage and praise peers • Express interest in, acceptance of, and affection for others • Begin to plan play with friends and follow through with actions, such as asking a friend to play in the block center, and then doing so • Make decisions with other children with adult assistance • Join others in group activities for brief periods of time 	<p>SS 2 Civics & Economics Follows familiar rules and helps make group decisions. Offers a toy or object to another person.</p> <p>SED 4 Social Relationships 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>Language and Communication Development</p>	
<p>Listening and Understanding</p> <ol style="list-style-type: none"> 1. Listens with interest to language of others 2. Responds to nonverbal and verbal communication of others 3. Begins to understand the rules of conversation 	
<p>Infants (0-8 months)</p> <ul style="list-style-type: none"> • Turn towards sounds or voice of caregiver • Smile when spoken to • Watch a person's face and body language when they are talking • Respond to body language and directions given by the caregiver (hold their arms out when caregiver reaches for child and says "Let me pick you up.") • Respond to different tones of voice, such as becoming excited or calm when spoken to • Use hand motions and body movements (reaching, clapping, turning) in response to familiar words and phrases 	<p>LLD 1 Listening Turns head toward the person speaking and makes gestures and/or vocalizations in response.</p> <p>MR 2 Spatial Awareness Participates as caregiver raises arms or legs and says up/down.</p> <p>LLD 3 Phonological Awareness Babbles and vocalizes using sound, volume and inflection.</p> <p>LLD 2 Communication Uses vocalizations and gestures to communicate.</p>
<p>Older infants (8-18 months)</p> <ul style="list-style-type: none"> • Quiet down or get excited when they hear familiar voices 	<p>LLD 1 Listening Shows understanding of a variety of single familiar words.</p>

<p>Look at person who calls their name or is speaking • Recognize names of familiar objects (cup, banana, juice, etc.) • Watch and listen while others speak and then speak or make sounds themselves • Follow simple requests (“Get your ball.”) • Respond with body language or words to simple questions</p>	<p>Points at named objects or body parts. With prompts and gestures, follows a one-step direction.</p> <p>LLD 2 Communication Uses a few words and word-like sounds to communicate.</p> <p>LLD 3 Phonological Awareness Imitates sounds and tones.</p>
<p>Toddlers (18-36 months)</p> <ul style="list-style-type: none"> • Imitate caregiver’s different vocal sounds and body language • Laugh after caregiver says something funny • Quiet and listen when caregivers say they have something to say • Let others know when they want a turn to talk (says “me” or “my turn”) • Follow two-step requests • Show understanding by pointing to or touching a picture in a book or talking about some part of a book • Begin to talk or converse with other toddlers during play (listening and paying attention to each other) 	<p>SED 4 Social Relationships Mimics facial expressions of others.</p> <p>SS 2 Civics & Economics Says me, mine.</p> <p>LLD 1 Listening 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>Three-year-olds (36-48 months)</p> <ul style="list-style-type: none"> • Follow three-step directions • Participate in short conversations with expected words and phrases • Produce expected responses to different types of requests • Ask or gesture for a request to be repeated or clarified • Ask a question and wait for an answer from others • Provide expected responses to "wh" questions (who, what, where, when, why), as well as other question forms (how, if/then, etc.) • Let others know when they are interrupted by saying “It’s my turn.” • Know many words and the opposite of those words (tall/short, smooth/rough, 	<p>LLD 1 Listening Shows understanding of some complex vocabulary. Follows unrelated two-step directions given verbally. Asks and answers general questions about information or stories shared verbally.</p> <p>LLD 2 Communication Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean.</p>

