



Alignment of the
Experience Early Learning Skills
with

**Colorado Early Learning Development
Guidelines for infant/toddlers and ages 3-5**





The Developmental Continuum of the Experience Early Learning Skills

This document details the alignment of the **Colorado Early Learning Development Guidelines for infant/Toddlers and ages 3-5.**

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.



Colorado Early Learning Development Guidelines

*Guidelines for Early Childhood:
Ages 0-3*

*Guidelines for Early Childhood:
Ages 3-5*



Physical Development & Health	
1. Perceptual Development: The developing ability to become aware of the social and physical environment through the senses.	
Young Infants (4 - 8 months) Use the senses to explore objects and people in the environment.	Science SCI 1 Investigation & Inquiry Uses senses to explore environment. SCI 2 Natural & Earth Science Explores immediate environment using senses.
Older Infants (9 - 18 months) 1. Use the information received from the senses to change the way they interact with the environment.	Science SCI 3 Physical Science Uses senses to explore objects in immediate environment. Kicks feet or shakes arms to make other objects move.
Toddlers (19 - 36 months) 1. Quickly and easily combine the information received from the senses to inform the way they interact with the environment.	Science SCI 2 Natural & Earth Science Reacts to animals or insects in immediate environment. SCI 3 Physical Science Reacts to changes in texture, smell, sound or sight.
2. Gross Motor: The developing ability to move the large muscles.	
Young Infants (4 - 8 months) 1. Maintain their posture in a sitting position and shift between sitting and other positions. 2. Demonstrate control of their head and neck.	Physical Development PD 1 Gross Motor Sits independently and pulls self into a standing position.
Older Infants (9 - 18 months) 1. Move from one place to another by walking and running with basic control and coordination.	Physical Development PD 1 Gross Motor Walks and climbs. Carries, drags, kicks and tosses objects.

Toddlers (19 - 36 months) 1. Move with ease, coordinating movements, and performing a variety of movements.	Physical Development PD 1 Gross Motor Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.
3. Fine Motor: The developing ability to move the small muscles.	
Young Infants (4 - 8 months) 1. Easily reach for and grasp things. 2. Use eyes and hands to explore objects actively.	Physical Development PD 2 Fine Motor Reaches for objects in sight. Uses arms or legs to make contact with an object.
Older Infants (9 - 18 months) 1. Hold small objects in one hand and sometimes use both hands together to manipulate objects.	Physical Development PD 2 Fine Motor Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.
Toddlers (19 - 36 months) 1. Coordinate the fine movements of the fingers, wrists, and hands to skillfully manipulate a wide range of objects and materials in intricate ways. 2. Use one hand to stabilize an object while manipulating it.	Physical Development PD 2 Fine Motor Opens, closes, twists and pulls objects with one or both hands.
4. Health: Maintenance of healthy growth and participation in physical activity.	
Young Infants (4 - 8 months) 1. Maintain growth. 2. Engage in physical activity and movement. 3. Develop sleep routines and cycles.	Physical Development PD 4 Personal Care Receives appropriate healthcare from caregivers. Responds when physical needs are not met. PD 5 Nutrition Cries when hungry or tired.
Older Infants (9 - 18 months) 1. Demonstrate the stamina and energy to participate in daily activities. 2. Show characteristics of healthy development and maintain growth.	Physical Development PD 4 Personal Care Participates in taking care of some personal needs, such as feeding self. Follows a routine of rest and active play. PD 5 Nutrition Communicates when hungry, thirsty or tired. Feeds self some finger foods.

Toddlers (19 - 36 months) 1. Participate in physical activity. 2. Begin to practice health and safety behaviors.	Physical Development PD 3 Safety Follows simple safety rules. PD 4 Personal Care With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.
Social Development	
1. Interaction with Adults: The developing ability to respond to and engage with adults.	
Young Infants (4 - 8 months) 1. Purposefully engage in reciprocal interactions and try to influence the behavior of others. 2. Show both interest in and caution toward unfamiliar adults.	Social & Emotional Development 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. Greets and plays side-by-side with a new or familiar person.
Older Infants (9 - 18 months) 1. Participate in routines and games that involve complex back-and-forth interaction. 2. Follow the gaze of an adult to an object or person. 3. Check with a familiar adult when uncertain about something or someone.	Social & Emotional Development SED 4 Social Relationships 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.
Toddlers (19 - 36 months) 1. Interact with adults to solve problems or communicate about experiences or ideas.	Social & Emotional Development SED 4 Social Relationships Asks adult to help solve problems. Explains why someone may be happy or sad.
2. Interaction with Peers: The developing ability to respond to and engage with other children.	
Young Infants (4 - 8 months) 1. Show interest in familiar and unfamiliar peers by staring at another child, exploring another child's face and body, or responding to siblings and older peers.	Social & Emotional Development SED 4 Social Relationships Adjusts behavior according to emotional or facial response of a familiar person.
Older Infants (9 - 18 months)	Social & Emotional Development

1. Engage in simple back-and-forth interactions with peers for short periods of time.	SED 4 Social Relationships Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.
Toddlers (19 - 36 months) 1. Engage in simple cooperative play with peers.	Social & Emotional Development SED 4 Social Relationships Identifies and plays side-by-side with a new or familiar person.
3. Relationships with Peers: The development of relationships with certain peers through interactions over time.	
Young Infants (4 - 8 months) 1. Show interest in familiar and unfamiliar children.	Social & Emotional Development SED 4 Social Relationships Identifies and plays side-by-side with a new or familiar person.
Older Infants (9 - 18 months) 1. Prefer to interact with one or two familiar children in the group and usually engage in the same kind of back-and-forth play when interacting with those children.	Social & Emotional Development SED 4 Social Relationships Participates in group with those different than self. Initiates play with one or more persons.
Toddlers (19 - 36 months) 1. Develop friendships with a small number of children and engage in more complex play with those friends than with other peers.	Social & Emotional Development SED 4 Social Relationships Greet and stays near familiar people. Participates in an activity when asked.
4. Empathy: The developing ability to share in the emotional experiences of others.	
Young Infants (4 - 8 months) 1. Demonstrate awareness of others' feelings by reacting to their emotional expressions.	Social & Emotional Development SED 4 Social Relationships Mimics facial expressions of others.
Older Infants (9 - 18 months) 1. Change their behavior in response to the feelings of others even though their actions may not always make the other person feel better. 2. Show an increased understanding of the reason for another's distress and may become distressed by the other's distress.	Social & Emotional Development SED 4 Social Relationships Demonstrates concern for someone who is sad. Explains why someone may be happy or sad.
Toddlers (19 - 36 months)	Social & Emotional Development

<ol style="list-style-type: none"> 1. Understand that other people have feelings that are different from their own. 2. Sometimes respond to another's distress in a way that might make that person feel better. 	<p>SED 4 Social Relationships Demonstrates concern for someone who is sad. Identifies differences between self and others.</p> <p>Social Studies SS 2 Civics & Economics Offers a toy or object to another person.</p>
<p>5. Social Understanding: The developing understanding of the responses, communication, emotional expressions, and actions of other people.</p>	
<p>Young Infants (4 - 8 months)</p> <ol style="list-style-type: none"> 1. Know what to expect from familiar people. 2. Understand what to do to get another's attention. 3. Engage in back-and-forth interactions with others. 4. Imitate the simple actions or facial expressions of others. 	<p>Social & Emotional Development 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. Mimics facial expressions of others.</p>
<p>Older Infants (9 - 18 months)</p> <ol style="list-style-type: none"> 1. Know how to get adults to respond in a specific way through gestures, vocalizations, and shared attention. 2. Use another's emotional expressions to guide their own responses to unfamiliar events. 3. Learn more complex behavior through imitation. 4. Engage in more complex social interactions and have developed expectations for a greater number of familiar people. 	<p>Social & Emotional Development 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. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.</p>
<p>Toddlers (19 - 36 months)</p> <ol style="list-style-type: none"> 1. Talk about their own wants and feelings and those of other people. 2. Describe familiar routines. 3. Participate in coordinated episodes of pretend play with peers. 4. Interact with adults in more complex ways. 	<p>Social & Emotional Development SED 1 Self-Awareness Expresses likes and dislikes. Recognizes personal feelings.</p> <p>SED 2 Self-Regulation Recognizes when the typical routine is now followed and identifies the change.</p> <p>SED 3 Attention & Persistence Focuses on an engaging activity for a short period of time independently or with an adult.</p> <p>SED 4 Social Relationships</p>

	Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad.
Emotional Development	
1. Relationships with Adults: The development of close relationships with certain adults who provide consistent nurturance.	
Young Infants (4 - 8 months) 1. Seek a special relationship with one (or a few) familiar adult(s) by initiating interactions and seeking proximity, especially when distressed.	Social & Emotional Development SED 2 Self-Regulation Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person.
Older Infants (9 - 18 months) 1. Feel secure exploring the environment in the presence of important adults with whom they have developed a relationship over an extended period of time. 2. When distressed, seek to be physically close to familiar adults.	Social & Emotional Development SED 2 Self-Regulation Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.
Toddlers (19 - 36 months) 1. When exploring the environment, from time to time reconnect, in a variety of ways, with the adult(s) with whom they have developed a special relationship: through eye contact; facial expressions; shared feelings; or conversations about feelings, shared activities, or plans. 2. When distressed, still seek to be physically close to these adults.	Social & Emotional Development SED 2 Self-Regulation With support, negotiates ways to handle nonroutine transitions. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.
2. Identity of Self in Relation to Others: The developing concept that the child is an individual operating with social relationships	
Young Infants (4 - 8 months) 1. Show clear awareness of being a separate person and of being connected with other people. 2. Identify others as both distinct from and connected to themselves.	Social & Emotional Development SED 1 Self-Awareness Recognizes self in photos or in a mirror. Expresses simple ideas about self in relation to others such as family.
Older Infants (9 - 18 months) 1. Demonstrate awareness of their characteristics and express themselves as distinct persons with thoughts and feelings. 2. Demonstrate expectations of others' behaviors, responses, and characteristics on the basis of previous experiences with them.	Social Studies SS 1 Culture & Community Expresses simple ideas about self in relation to others such as family. SED 2 Self-Regulation

	Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change.
Toddlers (19 - 36 months) 1. Identify their feelings, needs, and interests. 2. Identify themselves and others as members of one or more groups by referring to categories.	Social & Emotional Development SED 1 Self-Awareness Expresses likes and dislikes. When given two to three options, chooses his/her most desired option. Social Studies SS 1 Culture & Community Identifies differences between self and others.
3. Recognition of Ability: The developing understanding that the child can take action to influence the environment.	
Young Infants (4 - 8 months) 1. Understand that they are able to make things happen.	Science SCI 3 Physical Science Kicks feet or shakes arms to make other objects move.
Older Infants (9 - 18 months) 1. Experiment with different ways of making things happen. 2. Persist in trying to do things even when faced with difficulty. 3. Show a sense of satisfaction with what they can do.	Science SCI 1 Investigation & Inquiry Shares discoveries with others. SCI 3 Physical Science Explores motion by moving, rolling, blowing on or dropping a toy. Social & Emotional Development SED 3 Attention & Persistence Practices or repeats an activity many times until successful.
Toddlers (19 - 36 months) 1. Show an understanding of their own abilities and refer to those abilities when describing themselves.	Social & Emotional Development SED 1 Self-Awareness Expresses simple ideas about self in relation to others such as family.
4. Expression of Emotion: The developing ability to express a variety of	

feelings through facial expressions, movements, gestures, sounds, or words.	
Young Infants (4 - 8 months) 1. Express a variety of primary emotions such as contentment, distress, joy, sadness, interest, surprise, disgust, anger, and fear.	Social & Emotional Development SED 2 Self-Regulation Shows a range of emotions with facial expressions and gestures.
Older Infants (9 - 18 months) 1. Express emotions in a clear and intentional way. 2. Begin to express some complex emotions, such as pride.	Social & Emotional Development SED 2 Self-Regulation Shows a range of emotions with facial expressions and gestures. Experiments and role-plays with a range of emotions. Recognizes personal feelings.
Toddlers (19 - 36 months) 1. Express complex, self-conscious emotions such as pride, embarrassment, shame, and guilt. 2. Demonstrate awareness of their feelings by using words to describe feelings to others or acting them out in pretend play.	Social & Emotional Development SED 2 Self-Regulation Experiments and role-plays with a range of emotions. Recognizes personal feelings. Names some personal feelings and uses strategies to manage behavior.

5. Emotion Regulation: The developing ability to manage emotional responses, with assistance from others and independently.	
Young Infants (4 - 8 months) 1. Use simple behaviors to comfort themselves and begin to communicate the need for help to alleviate discomfort or distress.	Social & Emotional Development SED 2 Self-Regulation Calms with support from caregiver. Responds as caregiver takes care of his/her needs.
Older Infants (9 - 18 months) 1. Demonstrate a variety of responses to comfort themselves and actively avoid or ignore situations that cause discomfort. 2. Communicate needs and wants through the use of a few words and gestures.	Social & Emotional Development SED 2 Self-Regulation Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing.
Toddlers (19 - 36 months)	Social & Emotional Development

<p>1. Anticipate the need for comfort and try to prepare themselves for changes in routine.</p> <p>2. Have many self-comforting behaviors to choose from, depending on the situation, and be able to communicate specific needs and wants.</p>	<p>SED 2 Self-Regulation Anticipates a change in routine and begins to prepare self by finding a desired thing or person. Controls impulses with reminders. Names some personal feelings and uses strategies to manage behavior.</p> <p>Language & Literacy Development LLD 2 Communication Communicates needs, desires and ideas.</p>
<p>6. Impulse Control: The developing capacity to wait for needs to be met, to inhibit potentially hurtful behavior, and to act according to social expectations, including safety rules.</p>	
<p>Young Infants (4 - 8 months)</p> <p>1. Act on impulses.</p>	<p>Social & Emotional Development SED 2 Self-Regulation Calms with support from caregiver. Responds as caregiver takes care of his/her needs.</p>
<p>Older Infants (9 - 18 months)</p> <p>1. Respond positively to choices and limits set by an adult to help control their behavior.</p>	<p>Social & Emotional Development SED 2 Self-Regulation Redirects to a new activity with help from caregivers.</p>
<p>Toddlers (19 - 36 months)</p> <p>1. Sometimes exercise voluntary control over actions and emotional expressions.</p>	<p>Social & Emotional Development SED 2 Self-Regulation Controls impulses with reminders.</p>
<p>Language & Literacy Development</p>	

1. Receptive Language: The developing ability to understand words and increasingly complex utterances.	
Young Infants (4 - 8 months) 1. Show understanding of a small number of familiar words and react to an adult's overall tone of voice.	Literacy & Language Development LLD 1 Listening (Receptive Language) Turns head toward the person speaking and makes gestures and/or vocalizations in response.
Older Infants (9 - 18 months) 1. Show understanding of one-step requests that have to do with the current situation.	Literacy & Language Development LLD 1 Listening (Receptive Language) With prompts and gestures, follows a one-step direction.
Toddlers (19 - 36 months) 1. Demonstrate understanding of the meaning of others' comments, questions, requests, or stories.	Literacy & Language Development LLD 1 Listening (Receptive Language) Shows understanding of wide range of phrases and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally.
2. Expressive Language: The developing ability to produce the sounds of language and use vocabulary and increasingly complex utterances.	
Young Infants (4 - 8 months) 1. Experiment with sounds, practice making sounds, and use sounds or gestures to communicate needs, wants, or interests.	Literacy & Language Development LLD 2 Communication (Expressive Language) Mimics single sounds. Uses vocalizations and gestures to communicate.
Older Infants (9 - 18 months) 1. Say a few words and use conventional gestures to tell others about their needs, wants, and interests.	Literacy & Language Development LLD 2 Communication (Expressive Language) Uses a few words and word-like sounds to communicate.
Toddlers (19 - 36 months) 1. Communicate in a way that is understandable to most adults who speak the same language they do. 2. Combine words into simple sentences. 3. Demonstrate the ability to follow some grammatical rules of the home language.	Literacy & Language Development LLD 2 Communication (Expressive Language) Says two- to four-word sentences and repeats short phrases. Speaks in sentences but does not follow grammatical rules.
3. Communication Skills and Knowledge: The developing ability to communicate nonverbally and verbally.	

Young Infants (4 - 8 months) 1. Participate in back-and-forth communication and games.	Literacy & Language Development LLD 2 Communication (Expressive Language) Uses vocalizations and gestures to communicate.
Older Infants (9 - 18 months) 1. Use conventional gestures and words to communicate meaning in short back-and-forth interactions. 2. Use the basic rules of conversational turn-taking when communicating.	Literacy & Language Development LLD 2 Communication (Expressive Language) Uses a few words and word-like sounds to communicate. Says two- to four-word sentences and repeats short phrases.
Toddlers (19 - 36 months) 1. Engage in back-and-forth conversations that contain a number of turns, with each turn building upon what was said in the previous turn.	Literacy & Language Development LLD 2 Communication (Expressive Language) Says two- to four-word sentences and repeats short phrases. Asks simple questions and stays on topic for two to three exchanges.
4. Interest in Print: The developing interest in engaging with print in books and the environment.	
Young Infants (4 - 8 months) 1. Explore books and show interest in adult-initiated literacy activities, such as looking at photos and exploring books together with an adult.	Literacy & Language Development LLD 5 Concepts of Print Looks at or points to pictures. Opens and closes books. LLD 6 Reading Comprehension Interacts by reaching for or patting when a book is read. Holds book and looks intently at each page.
Older Infants (9 - 18 months) 1. Listen to the adult and participate while being read to by pointing, turning pages, or making one- or two-word comments. 2. Actively notice print in the environment.	Literacy & Language Development 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.
Toddlers (19 - 36 months) 1. Listen, ask questions, or make comments while being read to. 2. Look at books on their own. 3. Make scribble marks on paper and pretend to read what is written.	Literacy & Language Development LLD 6 Reading Comprehension Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. LLD 7 Writing Scribbles or draws marks as a representation of an object or person.
Cognitive Development	
1. Cause and Effect: The developing understanding that one event brings	

