



*Alignment of the*  
**Experience Early Learning Skills**  
*with*  
**Wisconsin's Early Learning Standards**  
**(Ages 0-5)**





## The Developmental Continuum of the Experience Early Learning Skills

This document details the alignment of the **Wisconsin's Early Learning Standards (Ages 0-5)** with the **Experience Early Learning Skills**.

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

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

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

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



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



## [Wisconsin Early Childhood Indicators](#)

Early Childhood Indicators of Child Progress: Wisconsin's Early Learning Standards (Ages 0-5)

Developmental Continuum of the Experience Early Learning Skills

Wisconsin Early Learning Standards	
HEALTH AND PHYSICAL DEVELOPMENT	
<b>Physical Health and Development</b> Children in Wisconsin will be physically healthy and will be able to effectively care for their own physical needs	
<b>Infant</b> <ul style="list-style-type: none"> <li>Engages in periods of sleep and wakefulness varying in length and time of day or night.</li> <li>Depends on adult to care for dressing needs</li> <li>Depends on adult to care for diapering needs.</li> <li>Physically and verbally indicates need for food.</li> <li>Shows preference for parent(s) or primary caregiver.</li> <li>Depends on adult to care for personal hygiene and exercise needs.</li> </ul>	<b>PD 4 Personal Care</b> PD 4.1 Receives appropriate healthcare from caregivers. Responds when physical needs are not met. <b>PD 5 Nutrition</b> PD 5.1 Cries when hungry or tired. <b>SED 4 Social Relationships</b> SED 4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. Enjoys turn-taking games such as peekaboo.
<b>Older Infant</b> <ul style="list-style-type: none"> <li>Begins to follow predictable sleeping pattern</li> <li>Cooperates with dressing by extending arm or leg.</li> <li>Seeks assistance with diapering and toileting.</li> <li>Feeds self with adult assistance.</li> <li>Shows awareness of new/ uncomfortable situations or strangers.</li> <li>Shows awareness of need for personal hygiene and exercise.</li> </ul>	<b>PD 4 Personal Care</b> PD 4.2 Recognizes the difference between dirty and clean. Points to body parts when prompted. Participates in taking care of some personal needs, such as feeding self. <b>MR 2 Spatial Awareness</b> 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. <b>PD 5 Nutrition</b> PD 5.2 Communicates when hungry, thirsty or tired. Feeds self some finger foods.
<b>Toddler</b> <ul style="list-style-type: none"> <li>Rests for periods throughout the day with assistance of adult.</li> </ul>	<b>PD 5 Nutrition</b> PD 5.3 Anticipates the need to eat, rest and drink. Feeds self soft foods with

<ul style="list-style-type: none"> <li>• Undresses/dresses self with assistance.</li> <li>• Takes responsibility for toileting.</li> <li>• Feeds self with proficiency.</li> <li>• Shows awareness of danger in harmful situations and begins to recognize simple rules.</li> <li>• Begins to take responsibility for personal hygiene and exercise needs.</li> </ul>	<p>spoon or other utensil.</p> <p><b>PD 4 Personal Care</b> PD 4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.</p> <p><b>PD 3 Safety</b> PD 3.3 Follows simple safety rules.</p>
<p><b>Preschooler</b></p> <ul style="list-style-type: none"> <li>• Recognizes physical need for rest/sleep and cares for own needs.</li> <li>• Dresses self with minimal assistance.</li> <li>• Takes full responsibility for toileting during day and night.</li> <li>• Uses appropriate table etiquette or manners during mealtimes.</li> <li>• Follows rules with little supervision.</li> <li>• Cares for personal health, hygiene, and exercise needs independently.</li> </ul>	<p><b>PD 5 Nutrition</b> PD 5.3 Anticipates the need to eat, rest and drink. Feeds self soft foods with spoon or other utensil.</p> <p><b>PD 4 Personal Care</b> 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><b>SS 2 Civics &amp; Economics</b> SS 2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person.</p>
<p><b>Motor Development</b> Moves with strength, control, balance, coordination, locomotion, and endurance. Exhibits eye-hand coordination, strength, control, and object manipulation.</p>	
<p><b>Infant</b></p> <ul style="list-style-type: none"> <li>• Manipulates objects with hands.</li> <li>• Sits independently with balance.</li> <li>• Tracks objects visually and focuses on an object or person.</li> </ul>	<p><b>PD 1 Gross Motor</b> PD 1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.</p> <p><b>SED 3 Attention &amp; Persistence</b> 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><b>Older Infant</b></p> <ul style="list-style-type: none"> <li>• Rolls over.</li> <li>• Stands without support.</li> <li>• Reaches for and grasps objects.</li> </ul>	<p><b>PD 1 Gross Motor</b> PD 1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.</p>
<p><b>Toddler</b></p> <ul style="list-style-type: none"> <li>• Crawls.</li> <li>• Squats without falling.</li> </ul>	<p><b>PD 1 Gross Motor</b> PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p> <p><b>PD 2 Fine Motor</b></p>

