



*Alignment of the*  
**Experience Early Learning Skills**  
*with*  
**Kansas Early Learning Standards**





## The Developmental Continuum of the Experience Early Learning Skills

This document details the alignment of the **Kansas Early Learning Standards**. For questions or comments about this alignment, please contact [info@experienceearlylearning.com](mailto:info@experienceearlylearning.com)

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

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

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



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



Kansas Early Learning Standards

**Young Infant:** i **Mobile Infant:** mi **Toddler:** t **Pre3:** p3 **Pre4:** p4

Experience Early Learning Developmental Continuum of Skills

Approaches to Learning	
Engagement and Attention	
<p>ATL.i.1: Demonstrates awareness of happenings and surroundings.</p> <p>ATL.i.2: Controls caregiver's attention by babbling, looking at face, smiling or at times looking away to disengage.</p> <p>ATL.i.3: Shows interest in other children.</p>	<p>SED.1.1 Explores self and others by using senses. Vocalizes or moves to express wants and needs.</p>
<p>ATL.mi.1: Focuses on an activity, but is easily distracted.</p> <p>ATL.mi.2: Actively participates in social games with adults, anticipating own turn (e.g., peekaboo).</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>ATL.t.1: Begins to maintain focus, despite distractions, during brief delays in task.</p> <p>ATL.t.2: Plays side-by-side with another child, at times observing, imitating or engaging child in play.</p> <p>ATL.t.3: Continues to play when a caregiver leaves the area.</p>	<p>SED.3.3 Focuses on an engaging activity for a short period of time independently or with an adult.</p> <p>SED.4.3 Identifies and plays side-by-side with a new or familiar person.</p>
<p>ATL.p3.1: Sustains attention to task, especially when adults offer suggestions, comments and questions as a means of support.</p> <p>ATL.p3.2: Ignores distractions briefly when engrossed in an activity.</p> <p>ATL.p3.3: Remembers and follows one or two step directions.</p>	<p>SED.3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.</p> <p>LLD.1.3 Follows related two-step directions given verbally.</p>
<p>ATL.p4.1: Sustains attention to task despite distractions.</p> <p>ATL.p4.2: Gathers information through listening. Remembers what was said in brief group discussion.</p>	<p>SED.3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.</p>

Persistence	
ATL.i.4: Tries to reproduce interesting and pleasurable effects and events (e.g., swats at mobile, reaches out for objects).	SCI.3.1 Uses senses to explore objects in an immediate environment. Kicks feet or shakes arms to make other objects move.
ATL.mi.3: Repeats actions intentionally to achieve a goal (e.g., drops food on the floor so adult will engage in the 'pick it up' game). ATL.mi.4: Executes simple 2-step plan (i.e., means-to-end task).	MR.7.1 Reacts to a problem and seeks a desired outcome.
ATL.t.4: Engages in self-initiated activities for a sustained period of time. ATL.t.5: Returns to an activity after being distracted.	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.
ATL.p3.4: Practices an activity many times until successful.	SED.3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.
ATL.p4.3: Stays with a task for at least five minutes. ATL.p4.4: Carries out tasks, activities, projects or experiences from beginning to end. ATL.p4.5: Remains focused on the task at hand even when frustrated or challenged.	SED.3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.
Curiosity and Initiative	
ATL.i.5: Shows preferences for certain toys or activities. ATL.i.6: Lifts arms toward caregiver to be picked up; explores own fingers and toes.	SED.1.2 Shows preference for certain foods or toys. SED.2.1 Responds as caregiver takes care of his/her needs.
ATL.mi.5: Explores the environment through a variety of senses. ATL.mi.6: Chooses toys/things for play.	SCI.2.1 Explores immediate environment using senses. SED.1.2 Shows preference for certain foods or toys.
ATL.t.6: Explores materials in the environment to cause a result (e.g., takes things apart, turns faucet on and off, pours water in	MR.7.2 Experiments with cause and effect. SED.1.3 Expresses likes and dislikes.

<p>sand box to fill a hole).</p> <p>ATL.t.7: Expresses preferences for familiar people, books, toys and activities; often insists on some choices.</p> <p>ATL.t.8: Asks questions about items/objects.</p>	<p>LLD.2.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. Asks and responds to questions.</p>
<p>ATL.p3.5: Investigates environment with purpose during play (e.g., opens, closes, fills, empties, builds up and knocks down objects and containers).</p> <p>ATL.p3.6: Initiates play with other children.</p> <p>ATL.p3.7: Explores, practices, understands social roles through play.</p>	<p>SCI.1.3 Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>SED.4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p>
<p>ATL.p4.6: Seeks new and varied experiences and challenges through play.</p> <p>ATL.p4.7: Chooses activities to do alone or with others.</p> <p>ATL.p4.8: Invites other children to join groups or activities.</p> <p>ATL.p4.9: Makes and follows plans for games or activities with other children.</p>	<p>SED.4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play.</p>
Sense of Competence	
<p>ATL.i.7: Repeats an action to get more effect (e.g., kicking in crib to shake mobile or smiling and cooing to get attention).</p> <p>ATL.i.8: Comforts self by cooing, babbling, clutching or mouthing favorite object (e.g., blanket or toy).</p>	<p>SED.2.2 Soothes self by seeking a familiar adult or thing.</p> <p>LLD.2.1 Uses vocalizations and gestures to communicate.</p>
<p>ATL.mi.7: Shows a sense of satisfaction when making things happen (e.g., claps with delight after touching a toy to make the music play).</p> <p>ATL.mi.8: Points or protests to indicate likes and dislikes.</p> <p>ATL.mi.9: Expresses and responds to a variety of emotions.</p>	<p>SED.1.2 Shows preference for certain foods or toys.</p> <p>SED.2.2 Shows a range of emotions with facial expressions and gestures.</p> <p>SED.3.3 Expresses delight over a successful project.</p>
<p>ATL.t.9: Refers to own abilities when communicating with others (e.g., "I'll do it!" or "Watch me!").</p>	<p>SED.1.3 When given two to three options, chooses his/her most desired option. Demonstrates confidence in own abilities.</p>

<p>ATL.t.10: May show assertiveness (e.g., giving orders to others).</p> <p>ATL.t.11: Feels comfortable in a variety of places with familiar adults.</p>	
<p>ATL.p3.8: Recognizes own abilities and expresses satisfaction when demonstrating them to others.</p> <p>ATL.p3.9: Knows self as part of family, culture, spiritual group or community.</p> <p>ATL.p3.10: Begins to be able to release and or redirect emotional tensions, becoming more relaxed and cooperative afterwards.</p>	<p>SED.1.3 When given two to three options, chooses his/her most desired option. Demonstrates confidence in own abilities.</p> <p>SS.1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.</p> <p>SED.2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.</p>
<p>ATL.p4.10: Shows pride in family composition; recognizes self as important to family and friends.</p> <p>ATL.p4.11: Recognizes and respects similarities and differences between self and others (e.g., gender, race, special needs, cultures, languages, family structures).</p> <p>ATL.p4.12: Associates emotions with words and facial expressions.</p>	<p>SED.1.3 Expresses simple ideas about self in relation to others such as family.</p> <p>SS.1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.</p> <p>SED.2.4 Recognizes personal feelings.</p>
Problem Solving	
<p>ATL.i.9: Begins to exhibit response inhibition (e.g., waits briefly if instructed not to touch something).</p> <p>ATL.i.10: Looks for caregiver response in new or uncertain situation.</p>	<p>SED.2.1 Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine.</p> <p>SED.4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person.</p>
ATL.mi.10: Seeks out trusted adult for comfort or support and/or accepts adult assistance.	<p>SED.2.2 Soothes self by seeking a familiar adult or thing.</p> <p>SED.3.2 Participates in daily routines or familiar activities.</p>

ATL.mi.11: Tries to do things on own.	
<p>ATL.t.12: Seeks alternate method when first attempt fails and/or seeks adult assistance.</p> <p>ATL.t.13: Observes and imitates how other people solve problems (e.g., blows on warm cereal after seeing someone blow on cereal).</p> <p>ATL.t.14: Sometimes remembers and follows simple rules and routines, with adult guidance; stops doing something when directed by an adult.</p>	<p>SED.3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p> <p>SED.3.3 Asserts a desire to start or end an activity. Asks for help as needed.</p> <p>MR.7.3 Plan a logical series of steps to accomplish a task.</p>
<p>ATL.p3.11: Identifies a problem and attempts multiple ways to solve it, including working with others as part of a team, with some adult assistance.</p> <p>ATL.p3.12: Recognizes making a mistake and sometimes is able to correct it.</p> <p>ATL.p3.13: Remembers and applies two rules simultaneously (e.g., books go here, trucks there).</p>	<p>MR.7.3 Plan a logical series of steps to accomplish a task.</p> <p>SS.2.4 Follows familiar rules and helps make group decisions.</p> <p>SED.3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.</p>
<p>ATL.p4.13: Identifies a problem, demonstrates flexibility in solving it and changes plans if a better solution is proposed.</p> <p>ATL.p4.14: Can delay gratification for better payoff later; anticipates consequences of own behavior.</p> <p>ATL.p4.15: Understands what is real and what is 'make-believe'.</p>	<p>MR.7.4 Plans steps to accomplish task and then tries out many possible solutions to a problem.</p> <p>MR.7.6 Mentally eliminates possible solutions to a problem by thinking through their potential results.</p> <p>LLD.5.7 Explains the difference between books that tell stories and those that give information.</p>
Creativity and Flexibility	
ATL.i.11: Shows interest in looking at, feeling or exploring new objects.	SCI.2.1 Explores immediate environment using senses.
ATL.mi.12: Makes discoveries about self, others and the environment through play (e.g., loudly bangs a spoon on the table, notices the sound and does it again).	SED.1.1 Explores self and others by using senses. Vocalizes or moves to express wants and needs.



<p>ATL.mi.13: May apply something already learned to something new (e.g., bangs spoon on table, then bangs spoon on overturned bowl).</p> <p>ATL.mi.14: May test caregiver's response to new or uncertain situation (e.g., reaching for forbidden object and then checking adult response).</p>	<p>SED.4.1 Adjusts behavior according to emotional or facial response of a familiar person.</p> <p>MR 7 Experiments with cause and effect.</p>
<p>ATL.t.15: Imitates others in using objects in new and/or unanticipated ways during play (e.g., imitates child who puts basket on head as a hat).</p> <p>ATL.t.16: May change behavior based on previous learning.</p>	<p>CA.4.2 Mimics observed behaviors and words. Mimics the use of familiar objects.</p> <p>SCI.1.4 Uses past knowledge to explain observed changes.</p>
<p>ATL.p3.14: Creates own ideas for play, using imagination and inventing new ways to use everyday materials.</p> <p>ATL.p3.15: Identifies questions and situations that are puzzling or interesting and has ideas for possible solutions.</p> <p>ATL.p3.16: Identifies ways to change behavior to respond to desires and needs of others.</p>	<p>SCI.1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>SED.4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p>
<p>ATL.p4.16: Invents new activities through play</p> <p>ATL.p4.17: Begins to enjoy games where must adjust response to changing rules (e.g., Simon Says); adjusts behavior to different activities/settings.</p> <p>ATL.p4.18: Begins to hold an arbitrary rule in mind and follows it to produce a response that differs from natural instinct (e.g., sort animal cards by color rather than by animals).</p>	<p>SED.4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p> <p>SED.2.6 Transitions from one activity to the next and helps others through the transition.</p> <p>MR.6.6 Identifies, sorts and classifies objects by at least two features.</p>
Physical Health Development	
Large Motor Skills	



<p>PHD.i.1: Crawls through and around objects</p> <p>PHD.i.2: Demonstrates strength and control of head, arms, legs and trunk using purposeful movements (e.g., rolls from stomach to back, holds head and torso up on two hands, rocks back and forward while on hands and knees, sits steadily unsupported).</p> <p>PHD.i.3: Reaches for objects.</p>	<p>PD.1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.</p> <p>PD.2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object.</p>
<p>PHD.mi.1: Creeps up/down stairs.</p> <p>PHD.mi.2: Takes independent steps.</p> <p>PHD.mi.3: Throws ball and other objects independently.</p>	<p>PD.1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p>
<p>PHD.t.1: Maintains balance when performing actions (e.g., squats and stands back up, bends over, picks up objects and stacks back up).</p> <p>PHD.t.2: Catches a ball with both hands.</p> <p>PHD.t.3: Begins to run.</p>	<p>PD.1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p>
<p>PHD.p3.1: Uses locomotor skills with increasing coordination and balance (e.g., runs with a stride, jumps, kicks a ball, uses alternating feet when climbing stairs).</p>	<p>PD.1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p>
<p>PHD.p4.1: Demonstrates locomotor skills with control, coordination and balance in active play (e.g., hops, jumps, runs with control and direction, climbs ladders and pumps swing on outdoor play equipment).</p> <p>PHD.p4.2: Demonstrates coordination in using objects during active play (e.g., riding a trike, catching a ball, throwing, balancing, pushing).</p> <p>PHD.p4.3: Explores, practices and performs skill sets (e.g., throwing, pushing, pulling, catching, balancing).</p>	<p>PD.1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p>
<p>PHD.K.1: Demonstrates the ability to move using a variety of locomotor skills.</p> <p>PHD.K.2: Demonstrates clear contrasts between slow and fast</p>	<p>PD.1.6 Skips confidently, gallops and slides side to side. Changes direction and speed of movement.</p>

<p>movements traveling in different directions (e.g., sideways, backward) and in personal and general space.</p> <p>PHD.K.3: Maintains momentary balance in a variety of positions and levels.</p> <p>PHD.K.4: Projects objects through space using various means (e.g., rolling, sliding, throwing).</p> <p>PHD.K.5: Catches a self-tossed ball after it bounces.</p> <p>PHD.K.6: Strikes a balloon repeatedly with different body parts.</p> <p>PHD.K.7: Performs a simple rhythmic pattern.</p>	<p>PD.1.7 Balances on a variety of objects. Kicks or strikes moving objects with aim and accuracy. Leaps. Stops at a boundary.</p>
<b>Fine Motor Skills</b>	
<p>PHD.i.4: Transfers objects from one hand to other.</p> <p>PHD.i.5: Grasps and releases object using entire hand.</p>	<p>PD.2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object.</p>
<p>PHD.mi.4: Coordinates the use of arms, hands and fingers to accomplish tasks (e.g., drinks from bottle, cup by self, holds a spoon).</p> <p>PHD.mi.5: Coordinates eye-hand movements (e.g., putting things in a box).</p>	<p>PD.2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p> <p>MR.2.2 Fills container then dumps out the contents.</p>
<p>PHD.t.4: Coordinates the use of arms, hands and fingers to accomplish more complex tasks (e.g., uses a spoon to scoop up food and bring it to mouth, uses scissors to snip small cuts on a piece of paper).</p>	<p>PD.2.3 Opens, closes, twists and pulls objects with one or both hands.</p> <p>PD.2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p>
<p>PHD.p3.2: Uses classroom and household tools independently and with eye-hand coordination to carry out more complex activities (e.g., uses fork and spoon to eat, manages large buttons, uses scissors to cut out simple shapes).</p>	<p>PD.2.5 Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.</p>
<p>PHD.p4.4: With fluency and accuracy uses classroom and household tools independently and with eye-hand coordination</p>	<p>PD.2.6 Follows an outline with scissors. Dresses self.</p>

to carry out activities (e.g., uses scissors to cut out shapes, zips, snaps and buttons to dress self).	
Physical Fitness	
PHD.i.6: Interacts with caregivers in physical activities (e.g., tummy time, reaches for toy, kicks arms and legs when on back).	PD.1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.
PHD.mi.6: Participates in active physical play (e.g., crawls and climbs over and under ).	PD.1.2 Walks and climbs. Carries, drags, kicks and tosses objects.
PHD.t.5: Participates in active physical play (e.g., runs, uses playground equipment).	PD.1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.
PHD.p3.3: Participates in active play exhibiting strength and stamina.	PD.1.5 Coordinates multiple movements in simple sequences.
PHD.p4.5: Participates in active play exhibiting strength and stamina.	PD.1.6 Changes direction and speed of movement.
PHD.K.8: Participates in a variety of games that increase breathing and heart rate. PHD.K.9: Demonstrates sufficient muscular strength by supporting body weight in various activities.	PD.1.8 Uses conditioning methods to strengthen muscles and increase endurance. Coordinates multiple complex movements in continuous play.
Nutritional/Healthy Eating	
PHD.i.7: Communicates hunger and when full ( e.g., eagerly accepts bottle, turns head or pushes away when full).	PD.5.1 Cries when hungry or tired.
PHD.mi.7: Eats during regular meals and snack times; anticipates routine meals and asks for more if still hungry.	PD.5.2 Communicates when hungry, thirsty or tired. Feeds self some finger foods.
PHD.t.6: Makes simple food choices and has food preferences,	SED.1.3 Expresses likes and dislikes.

demonstrates a willingness to try new foods.	PD.5.4 Identifies food and serves a portion into bowl or plate. Feeds self.
PHD.p3.4: Eats a variety of foods. PHD.p3.5: Drinks from a cup without spilling and takes bites from whole foods.	PD.5.4 Identifies food and serves a portion into bowl or plate. Feeds self.
PHD.p4.6: Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy. PHD.p4.7: Demonstrates increasingly complex oral motor skills (e.g., drinking through a straw, blowing bubbles).	PD.5.5 Identifies food groups and sorts food. Chooses between two appropriate food options.
Personal Hygiene	
PHD.i.8: Signals need by crying (e.g., wet, hungry, tired, etc.).	PD.4.1 Receives appropriate healthcare from caregivers. Cries or moves body to cue when physical needs are not met.
PHD.mi.8: Indicates when pants are wet and need to be changed	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.
PHD.t.7: Washes hands and face with assistance. PHD.t.8: May begin to initiate interest in self-toileting.	PD.4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.
PHD.p3.6: Follows basic health practices (e.g., puts dirty tissues in trash, washes hands, covers mouth when sneezing) with occasional reminders. PHD.p3.7: Completes personal care tasks with increasing responsibility (e.g., bathroom routines, brushes teeth, etc.).	PD.4.4 Regulates toileting and handwashing needs. Follows a routine of rest and active play. Meets most personal needs and understands that all people have needs.
PHD.p4.8: Follows basic health practices (e.g., puts dirty tissues in trash, washes hands, covers mouth when sneezing). PHD.p4.9: Completes personal care tasks with increasing responsibility (e.g., bathroom routines, brushes teeth, etc.).	PD.4.4 Regulates toileting and handwashing needs. Follows a routine of rest and active play. Meets most personal needs and understands that all people have needs.

