



Alignment of the
Experience Early Learning Skills
with

Alabama Early Learning Young Preschool (YP, by 48 months)





The Developmental Continuum of the Experience Early Learning Skills

This document details the alignment of the **Alabama Early Learning Young Preschool (YP, by 48 months)**. 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.



Young Preschool (YP, by 48 months)

Section 1: Relationships

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| Social Emotional Development (SED) | |
| SED 1 - Myself | |
| SED1a: Self-Awareness: Children will demonstrate an emerging personal identity through awareness of own personal characteristics, skills and abilities. | |
| 1aYP-1 Recognize similarities and differences in own and others' personal characteristics | SED 4.3. Identifies differences between self and others. SS 1.3 Culture & Community Identifies differences between self and others. |
| 1aYP-2 Call attention to self in photos or videos | SED 1.2 Self Awareness Recognizes self in photos or in a mirror. |
| 1aYP-3 Demonstrate knowledge of personal information | SS 1.4 Culture & Community Describes family and community members, their roles and their relationship to self. |
| 1aYP-4 Use words to demonstrate knowledge of own preferences | SED 1.4 Self-Awareness When given two to three options, chooses his/her most desired option. |
| 1aYP-5 Stand up for own rights | SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family. |
| SED1b: Self-Esteem: Children will demonstrate emerging confidence in their own abilities. | |
| 1bYP-1 Show confidence in ability to complete routines independently | PD 4.4 Personal Care Follows a routine of rest and active play. |

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| 1bYP-2 Select more challenging activities with confidence | SED 3.4 Attention & Persistence Practices or repeats an activity many times until successful. |
| 1bYP-3 Independently seek out play areas or activities | SED 3.4 Initiates an activity and seeks help to complete it. |
| 1bYP-4 Demonstrate one's accomplishments to others with pride | SED 1.4 Demonstrates confidence in own abilities. SED 3.4 Expresses delight over a successful project. |
| SED 2 - My Feelings | |
| SED2a: Manage Feelings: Children will identify, manage, and express their feelings. | |
| 2aYP-1 Name basic emotions when demonstrated by others or represented in books | SED 2.5 Self-Regulation 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. |
| 2aYP-2 Express own feelings through actions or words | SED 2.5 Self-Regulation Names some personal feelings. |
| 2aYP-3 Seek reassurance from adult in anticipation of a difficult task | SED 2.4 Self-Regulation With support, negotiates ways to handle nonroutine transitions. SED 4.4 Social Relationships Asks adults to help solve problems. |
| 2aYP-4 Express concern or interest for others' needs or feelings | SED 4.3 Social Relationships Demonstrates concern for someone who is sad. |
| SED2b: Self-Regulation: Children will begin to self-regulate. | |
| 2bYP-1 Use self-regulation strategies to calm down with adult | SED 2.4 Self-Regulation Recognizes personal feelings. |

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| guidance | Controls impulses with reminders. |
| 2bYP-2 Show awareness of how actions and behavior affect others | SED 4.4 Social Relationships Explains why someone may be happy or sad. |
| 2bYP-3 Identify a solution for a problem with adult support | SED 4.6 Social Relationships Suggests solutions to group problems. |
| 2bYP-4 Start and stop activities with warnings and cues | SED 2.4 Self-Regulation Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions. |
| SED 3 - My Relationships | |
| SED3a: Relationships with Adults: Children will form relationships and interact positively with adults who consistently respond to their needs. | |
| 3aYP-1 Separate from trusted adult without distress | SED 4.3 Social Relationships Identifies and plays side-by-side with a new or familiar person. |
| 3aYP-2 Accept guidance and information from trusted adults | SED 4.4 Social Relationships Asks adults to help solve problems. |
| 3aYP-3 Interact with adults in varied ways | SED 4.4 Develops positive relationships with peers and adult and asks for help to solve problems. |
| SED3b: Relationships with Peers: Children will develop ways to interact and build relationships with peers. | |
| 3bYP-1 Form relationships with a few children | SED 4.4 Social Relationships Participates in group with those different than self. |
| 3bYP-2 Use comforting words or actions to respond to another | SED 4.6 Social Relationships Identifies feelings of others |

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| child's distress | and responds accordingly. |
| 3bYP-3 Demonstrate strategies for entry into social play with peers | SED 4.5 Social Relationships Initiates play with one or more persons. |
| 3bYP-4 Show beginning prosocial behavior when interacting with other children (cooperating, turn-taking, sharing) | SED 4.5 Social Relationships Offers to help others. LLD 1.5 Listening Listens and understands inferred requests. For example, child gathers more playdough in response to a verbal prompt to help build a larger playdough ball. |

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| Social Studies (SST) | |
| SST 1 - Social Systems | |
| SST1a: Family Structure: Children will develop a sense of belonging to a family group, articulate family members' roles, and identify how families are alike and different | |
| 1aYP-1 Name immediate family members | SS 1.4 Culture & Community Describes family and community members, their roles and their relationship to self. |
| 1aYP-2 Describe actions or roles of specific family member | SS 1.4 Culture & Community Describes family and community members, their roles and their relationship to self. |
| 1aYP-3 Identify personal relationships with significant adults | SS 1.4 Culture & Community Describes family and community members, their roles and their relationship to self. |
| SST1b: Community Belonging: Children will build a sense of | |