light/heavy)	
Communication and Speaking 1. Uses consistent sounds, gestures, or words to communicate for a variety of purposes 2. Imitates sounds, gestures, signs, or words 3. Uses language to engage in simple conversations	
Infants (0-8 months) • Make a variety of sounds to express needs and interests (laughing, cooing, sucking noises to indicate excitement, hunger, tired cry versus hurt cry, babbling) • Begin to imitate sounds like “da” when caregiver says “da” • Begin to move mouth while looking at caregiver talking • Make sounds or signs to get caregiver’s attention	LLD 2 Communication Mimics single sounds. Uses vocalizations and gestures to communicate.
Older infants (8-18 months) • Respond to caregiver’s talk by babbling or producing words in reply (“ba-ba-ba” repeated over and over for dialogue) • Say first words by 8-12 months • Try to name familiar people and objects like “mama” and “dada” • Use single words combined with hand motions and body movements to communicate (wave while saying “bye bye”) • Point or use hand motion to communicate wants or needs • Begin to repeat words in simple songs and rhymes • Use approximately 50-100 words in home language or in English by 18 months	LLD 3 Phonological Awareness Imitates sounds and tones. LLD 2 Communication Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words and word-like sounds to communicate.
Toddlers (18-36 months) • Combine words into simple sentences (“Mommy bye-bye” or “milk all gone”) • Use new words in everyday experiences (“books in box”) • Ask caregivers to help name unfamiliar objects • Use three- to four-word sentences with a noun and a verb • Use approximately 400 words in home language or in English by 30 months • Use approximately 1000 words in home	LLD 2 Communication 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.

language or in English by 36 months	
Three-year-olds (36-48 months) <ul style="list-style-type: none"> • Ask more difficult questions that need more information and clarification (“Why does __ happen?”) • Use multiple words to describe and communicate feelings • Use more abstract words to understand their world (use words like "think", "know", "guess") • Speak using the past tense or possessive (“Daddy carried the cake.” “Mommy’s car is blue.”) • Use approximately 4000+ words in home language or in English by 48 months 	LLD 2 Communication Communicates needs, desires and ideas. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges. Uses verb tenses.
Emergent Literacy <ol style="list-style-type: none"> 1. Shows interest in songs, rhymes, and stories 2. Develops interest in and involvement with books and other print materials 3. Begins to recognize and understand symbols 4. Begins to develop interests and skills related to emergent writing 	
Infants (0-8 months) <ul style="list-style-type: none"> • Focus attention, move body, or make sounds during familiar songs, fingerplays, or rhymes • Touch, look at, or make sounds when looking at picture books with adult • Look at others writing or drawing on paper 	SED 3 Attention & Persistence Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another. LLD 5 Concepts of Print Looks at or points to pictures. Opens and closes books. LLD 6 Reading Comprehension Interacts by reaching for or patting when a book is read. Holds book and looks intently at each page.
Older infants (8-18 months) <ul style="list-style-type: none"> • Imitate body language and/or make sounds during familiar 	MR 5 Patterns Attempts to mimic vocal and physical patterns.

<p>songs, fingerplays, or rhymes • Enjoy being read to and exploring books (in home language and in English) • Point to or name familiar characters, pictures, or photographs in books • Participate in activities or songs that require listening (listens to songs/ rhymes in English and home language) • Turn pages of sturdy books, look at the pictures, and make sounds or words • Reach for and hold various writing tools, such as crayons or chalk • Make marks or scribbles on paper</p>	<p>LLD 5 Concepts of Print Recognizes if pictures are right-side up. Turns pages from front to back of book.</p> <p>LLD 6 Reading Comprehension Points to pictures and repeats words from familiar stories.</p> <p>LLD 7 Writing Explores writing materials. Makes random marks with writing tools. Makes handprints or fingerprints.</p>
<p>Toddlers (18-36 months)</p> <ul style="list-style-type: none"> • Sing along with familiar songs, fingerplays, or rhymes • Enjoy singing familiar songs or saying rhymes with and without adult assistance • Begin to produce real or nonsense words that sound alike • Enjoy being read to and exploring books and reading materials on their own (in English and in home language) • Ask to be read to and has favorite books • Pretend to read familiar books • Name and describe familiar characters, pictures, or photographs in books with adult assistance • Recall characters or events in familiar books • Recognize some print or symbols in their surroundings (stop sign, local store sign) • Make circular scribbles, line marks, or letter-like forms when asked to write • Try different ways to grip or use writing and drawing tools, such as crayons or paintbrushes • Identify some letters (the first letter in their name) with assistance 	<p>MR 5 Patterns Attempts to mimic vocal and physical patterns.</p> <p>LLD 3 Phonological Awareness Identifies words that have a similar beginning sound.</p> <p>LLD 4 Alphabetic Knowledge Points at words printed on a page and pretends to read aloud.</p> <p>LLD 6 Reading Comprehension Talks about pictures and ideas in familiar stories. Recalls the name of the main character.</p> <p>LLD 7 Writing Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what they represent.</p> <p>LLD 5 Concepts of Print Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p>

