



Alignment of the
Experience Early Learning Skills
with
Delaware Early Learning Foundations:
Infant/Toddler and Preschool





The Developmental Continuum of the Experience Early Learning Skills

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

For questions or comments about this alignment, please contact info@experienceearlylearning.com

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

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

Visit www.experiencecurriculum.com/skillsresearch to learn how each Experience Early Learning tool supports developmentally appropriate practice and child skill development.



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



Delaware Early Learning Foundations

*Guidelines for Early Childhood:
Infant/Toddler*

*Guidelines for Early Childhood:
Preschool*



Delaware Infant/Toddler

<https://dieecpd.org/static/uploads/files/elfinfanttoddler9-10.pdf>

Social Emotional Development	
Self Awareness	
<ul style="list-style-type: none"> • SE1 Express feelings, emotions, and needs in a responsive environment • SE2 Discovers own body • SE3 Recognize and respond to name • SE4 Begin to develop independence • SE5 Begin to develop a sense of accomplishment 	
<p>0-6 Months</p> <p>Cry, smile, coo • Use a variety of facial expressions • Begin to communicate needs through cries and gestures</p>	<p>SED 1.1 Explores self and others by using senses.</p>
<p>6-12 Months</p> <p>Cry, gesture, coo, and make other sounds • Signal for adult attention or request help by crying, gesturing, or moving • Express emotions including happiness and anger (when frustrated)</p>	<p>SED 1.2 Recognizes self in photos or in a mirror.</p>
<p>12-24 Months</p> <p>Express his/her own feelings and range of emotions • Express emotions to get reaction from others • Express jealousy when caregiver holds another child</p>	<p>SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p>
<p>24-36 Months</p> <p>Begin to recognize his/her own feelings and range of emotions • Act out different emotions during pretend play • Use one or two words to express feelings</p>	<p>SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p>

Self Regulation	
<ul style="list-style-type: none"> • SE6 Begin to develop calming and coping skills • SE7 Develop self-control 	
0-6 Months • Stop crying when adult gently rocks or talks to baby • Close eyes, suck on fist, turn head away from distractions	SED 2.1 Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine.
6-12 Months • Cry and cling to parents when they are leaving, but calm down after a short time • Calmly adapt to small transitions during the day	SED 2.1 Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine. SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.
12-24 Months • Cling to blanket or stuffed toy at arrival time when family tries to leave • Want to be picked up	SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.
24-36 Months Carry around favorite stuffed animal when afraid • Go off by himself/herself • Continue to need adult support when in conflict with another child	SED 2.3 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change.
Attachments/Social Relationships	
<ul style="list-style-type: none"> • SE8 Express feelings through facial expressions, gestures and sound • SE9 Build a trusting relationship with a caring adult • SE10 Engage with other children • SE11 Respond to emotions of others 	

<p>0-6 Months</p> <ul style="list-style-type: none"> • Cry, grimace • Coo, begin to smile, move arms and legs excitedly • Look at caregiver's face 	<p>SED 4.1</p> <p>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.</p>
<p>6-12 Months</p> <ul style="list-style-type: none"> • Express joy • Get angry when frustrated • Spit out things that are "icky" 	<p>SED 4.1</p> <p>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.</p> <p>SED 4.2</p> <p>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.</p>
<p>12-24 Months</p> <p>Identify photos of self and family members • Act anxious around strangers • Enjoy helping by working side by side with adult</p>	<p>SED 4.3</p> <p>Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.</p>
<p>24-36 Months</p> <p>Use one or two words to express feelings • Express frustration through tantrums • Ask/sign/gesture to get attention</p>	<p>SED 4.2</p> <p>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.</p> <p>SED 4.3</p> <p>Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.</p>

Language and Literacy Development	
Receptive Language	
<ul style="list-style-type: none"> • LL1 Show interest in sounds • LL2 Show interest in language of others • LL3 Begin to understand gestures, words, routines, communication • LL4 Respond to communication of others 	
0-6 Months Startle or cry to loud sounds • Quiet down and turn head towards familiar voice • Smile when spoken to or greeted by smiling face • Smile, kick, move arms	LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions.
6-12 Months • Smile and laugh during interactions • Actively search for source of sound that is not visible • Move body to song or music	LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions. LLD 1.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts. With prompts and gestures, follows a one-step direction.
12-24 Months Combine objects in play and notice new sounds it makes (Ex: bang blocks together, place items in container) • Participate in finger plays	LLD 1.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts. With prompts and gestures, follows a one-step direction. LLD 1.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally.

<p>24-36 Months</p> <ul style="list-style-type: none"> • Join in finger play with actions and words • Actively seek to participate in ongoing activities • Interact in play with peers 	<p>LLD 1.3</p> <p>Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally.</p>
Expressive Language	
LL5 Use sounds, gestures or actions to communicate wants and needs	
<p>0-6 Months</p> <ul style="list-style-type: none"> • Respond to speaker/signer by smiling • Will quiet his/her body when spoken/signed to • Laugh 	<p>LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.</p> <p>LLD 3.1 Babbles and vocalizes using sound, volume and inflection.</p>
<p>6-12 Months</p> <ul style="list-style-type: none"> • Protest by gesturing or shake head • Wave bye-bye • May point to request an item • Reach to touch another person's body part • Reach for objects 	<p>LLD 2.2</p> <p>Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words either using signs or word-like sounds to communicate.</p>
<p>12-24 Months</p> <ul style="list-style-type: none"> • Use simple gesture (Ex: nod head for yes) • Use facial expressions to show excitement or distress • Pull caregiver to object he/she wants to play with 	<p>LLD 2.2</p> <p>Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words either using signs or word-like sounds to communicate.</p>
<p>24-36 Months</p> <p>Move/gesture to indicate toileting needs (Ex: wet or soiled diaper, tug on pants indicating a need to use bathroom)</p> <ul style="list-style-type: none"> • Repeat simple rhymes and songs • Imitate two and three word phrases 	<p>LLD 2.2</p> <p>Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words either using signs or word-like sounds to communicate.</p> <p>LLD 2.3</p> <p>Says two- to four-word sentences and repeats short phrases by using either signs, braille, or verbalized words. Identifies familiar people, places and objects. Asks what a specific person</p>