<ul style="list-style-type: none"> <li>• <i>Coordinates eyes with hands and uses both hands with intention and purpose.</i></li> </ul>	PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.
<b>Older Toddler</b> <ul style="list-style-type: none"> <li>• <i>Walks and climbs on low objects.</i></li> <li>• <i>Walks, runs, climbs, jumps, skips, and hops with control.</i></li> <li>• <i>Performs simple fine motor skills and manipulates smaller objects with increasing control.</i></li> </ul>	<b>PD 1 Gross Motor</b> PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects. <b>PD 2 Fine Motor</b> PD 2.3 Opens, closes, twists and pulls objects with one or both hands.
<b>Preschooler</b> <ul style="list-style-type: none"> <li>• <i>Walks up and down stairs with alternating steps.</i></li> <li>• <i>Throws objects with strength and control.</i></li> <li>• <i>Uses strength and control to perform complex fine motor tasks.</i></li> </ul>	<b>PD 1 Fine Motor</b> PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.
<b>Sensory Organization</b> Uses senses to take in, experience, integrate, and regulate responses to the environment.	
<b>Infant</b> <ul style="list-style-type: none"> <li>• <i>Exhibits responses to physical stimuli.</i></li> </ul>	<b>SED 1 Self-Awareness</b> SED 1.1 Explores self and others by using senses.
<b>Older Infant</b> <ul style="list-style-type: none"> <li>• <i>Exhibits responses to physical stimuli.</i></li> </ul>	<b>SED 4 Social Relationships</b> SED 4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. Enjoys turn-taking games such as peekaboo.
<b>Toddler</b> <ul style="list-style-type: none"> <li>• <i>Skills become more refined; acts and moves with increased intention and purpose.</i></li> </ul>	<b>SED 1 Self-Awareness</b> SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family. <b>PD 1 Gross Motor</b> PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.
<b>Preschooler</b> <ul style="list-style-type: none"> <li>• <i>Anticipates and adjusts behavior efficiently and engages in complex skills and abstract thinking.</i></li> </ul>	<b>SED 1 Self-Awareness</b> When given two to three options, chooses his/her most desired option.
<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>	

<b>Emotional Development</b> Expresses a wide range of emotions. Understands and responds to others' emotions. Understands a wide range of emotions.	
<b>Infant</b> <ul style="list-style-type: none"> <li>• <i>Uses facial expressions and body movements to express comfort or discomfort.</i></li> <li>• <i>Responds to positive emotional interactions with coos and smiles, and shows distress to negative interactions.</i></li> </ul>	<b>SED 2 Self-Regulation</b> SED 2.1 Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine.
<b>Older Infant</b> <ul style="list-style-type: none"> <li>• <i>Displays a variety of emotions: interest, pleasure, anger, surprise, anxiety, sadness, joy, excitement, disgust, and disappointment.</i></li> <li>• <i>Observes and imitates emotional interactions of others.</i></li> </ul>	<b>SED 2 Self-Regulation</b> 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. <b>SED 4 Social Relationships</b> SED 4.2 Greet and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.
<b>Toddler</b> <ul style="list-style-type: none"> <li>• <i>Uses words and gestures to express more complex emotions.</i></li> <li>• <i>Associates words and gestures with a variety of emotions expressed by others.</i></li> </ul>	<b>SED 2 Self-Regulation</b> SED 2.3 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change. <b>LLD 2 Communication</b> LLD 2.3 Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas.
<b>Older Toddler</b> <ul style="list-style-type: none"> <li>• <i>Uses verbal and nonverbal language to express emotions in appropriate situations such as distress, contentment, surprise, disgust, jealousy, and confusion.</i></li> <li>• <i>Demonstrates empathy by recognizing the feelings of another person and responding appropriately.</i></li> </ul>	<b>SED 2 Self-Awareness</b> SED 2.3 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change. SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions. <b>SED 4 Social Relationships</b> SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.
<b>Preschooler</b> <ul style="list-style-type: none"> <li>• <i>Demonstrates awareness of own emotions and exhibits self-control.</i></li> </ul>	<b>SED 2 Self-Regulation</b> SED 2.5 Names some personal feelings and uses strategies to manage

<ul style="list-style-type: none"> <li>• <i>Interprets others' behavior and emotions and responds appropriately.</i></li> </ul>	behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.
<b>Self-Concept</b> Develops positive self-esteem. Demonstrates self-awareness. Demonstrates attach, trust, and autonomy.	
<b>Infant</b> <ul style="list-style-type: none"> <li>• <i>Begins to recognize own abilities; is aware of self and own preferences.</i></li> <li>• <i>Displays personal preferences and individual temperament.</i></li> </ul>	<b>SED 2 Self-Regulation</b> SED 2.1 Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine.
<b>Older Infant</b> <ul style="list-style-type: none"> <li>• <i>Demonstrates increasing self-direction, resists adult control, and shows independence.</i></li> <li>• <i>Becomes aware of oneself as an individual while still connected to others.</i></li> </ul>	<b>SED 2 Self-Regulation</b> 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. .
<b>Toddler</b> <ul style="list-style-type: none"> <li>• <i>Shows positive self-image. Knows and states independent thoughts.</i></li> <li>• <i>Shows awareness of being part of a family and a larger community.</i></li> </ul>	<b>SED 2 Self-Regulation</b> SED 2.3 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change. <b>SS 1 Culture &amp; Community</b> SED 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.
<b>Older Toddler</b> <ul style="list-style-type: none"> <li>• <i>Exhibits positive self-concept and confidence in his/her abilities.</i></li> <li>• <i>Demonstrates awareness of self as a unique individual.</i></li> </ul>	<b>SED 2 Self-Regulation</b> SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.
<b>Preschooler</b> <ul style="list-style-type: none"> <li>• <i>Displays pride in his/her accomplishments.</i></li> <li>• <i>Identifies self as a member of a specific culture, group, or demographic that fits into a larger world picture.</i></li> </ul>	<b>SCI 1 Investigation &amp; Inquiry</b> SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others. <b>SS 1 Culture &amp; Community</b> SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.
<b>Social Competence</b> Demonstrates attachment, trust, and autonomy. Engages in	