Safety	
<p>PHD.i.9: Shows preference for major caregiver.</p> <p>PHD.i.10: Stops/waits when caregiver says “no” or gives a nonverbal cue for alarm/danger.</p>	<p>SED.2.1 Calms with support from caregiver.</p> <p>SED.4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person.</p>
PHD.mi.9: Follows adult interaction/guidance regarding safety (e.g., walk, gentle touch, climbs in car seat, holds caregivers hand).	PD.3.2 Responds to possible dangers in environment and avoids them when prompted.
<p>PHD.t.9: Follows adult interaction/ guidance regarding safety (e.g., walk, gentle touch, climbs in car seat, holds caregivers hand).</p> <p>PHD.t.10: Alerts adults to potential harmful situations.</p>	PD.3.3 Follows simple safety rules and avoids danger.
<p>Pre3</p> <p>PHD.p3.8: Knows common safety rules that have been discussed or taught.</p> <p>PHD.p3.9: Alerts adults to potentially harmful situations.</p>	PD.3.4 Follows safety rules and seeks opportunities to help others follow rules.
<p>PHD.p4.10: Identifies and follows basic safety rules with possible reminders, guidance and support (e.g., does not talk to strangers, recognizes when someone is doing something unsafe, with reminders goes down the slide feet first).</p> <p>PHD.p4.11: Demonstrates an ability to follow emergency routines with adult support (e.g., lines up to exit building during a fire drill).</p> <p>PHD.p4.12: Identifies how adults help to keep us safe (e.g., roles of doctor, dentist, fire fighter, police officer etc.).</p>	<p>PD.3.5 Describes reasons for safety rules and reminds others to follow them.</p> <p>SS1.5 Identifies roles and responsibilities of self and others to contribute to the community.</p>
Social Emotional Development	
Character Development	

Develop, implement, promote and model core ethical and performance principles	
SED.CD.p3.1: Responds to positive and negative feedback from familiar adults.	SED.2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.
SED.CD.p4.1: Responds appropriately to positive and negative feedback from adults most of the time.	SED.2.5 Names some personal feelings and uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.
<p>SED.CD.K.1: Recognize and celebrate the natural beneficial consequence of acts of character.</p> <p>SED.CD.K.2: Identify community needs in the larger community, discuss effects on the community and identify positive, responsible action.</p> <p>SED.CD.K.3: Learn about ethical reasoning by giving examples of what makes some behaviors appropriate and inappropriate.</p> <p>SED.CD.K.4: Exhibit clear and consistent expectations of good character throughout all school activities and in all areas of the school.</p> <p>SED.CD.K.5: Learn about, receive and accept feedback for responsible actions in academic and behavioral skills.</p>	<p>SED.2.6 Identifies and explains personal feelings. Describes appropriate responses to different emotions.</p> <p>SED.4.7 Describes how to build positive relationships. Explains how roles within groups change over time. Shows empathy to those who are sad, lonely or discouraged.</p> <p>SS.1.5 Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community.</p> <p>SS 2.5 Applies familiar rules and suggests new rules in a variety of situations.</p> <p>SS 2.6 Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions.</p>
Create a caring community by considering it a high priority to foster caring attachments between fellow students, staff and the community.	
SED.CD.i.1: Initiates and engages in reciprocal (i.e., mutual give and take) interactions with familiar adults.	SED.4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. Enjoys turn-taking games such as peekaboo.

SED.CD.mi.1: Participates in routines and experiences that involve give and take interaction with familiar adults.	SED.3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.
SED.CD.t.1: Interacts with familiar adults to communicate about experiences, ideas or to solve problems. SED.CD.t.2: Feels comfortable in a variety of places with familiar adults.	LLD.2.3 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 or object is called. Communicates needs, desires and ideas. Asks and responds to questions.  SS.3.3 Identifies a variety of familiar places, such as the store, car, home or Grandma's.
SED.CD.p3.2: Becomes increasingly aware of effects of own behavior on others.	SED.4.3 Demonstrates concern for someone who is sad. Identifies differences between self and others.
SED.CD.p4.2: Recognizes effect of own behavior on others most of the time. SED.CD.p4.3: Recognizes examples and non-examples of words and actions that are helpful or hurtful.	SED.4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.
SED.CD.K.6: Recognize characteristics of a caring relationship. SED.CD.K.7: Recognize characteristics of a hurtful relationship.	SED.4.7 Describes how to build positive relationships. Explains how roles within groups change over time. Shows empathy to those who are sad, lonely or discouraged.
Create a caring community by demonstrating mutual respect and utilizing strategies to build a safe and productive culture	
SED.CD.i.2: Begins to form relationships with consistent caregivers.	SED.4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person.
SED.CD.mi.2: Demonstrates a secure relationship with at least one consistent caregiver.	SED.4.2 Greets and stays near familiar people.
SED.CD.t.3: Begins to more easily separate from caregiver.	SED.4.3 Identifies and plays side-by-side with a new or familiar person.



SED.CD.p3.3: Shows awareness of feelings of others with adult guidance and support.	SED.4.3 Demonstrates concern for someone who is sad. Identifies differences between self and others.
SED.CD.p4.4: Shows awareness of and responds to feelings of others with adult guidance and support.	SED.4.4 Develops positive relationships with peers and adult and asks for help to solve problems. Explains why someone may be happy or sad.
SED.CD.K.8: Demonstrate caring and respect for others. SED.CD.K.9: Describe “active listening”.	SED.4.5 I Offers to help others. Asks questions about how others feel, live, eat, play and believe.  SED.4.7 Describes how to build positive relationships. Explains how roles within groups change over time. Shows empathy to those who are sad, lonely or discouraged.
Create a caring community by taking steps to prevent peer cruelty and violence and dealing with it effectively when it occurs whether digitally, verbally, physically and/or relationally.	
SED.CD.p3.4: Expresses interests, acceptance, affection for others.	SED.4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.
SED.CD.p4.5: Demonstrates an understanding of what it means to be a friend (i.e., someone who cares, listens, shares ideas, trustworthy, provides comfort).	SED.4.4 Develops positive relationships with peers and adult and asks for help to solve problems. Explains why someone may be happy or sad.  SED.4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.
SED.CD.K.10: Recognized and define bullying and teasing k-2: illustrate or demonstrate what “tattling” is and what “telling” or “reporting” is. SED.CD.K.11: Model positive peer interactions.	SED.4.7 Describes how to build positive relationships. Explains how roles within groups change over time. Shows empathy to those who are sad, lonely or discouraged.
Responsible Decision Making & Problem Solving	

Consider multiple factors in decision-making including ethical and safety factors, personal and community responsibilities and short-term and long-term goals	
SED.R.mi.1: Shows emerging signs of responding positively to limits and choices offered by adults to help guide behavior.	SED.1.2 Shows preference for certain foods or toys. SS.2.3 Recognizes and attends to authority figures. Recognizes ownership of familiar objects.
SED.R.t.1: Demonstrates increasing capacity to manage actions and emotional expressions with guidance from adults.	SED.2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.
SED.R.p3.1: Begin to understand consequences of own actions with adult support.	MR.7.2 Experiments with cause and effect.
SED.R.p4.1: Anticipates and usually accepts consequences of own actions.	SED.2.7 Anticipates an emotional response that may result from a given situation. Describes strategies to adjust and calm oneself in new or stressful situations.
SED.R.K.1: Identify and illustrate safe and unsafe situations. SED.R.K.2: State the difference between appropriate and inappropriate behaviors. SED.R.K.3: Explain the consequences and rewards of individual and community actions.	PD.3.7 Identifies emergency situations and how to behave accordingly. Describes how to get help. SED.2.6 Identifies and explains personal feelings. Describes appropriate responses to different emotions. SS 2.4 Follows familiar rules and helps make group decisions. SS 2.5 Applies familiar rules and suggests new rules in a variety of situations. SS 2.6 Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions.
Organize personal time and managing personal responsibilities effectively	
SED.R.mi.2: Anticipates and participates in some familiar routines with adult assistance.	SED.3.2 Participates in daily routines or familiar activities.
SED.R.t.2: Remembers and follows expectations for familiar	SED.3.2 Participates in daily routines or familiar activities.

<p>routines some of the time, but may find it hard to transition from preferred activities.</p>	<p>SS.2.4 Follows familiar rules and helps make group decisions.</p>
<p>SED. R.p3.2: Follows predictable classroom routines and manages transitions positively most of the time when supported by an adult.</p>	<p>SED.2.4 With support, negotiates ways to handle nonroutine transitions.</p>
<p>SED.R.p4.2: Follows predictable classroom routines, manages transitions positively most of the time with minimal adult support.</p>	<p>SED.2.6 Transitions from one activity to the next and helps others through the transition.</p>
<p>SED.R.K.4: Identifies activities scheduled for the day and how much time is spent on each. SED.R.K.5: Identifies and performs steps necessary to accomplish personal responsibilities in scheduled activities.</p>	<p>SS.1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.</p>
<p>Play a developmentally appropriate role in classroom management and school governance</p>	
<p>SED.R.i.1: Initiates interactions and seeks close proximity to familiar adults who provide consistent nurturing.</p>	<p>SED.4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person.</p>
<p>SED.R.mi.3: Explores environment in the presence of familiar adults with whom they have developed a relationship over an extended period of time.</p>	<p>SCI.1.2 Uses senses to explore environment. SED.2.2 Soothes self by seeking a familiar adult or thing.</p>
<p>SED.R.t.3: Feels comfortable in a variety of places with familiar adults nearby. SED.R.t.4: Continues to play when familiar adult leaves area.</p>	<p>SS.3.3 Identifies a variety of familiar places, such as the store, car, home or Grandma's. SED.4.3 Identifies and plays side-by-side with a new or familiar person.</p>
<p>SED.R.p3.3: Demonstrates confidence by participating in familiar classroom routines. SED.R.p3.4: Interacts with familiar adults with varying degrees</p>	<p>SED.1.4 Demonstrates confidence in own abilities. SED.4.4 Participates in group with those different than self. Develops positive</p>

<p>of comfort.</p> <p>SED.R.p3.5: Begins to work with others as part of a team, makes decisions with other children, with adult assistance.</p>	<p>relationships with peers and adult and asks for help to solve problems.</p>
<p>SED.R.p4.3: Demonstrates confidence by participating in most classroom activities.</p> <p>SED.R.p4.4: Interacts easily with familiar adults by engaging in conversations, responding to questions and following directions.</p> <p>SED.R.p4.5: Works with others as part of a team, make decisions with other children, with adult assistance.</p>	<p>SED.4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p> <p>SED.4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.</p>
<p>SED.R.K.6: Participate in individual roles and responsibilities in the classroom and in school.</p> <p>SED.R.K.7: Recognize the various roles of the personnel that govern the school (all staff).</p>	<p>SS.1.5 Identifies roles and responsibilities of self and others to contribute to the community.</p> <p>SS.2.3 Recognizes and attends to authority figures</p>
Develop, implement and model effective problem solving skills	
<p>SED.R.i.2: See ATL.i.10</p>	<p>SED.2.1 Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine.</p> <p>SED.4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person.</p>
<p>SED.R.mi.4: Shows emerging signs of responding positively to limits and choices offered by adults to help guide behavior.</p>	<p>SED.1.2 Shows preference for certain foods or toys.</p>
<p>SED.R.t.5: See SED.R.t.1</p>	<p>SED.2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.</p>
<p>SED.R.p3.6: Manages (i.e., expresses, inhibits or redirects) emotions, impulses and behaviors with support from an adult.</p> <p>SED.R.p3.7: Uses simple conflict resolution techniques (e.g., seeks adult assistance, asks for a turn or finds something else</p>	<p>SED.2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.</p>

to play with) with adult modeling and facilitation.	
<p>SED.R.p4.6: Manages (i.e., expresses, inhibits or redirects) emotions, impulses and behaviors with minimal guidance from adults.</p> <p>SED.R.p4.7: Attempts to solve social problems independently, by negotiation or with adult assistance.</p>	<p>SED.2.5 Names some personal feelings and uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.</p>
<p>SED.R.K.8: Develop self-control skills (e.g., stop, take a deep breath and relax).</p> <p>SED.R.K.9: Identify and illustrate the problem.</p> <p>SED.R.K.10: Identify desired outcome.</p> <p>SED.R.K.11: Identify possible solutions and the pros and cons of each solution.</p> <p>SED.R.K.11: Identify and select the best solution.</p> <p>SED.R.K.12: Put the solution into action.</p> <p>SED.R.K.13: Reflect on the outcome of the solution.</p>	<p>SED.2.7 Anticipates an emotional response that may result from a given situation. Describes strategies to adjust and calm oneself in new or stressful situations.</p>
Personal Development	
Self Awareness: Understand and analyze thoughts and emotions	
SED.PD.i.1 Expresses a variety of emotions through facial expressions, gestures, movement and sounds.	SED.2.2 Shows a range of emotions with facial expressions and gestures.
SED.PD.mi.1 Communicates a variety of emotions purposefully and intentionally.	SED.2.3 Experiments and role-plays with a range of emotions.
SED.PD.t.1: Shows awareness of own emotions and uses verbal and nonverbal ways to express simple (e.g., happy, sad, mad, afraid) and more complex emotions (e.g., pride, embarrassment, shame and guilt).	SED.2.4 Recognizes personal feelings. Controls impulses with reminders.

<p>SED.PD.p3.1: Recognizes and identifies own emotions and starts to recognize and identify the emotions of others, with adult support.</p> <p>SED.PD.p3.2: Begins to express and respond to a range of emotions in socially acceptable ways.</p>	<p>SED.2.4 Recognizes personal feelings. Controls impulses with reminders.</p> <p>SED.4.4 Develops positive relationships with peers and adult and asks for help to solve problems. Explains why someone may be happy or sad.</p>
<p>SED.PD.p4.1: Recognizes and identifies more complex emotions (e.g., frustrated, disappointed, jealous) in self and others, with accuracy, with adult support.</p> <p>SED.PD.p4.2: Expresses and responds to a range of emotions in socially acceptable ways.</p>	<p>SED.2.5 Names some personal feelings and uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.</p>
<p>SED.R.K.14: Identify and describe basic emotions.</p> <p>SED.R.K.15: Identify situations that might evoke emotional responses.</p> <p>SED.R.K.16: Identify positive and negative emotions.</p>	<p>SED.2.6 Identifies and explains personal feelings. Describes appropriate responses to different emotions. Transitions from one activity to the next and helps others through the transition.</p>
<p>Self Awareness: Identify and assess personal qualities and external supports</p>	
<p>SED.PD.i.2: Begins to understand self as separate person from others.</p>	<p>MR.6.1 Recognizes familiar people and objects. Recognizes self as being separate from others.</p>
<p>SED.PD.mi.2: Recognizes self as separate person with distinct characteristics.</p>	<p>SED.1.3 Expresses simple ideas about self in relation to others such as family.</p>
<p>SED.PD.t.2: Shows awareness of self as belonging to one or more groups.</p> <p>SED.PD.t.3: Identifies own feelings, needs and interests.</p>	<p>SED.1.3 Expresses likes and dislikes.</p> <p>SS.1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.</p>
<p>SED.PD. P3.3: Describes self by using several basic characteristics.</p> <p>SED.PD.p3.4: States basic personal information (e.g., name and age).</p>	<p>LLD 4.4 Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds.</p> <p>SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.</p>

SED.PD.p3.5: Displays awareness of own thoughts and feelings.	SED.2.4 Recognizes personal feelings.
SED.PD.p4.3: Describes characteristics of self and others. SED.PD.p4.4: States more complex personal information (e.g., names of family members, names of neighbors).	SS.1.3 Identifies differences between self and others. SS.1.4 Describes family and community members, their roles and their relationship to self.
SED.R.K.17: Identify personal likes and dislikes. SED.R.K.18: Identify personal strengths and weaknesses. SED.R.K.19: Identify consequences of behaviors. SED.R.K.20: Ask clarifying questions. SED.R.K.21: Identify positive responses to problems (e.g., get help, try harder, use a different solution). SED.R.K.22: Identify people, places and other resources to go for help (e.g., parents, relatives, school personnel).	SED1.4 Demonstrates confidence in own abilities. SED 1.5 Describes and compares preferences of self and others. SED.4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. SS.1.4. Describes family and community members, their roles and their relationship to self. SS 2.4 Follows familiar rules and helps make group decisions. SS 2.5 Applies familiar rules and suggests new rules in a variety of situations. SS 2.6 Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions.
Self-Management: Understand and practice strategies for managing thoughts and behaviors	
SED.PD.i.3: Comforts self in by rocking body or other simple ways. SED.PD.i.4: Communicates needs for help through vocalizations and gestures.	SED.2.1 Calms with support from caregiver. Responds as caregiver takes care of his/her needs. SED.1.1 Vocalizes or moves to express wants and needs.
SED.PD.mi.3: Comforts self in a variety of ways. SED.PD.mi.4: Seeks close proximity to familiar adults for security and support, especially when distressed.	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.PD.t.4: Anticipates the need for comfort and tries to prepare for changes in routine. SED.PD.t.5: Seeks close proximity to familiar adults for security	SED 2.2 Soothes self by seeking a familiar adult or thing. SED.2.3 Recognizes when the routine changes and transitions as prompted when informed earlier.