about another.	
Young Infants (4 - 8 months) 1. Perform simple actions to make things happen, notice the relationships between events, and notice the effects of others on the immediate environment.	Mathematics & Reasoning MR 7 Logic & Reasoning Experiments with cause and effect.
Older Infants (9 - 18 months) 1. Combine simple actions to cause things to happen. 2. Change the way they interact with objects and people in order to see how it changes the outcome.	Science SCI 3 Physical Science Uses body to push or pull toys. Explores motion by moving, rolling, blowing on or dropping a toy.
Toddlers (19 - 36 months) 1. Demonstrate an understanding of cause-and-effect by making predictions about what could happen and reflect upon what caused something to happen.	Mathematics & Reasoning MR 7 Logic & Reasoning Tries out many possible solutions to a problem. Uses previous knowledge to determine which solution to try first when solving a problem.
2. Spatial Relationships: The developing understanding of how things move and fit in space.	
Young Infants (4 - 8 months) 1. Move their bodies, explore the size and shape of objects, and observe people and objects as they move through space.	Mathematics & Reasoning 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.
Older Infants (9 - 18 months) 1. Use trial and error to discover how things move and fit in space.	Mathematics & Reasoning MR 2 Spatial Awareness Purposely turns or spins objects. Fills container then dumps out the contents.
Toddlers (19 - 36 months) 1. Predict how things will fit and move in space without having to try out every	Mathematics & Reasoning MR 2 Spatial Awareness Recognizes objects that are upside-down and turns them right-side up. Finds

possible solution. 2. Show understanding of words used to describe size and locations in space.	or places objects next to, between, in front of or behind self. When prompted, places objects next to, between, in front of or behind objects not related to self.
3. Imitation: The developing ability to mirror, repeat, and practice the actions of others, either immediately or later.	
Young Infants (4 - 8 months) 1. Imitate simple actions and expressions of others during interactions.	Social & Emotional Development SED 4 Social Relationships Mimics facial expressions of others. Language & Literacy Development LLD 1 Listening Responds to conversation in environment and imitates actions.
Older Infants (9 - 18 months) 1. Imitate others' actions that have more than one step. 2. Imitate simple actions that they have observed others doing at an earlier time.	Creative Arts CA 4 Drama Mimics observed behaviors and words. Mimics the use of familiar objects.
Toddlers (19 - 36 months) 1. Reenact multiple steps of others' actions that they have observed at an earlier time.	Mathematics & Reasoning MR 5 Patterns Copies patterns with two steps, such as red-blue, red-blue.
4. Number Sense: The developing understanding of number and quantity.	
Young Infants (4 - 8 months) 1. Focus on one object or person at a time, yet they may at times hold two objects, one in each hand.	Social & Emotional Development SED 3 Attention & Persistence Can focus for a short time on a person, sound or thing. Mathematics & Reasoning MR 1 Number Sense Demonstrate an understanding of one, two or more.
Older Infants (9 - 18 months) 1. Demonstrate understanding that there are different amounts of things.	Mathematics & Reasoning MR 1 Number Sense Points to one object at a time while counting. Adds to and removes from group as prompted.
Toddlers (19 - 36 months) 1. Show some understanding that numbers represent how many and	Mathematics & Reasoning MR 1 Number Sense Recognizes numerals to three. Points to one object at a time while counting

demonstrate understanding of words that identify how much.	(not always in correct order). Removes objects from the group as prompted and recounts.
5. Classification: The developing ability to group, sort, categorize, connect, and have expectations of objects and people according to their attributes.	
Young Infants (4 - 8 months) 1. Distinguish between familiar and unfamiliar people, places, and objects, and explore the differences between them.	Mathematics & Reasoning MR 6 Classification Recognizes familiar people and objects. Recognizes self as being separate from others.
Older Infants (9 - 18 months) 1. Show awareness when objects are in some way connected to each other. 2. Match two objects that are the same, and separate a pile of objects into two groups based on one attribute.	Mathematics & Reasoning MR 6 Classification 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.
Toddlers (19 - 36 months) 1. Group objects into multiple piles based on one attribute at a time. 2. Put things that are similar but not identical into one group, even though sometimes these labels are overgeneralized.	Mathematics & Reasoning MR 6 Classification Sorts objects by one feature, such as size or color. Groups objects by common characteristics.
6. Symbolic Play: The developing ability to use actions, objects, or ideas to represent other actions, objects, or ideas.	
Young Infants (4 - 8 months) 1. Use active exploration to become familiar with objects and actions. 2. Build knowledge of people, actions, objects, and ideas through observation.	Creative Arts 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.
Older Infants (9 - 18 months) 1. Use one object to represent another object. 2. Engage in one or two simple actions of pretend play.	Creative Arts CA 4 Drama Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.
Toddlers (19 - 36 months)	Creative Arts CA 4 Drama

<p>1. Engage in make-believe play involving several sequenced steps, assigned roles, and an overall plan.</p> <p>2. Sometimes pretend by imagining an object without needing the concrete object present.</p>	<p>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>7. Routines: The developing ability to understand and participate in personal care and sleep routines.</p>	
<p>Young Infants (4 - 8 months)</p> <p>1. Be responsive during the steps of personal care routines.</p> <p>2. Develop sleep routines and cycles.</p>	<p>Physical Development PD 4 Personal Care Receives appropriate healthcare from caregivers. Responds when physical needs are not met.</p> <p>PD 5 Nutrition Cries when hungry or tired.</p>
<p>Older Infants (9 - 18 months)</p> <p>1. Show awareness of familiar personal care routines and participate in the steps of these routines.</p>	<p>Physical Development PD 4 Personal Care Participates in taking care of some personal needs, such as feeding self. With help, participates in healthy habits and healthcare routines.</p>
<p>Toddlers (19 - 36 months)</p> <p>1. Initiate and follow through with some personal care routines.</p>	<p>Physical Development PD 4 Personal Care Names body parts. Describes basic personal needs. Follows a routine of rest and active play.</p>
<p>Approaches to Learning</p>	
<p>1. Problem-Solving: The developing ability to engage in a purposeful effort to reach a goal or figure out how something works.</p>	
<p>Young Infants (4 - 8 months)</p> <p>1. Use simple actions to try to solve problems involving objects, their bodies, or other people.</p>	<p>Mathematics & Reasoning MR 7 Logic & Reasoning Reacts to a problem and seeks a desired outcome. Experiments with cause and effect.</p>
<p>Older Infants (9 - 18 months)</p>	<p>Mathematics & Reasoning MR 7 Logic & Reasoning</p>

<ol style="list-style-type: none"> 1. Physically try out possible solutions before finding one that works. 2. Use objects as tools. 3. Watch someone else solve the problem and then apply the same solution. 4. Gesture or vocalize to someone else for help. 	<p>Experiments with cause and effect. Recognizes a problem and asks for help.</p> <p>SCI 4 Technology Begins to use simple tools purposefully, such as using a spoon to feel self.</p>
<p>Toddlers (19 - 36 months)</p> <ol style="list-style-type: none"> 1. Solve some problems without having to physically try out every possible solution and ask for help when needed. 	<p>Mathematics & Reasoning MR 7 Logic & Reasoning Recognizes a problem and asks for help. Uses previous knowledge to determine which solution to try first when solving a problem.</p>
<p>2. Memory: The developing ability to store and later retrieve information about past experiences.</p>	
<p>Young Infants (4 - 8 months)</p> <ol style="list-style-type: none"> 1. Recognize familiar people, objects, and routines in the environment and show awareness that familiar people still exist even when they are no longer physically present. 	<p>Social & Emotional Development SED 4 Social Relationships Adjusts behavior according to emotional or facial response of a familiar person.</p> <p>Science SCI 1 Investigation & Inquiry Looks for a person or toy that has moved out of sight.</p>
<p>Older Infants (9 - 18 months)</p> <ol style="list-style-type: none"> 1. Remember typical actions of people, the location of objects, and steps of routines. 	<p>Social Studies SS 1 Culture & Community Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.</p>
<p>Toddlers (19 - 36 months)</p> <ol style="list-style-type: none"> 1. Anticipate the series of steps in familiar activities, events, or routines. 2. Remember characteristics of the environment or people in it. 3. Briefly describe recent past events or act them out. 	<p>Social Studies SS 1 Culture & Community Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.</p> <p>SS 4 History & Sense of Time Describes events as they happen. Uses words such as first, then. Recalls information and events from the past.</p>

3. Attention Maintenance: The developing ability to attend to people and things while interacting with others and exploring the environment and play materials.	
Young Infants (4 - 8 months) 1. Pay attention to different things and people in the environment in specific, distinct ways.	Social & Emotional Development SED 3 Attention & Persistence Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.
Older Infants (9 - 18 months) 1. Rely on order and predictability in the environment to help organize their thoughts and focus attention.	Social & Emotional Development SED 3 Attention & Persistence Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.
Toddlers (19 - 36 months) 1. Sometimes demonstrate an ability to pay attention to more than one thing at a time.	Social & Emotional Development SED 3 Attention & Persistence Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.