social interaction and plays with others. Demonstrates understanding of rules and social expectations. Engages in social problem-solving behavior and learns to resolve conflict.	
<b>Infant</b> <ul style="list-style-type: none"> <li>• <i>Becomes calm when needs are met.</i></li> <li>• <i>Shows interest in being with others.</i></li> <li>• <i>Tests adults' reactions to his or her behavior and understands what "no" means.</i></li> <li>• <i>Shows awareness of tension and stressful situations.</i></li> </ul>	<b>SED 4 Social Relationships</b> SED 4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. Enjoys turn-taking games such as peekaboo.
<b>Older Infant</b> <ul style="list-style-type: none"> <li>• <i>Shows anxiety upon separation from primary caregiver and/or familiar adults.</i></li> <li>• <i>Begins to engage in short play interactions with others.</i></li> <li>• <i>Demonstrates understanding of simple rules related primarily to personal health and safety.</i></li> <li>• <i>Imitates how others solve problems.</i></li> </ul>	<b>SED 4 Social Relationships</b> SED 4.2 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror. <b>PD 3 Safety</b> PD 3.3 Follows simple safety rules. <b>CA 4 Drama</b> CA 4.1 Imitates simple movements and facial expressions. Responds to props or puppets.
<b>Toddler</b> <ul style="list-style-type: none"> <li>• <i>Shows signs of security and trust when separated from familiar adults.</i></li> <li>• <i>Participates in parallel play with others for longer periods of time.</i></li> <li>• <i>Remembers and follows simple group rules and displays appropriate social behavior.</i></li> <li>• <i>Experiments with trial-and-error approaches to solve simple problems and conflicts.</i></li> <li>• <i>Seeks adult assistance to resolve conflicts.</i></li> </ul>	<b>SED 4 Social Relationships</b> SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked. 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. <b>PD 3 Safety</b> PD 3.3 Follows simple safety rules. <b>MR 7 Logic &amp; Reasoning</b> MR 7.2 Experiments with cause and effect.
<b>Older Toddler</b> <ul style="list-style-type: none"> <li>• <i>Transitions into unfamiliar settings with assistance of familiar adults.</i></li> <li>• <i>Participates in cooperative play with others.</i></li> <li>• <i>Displays competence at engaging in appropriate social behavior.</i></li> <li>• <i>Asserts needs and desires appropriately in conflict situations.</i></li> </ul>	<b>SED 4 Social Relationships</b> SED 4.4 Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad.
<b>Preschooler</b>	<b>SED 4 Social Relationships</b>



<ul style="list-style-type: none"> <li>• <i>Acts independently in unfamiliar settings with unfamiliar adults.</i></li> <li>• <i>Demonstrates respect for others.</i></li> <li>• <i>Uses a variety of strategies to resolve conflict.</i></li> </ul>	<p>SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p> <p><b>SED 3 Attention &amp; Persistence</b></p> <p>SED 3.7 Sustains focus for at least 30 minutes even if there are distractions. Shows respect for others' personal space and belongings.</p> <p><b>PD 3 Safety</b></p> <p>PD 3.4 Seeks opportunities to help others. Tries to solve own social problems.</p>
<b>LANGUAGE DEVELOPMENT AND COMMUNICATION</b>	
<p><b>Listening and Understanding</b></p> <p>Derives meaning through listening to communications of others and sounds in the environment. Listens and responds to communication with others. Follows directions of increasing complexity.</p>	
<p><b>Infant</b></p> <ul style="list-style-type: none"> <li>• <i>Turns toward source of sound.</i></li> <li>• <i>Responds to voices and intonation of familiar adults and children.</i></li> <li>• <i>Responds to simple requests.</i></li> </ul>	<p><b>LLD 1 Listening</b></p> <p>LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions.</p>
<p><b>Older Infant</b></p> <ul style="list-style-type: none"> <li>• <i>Attends to same situation or object as another person.</i></li> <li>• <i>Participates in turn-taking, alternating listening and responding.</i></li> <li>• <i>Understands and carries out a one step direction.</i></li> </ul>	<p><b>LLD 1 Listening</b></p> <p>LLD 1.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts. With prompts and gestures, follows a one-step direction.</p> <p><b>LLD 2 Communication</b></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><b>Toddler</b></p> <ul style="list-style-type: none"> <li>• <i>Enjoys short stories, rhymes, finger plays, songs, and music.</i></li> <li>• <i>Responds appropriately when asked to identify familiar objects/ person/body parts (nouns) or when asked to run, walk, jump (action words, verbs).</i></li> <li>• <i>Understands and carries out two-step direction.</i></li> </ul>	<p><b>LLD 1 Listening</b></p> <p>LLD 1.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally.</p>
<p><b>Older Toddler</b></p> <ul style="list-style-type: none"> <li>• <i>Shows understanding of concept words and sequence of events.</i></li> <li>• <i>Responds to increasingly complex language structures, including comments,</i></li> </ul>	<p><b>LLD 1 Listening</b></p> <p>LLD 1.4 Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story or request then responds appropriately. Follows</p>