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| belonging to a group and follow its rules. | |
| 1bYP-1 Identify a group they belong to | SED 4.4 Social Relationships Participates in group with those different than self. |
| 1bYP-2 Comply with schedules and routines throughout throughout their environment | PD 4.4 Personal Care Follows a routine of rest and active play. |
| 1bYP-3 Understand that rules may be different in different places or situations | PD 3.6 Safety Applies general safety rules to a variety of everyday situations with little prompting. |
| 1bYP-4 Display interest in helping others | SED 4.5 Social Relationships Offers to help others. |
| SST1c: Diversity and Culture: Children will show understanding of how people and customs are alike and different. | |
| 1cYP-1 Describe own traits and characteristics | <p>SS 1.3 Culture & Community Identifies differences between self and others.</p> <p>SED 1.3 Self-Awareness Expresses simple ideas about self in relation to others such as family.</p> <p><u>Note:</u> Add describe self, e.g. color of hair, skin, etc. to SS 1.3</p> |
| 1cYP-2 Identify differences and similarities in physical characteristics of self and others | SS 1.3 Culture & Community Identifies differences between self and others. |
| 1cYP-3 Identify traditions of family and other cultures | SS 1.4 Culture & Community Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. |
| SST 2 - Social Studies Concepts | |

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| SST2a: Economics: Children will understand about supply and demand, why people work, money, and community helpers. | |
| 2aYP-1 Begin to recognize the difference between wants and needs | PD 4.5 Personal Care Distinguishes between needs and wants. |
| 2aYP-2 Identify various community helpers through their uniforms and equipment | SS 1.4 Culture & Community Describes family and community members, their roles and their relationship to self. |
| 2aYP-3 Express understanding of occupations through dramatic play | CA 4.4 Drama Plays a role in group dramatic play. |
| 2aYP-4 Demonstrate awareness of the purpose of jobs, money and its exchange | SS 2.6 Civics & Economics Exchanges money, goods or services for other goods or services. |
| SST2b: Geography: Children will identify basic concepts of location and features in the community. | |
| 2bYP-1 Talk about the location of objects, such as near and far | <p>MR 2.5 Spatial Awareness Explains the location of an object in relation to another object.</p> <p>SS 3.3 Geography Identifies a variety of familiar places, such as the store, car, home or Grandma's.</p> <p><u>Note:</u> Add the concept of near and far - "Identifies a variety of familiar places that are near and far, e.g. The store is near; Grandma's house is far away."</p> |
| 2bYP-2 Identify landmarks or places through their logos and signs | SS 3.4 Geography Identifies different types of water bodies, streets, buildings and landmarks in own |

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| | community. Recognizes symbols and landmarks. |
| 2bYP-3 Draw pictures of geographical features in the neighborhood | SS 3.5 Geography Draws pictures of current location. |
| 2bYP-4 Show interest in geographic tools, such as globes, GPS, or maps | SS 3.5 Geography Identifies what is represented on a map. |
| SST2c: History: Children will demonstrate an understanding of events and people from the past and present. | |
| 2cYP-1 Describe the steps of a routine | SS 4.3 History & Sense of Time Describes events as they happen. Uses words such as first, then. |
| 2cYP-2 Recognize how past events relate to their circumstances | SS 4.4 History & Sense of Time Recalls information and events from the past. |
| 2cYP-3 Talk about past experiences/events | SS 4.4 History & Sense of Time Recalls information and events from the past. |
| 2cYP-4 Recall parts of a story or what happened during the day | SS 4.4 History & Sense of Time Recalls information and events from the past. |
| 2cYP-5 Use words that indicate time, but they may be inaccurate | SS 4.5 History & Sense of Time Uses language of time to describe familiar sequences of events. |

Section 2: STEM

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| Approaches to Play and Learning (APL) | |
| APL 1 - Play | |
| APL1a: Imaginative Play: Children will use their imaginations to learn about the world around them. | |

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| 1aYP-1 Engage in make-believe play that mimics real life experiences | CA 4.3-4 Drama Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Uses an object as a replacement for a realistic prop or real object. |
| 1aYP-2 Coordinate play with another, beginning to assign roles | CA 4.5 Drama Assigns roles and plays out unscripted scenes in dramatic play. |
| 1aYP-3 Invent an imaginary friend | CA 4.5 Drama Uses a combination of real and imaginary props or characters to play out a scene. |
| APL1b: Collaborative Play: Children will learn to work and play together to achieve a common goal. | |
| 1bYP-1 Interact with others to create play scenarios | SED 4.5 Social Relationships Identifies roles of self and others during tasks or pretend play. |
| 1bYP-2 Begin to develop friendships, showing preferences for specific children | SED 4.6 Social Relationships Describes friendships and meaningful relationships. |
| 1bYP-3 Communicate interest in others' ideas through verbal and nonverbal means | SED 4.5 Social Relationships Asks questions about how others feel, live, eat, play and believe. |
| 1bYP-4 Express knowledge of everyday lives and culture through play | CA 4.4 Drama Plays a role in group dramatic play. |
| APL 2 - Constructing, Organizing, and Applying Knowledge | |
| APL2a: Persistence, Engagement, and Attention: Children will develop the ability to focus their attention and concentrate to complete tasks. | |
| 2aYP-1 Maintain focus on a project over a period of time with adult support | SED 3.4 Attention & Persistence Initiates an activity and seeks help to complete it. |

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| 2aYP-2 Try different ways to complete a task when something doesn't work | <p>SED 3.4 Attention & Persistence Practices or repeats an activity many times until successful.</p> <p>SCI 1.3 Investigation & Inquiry Investigates an object or group of objects in multiple ways.</p> |
| 2aYP-3 Stay engaged in an activity or task while other activities are occurring in the environment | <p>SED 3.5 Attention & Persistence Sustains focus for at least five minutes, persisting even if there are problems or distractions.</p> |
| 2aYP-4 Express satisfaction in a completed task | <p>SCI 1.3 Investigation & Inquiry Shares discoveries with others.</p> |
| 2aYP-5 Express goals and follow through with them | <p>SCI 1.3 Investigation & Inquiry Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways.</p> |
| APL2b: Task Analysis: Children will identify the steps needed to achieve a goal. | |
| 2bYP-1 Consider different ways to approach the same task with adult help | <p>MR 2.4 Spatial Awareness 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.</p> |
| 2bYP-2 With adult support, develop the steps needed to complete a simple task | <p>MR 2.4 Spatial Awareness 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.</p> <p>SCI 3.4 Physical Science Explains how common</p> |