Colorado Early Learning Development Guidelines

*Guidelines for Early Childhood:
Ages 0-3*

*Guidelines for Early Childhood:
Ages 3-5*



(Ages 3-5)

Colorado Early Learning & Developmental Guidelines 3-5 years

Developmental Continuum of the Experience Early Learning Skills

Physical Development & Health	
1. Health, Safety and Nutrition	
<p>The maintenance of healthy and age appropriate physical well-being, and understanding of healthy and safe habits and practicing healthy habits.</p> <ol style="list-style-type: none"> 1. Possess good overall health, including oral, visual, and auditory health, and be free from communicable or preventable diseases. 2. Participate in prevention and management of chronic health conditions and avoid toxins, such as lead. 3. Maintain physical growth within the Centers for Disease Control and Prevention (CDC) recommended ranges for weight by height by age. 4. Get sufficient rest and exercise to support healthy development.* 5. Complete personal care tasks, such as dressing, brushing teeth, toileting, and washing hands independently from adults.* 6. Communicate an understanding of the importance of health and safety routines and rules.* 7. Follow basic health and safety rules and respond appropriately to harmful or unsafe situations.* 8. Distinguish food on a continuum from most healthy to less healthy. 9. Eat a variety of nutritious foods. 10. Participate in structured and unstructured physical activities.* 11. Recognize the importance of doctor and dentist visits. 12. Cooperate during doctor and dentist visits and health and developmental screening. 	<p>PD 4 Personal Care</p> <p>PD 4.4 Describes the function of basic body parts. Regulates toileting and hand washing needs. Follows a routine of rest and active play. Meets most personal needs and understands that all people have needs.</p> <p>PD 4.5 Explains how germs spread and describes simple strategies for preventing the spread. Recognizes that all living things have similar basic needs. Distinguishes between needs and wants.</p> <p>PD 4.7 Explains the importance of nutrition, exercise and rest in maintaining wellness. Maintains personal hygiene with few reminders.</p> <p>PD 5 Nutrition</p> <p>PD 5.5 Identifies food groups and sorts food. Chooses between two appropriate food options.</p> <p>PD 5.6 Identifies food that is nutritious. Helps to prepare food for others.</p> <p>PD 3 Safety</p> <p>PD 3.2 Responds to possible dangers in the environment and avoids them when prompted.</p> <p>PD 3.3 Follows simple safety rules.</p> <p>SED 2 Self-Regulation</p> <p>SED 2.5 Names some personal feelings and uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.</p>

2. Gross Motor Skills	
<p>The control of large muscles for movement, navigation, and balance.</p> <p><i>1. Develop motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping.</i></p> <p><i>* 2. Develop motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle.</i></p> <p><i>3. Understand movement concepts, such as control of the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in coordination with other objects.*</i></p>	<p>PD 1 Gross Motor</p> <p>PD1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p> <p>PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences</p> <p>PD 1.6 .Skips confidently, gallops and slides side to side. Changes direction and speed of movement.</p> <p>PD 1.7 Balances on a variety of objects. Kicks or strikes moving objects with aim and accuracy. Leaps. Stops at a boundary.</p> <p>PD 1.8 Uses conditioning methods to strengthen muscles and increase endurance. Coordinates multiple complex movements in continuous play.</p> <p>CA 2 Dance & Movement</p> <p>CA 2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.</p>
3. Fine Motor Skills	
<p>The control of small muscles for such purposes as using utensils, self-care, building, and exploring.</p> <p><i>1. Develop hand strength and dexterity.</i></p> <p><i>2. Develop eye-hand coordination to use everyday tools, such as pitchers for pouring or utensils for eating.</i></p> <p><i>3. Manipulate a range of objects, such as blocks or books.</i></p> <p><i>4. Manipulate writing, drawing, and art tools.</i></p>	<p>PD 2 Fine Motor</p> <p>PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p> <p>PD 2.5 Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.</p> <p>LLD 7 Writing</p> <p>LLD 7.1 Explores writing materials.</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>

Social & Emotional Development	
1. Relationships with Adults and Peers	
<p>The healthy relationships and interactions with adults and peers.</p> <ol style="list-style-type: none"> 1. <i>Engage in and maintains positive relationships and interactions with adults.*</i> 2. <i>Engage in prosocial and cooperative behavior with adults.*</i> 3. <i>Engage in and maintains positive interactions and relationships with other children.*</i> 4. <i>Engage in cooperative play with other children.</i> 5. <i>Use basic problem-solving skills to resolve conflicts with other children.</i> 	<p>SED 4 Social Relationships SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked. SED 4.4 Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad. SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p> <p>PD 3 Safety PD 3.4 Seeks opportunities to help others. Tries to solve own social problems.</p> <p>SS 2 Civics & Economics 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>
2. Sense of Identity and Belonging	
<p>The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals.</p> <ol style="list-style-type: none"> 1. <i>Recognize self as a unique individual having own abilities, characteristics, emotions, and interests.*</i> 2. <i>Express confidence in own skills and positive feelings about self.*</i> 3. <i>Have a sense of belonging to family, community, and other groups.</i> 	<p>SED 1 Self-Awareness SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family. SED 1.8 Demonstrates an understanding that each person is unique and has his/her own thoughts, feelings and preferences.</p> <p>SS 1 Culture & Community SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.</p>

3. Emotional Functioning	
<p>A healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors.</p> <ol style="list-style-type: none"> 1. <i>Express a broad range of emotions and recognize these emotions in self and others.*</i> 2. <i>Express care and concern toward others.</i> 3. <i>Manage emotions with increasing independence.*</i> 	<p>SED 2 Self-Regulation SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions. SED 2.5 Names some personal feelings and uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.</p> <p>SED 4 Social Relationships SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p>
4. Emotional and Behavioral Self-Regulation	
<p>The ability to recognize and regulate emotions and behavior.</p> <ol style="list-style-type: none"> 1. <i>Follow classroom rules and routines with increasing independence.*</i> 2. <i>Appropriately handle and take care of classroom materials.*</i> 3. <i>Manage actions, words, and behavior with increasing independence.*</i> 	<p>SS 2 Civics & Economics 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>SED 3 Attention & Persistence SED 3.6 Sustains focus for at least 10 minutes even if there are distractions. Takes care of own needs and personal belongings.</p> <p>SED 2 Self-Regulation SED 2.8 Applies strategies for managing own emotions and behaviors. Adapts to new situations quickly and with minimal stress.</p>
5. Cognitive Self-Regulation (Executive Functioning)	
<p>The ability to regulate attention and impulses.</p> <ol style="list-style-type: none"> 1. <i>Demonstrate an increasing ability to control impulses.</i> * 2. <i>Maintain focus and sustain attention with minimal adult support.*</i> 3. <i>Persist in tasks.*</i> 4. <i>Hold information in mind and manipulate it to perform tasks.*</i> 5. <i>Demonstrate flexibility in thinking and behavior.*</i> 	<p>SED 2 Self-Regulation SED 2.8 Applies strategies for managing own emotions and behaviors. Adapts to new situations quickly and with minimal stress.</p> <p>SED 3 Attention & Persistence SED 3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.</p>

	<p>SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.</p> <p>MR 7 Logic & Reasoning MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem.</p>
English Language Development	
1. Receptive English Language Skills	
<p>The ability to comprehend or understand the English language</p> <ol style="list-style-type: none"> 1. <i>Participate with movement and gestures while other children and the teachers dance and sing in English.</i> 2. <i>Acknowledge or respond nonverbally to common words or phrases, such as "hello," "good bye," "snack time," or "bathroom," when accompanied by adult gestures.</i> 3. <i>Point to body parts when asked, "Where is your nose, hand, leg...?"</i> 4. <i>Comprehend and respond to increasingly complex and varied English vocabulary, such as "Which stick is the longest?" "Why do you think the caterpillar is hungry?"</i> 5. <i>Follow multi-step directions in English with minimal cues or assistance.</i> 	<p>CA 2 Dance & Movement CA 2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.</p> <p>LLD 1 Listening LLD 1.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally. LLD 1.4 Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story or request then responds appropriately. Follows unrelated two-step directions given verbally.</p> <p>PD 4 Personal Care 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.</p>
2. Expressive English Language Skills	
<p>The ability to speak or use English.</p> <ol style="list-style-type: none"> 1. <i>Repeat word or phrase to self, such as "bus" while group sings the "Wheels on the Bus" or "brush teeth" after lunch.</i> 2. <i>Request items in English, such as "car," "milk," "book," "ball."</i> 3. <i>Use one or two English words, sometimes joined to represent a bigger idea, such as "throwball."</i> 4. <i>Use increasingly complex and varied English vocabulary.</i> 5. <i>Construct sentences, such as "The apple is round," or "I see a fire truck with lights on."</i> 	<p>LLD 1 Listening LLD 1.4 Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story or request then responds appropriately. Follows unrelated two-step directions given verbally.</p> <p>LLD 2 Communication LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges.</p>