<p>requests, and questions.</p> <ul style="list-style-type: none"> <li>• Follows a series of three or more multi-step directions.</li> </ul>	<p>unrelated two-step directions given verbally.</p>
<p><b>Preschooler</b></p> <ul style="list-style-type: none"> <li>• Demonstrates understanding and listening skills by attending and responding appropriately.</li> <li>• Responds and extends conversations much like adults and can sustain a topic through multiple turns.</li> </ul>	<p><b>LLD 1 Listening</b>  LLD 1.5 Listens and understands inferred requests. For example, child gathers more playdough in response to a verbal prompt to help build a larger playdough ball. Follows multi-step directions given verbally.</p> <p><b>LLD 2 Communication</b>  LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p>
<p><b>Speaking and Communicating</b>  Uses gestures and movements (non-verbal) to communicate.  Uses vocalizations and spoken language to communicate.</p>	

<p><b>Infants</b></p> <ul style="list-style-type: none"> <li>• Uses gestures and movements to get attention, request objects, protest, or to draw attention to an object in the environment.</li> <li>• Uses cries, coos, and other noises to communicate.</li> <li>• Uses a word to represent a particular person or object.</li> <li>• Seeks attention through vocalizations or actions.</li> </ul>	<p><b>LLD 2 Communication</b>  LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.</p>
<p><b>Older Infants</b></p> <ul style="list-style-type: none"> <li>• Uses gestures for greetings and conversational rituals.</li> <li>• Makes vowel and consonant sound combinations and engages in vocal play (babbling).</li> <li>• Uses words for protests and greetings.</li> <li>• Directs attention to an object.</li> </ul>	<p><b>LLD 2 Communication</b>  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><b>SED 3 Attention &amp; Persistence</b>  SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p>
<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>• Uses movement or behavior to initiate interaction with a person, animal, or object.</li> <li>• Uses one word.</li> <li>• Uses words to represent various objects.</li> <li>• Engages in short dialogue of a few turns.</li> <li>• Determines how much information a listener needs based on an awareness of listener's role and understanding.</li> </ul>	<p><b>LLD 2 Communication</b>  LLD 2.3 Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas.</p>

<p><b>Older Toddlers</b></p> <ul style="list-style-type: none"> <li>• <i>Uses non-verbal communication much like adults.</i></li> <li>• <i>Uses two to three word phrases and sentences.</i></li> <li>• <i>Uses:</i> <ul style="list-style-type: none"> <li><i>Plurals (cats);</i></li> <li><i>Pronouns (I, he, they);</i></li> <li><i>Past tense (walked).</i></li> </ul> </li> <li>• <i>Uses a word to relate to itself or something else.</i></li> <li>• <i>Modifies language when talking to younger child.</i></li> </ul>	<p><b>LLD 2 Communication</b></p> <p>LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges.</p>
<p><b>Preschoolers</b></p> <ul style="list-style-type: none"> <li>• <i>Uses multi-word sentences (parts of speech, word order, and sentence structure) much like that of an adult.</i></li> <li>• <i>Uses a category of words that shows awareness of common aspects among objects.</i></li> <li>• <i>Asks many questions with “why” to obtain information.</i></li> <li>• <i>Comments on as well as produces and comprehends words.</i></li> <li>• <i>Initiates conversation, responds to conversations, and stays on topic for multiple exchanges.</i></li> <li>• <i>Uses language to effectively express feelings and thoughts, describe experiences and observations, interact with others, and communicate effectively in group activities and discussions.</i></li> </ul>	<p><b>LLD 2 Communication</b></p> <p>LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges.</p> <p><b>SED 2 Self-Regulation</b></p> <p>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><b>Early Literacy</b></p> <p>Develops ability to detect, manipulate, or analyze the auditory parts of spoken language. Understands concepts that the alphabet represents the sounds of spoken language and the letters of written language. Shows appreciation of books and understands how print works. Uses writing to represent thoughts or ideas.</p>	
<p><b>Infant</b></p> <ul style="list-style-type: none"> <li>• <i>Enjoys and responds to frequently said sounds, words, and rhymes.</i></li> </ul>	<p><b>LLD 3 Phonological Awareness</b></p> <p>LLD 3.1 Babbles and vocalizes using sound, volume and inflection.</p>
<p><b>Older Infant</b></p> <ul style="list-style-type: none"> <li>• <i>Imitates sounds.</i></li> </ul>	<p><b>LLD 3 Phonological Awareness</b></p> <p>LLD 3.2 Imitates sounds and tones.</p>