and support, especially when distressed.	
SED.PD.p3.6: Makes known personal needs and desires. SED.PD.p3.7: Begins to be able to release and/or redirect emotional tensions, with adult help, becoming more relaxed and cooperative afterwards.	SED.2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.
SED.PD.p4.5: Expresses preferences in a socially acceptable way a majority of the time. SED.PD.p3.6: Develops strategies to express strong emotion and calm self, with adult help.	SED.2.5 Names some personal feelings and uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.
SED.R.K.23: Describe and practice sending effective verbal and nonverbal messages. SED.R.K.24: Describe and practice sending effective verbal and nonverbal messages. SED.R.K.25: Recognize behavior choices in response to situations.	SED.2.6 Identifies and explains personal feelings. Describes appropriate responses to different emotions. Transitions from one activity to the next and helps others through the transition.  SED.2.7 Anticipates an emotional response that may result from a given situation. Describes strategies to adjust and calm oneself in new or stressful situations.
Self Management: Reflect on perspectives and emotional responses	
SED.PD.i.5: Imitates the expression of feelings of those around them.	SED.4.1 Adjusts behavior according to emotional or facial response of a familiar person.
SED.PD.mi.5: Demonstrates an awareness of others' feelings (e.g., cries or grimaces at the discomfort of others; matches facial expression of caregiver).	SED.4.2 Greets and stays near familiar people. Mimics facial expressions of others.
SED.PD.t.6 Demonstrates increasing awareness of others' feelings SED.PD.t.7 May respond to peer's distress by doing something to make him/her feel better (e.g., say "hug" to crying peer; offer	SED.4.3 Demonstrates concern for someone who is sad. Identifies differences between self and others.

peer their blanket or toy).	
SED.PD.p3.8: Recognizes own positive and negative feelings when an adult labels them.	SED.2.4 Recognizes personal feelings.
SED.PD.p4.7: Recognizes and accurately describes own feelings a majority of the time.	SED.4.4 Explains why someone may be happy or sad.
SED.R.K.26: Describe common responses to failures and disappointments.	SED.2.5 Names some personal feelings and uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.
Self-Management Set, monitor, adapt and evaluate goals to achieve success in school and life	
SED.PD.i.6 See ATL.i.4	SCI.3.1 Uses senses to explore objects in an immediate environment. Kicks feet or shakes arms to make other objects move.
SED.PD.mi.6: Seeks to achieve a specific goal (e.g., stretches to reach toy). See ATL.mi.3	PD.2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object.
SED.PD.8.8 See ATL.t.4	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.
SED.PD.p3.9: Completes own goal directed activity and recognizes accomplishments while learning rules and values of family and culture.	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. Expresses delight over a successful project.
SED.PD.p4.8: Demonstrates age appropriate independence in decision-making regarding activities and materials.	SED.3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful. Expresses delight over a successful project.
SED.R.K.27: Define success and the process of goal setting. SED.R.K.28: Identify personal goals and home goals (e.g.,	MR.7.4 Plans steps to accomplish task and then tries out many possible solutions to a problem.

<p>dreams, aspirations, hopes).</p> <p>SED.R.K.29: Identify factors that lead to goal achievement and success (e.g., confidence, motivation, understanding).</p> <p>SED.R.K.30: Identify specific steps for achieving a particular goal.</p>	
Social Development	
Social Awareness: Demonstrate awareness of the thoughts, feelings and perspective of others	
SED.SD.i.1: Reacts to emotional expressions of others.	SED.4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person.
SED.SD.mi.1: Demonstrates awareness of feelings expressed by others	SED.4.2. Mimics facial expressions of others.
<p>SED.SD.t.1: Begins to identify own feelings, needs and interests and show awareness that others have feelings.</p> <p>SED.SD.t.2: Responds in caring ways to another's distress in some situations.</p>	<p>SED.2.3 Experiments and role-plays with a range of emotions. Waits for a turn.</p> <p>SED.4.3 Demonstrates concern for someone who is sad.</p>
<p>SED.SD.p3.1: Expresses concern for the needs of others and people in distress.</p> <p>SED.SD.p3.2: Describes situations which can elicit various emotions (e.g., tells a story that is supposed to make listener sad).</p>	<p>SED.4.3 Demonstrates concern for someone who is sad. Identifies differences between self and others.</p> <p>SED.2.6 Identifies and explains personal feelings. Describes appropriate responses to different emotions.</p>
<p>SED.SD.p4.1: Demonstrates an understanding of and responds to needs of others and people in distress.</p> <p>SED.SD.p4.2: Demonstrates an understanding of which forms of emotional expression are acceptable for a given environment.</p>	<p>SED.2.6 Identifies and explains personal feelings. Describes appropriate responses to different emotions.</p> <p>SED.4.5 Offers to help others. Asks questions about how others feel, live, eat, play and believe.</p>
SED.SD.K.1: Identify a range of emotions in others (e.g., identify	SED.1.7 Predicts how self and others might feel in a variety of situations and

<p>“sad” by facial expression; identify “mad” by tone of voice).</p> <p>SED.SD.K.2: Identify possible causes for emotions (e.g., losing dog may make you “sad,” your birthday may make you “happy”).</p> <p>SED.SD.K.3: Identify possible behaviors and anticipate reactions in response to a specific situation (e.g., sharing candy may make your classmate smile; taking pencil may make your classmate yell at you).</p> <p>SED.SD.K.4: Identify healthy personal hygiene habits.</p>	<p>explains why.</p> <p>SED.4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.</p> <p>PD.4.7 Explains the importance of nutrition, exercise and rest in maintaining wellness. Maintains personal hygiene with few reminders.</p>
<p>Social Awareness: Demonstrate awareness of cultural issues and a respect for human dignity and differences</p>	
<p>SED.SD.i.2: Responds to people and objects in their immediate environment based on past experience.</p>	<p>MR.6.1 Recognizes familiar people and objects. Recognizes self as being separate from others.</p>
<p>SED.SD.mi.2: Identifies similarities and differences in objects and people by showing and pointing.</p>	<p>MR.6.3 When shown one object, finds the match. Identifies and names familiar people, characters and animals.</p>
<p>SED.SD.t.3: Expresses preferences for familiar people, books, toys and activities.</p> <p>SED.SD.t.4: Uses previous learning to inform new experiences with people and objects in their environment.</p>	<p>SED.1.3 Expresses likes and dislikes.</p> <p>SCI.1.4 Uses past knowledge to explain observed changes.</p>
<p>SED.SD.p3.3: Compares own characteristics with those of others</p>	<p>SED.1.3 EExpresses simple ideas about self in relation to others such as family.</p>
<p>SED.SD.p4.3: Recognizes and respects similarities and differences between self and others (e.g., gender, race, special needs, cultures, languages, family structures).</p> <p>SED.SD.p4.4: Treats others with respect when conflict or differences occur, given adult support.</p>	<p>SED.1.5 Describes and compares preferences of self and others.</p> <p>SED.4.4 Develops positive relationships with peers and adult and asks for help to solve problems.</p>
<p>SED.SD.K.5: Describe ways that people are similar and different.</p>	<p>SED.1.8 Demonstrates an understanding that each person is unique and has his/her own thoughts, feelings and preferences.</p>

SED.SD.K.6: Use respectful language and actions with conflict or differences of opinion.	
Interpersonal Skills: Demonstrate communication and social skills to interact effectively	
SED.SD.i.3: Shows interest in other children. SED.SD.i.4: Repeats actions that elicit social responses from others.	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.2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.
SED.SD.mi.3: Briefly engages in simple interaction with another child.	SED.4.2 Greets and stays near familiar people. Mimics facial expressions of others.
SED.SD.t.5: Plays side-by-side with another child, at times observing, imitating or engaging child in play.	SED.4.3 Identifies and plays side-by-side with a new or familiar person. Identifies differences between self and others. Participates in an activity when asked.
SED.SD.p3.4: Follows rules and simple directions (1-2 steps). SED.SD.p3.5: Begins to display socially competent behavior with peers (e.g., helping, sharing and taking turns). SED.SD.p3.6: Begins to participate in conversational turn taking.	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.  SED.4.4 Develops positive relationships with peers and adult and asks for help to solve problems.
SED.SD.p4.5: Displays socially competent behavior with peers (e.g., helping, sharing and taking turns). SED.SD.p4.6: Participates in conversational turn taking by listening and responding to what was said. SED.SD.p4.7: Demonstrates strategies to join a play group with adult support. SED.SD.p4.8: Invites other children to join groups or activities.	SED.4.4 Develops positive relationships with peers and adult and asks for help to solve problems.  SED.4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.

<p>SED.SD.K.7: Follow rules that respect classmates' needs and use polite language (e.g., wait for their turn, stand in line, let classmate finish speaking).</p> <p>SED.SD.K.8: Use "I" statements.</p> <p>SED.SD.K.9: Pay attention to others when they are speaking.</p> <p>SED.SD.K.10: Understand the importance of respecting personal space.</p> <p>SED.SD.K.11: Recognize how facial expressions, body language and tone communicate feelings.</p> <p>SED.SD.K.12: Take turns and practice sharing.</p> <p>SED.SD.K.13: Practice sharing encouraging comments.</p> <p>SED.SD.K.14: Identify and demonstrate good manners.</p>	<p>SS.2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person.</p> <p>SED.4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.</p> <p>LLD.1.8 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.</p> <p>LLD.2.6 Explains personal thoughts.</p>
Interpersonal Skills: Develop and maintain positive relationships	
SED.SD.i.5: Initiates and engages in reciprocal (i.e., mutual give and take) interactions with familiar adults.	<p>SED.4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. Enjoys turn-taking games such as peekaboo.</p>
SED.SD.mi.4: Participates in routines and experiences that involve mutual give and take interactions with familiar adults.	SED.3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.
<p>SED.SD.t.6: Seeks out trusted adult for comfort or support.</p> <p>SED.SD.t.7: Shows interest in unfamiliar adults with support from familiar adults.</p>	<p>SED.2.2 Soothes self by seeking a familiar adult or thing.</p> <p>SCI.1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p>
SED.SD.p3.7: Shows interest in having a friend.	<p>SED.4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p>
SED.SD.p4.9: Develops friendships with one or two preferred	SED.4.6 Describes friendships and meaningful relationships. Suggests solutions

peers. SED.SD.p4.10: Demonstrates an understanding of which forms of emotional expression are acceptable for a given environment. SED.SD.p4.11: Adjusts behavior to different settings (e.g., "inside voice").	to group problems. Identifies feelings of others and responds accordingly.
SED.SD.K.15: Recognize how various relationships in life are different. SED.SD.K.16: Identify and practice appropriate behaviors to maintain positive relationships (e.g., personal space, voice volume).	SED.4.7 Describes how to build positive relationships. Explains how roles within groups change over time. Shows empathy to those who are sad, lonely or discouraged.
Interpersonal Skills: Demonstrate an ability to prevent, manage and resolve interpersonal conflicts	
SED.SD.mi.5: Shows emerging signs of responding positively to limits and choices offered by adults to help guide behavior.	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.SD.t.8: Demonstrates an increasing capacity to manage actions and emotional expressions with guidance from adults. SED.SD.t.9: Seeks adult assistance when encountering a problem.	SED.2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.
SED.SD.p3.8: Begins to resolve conflicts with peers, given adult assistance.	SED.4.4 Participates in group with those different than self. Develops positive relationships with peers and adult and asks for help to solve problems.
SED.SD.p4.12: Resolves conflicts with peers, seeking adult assistance when necessary. SED.SD.p4.13: Demonstrates flexibility in solving problems; will change plans if a better idea is thought of or proposed.	SED.4.4 Participates in group with those different than self. Develops positive relationships with peers and adult and asks for help to solve problems. MR.7.4 Plans steps to accomplish task and then tries out many possible solutions to a problem.
SED.SD.K.17: Identify conflict. SED.SD.K.18: Identify what actions cause conflict.	SED.4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.



SED.SD.K.19: Identify appropriate and inappropriate ways to resolve conflict.	MR.7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.
Communication and Literacy Skills	
Literature	
Key Ideas and Details	
CL.L.i.1: Sits on adult's lap while being read to and gazes at pictures in books and pats individual pictures.	LLD.6.1 Interacts by reaching for or patting when a book is read. Holds book and looks intently at each page.
CL.L.mi.1: Responds to a verbal prompt by pointing to requested picture (e.g., "Oh look there is a cow, can you show me the cow?").	LLD.6.2 Points to pictures and repeats words from familiar stories. Answers "where" questions by pointing.
CL.L.t.1: With prompting and support, asks and answers simple questions about story content using pictures. CL.L.t.2: Retells some events from a familiar story with close adult prompting (e.g., T: Tell me what happened to baby bear's chair?" C: "It broke").	LLD.6.3 Talks about pictures and ideas in familiar stories. Answers "what" questions about stories and books. Recalls the name of the main character.
CL.L.p3.1: With prompting and support, asks and answers simple questions about the story content. CL.L.p3.2: Uses pictures and illustrations to tell and retell parts of a story.	LLD.6.4 Asks and answers questions about text, new vocabulary, retells a story by pointing at pictures or role-playing with props.
CL.L.p4.1: With prompting and support, asks and answers questions about key details in a text. CL.L.p4.2: With prompting and support, retells stories with increasing detail and accuracy. CL.L.p4.3: With prompting and support, identifies characters, settings and major events in a story.	LLD.6.5 Relates to the characters or events of the story and shares a similar experience or object from own life. Retells portions of a story. Asks and answers simple questions about characters, setting, events and complex vocabulary.

<p>Kindergarten</p> <p>RL.K.1: With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2: With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3: With prompting and support, identify characters, settings and major events in a story.</p>	<p>LLD.6.6 With support, compares similarities between two texts. With prompting, answers questions about characters and setting. Retells major events of a story in sequence.</p> <p>LLD.6.7 Retells stories with key details. Discusses setting, characters and events.</p>
Craft & Structure	
<p>CL.L.i.2: Shows interest in books, pictures, songs and rhyming (e.g., cuddles and looks at caregiver's face while being read to, follows caregivers gaze to look at a picture in a book, babbles while being read to).</p>	<p>LLD.1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions.</p> <p>LLD.5.1 Looks at or points to pictures. Opens and closes books.</p>
<p>CL.L.mi.2: Actively participates in book reading, story telling and singing (e.g., reaching for the pages of a board book when a caregiver is reading a book and looking at it with the child, points to picture of a dog and makes a barking noise).</p>	<p>LLD.4.2 Identifies a familiar object or person when shown a drawing or photo. Points at words printed on a page and pretends to read aloud.</p>
<p>CL.L.t.3: Shows an appreciation for reading books, telling stories and singing (e.g., initiates reading a book, telling a story or singing a song, listens as caregiver reads a short story).</p>	<p>LLD.6.3 Talks about pictures and ideas in familiar stories.</p>
<p>CL.L.p3.3: Asks and answers questions about unknown words/ pictures in a book.</p> <p>CL.L.p3.4 : Interacts with a variety of common types of texts (e.g., storybooks, poems, songs).</p> <p>CL.L.p3.5: Understands that books have both illustrations and print.</p>	<p>LLD.1.4 Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story or request then responds appropriately. Follows unrelated two-step directions given verbally.</p> <p>LLD.4.3 Recognizes the difference between pictures, letters and numbers in print.</p>
<p>CL.L.p4.4: Asks and answers questions about unknown words in a text.</p>	<p>LLD.1.4 Shows understanding of some complex vocabulary. Asks what objects are called.</p>

<p>CL.L.p4.5: Students interact with a variety of common types of texts (e.g., storybooks, poems, songs).</p> <p>CL.L.p4.6: With prompting and support, can describe the role of an author and an illustrator.</p>	<p>LLD.5.6 Recognizes common types of text, e.g., poem, storybook, fact book. Names author and illustrator. Identifies punctuation.</p>
<p>RL.K.4: Ask and answer questions about unknown words in a text.</p> <p>RL.K.5: Recognize common types of texts (e.g., storybooks, poems).</p> <p>RL.K.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p>LLD.1.4 Shows understanding of some complex vocabulary. Asks what objects are called.</p> <p>LLD.5.6 Recognizes common types of text, e.g., poem, storybook, fact book. Names author and illustrator. Identifies punctuation.</p>
Integration of Knowledge and Ideas	
<p>CL.L.i.3: Shows interest in photographs of familiar people/objects.</p>	<p>LLD.4.1 Looks for familiar people and objects when given their names. Babbles or repeats sounds.</p>
<p>CL.L.mi.3: Randomly points to familiar pictures in a book.</p> <p>CL.L.mi.4: Names familiar people/ objects in photographs.</p>	<p>LLD.4.2 Identifies a familiar object or person when shown a drawing or photo. Points at words printed on a page and pretends to read aloud.</p>
<p>CL.L.t.4: Given a familiar repetitive and predictable story, anticipates what comes next based on pictures and begins to fill in words in the story.</p> <p>CL.L.t.5: Relates characteristics or actions of the characters in a story to self (e.g., Daddy has a big chair like that).</p>	<p>LLD.6.4 Anticipates what comes next in familiar stories.</p> <p>LLD.6.5 Relates to the characters or events of the story and shares a similar experience or object from own life.</p>
<p>CL.L.p3.6: With prompting and support, makes connections between self, illustrations and the story when taking a “picture walk” of the book.</p> <p>CL.L.p3.7: With prompting and support compares and contrasts the adventures and experiences of the characters to self (e.g., “I have a red cape just like Goldilocks!”).</p>	<p>LLD.6.5 Relates to the characters or events of the story and shares a similar experience or object from own life.</p>