3. Engagement in English Literacy Activities	
<p>Understanding and responding to books, storytelling, and songs presented in English.</p> <ol style="list-style-type: none"> <i>1. Demonstrate eagerness to participate in songs, rhymes, and stories in English.</i> <i>2. Point to pictures and says the word in English, such as “frog,” “baby,” “run.”</i> <i>3. Learn part of a song or poem in English and repeat it.</i> <i>4. Talk with peers or adults about a story read in English.</i> <i>5. Tell a story in English with a beginning, middle, and end from a book or about a personal experience.</i> 	<p>CA 1 Music CA 1.5 Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs. Uses voice or instruments to express feelings or to mimic sound effects.</p> <p>LLD 2 Communication LLD 2.3 Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas.</p> <p>LLD 6 Reading Comprehension LLD 6.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Participates with others in the retelling of a story by pointing at pictures or role-playing with props. LLD 6.5 Relates to the characters or events of the story and shares a similar experience or object from own life. Retells portions of a story. Asks and answers simple questions about characters, setting and events.</p>
Language Development	
1. Attending and Understanding:	
<p>The ability to comprehend or understand language.</p> <ol style="list-style-type: none"> <i>1. Attend to language during conversations, songs, stories, or other learning experiences.*</i> <i>2. Comprehend increasingly complex and varied vocabulary.*</i> <i>3. Comprehend different forms of language, such as questions or exclamations.*</i> <i>4. Follow two- to three-step directions.*</i> <i>5. Comprehend different grammatical structures or rules for using language.*</i> 	<p>LLD 6 Reading Comprehension LLD 6.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Participates with others in the retelling of a story by pointing at pictures or role-playing with props.</p> <p>LLD 1 Listening LLD 1.4 Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story or request then responds appropriately. Follows unrelated two-step directions given verbally. 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>LLD 2 Communication LLD 1.7 Communicates by using simple and compound sentences. Uses verb tenses. Identifies words with similar meaning. Stays on topic while talking and sharing ideas and feelings.</p>

2. Communicating and Speaking	
<p>The ability to use language.</p> <ol style="list-style-type: none"> 1. <i>Vary the amount of information provided to meet the demands of the situation.</i> 2. <i>Understand, follow, and use appropriate social and conversational rules.</i> 3. <i>Express self in increasingly long, detailed, and sophisticated ways.*</i> 4. <i>Participate in conversations of more than three exchanges with peers and adults.*</i> 5. <i>Use language to express ideas and needs.*</i> 6. <i>Understand the difference between a question and a statement.*</i> 7. <i>Practice asking questions and making statements.*</i> 8. <i>Speak in sentences of five or six words.*</i> 	<p>LLD 1 Listening LLD 1.3 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>SED 1 Self-Awareness SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p> <p>LLD 2 Communication LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges. LLD 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>
3. Vocabulary	
<p>The ability to use a variety of words.</p> <ol style="list-style-type: none"> 1. <i>Understand and use a wide variety of words for a variety of purposes.*</i> 2. <i>Show understanding of word categories and relationships among words</i> 3. <i>Use increasingly complex and varied vocabulary.*</i> 	<p>LLD 1 Listening LLD 1.4 Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story or request then responds appropriately. Follows unrelated two-step directions given verbally.</p> <p>LLD 2 Communication LLD 2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts. LLD 2.7 Communicates by using simple and compound sentences. Uses verb tenses. Identifies words with similar meaning. Stays on topic while talking and sharing ideas and feelings.</p>

Literacy Knowledge & Skills	
1. Print and Alphabet Knowledge	
<p>The interest in books and their characteristics, and knowledge of the alphabet.</p> <p><i>1. Demonstrate an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).</i> <i>* 2. Identify letters of the alphabet and produce correct sounds associated with letters.</i> <i>* 3. Show interest in both shared reading experiences and looking at books independently.</i> <i>* 4. Recognize how books are read, such as front-to-back and one page at a time, and recognize basic characteristics, such as title, author, and illustrator.</i> <i>* 5. Recognize words as a unit of print and understand that letters are grouped to form words.*</i> <i>6. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.*</i> <i>7. Attend to the beginning letters and sounds in familiar words.*</i> 8. <i>Recognize print in everyday life, such as numbers, letters, one's name, words, and familiar logos and signs.*</i> <i>9. Understand that print conveys meaning.*</i> <i>10. Understand conventions, such as print moves from left to right and top to bottom of a page.*</i> <i>11. Recognize the association between spoken or signed and written words.*</i></p>	<p>LLD 5 Concept of Print LLD 5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page. LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text. LLD 5.5 Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line. LLD 5.6 Recognizes common types of text, e.g., poem, storybook, fact book. Names author and illustrator. Identifies punctuation.</p> <p>LLD 4 Alphabetic Knowledge LLD 4.4 Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds.</p> <p>LLD 3 Phonological Awareness LLD 3.4 Identifies words that have a similar beginning sound. LLD 3.5 Identifies the beginning and ending sounds of words.</p>
2. Phonological Awareness	
<p>An awareness that language can be broken into words, syllables, and smaller pieces of sound.</p> <p>1. Identify and discriminate between words in language.* 2. Identify and discriminate between separate syllables in words.* 3. Identify and discriminate between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound.* 4. Recognize patterns of sounds in songs, storytelling, and poetry.*</p>	<p>LLD 3 Phonological Awareness LLD 3.4 Identifies words that have a similar beginning sound. LLD 3.5 Identifies the beginning and ending sounds of words. LLD 3.6 Counts syllables in spoken words. Isolates and pronounces the sound of each syllable. LLD 3.7 Identifies and isolates individual sounds heard in one-syllable words.</p> <p>MR 5 Patterns MR 5.6 Determines the missing piece of a pattern within a set sequence. Recognizes simple patterns in the environment.</p>

	CA 1 Music CA 1.5 Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs. Uses voice or instruments to express feelings or to mimic sound effects.
3. Comprehension and Text Structure	
<p>The ability to understand and get meaning from stories and information from books and other texts.</p> <p><i>1. Ask and answer questions and make comments about print materials.*</i> <i>2. Retell stories or information from books through conversation, artistic works, creative movement, or drama.*</i> <i>3. Make predictions based on illustrations.*</i> <i>4. Begin to identify key features of reality versus fantasy in stories, pictures, and events.*</i> <i>5. Demonstrate interest in different kinds of literature, such as fiction and nonfiction books and poetry, on a range of topics.*</i></p>	LLD 6 Reading Comprehension LLD 6.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Participates with others in the retelling of a story by pointing at pictures or role-playing with props. LLD 6.5 Relates to the characters or events of the story and shares a similar experience or object from own life. Retells portions of a story. Asks and answers simple questions about characters, setting and events. LLD 5 Concept of Print LLD 5.6 Recognizes common types of text, e.g., poem, storybook, fact book. Names author and illustrator. Identifies punctuation.
4. Writing	
<p>The familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.</p> <p><i>1. Experiment with writing tools and materials.*</i> <i>2. Recognize that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion.*</i> <i>3. Use scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas.*</i> <i>4. Copy, trace, or independently write letters or words.*</i></p>	LLD 7 Writing LLD 7.1 Explores writing materials. LLD 7.4 Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what they represent. LLD 7.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea. LLD 7.6 Consistently uses mature tripod grip with drawing/writing tools. Uses inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing. LLD 7.7 Legibly prints letters, numbers and symbols. Writes a string of simple sentences to tell a story or share information. Provides a concluding statement.

Logic & Reasoning	
1. Reasoning and Problem-Solving	
<p>The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.</p> <ol style="list-style-type: none"> 1. <i>Seek multiple solutions to a question, task, or problem.</i> 2. <i>Recognize cause and effect relationships.</i> 3. <i>Classify, compare, and contrast objects, events, and experiences.</i> 4. <i>Use past knowledge to build new knowledge.</i> 5. <i>Identify problems and search for solutions by asking questions during collaborative explorations of the topic; begin to state facts about the topic.*</i> 	<p>MR 7 Logic & Reasoning MR 7.2 Experiments with cause and effect. MR 7.3 Recognizes a problem and asks for help. 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>SCI 1 Investigation & Inquiry 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>MR 6 Classification MR 6.6 Identifies, sorts and classifies objects by at least two features.</p>
2. Symbolic Representation	
<p>The use of symbols or objects to represent something else.</p> <ol style="list-style-type: none"> 1. <i>Represent people, places, or things through drawings, movement, and three-dimensional objects.</i> 2. <i>Engage in pretend play and act out roles.</i> 3. <i>Begin to identify key features of reality versus fantasy in stories, pictures, and events.*</i> 	<p>LLD 7 Writing LLD 7.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea. LLD 7.7 Legibly prints letters, numbers and symbols. Writes a string of simple sentences to tell a story or share information. Provides a concluding statement.</p> <p>MR 2 Spatial Awareness MR 2.6 Identifies 2D and 3D shapes regardless of orientation. Makes simple maps or models to represent the location of objects. Creates complex shapes by putting together or taking apart other shapes.</p> <p>CA 3 Visual Arts CA 3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.</p> <p>CA 4 Drama CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p>