<p><b>Toddler</b></p> <ul style="list-style-type: none"> <li>• <i>Repeats words in rhymes and actions.</i></li> <li>• <i>Explores, repeats, imitates alphabet-related songs and games.</i></li> <li>• <i>Explores and enjoys books.</i></li> <li>• <i>Points to and names pictures in a book when asked.</i></li> <li>• <i>Begins to use writing tools to make marks.</i></li> </ul>	<p><b>MR 5 Patterns</b> MR 5.2 Attempts to mimic vocal and physical patterns.</p> <p><b>LLD 5 Concepts of Print</b> LLD 5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p> <p><b>LLD 6 Reading Comprehension</b> LLD 6.2 Points to pictures and repeats words from familiar stories. Answers “where” questions by pointing.</p> <p><b>LLD 7 Writing</b> LLD 7.3 Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks. Scribbles or draws marks as a representation of an object or person.</p>
<p><b>Older Toddler</b></p> <ul style="list-style-type: none"> <li>• <i>Requests and joins in saying favorite rhymes and songs that repeat sounds and words.</i></li> <li>• <i>Recognizes and matches sounds and rhymes in familiar songs.</i></li> <li>• <i>Explores, repeats, imitates alphabet-related songs and games.</i></li> <li>• <i>Looks at picture books and asks questions or makes comments.</i></li> <li>• <i>Understands that print in the book carries the message.</i></li> <li>• <i>Views one page at a time from the front to the back of the book and knows that the book has a title, author, and illustrator.</i></li> <li>• <i>Scribbles and creates unconventional shapes.</i></li> </ul>	<p><b>LLD 3 Phonological Sounds</b> LLD 3.3 Shows awareness of separate words in spoken language.</p> <p><b>MR 5 Patterns</b> LLD 5.3 Copies patterns with two steps, such as red-blue, red-blue.</p> <p><b>LLD 4 Alphabetical Knowledge</b> 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><b>LLD 5 Concepts of Print</b> LLD 5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p> <p><b>LLD 7 Writing</b> LLD 7.3 Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks. Scribbles or draws marks as a representation of an object or person.</p>
<p><b>Preschooler</b></p> <ul style="list-style-type: none"> <li>• <i>Recognizes sounds that match and words that begin or end with the same sounds.</i></li> <li>• <i>Recognizes and produces rhyming words.</i></li> <li>• <i>Discriminates separate syllables in spoken words and begins to blend and segment syllables.</i></li> <li>• <i>Recognizes single sounds and combinations of sounds.</i></li> <li>• <i>Recognizes the difference between letters and other symbols.</i></li> <li>• <i>Recognizes letters and their sounds in familiar words, especially in own name.</i></li> <li>• <i>Makes some letter/sound connections and identifies some beginning sounds.</i></li> <li>• <i>Uses a combination of letter sounds, familiar environmental print, and picture</i></li> </ul>	<p><b>LLD 3 Phonological Awareness</b> LLD 3.5 Identifies the beginning and ending sounds of words.</p> <p><b>LLD 4 Alphabetic Knowledge</b> LLD 4.4 Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds.</p> <p><b>LLD 5 Concepts of Print</b> LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p> <p><b>LLD 6 Reading Comprehension</b> 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</p>

<p>cues to recognize a printed word.</p> <ul style="list-style-type: none"> <li>• Recognizes that most speech sounds (both consonants and vowels) are represented by single letter symbols.</li> <li>• Chooses reading activities and responds with interest and enjoyment.</li> <li>• Recognizes some familiar environmental print.</li> <li>• Handles books correctly, and shows increasing skills in print directionality.</li> <li>• Understands the difference between letters, words, and sentences.</li> <li>• Understands that books have characters, sequence of events, and story plots.</li> <li>• Writes lists, thank you notes, names, and labels objects in play.</li> <li>• Labels pictures using scribbles or letter-like forms to represent words or ideas.</li> <li>• Writes recognizable letters and begins to write name and a few words.</li> <li>• Uses knowledge of sounds and letters to write some words and phrases (inventive and conventional spelling).</li> </ul>	<p>pointing at pictures or role-playing with props.</p> <p><b>LLD 7 Writing</b></p> <p>LLD 7.4 Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what they represent.</p>
<p><b>School-ager</b></p> <ul style="list-style-type: none"> <li>• Recognizes and names all letters of the alphabet (upper and lowercase) in familiar and unfamiliar words.</li> <li>• Reads familiar decodable and some irregular words in books, signs, and labels.</li> </ul>	<p><b>LLD 4 Alphabetic Knowledge</b></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 4.6 Reads high-frequency sight words. Identifies all letters and their sounds. Begins to sound out the letters in two- to four-letter words.</p>
<p><b>Approaches to Learning</b></p>	
<p><b>Curiosity, Engagement, and Persistence</b></p> <p>Displays curiosity, risk-taking, and willingness to engage in new experiences. Engages in meaningful learning through attempting, repeating, experimenting, refining and elaborating on experiences and activities. Exhibits persistence and flexibility. Engages in imaginative play and inventive thinking through interactions with people, materials, and the environment.</p>	
<p><b>Infant</b></p> <ul style="list-style-type: none"> <li>• Exhibits brief interest in people and things in their surroundings.</li> <li>• Attempts a new skill when encouraged and supported by a safe and secure environment.</li> <li>• Attends to sights and sounds and persists with (continues in) activity only when supported by adult interaction.</li> </ul>	<p><b>SED 3 Attention &amp; Persistence</b></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>

<b>Older Infant</b> <ul style="list-style-type: none"> <li>• Shows growing eagerness and delight in self, others, and in surroundings.</li> <li>• Attempts a new skill in a variety of environments.</li> <li>• Focuses on activity but may be easily distracted.</li> </ul>	<b>SED 3 Attention &amp; Persistence</b> SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.
<b>Toddler</b> <ul style="list-style-type: none"> <li>• Attends for longer periods of time and shows preference for some activities.</li> <li>• Repeats an action many times to gain confidence and skill.</li> <li>• Persists with activity independently until goal is reached.</li> </ul>	<b>SED 3 Attention &amp; Persistence</b> SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed.
<b>Older Toddler</b> <ul style="list-style-type: none"> <li>• Is curious about and willing to try new and unfamiliar experiences and activities within their environment.</li> <li>• Experiments and practices to expand skill level.</li> <li>• Sets and develops goals and follows through on plans making adjustments as necessary, despite distractions and mishaps.</li> </ul>	<b>SED 3 Attention &amp; Persistence</b> SED 3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful. SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.
<b>Preschooler</b> <ul style="list-style-type: none"> <li>• Refines skills that have been successfully accomplished.</li> </ul>	<b>SED 3 Attention &amp; Persistence</b> SED 3.6 Sustains focus for at least 10 minutes even if there are distractions. Takes care of own needs and personal belongings.
<b>Creativity and Imagination</b> Engages in imaginative play and inventive thinking through interactions with people, materials, and the environment. Expresses self creatively through music, movement, and art.	
<b>Infant</b> <ul style="list-style-type: none"> <li>• Watches and imitates the actions of others.</li> <li>• Expresses self creatively through music, movement, and art</li> </ul>	<b>CA 4 Drama</b> CA 4.1 Imitates simple movements and facial expressions. Responds to props or puppets. <b>CA 2 Dance &amp; Movement</b> CA 2.1 Moves body in a variety of ways. Uses body language to express feelings.
<b>Older Infant</b> <ul style="list-style-type: none"> <li>• Uses objects in pretend play as they are used in real life, and gradually begins to substitute one object for another in pretend play.</li> <li>• Shows a preference towards certain types of movement, music, and visual stimuli.</li> </ul>	<b>CA 4 Drama</b> CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. <b>CA 2 Dance &amp; Movement</b> CA 2.2 Moves body purposely. Sways or bounces to music. Uses purposeful gestures and body language to communicate.