<p>CL.L.p4.7: With prompting and support, uses the illustrations to retell major events in the story.</p> <p>CL.L.p4.8: With prompting and support, begins to compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>LLD.6.4 Retells a story by pointing at pictures or role-playing with props.</p>
<p>RL.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>RL.K.8: Not applicable to Literature.</p> <p>RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>LLD.6.6 With support, compares similarities between two texts. With prompting, answers questions about characters and setting. Retells major events of a story in sequence.</p>
<p>Range of Reading and Level of Text Complexity</p>	
<p>CL.L.i.4: Listens briefly to stories being read by an adult.</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>CL.L.mi.5: Listens to stories being read by an adult.</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>CL.L.t.6 : Engages in reading activities with an adult and possibly one or two peers.</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>LLD.6.2 Points to pictures and repeats words from familiar stories. Answers “where” questions by pointing.</p>
<p>CL.L.p3.8: Actively engages in small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, giggles when hears something funny read in the story).</p>	<p>LLD.1.4 Listens to a story or request then responds appropriately.</p>
<p>CL.L.p4.9: Actively engages in large and small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, participates in reciting rhymes and</p>	<p>LLD.6.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Asks and answers questions about text, new vocabulary, retells a story by pointing at pictures or role-playing with props.</p>

finger plays using accompanying gestures).	
RL.K.10: Actively engage in group reading activities with purpose and understanding.	LLD.6.7 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.
Informational Text	
Key Ideas and Details	
CL.IT.i.1: See CL.L.i.1.	LLD.6.1 Interacts by reaching for or patting when a book is read. Holds book and looks intently at each page.
CL.IT.mi.1: Responds to a verbal prompt by pointing to requested picture. (e.g., “Oh look there is a cow, can you show me the cow?”)	LLD.6.2 Points to pictures and repeats words from familiar stories. Answers “where” questions by pointing.
CL.IT.t.1: With prompting and support, asks and answers simple questions about text using pictures. CL.IT.t.2: Retells some information from a familiar text using pictures or props as a support with close adult prompting (e.g., T: Here is a picture of a fire truck, what do you know about fire trucks?).	LLD.6.3 Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character.
CL.IT.p3.1: With prompting and support, asks and answers simple questions about the text. CL.IT.p3.2: Retells some details of the text using pictures or props as a support.	LLD.6.4 Asks and answers questions about text, new vocabulary, retells a story by pointing at pictures or role-playing with props.
CL.IT.p4.1: With prompting and support, asks and answers questions about key details in a text. CL.IT.p4.2: With prompting and support, retells key details of a text. CL.IT.p4.3: With prompting and support, describes the	LLD.6.5 Relates to the characters or events of the story and shares a similar experience or object from own life. Retells portions of a story. Asks and answers simple questions about characters, setting, events and complex vocabulary.

connection between two events or pieces of information in a text.	
<p>RI.K.1: With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2: With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.</p>	<p>LLD.6.6 With support, compares similarities between two texts. With prompting, answers questions about characters and setting. Retells major events of a story in sequence.</p> <p>LLD.6.7 Retells stories with key details. Discusses setting, characters and events.</p>
Craft and Structure	
CL.IT.i.2: Shows interest in books and pictures (e.g., cuddles and looks at caregiver's face while being read to; follows caregiver's gaze to look at a picture in a book; babbles while being read to).	<p>LLD.1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions.</p> <p>LLD.5.1 Looks at or points to pictures. Opens and closes books.</p>
CL.IT.mi.2: Actively participates in book reading, storytelling and singing (e.g., reaching for the pages of a board book when a caregiver is reading a book and looking at it with the child, points to a picture of a dog and makes a barking noise).	LLD.4.2 Identifies a familiar object or person when shown a drawing or photo. Points at words printed on a page and pretends to read aloud.
<p>CL.IT.t.3: Exhibits curiosity and interest in learning new vocabulary.</p> <p>CL.IT.t.4: Identifies the front cover of a book in order to orient the 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>LLD.6.4 Asks and answers questions about text, new vocabulary, retells a story by pointing at pictures or role-playing with props.</p>
<p>CL.IT.p3.3: Exhibits curiosity and interest in learning new vocabulary.</p> <p>CL.IT.p3.4: Identifies the front and back cover of a book.</p> <p>CL.IT.p3.5: Understands that books have both illustrations and print.</p>	<p>LLD.6.4 Asks and answers questions about text, new vocabulary, retells a story by pointing at pictures or role-playing with props.</p> <p>LLD.5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p>

	LLD.4.3 Recognizes the difference between pictures, letters and numbers in print.
<p>CL.IT.p4.4: With prompting and support, asks and answers questions about unknown words in a text.</p> <p>CL.IT.p4.5: Identifies the front cover, back cover and title page of a book.</p> <p>CL.IT.P6: With prompting and support describes the role of an author and an illustrator.</p>	<p>LLD.6.4 Asks and answers questions about text, new vocabulary, retells a story by pointing at pictures or role-playing with props.</p> <p>LLD.5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p> <p>LLD.5.6 Names author and illustrator.</p>
<p>RI.K.4: With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.5: Identify the front cover, back cover and title page of a book.</p> <p>RI.K.6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<p>LLD.6.4 Asks and answers questions about text, new vocabulary, retells a story by pointing at pictures or role-playing with props.</p> <p>LLD.5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p> <p>LLD.5.6 Names author and illustrator.</p>
Integration of Knowledge and Ideas	
CL.IT.i.3: Randomly points to pictures in a book.	LLD.5.1 Looks at or points to pictures. Opens and closes books.
CL.IT.mi.3: See CL.L.mi.3.	LLD.4.2 Identifies a familiar object or person when shown a drawing or photo. Points at words printed on a page and pretends to read aloud.
CL.IT.t.5: Draws meaning from pictures, print and text.	LLD.6.3 Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character.
<p>CL.IT.p3.6: With prompting and support, engages in a picture walk to make connections between self, illustrations and the information presented.</p> <p>CL.IT.p3.7: Answers simple “wh” questions about the topic presented in the text (e.g., what, where, when, why).</p>	LLD.6.5 Relates to the characters or events of the story and shares a similar experience or object from own life. Retells portions of a story. Asks and answers simple questions about characters, setting, events and complex vocabulary.

CL.IT.p3.8: With prompting and support identifies similarities between two texts on the same topic (e.g., in illustrations, descriptions or procedures).	LLD.6.6 With support, compares similarities between two texts. With prompting, answers questions about characters and setting. Retells major events of a story in sequence.
CL.IT.p4.7: With prompting and support, use the illustrations to identify key details in the story. CL.IT.p4.8: With prompting and support answers “why” questions based on information presented in the text. CL.IT.p4.9: With prompting and support, identifies a similarity and difference between two texts on the same topic (e.g., in illustrations, descriptions or procedures).	LLD.6.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Asks and answers questions about text, new vocabulary, retells a story by pointing at pictures or role-playing with props.  LLD.6.6 With support, compares similarities between two texts. With prompting, answers questions about characters and setting. Retells major events of a story in sequence.
RI.K.7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts). RI.K.8: With prompting and support, identify the reasons an author gives to support points in a text. RI.K.9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).	LLD.6.6 With support, compares similarities between two texts. With prompting, answers questions about characters and setting. Retells major events of a story in sequence.  LLD.6.8 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.
Range of Reading and Level of Text Complexity	
CL.IT.i.4: Listens briefly to texts being read with an adult.	SED.3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.
CL.IT.mi.4: Listens to texts being read by an adult.	LLD.6.1 Interacts by reaching for or patting when a book is read. Holds book and looks intently at each page.
CL.IT.t.6: See CL.L.t.6.	LLD.6.1 Interacts by reaching for or patting when a book is read. Holds book and looks intently at each page.



	LLD.6.2 Points to pictures and repeats words from familiar stories. Answers “where” questions by pointing.
CL.IT.p3.9: Actively engages in small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, says “I have a car like that” or responds when appropriate to text, with a comment about “my house”).	LLD.1.4 Listens to a story or request then responds appropriately.
CL.IT.p4.10: Actively engages in large and small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, makes appropriate noises for different animals or vehicles).	LLD.6.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Asks and answers questions about text, new vocabulary, retells a story by pointing at pictures or role-playing with props.
RI.K.10: Actively engage in group reading activities with purpose and understanding.	LLD.6.7 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.
Foundational Skills	
Print Concepts	
CL.F.i.1: Explores books by touching, patting and mouthing.	LLD.6.1 Interacts by reaching for or patting when a book is read. Holds book and looks intently at each page.
CL.F.mi.1: Explores a book by turning the pages (may be more than one at a time or back to front). CL.F.mi.2: Plays with objects with letters on them (e.g., alphabet blocks).	LLD.5.2 Recognizes if pictures are right-side up. Turns pages from front to back of book.  LLD.4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.
CL.F.t.1 : Holds book right side up to look at pictures. CL.F.t.2: Begins to demonstrate an understanding that print	LLD.4.2 Points at words printed on a page and pretends to read aloud.

conveys meaning (e.g., pretends to read a favorite book).	LLD.5.2 Recognizes if pictures are right-side up. Turns pages from front to back of book.
<p>CL.F.p3.1: Demonstrates understanding of the organization and basic features of print.</p> <p>CL.F.p3.1a: Demonstrates an understanding of how print is read (i.e., left to right, top to bottom, front to back).</p> <p>CL.F.p3.1b: Demonstrates an understanding that print conveys meaning (i.e., environmental print).</p> <p>CL.F.p3.1c: Recognizes letters in their name.</p>	<p>LLD.4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.</p> <p>LLD.5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p>
<p>CL.F.p4.1: Demonstrates understanding of the organization and basic features of print.</p> <p>CL.F.p4.1a: Follows words from left to right, top to bottom and page by page.</p> <p>CL.F.p4.1b: Recognizes that spoken words are represented in written language by specific sequences of letter.</p> <p>CL.F.p4.1c: Recognizes that letters are grouped to form words.</p> <p>CL.F.p4.1d: Recognizes and names some upper- and lowercase letters in addition to those in first name</p>	<p>LLD.5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p> <p>LLD.5.5 Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.</p> <p>LLD.4.5 Names upper- and lowercase letters when presented in random order and identifies at least 15 letter sounds. When shown a two- or three-letter word, can find it in print.</p>
<p>RF.K.1: Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.1a: Follow words from left to right, top to bottom and page by page.</p> <p>RF.K.1b: Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>RF.K.1c: Understand that words are separated by spaces in print.</p> <p>RF.K.1d: Recognize and name all upper- and lowercase letters</p>	<p>LLD.5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p> <p>LLD.5.5 Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.</p> <p>LLD.4.5 Names upper- and lowercase letters when presented in random order and identifies at least 15 letter sounds. When shown a two- or three-letter word,</p>

of the alphabet.	can find it in print.
Phonological Awareness	
CL.F.i.2: Plays and experiments with sounds through cooing, babbling and simple sounds (e.g., “ee, ah, da, pa, ma”).	LLD.3.1 Babbles and vocalizes using sound, volume and inflection.
CL.F.mi.3: Shows a varied response to sounds in the environment. CL.F.mi.4: Demonstrates enjoyment when listening to nursery rhymes, finger plays, jingles, songs and books that are read to them (e.g., smiles, laughs, pats pictures with hand).	LLD.3.2 Imitates sounds and tones.  LD.6.2 Points to pictures and repeats words from familiar stories. Answers “where” questions by pointing.
CL.F.t.3: Differentiates between sounds that are the same and different (e.g., bell vs. drum). CL.F.t.4: Participates in saying words in nursery rhymes, finger plays, jingles, songs and books that are read to them.	CA.1.2 Responds to changes in sound, rhythm, volume or melody. Repeats words in familiar songs and attempts to sing.
CL.F.p3.2: Plays with the sounds of language. CL.F.p3.2a: Differentiates between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes). CL.F.p3.2b: Distinguishes whether two words rhyme or not. CL.F.p3.2c: Blends compound words and syllables in spoken words (e.g., base+ball= baseball; / d+ad= dad). CL.F.p3.2d: Identifies two words that start with the same sound (e.g., ball and bat both start with the /b/ sound).	LLD.3.2 Imitates sounds and tones. LLD.3.4 Identifies words that have a similar beginning sound. LLD 3.5 Identifies the beginning and ending sounds of words. LLD 3.6 Counts syllables in spoken words. Isolates and pronounces the sound of each syllable. LLD 3.7 Identifies and isolates individual sounds heard in one-syllable words.
CL.F.p4.2: Demonstrates understanding of spoken words, syllables and sounds (i.e., phonemes): CL.F.p4.2a: Recognizes and produces rhyming words. CL.F.p4.2b: Blends and segments syllables in spoken words (e.g., /f/+i/+sh/= fish; or clapping or snapping out syllables ap-ple= 2 claps).	LLD.1.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally. LLD.3.4 Identifies words that have a similar beginning sound. LLD 3.5 Identifies the beginning and ending sounds of words.

<p>CL.F.p4.2c: With prompting and support blends and segments initial sounds (i.e., onset) and ending sounds (i.e., rime) of single syllable words (e.g., /d/+og/ = dog).</p> <p>CL.F.p4.2d: States the initial sound (phoneme) in consonant-vowel-consonant (CVC) words (e.g., cat starts with /c/).</p>	<p>LLD.3.6 Counts syllables in spoken words. Isolates and pronounces the sound of each syllable.</p>
<p>RF.K.2b: Count, pronounce, blend and segment syllables in spoken words.</p> <p>RF.K.2c: Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>RF.K.2d: Isolate and pronounce the initial, medial vowel and final sounds (i.e., phonemes) in threephoneme (i.e., consonant-vowelconsonant or CVC) words.* *This does not include CVS ending with /l/, /r/ or /x/.</p> <p>RF.K.2e: Add or substitute individual sounds (i.e., phonemes) in simple, one-syllable words to make new words.</p>	<p>LLD.3.6 Counts syllables in spoken words. Isolates and pronounces the sound of each syllable.</p> <p>LLD.3.7 Identifies and isolates individual sounds heard in one-syllable words.</p> <p>LLD.3.8</p>
<p>Phonics and Word Recognition</p>	
<p>CL.F.p3.3: Knows and applies age appropriate word analysis skills.</p> <p>CL.F.p3.3a: Begins to identify own name in print.</p> <p>CL.F.p3.3b: Begins to recognize and “read” familiar words or environmental print.</p>	<p>LLD.4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.</p> <p>LLD.4.4 Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds.</p> <p>LLD.5.5 Touches a written word on the page for each spoken word (but not necessarily the correct word).</p>
<p>CL.F.p4.3: Knows and applies age appropriate word analysis skills in decoding words.</p> <p>CL.F.p4.3a: Demonstrates basic knowledge of letter-sound correspondence by producing the sound of some letters.</p>	<p>LLD.4.4 Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds.</p> <p>LLD.5.5 Touches a written word on the page for each spoken word (but not</p>

CL.F.p4.3b: Identifies own name in print. CL.F.p4.3c: Recognizes and “reads” familiar words or environmental print.	necessarily the correct word).
RF.K.3: Know and apply grade level phonics and word analysis skills in decoding words. RF.K.3a: Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. RF.K.3b: Associate the long and short sounds with common spellings (graphemes) for the five major vowels. RF.K.3c: Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). RF.K.3d: Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	LLD.4.6 Reads high-frequency sight words. Identifies all letters and their sounds. Begins to sound out the letters in two- to four-letter words.  LLD.4.7 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.
Fluency	
CL.F.mi.5: Begins to vocalize as if reading when looking at a book.	LLD.4.2 Points at words printed on a page and pretends to read aloud.
CL.F.t.5: “Reading” may capture the tone of voice and stress on words the caregivers have when reading a book.	LLD.3.2 Imitates sounds and tones.
CL.F.p3.4: Displays emergent reading behaviors with purpose and understanding using a familiar book (e.g., pretend reading).	LLD.5.5 Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.
RF.K.4: Read emergent-reader texts with purpose and understanding.	LLD.4.7 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.
Writing	

Text Types & Purposes	
<p>CL.W.i.1: Shows ability to transfer and manipulate an object with hands (e.g., grasps a rattle, lets go of it and tries to grasp it again).</p> <p>CL.W.i.2: Grasps objects using entire hand.</p>	<p>SS.2.1 Attends to others in immediate environment. Grasps and releases objects.</p>
<p>CL.W.mi.1: Picks up objects between thumb and finger (i.e., pincer grasp).</p> <p>CL.W.mi.2: Uses a full-hand grasp to hold a writing tool to make scribbles.</p>	<p>PD.2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p> <p>LLD.7.3 Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks.</p>
<p>CL.W.t.1: Uses thumb and fingers of one hand to hold writing tool.</p> <p>CL.W.t.2: Begins to use drawing to represent objects and ideas (e.g., scribbles a picture and labels it after the fact, pretends to write own name, draws a circle and straight line after watching someone else do it).</p>	<p>LLD.7.4 Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what they represent.</p>
<p>CL.W.p3.1: Uses drawing, scribbling, letter like forms, random letter strings and/or dictation to express thought and ideas.</p>	<p>LLD.7.4. Draws lines, circles or shapes and explains who or what they represent.</p>
<p>CL.W.p4.1: Uses a combination of drawing, dictating or emergent writing to express thoughts and ideas.</p>	<p>LLD.7.5 Uses a combination of drawing, dictating and writing to express and record an event or idea.</p>
<p>W.K.1: Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is ...).</p> <p>W.K.2: Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the</p>	<p>LLD.7.6 Uses inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing.</p> <p>LLD.7.7 Writes a string of simple sentences to tell a story or share information. Provides a concluding statement.</p>