	CA 4.4 Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object.
Mathematics Knowledge & Skills	
1. Number Concepts and Quantities	
<p>The understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list).</p> <ol style="list-style-type: none"> 1. Count verbally or sign to at least 20.* 2. Instantly recognize, without counting, small quantities of up to five objects and say or sign the number.* 3. Say or sign the number names in order when counting, pairing one number word that corresponds with one object, up to at least 10.* 4. Use the number name of the last object counted to answer "How many?" questions for up to approximately 10 objects.* 5. Accurately count as many as five objects in a scattered configuration or out of a collection of more than five objects.* 6. Understand that each successive number name refers to a quantity that is one larger.* 7. Identify whether the number of objects in one group is more than, less than, or the same as objects in another group for up to at least five objects.* 8. Identify and use numbers related to order or position from first to fifth.* 9. Associate a number of objects with a written numeral 0–5.* 10. Recognize and, with support, write some numerals up to 10.* 	<p>MR 1 Number Sense</p> <p>MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p> <p>MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.</p> <p>MR 1.6 Identifies and writes numerals to 20. Counts to 100 by ones and tens. Counts forward from a given number. Decomposes numbers less than or equal to 10 in more than one way, e.g., $7 = 3 + 4$ just as $7 = 2 + 5$.</p>
2. Operations and Algebraic Thinking	
<p>The use of numbers to describe relationships and solve problems.</p> <ol style="list-style-type: none"> 1. Represent addition and subtraction in different ways, such as with fingers, objects, and drawings.* 2. Solve addition and subtraction problems set in simple contexts. Add and subtract up to at least five to or from a given number to find a sum or difference up to 1.* 3. With adult assistance, begin to use counting on (adding 1 or 2, for example) from the larger number for addition.* 	<p>MR 1 Number Sense</p> <p>MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.</p> <p>MR 5 Patterns</p> <p>MR 5.4 Creates and extends two-step patterns.</p> <p>MR 5.5 Creates and extends three- and four-step patterns and plays complex memory games.</p> <p>MR 5.6 Determines the missing piece of a pattern within a set sequence. Recognizes simple patterns in the environment.</p>

<p>4. Fill in missing elements of simple patterns.*</p> <p>5. Duplicate simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on the rug. Extend patterns, such as making an eight-block tower of the same pattern that was demonstrated with four blocks.*</p> <p>6. Identify the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks.*</p>	
<p>3. Measurement and Data</p>	
<p>The understanding of attributes and relative properties of objects as related to size, capacity, and area.</p> <p>1. Use comparative language, such as shortest, heavier, biggest, or later.*</p> <p>2. Compare or order up to five objects based on their measurable attributes, such as height or weight.*</p> <p>3. Measure using the same unit, such as putting together snap cubes to see how tall a book is.*</p>	<p>MR 4 Measurement</p> <p>MR 4.3 Determines which object is bigger (heavier, longer) when given two objects.</p> <p>MR 4.4 Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help.</p> <p>MR 6 Classification</p> <p>MR 6.4 After sorting objects by one feature, sorts again by a different feature.</p>
<p>4. Geometry and Spatial Sense</p>	
<p>The understanding of shapes, their properties, and how objects are related to one another.</p> <p>1. Name and describe shapes in terms of length of sides, number of sides, and number of angles/ corners.*</p> <p>2. Correctly name basic shapes (circle, square, rectangle, triangle) regardless of size and orientation.*</p> <p>3. Analyze, compare, and sort two-and three dimensional shapes and objects in different sizes. Describe their similarities, differences, and other attributes, such as size and shape.*</p> <p>4. Compose simple shapes to form larger shapes.</p> <p>5. Understand and use language related to directionality, order, and the position of objects, including up/down and in front/behind.*</p> <p>6. Correctly follow directions involving their own position in space, such as “Stand up” and “Move forward.”*</p>	<p>MR 3 Shapes</p> <p>MR 3.4 Identifies four to six basic geometric shapes.</p> <p>MR 3.5 Describes basic and complex two- and three-dimensional shapes using own words.</p> <p>MR 6 Classification</p> <p>MR 6.5 Sorts objects by more than one feature and explains why.</p> <p>MR 2 Spatial Awareness</p> <p>MR 2.4 Matches two objects even if turned different ways. When prompted, places objects next to, between, in front of or behind objects not related to self. Uses a guide to assemble 12 puzzle pieces.</p> <p>MR 2.6 Identifies 2D and 3D shapes regardless of orientation. Makes simple maps or models to represent the location of objects. Creates complex shapes by putting together or taking apart other shapes.</p> <p>MR 2.7 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.</p>

Science Knowledge & Skills	
1. Scientific Inquiry	
<p>The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions.</p> <ol style="list-style-type: none"> 1. <i>Observe and describes observable phenomena (objects, materials, organisms, and events).</i> 2. <i>Engage in scientific talk.</i> 3. <i>Compare and categorize observable phenomena.</i> 4. <i>Use senses to explore the properties of objects and materials (e.g., solids, liquids).*</i> 5. <i>Make simple observations, predictions, explanations, and generalizations based on real-life experiences.*</i> 6. <i>Notice change in matter.*</i> 7. <i>Observe, describe and discuss properties of materials and transformation of substances.*</i> 8. <i>Observe and discuss common properties, differences and comparisons among objects.*</i> 	<p>SCI 1 Investigation & Inquiry SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.</p> <p>SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p> <p>SCI 3 Physical Science 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>SCI 3.6 Experiments and compares the movements of various objects on a variety of surfaces. Classifies and sorts materials by a variety of physical properties.</p> <p>SCI 1.7 Recognizes that gravity makes unsupported objects fall. Identifies objects that are attracted to magnets. Identifies materials that are solid, liquid and gas.</p>
2. Reasoning and Problem Solving	
<p>Gathering information to make predictions, conduct investigations and experiments, draw conclusions, and analyze and communicate results.</p> <ol style="list-style-type: none"> 1. <i>Ask a question, gather information, and make predictions.</i> 2. <i>Plan and conduct investigations and experiments.</i> 3. <i>Analyze results, draw conclusions, and communicate results.</i> 	<p>SCI 1 Investigation & Inquiry SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p> <p>SCI 1.6 Predicts multiple outcomes to a question or situation and explains personal reasoning. Gathers information or experiments to prove/disprove a hypothesis.</p>
3. Life Science	
<p>Make sense of natural phenomena and solve problems that</p>	<p>SCI 2 Natural and Earth Science</p>

<p>require understanding how individual organisms are configured and how these structures function to support life, growth, behavior and reproduction.</p> <ol style="list-style-type: none"> 1. <i>Observe, describe and discuss living things and natural processes.*</i> 2. <i>Observe similarities and differences in the needs of living things.*</i> 3. <i>Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air and light.*</i> 4. <i>Ask and pursue questions through simple investigations and observations of living things.*</i> 5. <i>Collect, describe, and record information about living things through discussion, drawings, graphs, technology and charts.*</i> 6. <i>Identify differences between living and nonliving things.*</i> 7. <i>Identify the common needs such as food, air and water of familiar living things.*</i> 8. <i>Predict, explain and infer patterns based on observations and representations of living things, their needs and life cycles.*</i> 9. <i>Observe and document changes in living things over time using different modalities such as drawing, dramatization, describing or using technology.*</i> 10. <i>Recognize that plants and animals grow and change.*</i> 	<p>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.</p> <p>SCI 2.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life.</p> <p>SCI 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>SCI 1 Investigation & Inquiry</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 4 Technology</p> <p>SCI 4.5 Experiments with simple technology to solve problems or accomplish tasks.</p>
<p>Approaches to Learning</p>	
<p>1. Initiative and Curiosity</p>	
<p>An interest in varied topics and activities, a desire to learn and independence in learning.</p> <ol style="list-style-type: none"> 1. <i>Engage in independent activities.</i> 2. <i>Make choices and communicate these to adults and other children.</i> 3. <i>Independently identify and seek things to complete activities or tasks, such as gathering art supplies to make a mask or gathering cards to play a matching activity.</i> 4. <i>Plan play scenarios, such as dramatic play or construction, by establishing roles for play, using appropriate materials, and generating appropriate scenarios to be enacted.</i> 5. <i>Ask questions and seek new information.</i> 6. <i>Be willing to participate in new activities or experiences even if they are perceived as challenging.</i> 7. <i>Demonstrate eagerness to learn about and discuss a range of topics, ideas, and activities.</i> 	<p>SED 1 Self- Awareness</p> <p>SED 1.4 When given two to three options, chooses his/her most desired option.</p> <p>SED 3 Attention & Persistence</p> <p>SED 3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.</p> <p>SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.</p> <p>CA 4 Drama</p> <p>CA 4.5 Assigns roles and plays out unscripted scenes in dramatic play. Uses a combination of real and imaginary props or characters to play out a scene.</p> <p>LLD 1 Listening</p> <p>LLD 1.4 Shows understanding of some complex vocabulary. Asks what objects</p>