<p><b>Toddler</b></p> <ul style="list-style-type: none"> <li>• <i>Recreates and acts out real-life and fantasy experiences in pretend play.</i></li> <li>• <i>Explores the process of using a variety of artistic materials, music, and movement.</i></li> </ul>	<p><b>CA 4 Drama</b> CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p> <p><b>CA 3 Visual Arts</b> CA 3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.</p>
<p><b>Older Toddler</b></p> <ul style="list-style-type: none"> <li>• <i>Engages in elaborate and sustained imaginative play and can distinguish between real-life and fantasy.</i></li> </ul>	<p><b>CA 4 Drama</b> CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p> <p><b>CA 2 Dance &amp; Movement</b> 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><b>CA 3 Visual Arts</b> CA 3.4 Chooses an object or art tool to use with a given medium for a desired effect. Makes choices throughout the artistic process.</p>
<p><b>Preschooler</b></p> <ul style="list-style-type: none"> <li>• <i>Expresses self (ideas, feelings, and thoughts) through a variety of artistic media, music, and movement.</i></li> </ul>	<p><b>CA 1 Music</b> 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><b>CA 2 Dance &amp; Movement</b> CA 2.5 Follows a leader to perform a simple movement pattern. Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.</p> <p><b>CA 3 Visual Arts</b> CA 3.5 Uses artistic tools and media to create intentional designs or images. Plans, designs and seeks materials to make a creation.</p> <p><b>CA 4 Drama</b> CA 4.5 Assigns roles and plays out unscripted scenes in dramatic play. Uses a combination of real and imaginary props or characters to play out a scene.</p>
<p><b>Diversity In Learning</b> Experiences a variety of routines, practices, and languages. Learns within the context of his/her family and culture. Uses various styles of learning such as visual/spatial, verbal/linguistic,</p>	



bodily/kinesthetic, interpersonal, and intrapersonal.	
<b>Infant</b> <ul style="list-style-type: none"> <li>• <i>Depends on adults to communicate about their routines, cultural preferences, and learning styles.</i></li> </ul>	<b>SS 1 Culture &amp; Community</b> SS 1.1 Recognizes family members and is exposed to family traditions or cultural events.
<b>Older Infant</b> <ul style="list-style-type: none"> <li>• <i>Starts to notice differences in routines, practices, and languages.</i></li> </ul>	<b>SS 1 Culture &amp; Community</b> SS 1.2 With help, participates in family traditions and customs.
<b>Toddler</b> <ul style="list-style-type: none"> <li>• <i>Asks questions of adults about the differences between various routines, practices, and languages in a variety of settings.</i></li> <li>• <i>Reflects their family, culture, and community when engaged in play and learning.</i></li> <li>• <i>Tends to have a preferred learning style.</i></li> </ul>	<b>SS 1 Culture &amp; Community</b> SS 1.3 .Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others. <b>SS 3 Geography</b> SS 3.2 Recognizes familiar places. Finds ways to move around obstacles in a familiar environment. <b>SS 4 History &amp; Sense of Time</b> SS 4.2 Observes events and begins to participate.
<b>Older Toddler</b> <ul style="list-style-type: none"> <li>• <i>Starts to notice that other children and families do things differently.</i></li> <li>• <i>Explores other learning styles when introduced by an adult or peer.</i></li> </ul>	<b>SS 1 Culture &amp; Community</b> SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others. 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.
<b>Preschooler</b> <ul style="list-style-type: none"> <li>• <i>Understands and accepts diversity in other children and families.</i></li> <li>• <i>Uses a variety of learning styles to meet their needs or achieve their goals.</i></li> </ul>	<b>SS 1 Culture &amp; Community</b> SS 1.5 Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community. SS 1.6 Explains the meaning and importance of traditions and customs of other people. Explains how individuals, families and cultures differ. Compares roles, rules and responsibilities of different groups.
<b>Cognition and General Knowledge</b>	
<b>Exploration, Discovery, and Problem-Solving</b> Uses multi-sensory abilities to process information. Understands new meanings as memory increases. Applies problem-solving skills.	