	or object is called. Communicates needs, desires and ideas.
Emergent Literacy	
<ul style="list-style-type: none"> • LL10 Show interest in rhymes, books, stories, and songs • LL11 Actively participate and show appreciation for book reading, story sharing and singing • LL12 Interact with books appropriately 	
<p>0-6 Months</p> <p>Explore books using senses (Ex: taste, feel, sight, smell) • Reach for pages of books • Look at caregiver's face when being read to</p>	<p>LLD 5.1 Looks at or points to pictures. Opens and closes books.</p> <p>LLD 6.1 Interacts by reaching for or patting when a book is read. Holds book and looks intently at each page.</p>
<p>6-12 Months</p> <p>• Independently pick up a book and flip the pages • Listen and/or look at books for a short period of time when read to • Babble while looking at book as if reading</p>	<p>LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of book.</p> <p>LLD 6.2 Points to pictures and repeats words from familiar stories. Answers "where" questions by pointing.</p>
<p>12-24 Months</p> <p>• Recognize familiar signs, labels, or logos in home or community • Finish repetitive lines in familiar books • Hold book correctly for reading</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>24-36 Months</p> <p>Label or make accompanying noises when sees picture • Participate in book reading by making noises (Ex: says tweet, tweet when pointing at birds • Recognize book by cover</p>	<p>LLD 5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p>
Emergent Writing	
<ul style="list-style-type: none"> • LL13 Use and experiment with different writing materials Emergent Writing (the beginnings of writing) • LL14 Notice and show interest in signs and words in the 	

classroom environment	
0-6 Months • Move both hands when he/she sees an exciting object • Grasp object, lets go, and attempts to grasp it again	LLD 7.1 Explores writing materials.
6-12 Months Transfer and manipulate an object with hands • Pick up a small toy with thumb and fingers (pincher grasp) • Show interest when adults write	LLD 7.1 Explores writing materials. LLD 7.2 Makes random marks with writing tools. Make handprints or fingerprints.
12-24 Months Pretend to write by scribbling • Choose to use markers or crayons during playtime • Imitate marks on paper	LLD 7.3 Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks. Scribbles or draws marks as a representation of an object or person.
24-36 Months • Hold crayon with thumb and fingers of one hand • Try to imitate symbols and pictures • “Writing” and “drawing” begin to look different	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.
Discoveries	
Sensory Awareness	
<ul style="list-style-type: none"> • DS1 Use vision to respond to light and focus on details such as faces, movement and color • DS2 Use taste and smell to learn about foods, people and objects • DS3 Explore people and objects through touch • DS4 Use hearing to gain information about people, places, language, and things • DS5 Use all senses to learn about cultures and ways of doing things 	

0-6 Months • Play with own hands and feet • Gaze at faces and objects • Gather information about people, objects, and themselves using multiple senses	SCI 3.1 Uses senses to explore objects in immediate environment. Kicks feet or shakes arms to make other objects move.
6-12 Months • Shake rattle or use voice to make sounds • Reach out, touch and explore nurturing caregivers • Focus on details, color, and movements of people and objects	SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.
12-24 Months Explore foods and develop likes and dislikes • React to sounds, rhythms and voices in the environment • Use senses to explore textures, people and objects	SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.
24-36 Months React to sounds, rhythms and voices to build language • Explore textures in their natural environment • Use senses to discriminate and make connections	SCI 2.1 Explores immediate environment using senses. Reacts to weather changes in immediate environment. SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.
Spatial Awareness	
<ul style="list-style-type: none"> • DS6 Discover how their own bodies fit into spaces • DS7 Explore how objects can fit into a variety of spaces as they build, stack, fill, and dump 	
0-6 Months Find mouth to explore self and objects • Explore environment by rolling, inching, or crawling • Reach for and grasp objects	MR 2.1 Plays with objects and toys that are a variety of shapes. Participates as caregiver raises arms or legs and says up/down. Tries to put one object inside another.
6-12 Months Stack, sort, dump, push and pull objects to see how they fit • Explore the world from a new view by sitting up, creeping and	MR 2.2 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.

crawling	
12-24 Months Squeeze onto caregiver's lap when another child is already there • Learn about balance as they stack and nest objects • Get stuck in tight spaces and work to get out	PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects. MR 2.2 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.
24-36 Months Build, knock over, and build again with a variety of materials • Experiment with lots of shapes, puzzles, and sorters • Learn to make judgments about how high to climb, how high to jump, and how fast and where to run	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.
Memory	
DS8 Focus on people in their immediate world	
0-6 Months • Explore objects only in immediate world • Does not search for a person or object that has disappeared	SS 4.1 Focuses on interactions with others for a short time.

6-12 Months Continue to play though notices caregiver is out of sight • Search actively for an object that is hidden	SCI 2.1 Looks for a person or toy that has moved out of sight. Reacts to changes.
12-24 Months • Search for items in specific sequences or places • Look for caregiver or parent after they leave room	SCI 2.1 Looks for a person or toy that has moved out of sight. Reacts to changes. SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.
24-36 Months Identify objects or people by name, sound or facial expression •	SCI 3.1 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways.

Look for favorite book or toy where it belongs	Shares discoveries with others. SS 1.1 Recognizes family members and is exposed to family traditions or cultural events.
Cause and Effect	
<ul style="list-style-type: none"> • DS11 Realize that a specific action (Ex: cry) is caused either through their own body or their own actions • DS12 Recognize that people and specific parts of objects can cause things to happen • DS13 Use their own body to get what they want or need (Ex: hands for feeding or reaching out, voice for crying to get attention) • DS14 Watch people and see how they can be used to get what they want • DS15 Use objects as a way to get what they want 	
0-6 Months Grasp objects and bring to mouth to explore • Repeat behaviors such as kicking, shaking, or batting • Use cries or sounds to express needs for food, attention, and comfort	SED 1.1 Explores self and others by using senses. PD 2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object.
6-12 Months Use hands or objects to cause actions like music or movement • Use fingers to feed self • Point or vocalize to obtain wants or needs	LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate. CA 1.1 Responds to sounds. Makes sounds to communicate feelings. CA 2.1 Moves body in a variety of ways. Uses body language to express feelings.
12-24 Months • Begin to use spoon or fork to feed self • Push, poke, or prod buttons or knobs to make things happen • Empty and fill different size cups with materials	PD 5.3 Anticipates the need to eat, rest and drink. Feeds self soft foods with spoon or other utensil. PD 2.3 Opens, closes, twists and pulls objects with one or both hands.

