



Alignment of the
Experience Early Learning Skills
with
Connecticut Early Learning Standards: 3-5 years





The Developmental Continuum of the Experience Early Learning Skills

This document details the alignment of the **Connecticut Early Learning Standards: 3-5 years**. 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.



Connecticut Early Learning Standards: 3-5 years

Developmental Continuum of the Experience Early Learning Skills

Cognition	
Strand A: Early learning experiences will support children to develop effective approaches to learning.	
Curiosity and Initiative	
<ul style="list-style-type: none"> ● Explore and investigate a variety of experiences and topics using different materials ● Investigate ways to make something happen 	<p>SCI 1 Investigation & Inquiry SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others. 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>
Engagement with Environment, People and Objects	
<ul style="list-style-type: none"> ● Maintain interest in exploring specific topics over time ● Express interest in learning about a specific topic over time ● Engage in preferred and some non-preferred activities for longer periods of time. Remain with some high interest activities 15 minutes or longer 	<p>SED 3 Attention & Persistence SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed. Expresses delight over a successful project. SED 3.7 Sustains focus for at least 30 minutes even if there are distractions. Shows respect for others' personal space and belongings.</p> <p>SCI 1 Investigation & Inquiry SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p>
Eagerness to Learn	
<ul style="list-style-type: none"> ● Seek out new challenges and novel experiences ● Show pride in accomplishment when reaching mastery of a skill and share experiences with others 	<p>SCI 1 Investigation & Inquiry SCI 1.5 Asks questions, seeks information and shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</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. Expresses delight over a successful project.</p>
Cooperation with Peers in Learning Experiences	
<ul style="list-style-type: none"> Engage in and complete learning activities with peers Help and cooperate in group Plan and complete learning activity with a peer Model or teach peers how to use materials or complete a task 	<p>SED 4 Social Relationships SED 4.4 Participates in group with those different than self. Develops positive relationships with peers and adult and asks for help to 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. SED 4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.</p>
Strand B: Early learning experiences will support children to use logic and reasoning.	
Cause and Effect	
<ul style="list-style-type: none"> Manipulate materials and communicate about the impact of own actions Try multiple uses of same materials and observe differing results 	<p>MR 7 Logic & Reasoning MR 7.3 Plan a logical series of steps to accomplish a task. MR 7.4 Plans steps to accomplish task and then 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 or planning how to accomplish a task.</p>
Attributes, Sorting and Patterns	
<ul style="list-style-type: none"> Identify similarities and differences in objects, people, events, sounds based on one attribute (e.g., same or different colors, loud or soft sound) Recognize patterns in routines, objects and/or sounds and replicate sequence using objects or language Compare relative attributes of objects, people, events, 	<p>MR 5 Patterns MR 5.3 Copies patterns with two steps, such as red-blue, red-blue. MR 5.4 Creates and extends two-step patterns. MR 5.6 Creates and extends three- and four-step patterns and plays complex memory games.</p> <p>MR 6 Classification MR 6.3 Sort objects by one feature, such as size or color. Groups objects by</p>

<p>sounds (e.g., louder, more, less)</p> <ul style="list-style-type: none"> ● Use familiar patterns to solve problems and reason (e.g., if we go to the library every other day and we went yesterday, today we will... ● Begin to question accuracy of information and sources as evidenced by sharing conflicting information from another source (e.g., when the teacher shares information with class, says, "But my dad says...") 	<p>common characteristics. MR 6.4 After sorting objects by one feature, sorts again by a different feature.</p>
<p>Problem Solving</p>	
<ul style="list-style-type: none"> ● Think of and try an alternative strategy when a first attempt at solving a problem is unsuccessful ● Try multiple strategies to solve a problem and draw on multiple resources (e.g., look at what a peer is doing for ideas) 	<p>MR 7 Logic & Reasoning MR 7.4 Plans steps to accomplish task and then 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 or planning how to accomplish a task.</p>
<p>Symbolic Representation</p>	
<ul style="list-style-type: none"> ● Use or make a prop to represent an object (e.g., build a telephone) ● Act out actions or scenarios involving familiar roles (e.g., teacher, doctor, firefighter) ● Represent people, places or things through simple drawings, movements and three-dimensional construction ● Use dissimilar objects to represent other objects in play or perform an action with an imaginary object (e.g., use stirring action without anything in hand) ● Engage in extended pretend play scenarios and display recognition of the difference between pretend or fantasy situations and reality ● Represent people, places or things through drawings, movements and/or three-dimensional constructions that 	<p>CA 3 Visual Arts CA 3.5 Uses artistic tools and media to create intentional designs or images. Plans, designs and seeks materials to make a creation.</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. 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>

are increasingly abstract (e.g., may draw a map that includes an “X” that marks the location of the treasure)	
Strand C: Early learning experiences will support children to strengthen executive function.	
Choosing and Planning	
<ul style="list-style-type: none"> • With adult assistance, choose activities and plan what to do • Make a plan, follow through and review plan based on what they actually did. Indicate reasons for choice, set goals and follow plan 	<p>SED 1 Self-Awareness SED 1.4 When given two to three options, chooses his/her most desired option. Demonstrates confidence in own abilities.</p> <p>SCI 1 Investigation & Inquiry SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p>
Task Persistence	
<ul style="list-style-type: none"> • Continue working through moderately difficult activities, despite some frustration • Complete longer term and more complex tasks with a focus on the goal, despite frustration 	<p>SED 3 Attention & Persistence SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed. Expresses delight over a successful project. SED 3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful. Expresses delight over a successful project. SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.</p>
Cognitive Flexibility	
<ul style="list-style-type: none"> • With adult assistance, stop and consider alternatives when encountering a problem • Generate or seek out multiple solutions to a problem 	<p>MR 7 Logic & Reasoning MR 7.3 Plan a logical series of steps to accomplish a task. MR 7.4 Plans steps to accomplish task and then tries out many possible solutions to a problem.</p>
Working Memory	
<ul style="list-style-type: none"> • Engage in games that involve remembering (e.g., 	<p>SS 4 History & Sense of Time SS 4.4 Recalls information and events from the past.</p>