<p><b>Infant</b></p> <ul style="list-style-type: none"> <li>• <i>Uses senses to explore the environment.</i></li> <li>• <i>Observes and imitates sounds and movements.</i></li> <li>• <i>Demonstrates awareness of a problem.</i></li> </ul>	<p><b>SED 1 Self-Awareness</b>  SED 1.1 Explores self and others by using senses.</p> <p><b>LLD 4 Alphabetic Knowledge</b>  LLD 4.1 Looks for familiar people and objects when given their names.  Babbles or repeats sounds.</p> <p><b>CA 4 Drama</b>  CA 4.1 Imitates simple movements and facial expressions. Responds to props or puppets.</p> <p><b>MR 7 Logic &amp; Reasoning</b>  MR 7.1 Reacts to a problem and seeks a desired outcome.</p>
<p><b>Older Infant</b></p> <ul style="list-style-type: none"> <li>• <i>Uses senses to explore and experiment with new materials.</i></li> <li>• <i>Understands that objects and people continue to exist when they are removed from the child's immediate environment. (Object Permanence.).</i></li> <li>• <i>Uses an object or part of an object to obtain another object and moves around large objects.</i></li> </ul>	<p><b>SCI 2 Natural &amp; Earth Science</b>  SCI 2.1 Explores immediate environment using senses. Reacts to weather changes in immediate environment.</p> <p><b>MR 1 Number Sense</b>  MR 1.1 Hears numbers in everyday context. Hears rote counting. Looks for an object that is taken out of sight.</p> <p><b>SCI 4 Technology</b>  SCI 4.2 Begins to use simple tools purposefully, such as using a spoon to feed self.</p>
<p><b>Toddler</b></p> <ul style="list-style-type: none"> <li>• <i>Uses senses and a variety of strategies to investigate information.</i></li> <li>• <i>Remembers and recalls events.</i></li> <li>• <i>Asks questions, seeks information, and tests out possibilities.</i></li> </ul>	<p><b>SCI 1 Investigation &amp; Inquiry</b>  SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others..</p> <p><b>SS 4 History &amp; Sense of Time</b>  SS 4.4 Recalls information and events from the past.</p>
<p><b>Older Toddler</b></p> <ul style="list-style-type: none"> <li>• <i>Uses senses to generalize and apply prior learning.</i></li> <li>• <i>Recognizes functional uses of items in the environment.</i></li> <li>• <i>Practices and applies new information or vocabulary to an activity or interaction (representation and symbolic thinking).</i></li> <li>• <i>Determines and evaluates solutions.</i></li> <li>• <i>Makes statements and appropriately answers questions that require reasoning about objects, situations, or people.</i></li> </ul>	<p><b>MR 7 Logic &amp; Reasoning</b>  MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem.</p> <p><b>SCI 3 Physical Science</b>  SCI 3.5 Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur.</p> <p><b>SCI 1 Investigation &amp; Inquiry</b>  SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.</p>

<p><b>Preschooler</b></p> <ul style="list-style-type: none"> <li>• <i>Generates a rule, strategy, or idea from a previous learning experience and applies to a new context.</i></li> <li>• <i>Uses multiple strategies to solve problems.</i></li> </ul>	<p><b>MR 7 Logic &amp; Reasoning</b></p> <p>MR 7.4 Tries out many possible solutions to a problem. MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem.</p>
<p><b>Mathematical Thinking</b></p> <p>Demonstrates an understanding of numbers and counting. Understands number operations and relationships. Explores, recognizes, and describes, shapes and spatial relationships. Uses the attributes of objects for comparison and patterning. Understands the concept of measurement. Collects, describes, and records information using all senses.</p>	
<p><b>Infant</b></p> <ul style="list-style-type: none"> <li>• <i>Explores numbers and imitates counting.</i></li> <li>• <i>Explores shapes and spatial relationships.</i></li> </ul>	<p><b>MR 1 Number Sense</b></p> <p>MR 1.1 Hears numbers in everyday context. Hears rote counting. Looks for an object that is taken out of sight. MR 1.2 Recognizes the numeral one and sees other numerals around the room. Repeats number words when heard. Demonstrates an understanding of one, two and more.</p> <p><b>MR 3 Shapes</b></p> <p>MR 3.1 Manipulates objects that are a variety of shapes.</p>
<p><b>Toddler</b></p> <ul style="list-style-type: none"> <li>• <i>Arranges sets of objects in one-to-one correspondence.</i></li> <li>• <i>Compares concrete quantities to determine which has more, less, or the same.</i></li> <li>• <i>Recognizes basic shapes.</i></li> <li>• <i>Assembles puzzles of at least 15 intersecting pieces (5-10 at age 3).</i></li> <li>• <i>Categorizes objects based on physical or functional similarity.</i></li> <li>• <i>Recognizes objects can be measured by height, length, and weight.</i></li> </ul>	<p><b>MR 6 Classification</b></p> <p>MR 6.2 When shown one object, finds the match. Identifies and names familiar people, characters and animals.</p> <p><b>MR 3 Shapes</b></p> <p>MR 3.3 Identifies a few basic shapes.</p> <p><b>MR 2 Spatial Awareness</b></p> <p>MR 2.3 Recognizes objects that are upside-down and turns them right-side up. Finds or places objects next to, between, in front of or behind self. Puts together three pieces to create a whole object.</p> <p><b>MR 3 Patterns</b></p> <p>MR 5.3 Copies patterns with two steps, such as red-blue, red-blue.</p> <p><b>MR 4 Measurement</b></p> <p>MR 4.3 Determines which object is bigger (heavier, longer) when given two objects.</p>

### **Older Toddler**

- *Can rote count and counts concrete objects to 5 and beyond.*
- *Recognizes some numerals and associates number concepts with print materials in a meaningful way.*
- *Assembles puzzles of at least 15 intersecting pieces (5-10 at age 3).*
- *Matches objects.*
- *Determines more, less, many, and few.*
- *Compares and orders by size.*

### **MR 1 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 2 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.

### **MR 6 Classification**

MR 6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics.