	MR 2.2 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.
24-36 Months Engage caregiver or peer to make things happen and expect response • Use objects to obtain out of reach items	LLD 1.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally. 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.
Attention and Persistence	
<ul style="list-style-type: none"> • DS16 Notice and pay attention to objects and people of interest • DS17 Choose to stay with an activity that interests them 	
0-6 Months Become quiet when caregiver responds to basic needs • Focus on patterns in carpet or on mobile	LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions. LLD 5.1 Looks at or points to pictures. Opens and closes books.
6-12 Months Change behaviors when routines or rituals are changed • Turn away from intense interactions or sounds	SCI 1.1 Looks for a person or toy that has moved out of sight. Reacts to changes.
12-24 Months Expect favorite song or book to be presented the same way every time • Engage in solitary play • Can often stay with activity to completion depending on temperament	MR 5.1 Plays predictable activities with caregivers such as pat-a-cake and peekaboo. SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.

<p>24-36 Months</p> <p>Expect favorite song or book to be presented same way every time • Engage in solitary play • Can often stay with activity to completion depending on temperament</p>	<p>MR 5.1 Plays predictable activities with caregivers such as pat-a-cake and peekaboo.</p> <p>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.</p>
Curiosity and Problem Solving	
<ul style="list-style-type: none"> • DS18 Explore objects to see how they work, using trial and error to meet challenges • DS19 Make connections with people and uses what they know from other situations to solve a problem • DS20 Try a variety of approaches in problem solving using own body and objects 	
<p>0-6 Months</p> <p>Physically, emotionally, or verbally react to environment • Put objects in mouth, bang objects against materials, shake, or hit objects</p>	<p>SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.</p> <p>PD 2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object.</p>
<p>6-12 Months</p> <p>Use own body to taste, feel, touch, or smell objects and materials in their world • Discover properties of objects by using them over and over again in multiple ways</p>	<p>PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p>
<p>12-24 Months</p> <p>Imitate caregiver • Move object around to see it in different ways • Develop basic concepts, patterns, shapes, and textures of things in environment</p>	<p>MR 6.1 When shown one object, finds the match. Identifies and names familiar people, characters and animals.</p> <p>SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.</p>
<p>24-36 Months</p> <p>Try several ways to reach an object that is stuck • Use body, objects or instruments to clap, pat or make other sounds • Twist</p>	<p>CA 1.3 Claps to beat (not always consistently). Understands difference of singing and speaking voices. Expresses likes and</p>

or turn objects to figure out how they work	dislikes of familiar songs. Explores shaking, pounding and tapping various instruments. PD 2.3 Opens, closes, twists and pulls objects with one or both hands.
Play	
<ul style="list-style-type: none"> • DS21 Play with hands, feet and objects in their immediate world • DS22 Imitate and practice what happens in their life as they watch people and events • DS23 Use props and people as they engage in make believe play and act out simple themes 	
0-6 Months Watch what is happening in environment • Reach for and explore real objects	LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions. SED 1.1 Explores self and others by using senses.
6-12 Months Roll, inch or crawl to different areas of the room to experience and explore real objects	SED 1.1 Explores self and others by using senses. PD 2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object.
12-24 Months Pretend to talk on telephone, cook meals or care for baby • Use real tools to act out simple tasks	SCI 4.2 Begins to use simple tools purposefully, such as using a spoon to feed self.
24-36 Months • Use real objects in imaginative ways to engage in role play activities such as talking on shoe or using block for bottle • Play different roles in pretend play	SED 2.3 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change.
Physical Development and Health	

Sensory	
<ul style="list-style-type: none"> • PD1 Experience different sensory activities (touch, smell, see, hear, taste, etc.) • PD2 Organize and discriminate sensory experiences • PD3 Engage in sensory activities and play 	
0-6 Months Startle to unexpected sounds • Quiet to soothing sounds • Turn head toward sounds • Respond to faces and touch with smile	LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions.
6-12 Months Begin some imitation of hand play such as waving bye-bye and clapping hands • Calm with comfort from a familiar adult when upset • Respond to familiar books and songs	SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers. SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.
12-24 Months React to surprise happenings • Develop preferences for tastes, textures, sounds, scents and sights • Touch and explore objects with hands and fingers	SCI 1.2 Asks one- to two-word questions. Uses senses to explore environment. SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.
24-36 Months • Play with different textures – solid and liquid materials • Use senses to experience nature and weather • Eat a variety of foods with different tastes and textures	SCI 2.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. Understands hot and cold. Points at clouds and explores the feel of rain and wind.
Fine Motor	
<ul style="list-style-type: none"> • PD4 Develop strength, small motor control, and coordination through daily activities • PD5 Touch, grasp, reach, and explore people and objects • PD6 Develop and use eye-hand coordination to perform 	

a variety of tasks <ul style="list-style-type: none"> PD7 Use and manipulate objects purposefully 	
0-6 Months Begin with hands tightly fisted and gradually open and move them • Grasp what is put in hands • Mouth hands	PD 2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object.
6-12 Months • Transfer objects from one hand to another • Control grasp and release of single objects • Hold a toy in each hand simultaneously	PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.
12-24 Months Begin to hold cup • Begin to pinch thumb and finger • Begin to manipulate small objects	PD 2.3 Opens, closes, twists and pulls objects with one or both hands.
24-36 Months Begin to hold writing tools • Begin to remove loose clothing and shoes • Keep one hand stable and use other to perform tasks	PD 2.3 Opens, closes, twists and pulls objects with one or both hands. LLD 7.3 Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks. Scribbles or draws marks as a representation of an object or person.
Gross Motor	
<ul style="list-style-type: none"> PD9 Move freely as they begin to control their own bodies starting with the head and back and progressing to the arms and legs PD10 Increase the strength, balance, and coordination of their bodies PD11 Ability to coordinate their bodies to perform increasingly complex movements PD12 Interact with people and environment through movement and body awareness 	