	<p>are called. Listens to a story or request then responds appropriately. Follows unrelated two-step directions given verbally.</p> <p>LLD 1.6 Shows understanding of a series of complex statements that explain how or why. Asks and answers general questions about information or stories shared verbally.</p>
2. Creativity	
<p>Creatively engaging in learning and interactions with others.</p> <p><i>1. Ask questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity.</i></p> <p><i>2. Approach tasks, activities, and play in ways that show creative problem solving.</i></p> <p><i>3. Use multiple means of communication to creatively express thoughts, feelings, or ideas.</i></p> <p><i>4. Engage in social and pretend play.</i></p> <p><i>5. Use imagination with materials to create stories or works of art.</i></p> <p><i>6. Use objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel.</i></p>	<p>MR 7 Logic & Reasoning</p> <p>MR 7.4 Tries out many possible solutions to a problem.</p> <p>LLD 2 Communication</p> <p>LLD 2.3 Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas.</p> <p>CA 4 Drama</p> <p>CA 4.4 Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object.</p> <p>CA 4.5 Assigns roles and plays out unscripted scenes in dramatic play. Uses a combination of real and imaginary props or characters to play out a scene.</p> <p>CA 3 Visual Arts</p> <p>CA 3.5 Uses artistic tools and media to create intentional designs or images. Plans, designs and seeks materials to make a creation.</p>
Social Studies Knowledge & Skills	
1. History and Events	
<p>The understanding that events happened in the past and how these events relate to one's self, family, and community.</p> <p><i>1. Differentiate between past, present, and future.</i></p> <p><i>2. Recognize family or personal events that happened in the past.</i></p> <p><i>3. Understand that how people live and what they do changes over time.</i></p>	<p>SS 4 History & Sense of Time</p> <p>SS 4.4 Recalls information and events from the past.</p> <p>SS 4.5 Uses language of time to describe familiar sequences of events.</p> <p>SS 4.6 Retells historical, fictional or past events or stories.</p> <p>SCI 1 Investigation & Inquiry</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>

2. Geography	
<p>Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.</p> <ol style="list-style-type: none"> 1. Identify aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, and land formations. 2. Develop an awareness of the school, neighborhood, and community 	<p>SS 3 Geography SS 3.3 Identifies a variety of familiar places, such as the store, car, home or Grandma's. Follows a path. SS 3.4 Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks.</p> <p>SS 1 Community & Culture SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.</p>
3. Economics	
<p>Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy.</p> <ol style="list-style-type: none"> 1. Identify choices that individuals can make. 2. Explain how individuals earn money and use it to make choices among their various wants. 3. Recognize coins and currency as money. 4. Identify how money is used. 5. Discuss why we need money. 6. Sort coins by physical attributes such as color or size. 	<p>SS 2 Civics & Economics 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. SS 2.6 Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions. Exchanges money, goods or services for other goods or services. SS 2.7 Identifies individual rights. Determines if rules support the common good. Describes ways one might use money, goods or services.</p> <p>MR 6 Classification MR 6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics.</p>
4. Civics	
<p>Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.</p> <ol style="list-style-type: none"> 1. Understand the reasons for rules in the home and classroom and for laws in the community. 2. Show interest in interacting with and developing relationships with others. 3. Recognize that everyone has rights and responsibilities within a group. 4. Demonstrate self-regulated behaviors and fairness in resolving conflicts. 	<p>SS 2 Civics & Economics 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. SS 2.5 Applies familiar rules and suggests new rules in a variety of situations. Explores the use of trade to receive objects or services.</p> <p>SED 4 Social Relationships SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how</p>

	<p>others feel, live, eat, play and believe.</p> <p>SED 2 Self-Regulation SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.</p> <p>PD 3 Safety PD 3.4 Seeks opportunities to help others. Tries to solve own social problems.</p>
Creative Arts Expression	
1. Movement	
<p>The use of the body to move to music and express oneself.</p> <ol style="list-style-type: none"> 1. Safely practice simple locomotor and non-locomotor movements. 2. Explore movement in time and space using shape, size, level, direction, stillness and transference of weight (stepping). 3. Explore movement to encourage (kinesthetic) body awareness. 4. Explore simple phrases of movement to experience rhythm, clapping and moving to music in relationship to others. 	<p>PD 1 Gross Motor PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences. PD 1.6 Skips confidently, gallops and slides side to side. Changes direction and speed of movement. PD 1.7 Balances on a variety of objects. Kicks or strikes moving objects with aim and accuracy. Leaps. Stops at a boundary.</p> <p>CA 2 Dance & Movement CA 2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm. CA 2.4 Describes and demonstrates multiple ways to move body parts. Moves to the beat. Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements.</p> <p>CA 1 Music CA 1.4 Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction. Uses voice, common objects or instruments to create music. Identifies self as a musician.</p>
2. Create, Compose, and Choreograph	
<p>Using the dance elements of space, time, and energy to explore, improvise, and develop movement phrases, sequences and</p>	<p>CA 2 Dance & Movement CA 2.3 Follows the movements of others. Explores personal space and</p>

<p>dances.</p> <ol style="list-style-type: none"> 1. Create movements in response to sensory ideas (e.g., textures, colors, smells) and images from nature. 2. Move to express different feelings in personal and general space. 3. Explore movement while moving with objects (e.g., scarves, feathers, balls). 4. Transfer same movements to different body parts and use repetition. 	<p>direction. Moves in own way to music and rhythm.</p> <p>CA 2.4 Describes and demonstrates multiple ways to move body parts. Moves to the beat. Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements.</p> <p>CA 2.5 Follows a leader to perform a simple movement pattern. Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.</p> <p>CA 2.6 Recalls a simple movement pattern and performs it individually or in a group. Expresses ideas, feelings and stories through creative movement.</p>
3. Historical and Cultural Context	
<p>Understanding the global and cultural relevance of dance.</p> <ol style="list-style-type: none"> 1. Explore how dance expresses ideas and emotions. 3. Explore occasions for dance across different cultures. 4. Explore shapes, levels and patterns in a dance, and describe the actions. 	<p>CA 2 Dance & Movement</p> <p>CA 2.5 Follows a leader to perform a simple movement pattern. Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.</p> <p>CA 2.6 Recalls a simple movement pattern and performs it individually or in a group. Expresses ideas, feelings and stories through creative movement.</p> <p>SS 1 Community & Culture</p> <p>SS 1.5 Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community.</p>
4. Reflect, Connect, and Respond	
<p>Reflecting upon dance, connecting it with other disciplines, responding to it to discuss and analyze dance as art.</p> <ol style="list-style-type: none"> 1. Experience the joy of seeing and responding to dance. 2. Demonstrate movement to express emotion. 3. Express what is seen and felt in a movement with different tempos, rhythms and genres. 4. View a performance with attention. 5. Describe a dance in their own words. 6. Show their favorite dance move to the performers or each other. 	<p>CA 2 Dance & Movement</p> <p>CA 2.5 Follows a leader to perform a simple movement pattern. Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.</p> <p>CA 2.6 Recalls a simple movement pattern and performs it individually or in a group. Expresses ideas, feelings and stories through creative movement.</p> <p>CA 2.8 Creates simple movement sequences. Describes how dances and movements express certain ideas or feelings.</p>
1. Create	
<p>Creating and forming theatrical works, interpreting theatrical works for performance and design, and developing characters</p>	<p>CA 4 Drama</p> <p>CA 4.4 Plays a role in group dramatic play. Uses an object as a replacement for</p>

<p>and analyzing roles.</p> <ol style="list-style-type: none"> 1. Create characters and environments using imagination and background knowledge through dramatic play or guided drama experience (e.g., story drama, creative drama, movement stories, pantomimes, puppetry, etc.). 2. Generate multiple representations of a single object in a variety of dramatic experiences (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.). 3. Communicate ideas through actions and words using imagination and background knowledge in dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomimes, puppetry, etc.). 4. Investigate story in dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomimes, puppetry, etc.). 5. Apply personal experiences to a story in dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.). 	<p>a realistic prop or real object. 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. CA 4.6 With cues, performs a simple preplanned drama. Creates a setting, characters and events to tell a story. CA 4.7 Plans a story and seeks out props to enhance a role or highlight details. Integrates emotion into performance.</p> <p>LLD 6 Reading Comprehension LLD 6.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Participates with others in the retelling of a story by pointing at pictures or role-playing with props.</p>
2. Perform	
<p>Expressing the human experience in story, movement, speech, and staging for an intended audience.</p> <ol style="list-style-type: none"> 1. Make appropriate character reactions that connect the environment or cultures of the story using imagination or background knowledge in a dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.). 2. Create characters using body and voice in dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.). 3. Explore and experiment with various design or technical elements in dramatic play or a guided drama experience. 4. Interpret character choices and emotions using voice and body in dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.). 	<p>CA 4 Drama CA 4.4 Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object. 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. CA 4.6 With cues, performs a simple preplanned drama. Creates a setting, characters and events to tell a story. CA 4.7 Plans a story and seeks out props to enhance a role or highlight details. Integrates emotion into performance.</p>
3. Respond	
<p>Responding to the artistic and scientific knowledge of conventions, cultures, styles, genres, theories, and technologies needed to know better choices and best practices.</p>	<p>CA 4 Drama CA 4.4 Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object. 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>