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| | <p>vehicles, animals and people move. Sorts objects by type of movement.</p> <p><u>Note:</u> Doesn't indicate "prompt" from adults.</p> |
| 2bYP-3 Express short term goals or plans and follow through with them | SCI 1.3 Investigation & Inquiry Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. |
| APL2c: Reasoning and Problem Solving: Children will identify and develop strategies for solving simple problems. | |
| 2cYP-1 Experiment with similar actions on different objects | PD 1.7 Gross Motor Balances on a variety of objects. |
| 2cYP-2 Experiment with a variety of strategies to solve a problem | MR 7.4 Logic & Reasoning Tries out many possible solutions to a problem. |
| 2cYP-3 Apply previously-successful strategies to complete a task | MR 7.5 Logic & Reasoning Uses previous knowledge to determine which solution to try first when solving a problem. |
| 2cYP-4 Seek and make use of ideas and help from adults and peers to solve problems | MR 7.3 Logic & Reasoning Recognizes a problem and asks for help. |
| APL 3 - Wonderment and Investigation | |
| APL3a: Curiosity, Invention, and Initiative: Children will show eagerness, imagination, and creativity as they try new tasks. | |
| 3aYP-1 Demonstrate willingness to participate in both familiar and new experiences | MR 5.4 Patterns Creates and extends two-step patterns. |

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| 3aYP-2 Ask questions to obtain clarification | <p>SCI 1.3 Investigation & Inquiry Asks questions or shows curiosity about scientific phenomenon.</p> <p>SED 4.5 Social Relationships Asks questions about how others feel, live, eat, play and believe.</p> |
| 3aYP-3 Make choices and complete some independent activities | SED 3.4 Attention & Persistence Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful. |
| 3aYP-4 Discover things that amaze them and seek to share them with others | SCI 1.5 Investigation & Inquiry Investigates an object or group of objects in multiple ways. Shares discoveries with others. |
| APL3b: Risk-Taking and Flexibility: Children will demonstrate a willingness to take risks and try new things. | |
| 3bYP-1 Choose to participate in an increasing variety of familiar and new experiences | MR 5.5 Patterns Creates and extends three- and four-step patterns and plays complex memory games. |
| 3bYP-2 Ask to participate in new experiences they have observed or heard about | SCI 4.4 Technology Experiments with simple technology to solve problems or accomplish tasks. |
| 3bYP-3 With support and guidance, differentiate between appropriate and inappropriate risk taking | SED 2.4 Self-Regulation With support, negotiates ways to handle nonroutine transitions. |
| 3bYP-4 Try different roles or play approaches with adult support | MR 7.5 Logic & Reasoning Uses previous knowledge to determine which solution to try first when solving a problem. |
| Science Exploration and Knowledge (SEK) | |

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| SEK 1 - Science Concepts | |
| SEK1a: Scientific Inquiry: Children will gain knowledge through exploration and discovery. | |
| 1aYP-1 Identify and differentiate the five senses | SCI 3.4 Physical Science Describes basic physical properties of objects including textures and colors. |
| 1aYP-2 Make predictions based on past experiences | MR 7.5 Logic & Reasoning Uses previous knowledge to determine which solution to try first when solving a problem. |
| 1aYP-3 Participate in experiments to learn new information | SCI 2.5 Natural & Earth Science Identifies current season and explains how weather affects personal life. |
| 1aYP-4 Discuss potential cause and effect relationships | SCI 3.5 Physical Science Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur. |
| SEK1b: Biological Science: Children will differentiate between living and non-living things and their characteristics. | |
| 1bYP-1 Sort living and non-living things by one or more basic characteristics | SCI 2.5 Natural & Earth Science Sorts organisms as living or nonliving and explains why. |
| 1bYP-2 With adult support, describe how living things depend on other non-living and living things to survive | SCI 2.6 Natural & Earth Science Describes how living things obtain what they need to survive. |
| 1bYP-3 Explore the function of body parts | PD 4.4 Personal Care Describes the function of basic body parts. |
| 1bYP-4 Explain how plants and animals change over time | SCI 2.4 Natural & Earth Science Identifies if an object can grow, eat or move. |

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| | <u>Note:</u> Can add “Notices changes in plants and animals.” |
| SEK1c: Physical Science: Children will demonstrate emerging understanding of matter and energy. | |
| 1cYP-1 Notice strategies that impact how balls, cars, and other objects can change speed | SCI 3.5 Physical Science Experiments with and explains invisible forces, e.g., ramps, magnets. |
| 1cYP-2 Sort and describe objects according to their physical properties, including size, shape, texture, and color | SCI 3.5 Physical Science Manipulates matter and observes any physical changes that may occur |
| 1cYP-3 Investigate and identify the differences between liquids and solids | SCI 3.7 Physical Science Identifies materials that are solid, liquid and gas. |
| 1cYP-4 Explore the properties of light and sound, with adult guidance | CA 1.5 Music Uses voice or instruments to express feelings or to mimic sound effects. |
| SEK1d: Earth and Space Science: Children will demonstrate emerging understanding of the earth and atmosphere. | |
| 1dYP-1 Describe the properties of earth materials, soil and sand | SCI 2.3 Natural & Earth Science Identifies familiar animals, plants or rocks in immediate environment. |
| 1dYP-2 Investigate the properties of water through experimentation | SCI 3.5 Physical Science Manipulates matter and observes any physical changes that may occur. |
| 1dYP-3 Differentiate day and nighttime objects in the sky | SCI 2.7 Natural & Earth Science Explains weather patterns and the basic properties and role of the sun, moon and earth. |
| 1dYP-4 Describe changes in weather or seasons over time | SCI 2.3 Natural & Earth Science Notices changes in temperature or weather. |