0-6 Months Move arms and legs randomly • Turn head side to side • Lift head when on stomach	PD 1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.
6-12 Months • Gradually sit independently • Get to hands and knees and rock back and forth • Move from one location to another by rolling, crawling on belly, and crawling on hands and knees	PD 1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position. PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.
12-24 Months • Begin to roll and toss objects • Walk short distances with both hands held, then with one hand • Walk independently	PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body. CA 2.2 Moves body purposely. Sways or bounces to music. Uses purposeful gestures and body language to communicate.
24-36 Months Begin to jump • Begin to throw objects with aim • Begin to put on own shirt, pants, shoes or jacket	CA 2.2 Moves body purposely. Sways or bounces to music. Uses purposeful gestures and body language to communicate.
Health Awareness and Practice	
<ul style="list-style-type: none"> • PD13 Learn about and respect their bodies • PD14 Engage in daily physical activity, both indoors and outdoors • PD15 Experience and learn about hygiene routines • PD16 Experience and learn about healthy lifestyle practices • PD17 Learn about and demonstrate safe behaviors and accident prevention 	
0-6 Months Cry when hungry or uncomfortable • Enjoy warm baths • Relax when rocked	PD 3.1 Expresses distress when needs are not met.
6-12 Months	PD 3.1 Expresses distress when needs are not met.

<p>Indicate when hungry, full, thirsty, uncomfortable, tired • Develop consistent sleep/wake patterns and daily routines • Cooperate during care routines: may hold bottle, feed themselves, help wash hands, pull at diapers when wet</p>	<p>PD 4.2 Recognizes the difference between dirty and clean. Points to body parts when prompted. Participates in taking care of some personal needs, such as feeding self.</p>
<p>12-24 Months Cooperate during physical care: dressing, eating, hand washing, bathing, tooth brushing, nose blowing, and diapering • Engage in active play: pushing carts, loading wagons, rolling balls, walking, climbing, dancing, riding wheel toys • Eat a variety of healthy foods, including fruits and vegetables</p>	<p>PD 4.2 Recognizes the difference between dirty and clean. Points to body parts when prompted. Participates in taking care of some personal needs, such as feeding self.</p> <p>PD 5.2 Communicates when hungry, thirsty or tired. Feeds self some finger foods.</p>
<p>24-36 Months Enjoy and initiate active play: dancing, climbing, playing with push or pull toys, crawling through tunnels, throwing balls, running • May indicate toilet needs • Decide what and how much to eat when offered healthy food choices</p>	<p>PD 5.3 Anticipates the need to eat, rest and drink. Feeds self soft foods with spoon or other utensil.</p> <p>PD 4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.</p> <p>PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p>

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Delaware Early Learning Foundations: Preschool (2010)

Developmental Continuum of the
Experience Early Learning Skills

Self-Concept	
SE31 Be with adults who are consistent, responsive, and caring	#3 Social Relationships 3.1 Builds positive relationships
SE32 Make meaningful choices and experience the outcomes of those choices in a safe and supportive environment	#1 Self Concept 1.1 Expresses preference 1.2 Takes responsibility
SE33 Participate in activities that are challenging but within their reach	#1 Self Concept 1.2 Takes responsibility
SE34 Assume a role in determining how they will learn	#1 Self Concept 1.1 Expresses preference 1.2 Takes responsibility
SE35 Participate in meaningful responsibilities	#1 Self Concept 1.2 Takes responsibility
SE36 Explore and participate in activities and materials designed to build understanding of individual characteristics and of diversity in culture, family structure, ability, language, age, and gender in non-stereotypical ways.	#25 Scientific Reasoning 25.1 Inquires and predicts 25.2 Observes and experiments 25.3 Evaluates and infers
SE37 Be part of the classroom community so that each child feels accepted and gains a sense of belonging	#3 Social Relationships 3.1 Builds positive relationships 3.3 Cares for and responds to others #21 Families and Communities 21.3 Respects diversity
Self-Regulation	
SE38 Recognize, label and express a range of feelings, and needs appropriately (Ex: happy, sad, frustrated, angry, fearful, etc.)	#1 Self Concept 1.3 Identifies and manages feelings
SE39 Begin to understand that feelings are separate from actions and that it is acceptable to have a range of feelings (Ex: from frustrated to really mad)	#1 Self Concept 1.3 Identifies and manages feelings

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SE40 Express feelings through play and artistic representation	#1 Self Concept 1.3 Identifies and manages feelings #14 Emergent Writing 14.2 Expresses through writing #30 Music 30.2 Expresses through music #31 Dance and Movement 31.2 Expresses through dance and movement #32 Visual Arts 32.2 Expresses through visual arts #33 Drama 33.1 Participates in dramatic play
SE41 Begin to understand that actions have consequences	#1 Self Concept 1.2 Takes responsibility
SE42 Follow simple rules and routines with minimal help	#2 Self Direction 2.1 Follows rules and routines
SE43 Experience logical and natural consequences	#1 Self Concept 1.2 Takes responsibility #2 Self Direction 2.2 Maintains attention
SE44 Complete activities that he/she has started	#1 Self Concept 1.2 Takes responsibility #2 Self Direction 2.2 Maintains attention
SE45 Uses materials purposefully, safely, and respectfully	#1 Self Concept 1.2 Takes responsibility #2 Self Direction 2.1 Follows rules and routines #6 Health and Safety 6.3 Demonstrates safe practices

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SE46 Attempt to solve problems in a positive manner	#1 Self Concept 1.2 Takes responsibility #3 Social Relationships 3.2 Cooperates
Social Relationships and Cooperation	
SE47 Develop trust in familiar adults and close peers	#3 Social Relationships 3.1 Builds positive relationships
SE48 Receive guidance, support and directions from a range of familiar adults	#3 Social Relationships 3.1 Builds positive relationships
SE49 Develop and maintain friendships with peers	#3 Social Relationships 3.1 Builds positive relationships 3.3 Cares for and responds to others
SE50 Develop awareness of other's perspectives and to gain an understanding of how their actions impact those around them	#3 Social Relationships 3.3 Cares for and responds to others
SE51 Develop and demonstrate positive social skills (Ex: please, thank you, helping a friend, sharing, etc.)	#3 Social Relationships 3.1 Builds positive relationships 3.2 Cooperates
SE52 Develop ability to initiate and sustain play with peers	#3 Social Relationships 3.1 Builds positive relationships 3.2 Cooperates
SE53 Be a helpful member of a group or household through sharing tasks or chores	#1 Self Concept 1.2 Takes responsibility #3 Social Relationships 3.2 Cooperates
SE54 Develop turn taking and negotiation skills	#3 Social Relationships 3.2 Cooperates