<p>Three-year-olds (36-48 months)</p> <ul style="list-style-type: none"> • Like to repeat phrases in books or nursery rhymes, read aloud as a group • Enjoy doing “pretend readings” of familiar books and making up a story to match drawings (in English and in home language) • Enjoy a variety of literacy activities, including shared book reading, listening to recorded stories with headphones, or interacting with e-books • Recall characters and events or predict what will come next in familiar books without help • Handle books with increasing skill • Show increasing understanding that print in most languages is read from left to right, top to bottom, and front to back • Begin to understand that letters are combined to make words • Recognize some familiar words in print, like their name • Identify some letters and know some sounds that letters make • Begin to write letter-like forms and attempt to write from left-to-right and top-to-bottom in English writing • Attempt to reproduce letters (or characters depending on home language) by copying one or more letters (or characters) • Use various writing and drawing tools without adult assistance • Count words in a sentence • Break words into syllables (clap syllables in own name) 	<p>MR 5 Patterns Attempts to mimic vocal and physical patterns.</p> <p>LLD 3 Phonological Awareness Identifies words that have a similar beginning sound. Shows awareness of separate words in spoken language.</p> <p>LLD 4 Alphabetic Knowledge Points at words printed on a page and pretends to read aloud. Recognizes some common words in print; such as his/her name, mom, dad. Identifies six to seven letters and their sounds.</p> <p>LLD 6 Reading Comprehension Talks about pictures and ideas in familiar stories. Recalls the name of the main character.</p> <p>LLD 7 Writing Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what they represent.</p> <p>LLD 5 Concepts of Print Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p>

Cognitive Development	
<p>Exploration and Discovery</p> <ol style="list-style-type: none"> 1. Pays attention and exhibits curiosity in people and objects 2. Uses senses to explore people, objects, and the environment 3. Shows interest in colors, shapes, patterns, and pictures 4. Makes things happen and watches for results and repeats actions 	
<p>Infants (0-8 months)</p> <ul style="list-style-type: none"> • Focus on caregivers' face and follow face or voice • Turn head when a new person enters the room • Reach out to touch objects • Put objects in their mouth to touch and taste • Reach out and grab new toys, and turn them over and over to explore or bang them • Hit or kick toys to make them move over and over 	<p>SED 3 Attention & Persistence Focuses for a short time on a person, sound or thing.</p> <p>LLD 1 Listening Turns head toward the person speaking and makes gestures and/or vocalizations in response.</p> <p>SED 1 Self-Awareness Explores self and others by using senses.</p> <p>PD 2 Fine Motor Reaches for objects in sight. Uses arms or legs to make contact with an object.</p>
<p>Older infants (8-18 months)</p> <ul style="list-style-type: none"> • Look at books • Look to see where objects went when they are dropped • Touch and feel others' faces, skin, or hair • Enjoy playing with objects that make sounds and pay attention to different sounds objects can make, such as drums, noise makers, or bells • Ask to continue a game by signing or saying "more" • Push a button on a toy to make objects pop up or to make a sound over and over again • Sit on a rocking horse or toy and move it back and forth • Look closely at small objects, such as pieces of paper or leaves • Put a shape in a box with different shape openings (shape sorters) • Stack blocks or 	<p>LLD 6 Reading Comprehension Holds book and looks intently at each page.</p> <p>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.</p> <p>SCI 1 Investigation & Inquiry Uses senses to explore environment.</p>