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| 1dYP-5 Describe daytime and nighttime activities | SS 4.5 History & Sense of Time Uses language of time to describe familiar sequences of events. |
| SEK1e: Environment and Ecology: Children will demonstrate emerging understanding of their impact on taking care of the world. | |
| 1eYP-1 Recognize unique features in the environment | SCI 2.4 Natural & Earth Science Identifies the climate and weather in the immediate environment. |
| 1eYP-2 Participate in activities that keep the environment clean | SED 4.5 Social Relationships Offers to help others. Identifies roles of self and others during tasks or pretend play. |
| 1eYP-3 Describe ways to protect the environment | SED 4.5 Social Relationships Identifies roles of self and others during tasks or pretend play. <u>Note:</u> Add “throws own trash” or “help put the trash out” in Natural & Earth Science , benchmark 5 (As the environment affects us, we also affect the environment). |
| 1eYP-4 Differentiate the habitats where species live | SCI 2.3 Natural & Earth Science Identifies familiar animals, plants or rocks in immediate environment. |
| SEK 2 - Technology | |
| SEK2a: Use of Tools: Children will use simple and more complex tools to accomplish a task. | |
| 2aYP-1 Use tools to solve problems | SCI 4.5 Technology Experiments with simple technology to solve problems or accomplish tasks. |
| 2aYP-2 Use a variety of simple technology tools with purpose | SCI 4.4 Technology Explores simple machines and |

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| | <p>interacts with simple electronic and screen toys.</p> <p>PD 2.4 Fine Motor Snips with scissors.</p> |
| 2aYP-3 Talk about the ways in which specific technology tools are used | <p>SCI 4.2 Technology Begins to use simple tools purposefully, such as using a spoon to feed self.</p> <p><u>Note:</u> Add an example to benchmark 5 below, “Talk about the use of sensor activated hand dryers to dry hands (current tech!).”</p> <p>SCI 4.5 Technology Experiments with simple technology to solve problems or accomplish tasks.</p> |
| SEK2b: Media Literacy: Children will demonstrate an understanding of the types of information they are receiving through media. | |
| 2bYP-1 Identify real and pretend in stories or movies | LLD 6.5 Reading Comprehension Relates to the characters or events of the story and shares a similar experience or object from own life. |
| 2bYP-2 Relate events or characters in a story to ones in real life | LLD 6.5 Reading Comprehension Relates to the characters or events of the story and shares a similar experience or object from own life. |
| 2bYP-3 Identify the way technology tools can be used for both entertainment and to acquire information | SCI 4.4 Technology Explores simple machines and interacts with simple electronic and screen toys. |
| 2bYP-4 Predict what might be inside a package or a story based on pictures or appearance | LLD 6.4 Reading Comprehension Anticipates what comes next in familiar stories. |
| 2bYP-5 Ask questions about a story to gain more information or | LLD 6.3 Reading Comprehension Talks about pictures |

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| clarity | and ideas in familiar stories. Answers “what” questions about stories and books. |
| SEK2c: Digital Citizenship: Children will demonstrate safe use of technology. | |
| 2cYP-1 Follow rules for safe use of digital media | SS 2.4 Civics & Economics Follows familiar rules and helps make group decisions. |
| 2cYP-2 Share use of technology to play a game or find out information | <p>SCI 4.4 Technology Explores simple machines and interacts with simple electronic and screen toys.</p> <p><u>Note:</u> Modify statement for “share of use” :</p> <p>Explores independently or share use of simple machines and interacts with simple electronic and screen toys.</p> |
| 2cYP-3 Demonstrate familiarity and understanding of the meaning of technology terms | LLD 2.6 Communication Uses new or technical words learned in conversations or through reading. |
| SEK2d: Computational Thinking: The child will use emerging technological skills, concepts, and behaviors to solve problems or complete projects. | |
| 2dYP-1 Accept adult support to identify the steps of a problem solution | MR 7.3 Logic & Reasoning Recognizes a problem and asks for help. |
| 2dYP-2 Find patterns or similarities in the environment or in objects | <p>MR 6.3 Classification Sort objects by one feature, such as size or color. Groups objects by common characteristics.</p> <p><u>Note</u></p> |

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| | <p>Should also have an alignment with “Pattern.” Add Identifies a pattern to MR 5 Patterns, benchmark 3:</p> <p>MR 5.3 Patterns “Identifies a pattern.” Copies patterns with two steps, such as red-blue, red-blue.</p> |
| 2dYP-3 Predict what comes next in a problem-solving situation (or the sequence of a problem) | MR 7.5 Logic & Reasoning Uses previous knowledge to determine which solution to try first when solving a problem. |
| SEK 3 - Engineering Processes | |
| SEK3: Engineering Processes: Children will use emerging understanding of design processes for problem solving. | |
| 3YP-1 Explain how a machine operates to complete a task | SCI 4.5 Technology Experiments with simple technology to solve problems or accomplish tasks. |
| 3YP-2 Build structures that deliberately experiment with stability and motion | SCI 3.5 Physical Science Experiments with and explains invisible forces, e.g., ramps, magnets. |
| 3YP-3 Draw or illustrate objects or experiences based on observations or interactions | SS 3.5 Geography Asks questions about landmarks. Identifies what is represented on a map. Draws pictures of current location. |
| 3YP-4 Follow a set of sequential instructions to arrive at an answer (coding) | <p>MR 7.5 Logic & Reasoning Uses previous knowledge to determine which solution to try first when solving a problem.</p> <p>MR 7.7 Logic & Reasoning Explains the sequence of his or her problem-solving strategy.</p> |