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Experience Early Learning Skills

Initiative and Curiosity	
AL31 Participate in a variety of tasks and activities using all five senses	#25 Scientific Reasoning 25.2 Observes and experiments
AL32 Make independent choices during play and throughout the daily routine	#1 Self Concept 1.2 Takes responsibility
AL33 Approach tasks and activities with flexibility, imagination, inventiveness, and confidence	#1 Self Concept 1.1 Expresses preference 1.2 Takes responsibility #20 Logic 20.1 Solves problems
AL34 Show eagerness and curiosity to learn about and discuss a variety of topics, ideas, and tasks	#1 Self Concept 1.1 Expresses preference 1.2 Takes responsibility #2 Self Direction 2.2 Maintains attention #25 Scientific Reasoning 25.1 Inquires and predicts
Engagement and Persistence	
AL35 Begin to develop the ability to focus and complete a variety of tasks, activities, projects, and experiences	#1 Self Concept 1.2 Takes responsibility #2 Self Direction 2.2 Maintains attention
AL36 Begin to develop and follow through with plan for play and other activities	#1 Self Concept 1.2 Takes responsibility #2 Self Direction 2.2 Maintains attention

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AL37 Begin to demonstrate the ability to follow a sequence of steps to create a finished project	#1 Self Concept 1.2 Takes responsibility #2 Self Direction 2.2 Maintains attention #7 Listening 7.2 Follows verbal directions
Reasoning and Problem Solving	
AL38 Develop the ability to recognize and solve problems through active exploration, including trial and error, interactions, and discussions with peers and adults	#20 Logic 20.1 Solves problems #25 Scientific Reasoning 25.1 Inquires and predicts 25.2 Observes and experiments 25.3 Evaluates and infers
AL39 Develop the ability to classify, compare, and contrast objects, events, and experiences	#18 Patterns and Sorting 18.1 Identifies and creates patterns 18.2 Matches, sorts and charts #19 Measurement 19.1 Estimates and measures 19.2 Compares and seriates
AL40 Demonstrate the ability to sequence events	#19 Measurement 19.2 Compares and seriates #24 History 24.1 Describes past events
AL41 Begin to develop the ability to explain and demonstrate strategies to solve problems	#20 Logic 20.1 Solves problems

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Experience Early Learning Skills

Receptive Communication	
LL31 Respond to their names, requests for action, or information	#7 Listening 7.1 Comprehends spoken language 7.2 Follows verbal directions
LL32 Develop listening, watching, attention, and comprehension skills	#2 Self Direction 2.2 Maintains attention #7 Listening 7.1 Comprehends spoken language
LL33 Follow two–or three–step directions	#7 Listening 7.2 Follows verbal directions
LL34 Identify particular sounds in the environment through different media	#10 Phonological Awareness 10.1 Hears small units of sound
LL35 Respond to questions	#8 Communication 8.1 Communicates ideas #13 Reading Comprehension 13.1 Responds to text 13.2 Retells, asks and answers questions
LL36 Increase vocabulary to include prepositions and basic concepts	#8 Communication 8.2 Speaks in sentences #9 Vocabulary 9.1 Builds vocabulary
Expressive Communication	
LL37 Be aware that people communicate in a variety of ways (verbal and non-verbal)	#7 Listening 7.1 Comprehends spoken language #21 Families and Communities 21.3 Respects diversity
LL38 Communicate so they will be understood by peers and adults	#8 Communication 8.1 Communicates ideas

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LL39 Play with language such as rhyming	#8 Communication 8.2 Speaks in sentences #10 Phonological Awareness 10.2 Identifies rhyme and alliteration
LL40 Use language to enter play situation	#3 Social Relationships 3.2 Cooperates #8 Communication 8.1 Communicates ideas
LL41 Participate in turn taking in conversations	#3 Social Relationships 3.2 Cooperates #8 Communication 8.1 Communicates ideas
LL42 Dictate a story to an adult	#8 Communication 8.1 Communicates ideas
LL43 Communicate using multiple words/phrases including nouns, verbs, descriptive phrases, prepositions and/or ASL grammatical features	#8 Communication 8.2 Speaks in sentences
LL44 Use volume and tone or ASL facial grammar appropriate to the situation	#1 Self Concept 1.1 Expresses preference 1.3 Identifies and manages feelings #8 Communication 8.1 Communicates ideas
LL45 Respond appropriately to messages in conversation	#3 Social Relationships 3.3 Cares for and responds to others #7 Listening 7.1 Comprehends spoken language #8 Communication 8.1 Communicates ideas
LL46 Express emotions through language	#1 Self Concept 1.1 Expresses preference 1.3 Identifies and manages feelings #8 Communication 8.1 Communicates ideas

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LL47 Use language appropriately during play situations	#3 Social Relationships 3.2 Cooperates #8 Communication 8.1 Communicates ideas
LL48 Experiment with patterns in words	#10 Phonological Awareness 10.1 Hears small units of sound 10.2 Identifies rhyme and alliteration
Emergent Reading	
LL49 Show an interest in rhymes, songs, books, stories, writings, and other literacy or reading-related activities	#10 Phonological Awareness 10.2 Identifies rhyme and alliteration #13 Reading Comprehension 13.1 Responds to text
LL50 Show increasing awareness of print, familiar signs, labels, and symbols	#11 Concepts of Print 11.1 Demonstrates print knowledge #12 Letter/Word Recognition 12.1 Identifies letters and words
LL51 Identify and name letters of the alphabet	#12 Letter/Word Recognition 12.1 Identifies letters and words
LL52 Recognize their first name in print written with the first letter in upper case followed by lower-case letters	#12 Letter/Word Recognition 12.1 Identifies letters and words
LL53 Recognize common letter sounds at the beginning, middle, and ends of words	#10 Phonological Awareness 10.1 Hears small units of sound 10.2 Identifies rhyme and alliteration #12 Letter/Word Recognition 12.2 Makes letter-sound connections
LL54 Know the difference between upper-and lower-case letters	#12 Letter/Word Recognition 12.1 Identifies letters and words
LL55 Show comprehension by answering questions related to an age-appropriate story that has been read or told	#13 Reading Comprehension 13.1 Responds to text 13.2 Retells, asks and answers questions
LL56 Understand the parts of a books and how it is used	#11 Concepts of Print 11.1 Demonstrates print knowledge