objects	<p>MR 2 Spatial Awareness Tries to put one object inside another. Purposely turns or spins objects. Fills container then dumps out the contents.</p>
<p>Toddlers (18-36 months)</p> <ul style="list-style-type: none"> • Notice, point at, or talk about animals or insects • Pick up rocks, sticks, or other objects when outdoors • Pour, scoop, and explore sand and water • Match colors and shapes and sort toys or objects that are alike • Show interest in mixing colors of water or paints • Push/pull riding toys in order to make them move 	<p>SCI 2 Natural & Earth Science Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. Understands hot and cold. Points at clouds and explores the feel of rain and wind.</p> <p>MR 6 Classification When shown one object, finds the match. Identifies and names familiar people, characters and animals.</p> <p>CA 3 Visual Arts Explores a variety of artistic tools and media.</p> <p>SCI 3 Physical Science Uses body to push or pull toys.</p>
<p>Three-year-olds (36-48 months)</p> <ul style="list-style-type: none"> • Talk about and ask about objects in nature • Observe and discuss changes in weather • Name basic colors and shapes • Copy simple patterns • Experiment with different objects during play to compare their effects (pushes toy cars down different types of ramps to see which car goes faster) • Repeat actions, such as blowing bubbles or pumping legs on swing, to improve results 	<p>SCI 2 Natural & Earth Science Identifies if an object can grow, eat or move. Identifies the climate and weather in the immediate environment.</p> <p>MR 3 Shapes Identifies a few basic shapes.</p> <p>MR 5 Patterns Copies patterns with two steps, such as red-blue, red-blue.</p> <p>SCI 3 Physical Science Explores movable parts on toys and tools. Uses on and off</p>

	<p>switches.</p> <p>SED 3 Attention & Persistence Practices or repeats an activity many times until successful.</p>
<p>Problem-Solving</p> <ol style="list-style-type: none"> 1. Experiments with different uses for objects 2. Shows imagination, creativity, and uses a variety of strategies to solve problems 3. Applies knowledge to new situations 4. Begins to develop interests and skills related to numbers and counting 	
<p>Infants (0-8 months)</p> <ul style="list-style-type: none"> • Make sounds, cry, or fuss to get caregiver's attention • Roll over to get a toy just out of reach • Turn objects over to look at and handle them from different positions • Begin to repeat actions to get an effect (drop a toy to hear it land or bang hands on table) 	<p>MR 7 Logic & Reason Reacts to a problem and seeks a desired outcome.</p>
<p>Older infants (8-18 months)</p> <ul style="list-style-type: none"> Use objects or utensils to bang on table and make noise • Crawl into, around, or over obstacles • Attempt to nest three or four cups of different sizes • Enjoy taking objects out of containers and putting them back in • Ask, gesture, or sign to be picked up to reach something 	<p>MR 7 Logic & Reasoning Experiments with cause and effect.</p> <p>MR 2 Spatial Awareness Tries to put one object inside another. Fills container then dumps out the contents.</p>
<p>Toddlers (18-36 months)</p> <ul style="list-style-type: none"> Ask for the names of new objects or people ("What's that?" or "Who's that?") • Climb on a stool to reach an object Experiment with new toys to see how they work • Turn puzzle pieces many different ways to complete a puzzle • Count objects while pointing to each one and saying the number (one-to-one) 	<p>LLD 2 Communication Asks what a specific person or object is called. Communicates needs, desires and ideas.</p> <p>MR 7 Logic & Reasoning Experiments with cause and effect.</p>

<p>correspondence) • Offer to trade toys with other children</p>	<p>MR 2 Spatial Awareness Purposely turns or spins objects. Puts together three pieces to create a whole object.</p> <p>MR 1 Number Sense Points to one object at a time while counting (not always in correct order).</p> <p>SS 2 Civics & Economics Offers a toy or object to another person.</p>
<p>Three-year-olds (36-48 months) • Like to play “hide and seek” • Show more thought in problem-solving (use a bucket to move toys from one place to another) • Complete simple jigsaw puzzles • Negotiate turn-taking with other children • Compare and sort objects using one or two features (put all the large red cars together) • Use tools to measure items (scoop into bucket, string to determine length or height) • Apply numbers and counting concepts to daily life (count the number of children at school today)</p>	<p>SED 3 Attention & Persistence Focuses on an engaging activity for a short period of time independently or with an adult.</p> <p>MR 7 Reasoning & Logic Tries out many possible solutions to a problem.</p> <p>MR 2 Spatial Awareness Purposely turns or spins objects. Puts together three pieces to create a whole object.</p> <p>SS 2 Civics & Economics Follows familiar rules and helps make group decisions.</p> <p>MR 4 Measurement Determines which object is bigger (heavier, longer) when given two objects.</p> <p>MR 1 Number Sense Recognizes numerals to three. Points to one object at a time</p>