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| Mathematical Thinking (MAT) | |
| Mat 1 - Numbers and Quantity | |
| MAT1a: Number Relationships: Children will understand the concept of numbers, and the relationships between numbers and quantities. | |
| 1aYP-1 Understand that written numerals represent quantity, including zero (up to 5) | MR 1.4 Number Sense Counts up to ten objects. |
| 1aYP-2 Compare groups of objects and determine which has more or less when asked | MR 1.2 Number Sense Demonstrates an understanding of one, two and more. <u>Note:</u> Add comparison or relationship of numbers in benchmark 4 using “more or less” concept. |
| 1aYP-3 Subitize (immediately recognize without counting) the number of objects in a set of four objects | MR 1.4 Number Sense Creates and counts groups of up to five objects. |
| 1aYP-4 Identify some written numerals in the environment | MR 1.4 Number Sense Identifies numerals to five. |
| MAT1b: Counting and Number Sense: Children will connect number names to quantities. | |
| 1bYP-1 Rote count up to 10 in sequence | MR 1.4 Number Sense Counts up to ten objects. |
| 1bYP-2 Count backwards from 5 | MR 1.4 Number Sense Removes objects from the group |

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| | <p>as prompted and recounts.</p> <p><u>Note:</u> Add “ordinal numbers”?</p> |
| 1bYP-3 Begin to demonstrate one-to-one correspondence up to 10 during daily routines | MR 1.4 Number Sense Counts up to ten objects. |
| 1bYP-4 Count out a specified number of objects up to 5 | MR 1.4 Number Sense Creates and counts groups of up to five objects. |
| MAT 2 - Algebraic Thinking | |
| MAT2a: Operations: Children will develop an understanding of putting together, adding to, taking apart, and taking from. | |
| 2aYP-1 Demonstrate an understanding of addition or subtraction concepts during play or daily life | MR 1.4 Number Sense Removes objects from the group as prompted and recounts. |
| 2aYP-2 Notice the size of a set by combining or taking away with adult support | MR 1.4 Number Sense Removes objects from the group as prompted and recounts. |
| 2aYP-3 Understand that each successive number is one more | MR 1.2 Number Sense Demonstrates an understanding of one, two and more. |
| MAT2b: Sets: Children will classify and organize objects according to properties and attributes. | |
| 2bYP-1 Match many objects according to one attribute | MR 6.3 Classification Sort objects by one feature, such as size or color. |
| 2bYP-2 Sort and place a group of objects with one attribute | MR 6.3 Classification Groups objects by common characteristics. |

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| 2bYP-3 Order up to 5 objects according to an attribute | MR 6.3 Classification Sort objects by one feature, such as size or color. |
| MAT2c: Patterns: Children will recognize simple patterns in daily life and play experiences. | |
| 2cYP-1 Recognize that the daily schedule repeats and is the same each day | PD 4.4 Personal Care Follows a routine of rest and active play. |
| 2cYP-2 Notice a missing or different element in a pattern | MR 5.6 Patterns Determines the missing piece of a pattern within a set sequence. |
| 2cYP-3 Create with adult support a simple A-B pattern (blue car, red car, blue car) | MR 5.3 Patterns Copies patterns with two steps, such as red-blue, red-blue. |
| 2cYP-4 Identify first and last | MR 1.3 Number Sense Points to one object at a time while counting (not always in correct order). CA 2.7 Dance & Movement Identifies the beginning, middle and end of a dance. |
| MAT 3 - Spatial Reasoning and Geometry | |
| MAT3a: Spatial Reasoning: Children will explore and describe the spatial relationships between objects, their environment, and themselves. | |
| 3aYP-1 Manipulate objects by moving them to solve problems | MR 2.4 Spatial Awareness When prompted, places objects next to, between, in front of or behind objects not related to self. |
| 3aYP-2 Manipulate objects to make them fit together, or inside another, or to create something new | MR 2.4 Spatial Awareness Uses a guide to assemble 12 puzzle pieces. |

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| 3aYP-3 Follow basic directions about directionality and positioning self in relation to objects | MR 2.3 Spatial Awareness Finds or places objects next to, between, in front of or behind self. |
| MAT3b: Shapes: Children will explore, visualize, and analyze shapes and shape attributes. | |
| 3bYP-1 Recognize and name more complex 2-D and 3-D shapes: oval, rectangle, sphere, cone | MR 3.4 Shapes Identifies four to six basic geometric shapes. |
| 3bYP-2 Identify and name shapes in play | LLD 7.4 Writing Draws lines, circles or shapes and explains who or what they represent. CA 3.5 Visual Arts Uses artistic tools and media to create intentional designs or images |
| 3bYP-3 Combine shapes to make new shapes | CA 3.3 Visual Arts Uses materials to create shapes and symbols. |
| MAT 4 - Measurement and Data Analysis | |
| MAT4a: Measurement and Time: Children will explore and communicate about distance, weight, length, height, and time. | |
| 4aYP-1 Order objects by an attribute | MR 6.3 Classification Sort objects by one feature, such as size or color. |
| 4aYP-2 Use a variety of standard and non-standard tools to measure, with assistance | MR 4.4 Measurement Uses nonstandard measurement tools to estimate approximate size or volume. |
| 4aYP-3 Compare objects based on more than one attribute | MR 6.4 Classification After sorting objects by one feature, sorts again by a different feature. |
| 4aYP-4 Demonstrate an awareness of simple concepts of time that occur within daily life and routines | SS 4.3 History & Sense of Time Describes events as they happen. Uses words such as first, then. |

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| MAT4b: Logical Thinking, Reasoning, and Data Analysis: Child uses logical thinking and reasoning to solve meaningful problems and inform decisions. | |
| 4bYP-1 Plan ways to solve problems with adult support | MR 7.4 Logic & Reasoning Plans steps to accomplish task and then tries out many possible solutions to a problem. |
| 4bYP-2 Ask or why, who, what, where questions | LLD 2.5 Communication Uses question words. |
| 4bYP-3 With adult help, draw a conclusion based on data | MR 6.7 Classification Answers questions about data or objects sorted in up to three categories. |
| 4bYP-4 Participate in creating charts or graphs to represent data collection | MR 6.8 Classification Uses graphs and charts to represent data sorted in up to four categories. |