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LL57 Hold a book upright, turn pages starting at the front of the book, and scan pages left to right and top to bottom	#11 Concepts of Print 11.1 Demonstrates print knowledge
LL58 Explore different types of literature such as narrative (Story) and informative (non-fiction)	#11 Concepts of Print 11.1 Demonstrates print knowledge #13 Reading Comprehension 13.1 Responds to text
LL59 Demonstrate that print represents someone's thoughts and ideas	#11 Concepts of Print 11.1 Demonstrates print knowledge #14 Emergent Writing 14.2 Expresses through writing
LL60 Interpret pictures	#11 Concepts of Print 11.1 Demonstrates print knowledge #13 Reading Comprehension 13.1 Responds to text
LL61 Hears words in a sentences and syllables in words	#10 Phonological Awareness 10.1 Hears small units of sound
LL62 Know that print is read and pictures are not	#11 Concepts of Print 11.1 Demonstrates print knowledge
Emergent Writing	
LL63 Use scribbles, symbols, or drawings to share experiences	#14 Emergent Writing 14.2 Expresses through writing
LL64 Use a variety of writing tools and materials	#5 Fine Motor 5.2 Uses drawing/writing tools
LL65 Trace and copy shapes and letters	#14 Emergent Writing 14.1 Writes name, words and sentences
LL66 Begin to print the letters of their first name	#14 Emergent Writing 14.1 Writes name, words and sentences
LL67 Express self though pretend writing	#14 Emergent Writing 14.2 Expresses through writing
LL68 Write in a variety of formats	#14 Emergent Writing 14.1 Writes name, words and sentences 14.2 Expresses through writing

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LL69 Practice writing left to right and top to bottom	#11 Concepts of Print 11.1 Demonstrates print knowledge #14 Emergent Writing 14.1 Writes name, words and sentences
LL70 Use inventive spelling	#14 Emergent Writing 14.1 Writes name, words and sentences
LL71 Develop strength, dexterity, and control needed to use writing tools and materials	#5 Fine Motor 5.1 Controls small movements 5.2 Uses drawing/writing tools
LL72 Develop hand-eye coordination required for written communication	#5 Fine Motor 5.1 Controls small movements 5.2 Uses drawing/writing tools

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Experience Early Learning Skills

Numbers and Operations	
MA31 Develop an awareness of numbers and counting as means for understanding quantity	#15 Number Concepts 15.1 Identifies numerals 15.2 Counts to determine quantity
MA32 Recite numbers in sequence	#15 Number Concepts 15.2 Counts to determine quantity
MA33 Recognize numbers	#15 Number Concepts 15.1 Identifies numerals
MA34 Use one-to-one correspondence when counting	#15 Number Concepts 15.2 Counts to determine quantity
MA35 Use language to compare numbers of objects (Ex: more, less, same)	#15 Number Concepts 15.2 Counts to determine quantity 15.3 Understands operations
MA36 Determine quantity or “how many”	#15 Number Concepts 15.2 Counts to determine quantity 15.3 Understands operations
MA37 Understand numbers and number concepts as they relate to everyday life	#15 Number Concepts 15.2 Counts to determine quantity 15.3 Understands operations
MA38 Use ordinal number words to describe the position of objects (Ex: “First,” “second,” “third,” etc.)	#9 Vocabulary 9.1 Builds vocabulary #15 Number Concepts 15.1 Identifies numerals #19 Measurement 19.2 Compares and seriates
MA39 Understand the concept of how numbers relate to quantity	#15 Number Concepts 15.2 Counts to determine quantity 15.3 Understands operations
Geometry and Spatial Sense	
MA40 Begin to recognize, name, describe, build, and draw two and three dimensional shapes	#16 Shapes 16.1 Identifies shapes

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MA41 Put together and take apart increasingly more difficult puzzles	#16 Shapes 16.2 Manipulates parts and wholes
MA42 Describe how shapes are the same or different (Ex: size, shape, color)	#16 Shapes 16.1 Identifies shapes #17 Spatial Awareness 17.1 Flips and rotates objects #19 Measurement 19.2 Compares and seriates
MA43 Demonstrate and describe positions of objects	#17 Spatial Awareness 17.2 Determines object location
Patterns	
MA44 Recognize, copy, and extend simple patterns with a variety of materials	#18 Patterns and Sorting 18.1 Identifies and creates patterns
MA45 Arrange objects in a series according to one attribute (Ex: Shape, size, texture, or color)	#19 Measurement 19.2 Compares and seriates
MA46 Develop an awareness of concepts of time as it relates to daily lives (Ex: snack, circle, bedtime)	#19 Measurement 19.1 Estimates and measures #24 History 24.1 Describes past events
MA47 Sort and match a variety of concrete objects according to attributes (Ex: color, size, shape)	#18 Patterns and Sorting 18.2 Matches, sorts and charts
Measurement	
MA48 Use non-standard (feet, hands, shoes, blocks, yarn) and standard (ruler, yardstick, measuring tape) measures	#19 Measurement 19.1 Estimates and measures
MA49 Explore concepts of measurable attributes (Ex: weight, volume, length, time, and temperature)	#19 Measurement 19.1 Estimates and measures
MA50 Begin to compare and sort according to measurement attributes (Length, size, weight)	#19 Measurement 19.1 Estimates and measures 19.2 Compares and seriates

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Data Analysis	
MA51 Begin to represent data using concrete objects, pictures, and simple graphs	#14 Emergent Writing 14.2 Expresses through writing #18 Patterns and Sorting 18.2 Matches, sorts and charts
MA52 Begin to compare and interpret data collected	#18 Patterns and Sorting 18.2 Matches, sorts and charts #19 Measurement 19.2 Compares and seriates #25 Scientific Reasoning 25.3 Evaluates and infers