	while counting (not always in correct order). Creates groups of objects. Adds to and removes from group as prompted.
Memory <ol style="list-style-type: none"> 1. Shows ability to acquire and process new information 2. Recognizes familiar people, places, and things 3. Recalls and uses information in new situations 4. Searches for missing or hidden objects 	
Infants (0-8 months) <ul style="list-style-type: none"> • Look intently at new faces or objects • Smile in recognition of familiar caregiver and show excitement when they enter the room • Look in appropriate direction for toys that have been dropped or partially covered by a blanket 	LLD 4 Alphabetic Knowledge Looks for familiar people and objects when given their names. SED 3 Attention & Persistence Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.
Older infants (8-18 months) <ul style="list-style-type: none"> • Enjoy playing peekaboo • Look for hidden objects or toys • Ask for a familiar caregiver when not present • Look for a favorite object in its usual location, and ask for it when not present • Recognize a favorite book when caregiver calls it by name • Bring familiar people their shoes or other personal objects 	MR 5 Patterns Plays predictable activities with caregivers such as pat-a-cake and peekaboo. MR 1 Number Sense Looks for an object that is taken out of sight. LLD 4 Alphabetic Knowledge Looks for familiar people and objects when given their names. LLD 6 Reading Comprehension Points to pictures and repeats words from familiar stories.

Toddlers (18-36 months)

Go to the correct location for familiar activity (goes to bathroom when caregiver says "It's time for your bath") • Know what sounds animals make and can make the sounds • Recognize and name people and animals • Use words and phrases that familiar caregivers use ("Be right back." or "See you later.") • Sing familiar songs over and over • Bring favorite book to caregiver to have it read to them • Know familiar words and complete sentences in their favorite books

SS 3 Geography

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

LLD 3 Phonological Awareness

Imitates sounds and tones.

MR 6 Classification

Identifies and names familiar people, characters and animals.

LLD 2 Communication

Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects.

LLD 6 Reading Comprehension

Anticipates what comes next in familiar stories.

Three-year-olds (36-48 months)

• Tell what will happen next in a familiar book • Answer simple questions about past experiences ("Who took you swimming yesterday?") • Recognize familiar driving routes and locations in neighborhood (says, "That's where Grandma lives!" when approaching her house) • Talk about how common objects, such as spoon, hair brush, or pencil, are used

LLD 6 Reading Comprehension

Anticipates what comes next in familiar stories.

SS 4 History & Sense of Time

Recalls information and events from the past.

SS 3 Geography

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

LLD 2 Communication

Describes familiar people, places and objects.

Imitation and Make-Believe (Symbolic Play) 1. Uses objects in new ways or in pretend play 2. Uses imitation in pretend play to express creativity and imagination	
Infants (0-8 months) • Copy caregiver actions, such as sticking out tongue or clapping hands together • Imitate playing with a toy, such as shaking, banging, or pushing buttons to make a toy work • Coo, squeal, or laugh when their caregiver talks and plays games with infant	LLD 1 Listening Responds to conversation in environment and imitates actions. LLD 2 Communication Uses vocalizations and gestures to communicate.
Older infants (8-18 months) • Imitate adult actions (waving “bye-bye” or brushing hair) • Play with toys the way they are intended, such as pretending to drink tea from a toy tea cup • Pretend to feed doll or stuffed animal with their own bottle or food	CA 4 Drama Imitates simple movements and facial expressions.
Toddlers (18-36 months) • Imitate adult actions, such as pretending to wipe a dirty table or talking on the phone • Pretend to drink from an empty cup by making slurping noises and saying “ah” when finished • Pretend objects are other things, such as a banana for a phone or a block for a car • Pretend that a doll or stuffed animal has feelings, such as making a crying noise to indicate that the doll is sad • Play with stuffed animals one day to play “veterinarian” and then to play “farmer” another day	CA 4 Drama 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.
Three-year-olds (36-48 months) • Reenact actions that have multiple steps that they have seen at an earlier time, such as pretending to get ready for work by making breakfast or putting on jewelry • Have pretend play scenarios that include different roles (“I’ll be the mommy and	CA 4 Drama 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.

you be the baby.”) • Plan what they are going to pretend before play, such as saying “Let’s play baking!” • Play with imaginary objects, such as serving an invisible slice of pizza on a plate	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.

Young School-Age


Social & Emotional Development

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


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

Mathematics & Reasoning

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

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

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.