Section 3: Communication

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| Language and Literacy | |
| LLT 1 - Oral Language | |
| LLT1a: Receptive Language: Children will gain information by understanding the meaning of words and gestures. | |
| 1aYP-1 Understand and follow two-step directions | LLD 1.4 Listening Follows unrelated two-step directions given verbally. |
| 1aYP-2 Listen attentively to stories and answer simple questions about the plot or characters | LLD 6.5 Reading Comprehension Asks and answers simple questions about characters, setting and events. |
| 1aYP-3 Respond to what and where questions | LLD 2.3 Communication Asks and responds to questions. |

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| 1aYP-4 Listen attentively and participate in discussions in back and forth exchange | LLD 2.4 Communication Asks simple questions and stays on topic for two to three exchanges. |
| LLT1b: Expressive Language: Children will use words and gestures to express their thoughts, feelings and needs to others. | |
| 1bYP-1 Use phrases and sentences of 4-5 words | LLD 2.3-4 Communication Says two- to four-word sentences and repeats short phrases by using either signs, braille, or verbalized words. Speaks in sentences and asks questions using signs or verbal words but does not always follow grammatical rules. |
| 1bYP-2 Imitate songs and finger plays | CA 1.4 Music Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction. <u>Note:</u> Add “use motions” to sing. |
| 1bYP-3 Respond to questions with detail | LLD 6.5 Reading Comprehension Asks and answers simple questions about characters, setting and events. |
| 1bYP-4 Use common form of verbs and plurals most of the time (saw, men, were) | LLD 2.4 Communication Speaks in sentences and asks questions using signs or verbal words but does not always follow grammatical rules. LLD 2.7 Communication Uses verb tenses. |
| 1bYP-5 Have a vocabulary of about 500 words | LLD 2.4 Communication Describes familiar people, places and objects with expanding vocabulary. |
| 1bYP-6 Use questions to ask for things or gain information. | LLD 2.5 Communication Includes technical words and asks what unfamiliar words mean. |

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| 1bYP-7 Produce developmentally appropriate phonemes/sounds in words using mostly clear speech | LLD 3.4 Phonological Awareness Identifies words that have a similar beginning sound. |
| LLT1c: Social Rules of Language: Children will use, adapt and follow the rules of language. | |
| 1cYP-1 Use nonverbal cues during conversations according to personal cultural norms (physical proximity, eye contact) | LLD 2.5 Communication Understands that people may use various forms of communication (such as sign language, braille, different languages and technology) to express ideas. <u>Note:</u> Add “norms” (...different languages, norms..) |
| 1cYP-2 Use socially acceptable communication rules (volume, tone, turn-taking) | LLD 2.5 Communication Tells stories and engages in conversations through multiple exchanges. |
| 1cYP-3 Engage in turn-taking conversation for at least 4 exchanges | LLD 2.5 Communication Tells stories and engages in conversations through multiple exchanges. |
| 1cYP-4 Know to use simpler language and tone with younger children | LLD 2.5 Communication Understands that people may use various forms of communication (such as sign language, braille, different languages and technology) to express ideas. |
| LLT 2 - Emergent Reading | |
| LLT2a: Comprehension: Children will demonstrate emerging understanding of both the written and spoken word. | |
| 2aYP-1 Use pictures to predict content | LLD 6.4 Reading Comprehension Anticipates what comes next in familiar stories. Asks and answers questions |

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| | about text, retells a story by pointing at pictures or role-playing with props. |
| 2aYP-2 Use storybook language, forms and conventions (once upon a time, that's the end) | LLD 6.4 Reading Comprehension Retells major events of a story in sequence. |
| 2aYP-3 Retell or act out a familiar story with prompting | LLD 6.3 Reading Comprehension Talks about pictures and ideas in familiar stories. Recalls the name of the main character. |
| 2aYP-4 Share likes and dislikes about a book | LLD 6.4 Reading Comprehension Expresses likes or dislikes within the story. |
| 2aYP-5 Listen to and discuss informational text and literature | LLD 6.3 Reading Comprehension Talks about pictures and ideas in familiar stories. |
| 2aYP-6 Relate to concept or new word | LLD 6.5 Reading Comprehension Relates to the characters or events of the story and shares a similar experience or object from own life. |
| LLT2b: Phonological Awareness: Children will begin to recognize and associate words with sounds in spoken language. | |
| 2bYP-1 Listen and match rhythm, volume and pitch of rhymes, songs and chants | CA 1.3-4 Music Understands difference of singing and speaking voices. Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction. |
| 2bYP-2 Decide whether or not words rhyme | LLD 3.5 Phonological Awareness Identifies the beginning and ending sounds of words. |
| 2bYP-3 Substitute different beginning sounds in words | LLD 3.4 Phonological Awareness Identifies words that have a similar beginning sound. |

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| 2bYP-4 Segment sentences into individual words with adult guidance | LLD 3.3 Phonological Awareness Shows awareness of separate words in spoken language. |
| 2bYP-5 Segment compound words with modeling and guidance | LLD 3.3 Phonological Awareness Shows awareness of separate words in spoken language. LLD 2.3 Communication Says two- to four-word sentences and repeats short phrases by using either signs, braille, or verbalized words. |
| LLT2c: Alphabet Knowledge: Children will demonstrate an emerging understanding that letters and letter sounds represent the sounds of spoken language. | |
| 2cYP-1 Identify some alphabet letter names, especially those in name | LLD 4.4 Alphabetic Knowledge Identifies six to seven letters and their sounds. |
| 2cYP-2 Point out own name in print | LLD 4.4 Alphabetic Knowledge Recognizes some common words in print, such as his/her name, mom, dad. |
| 2cYP-3 Recognize words that start with the same letter as name or familiar word | LLD 4.5 Alphabetic Knowledge When shown a two- or three-letter word, can find it in print. |
| LLT2d: Print Awareness and Book Handling: Child will construct meaning from and appreciation of print. | |
| 2dYP-1 Attend to different kinds of book genres | LLD 5.6 Concepts of Print Recognizes common types of text, e.g., poem, storybook, fact book. |
| 2dYP-2 Recognize that print represents written words and has meaning | SS 3.5 Geography Asks questions about landmarks. Identifies what is represented on a map. |