<p>topic.</p> <p>W.K.3: Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred and provide a reaction to what happened.</p>	
Production and Distribution of Writing	
<p>CL.W.p3.2: Uses consistent marks to represent name when writing.</p> <p>CL.W.p3.3: With guidance and support, imitates shapes and strokes.</p> <p>CL.W.p3.4: With guidance and support, explores a variety of digital tools to express ideas (e.g., asks for help searching the internet for pictures of animals to illustrate a book “My Favorite Animals”).</p>	<p>LLD.7.3. Scribbles or draws marks as a representation of an object or person.</p> <p>LLD.7.4 Draws lines, circles or shapes and explains who or what they represent.</p> <p>SCI.4.5 Experiments with simple technology to solve problems or accomplish tasks.</p>
<p>CL.W.p4.2: Recognizably writes a majority of the letters in their name.</p> <p>CL.W.p4.3: With guidance and support, responds to questions and suggestions and adds details to drawings or emergent writing as needed.</p> <p>CL.W.p4.4: With guidance and support, explores a variety of digital tools to produce and publish emergent writing (e.g., uses the class camera to record the growth of the class garden; asks for help searching the internet for pictures of animals to illustrate a book or directions for a task).</p>	<p>LLD.7.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p> <p>SCI.4.6 Uses familiar tools and technology to produce a desired result or solve a specific problem.</p>
<p>W.K.4: (Begins in grade 3)</p> <p>W.K.5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>W.K.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in</p>	<p>SCI.4.6 Uses familiar tools and technology to produce a desired result or solve a specific problem.</p> <p>LLD.7.6 Uses inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing.</p>

collaboration with peers.	
Research to Build and Present Knowledge	
CL.W.t.3: Participates in conversations about past events.	SS.4.4 Recalls information and events from the past.
CL.W.p3.5: Participates in shared writing projects (e.g., contributes to class chart about a topic of interest). CL.W.p3.6: With guidance and support from adults, collaborates with peers to recall information from experiences.	SS.4.6 Retells historical, fictional or past events or stories. SED.4.3 Participates in an activity when asked.
CL.W.p4.5: Participates in shared research and writing projects (e.g., explores a number of books by a favorite author and expresses opinions about them). CL.W.p4.6: With guidance and support from adults, recalls information from experiences or gathers information from provided sources to answer a question.	SS.4.6 Retells historical, fictional or past events or stories. SED.4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play.
W.K.7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). W.K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	SS.4.6 Retells historical, fictional or past events or stories. SED.4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play.
Speaking and Listening	
Comprehension and Collaboration	
CL.SL.i.1: Reacts to adults through vocalizations and/or facial expressions in response to social contact and sounds produced by others. CL.SL.i.2: Listens to and begins to respond to familiar words (e.g., own name, bottle, mom).	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.2.1 Mimics single sounds. Uses vocalizations and gestures to



CL.SL.i.3: Uses gestures, movements or vocalizations to gain attention of a familiar person.	communicate.
<p>CL.SL.mi.1: Interacts with caregivers and peers using gestures, sounds and words (e.g., waves, shakes head “no”, reaches to be lifted up).</p> <p>CL.SL.mi.2: Shows understanding of simple requests and of statements referring to people and objects around him or her (e.g., shakes head for “no”, says “mama”).</p> <p>CL.SL.mi.3: Uses gestures, movements or vocalizations to initiate interactions to get needs met (e.g., reaches to be lifted up, points to desired item).</p>	<p>LLD.2.2 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.1.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts. With prompts and gestures, follows a one-step direction.</p>
<p>CL.SL.t.1: In a conversation with a peer or caregiver:</p> <p>CL.SL.t.1a: Answers simple questions and begins to ask questions using inflection and intonation.</p> <p>CL.SL.t.1b: Sustains a conversation with two or more turns.</p> <p>CL.SL.t.2: Confirms understanding of information presented orally through verbalizations of one or two words or actions.</p> <p>CL.SL.t.3: Uses language to seek help, get information or clarify something that is not understood.</p>	<p>LLD.2.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD.2.4 Speaks in sentences and asks questions using signs or verbal words but does not always follow grammatical rules. Describes familiar people, places and objects with expanding vocabulary. Asks simple questions and stays on topic for two to three exchanges.</p>
<p>CL.SL.p3.1: Participates in collaborative conversations with diverse partners about preschool topics with peers and adults in small groups.</p> <p>CL.SL.p3.1a: Beginning to follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topic under discussion).</p> <p>CL.SL.p3.1b: Continues a conversation through three or more exchanges.</p> <p>CL.SL.p3.2: Confirms understanding of information presented</p>	<p>LLD.2.4 Speaks in sentences and asks questions using signs or verbal words but does not always follow grammatical rules. Describes familiar people, places and objects with expanding vocabulary. Asks simple questions and stays on topic for two to three exchanges.</p> <p>SED.4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p>

<p>orally or through other media by answering simple (e.g., what, where, who) questions and asking questions if something is not understood.</p>	
<p>CL.SL.p4.1: Participates in collaborative conversations with diverse partners about preschool topics and texts with peers and adults in small and larger groups.  CL.SL.p4.1a: Follows agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  CL.SL.p4.1b: Continues a conversation through multiple exchanges, staying on topic.  CL.SL.p4.2: Confirms understanding of a text read aloud or information presented orally or through other media by asking and answering reasoning questions (e.g., why, how) about key details and requesting clarification if something is not understood.</p>	<p>LLD.2.4 Speaks in sentences and asks questions using signs or verbal words but does not always follow grammatical rules. Describes familiar people, places and objects with expanding vocabulary. Asks simple questions and stays on topic for two to three exchanges.</p> <p>SED.4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p> <p>LLD.1.6 Shows understanding of a series of complex statements that explain how or why. Asks and answers general questions about information or stories shared verbally.</p>
<p>SL.K.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  SL.K.1a: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  SL.K.1b: Continue a conversation through multiple exchanges.  SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  SL.K.3: Ask and answer questions in order to seek help, get information or clarify something that is not understood.</p>	<p>LLD.2.4 Speaks in sentences and asks questions using signs or verbal words but does not always follow grammatical rules. Describes familiar people, places and objects with expanding vocabulary. Asks simple questions and stays on topic for two to three exchanges.</p> <p>SED.4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p> <p>LLD.1.6 Shows understanding of a series of complex statements that explain how or why. Asks and answers general questions about information or stories shared verbally.</p>
<p>Presentation of Knowledge and Ideas</p>	

<p>CL.SL.i.4: Uses gestures, movements or vocalizations to communicate wants and needs.</p> <p>CL.SL.i.5: Uses differing cries to signal various needs.</p> <p>CL.SL.i.6: Uses some consonant vowel (CV) combinations (e.g., ba, pa,ma).</p>	<p>LLD.2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.</p> <p>SED.1.1 Vocalizes or moves to express wants and needs.</p>
<p>CL.SL.mi.4: Demonstrates an understanding of a few simple concepts (e.g., puts hands up to indicate they are “so big” or pulls hand away when something is hot).</p> <p>CL.SL.mi.5: Speaks so that familiar adults can understand about 50% of what child says.</p>	<p>LLD.1.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts. With prompts and gestures, follows a one-step direction.</p> <p>LLD.2.2 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>CL.SL.t.4: Uses words to label actions.</p> <p>CL.SL.t.5: Expresses wants and needs, likes and dislikes.</p> <p>CL.SL.t.6: Speaks so that familiar listeners are able to understand ideas, feeling and need.</p>	<p>LLD.2.3 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 or object is called. Communicates needs, desires and ideas. Asks and responds to questions.</p>
<p>CL.SL.p3.3: Uses some basic qualitative (e.g., wet/dry, hot/cold) and quantitative (e.g., more/less, empty/full) concepts to describe familiar people, places, things and events.</p> <p>CL.SL.p3.4: Able to describe objects and actions depicted in pictures.</p> <p>CL.SL.p3.5: Speaks so that unfamiliar listeners are usually able to understand ideas, feelings and needs.</p>	<p>LLD.2.4 Speaks in sentences and asks questions using signs or verbal words but does not always follow grammatical rules. Describes familiar people, places and objects with expanding vocabulary. Asks simple questions and stays on topic for two to three exchanges.</p>
<p>CL.SL.p4.3: Uses some basic spatial (e.g., front/back, top/bottom) and temporal (e.g., first/last, before/ after) concepts to describe familiar people, places, things and events.</p> <p>CL.SL.p4.4: Able to tell another person about what they have drawn.</p> <p>CL.SL.p4.5: Speaks understandably to express ideas, feelings</p>	<p>LLD.2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD.2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading.</p>

and needs.	
<p>SL.K.4: Describe familiar people, places, things and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6: Speak audibly and express thoughts, feelings and ideas clearly.</p>	<p>LLD.2.4 Speaks in sentences and asks questions using signs or verbal words but does not always follow grammatical rules. Describes familiar people, places and objects with expanding vocabulary. Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD.2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Explains personal thoughts.</p>
Language	
Conventions of Standard English	
<p>CL.LS.p3.1: Demonstrates emerging understanding of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CL.LS.p3.1a: Begins to make letter like forms and print some letters (e.g., letters in their name).</p> <p>CL.LS.p3.1b: Uses frequently occurring nouns and verbs when speaking.</p> <p>CL.LS.p3.1c: Beginning to form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>CL.LS.p3.1d: Understands and uses some question words (i.e., interrogatives) (e.g., who, what, where, when, why, how).</p> <p>CL.LS.p3.1e: Uses some prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>CL.LS.p3.1f: Communicates using at least 3-4 word sentences.</p> <p>CL.LS.p3.2: Demonstrates a beginning awareness of writing by using strings of letter- like forms or a series of random letters.</p>	<p>LLD.7.4 Draws lines, circles or shapes and explains who or what they represent.</p> <p>LLD.2.3 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 or object is called. Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD.2.4 Speaks in sentences and asks questions using signs or verbal words but does not always follow grammatical rules. Describes familiar people, places and objects with expanding vocabulary.</p> <p>LLD.2.6 Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading.</p>
CL.LS.p4.1: Demonstrates an emerging command of the conventions of standard English grammar and usage when	LLD.2.4 Speaks in sentences and asks questions using signs or verbal words

<p>writing or speaking.</p> <p>CL.LS.p4.1a: Prints some upper and lower-case letters (e.g., letters in their name).</p> <p>CL.LS.p4.1b: Uses frequently occurring nouns and verbs.</p> <p>CL.LS.p4.1c: Forms regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>CL.LS.p4.1d: Understands and uses most question words (i.e., interrogatives) (e.g., who, what, where, when, why, how).</p> <p>CL.LS.p4.1e: Uses the many frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>CL.LS.p4.1f: Produces complete sentences in shared language activities.</p> <p>CL.LS.p4.2: Demonstrates a beginning awareness of the conventions of writing by using some letters to match sounds in words (e.g., uses the beginning letter to write or represent a word or “trk”for truck) and usually writing from left to right. May reverse some letters.</p>	<p>but does not always follow grammatical rules. Describes familiar people, places and objects with expanding vocabulary.</p> <p>LLD.2.6 Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading.</p> <p>LLD.7.5 Uses inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing.</p> <p>LLD.7.6 Legibly prints letters, numbers and symbols. Writes a string of simple sentences to tell a story or share information.</p>
<p>L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.1a: Print many upper: and lowercase letters.</p> <p>L.K.1b: Use frequently occurring nouns and verbs.</p> <p>L.K.1c: Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>L.K.1d: Understand and use question words (i.e., interrogatives) (e.g., who, what, where, when, why, how).</p> <p>L.K.1e: Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>L.K.1f: Produce and expand complete sentences in shared language activities.</p> <p>L.K.2: Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</p> <p>L.K.2a: Capitalize the first word in a sentence and the pronoun I.</p>	<p>LLD.2.5 Speaks in simple complete sentences. Understands that people may communicate in various forms of communication (such as sign language, braille, different languages and technology) to express ideas. Uses question words. Includes technical words and asks what unfamiliar words mean.</p> <p>LLD.2.6 Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading.</p> <p>LLD.2.7 Communicates by using simple and compound sentences. Uses verb tenses.</p> <p>LLD.5.6 Identifies punctuation.</p> <p>LLD.7.5 Uses inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing.</p> <p>LLD.7.6LD.2.4 Describes familiar people, places and objects with expanding vocabulary. Asks simple questions and stays on topic for two to three exchanges.</p> <p>Legibly prints letters, numbers and symbols. Writes a string of simple</p>

<p>L.K.2b: Recognize and name end punctuation.</p> <p>L.K.2c: Write a letter or letters for most consonant and short-vowel sounds (i.e., phonemes).</p> <p>L.K.2d: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>sentences to tell a story or share information.</p> <p>LLD.7.7 Legibly prints letters, numbers and symbols. Writes a string of simple sentences to tell a story or share information..</p>
Vocabulary Acquisition and Use	
<p>CL.LS.i.1: Recognizes the names of familiar people and objects (e.g., looks at mommy when someone says “where’s mommy?”, reaches for bottle when asked “do you want your bottle?”).</p>	<p>LLD.4.1 Looks for familiar people and objects when given their names. Babbles or repeats sounds.</p>
<p>CL.LS.mi.1: Shows understanding of simple requests and of statements referring to familiar people and objects around him/her (e.g., looks toward door when caregiver says, “Your daddy’s here”).</p>	<p>LLD.1.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts. With prompts and gestures, follows a one-step direction.</p>
<p>CL.LS.t.1: Shows an understanding of requests and statements referring to familiar people and objects ( e.g., when asked “Where is your bear,” child is able to retrieve the bear and show it to the caregiver or friend).</p>	<p>LLD.1.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally.</p>
<p>CL.LS.p3.3: Provides a label when given a “child-friendly” definition of a familiar word (e.g., what is round and bounces: a ball).</p> <p>CL.LS.p3.4: With guidance and support from adults, explores word relationships and nuances in word meanings.</p> <p>CL.LS.p3.4a: Demonstrates an emerging understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down; stop, go; in, out).</p> <p>CL.LS.p3.4b: Distinguishes among a few verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> <p>CL.LS.p3.5: With prompting and support, begins to experiment</p>	<p>L</p> <p>LLD.2.6 Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings.</p>

<p>with new words and phrases acquired through conversations, reading and being read to and responding to texts.</p>	
<p>CL.LS.p4.3: Determines or clarifies the meaning of unknown and multiple meaning words with assistance or cues from an adult (e.g., providing a frame of reference, context or comparison)</p> <p>CL.LS.p4.4: With guidance and support, explores word relationships and nuances in word meanings.</p> <p>CL.LS.p4.4a: Demonstrates an understanding of some frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out).</p> <p>CL.LS.p4.4b: Distinguishes among some verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> <p>CL.SL.p4.5: With prompting and support, begins to use new words and phrases acquired through conversations, reading and being read to and responding to texts.</p>	<p>LLD.2.5 Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD.2.6 Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings.</p>
<p>L.K.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>L.K.4a: Identify new meanings for familiar words and use them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>L.K.4b: Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p> <p>L.K.5: With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L.K.5a: Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>L.K.5b: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (i.e.,</p>	<p>LLD.2.6 Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings.</p> <p>LLD.2.7 Communicates by using simple and compound sentences. Uses verb tenses. Identifies words with similar meaning. Stays on topic while talking and sharing ideas and feelings.</p> <p>LLD.4.7 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.</p> <p>MR.6.6 Identifies, sorts and classifies objects by at least two features.</p>

<p>antonyms).</p> <p>L.K.5c: Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>L.K.5d: Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> <p>L.K.6: Use words and phrases acquired through conversations, reading and being read to and responding to texts.</p>	
Mathematical Knowledge	
Counting & Cardinality	
Know number names and the count sequence	
M.CC.mi.1: Names some number words but not in sequence.	MR.1.2 Recognizes the numeral one and sees other numerals around the room. Repeats number words when heard. Demonstrates an understanding of one, two and more.
M.CC.t.1: Verbally counts in sequence to 3.	MR.1.3 Recognizes numerals to three. Points to one object at a time while counting (not always in correct order).
<p>M.CC.p3.1: Counts in sequence to 10.</p> <p>M.CC.p3.2: Demonstrates an understanding that number names can be represented with a written numeral.</p>	MR.1.4 Identifies numerals to five. Counts up to ten objects.
<p>M.CC.p4.1: Counts in sequence to 30.</p> <p>M.CC.p4.2: Represents a group of objects with a written numeral 0-12 (with 0 representing a count of no objects).</p> <p>M.CC.p4.3: Counts forward beginning from a given number (under 10) within the known sequence (instead of having to begin at 1).</p>	<p>MR.1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.</p> <p>MR.1.6 Identifies and writes numerals to 20. Counts to 100 by ones and tens. Counts forward from a given number.</p>
M.CC.K.1: Count to 100 by ones and by tens.	MR.1.6 Identifies and writes numerals to 20. Counts to 100 by ones and tens.