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Sensory Awareness	
SC31 Use senses in purposeful ways to gather information and explore the environment	#25 Scientific Reasoning 25.1 Inquires and predicts 25.2 Observes and experiments #27 Physical Science 27.1 Identifies properties of matter
SC32 Begin to identify and recognize the differences among the senses, their functions, and the kinds of information they get from each sense	#25 Scientific Reasoning 25.2 Observes and experiments #27 Physical Science 27.1 Identifies properties of matter
Scientific Exploration	
SC33 Express their curiosity and investigate questions of interest through play and exploration	#25 Scientific Reasoning 25.1 Inquires and predicts
SC34 Use materials and tools appropriate for problem solving and exploration	#25 Scientific Reasoning 25.1 Inquires and predicts #29 Technology 29.1 Explores technology
Scientific Inquiry	
SC35 Ask scientific questions	#25 Scientific Reasoning 25.1 Inquires and predicts
SC36 Investigate and explore their questions using observations and previous experience to make predictions	#25 Scientific Reasoning 25.2 Observes and experiments
SC37 Provide their own explanations for “how” and “why” things happen	#25 Scientific Reasoning 25.3 Evaluates and infers
SC38 Use data from an investigation or exploration to draw conclusions and communicate results	#25 Scientific Reasoning 25.3 Evaluates and infers
Scientific Knowledge – Living Things	
SC39 Observe, describe, and discuss the natural world of people, animals and plants	#26 Life Science 26.1 Identifies basic needs 26.2 Classifies organisms

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SC40 Recognize categories of people, plants, and animals and describe the similarities and differences among them	#26 Life Science 26.2 Classifies organisms
SC41 Recognize people, plants and animals grow and change over time and need certain things to survive	#26 Life Science 26.1 Identifies basic needs
SC42 Demonstrate respect for living things	#1 Self Concept 1.2 Takes responsibility #3 Social Relationships 3.3 Cares for and responds to others #21 Families and Communities 21.3 Respects diversity #26 Life Science 26.1 Identifies basic needs 26.2 Classifies organisms
Scientific Knowledge – Non-Living Things	
SC43 Observe, describe, and discuss physical properties of non-living things, both natural and human-made	#25 Scientific Reasoning 25.2 Observes and experiments #27 Physical Science 27.1 Identifies properties of matter
SC44 Recognize categories of non-living things and describe similarities and differences among them	#27 Physical Science 27.1 Identifies properties of matter
SC45 Explore objects, machines, technology and structures	#27 Physical Science 27.2 Explores forces and motions #29 Technology 29.1 Explores technology
SC46 Experiment with effects of their own actions on objects	#25 Scientific Reasoning 25.2 Observes and experiments #27 Physical Science 27.2 Explores forces and motions
Scientific Knowledge – Earth and Sky	
SC47 Observe, describe, and discuss changes in the seasons and the weather	#28 Earth Science 28.1 Identifies weather and climates

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SC48 Observe, describe, and discuss landforms, bodies of water, and the properties of earth's materials (Ex: rocks, dirt, sand and water)	#23 Geography 23.1 Identifies types of places #28 Earth Science 28.2 Explores ecosystems
SC49 Observe, describe, and discuss the characteristics of the sun, moon, stars, and sky	#28 Earth Science 28.1 Identifies weather and climates
Scientific Knowledge – Environment	
SC50 Explore how the environment is affected by what people do	#1 Self Concept 1.2 Takes responsibility #28 Earth Science 28.2 Explores ecosystems
SC51 Describe and engage in activities that preserve the environment	#3 Social Relationships 3.3 Cares for and responds to others #28 Earth Science 28.2 Explores ecosystems

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Experience Early Learning Skills

My Family and My Community Culture	
MM31 Understand the concept of belonging to a family	#3 Social Relationships 3.1 Builds positive relationships #21 Families and Communities 21.1 Identifies community and family roles
MM32 Begin to develop an awareness of their family's culture	#21 Families and Communities 21.1 Identifies community and family roles 21.2 Explores cultures and traditions
MM33 Begin to develop an awareness of the cultures of other children and adults in their group and community	#21 Families and Communities 21.1 Identifies community and family roles 21.2 Explores cultures and traditions 21.3 Respects diversity
MM34 Build an awareness and respect for the differences in people (Ex: Language, skin tone, race, abilities/disabilities, family structure, age, clothing)	#21 Families and Communities 21.3 Respects diversity
MM35 Understand the concept of belonging to different groups (EX: family, early childhood group, friends, community)	#21 Families and Communities 21.1 Identifies community and family roles
Past, Present and Future History	
MM36 Develop emerging concept of time through daily schedule and routines	#2 Self Direction 2.1 Follows rules and routines #24 History 24.1 Describes past events
MM37 Share their personal history including people, places and events that take place in the past and the present	#21 Families and Communities 21.2 Explores cultures and traditions #24 History 24.1 Describes past events
MM38 Talk about events that may happen in the near future	#2 Self Direction 2.3 Transitions and adapts #24 History 24.1 Describes past events
MM39 Begin to understand that things, people, and places change over time	#24 History 24.1 Describes past events

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Places and Spaces – Geography	
MM40 Be familiar with information about where they live, including their address	#23 Geography 23.1 Identifies types of places
MM41 Develop concepts and describe location, directionality, and spatial relationships (Ex: on top, of/under, inside/outside, next to, beside, up/down, left/right)	#17 Spatial Awareness 17.2 Determines object location
MM42 Understand the world around them by using tools such as maps and globes, GPS (Global Positioning Satellite)	#23 Geography 23.2 Uses maps
MM43 Develop an awareness of the natural environment surrounding them outdoors	#23 Geography 23.1 Identifies types of places #28 Earth Science 28.1 Identifies weather and climates 28.2 Explores ecosystems
MM44 Begin to understand the relationship between humans and the natural environment	#1 Self Concept 1.2 Takes responsibility #21 Families and Communities 21.1 Identifies community and family roles #23 Geography 23.1 Identifies types of places #28 Earth Science 28.2 Explores ecosystems
Working Together – Government and Communities	
MM45 Develop awareness of community people, including the services and products they provide, and the skills needed to perform their jobs	#21 Families and Communities 21.1 Identifies community and family roles #22 Civics and Economics 22.1 Understands citizenship 22.2 Understands concepts of trade
MM46 With support begin to develop problem solving skills	#1 Self Concept 1.2 Takes responsibility #3 Social Relationships 3.2 Cooperates #22 Civics and Economics 22.1 Understands citizenship