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| | <u>Note:</u> Ca also add “ask question about prints” under Concepts of Print (e.g. “What does this say?”) in benchmark 3 or 4. |
| 2dYP-3 Hold book right side up and turn pages from right to left | LLD 5.2 Concepts of Print Recognizes if pictures are right-side up. Turns pages from front to back of book. |
| 2dYP-4 Show awareness of the function of environmental print | SS 3.5 Geography Identifies what is represented on a map. Draws pictures of current location. |
| 2dYP-5 Know where to begin reading a story; point to title | LLD 5.3 Concepts of Print Indicates where to start reading on each page. |
| LLT 3 - Emergent Writing | |
| LLT3: Emergent Writing: Children will demonstrate emerging understanding of writing as a way to communicate. | |
| 3YP-1 Use a 3-finger grasp | LLD 7.4 Writing Uses fingers to grasp and manipulate drawing/writing tools with increasing control. |
| 3YP-2 Create letter-like symbols to represent a word or idea | LLD 7.4 Writing Draws lines, circles or shapes and explains who or what they represent. |
| 3YP-3 Write some letters | LLD 7.5 Writing Uses a combination of drawing, dictating and writing to express and record an event or idea. |
| 3YP-4 Experiment with a variety of writing tools and materials | CA 3.3 Visual Arts Explores a variety of artistic tools and |

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| | media. Uses materials to create shapes and symbols. |
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| Creative Arts (CRA) | |
| CRA1: Visual Arts: Children will demonstrate an emerging understanding and enjoyment of the use of visual arts as a form of self-expression | |
| 1YP-1 Use a variety of different types of art materials to create an end product | CA 3.5 Visual Arts Uses artistic tools and media to create intentional designs or images. Plans, designs and seeks materials to make a creation. |
| 1YP-2 Explore the favorite color through art representation | CA 3.4 Visual Arts Makes choices throughout the artistic process. |
| 1YP-3 Describe general features of artwork: color, shape, texture, lines | LLD 7.4 Writing Draws lines, circles or shapes and explains who or what they represent. |
| 1YP-4 Create art that expresses individual creativity | CA 3.5 Visual Arts Uses artistic tools and media to create intentional designs or images. |
| 1YP-5 Discuss own artistic creations | CA 3.6 Visual Arts Creates arts to represent an idea or object. Explains how it was made. |
| 1YP-6 Comment on another's artwork when asked a specific question about the work | LLD 2.3 Communication Communicates needs, desires and ideas. Asks and responds to questions. |
| CRA2: Music: Children will demonstrate an emerging understanding and appreciation of music as a form of self-expression. | |

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| 2YP-1 Listen to different types of music (jazz, classical, country lullaby, etc.) | CA 1.5 Music Sings along to familiar songs. |
| 2YP-2 Identify musical instruments by sight and sound | CA 1.4-5 Music Claps along to simple rhythm patterns. |
| 2YP-3 Repeat a short melody | CA 1.4-5 Music Claps along to simple rhythm patterns. Repeats simple rhythm patterns. |
| 2YP-4 Identify changes in tempo or tone when listening to music | CA 1.4 Music Controls voice to mimic the melodic direction. |
| CRA3: Movement and Dance: Children will demonstrate growing interest and control in using rhythmic movements for self-expression. | |
| 3YP-1 Move body to match different types of tempos and rhythms | CA 2.4 Dance & Movement Moves to the beat. |
| 3YP-2 Express feelings through dance or movement | CA 2.6 Dance & Movement Expresses ideas, feelings and stories through creative movement. |
| 3YP-3 Participate in guided movement games or songs | CA 2.5 Dance & Movement Follows a leader to perform a simple movement pattern. |
| 3YP-4 Make up simple dances or movement sequences | CA 2.5 Dance & Movement Creates movements based on own ideas. |
| 3YP-5 Indicate preferences for certain kinds of movement songs or music | CA 2.3 Dance & Movement Explores personal space and direction. Moves in own way to music and rhythm. |
| CRA4: Drama & Acting: Children will demonstrate an emerging appreciation for the use of drama for self-expression. | |
| 4YP-1 Create various facial expressions and voice inflections | CA 4.3-4 Drama Uses words, actions and props to |


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| when in character | pretend. Plays a role in group dramatic play. |
| 4YP-2 Put together a set of pretend behaviors to represent an action or event | CA 4.5 Drama Assigns roles and plays out unscripted scenes in dramatic play. |
| 4YP-3 Use materials in creative and imaginative ways as part of dramatic play | CA 4.4 Drama Uses an object as a replacement for a realistic prop or real object. |
| 4YP-4 Demonstrate an awareness of audience (e.g., ask others to watch performance) | CA 4.6 Drama With cues, performs a simple preplanned drama. Creates a setting, characters and events to tell a story. |


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| Physical Development and Health (PDH) | |
| PDH 1 - Motor Development | |
| PDH1a: Gross Motor Development: Children will demonstrate increasing body awareness, control, strength and coordination of large muscles. | |
| 1aYP-1 Use arms and legs in a coordinated manner to jump, pedal a bike, bounce a ball | PD 1.3-4 Gross Motor Runs and balances on a wide beam. Balances and hops on one foot. Throws both overhand and underhand. |
| 1aYP-2 Gain increasing stability through practicing movements such as balancing, bending, shaking, flexing, and turning | <p>CA 2.4 Dance & Movement Describes and demonstrates multiple ways to move body parts.</p> <p>PD 1.6 Gross Motor Changes direction and speed of movement.</p> <p><u>Note:</u></p> <ul style="list-style-type: none"> - Can also add “bending, shaking, flexing, turning to |