<p>memory)</p> <ul style="list-style-type: none"> ● Hold in mind the topic of group discussion and contribute personal experience (e.g., when talking about something that is broken says, “My mom used a screwdriver to fix our shelf.”) 	<p>SS 4.5 Uses language of time to describe familiar sequences of events. SS 4.6 Retells historical, fictional or past events or stories.</p>
<p>Regulation of Attention and Impulses</p>	
<ul style="list-style-type: none"> ● Maintain focus on high-interest activities in the face of minor social or sensory distractions ● With adult reminders can briefly inhibit initial response (e.g., stop imitating inappropriate behaviors of peers, wait turn to respond to question or prompt in group setting) ● Engage in preferred and some non-preferred activities for longer periods of time. Remain with some high-interest activities 15 minutes or longer ● Typically resists impulses and can wait longer to respond in more structured settings (e.g., at a restaurant, in circle time in preschool) 	<p>SED 3 Attention & Persistence SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed. Expresses delight over a successful project. SED 3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful. Expresses delight over a successful project. SED 3.7 Sustains focus for at least 30 minutes even if there are distractions. Shows respect for others’ personal space and belongings.</p>

<p>Social and Emotional Development</p>	
<p>Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.</p>	
<p>Trusting Relationships</p>	
<ul style="list-style-type: none"> ● Engage in interactions with less familiar adults ● Seek help and approval from a wider array of adults in trusted roles 	<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. Develops positive relationships with peers and adult and asks for help to solve problems.</p>

	Explains why someone may be happy or sad.
Managing Separation	
<ul style="list-style-type: none"> • Manage most separations without distress and adjust to new settings in the presence of trusted adult • Through expanding relationships with adults (e.g., teacher, play group leader, friends' caregivers), exhibit comfort in exploring more new settings, although they may need to periodically check-in with a familiar adult 	<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 4.4 Participates in group with those different than self. Develops positive relationships with peers and adult and asks for help to solve problems. Explains why someone may be happy or sad.</p>
Strand B: Early learning experiences will support children to develop self-regulation.	
Regulation of Emotions and Behavior	
<ul style="list-style-type: none"> • Use strategies to self-soothe with limited adult support • Use strategies to self-soothe across situations with minimal prompting and share strategies with peers or family • Demonstrate increased ability to consider the social standards of the environment when responding to their emotional state 	<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. SED 2.6 Identifies and explains personal feelings. Describes appropriate responses to different emotions. Transitions from one activity to the next and helps others through the transition.</p>
Regulation of Impulses and Behavior	
<ul style="list-style-type: none"> • With adult guidance and support, wait for short period of time to get something wanted (e.g., waiting for turn with a toy or waiting for next step in daily routine) • Make transitions and follow basic schedule, routines and rules with occasional reminders 	<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. SED 2.6 Identifies and explains personal feelings. Describes appropriate</p>

<ul style="list-style-type: none"> ● Tolerate small levels of frustration and disappointment, displaying appropriate behavior with adult prompting and support ● Initiate previously taught strategies to help delay gratification (e.g., sets up turn-taking with a peer, finds a book to read while waiting for a special activity) ● Recall and follow daily routines with little support, including adapting to changes in rules and routines 	<p>responses to different emotions. Transitions from one activity to the next and helps others through the transition.</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>
<p>Strand C: Early learning experiences will support children to develop, express, recognize and respond to emotions.</p>	
<p>Emotional Expression</p>	
<ul style="list-style-type: none"> ● Express emotions experienced in typical daily routines (e.g., frustration at waiting, excitement about a favored activity, pride) through language and gesturing rather than physical ways ● Describe emotions and feelings to trusted adults and peers 	<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 4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.</p>
<p>Recognition and Response to Emotions in Others</p>	
<ul style="list-style-type: none"> ● Recognize, label and respond to a wide variety of emotions in others ● Make connections between emotional reaction of others and own emotional experiences ● Recognize and show acknowledgement of the feelings, needs and rights of others through behavior (e.g., say “thank you,” share with others, notice issues of fairness) ● Begin to understand that different people may have 	<p>SED 2 Self-Regulation 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. SED 2.6 Identifies and explains personal feelings. Describes appropriate responses to different emotions. Transitions from one activity to the next and helps others through the transition.</p> <p>SED 4 Social Relationships SED 4.6 Describes friendships and meaningful relationships. Suggests</p>