<p>M.CC.K.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p>M.CC.K.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).</p>	<p>Counts forward from a given number.</p>
<p>Count to tell the number of objects</p>	
<p>M.CC.mi.2: Attends to quantities when interacting with objects (e.g., communicates “more” and “all gone” when eating from a bowl of cheerios, fills containers of different sizes with objects).</p>	<p>MR.2.2 Fills container then dumps out the contents.</p>
<p>M.CC.t.2: Shows understanding that numbers represent quantity and demonstrate understanding of words that identify how much (e.g., uses words such as “one, two, more, little, a lot”).</p> <p>M.CC.t.3: Matches large pegs to holes using one-to-one correspondence.</p>	<p>MR.1.2 Demonstrates an understanding of one, two and more.</p> <p>MR.3.2 Matches two identical shapes.</p>
<p>M.CC.p3.3: Places objects in one to one correspondence during play situations (e.g., gives each doll a plate in the housekeeping area).</p> <p>M.CC.p3.4: Spontaneously counts for own purposes.</p> <p>M.CC.p3.5: Uses number words to indicate the quantity in small sets of objects (e.g., 2, 3).</p>	<p>MR.1.2 Recognizes the numeral one and sees other numerals around the room. Repeats number words when heard.</p> <p>MR.1.3 Recognizes numerals to three. Points to one object at a time while counting (not always in correct order). Creates groups of objects. Adds to and removes from group as prompted.</p>
<p>M.CC.p4.4: Understands the relationship between numbers and quantities to 10; connect counting to cardinality.</p> <p>M.CC.p4.4a: Uses one-to-one correspondence when counting objects, says the number names in the standard order pairing with each object (e.g., counts out napkins for snack time, saying the number aloud as they put each one on the table).</p> <p>M.CC.p4.4b1: Understands that the last number name said tells the numbers of objects counted (cardinality).</p> <p>M.CC.p4.4b2: Understands that the number of objects remains</p>	<p>MR.1.2 Demonstrates an understanding of one, two and more.</p> <p>MR 1.3 Points to one object at a time while counting</p> <p>MR.1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.</p>

<p>the same regardless of the order in which the objects were counted.</p> <p>M.CC.p4.4c: Demonstrates an understanding that each successive number name refers to a quantity that is one larger.</p> <p>M.CC.p4.5: Counts to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array or a circle or as many as 5 things in a scattered configuration.</p>	
<p>M.CC.K.1: Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>M.CC.K.1a: When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>M.CC.K.1b: Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>M.CC.K.1c: Understand that each successive number name refers to a quantity that is one larger.</p> <p>M.CC.K.2: Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array or a circle or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p>	<p>MR.1.6 Identifies and writes numerals to 20. Counts to 100 by ones and tens. Counts forward from a given number.</p> <p>MR.1.7 Identifies and counts in sequence to 120 from a given number. Uses manipulatives to group and count units.</p>
Compare Numbers	
M.CC.i.1: Holds an object in each hand.	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.
M.CC.mi.3: Places objects using one to one correspondence but does not fully understand this created equal groups (e.g., child places one toy in each container during play but doesn't	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.

understand there are the same number of toys and containers).	
M.CC.t.4: Demonstrates an understanding that one collection has more than another when the collections are quite different in size (one collection is at least twice the other).	MR.1.2 Demonstrates an understanding of one, two and more.
M.CC.p3.6: Identifies whether the number of objects in one group is more or less as compared to the number of objects in another group up to 5. M.CC.p3.7: When shown a collection of up to 3 items creates another collection of equal amounts, not necessarily by matching (precursor to subitizing).	MR.1.3 Creates groups of objects. Adds to and removes from group as prompted. MR.1.4 Removes objects from the group as prompted and recounts.
M.CC.p4.6: Identifies whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10 by using matching and counting strategies (e.g., compares the number of letters in their friend's names and indicates who has more or less). M.CC.p4.7: Perceptually subitizes to 5 (e.g., instantly recognizes briefly shown collections up to 5 when presented in a variety of arrangements and verbally names the number of items). M.CC.p4.8: Compares two numbers between 1 and 5 when presented as written numerals (e.g., 3 is more than 1, 4 is less than 5).	MR.1.4 Removes objects from the group as prompted and recounts.  MR.1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.
M.CC.K.1: Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group (e.g., by using matching and counting strategies). M.CC.K.2: Compare two numbers between 1 and 10 presented as written numerals.	MR.1.8 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.
Operations & Algebraic Thinking	

Understand addition as putting together and adding to and understand subtraction as taking apart and taking from	
M.OA.i.1: Initiates repeated movements (e.g., makes cooing sound repeatedly when interacting with an adult, kicks repeated times at an object).	SCI.3.1 Uses senses to explore objects in an immediate environment. Kicks feet or shakes arms to make other objects move.
M.OA.mi.1: Imitates adult-initiated movement patterns (e.g., copies adult movements such as clapping, puts hands near eyes during a game of peek a boo).	CA.2.2 Moves body purposely. Sways or bounces to music. Uses purposeful gestures and body language to communicate.
M.OA.t.1: Demonstrates an understanding that adding to a group increases the number of objects in the group (e.g., adds more blocks to their collection and indicates “I have more”). M.OA.t.2: Copies and anticipates a repeating pattern (e.g., follows and remembers movements in familiar songs or rhymes, recognizes a repeating pattern in a storybook (e.g., “Brown Bear, Brown Bear, What do You See?”).	MR.1.2 Demonstrates an understanding of one, two and more.  MR.5.2 Attempts to mimic vocal and physical patterns.
M.OA.p3.1: Demonstrates an understanding of addition by using objects in practical situations (e.g., has one slice of apple on a plate, adds another slice of apple and communicates “Two”). M.OA.p3.2: Uses concrete objects including shapes to copy simple patterns.	MR.1.3 Points to one object at a time while counting (not always in correct order). Creates groups of objects. Adds to and removes from group as prompted.  MR.5.3 Copies patterns with two steps, such as red-blue, red-blue.
M.OA.p4.1: Demonstrates an understanding of addition and subtraction by using objects, fingers and acting out practical situations (e.g., if we have 3 toy giraffes in our block area and add 2 toy elephants, how many animals will we have all together?). M.OA.p4.2: Composes and decomposes numbers less than or equal to 5 into pairs in more than one way by using objects. M.OA.p4.3: Identifies patterns in the real world and in numbers (e.g., +1 pattern where one more than 3 is 4, one more than 4 is	MR.1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.  MR.1.6 Identifies and writes numerals to 20. Counts to 100 by ones and tens. Counts forward from a given number. Decomposes numbers less than or equal to 10 in more than one way, e.g., $7 = 3 + 4$ just as $7 = 2 + 5$ .

5, written numerals follow a definite number pattern as the ones digits repeat, 100's chart).	
<p>M.OA.K.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions or equations.</p> <p>M.OA.K.2: Solve addition and subtraction word problems and add and subtract within 10 (e.g., by using objects or drawings to represent the problem).</p> <p>M.OA.K.3: Decompose numbers less than or equal to 10 into pairs in more than one way (e.g., by using objects or drawings) and record each decomposition by a drawing or equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p> <p>M.OA.K.4: For any number from 1 to 9, find the number that makes 10 when added to the given number (e.g., by using objects or drawings) and record the answer with a drawing or equation.</p> <p>M.OA.K.5: Fluently add and subtract within 5.</p>	<p>MR.1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p> <p>MR.1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.</p> <p>MR.1.6 Identifies and writes numerals to 20. Counts to 100 by ones and tens. Counts forward from a given number. Decomposes numbers less than or equal to 10 in more than one way, e.g., <math>7 = 3 + 4</math> just as <math>7 = 2 + 5</math>.</p>
Measurement & Data	
Describe and compare measurable attributes	
M.MD.i.1: Explores properties of objects (e.g., looks for what is making a sound, drops a toy and watches it fall).	SCI 3.1 Uses senses to explore objects in an immediate environment. Kicks feet or shakes arms to make other objects move.
M.MD.mi.1: Shows awareness of the size of objects where the size difference is great (e.g., communicates "big ball", shows a preference for the bigger over the smaller toy).	MR.4.1 Recognizes when to use whole hand or just two fingers to pick up an object.
M.MD.t.1: Starts to use words to describe measurable attributes (e.g., big, heavy, empty).	MR.4.2 Explores size and weight of objects in relation to self.
M.MD.p3.1: Demonstrates an understanding that objects can be	MR.4.3 Determines which object is bigger (heavier, longer) when given two

compared by one attribute (e.g., weight, capacity, length) and begins to use words such as bigger/smaller and longer (e.g., Attempts to pick up a big block and exclaims “That’s heavier!”).	objects.
M.MD.p4.1: Describes and compares objects using measurable attributes (length, size, capacity and weight). M.MD.p4.2: Directly compares two objects with a measurable attribute in common to see which objects has “more of ”/ “less of ” the attribute (e.g., compare the heights of two children and describe one child as taller or shorter).	MR.4.3 Determines which object is bigger (heavier, longer) when given two objects.
M.MD.K.1: Describe measurable attributes of objects (e.g., length or weight). Describe several measurable attributes of a single object. M.MD.K.2: Directly compare two objects with a measurable attribute in common, to see which object has “more of ”/“less of ” the attribute and describe the difference (e.g.,directly compare the heights of two children and describe one child as taller/ shorter).	MR.4.4 Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help.  MR.4.5 Estimates (not always logically) size and volume. Measures and describes findings.
Classify objects and count the number of objects in each category	
M.MD.i.2: Notices the difference between familiar and unfamiliar people, objects and places (e.g., looks back and forth between people or objects as if comparing them; explores objects by banging, shaking or hitting them).	MR.6.1 Recognizes familiar people and objects. Recognizes self as being separate from others.
M.MD.mi.2 Matches two objects that are the same and selects similar items from a group (e.g., matches two identical toys, points out all the blue plates at snack).	MR.6.2 When shown one object, finds the match. Identifies and names familiar people, characters and animals.
M.MD.t.2: Groups two or more objects by one attribute (e.g., labels all the big animals “mama” and the small animals “baby” ,	MR.6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics.

puts all the red items in one pile and the non red items in another). M.MD.t.3: Names groups of 1-2 items (e.g., shown an pair of shoes says “two shoes”) (precursor to subitizing).	
M.MD.p3.2: Sorts objects into two or more groups by their properties or uses (e.g., sorts blocks into 2 piles; sorts by shape; indicates that pizza, ice cream and hot dogs are all foods but a doll is not).	MR.6.4 After sorting objects by one feature, sorts again by a different feature.
M.MD.p4.3: Sorts objects into categories; counts the numbers of objects in each category (limit category counts to less than or equal to 10); makes comparisons between the categories based on quantity. M.MD.p4.4: Collects data by categories to answer simple questions.	MR.6.5 Sorts objects by more than one feature and explains why.  MR.6.7 Answers questions about data or objects sorted in up to three categories.
M.MD.K.3: Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	MR.6.6 Identifies, sorts and classifies objects by at least two features.
Geometry	
Identify and Describe Shapes	
M.G.i.1: Exhibits some sense of size, color and shape recognition of objects in the environment.	MR.2.1 Plays with objects and toys that are a variety of shapes.
M.G.mi.1: Explores geometric shapes through manipulating objects (e.g., blocks, containers, other objects).	MR.3.1 Manipulates objects that are a variety of shapes.
(Circles, squares, typical triangles) M.G.t.1: Demonstrates an understanding of simple location/	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

<p>position words (e.g., under, in, out).</p> <p>M.G.t.2: Matches basic shapes with different orientations and sizes (e.g., point to a group of various size circles and communicates that they are all circles).</p>	<p>contents.</p> <p>MR.3.2 Matches two identical shapes.</p>
<p>(Squares, circles, triangles, rectangles)</p> <p>M.G.p3.1: Describes objects in the environment using names of shapes and uses actions and words to indicate relative positions of these objects (e.g., over, inside, close to, far away). M.G.p3.2: Correctly names shapes regardless of their orientations or overall size.</p>	<p>MR.2.3 Recognizes objects that are upside-down and turns them right-side up. Finds or places objects next to, between, in front of or behind self.</p> <p>MR.3.3 Identifies a few basic shapes.</p>
<p>(Squares, circles, triangles, rectangles, cubes, cones, cylinders and spheres)</p> <p>M.G.p4.1: Describes objects in the environment using names of shapes and describes the relative positions of these objects using terms (e.g., above, below, beside, in front of, behind and next to).</p> <p>M.G.p4.2: Correctly name shapes regardless of their orientations or overall size.</p>	<p>MR.2.4 Matches two objects even if turned different ways. When prompted, places objects next to, between, in front of or behind objects not related to self.</p> <p>MR.3.4 Identifies four to six basic geometric shapes.</p>
<p>(Squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres)</p> <p>M.G.K.1: Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms (e.g., above, below, beside, in front of, behind and next to).</p> <p>M.G.K.2: Correctly name shapes regardless of their orientations or overall size.</p> <p>M.G.K.3: Identify shapes as two dimensional (lying in a plane, "flat") or three-dimensional ("solid").</p>	<p>MR.2.5 Identifies and corrects the orientation of familiar objects and symbols. Explains the location of an object in relation to another object.</p> <p>MR.3.5 Describes basic and complex two- and three-dimensional shapes using own words.</p>
Analyze, compare, create and compose shapes	



M.G.i.2: Explores the properties of objects by reaching for and grasping a toy or by mouthing the object.	SCI.3.1 Uses senses to explore objects in an immediate environment. Kicks feet or shakes arms to make other objects move.
M.G.mi.2: Uses trial and error strategies to fit objects together (e.g., experiments with how objects fit in space: stack, sorts, dumps, pushes, pulls, twists, turns).	MR.7.1 Reacts to a problem and seeks a desired outcome.
M.G.t.3: Manipulates shapes to place in a form board or simple puzzle.	MR.2.2 Purposely turns or spins objects. Follows simple positional directions such as on/off, over/under and up/down.
M.G.p3.3: Analyzes and compares shapes in different sizes and orientations and uses informal language to describe their similarities, difference and part (e.g., number of sides and corners) and other attributes (e.g., having sides of equal length). M.G.p3.4: Decomposes shapes (i.e., “take apart” into smaller shapes) by trial and error.	MR.3.5 Describes basic and complex two- and three-dimensional shapes using own words.  MR.2.6 Creates complex shapes by putting together or taking apart other shapes.
M.G.p4.3: Analyzes and compares two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length). M.G.p4.4: Creates shapes during play by building, drawing, etc. M.G.p4.5: Puts together several shapes to make a picture and fill simple outline puzzles.	MR.3.5 Describes basic and complex two- and three-dimensional shapes using own words.  MR.2.6 Creates complex shapes by putting together or taking apart other shapes.
M.G.K.4: Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length). M.G.K.5: Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. M.G.K.6: Compose simple shapes to form larger shapes (e.g.,	MR.3.5 Describes basic and complex two- and three-dimensional shapes using own words.  MR.2.6 Creates complex shapes by putting together or taking apart other shapes.

“Can you join these two triangles with full sides touching to make a rectangle?”).	
Science	
Motion & Stability: Forces & Interactions	
<p>S.i.1: Occasionally uses simple problem-solving to reach objects (e.g., pulls on blanket on which object lies).</p> <p>S.i.2: Repeats behaviors to figure out cause and effect (e.g., shakes a rattle to make the sound; toy released from up high always drops down).</p>	<p>SCI.3.1 Uses senses to explore objects in an immediate environment. Kicks feet or shakes arms to make other objects move.</p> <p>MR.7.2 Experiments with cause and effect.</p>
<p>S.mi.1: Purposefully initiates actions on objects to make things happen (e.g., banging on pots / pan, touches different parts of a musical toy to make the music start again).</p> <p>S.mi.2: Notices objects in motion and acts on that object to replicate the motion (e.g., pushes button on pop up toy, dropping items).</p>	<p>MR.7.2 Experiments with cause and effect.</p> <p>SCI.3.3 Explores motion by moving, rolling, blowing on or dropping a toy.</p>
<p>S.t.1: Demonstrates an understanding of basic cause and effect.</p> <p>S.t.2: Acts upon objects to see any novel movement their action causes (e.g., throwing a ball hard vs. soft, kicking a ball, hammering, push toys on sloped surfaces).</p>	<p>MR.7.2 Experiments with cause and effect.</p> <p>SCI.3.3 Explores motion by moving, rolling, blowing on or dropping a toy.</p> <p>SCI.3.4 Explains how common vehicles, animals and people move. Sorts objects by type of movement.</p>
S.p3.1: Explores and experiments with familiar and unfamiliar objects to examine how objects move when acted on by force (e.g., pushing, pulling, throwing, twisting, gravity).	SCI.3.5 Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur.
S.p4.1: Describes and compares the effects of common forces (e.g., pushes and pulls) on objects and the impact of gravity, magnetism and mechanical forces (e.g., ramps, gears,	SCI.3.7 Recognizes that gravity makes unsupported objects fall. Identifies objects that are attracted to magnets.

pendulums and other simple machines). S.p4.2: Recognizes and describes the effect of his/her own actions on objects.	
<p>K-PS2-1: Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.</p> <p>K-PS3-C: Relationship between energy and forces. A bigger push or pull makes things go faster.</p> <p>K- PS2-2: Analyze data to determine if a design solution works as intended to change the speed or directions of an object with a push or a pull.</p> <p>K-PS2-A: Forces and Motion Pushes and pulls can have different strengths and directions.</p> <p>K-PS2-B: Types of Interactions when objects touch or collide, they push one another and can change motion.</p>	<p>SCI.1.7 Inquires about a phenomenon, makes a prediction based on prior knowledge and gathered information. Records findings in charts or diagrams. Explains his/her problem-solving strategy.</p>
Energy	
S.p3.2: Makes simple observations of the characteristics of the sun (e.g., “The sun is bright!” “ It’s hot out here in the sun.” “At night it gets dark because the sun goes away”).	<p>SCI.2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.</p>
S.p4.3: Demonstrates an understanding that the sun provides light and warmth.	<p>SCI.2.7 Explains weather patterns and the basic properties and role of the sun, moon and earth.</p>
<p>K- PS3-1: Make observations to determine the effect of sunlight on Earth’s surface.</p> <p>K-PS3-2: Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.</p> <p>K-PS3-3-B: Conservations of Energy and Energy Transfer- sunlight warms the Earth’s surface.</p>	<p>SCI.1.7 Inquires about a phenomenon, makes a prediction based on prior knowledge and gathered information. Records findings in charts or diagrams. Explains his/her problem-solving strategy.</p> <p>SCI.2.8 Describes threats that living things must overcome to survive. Explains the relationships between a variety of species. Describes how the sun and movements of the earth affect climate.</p>
From Molecules to Organisms: Structures & Processes	