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MM47 Help to create rules	#22 Civics and Economics 22.1 Understands citizenship
MM48 Develop an awareness that people living in a family, early childhood group, or community have roles, responsibilities, and rules to help each other	#3 Social Relationships 3.2 Cooperates #22 Civics and Economics 22.1 Understands citizenship
MM49 Perform simple tasks within the home, early childhood group, or community	#1 Self Concept 1.2 Takes responsibility #3 Social Relationships 3.2 Cooperates #21 Families and Communities 21.1 Identifies community and family roles
MM50 Participate in group decision making	#22 Civics and Economics 22.1 Understands citizenship
Money and Resources – Economics	
MM51 Explore the concept of money, including what it is and how it is used	#22 Civics and Economics 22.2 Understands concepts of trade
MM52 Develop an awareness that people work for money in order to provide for basic necessities, including the concept that people can trade and barter to get goods and services	#22 Civics and Economics 22.2 Understands concepts of trade
MM53 Begin to understand how people make and consume goods and services	#22 Civics and Economics 22.2 Understands concepts of trade
MM54 Begin to understand wants versus basic necessities	#22 Civics and Economics 22.2 Understands concepts of trade #26 Life Science 26.1 Identifies basic needs

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Experience Early Learning Skills

Music	
CE31 Develop awareness of different musical instruments, tones patterns/rhythms and tempos	#30 Music 30.1 Develops rhythm and tone
CE32 Initiate and recall patterns, songs rhythms, and rhymes	#30 Music 30.1 Develops rhythm and tone
CE33 Be exposed to music from other cultures	#21 Families and Communities 21.3 Respects diversity #30 Music 30.1 Develops rhythm and tone
CE34 Sing a variety of simple songs in various keys	#30 Music 30.1 Develops rhythm and tone 30.2 Expresses through music
Movement and Dance	
CE35 Express through movement what is felt and heard in various rhythmic patterns	#31 Dance and Movement 31.1 Develops dance and movement techniques
CE36 Demonstrate an awareness of different musical tempos, patterns, and beats through movement	#30 Music 30.1 Develops rhythm and tone #31 Dance and Movement 31.1 Develops dance and movement techniques
CE37 Gain awareness of different cultures through experiences with a variety of music and movement activities	#21 Families and Communities 21.3 Respects diversity #30 Music 30.1 Develops rhythm and tone #31 Dance and Movement 31.1 Develops dance and movement techniques
CE38 Experience and use movement to reinforce learning in other curricular areas	#31 Dance and Movement 31.2 Expresses through dance and movement
Visual Arts	
E39 Show interest using different art media and materials in a variety of ways for creative expressions and representation	#32 Visual Arts 32.1 Develops artistic techniques 32.2 Expresses through visual arts

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CE40 Plan and create original drawings, paintings, models, and other art creations using a variety of media	#32 Visual Arts 32.1 Develops artistic techniques
CE41 Share experiences, ideas and thoughts about artistic creations	#32 Visual Arts 32.2 Expresses through visual arts
CE42 Use a variety of art materials and activities for sensory experiences	#32 Visual Arts 32.1 Develops artistic techniques
CE43 Express interest in and show respect for creative work of others	#3 Social Relationships 3.3 Cares for and responds to others #21 Families and Communities 21.3 Respects diversity #32 Visual Arts 32.1 Develops artistic techniques
CE44 Express experiences and feelings through a variety of artistic processes and creations	#32 Visual Arts 32.2 Expresses through visual arts
Dramatic Play	
CE45 Represent fantasy and real-life experiences through pretend play	#33 Drama 33.1 Participates in dramatic play
CE46 Show imagination and creativity in play	#33 Drama 33.1 Participates in dramatic play 33.2 Uses and create props
CE47 Participate in adult-guided dramatic activities	#33 Drama 33.1 Participates in dramatic play
CE48 Engage in cooperative pretend play with another child	#33 Drama 33.1 Participates in dramatic play 33.2 Uses and create props


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Experience Early Learning Skills

Fine Motor	
PD31 Develop strength, small-motor control, and coordination through daily activities	#5 Fine Motor 5.1 Controls small movements
PD32 Develop and use eye-hand coordination to perform a variety of tasks	#5 Fine Motor 5.1 Controls small movements 5.2 Uses drawing/writing tools
PD33 Explore and experiment with a variety of tools	#5 Fine Motor 5.2 Uses drawing/writing tools
Gross Motor	
PD34 Increase strength, balance, coordination, flexibility, stamina, and control in motor activities	#4 Gross Motor 4.1 Builds strength and balance 4.2 Coordinates large movements
PD35 Demonstrate body and space awareness, to move and stop with control over speed and direction	#4 Gross Motor 4.2 Coordinates large movements
PD36 Develop the ability to coordinate increasingly complex movements	#4 Gross Motor 4.2 Coordinates large movements
Health Awareness and Practice	
PD37 Expand knowledge and respect for their bodies	#6 Health and Safety 6.1 Makes healthy food and exercise choices 6.2 Practices good hygiene
PD38 Engage in daily physical activities, both indoors and outdoors	#6 Health and Safety 6.1 Makes healthy food and exercise choices
PD39 Learn about and practice health and hygiene routines	#6 Health and Safety 6.1 Makes healthy food and exercise choices 6.2 Practices good hygiene
PD40 Experience and learn about healthy lifestyle practices	#6 Health and Safety 6.1 Makes healthy food and exercise choices 6.2 Practices good hygiene
PD41 Learn about and demonstrate safe behaviors and accident prevention	#6 Health and Safety 6.3 Demonstrates safe practices

Developmental Continuum of Skills


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


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


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

Mathematics & Reasoning

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.

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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.

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