different emotional reactions	solutions to group problems. Identifies feelings of others and responds accordingly.
Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence.	
Sense of self	
<ul style="list-style-type: none"> Refer to themselves by first and last name and identify some characteristics (e.g., gender, hair color, etc.) and skills Identify themselves as an individual and a part of a group by sharing individual characteristics and roles within the group (e.g., name family members and roles, name team members or classmates) 	<p>SED 1 Self-Awareness SED 1.5 Describes and compares preferences of self and others.</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>SS 1 Culture & Community SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others. SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.</p>
Personal Preferences	
<ul style="list-style-type: none"> Recognize and describe themselves in terms of basic preferences Describe self by referring to preferences, thoughts and feelings 	<p>SED 1 Self-Awareness SED 1.4 When given two to three options, chooses his/her most desired option. Demonstrates confidence in own abilities. SED 1.5 Describes and compares preferences of self and others.</p>
Self Concept and Competency	
<ul style="list-style-type: none"> Demonstrate confidence in a range of activities, routines and tasks and take initiative in attempting unfamiliar tasks Demonstrate increased confidence and a willingness to take risks when attempting new tasks and making decisions regarding activities and materials 	<p>SED 1 Self-Awareness SED 1.4 When given two to three options, chooses his/her most desired option. Demonstrates confidence in own abilities.</p> <p>SED 3 Attention & Persistence SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks</p>

<ul style="list-style-type: none"> ● Show pride in accomplishments and abilities 	<p>for help as needed. Expresses delight over a successful project.</p> <p>MR 7 Logic & Reasoning MR 7.4 Plans steps to accomplish task and then tries out many possible solutions to a problem.</p>
<p>Strand E: Early learning experiences will support children to develop social relationships.</p>	
<p>Adult Relationships</p>	
<ul style="list-style-type: none"> ● Communicate with familiar adults and accept or request guidance ● Typically use socially appropriate behavior with adults, such as helping, responding to limits, etc. 	<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. Develops positive relationships with peers and adult and asks for help to solve problems. Explains why someone may be happy or sad.</p>
<p>Play/ Friendship</p>	
<ul style="list-style-type: none"> ● Interact with one or more children (including small groups) beginning to work together to build or complete a project ● Interact with a variety of children in the program ● Cooperate with peers through sharing and taking turns ● Show increasing investment in the responses and friendship of peers and modify behavior to enhance peer relationships ● Seek help from peers and offer assistance when it is appropriate 	<p>SED 4 Social Relationships SED 4.4 Participates in group with those different than self. Develops positive relationships with peers and adult and asks for help to 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. SED 4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.</p>
<p>Conflict Resolution</p>	
<ul style="list-style-type: none"> ● Seek and accept adult help to solve conflicts with peers ● Engage in developing solutions and work to resolve conflict with peers 	<p>SED 4 Social Relationships SED 4.4 Participates in group with those different than self. Develops positive relationships with peers and adult and asks for help to solve problems.</p>

	Explains why someone may be happy or sad. SED 4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.
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Physical Development and Health	
Strand A: Early learning experiences will support children to develop gross motor skills.	
Mobility	
<ul style="list-style-type: none"> Walk up and down stairs alternating feet while carrying an object Alternate direction while running and stop easily without losing balance 	PD 1 Gross Motor PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects. PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.
Large Muscle Movement and Coordination	
<ul style="list-style-type: none"> Combine several gross motor skills in an organized way, such as moving through an obstacle course or participating in a creative movement activity following directives Hop on one foot Kick ball at target a short distance away with accuracy and speed Throw small ball overhand at target a short distance away with accuracy Coordinate more complex movements with increasing control, balance, and accuracy (e.g., climbing on playground equipment, pumping a swing, bending, twisting, playing hopscotch, riding tricycle) 	PD 1 Gross Motor PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.

Strand B: Early learning experiences will support children to develop fine motor skills.	
Visual Motor Integration	
<ul style="list-style-type: none"> • Use smaller objects with precision (e.g., put small pegs in light board, use large needle to sew, use scissors to cut on curved line, etc.) • Use coordinated movements to manipulate materials, including cutting and drawing with control and using appropriate hand position to manipulate objects (e.g., thumb up position while using scissors) 	<p>PD 2 Fine Motor PD 2.3 Opens, closes, twists and pulls objects with one or both hands. PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads. PD 2.5 Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.</p>
Small Muscle Movement and Coordination	
<ul style="list-style-type: none"> • Use writing/ drawing tools with increased precision to draw simple shapes, pictures and/or letter. May have immature pencil grasp with 3-5 fingers on pencil shaft • Have sufficient control of writing implements to copy simple forms or geometric shapes and write some letters (e.g., may write own name since these are most familiar) • Use a mature pencil grasp with 3 fingers on writing implement 	<p>PD 2 Fine Motor PD 2.3 Opens, closes, twists and pulls objects with one or both hands. PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p> <p>LLD 7 Writing LLD 7.4 Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what they represent. LLD 7.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p>
Strand C: Early learning experiences will support children to acquire adaptive skills.	
Feeding Routines/ Nutrition	
<ul style="list-style-type: none"> • Pour liquid from a small pitcher • Use butter knife to spread and cut. Open most containers to remove food 	<p>PD 2 Fine Motor PD 2.3 Opens, closes, twists and pulls objects with one or both hands. PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p>