S.i.3: Shows interest in animals.	
S.mi.3: Shows interest in living things and observes and/or engages with them in a respectful way ( e.g., is gentle with animals, plants).	SCI.2.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment.
S.t.3: Names familiar objects, animals, body parts (e.g., arm, hand, arm). S.t.4: Begins to identify traits of living things (e.g., the sound a duck makes). S.t.5: Demonstrates an understanding that people and animals need food and water to live.	PD.4.3 Names body parts.  LLD.2.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.  SCI.2.4 Demonstrates an understanding that all people have needs.
S.p3.3: Notices and asks questions about what is the same and what is the difference between categories of plants and animals. S.p3.4: Understands that living things need air, water and food.	SCI.2.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why.
S.p4.4: Asks /answers questions about objects, organisms and events in their environments. S.p4.5: Understands and is able to explain why plants and animals need air, food and water.	SCI.1.5 Asks questions, seeks information and shows curiosity about scientific phenomenon. Explores and records observations by drawing. Describes and compares observations.
K-LS1-1: Use observations to describe patterns of what plants and animals (including humans) need to survive. K-LS1-C: Organization for Matter and Energy Flow in Organisms- All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.	SCI.2.6 Describes how living things obtain what they need to survive. Groups living things by similar features. Explains that different places have disparate kinds of weather and climates.  SCI.2.7 Describes how an organism's features and surroundings help it survive. Explains weather patterns and the basic properties and role of the sun, moon and earth.
Earth's Systems	
S.i.4: Turns head toward or away from weather	SCI.2.1 Explores immediate environment using senses. Reacts to weather

	changes in immediate environment.
S.mi.4: Demonstrates a variety of responses to changes in weather	SCI.2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.
S.t.6: Beginning to identify weather occurrences (e.g., sun, rain, snow).	SCI.2.4 Identifies the climate and weather in the immediate environment.
S.p3.5: Identifies weather occurrences (e.g., sun, rain and snow). S.p3.6: Makes observations and communicates findings with others (e.g., look this tree has big, green leaves).	SCI.2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. SCI.2.4 Identifies the climate and weather in the immediate environment.
S.p4.6: Observes and discusses changes in weather and seasons using common weather related vocabulary (e.g., rainy, sunny, cold, windy). S.p4.7: Observes and explains how plants and animals respond to changes in the environment and in seasons. S.p4.8: Understands: (1) how actions people take may change the environment and (2) the impact actions have on the environment for better (e.g., watering plants) or for worse, (e.g., stomping on plants).	SCI.2.5 Identifies current season and explains how weather affects personal life.  SCI.2.6 Describes how living things obtain what they need to survive. Explains that different places have disparate kinds of weather and climates.  SS.1.5 identifies roles and responsibilities of self and others to contribute to the community.
K-ESS2-1: Use and share observations of local weather conditions to describe patterns over time. K-ESS2-D: Weather and Climate weather is the combination of sunlight, wind, snow or rain and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. K-ESS2-1: Construct an argument supported by evidence for	SCI.2.4 Identifies the climate and weather in the immediate environment. SCI.2.7 Describes how an organism's features and surroundings help it survive. Explains weather patterns and the basic properties and role of the sun, moon and earth. SCI.2.8 Describes threats that living things must overcome to survive. Explains the relationships between a variety of species. Describes how the sun and movements of the earth affect climate.

<p>how plants and animals (including humans) can change the environment to meet their needs.</p> <p>K-ESS2.E: Biogeology - plants and animals can change their environment.</p> <p>K-ESS3-C: Human Impacts on Earth Systems- Things that people do to live comfortably can affect the world around them, but they can make choices that reduce their impacts on the land, water, air and other living things.</p>	
Earth and Human Activity	
<p>S.t.7: Demonstrates an understanding that people and animals can live in different places (e.g., fish live in the water).</p> <p>S.t.8: Enacts animals' activities (e.g., eating, sleeping) in pretend play. Moves toy animals to mimic animals in the wild.</p>	<p>SCI.2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.</p> <p>CA.4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p>
<p>S.p3.7: Comments on an animal's appearance, behavior or habitat.</p> <p>S.p3.8: Acquires and uses basic vocabulary for plants, animals and humans (e.g., some names of parts, characteristics).</p> <p>S.p3.9: Makes comments about the weather. (e.g., it's cold, it's windy).</p> <p>S.p3.10: Participates, with adult direction, in activities to preserve the environment (e.g., disposing of litter, saving things to be recycled).</p>	<p>SCI.2.3 Identifies familiar animals, plants or rocks in immediate environment.</p> <p>SCI.2.6 Groups living things by common characteristics. Notices changes in temperature or weather.</p> <p>SS.1.5 Identifies roles and responsibilities of self and others to contribute to the community.</p>
<p>S.p4.9: Demonstrates an understanding that living things exist in different habitats (e.g., fish can live in the ocean because they can breathe under water).</p> <p>S.p4.10: Demonstrates ways in which the environment provides natural resources that are needed by people (e.g., wood for</p>	<p>SCI.2.5 Identifies current season and explains how weather affects personal life.</p> <p>SCI.2.6 Describes how living things obtain what they need to survive. Groups</p>

<p>lumber to build a shelter, water for drinking).</p> <p>S.p4.11: Demonstrates an understanding that different weather conditions require different clothing/accessories (e.g., boots, mittens, rain coat).</p> <p>S.p4.12: Recognizes the difference between helpful and harmful actions toward the natural environment and demonstrates ways that individuals are responsible for protecting our planet (e.g., recycling, mending broken things instead of throwing them away, etc.).</p>	<p>living things by similar features. Explains that different places have disparate kinds of weather and climates.</p> <p>SS.1.5 Identifies roles and responsibilities of self and others to contribute to the community.</p>
<p>K-ESS3-1: Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.</p> <p>K-ESS3-A: Natural Resources Living things need water, air and resources from the land and they live in places that have the things they need. Humans use natural resources for everything they do.</p> <p>K-ESS3-2: Ask questions to obtain information about the purpose of weather forecasting to prepare for and respond to severe weather.</p> <p>K-ESS3-B: Natural Hazards- Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events.</p> <p>K-ESS3-3: Communicate solutions that will reduce the impact of humans on the land, water, air and/ or other living things in the local environment.</p> <p>K-ESS3-C: Human Impacts on Earth Systems- things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air and other living things.</p>	<p>SCI.2.6 Describes how living things obtain what they need to survive. Groups living things by similar features. Explains that different places have disparate kinds of weather and climates.</p> <p>SCI.2.7 Describes how an organism's features and surroundings help it survive. Explains weather patterns and the basic properties and role of the sun, moon and earth.</p> <p>SCI.1.7 Inquires about a phenomenon, makes a prediction based on prior knowledge and gathered information. Records findings in charts or diagrams. Explains his/her problem-solving strategy.</p>
<p>Social Studies</p>	

Government	
SS.i.1: Shows awareness of self and of other people.	SED.1.1 Vocalizes or moves to express wants and needs.
SS.mi.1: Prefers familiar adults over strangers.	SED.4.2 Greets and stays near familiar people.
SS.t.1: Identifies family members by name.	MR.6.2 When shown one object, finds the match. Identifies and names familiar people, characters and animals.
SS.p3.1: Names family members by relationships (e.g., dad, sister, cousin).	SS.1.4 Describes family and community members, their roles and their relationship to self.
SS.p4.1: Identifies leaders at home and school (e.g., parents, guardians, teachers, principal).	SS.1.4 Describes family and community members, their roles and their relationship to self.
SS.K.1: Identifies leaders at home and school (e.g., parents, guardians, teachers, principal).	SS.1.5 Identifies roles and responsibilities of self and others to contribute to the community.
Economics	
SS.i.2: Demonstrates beginning awareness of objects in the environment.	
SS.mi.2: Identifies objects as “mine.”	SS.2.2 Expresses a desire for an object or action. Says me, mine.
SS.t.2: Shares with others and takes turns with adult guidance.	SS.2.4 Asks before taking an object that does not belong to self. Offers a toy or object to another person.
SS.p3.2: Trades or exchanges materials or objects with others. SS.p3.3: Discriminates between “yours” and “mine.”	SS.2.3 Recognizes and attends to authority figures. Recognizes ownership of familiar objects. SS.2.5 Explores the use of trade to receive objects or services.
SS.p4.2: Recognizes that people have wants and must make choices because resources and materials are limited ( e.g.,	SS.2.4 Recognizes and attends to authority figures. Recognizes ownership of familiar objects.



<p>offers to take turns with scissors when only one pair is available).</p> <p>SS.p4.3: Demonstrates an understanding that money can be exchanged for goods and services.</p>	<p>SS.2.6. Exchanges money, goods or services for other goods or services.</p>
<p>SS.K.1: Understands that a person cannot have everything he/she wants, so a choice has to be made (e.g., play video games or watch television; play on swings or play soccer).</p> <p>SS.K.2: Explains what he/she gives up when a choice is made.</p> <p>SS.K.3: Understands the use of money to purchase goods and services.</p> <p>SS.K.4: Discusses the benefits of saving money.</p> <p>SS.K.5: Gives examples of types of jobs that he/she does within the family.</p>	<p>SED.1.4 When given two to three options, chooses his/her most desired option.</p> <p>SS.1.5 EIdentifies roles and responsibilities of self and others to contribute to the community.</p> <p>SS.2.6. Exchanges money, goods or services for other goods or services.</p> <p>SS.2.7 Describes ways one might use money, goods or services.</p>
Geography	
<p>SS.mi.3: Demonstrates an understanding that objects and persons exist when not in sight.</p>	<p>SCI.1.1 Looks for a person or toy that has moved out of sight. Reacts to changes.</p>
<p>SS.t.3: Talks about objects and people in familiar environments (e.g., home, grocery store).</p>	<p>SS.3.3 Identifies a variety of familiar places, such as the store, car, home or Grandma's.</p>
<p>SS.p3.4: Uses words to indicate direction.</p> <p>SS.p3.5: Creates representations of familiar places through various materials (e.g., builds a fire station with blocks, draws a picture of a home).</p> <p>SS.p3.6: Demonstrates an emerging understanding that helping with home and classroom routines improves the quality of the environment.</p>	<p>SS.2.4 Draws pictures of current location.</p> <p>MR.2.5 Explains the location of an object in relation to another object.</p> <p>SS.1.5 Identifies roles and responsibilities of self and others to contribute to the community.</p>
<p>SS.p4.4: Identifies and correctly uses terms related to location, direction and distance (e.g., up/ down, here/there).</p> <p>SS.p4.5: Creates simple "maps" or drawings of familiar places.</p>	<p>MR.2.5 Identifies and corrects the orientation of familiar objects and symbols. Explains the location of an object in relation to another object. Assembles a puzzle without using a guide.</p>

<p>SS.p4.6: Matches objects to usual locations and identifies features of familiar places (e.g., tree in a park, bed in a bedroom).</p> <p>SS.p4.7: Identifies the four seasons and relates each season to basic clothing choices (e.g., shorts verses mittens, swimsuit verses heavy coat).</p> <p>SS.p4.8: With adult support, participates in activities to preserve the environment (e.g., using the trash can and saving items that can be recycled).</p>	<p>SS.3.2 Recognizes familiar places.</p> <p>SS.3.6 Compares the geographic features of own community to another community. Recreates a map of something s/he cannot immediately see.</p> <p>SS.1.5 Identifies roles and responsibilities of self and others to contribute to the community.</p> <p>SCI.2.5 Identifies current season and explains how weather affects personal life.</p>
<p>SS.K.6: Identifies and correctly uses terms related to location, direction and distance (e.g., up/ down, left/right, near/far, here/ there).</p> <p>SS.K.7: Locates major geography features (e.g., Equator, North Pole, South Pole, his/her Hometown, Kansas).</p> <p>SS.K.8: Describes characteristics of local surroundings (e.g., classroom, playground, neighborhood, city, school).</p> <p>SS.K.9: Describes seasonal changes and how they affect an individual.</p> <p>SS.K.10: Identifies ways people can maintain or improve the quality of their environment.</p>	<p>SS.3.5 Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks. Identifies what is represented on a map. Draws pictures of current location.</p> <p>SS.3.7 Identifies and describes various types of landforms and natural resources. Locates familiar places on maps. Uses cardinal directions to follow and give directions.</p> <p>SCI.2.5 Identifies current season and explains how weather affects personal life.</p> <p>SS.2.8 Makes democratic decisions. Explains how and why people work together in trade to get what they need and want.</p>
Kansas, United States & World History	
SS.mi.4: Recognizes and anticipates familiar routines	SED.2.1 Reacts to changes in routine.
SS.t.4: Identifies routines and common occurrences in his/her	SED.3.2 Participates in daily routines or familiar activities.

<p>life.</p> <p>SS.t.5: Recognizes the start and end of an event (e.g., clapping at the end of a song).</p>	<p>SS.4.2 Observes events and begins to participate.</p> <p>MR.5.2 Attempts to mimic vocal and physical patterns.</p>
<p>SS.p3.7 Questions why and/or how people are similar or different.</p> <p>SS.p3.8: Uses word or phrases that differentiate between events that happened in the past, the present and the future (e.g., “when I was a baby...” , “ or before I moved into my new house...”).</p>	<p>SS.4.3 Describes events as they happen. Uses words such as first, then.</p> <p>SS.4.4 Recalls information and events from the past.</p> <p>SED.4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p>
<p>SS.p4.9 Describes some of the holidays, foods and special events related to his/her own culture or acts them out in dramatic play.</p> <p>SS.p4.10: Names city and state where he/she lives.</p> <p>SS.p4.11: Demonstrates an understanding of time in the context of daily experiences (e.g., tells parent that her friend was sick yesterday).</p>	<p>SS.1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.</p> <p>SS.3.4 Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks.</p> <p>SS.4.5 Uses language of time to describe familiar sequences of events.</p>
<p>SS.K.11: Identifies and explains how tools and technology used in the home/school meet people’s needs.</p> <p>SS.K.12: Explains how each individual has a personal history.</p> <p>SS.K.12. (A) compares and contrasts his/her own life with life in a city and/or a rural community.</p> <p>SS.K.13: Identifies family customs and traditions and explains their importance.</p> <p>SS.K.14: Understands that Kansas is a state in the United States and the significance of Kansas Day as the celebration of the state’s birthday.</p> <p>SS.K.15: Locates the state of Kansas using a map of the United States.</p> <p>SS.K.16: Recognizes important Kansas state symbols (e.g., state bird – meadowlark, state flower – sunflower, state</p>	<p>SCI.4.6 Uses familiar tools and technology to produce a desired result or solve a specific problem.</p> <p>SS.4.5 Uses language of time to describe familiar sequences of events.</p> <p>SS.4.6 Retells historical, fictional or past events or stories.</p> <p>SS.3.6 Compares the geographic features of own community to another community. Recreates a map of something s/he cannot immediately see.</p> <p>SS.1.5 Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. I</p> <p>SS.3.7 Locates familiar places on maps. Uses cardinal directions to follow and give directions.</p>

<p>animal-buffalo).</p> <p>SS.K.17: Places events in sequential order.</p> <p>SS.K.18: Uses information to find main idea.</p> <p>SS.K.19: Scans historic photographs to gain information.</p> <p>SS.K.20: Asks questions, shares information and discusses ideas about the past.</p>	<p>LLD.6.7 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.</p>
Creative Arts	
Dance	
Physical	
<p>CA.i.1a: Moves body parts (e.g., sits with support ).</p> <p>CA.i.1b: Can focus on an object and follow it with focus.</p>	<p>CA.2.1 Moves body in a variety of ways.</p> <p>CA.4.1 Imitates simple movements and facial expressions.</p>
<p>CA.mi.1a: Pulls up to standing.</p> <p>CA.mi.1b: Sits without support.</p>	<p>PD.1.1 Sits independently and pulls self into a standing position.</p>
<p>CA.t.1a: Moves head, arms, legs, knees, elbows, fingers, toes in isolation.</p> <p>CA.t.1b: Walks, runs, jumps.</p>	<p>PD.1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p> <p>CA.2.2 Moves body purposely. Uses purposeful gestures and body language to communicate.</p>
<p>CA.p3.1a: Explores moving all body parts in isolation.</p> <p>CA.p3.1b: Explores cross lateral movements.</p>	<p>CA.2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.</p>
<p>CA.p4.1a: Explores one body part in conjunction with other body parts, balance on one foot.</p> <p>CA.p4.1b: Skips, slides, leaps.</p>	<p>PD.1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p>
Responding	
<p>CA.i.2a: Responds to sounds, visual images and motions.</p>	<p>CA.1.1 Responds to sounds. Makes sounds to communicate feelings.</p>

	CA.4.1 Responds to props or puppets.
CA.mi.2a: Reacts to vocal or observed cues. CA.mi.2b: Responds to movement that has a beat or rhythm. CA.mi.2c: Follows some observed actions.	CA.1.2 Responds to changes in sound, rhythm, volume or melody. Repeats words in familiar songs and attempts to sing. CA.4.2 Mimics observed behaviors and words. Mimics the use of familiar objects.
CA.t.2a: When asked, moves forward, backwards, up and, down. CA.t.2b: Begins to balance on one foot. CA.t.2c: Bends, reaches, stretches, rocks, sways, shakes, kicks, different parts of the body.	MR.2.2 Follows simple positional directions such as on/off, over/under and up/down. PD.1.4 Balances and hops on one foot. CA.2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.'
CA.p3.2a: Moves one body part in response to a simple rhythm pattern. CA.p3.2b: Demonstrates the difference between still and moving. CA.p3.2c: Moves over, under and around objects.	CA.2.4 Describes and demonstrates multiple ways to move body parts. Moves to the beat. Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements.
CA.p4.2a: Dances to music with varying tempos. CA.p4.2b: Creates simple rhythm patterns and is able to repeat them. CA.p4.2c: Moves through combinations of pathways, straight, zigzag, diagonal, curve. CA.p4.2d: Expands movement vocabulary by exploring words (e.g., suspend, swing, point, burst, float, droop, carve, creep, open and close).	CA.2.4 Describes and demonstrates multiple ways to move body parts. Moves to the beat. Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements.  CA.2.6 Recalls a simple movement pattern and performs it individually or in a group. Expresses ideas, feelings and stories through creative movement.
Creating	
CA.i.3a: Reaches for caregiver and objects.	PD.2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object.
CA.mi.3a: Starts and stops with music cues with adult guidance.	CA.2.2 Moves body purposely. Sways or bounces to music. Uses purposeful