### **MR 4 Measurement**

MR 4.4 Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help.

### **Preschooler**

- *Counts with 1 to 1 correspondence up to 20 objects and can tell the number that comes next.*
- *Recognizes that a set of objects remains the same amount if physically rearranged.*
- *Identifies “1 more” and “1 less.”*
- *Joins (combines) and separates groups of objects.*
- *Assembles puzzles of at least 15 intersecting pieces (5-10 at age 3; 15 at age 4).*
- *Sorts and/or describes objects by one or more attributes or characteristics.*
- *Uses positional and comparative words to demonstrate understanding direction and location, e.g., on-top, below, bottom, over, under, above, on, and next to.*
- *Recognizes, duplicates, extends simple patterns and creates original patterns.*
- *Locates which out of 5 objects does not belong in same class or category.*
- *Categorizes and sequences time intervals and uses language associated with time in everyday situations.*
- *Identifies coins and understands their value.*
- *Uses tools to explore measuring (non-standard units).*
- *Draws and describes pictures of objects and actions from memory.*
- *Describes and records information through a variety of means, including discussion, drawings, maps, graphs, and charts.*

### **MR 1 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 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.

### **MR 2 Spatial Awareness**

MR 2.5 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.

### **MR 6 Classification**

MR 6.5 Sorts objects by more than one feature and explains why.

### **MR 5 Patterns**

MR 5.5 Creates and extends three- and four-step patterns and plays complex memory games.

### **SS 4 History & Sense of Time**

SS 4.5 Uses language of time to describe familiar sequences of events.

### **SS 2 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 3 Geography**


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

### **SCI 1 Investigation & Inquiry**


	<p>SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p>
<p><b>Scientific Thinking</b>          Uses observation to gather information. Uses tools to gather information, compare observed objects, and seek answers to questions through active investigation. Hypothesizes and makes predictions. Forms explanations based on trial and error, observations, and explorations.</p>	
<p><b>Infant</b>  <i>• Engages in behavior to investigate consequences; notices cause and effect relationships in daily environment.</i></p>	<p><b>SCI 1 Investigation &amp; Inquiry</b>          SCI 1.1 Looks for a person or toy that has moved out of sight. Reacts to changes.</p>
<p><b>Older Infant</b>  <i>• Shows awareness of differences in their environment (smell, touch, sight, sound, and taste).          • Works toward an objective, may use tools or others in the environment to obtain the object.          • Uses buttons/levers to produce desired responses.          • Locates object hidden from view.          • Identifies and investigates the physical qualities of living and nonliving things.</i></p>	<p><b>SCI 1 Investigation &amp; Inquiry</b>          SCI 1.2 Asks one- to two-word questions. Uses senses to explore environment.  <b>SCI 2 Natural &amp; Earth Science</b>          SCI 2.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. Understands hot and cold. Points at clouds and explores the feel of rain and wind.  <b>SCI 3 Physical Science</b>          SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.  <b>SCI 4 Technology</b>          SCI 4.3 Explores movable parts on toys and tools. Uses on and off switches.  <b>MR 1 Number Sense</b>          MR 1.1 Hears numbers in everyday context. Hears rote counting. Looks for an object that is taken out of sight.</p>
<p><b>Toddler</b>  <i>• Recognizes and responds to differences in the environment.          • Uses books to look for information.          • Creates mental images of objects and people not in immediate environments.          • Explores and formulates conclusions based on observation and past experiences.</i></p>	<p><b>SCI 2 Natural &amp; Earth Science</b>          SCI 2.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. Identifies the climate and weather in the immediate environment.  <b>LLD 4 Alphabetic Knowledge</b>          LLD 4.3 Recognizes the difference between pictures, letters and numbers in</p>


	<p>print. Recognizes the sound of the first letter in his/her name.</p> <p><b>SCI 1 Investigation &amp; Inquiry</b></p> <p>SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.</p>
<p><b>Older Toddler</b></p> <ul style="list-style-type: none"> <li>• <i>Purposefully seeks information through observation to satisfy curiosity or need for answers.</i></li> <li>• <i>Uses magnifying glass (hand lens), binoculars, and maps for investigation of the environment.</i></li> <li>• <i>Asks questions, seeks information, and tests out possibilities.</i></li> <li>• <i>Makes reasonable explanations, using data gathered from observation and experiments.</i></li> </ul>	<p><b>SCI 1 Investigation &amp; Inquiry</b></p> <p>SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.</p> <p>SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p> <p><b>SS 3 Geography</b></p> <p>SS 3.5 Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks. Identifies what is represented on a map. Draws pictures of current location.</p>
<p><b>Preschooler</b></p> <ul style="list-style-type: none"> <li>• <i>Discriminates properties of nature, using a variety of senses (part to whole, living/nonliving, weather, etc.).</i></li> <li>• <i>Makes comparisons between objects that have been collected or observed.</i></li> <li>• <i>Asks simple scientific questions and draws conclusions based on previous experience.</i></li> <li>• <i>Offers and seeks explanations of questions and experiments, using references such as books and computers.</i></li> </ul>	<p><b>SCI 2 Natural &amp; Earth Science</b></p> <p>SCI 2.6 Describes how living things obtain what they need to survive. Groups living things by similar features. Explains that different places have disparate kinds of weather and climates.</p> <p><b>SCI 1 Investigation &amp; Inquiry</b></p> <p>SCI 1.7 Inquires about a phenomenon, makes a prediction based on prior knowledge and gathered information. Records findings in charts or diagrams. Explains his/her problem-solving strategy.</p>

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





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

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

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

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

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

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