	<p>PD 5 Nutrition PD 5.4 Identifies food and serves a portion into bowl or plate. Feeds self.</p>
Safety and Responsibility	
<ul style="list-style-type: none"> • Understand basic safety rules at home and in familiar settings (e.g., school, library and playground). Generally follow rules and bring other children’s rule-breaking to the attention of adults • Understand the reason for most basic safety rules at home, in familiar settings and in the community 	<p>PD 3 Safety PD 3.3 Follows simple safety rules and avoids danger. PD 3.4 Follows safety rules and seeks opportunities to help others follow rules.</p>
Dressing and Hygiene	
<ul style="list-style-type: none"> • Manage most aspects of dressing, toileting, hand washing and tooth brushing independently with minimal caregiver reminders to guide and support • Typically manage own dressing, toileting and basic hygiene 	<p>PD 4 Personal Care PD 4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs. PD 4.4 Describes the function of basic body parts. Regulates toileting and handwashing needs. Follows a routine of rest and active play. Meets most personal needs and understands that all people have needs.</p>
Strand D: Early learning experiences will support children to maintain physical health status and well-being.	
Physical Activity	
<ul style="list-style-type: none"> • Demonstrate increasing strength and endurance sufficient to actively engage in 60 minutes of moderate to vigorous physical activity spread over the course of a day 	<p>PD 4 Personal Care PD 4.4 Describes the function of basic body parts. Regulates toileting and handwashing needs. Follows a routine of rest and active play. Meets most personal needs and understands that all people have needs. PD 4.7 Explains the importance of nutrition, exercise and rest in maintaining wellness. Maintains personal hygiene with few reminders.</p>
Healthy Behaviors	
<ul style="list-style-type: none"> • Name examples of healthy practice including hygiene, nutrition and sleep 	<p>PD 4 Personal Care PD 4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.</p>

<ul style="list-style-type: none"> Identify healthy practices including hygiene, nutrition and sleep 	<p>PD 4.4 Describes the function of basic body parts. Regulates toileting and handwashing needs. Follows a routine of rest and active play. Meets most personal needs and understands that all people have needs.</p>
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<p>Language and Literacy</p>	
<p>Strand A: Early learning experiences will support children to understand language (receptive language).</p>	
<p>Word Comprehension</p>	
<ul style="list-style-type: none"> Understand words or signs for objects, actions and visible attributes found frequently in both real and symbolic contexts Understand an increasing variety and specificity of words for objects, actions and attributes encountered in both real and symbolic contexts Determine the meanings of unknown words/concepts using the context of conversations, pictures or concrete objects 	<p>LLD 3 Phonological Awareness LLD 3.3 Shows awareness of separate words in spoken language.</p> <p>LLD 4 Alphabetic Knowledge LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name. LLD 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>Language Comprehension</p>	
<ul style="list-style-type: none"> Understand increasingly complex sentences that include 2 - 3 concepts (e.g., "Put the blue paper under the box.") Understand increasingly complex sentences that include 3-4 concepts (e.g., "Plants are living things that will not survive without soil, sunlight and water.") 	<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. LD 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>Strand B: Early learning experiences will support children to use language (expressive language).</p>	
<p>Vocabulary</p>	

<ul style="list-style-type: none"> ● Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts ● Use simple pronouns (e.g., I, me, you, mine, he, she) ● Begin to use some words that are not a part of everyday conversational speech but that are learned through books and personal experiences (e.g., gigantic, rapidly, frustrated, transportation, race or jog) ● Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts ● Use more complex words learned through books and personal experiences (e.g., label favorite shirt as chartreuse, or know that a paleontologist studies dinosaurs) 	<p>LLD 2 Communication</p> <p>LLD 2.4 Speaks in sentences and asks questions using signs or verbal words but does not always follow grammatical rules. Describes familiar people, places and objects with expanding vocabulary. Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2.5 Speaks in simple complete sentences. Understands that people may communicate in various forms of communication (such as sign language, braille, different languages and technology) to express ideas. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts.</p>
<p>Expression of Ideas, Feelings and Needs</p>	
<ul style="list-style-type: none"> ● Communicate about current or removed events and/or objects ● Use increasingly longer, complex sentences that combine phrases or concepts to communicate ideas ● Use more complex words to describe the relationships between objects and ideas (e.g., position words such as “under” or “beside” and comparative words such as “bigger” or “longer”) 	<p>LLD 2 Communication</p> <p>LLD 2.4 Speaks in sentences and asks questions using signs or verbal words but does not always follow grammatical rules. Describes familiar people, places and objects with expanding vocabulary. Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2.5 Speaks in simple complete sentences. Understands that people may communicate in various forms of communication (such as sign language, braille, different languages and technology) to express ideas. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts.</p> <p>MR 2 Spatial Awareness</p> <p>MR 2.5 Identifies and corrects the orientation of familiar objects and symbols. Explains the location of an object in relation to another object. Assembles a puzzle without using a guide.</p>

Language Structure	
<ul style="list-style-type: none"> • Use basic grammar rules including irregular past tense and questions • Use speech that is mostly intelligible to familiar and unfamiliar adults • Use basic grammar rules including subject-verb agreement, tenses, regular and irregular past tense, irregular plurals • Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts 	<p>LLD 2 Communication</p> <p>LLD 2.5 Speaks in simple complete sentences. Understands that people may communicate in various forms of communication (such as sign language, braille, different languages and technology) to express ideas. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts.</p> <p>LLD 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>
Strand C: Early learning experiences will support children to use language for social interaction.	
Conventions of Conversation	
<ul style="list-style-type: none"> • Maintain a topic of conversation over the course of several turns • Initiate, maintain and end conversations by repeating what other person says and/or by asking questions 	<p>LLD 2 Communication</p> <p>LLD 2.4 Speaks in sentences and asks questions using signs or verbal words but does not always follow grammatical rules. Describes familiar people, places and objects with expanding vocabulary. Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2.5 Speaks in simple complete sentences. Understands that people may communicate in various forms of communication (such as sign language, braille, different languages and technology) to express ideas. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p>
Language for Interaction	
<ul style="list-style-type: none"> • Answer simple who, what, where and why questions • Use language to share ideas and gain information 	<p>LLD 2 Communication</p> <p>LLD 2.4 Speaks in sentences and asks questions using signs or verbal words but does not always follow grammatical rules. Describes familiar people, places and objects with expanding vocabulary. Asks simple questions and stays on topic for two to three exchanges.</p>