CA.mi.3b: Explores bending, stretching, small and big.	gestures and body language to communicate.
CA.t.3a: Stops and starts with music cues. CA.t.3b: Improvises movement to fast and slow music.	CA.2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.
CA.p3.3a: Creates high, medium and low shapes. CA.p3.3b: Explores and creates patterns. CA.p3.3c: Combines axial and locomotor movements together.	CA.2.4 Describes and demonstrates multiple ways to move body parts. Moves to the beat. Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements.
CA.p4.3a: Creates movement based on imagery from pictures, books or other ideas. CA.p4.3b: Improvises a dance that has a beginning and an ending that uses 2 or more locomotor steps.	CA.2.5 Follows a leader to perform a simple movement pattern. Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.
Understanding	
CA.i.4a: Moves body when happy and excited.	CA.2.1 Moves body in a variety of ways. Uses body language to express feelings.
CA.mi.4a: Controls some body movements. CA.mi.4b: Demonstrates following simple directions.	CA.2.2 Moves body purposely. Sways or bounces to music. Uses purposeful gestures and body language to communicate.
CA.t.2a: Stops and starts with music cues. CA.t.2b: Improvises movement to fast and slow music.	CA.2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.
CA.p3.4a: Listens to musical cues and teacher instruction. CA.p3.4b: Dances with purpose attentive to music and instruction	CA.2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.
CA.p4.4a: Able to listen and carry out instruction. CA.p4.4b: Able to create movement and discovery.	CA.2.4 Describes and demonstrates multiple ways to move body parts. Moves to the beat. Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements.
Music	

Physical	
CA.i.5a: Attends to sounds. CA.i.5b: Begins to make vocal sounds.	CA.1.1 Responds to sounds. Makes sounds to communicate feelings.
CA.mi.5a: Responds physically to various rhythmic patterns in sound. CA.mi.5b: Vocalizes in response to rhythm.	CA.1.2 Responds to changes in sound, rhythm, volume or melody. Repeats words in familiar songs and attempts to sing.
CA.t.5a: Begins to verbalize words to simple songs.	CA.1.2 Repeats words in familiar songs and attempts to sing.
CA.p3.5a: Repeats sound and rhythm patterns. CA.p3.5b: Sings simple songs.	CA.1.2 Repeats words in familiar songs and attempts to sing. CA.1.3 Claps to beat (not always consistently). Understands difference of singing and speaking voices. Expresses likes and dislikes of familiar songs.
CA.p4.5a: Participates in more complex songs and involves physical movement - finger plays, chants, etc.	CA.1.4 Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction. Uses voice, common objects or instruments to create music. Identifies self as a musician.
Responding	
CA.i.6a: Moves body to music.	CA2.2 Moves body purposely. Sways or bounces to music. Uses purposeful gestures and body language to communicate.
CA.mi.6a: Identifies sources of sounds (i.e., dog, cat, car, etc.). CA.mi.6b: Moves to music-rhythm.	LLD.1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. CA.2.3 Moves in own way to music and rhythm.
CA.t.6a: Responds to tempos presented in a variety of ways: physically, verbally, with instruments.	CA.2.4 Describes and demonstrates multiple ways to move body parts. Moves to the beat. Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements.
CA.p3.6a: Moves to traditional music: march, gallop, hop, tiptoe.	CA.2.5 Follows a leader to perform a simple movement pattern.

<p>CA.p4.6a: Demonstrates movement without prompting: march, hop, tiptoe, skip.</p> <p>CA.p4.6b: Vocally repeats a note pattern using an 8 note scale.</p>	<p>CA.2.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.</p> <p>CA.1.5 Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs. Uses voice or instruments to express feelings or to mimic sound effects.</p>
Creating	
CA.i.7a: Demonstrates shaking or banging objects or toys.	CA.1.3 Explores shaking, pounding and tapping various instruments.
CA.mi.7a: Chooses from variety of objects (instruments/toys). CA.mi.7b: Explores bringing objects together to make sounds.	CA.1.3 Explores shaking, pounding and tapping various instruments.
CA.t.7a: Follows simple rhythmic patterns with musical instruments. CA.t.7b: Explores simple music -concepts: tempo, music scale-up to 5 note scale.	CA.1.4 Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction. Uses voice, common objects or instruments to create music.
CA.p3.7a: Repeats song patterns and rhythmic movements to music. CA.p3.7b: Sings 5-8 note scale.	CA.1.5 Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs. Uses voice or instruments to express feelings or to mimic sound effects.
CA.p4.7a: Creates own songs and movements, includes musical instruments. CA.p4.7b: Vocalizes and uses instruments in more complex music/ songs.	<p>CA.1.4 Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction. Uses voice, common objects or instruments to create music. Identifies self as a musician.</p> <p>CA.1.5 CA.1.5 Hears the change of musical phrases in a song. Sings along to familiar songs. Uses voice or instruments to express feelings or to mimic sound effects.</p>
Understanding	
CA.i.8a: Attends to music and rhythm patterns through caregiver	CA.1.1 Responds to sounds. Makes sounds to communicate feelings.



touch and music exposure.	
CA.mi.8a: Follows and tracks various types of music through movement, facial expressions, verbalizes. CA.mi.8b: Creates rhythmic patterns (e.g., rhythmic poems, simple songs, etc).	CA.1.2 Responds to changes in sound, rhythm, volume or melody. Repeats words in familiar songs and attempts to sing.
CA.t.8a: Follows and tracks various types of music through movement, facial expressions, verbalize. CA.t.8b: Creates rhythmic patterns (e.g., rhythmic poems, simple songs, etc.).	CA.1.4 Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction. Uses voice, common objects or instruments to create music.
CA.p3.8a: Demonstrates understanding of concepts using vocal and physical movement and instruments: soft/loud, high/low, fast/slow.	CA.1.5 Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs. Uses voice or instruments to express feelings or to mimic sound effects.
CA.p4.8a: Demonstrates an understanding of music vocabulary: loud/soft - forte/piano, fast/slow - staccato/legato. CA.p4.8b: Identifies basic notes and patterns: whole notes, ½ notes, ¼ notes.	CA.1.7 Maintains a steady beat. Recognizes strong/weak beats. Begins to read rhythm notation. Matches vocal pitch in limited range. Interprets and compares many types of music.
Acting/Theater	
Physical	
CA.i.9a: Responds to sounds. CA.i.9b: Expresses needs with different sounds.	CA.1.1 Responds to sounds. Makes sounds to communicate feelings.
CA.mi.9a: Imitates words. CA.mi.9b: Responds to another voice. CA.mi.9c: Follows simple directions.	CA.1.2 Repeats words in familiar songs and attempts to sing.  LLD.1.2 With prompts and gestures, follows a one-step direction.
CA.t.9a: Beginning to follow more complex directions. CA.t.9b: Initiates conversation.	LLD.1.3 Responds to simple statements and questions. Follows related two-step directions given verbally.

CA.t.9c: Asks questions to understand order of world's story.	LLD.2.3 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 or object is called. Communicates needs, desires and ideas. Asks and responds to questions.
CA.p3.9a: Recites nursery rhymes and simple songs. CA.p3.9b: Recalls familiar stories. CA.p3.9c: Memorizes words in books and stories.	CA.1.5. Sings along to familiar songs.  LLD.4.4 Recognizes some common words in print, such as his/her name, mom, dad.  LLD.6.3 Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character.
CA.p4.9a: Takes a role in acting out a story. CA.p4.9b: Creates dialogue specific to a type of character	CA.4.5 Assigns roles and plays out unscripted scenes in dramatic play. Uses a combination of real and imaginary props or characters to play out a scene.
Responding	
CA.i.10a: Responds to voices. CA.i.10b: Repeats sounds vocally and physically. CA.i.10c: Responds to songs, chants, nursery rhymes, rhythms, pictures in books.	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.
CA.mi.10a: Enjoys listening to stories, songs. CA.mi.10b: Understands and responds to pictures in books that create story. CA.mi.10c: Initiates interaction with familiar people.	LLD.6.2 Points to pictures and repeats words from familiar stories. Answers “where” questions by pointing.  LDL.2.2 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.
CA.t.10a: Participates in acting out nursery rhymes, fingerplays, songs (e.g., Jack Be Nimble, Jack in the Box).	CA.4.4 Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object.

CA.t.10b: Recreates plot of familiar stories or movies.	
CA.p3.10a: Identifies feelings - happy, sad, mad, etc. CA.p3.10b: Beginning to differentiate between real and pretend. CA.p3.10c: Participates in songs, stories, fingerplays, chants with voice and body together. CA.p3.10d: Beginning to take a role in dramatic play.	SED.2.3 Experiments and role-plays with a range of emotions. CA.4.4 Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object.
CA.p4.10a: Anticipates story plot and structure of story. CA.p4.10b: Assumes roles in dramatic play situations. CA.p4.10c: Interacts with others in listening and responding in dramatic role. CA.p4.10d: Demonstrates feelings with body and voice	LLD.6.4 Anticipates what comes next in familiar stories. Asks and answers questions about text, new vocabulary, retells a story by pointing at pictures or role-playing with props.  CA.4.7 Plans a story and seeks out props to enhance a role or highlight details. Integrates emotion into performance.
Creating	
CA.i.11a: Begins cooing, babbling.	LLD.3.1 Babbles and vocalizes using sound, volume and inflection.
CA.mi.11a: Uses vocal intonation. CA.mi.11b: Demonstrates simple character/animal sounds with motions.	LLD.3.2 Imitates sounds and tones.
CA.t.11a: Talks in play situations. CA.t.11b: Moves inanimate objects (e.g., toy characters) in a play situation. CA.t.11c: Changes voice, emotion, body in play situations. CA.t.11.d: Likes to wear costumes to pretend to be other than self.	CA.4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.
CA.p3.11a: Follows simple instructions to recreate story and dramatic movement.	CA.4.4 Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object.


CA.p3.11b: Uses costumes to disguise self and become a character in everyday environment.	
CA.p4.11a: Dictates a story. CA.p4.11b: Repeats dialogue and movement to tell a story. CA.p4.11c: Creates roles for self and others in dramatic play situations using body and dialogue. CA.p4.11d: Uses costumes to create character with dialogue. CA.p4.11e: Creates and executes complicated plot with conflict and resolution verbally and physically. CA.p4.11f: Uses props/objects in creative ways to promote and create story.	CA.4.5 Assigns roles and plays out unscripted scenes in dramatic play. Uses a combination of real and imaginary props or characters to play out a scene.  CA.4.6. With cues, performs a simple preplanned drama. Creates a setting, characters and events to tell a story.
Understanding	
CA.i.12a: Listens to stories, books, etc. CA.i.12b: Looks at pictures and points. CA.i.12c: Recognizes songs and specific books or pictures.	LLD.4.1 Looks for familiar people and objects when given their names. Babbles or repeats sounds. LLD.5.1 Looks at or points to pictures. Opens and closes books. LLD.6.1 Interacts by reaching for or patting when a book is read. Holds book and looks intently at each page.
CA.mi.12a: Responds to favorite stories. CA.mi.12b: Repeats repetitive phrases of stories. CA.mi.12b: Repeats repetitive phrases of stories at appropriate times or anticipates and verbalizes action of story.	LLD.6.2 Points to pictures and repeats words from familiar stories.
CA.t.12a: Participates in acting out nursery rhymes, fingerplays, songs (e.g., Jack Be Nimble, Jack in the Box). CA.t.12b: Recreates plot of familiar stories or movies.	CA.1.2 Repeats words in familiar songs and attempts to sing. CA.4.2 Mimics observed behaviors and words. Mimics the use of familiar objects.
CA.p3.12a: Creates action and verbalization with costume prompt. CA.p3.12b: Creates story with props/manipulatives.	CA.4.4 Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object.

<p>CA.p4.12a: Retells stories.</p> <p>CA.p4.12b: Uses imagination to create dramatic roles.</p> <p>CA.p4.12c: Creates whole characters using imagination, puppets, inanimate objects (e.g., stuffed animals).</p> <p>CA.p4.12d: Critiques drama experiences and find meaning/moral in story.</p>	<p>CA.4.5 Assigns roles and plays out unscripted scenes in dramatic play. Uses a combination of real and imaginary props or characters to play out a scene.</p> <p>LLD.6.4 Asks and answers questions about text, new vocabulary, retells a story by pointing at pictures or role-playing with props.</p>
Visual Arts	
Physical	
<p>CA.i.13a: Responds to light, color.</p> <p>CA.i.13b: Explores sensory materials.</p>	<p>CA.3.1 Explores materials using gross motor movements and senses. Expresses emotions while exploring materials.</p>
<p>CA.mi.13a: Scribbles with crayon.</p> <p>CA.mi.13b: Crawls on textures - fabric, wood, bubble wrap.</p>	<p>CA.3.2 Uses hands and feet to explore a variety of media. Scribbles, colors or paints intentionally on paper.</p>
<p>CA.t.13a: Grips paint brush, crayons, pipette, spray bottle.</p> <p>CA.t.13b: Makes random and disordered scribbles.</p>	<p>LLD.7.3 Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks. Scribbles or draws marks as a representation of an object or person.</p>
<p>CA.p3.13a: Begins use of scissors.</p> <p>CA.p3.13b: Explores with natural and recycled objects.</p>	<p>PD.2.4 Manipulates objects with hands doing different things. Snips with scissors.</p> <p>CA.3.3 Explores a variety of artistic tools and media.</p>
<p>CA.p4.13a: Uses a variety of materials to create art.</p> <p>CA.p4.13b: Shows skill with scissors.</p>	<p>PD.2.5 Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.</p> <p>CA.3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.</p>
Responding	
<p>CA.i.14a: Responds to various textures and sensory materials - fabric, water, sand, etc.</p>	<p>CA.3.1 Explores materials using gross motor movements and senses. SCI.3.2 Reacts to changes in texture, smell, sound or sight.</p>


CA.mi.14a: Examines small objects and details. CA.mi.14b: Grasps objects with thumb and pointer finger.	PD.2.2 Purposefully grasps objects with finger and thumb.
CA.t.14a: Explores variety of art media: painting, gluing, printing, fingerpainting, clay, etc. CA.t.14b: Shows control of paint, brushes, markers, etc.	CA.3.3 Explores a variety of artistic tools and media.  LLD.7.3 Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks.
CA.p3.14a: Explores more complex art activities. CA.p3.14b: Mixes two basic shapes - abstract rather than representational.	LLD.7.4 Draws lines, circles or shapes and explains who or what they represent.  CA.3.4 Chooses an object or art tool to use with a given medium for a desired effect. Makes choices throughout the artistic process.
CA.p4.14a: Recognizes and describes various art forms - sculpture, painting, printing. CA.p4.14b: Drawings suggest real life. CA.p4.14c: Drawings becoming better defined, more detail.	CA.3.5 Uses artistic tools and media to create intentional designs or images. Plans, designs and seeks materials to make a creation.  CA.3.6 Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object. Explains how it was made.
Creating	
CA.i.15a: Splashes water, blows bubbles.	SCI.3.1 Uses senses to explore objects in an immediate environment. Kicks feet or shakes arms to make other objects move.
CA.mi.15a: Explores sensory materials - non-toxic paint, fingerpaint, paper, playdough, sand.	SCI.3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.
CA.t.15a: Explores and manipulates sensory materials. CA.t.15b: Demonstrates self expression with art materials.	CA.3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.
CA.p3.15a: Creates work that requires some planning - usually	CA.3.5 Uses artistic tools and media to create intentional designs or images.


a person with head and 2 vertical lines for legs. CA.p3.15b: Works independently.	Plans, designs and seeks materials to make a creation.
CA.p4.15a: Tells stories/works out problems with drawings. CA.p4.15b: Combines multiple media (e.g., builds sculpture then paints sculpture; paints paper then prints on it).	CA.3.6 Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object. Explains how it was made.
Understanding	
CA.i.16a: Beginning to imitate sounds. CA.i.16b: Favors objects/sensory materials. CA.i.16c: May attach to a special object - blanket, "lovey.	CA.1.1 Responds to sounds. Makes sounds to communicate feelings. CA.3.1 Explores materials using gross motor movements and senses. Expresses emotions while exploring materials.
CA.mi.16a: Repeats actions, sounds, activities, etc.	CA.4.2 Mimics observed behaviors and words. Mimics the use of familiar objects.
CA.t.16a: Explores and manipulates sensory materials. CA.t.16b: Demonstrates self-expression with art materials.	CA.3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.
CA.p3.16a: Mixes colors to create a new color. CA.p3.16b: Names shapes.	CA.3.4 Chooses an object or art tool to use with a given medium for a desired effect. Makes choices throughout the artistic process. MR.3.4 Identifies four to six basic geometric shapes.
CA.p4.16a: Demonstrates understanding of art vocabulary and concepts. CA.p4.16b: Discusses own artistic creations and those of others.	CA.3.6 Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object. Explains how it was made.

# Developmental Continuum of Skills


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




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

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

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

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

Social Studies	Skill / Skill Code	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
	<b>SS 1 Culture &amp; Community</b>	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.
	<b>SS 2 Civics &amp; Economics</b>	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.
	<b>SS 3 Geography</b>	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.
	<b>SS 4 History &amp; Sense of Time</b>	Focuses on interactions with others for a short time.	Observes events and begins to participate.	Describes events as they happen. Uses words such as first, then.	Recalls information and events from the past.	Uses language of time to describe familiar sequences of events.	Retells historical, fictional or past events or stories.	Compares and contrasts current and historical conditions of familiar environments.	Describes relationships between past events and current conditions. Explains why it is important to understand historical events.

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