<ol style="list-style-type: none"> 1. Recall an emotional response in dramatic play or a guided drama experience. 2. Reflect on choices in a dramatic play and guided drama experiences. 3. Name and describe characters in a dramatic play or a guided drama. 4. Recognize artistic choices. 5. Identify and connect stories and cultural experiences that are similar to one another in dramatic play or a guided drama experience. 	<p>CA 4.6 With cues, performs a simple preplanned drama. Creates a setting, characters and events to tell a story.</p> <p>CA 4.7 Plans a story and seeks out props to enhance a role or highlight details. Integrates emotion into performance.</p> <p>CA 2 Dance & Movement</p> <p>CA 2.8 Creates simple movement sequences. Describes how dances and movements express certain ideas or feelings.</p> <p>LLD 6 Reading Comprehension</p> <p>LLD 6.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Participates with others in the retelling of a story by pointing at pictures or role-playing with props.</p> <p>LLD 6.5 Relates to the characters or events of the story and shares a similar experience or object from own life. Retells portions of a story. Asks and answers simple questions about characters, setting and events.</p>
1. Music Expression	
<p>The use of voice and instruments to create sounds.</p> <ol style="list-style-type: none"> 1. Use voices expressively when speaking, chanting, and singing. 2. Perform through multiple modalities a variety of simple songs and singing games alone and with others. 3. Use voice and/or instruments to enhance familiar songs or chants. 4. Respond to rhythmic patterns and elements of music using expressive movement. 5. Apply teacher feedback for progress of musical practice and experience. 	<p>CA 1 Music</p> <p>CA 1.4 Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction. Uses voice, common objects or instruments to create music. Identifies self as a musician.</p> <p>CA 1.5 Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs. Uses voice or instruments to express feelings or to mimic sound effects.</p> <p>CA 1.6 Creates simple rhythm patterns. Controls pitch when singing a familiar song. Communicates ideas by creating rhythm and/or melody.</p>
2. Creation of Music	
<p>Compose, improvise, and arrange sounds and musical ideas to communicate purposeful intent.</p> <ol style="list-style-type: none"> 1. Improvise sound effects to accompany play activities. 2. Use improvised movement to demonstrate musical awareness. 	<p>CA 1 Music</p> <p>CA 1.5 Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs. Uses voice or instruments to express feelings or to mimic sound effects.</p>
3. Theory of Music	
<p>Read, write, and analyze the elements of music through a variety</p>	<p>CA 1 Music</p> <p>CA 1.4 Claps along to simple rhythm patterns. Controls voice to mimic the</p>

<p>of means to demonstrate musical literacy.</p> <ol style="list-style-type: none"> 1. Use individual means to respond to rhythm. 2. Use individual means to respond to pitch. 3. Use individual means to respond to dynamics. 4. Use individual means to respond to form. 5. Use invented symbols to represent musical sounds and ideas. 6. Use personal communication to describe sources of sound. 7. Use individual means to respond to dynamics and tempo. 8. Recognize a wide variety of sounds and sound sources. 	<p>melodic direction. Uses voice, common objects or instruments to create music. Identifies self as a musician.</p> <p>CA 1.5 Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs. Uses voice or instruments to express feelings or to mimic sound effects.</p> <p>CA 1.6 Creates simple rhythm patterns. Controls pitch when singing a familiar song. Communicates ideas by creating rhythm and/or melody.</p> <p>CA 1.7 Maintains a steady beat. Recognizes strong/weak beats. Begins to read rhythm notation. Matches vocal pitch in limited range. Interprets and compares many types of music.</p>
4. Aesthetic Valuation of Music	
<p>Evaluate and respond to music using criteria to make informed musical decisions.</p> <ol style="list-style-type: none"> 1. Move, sing, or describe to show preference for styles of music. 2. Discuss feelings in response to music. 3. Use individual communication to describe music. 4. Explore music from media, community, and home events. 5. Listen and respond to various musical styles, such as marches and lullabies. 6. Communicate feelings in music. 7. Express personal interests regarding why some music selections are preferred over others. 	<p>CA 1 Music CA 1.6 Creates simple rhythm patterns. Controls pitch when singing a familiar song. Communicates ideas by creating rhythm and/or melody.</p> <p>SS 1 Culture & Community SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.</p> <p>SCI 4 Technology SCI 4.4 Explores simple machines and interacts with simple electronic and screen toys.</p>
1. Observe and Learn to Comprehend	
<p>Identify art in daily surroundings.</p> <ol style="list-style-type: none"> 1. Select images in materials such as but not limited to books, cartoons, computer games, and environmental print. 2. Use age-appropriate communication to describe works of art. 3. Recognize basic language of art and design in relation to daily surroundings. 	<p>CA 3 Visual Arts CA 3.8 Compares artistic techniques and creations of many artists. Creates art and explains why and how s/he chose specific materials and techniques.</p> <p>LLD 2 Communication LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges.</p>

2. Envision and Critique to Reflect	
<p>Evaluate the effectiveness of what is made during the creative process.</p> <ol style="list-style-type: none"> 1. <i>Explain that works of art communicate ideas and tell stories.</i> 2. <i>Communicate a story about a work of art.</i> 3. <i>Discuss one's own artistic creations and those of others.</i> 	<p>CA 3 Visual Arts CA 3.6 Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object. Explains how it was made. CA 3.8 Compares artistic techniques and creations of many artists. Creates art and explains why and how s/he chose specific materials and techniques.</p>
3. Invent and Discover to Create	
<p>Use different skills to generate works of art for functional, expressive, conceptual, and social/cultural purposes.</p> <ol style="list-style-type: none"> 1. <i>Explore the process of creating works of art at one's own pace.</i> 2. <i>Use art materials freely, safely, and with respect to specific environments.</i> 3. <i>Engage in the process of creating visual narratives from familiar stories and subject matter.</i> 	<p>CA 3 Visual Arts CA 3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols. 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. CA 3.5 Uses artistic tools and media to create intentional designs or images. Plans, designs and seeks materials to make a creation.</p>
4. Relate and Connect to Transfer	
<p>Make new connections to their own environments, cultures, and stories through the process of making art.</p> <ol style="list-style-type: none"> 1. <i>Explain what an artist does and who an artist can be.</i> 2. <i>Identify some of the activities in which artists participate.</i> 3. <i>Identify arts materials used by artists.</i> 	<p>CA 3 Visual Arts CA 3.4 Chooses an object or art tool to use with a given medium for a desired effect. Makes choices throughout the artistic process. 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>LLD 2 Communication LLD 2.7 Communicates by using simple and compound sentences. Uses verb tenses. Identifies words with similar meaning. Stays on topic while talking and sharing ideas and feelings.</p>



Social & Emotional Development

Individual children develop at a unique pace.			Infant	Toddler	Preschool / Pre-K			Young School-Age		
Skill / Skill Code		Definition	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
Physical Development	PD 1 Gross Motor	Builds strength, coordination and balance of large muscles.	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	Builds strength and coordination of small movements in hands to pick up, squeeze, twist, cut and manipulate tools and toys.	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	Shows awareness of safe practices and demonstrates them when participating in activities.	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	Responds to and initiates routines for hygiene, feeding and dressing self.	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	Demonstrates knowledge about nutrition and healthy food choices.	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

Definition

Benchmark 1

Benchmark 2

Benchmark 3

Benchmark 4

Benchmark 5

Benchmark 6

Benchmark 7

Benchmark 8

LLD 1 Listening (Receptive Language)

Understands and interprets language (both words and gestures). Communicates or acts in response to language and verbal cues.

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 (Expressive Language)

Uses verbal and nonverbal communication to express ideas with increasingly complex words and sentences. Engages in back and forth 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

Hears small units of sounds.

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

Identifies letters, numbers, characters and symbols in print and understands that letters represent sounds.

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

Demonstrates print- and book handling knowledge.

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

Understands concepts of text. Recalls and extends details.

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 "what" 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

Uses scribbles, drawings, letters, characters or words to represent meaning.

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	Definition	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
 MR 1 Number Sense	Understands concepts of number and quantity.	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	Understands how objects move in space and describes their location, e.g., on, under, next to.	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	Identifies shapes and their characteristics.	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	Estimates, measures and compares size, weight, length or volume.	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	Identifies, reproduces and creates 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	Matches and sorts.	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	Uses logic to solve problems.	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		Definition	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
 Science	SCI 1 Investigation & Inquiry	Observes, inquires and investigates objects and events to gain understanding.	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	Understands living and nonliving things, their characteristics and how they change.	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	Explores forces, motion and materials and how they change.	Uses senses to explore objects in immediate environment. Kicks feet or shakes arms to make other objects move.	Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.	Explores motion by moving, rolling, blowing on or dropping a toy.	Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects and materials in immediate environment.	Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur.	Experiments and compares the movements of various objects on a variety of surfaces. Classifies and sorts materials by a variety of physical properties.	Recognizes that gravity makes unsupported objects fall. Identifies objects that are attracted to magnets. Identifies materials that are solid, liquid and gas.	Recognizes that materials move differently on different surfaces. Explains how force is used to change the direction of moving objects.

Social Studies	Skill / Skill Code	Definition	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
	SS 1 Culture & Community	Explores communities and families, culture and traditions.	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	Follows familiar rules, routines and helps make group decisions. Explores the concept of trade. Identifies ownership of items.	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	Identifies types of places and interacts with maps.	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	Develops sense of time.	Focuses on interactions with others for a short time.	Observes events and begins to participate.	Describes events as they happen. Uses words such as first, then.	Recalls information and events from the past.	Uses language of time to describe familiar sequences of events.	Retells historical, fictional or past events or stories.	Compares and contrasts current and historical conditions of familiar environments.	Describes relationships between past events and current conditions. Explains why it is important to understand historical events.

Skill / Skill Code		Definition	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
 Creative Arts	CA 1 Music	Expresses through music and develops rhythm and tone.	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	Expresses through dance and develops movement techniques.	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	Expresses through 2D and 3D visual art. Develops artistic techniques.	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	Participates in dramatic and symbolic play. Uses props to represent other objects or ideas.	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.