Strand D: Early learning experiences will support children to gain book appreciation and knowledge.	
Interest and Engagement with Books	
<ul style="list-style-type: none"> • Select fiction and nonfiction books to be read and attend with interest • Independently choose to “read” books and select a variety of texts including fiction and nonfiction 	<p>LLD 5 Concepts of Print</p> <p>LLD 5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p> <p>LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p>
Understanding of Stories or Information	
<ul style="list-style-type: none"> • Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text • Ask and answer simple who, what, where and why questions related to story or text • Make predictions and/or ask questions about the text by examining the title, cover, pictures • With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text • Identify main components of a story or text (the major plot points of a story or the main topic of an informational text) • Use connections between self and character, experience and emotions to increase comprehension 	<p>LLD 6 Reading Comprehension</p> <p>LLD 6.3 Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character.</p> <p>LLD 6.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Asks and answers questions about text, new vocabulary, retells 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, events and complex vocabulary.</p>
Strand E: Early learning experiences will support children to gain knowledge of print and its uses.	
Book Concepts	
<ul style="list-style-type: none"> • Look at pages of a book from left to right (or according to 	<p>LLD 3 Phonological Awareness</p> <p>LLD 3.3 Shows awareness of separate words in spoken language.</p>

<p>conventions of home language)</p> <ul style="list-style-type: none"> ● Recognize that print represents spoken words (e.g., first name in print, environmental labels) ● Know how print is read (e.g., left to right, top to bottom, front to back or according to convention of home language) ● Know that books have titles, authors, illustrators or photographers ● Recognize words as a unit of print and that letters are grouped to form words 	<p>LLD 5 Concepts of Print</p> <p>LLD 5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p> <p>LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p> <p>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.</p> <p>LLD 5.6 Recognizes common types of text, e.g., poem, storybook, fact book. Names author and illustrator. Identifies punctuation.</p>
<p>Print Concepts</p>	
<ul style="list-style-type: none"> ● Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment ● Identify some familiar printed words out of context ● Begin to use awareness of letter sounds along with pictures to read words in text 	<p>LLD 3 Phonological Awareness</p> <p>LLD 3.4 Identifies words that have a similar beginning sound.</p> <p>LLD 3.5 Identifies the beginning and ending sounds of words.</p> <p>LLD 4 Alphabetic Knowledge</p> <p>LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.</p> <p>LLD 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 5 Concepts of Print</p> <p>LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p>
<p>Letter Recognition</p>	
<ul style="list-style-type: none"> ● Recognize some letters especially those in one's own name ● Recognize and name known letters of the alphabet in familiar and unfamiliar words ● Make some letter-sound connections 	<p>LLD 4 Alphabetic Knowledge</p> <p>LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.</p> <p>LLD 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>Strand F: Early learning experiences will support children to</p>	

develop phonological awareness.	
Phonological Awareness	
<ul style="list-style-type: none"> ● Recognize rhyming words in songs, chants or poems ● Identify when initial sounds in words are the same ● Distinguish individual words in a sentence ● Produce rhyming words or words that have same initial sound ● Recognize which words in a set of words begin with the same sound ● Distinguish syllables in words 	<p>LLD 3 Phonological Awareness</p> <p>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>
Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.	
Drawing and Writing	
<ul style="list-style-type: none"> ● Draw or “write” to convey an idea, event or story. “Writing” involves scribbles, letters and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others) ● Write in a manner that is distinct from drawing. Combine scribbles with letter-like forms ● Draw original stories with a beginning, middle and end ● Use early developmental spelling. May use one letter for the initial or final sound to represent whole word 	<p>LLD 7 Writing</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. 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.</p>

Creative Arts	
Strand A: Early learning experiences will support children to engage in and enjoy the arts.	

Music	
<ul style="list-style-type: none"> ● Adapt to changes in the basic qualities of music and move in more organized ways to same/ different qualities of music ● Imitate or spontaneously sing an entire verse of song ● Initiate new musical activities with voices or instruments (e.g., apply words, initiate their own listening and movement experiences with some adult assistance) ● Spontaneously sing songs and/or participate in songs with gestures ● Initiate new musical activities with voices/ instruments (e.g., apply new words, add instruments to familiar song) ● Invent own music (through humming, singing, creating rhythms, etc.) ● Play with familiar rhythms and patterns in a novel way e.g., explore, and initiate pitch (high/ low), rhythm (patterns), and dynamics (loud/soft) ● Create music using their voices and/or a variety of instruments and materials 	<p>CA 1 Music</p> <p>CA 1.3 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.</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>
Visual Arts	
<ul style="list-style-type: none"> ● Use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, knowledge ● Use a variety of tools and materials to represent ideas through the visual arts 	<p>CA 3 Visual Arts</p> <p>CA 3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.</p> <p>CA 3.4 Chooses an object or art tool to use with a given medium for a desired effect. Makes choices throughout the artistic process.</p> <p>CA 3.5 Uses artistic tools and media to create intentional designs or images. Plans, designs and seeks materials to make a creation.</p>
Drama	
<ul style="list-style-type: none"> ● Act out simple scenarios, taking on a familiar role for brief periods during dramatic play 	<p>CA 4 Drama</p> <p>CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p>