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| | <p><i>Coordinates multiple movements in simple sequences in benchmark 5.</i></p> <ul style="list-style-type: none"> - Can also add “bend to pick up a ball” in benchmark 3 or 4. |
| 1aYP-3 Gain control of simple traveling skills such as galloping, running or hopping | PD 1.5-6 Gross Motor Hops from one foot to the other. Begins to skip. Skips confidently, gallops and slides side to side. |
| 1aYP-4 Understand the position or orientation of their bodies to other objects and people | PD 1.4 Gross Motor Catches or kicks moving objects. |
| PDH1b: Fine Motor Development: Children will demonstrate increasing strength, control and coordination of their small muscles. | |
| 1bYP-1 Show control of hand-eye coordination by stringing small beads or pushing keys on a keyboard | PD 2.4 Fine Motor Begins to string large beads. |
| 1bYP-2 Use simple tools that combine dexterity, strength, and control such as markers or silverware | PD 2.4 Fine Motor Snips with scissors. |
| 1bYP-3 Move puzzle pieces in different ways to fit, or mold with play dough | MR 2.4 Spatial Awareness 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. |
| PDH 2 - Healthy Living | |
| PDH2a: Healthy Habits: Children will show increasing independence in performing self care tasks. | |
| 2aYP-1 Wash hands and face and toothbrushes with adult guidance | PD 4.3-4 Personal Care With help, participates in healthy habits and healthcare routines. Regulates toileting and handwashing needs. |

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| 2aYP-2 Use bathroom for toileting needs with adult help | PD 4.3-4 Personal Care With help, participates in healthy habits and healthcare routines. Regulates toileting and handwashing needs. |
| 2aYP-3 Manage most dressing activities with adult support | PD 2.5-6 Fine Motor Buttons, zips, buckles and laces. Ties shoes and dresses self. |
| 2aYP-4 Engage in physical activity that requires strength and stamina for at least brief periods. | PD 4.4 Personal Care Follows a routine of rest and active play. |
| 2aYP-5 Feed self independently; begin to pour and spread | PD 5.4 Nutrition Identifies food and serves a portion into bowl or plate. Feeds self. |
| 2aYP-6 Differentiate between healthy and non-healthy foods | PD 5.5-6 Nutrition Chooses between two appropriate food options. Identifies food that is nutritious. |
| PDH2b: Safety: Children will demonstrate increasing awareness of safe habits, safety rules and personal safety. | |
| 2bYP-1 Exhibit increasing independence in following personal safety practices and routines | PD 3.5 Describes reasons for safety rules and reminds others to follow them. |
| 2bYP-2 Identify and follow basic safety rules with adult reminders | PD 3.3 Safety Follows simple safety rules. |
| 2bYP-3 Seek out trusted adults when feeling unsafe | PD 3.4 Safety Applies general safety rules to a variety of everyday situations with little prompting. |
| 2bYP-4 Identify body parts that are “no touch” | PD 3.4 Safety Tries to solve own social problems. |

Developmental Continuum of Skills


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

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| 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. |

| Skill / Skill Code | | Benchmark 1 | Benchmark 2 | Benchmark 3 | Benchmark 4 | Benchmark 5 | Benchmark 6 | Benchmark 7 | Benchmark 8 |
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|  Social Studies | SS 1 Culture & Community | Recognizes family members and is exposed to family traditions or cultural events. | With help, participates in family traditions and customs. | Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others. | Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self. | Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community. | Explains the meaning and importance of traditions and customs of other people. Explains how individuals, families and cultures differ. Compares roles, rules and responsibilities of different groups. | Compares diverse cultures and traditions. Understands that some people have different needs or beliefs. | Names influential people and events that have impacted familiar cultures and traditions. Demonstrates respect for people who may look or act differently. |
| | SS 2 Civics & Economics | Attends to others in immediate environment. Grasps and releases objects. | Participates in communal activities. Expresses a desire for an object or action. Says me, mine. | Recognizes and attends to authority figures. Recognizes ownership of familiar objects. | Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person. | Applies familiar rules and suggests new rules in a variety of situations. Explores the use of trade to receive objects or services. | Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions. Exchanges money, goods or services for other goods or services. | Identifies individual rights. Determines if rules support the common good. Describes ways one might use money, goods or services. | Describes different levels of government, e.g., local, state, national. Makes democratic decisions. Explains how and why people work together in trade to get what they need and want. |
| | SS 3 Geography | Responds to changes in the immediate environment. Navigates within a familiar environment. | Recognizes familiar places. Finds ways to move around obstacles in a familiar environment. | Identifies a variety of familiar places, such as the store, car, home or Grandma's. Follows a path. | Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks. | Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks. Identifies what is represented on a map. Draws pictures of current location. | Compares the geographic features of own community to another community. Recreates a map of something s/he cannot immediately see. | Identifies and describes various types of landforms and natural resources. Locates familiar places on maps. Uses cardinal directions to follow and give directions. | Explains how the physical features and characteristics of an environment affect how people live. Uses a variety of maps to gather information. |
| | SS 4 History & Sense of Time | Focuses on interactions with others for a short time. | Observes events and begins to participate. | Describes events as they happen. Uses words such as first, then. | Recalls information and events from the past. | Uses language of time to describe familiar sequences of events. | Retells historical, fictional or past events or stories. | Compares and contrasts current and historical conditions of familiar environments. | Describes relationships between past events and current conditions. Explains why it is important to understand historical events. |

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