<ul style="list-style-type: none"> ● Assume elaborate roles in dramatic play (e.g., may play multiple roles or may stay in character for extended periods of time) ● Use materials and props in unique ways and are creative in finding and using materials as props desired for dramatic play 	<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>Dance</p>	
<ul style="list-style-type: none"> ● Demonstrate increasingly complex dance concepts while learning to move their body in place and through space (e.g., jumping from one place to another, combining several movements like hopping, turning, stamping feet) ● Use multiple dance concepts as a way to communicate meaning, ideas and feelings (e.g., use movement to represent leaves falling off trees – sway arms, wiggle fingers, stretch, fall to ground) 	<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> <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>Strand B: Early learning experiences will support children to explore and respond to creative works.</p>	
<p>Appreciation of the Arts</p>	
<ul style="list-style-type: none"> ● Respond to the materials, techniques, ideas and emotions of artworks (2- and 3-dimensional (e.g. explain a picture or sculpture including several details) ● Demonstrate increased appreciation of the work of others and identify preferences ● Describe the attributes of various arts media (e.g., used a lot of colors and the paint is thick, sculpture is bumpy) 	<p>CA 3 Visual Arts</p> <p>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.</p> <p>CA 3.7 Uses various tools and techniques to achieve desired artistic results. Creates art to express ideas, thoughts and feelings.</p>
<p>Mathematics</p>	

Strand A: Early learning experiences will support children to understand counting and cardinality.	
Number Names	
<ul style="list-style-type: none"> • Say or sign the number sequence up to at least 10 • Say or sign the number sequence up to at least 20 	<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 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>
Cardinality	
<ul style="list-style-type: none"> • Count up to at least five objects using one-to-one correspondence, using the number name of the last object counted to represent the total number of objects in a set • Count out a set of objects up to four • Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set • Count out a set of objects up to five 	<p>MR 1 Number Sense</p> <p>MR 1.3 Recognizes numerals to three. Points to one object at a time while counting (not always in correct order). Creates groups of objects. Adds to and removes from group as prompted.</p> <p>MR 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>
Written Numerals	
<ul style="list-style-type: none"> • Recognize written numerals up to at least five • Recognize written numerals up to at least 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>
Recognition of Quantity	
<ul style="list-style-type: none"> • Recognize and name, without counting, the number of 	<p>MR 1 Number Sense</p>

<p>objects in small groups of at least 3 or 4 objects</p> <ul style="list-style-type: none"> Quickly recognize and name, without counting, the number of objects in collections of up to at least five items 	<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 4 Measurement MR 4.4 Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help.</p>
<p>Comparison</p>	
<ul style="list-style-type: none"> Compare sets of 1 to 5 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same Compare sets of up to 10 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same 	<p>MR 1 Number Sense MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p> <p>MR 6 Classification MR 6.4 After sorting objects by one feature, sorts again by a different feature.</p>
<p>Strand B: Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).</p>	
<p>Number Operations</p>	
<ul style="list-style-type: none"> Understand that adding to (or taking away) one or more objects from a group will increase or decrease the objects in the group Use real-world situations and concrete objects to model and solve addition (e.g., putting together) and subtraction (e.g., taking away) problems up through five Recognize and describe parts contained in larger numbers by composing number combinations up to at least five (e.g., recognize how many have been secretly taken away from a group of five objects) 	<p>MR 1 Number Sense MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p> <p>MR 6 Classification MR 6.4 After sorting objects by one feature, sorts again by a different feature. MR 6.5 Sorts objects by more than one feature and explains why.</p>
<p>Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects</p>	

(measurement and data).	
Measurement	
<ul style="list-style-type: none"> Recognize measurable attribute of an object such as length, weight or capacity Compare the measurable attributes of two or more objects (e.g., length, weight and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount) Begin to use strategies to determine measurable attributes (e.g., length or capacity of objects). May use comparison, standard or non-standard measurement tools 	<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 4.5 Estimates (not always logically) size and volume. Measures and describes findings.</p> <p>MR 4.6 Makes logical estimates and uses measurement tools to check estimation.</p>
Data	
<ul style="list-style-type: none"> Sort objects into two groups, count, and compare the quantity of the groups formed (e.g., indicate which is more) Represent data using a concrete object or picture graph according to one attribute 	<p>MR 6 Classification</p> <p>MR 6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics.</p> <p>MR 6.4 After sorting objects by one feature, sorts again by a different feature.</p> <p>MR 6.8 Uses graphs and charts to represent data sorted in up to four categories.</p>
Sorting and Classifying	
<ul style="list-style-type: none"> Sort and classify objects by one attribute into two or more groups (e.g., color, size, shape) Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different attribute 	<p>MR 6 Classification</p> <p>MR 6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics.</p> <p>MR 6.4 After sorting objects by one feature, sorts again by a different feature.</p> <p>MR 6.5 Sorts objects by more than one feature and explains why.</p>
Strand D: Early learning experiences will support children to	

understand shapes and spatial relationships (geometry and spatial sense).	
Spatial Relationships	
<ul style="list-style-type: none"> • Use positional vocabulary (e.g., up/down, in/out, on/off, under) to identify and describe the location of an object • Use relational vocabulary of proximity (e.g., beside, next to, between, above, below, over and under) to identify and describe the location of an object 	<p>MR 2 Spatial Awareness</p> <p>MR 2.3 Recognizes objects that are upside-down and turns them right-side up. Finds or places objects next to, between, in front of or behind self. Puts together three pieces to create a whole object.</p> <p>MR 3.4 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 3.5 Identifies and corrects the orientation of familiar objects and symbols. Explains the location of an object in relation to another object. Assembles a puzzle without using a guide.</p>
Identification of Shapes	
<ul style="list-style-type: none"> • Identify 2-dimensional shapes (starting with familiar shapes such as circle and triangle) in different orientations and sizes • Identify and describe a variety of 2-dimensional and 3-dimensional shapes with mathematical names (e.g., ball/sphere, box/rectangular prism, can/ cylinder) regardless of orientation and size 	<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 3.6 Describes objects in the environment as two- and three-dimensional shapes.</p>
Composition of Shapes	
<ul style="list-style-type: none"> • Combine two or more shapes to create a new shape or to represent an object in the environment • Complete a shape puzzle or a new figure by putting multiple shapes together with purpose 	<p>MR 2 Spatial Awareness</p> <p>MR 2.5 Identifies and corrects the orientation of familiar objects and symbols. Explains the location of an object in relation to another object. Assembles a puzzle without using a guide.</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>

Science	
Strand A: Early learning experiences will support children to apply scientific practices.	
Questioning and Defining Problems	
<ul style="list-style-type: none"> ● Ask more detailed questions including the relationship between two things or cause and effect relationships ● Define a problem to be solved, including details and limitations to be considered (e.g., “We need to figure out how to reach that shelf, but we aren’t allowed to stand on the chairs.”) 	<p>SCI 1 Investigation & Inquiry</p> <p>SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>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, seeks information and shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p>
Investigating	
<ul style="list-style-type: none"> ● Intentionally vary actions in order to observe the effect of these actions on materials ● Engage in collaborative investigations to describe phenomena or to explore cause and affect relationships ● Gather data by drawing, counting or otherwise documenting observations 	<p>SCI 1 Investigation & Inquiry</p> <p>SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>SCI 1.5 Asks questions, seeks information and 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>
Using Evidence	
<ul style="list-style-type: none"> ● Cite examples to support their ideas (e.g., “I think the plant will die because when I forgot to water my plant it died.”) ● Give evidence from observations or investigations ● Begin to distinguish evidence from opinion 	<p>SCI 1 Investigation & Inquiry</p> <p>SCI 1.5 Asks questions, seeks information and 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>
Strand B: Early learning experiences will support children to	

engage in the process of engineering.	
Design Cycle	
<ul style="list-style-type: none"> Identify a problem and, with adult assistance design a solution (e.g., device or process) to address that problem Identify a problem and, with adult assistance, design a solution, test and refine design elements 	<p>MR 7 Logic & Reasoning</p> <p>MR 7.3 Plan a logical series of steps to accomplish a task. MR 7.4 Plans steps to accomplish task and then 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 or planning how to accomplish a task.</p>
Strand C: Early learning experiences will support children to understand patterns, process and relationships of living things.	
Unity and Diversity of Life	
<ul style="list-style-type: none"> Compare and contrast basic features of living things (e.g., body parts and their uses) between and across groups Recognize changes in living things over their lifespan by observing similarities and differences between babies and adults Group and classify living things based upon features, providing evidence to support groupings Demonstrate an understanding of how living things grow and change through predictable stages (e.g., birth, growth, reproduction, death) 	<p>PD 4 Personal Care</p> <p>PD 4.4 Describes the function of basic body parts. Regulates toileting and handwashing needs. Follows a routine of rest and active play. Meets most personal needs and understands that all people have needs.</p> <p>SCI 2 Natural & Earth Science</p> <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. 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. 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>
Living Things and Their Interactions with the Environment and Each Other	
<ul style="list-style-type: none"> Explore how animals depend upon the environment for food, water and shelter Provide examples of how animals depend on plants and 	<p>SCI 2 Natural & Earth Science</p> <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>other animals for food</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. 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>Strand D: Early learning experiences will support children to understand physical sciences.</p>	
<p>Energy, Force and Motion</p>	
<ul style="list-style-type: none"> ● Investigate how objects' speed and direction can be varied ● Make predictions and conduct simple experiments to change direction, speed and distance objects move ● Determine cause and effect of push/pull/collision that make objects, start, stop and change direction 	<p>SCI 3 Physical Science SCI 3.3 Explores motion by moving, rolling, blowing on or dropping a toy. Begins to name colors. SCI 3.4 Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors. SCI 3.5 Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur. 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>Matter and Its Properties</p>	
<ul style="list-style-type: none"> ● Compare and contrast attributes of common materials related to their function (e.g., flexibility, transparency, strength) ● Evaluate the appropriateness of a material for a given purpose based upon its properties ● Observe how heating and cooling cause changes to properties of materials (e.g., Ice melts when we bring it inside. Plastic becomes brittle when it is left outside in the cold.) 	<p>SCI 2 Natural & Earth Science 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. SCI 3 Physical Science 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. SCI 3.7 Recognizes that gravity makes unsupported objects fall. Identifies objects that are attracted to magnets. Identifies materials that are solid, liquid and gas.</p>
<p>Strand E: Early learning experiences will support children to</p>	

understand features of earth.	
Earth's Features and the Effects of Weather and Water	
<ul style="list-style-type: none"> • Observe, record, and note patterns regarding weather and the effects on the immediate environment (e.g., Rain over a period of days causes flooding. Sunny days cause the flower bed to dry out.) • Investigate how water interacts with other earth materials (e.g., sand, dirt, pebbles) • Give examples of ways in which weather variables (hot/cold temperatures, amount and intensity of precipitation, wind speed) affect us and/or cause changes to earth's features (e.g., The stream has greater water flow after snow melts.) 	<p>SCI 2 Natural & Earth Science</p> <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>
Earth and Human Activity	
<ul style="list-style-type: none"> • Investigate how humans use design solutions to adapt natural resources to meet basic needs (e.g., cut trees to build houses, make applesauce out of apples) • Explore how humans' use of natural resources impacts the environment (e.g., If we catch all the salmon, this can no longer be a food source. Cutting down trees can cause erosion.) 	<p>SCI 2 Natural & Earth Science</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 2.7 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.</p> <p>SCI 2.8 Describes threats that living things must overcome to survive. Explains the relationships between a variety of species. Describes how the sun and movements of the earth affect climate.</p>

Social Studies	
Strand A: Early Learning experiences will support children to	

understand self, family and a diverse community.	
Individual Development and Identity	
<ul style="list-style-type: none"> Identify physical characteristics of self (e.g., eyes, hair, skin, etc.) Demonstrate an understanding of self as part of a family (e.g., parents, grandparents, siblings, caregivers) Demonstrate an understanding that there are similarities and differences among people and families 	<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>SS 1 Culture & Community SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others. SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.</p>
Culture	
<ul style="list-style-type: none"> Identify cultural characteristics of self, family and community (e.g., home language, foods, modes of transportation, shelter, etc.) Demonstrate understanding that there are similarities and differences among the cultural characteristics of people, families and communities (e.g., languages, foods, art, customs, modes of transportation and shelter) 	<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. SS 1.5 Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community. SS 1.7 Compares diverse cultures and traditions. Understands that some people have different needs or beliefs.</p>
Strand B: Early Learning experiences will support children to learn about people and the environment.	
Power, Authority and Governance	
<ul style="list-style-type: none"> Demonstrate an understanding of some reasons for basic rules in the home, cultural community and/or classroom Demonstrate understanding of the reasons for rules and laws in the home, cultural community and/or classroom 	<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. 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.</p>

<p>People, Places and Environments</p>	
<ul style="list-style-type: none"> ● Demonstrate awareness that people share the environment with other people, animals and plants and have the responsibility to care for them ● Describe, draw or construct aspects of the geography of the classroom and/or home ● Demonstrate awareness that people have a responsibility to take care of the environment through active participation in activities such as recycling ● Describe, draw or construct aspects of the classroom, home and/or community (including roads, building, bodies of water, etc.) 	<p>SCI 2 Natural & Earth Science 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>SS 3 Geography SS 3.4 Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks. SS 3.5 Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks. Identifies what is represented on a map. Draws pictures of current location. SS 3.6 Compares the geographic features of own community to another community. Recreates a map of something s/he cannot immediately see.</p>
<p>Civic Ideals and Practices</p>	
<ul style="list-style-type: none"> ● Participate in jobs and responsibilities at home, classroom or community ● Demonstrate an understanding of why certain responsibilities are important and participate in fulfilling responsibilities at home, classroom or community (e.g., cleaning up, caring for pets) 	<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. 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.</p>
<p>Strand C: Early Learning experiences will support children to develop an understanding of economic systems and resources.</p>	
<p>Individuals, Groups and Institutions</p>	
<ul style="list-style-type: none"> ● Demonstrate awareness of a variety of jobs in the community and the work associated with them through conversation and/or play ● Demonstrate awareness of the tools and technologies associated with a variety of roles and jobs; expressing 	<p>SS 1 Culture & Community SS 1.6 Explains the meaning and importance of traditions and customs of other people. Explains how individuals, families and cultures differ. Compares roles, rules and responsibilities of different groups.</p> <p>SS 2 Civics & Economics</p>

interest in different careers	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.
Production, Distribution and Consumption	
<ul style="list-style-type: none"> ● Demonstrate beginning understanding of commerce through exploring the roles of buying and selling in play ● Demonstrate understanding of the basic relationship of money for the purchase of food, shelter, goods and services, moving toward an understanding of the difference between wants and needs 	<p>SS 2 Civics & Economics</p> <p>SS 2.5 Applies familiar rules and suggests new rules in a variety of situations. Explores the use of trade to receive objects or services.</p> <p>SS 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.</p>
Science, Technology and Society	
<ul style="list-style-type: none"> ● Understand the use of tools, including technology, for a variety of purposes ● Begin to be aware of technology and how it affects life 	<p>SCI 4 Technology</p> <p>SCI 4.4 Explores simple machines and interacts with simple electronic and screen toys.</p> <p>SCI 4.5 Experiments with simple technology to solve problems or accomplish tasks.</p>
Strand D: Early Learning experiences will support children to understand change over time.	
Time, Continuity and Change	
<ul style="list-style-type: none"> ● Demonstrate a basic understanding of sequence of events and time periods (e.g., using terms such as time of day, yesterday, today and tomorrow) ● Demonstrate a beginning understanding of change over time through discussing topics such as their own growth and how they have changed ● Demonstrate a beginning understanding of past, present and future as it relates to one's self, family and community ● Demonstrate a beginning understanding of change over 	<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>SS 4.7 Compares and contrasts current and historical conditions of familiar environments.</p>

time through discussing, representing or playing, about expanding topics such as their own growth and family history

Developmental Continuum of Skills

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

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



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

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

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

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

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