



Alignment of the
Experience Early Learning Skills
with
Maine's Early Learning and Development Standards
Infant and Ages 3-5





The Developmental Continuum of the Experience Early Learning Skills

This document details the alignment of the **Maine's Early Learning and Development Standards**. For questions or comments about this alignment, please contact info@experienceearlylearning.com

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

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

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



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



Maine's Early Learning and Development Standards

*Standards for Early Childhood:
Infants*

*Standards for Early Childhood:
Ages 3-5*



MAINE'S EARLY LEARNING AND DEVELOPMENT STANDARDS (2015)

Maine's Early Childhood Development 0-36Months	
Social and Emotional Development	
Trust and Emotional Security	
<p>Birth-8 Months</p> <ul style="list-style-type: none"> Expresses feelings of comfort, discomfort, enjoyment, fear, surprise, anger or unhappiness through: various facial expressions, body movements, gestures <p>6-18 Months</p> <ul style="list-style-type: none"> Expresses a variety of emotions and modifies expression according to the reactions of familiar adults. Looks to/seek comfort from familiar adults when distressed and accepts reassurance. <p>16-36 Months</p> <ul style="list-style-type: none"> Expresses empathy toward other children or adults. Begins to express feelings of anger and frustration: tells friends "I don't like that!". Has an expectation that the caregiver will provide what is needed in most situations. 	<p>SED 2.1 -2 Self-Regulation Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine. Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.</p> <p>SED 2.3 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change.</p> <p>SED 1.3 Expresses likes and dislikes.</p>
Self Regulation	
<p>0-8 Months</p> <ul style="list-style-type: none"> Comforts self by: clutching, toy, sucking thumb, stroking blanket Starts, maintains, or stops social contact through: looks gestures, sounds, smiles <p>6-18 Months</p> <ul style="list-style-type: none"> Comforts self by: sucking on fingers, retrieving a familiar object, engaging in a familiar routine, utilizing quiet 	<p>SED 2.1 Self-Regulation Calms with support from caregiver.</p> <p>SED 2.2 Self-Regulation Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.</p>

<p>space in classroom when needed Expresses own needs: gestures when hungry, grabs blanket when tired, calls to engage caregiver</p> <p>16-36 Months</p> <ul style="list-style-type: none"> Shows impulse control by: beginning to understand their role in play (need to wait for a turn for a toy) tolerating brief wait times or delays, anticipates and follows routines when prompted: helps with clean up, gets ready to go for a walk, joins group time for dancing, stories, etc., begins to dress themselves as part of daily routine 	<p>SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed.</p>
Sense of Self, Self-Awareness, and Self-Concept	
<p>0-8 Months</p> <ul style="list-style-type: none"> Uses hands to explore different parts of the body. Beginning to understand that they can make things happen; (example: pat a musical toy to make music come again, or raise arms to be picked up by parent or caregiver). Cries when a parent or caregiver leaves the room. <p>6-18 Months</p> <ul style="list-style-type: none"> Points to or indicates parts of the body when asked. Express thoughts and feelings by saying “no!” Begins to recognize and respond to own name (example: gestures at sound of name or vocalizes at sound of name). <p>16-36 Months</p> <ul style="list-style-type: none"> Recognizes own image in the mirror or photo and understands that it is self. Says own name when asked and names others in family. Identifies self by gender, for example:, “I boy”. 	<p>SED 1.1 Explores self and others by using senses.</p> <p>SS 1.1 Recognizes family members</p> <p>SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.</p> <p>SED 1.2-3 Recognizes self in photos or in a mirror. Expresses simple ideas about self in relation to others such as family.</p>
Relationships with Adults	

and take on roles; for example, pretends to be a dog while a friend pretends to be the owner. Expresses an interest in playing with a particular child. Exhibits sadness when a favorite friend is not at school; “When you miss your friend here at school, she misses you too”	familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.
Approaches to Learning	
Engagement and Persistence	
<p>0-8 Months</p> <ul style="list-style-type: none"> Makes and maintains eye contact while being held for feeding. Finds ways to bring hand to mouth even when hand is covered by a blanket or clothing. Tries to reach a toy hanging from a high chair. <p>6-18 Months</p> <ul style="list-style-type: none"> Looks out the window for a familiar caregiver to return. Uses several different ways to get a toy when it’s out of reach. Reaches for caregiver’s hands to continue game/song <p>16-36 Months</p> <ul style="list-style-type: none"> Empties the entire toy box while looking for a favorite toy. Turns puzzle piece in a variety of directions to fit into puzzle frame. Climbs into a box or open cupboard to get toys or objects that are out of reach 	<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> <p>SED 4.2 Greets and stays near familiar people. Mimics facial expressions of others.</p> <p>SCI 1. 1 Looks for a person or toy that has moved out of sight.</p> <p>SS 2.2 Participates in communal activities. Expresses a desire for an object or action.</p> <p>SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed.</p>
Initiative and Curiosity	
<p>0-8 Months</p> <ul style="list-style-type: none"> Explores a variety of materials including: their body, people, objects Vocalizes or makes noise to attract caregiver’s attention. Uses facial expressions, sounds or gestures to show likes or dislikes 	<p>SED 1.1 Explores self and others by using senses.</p> <p>LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.</p>

<p>6-18 Months</p> <ul style="list-style-type: none"> • Lifts arms up in order to be picked up by caregiver. Gets a favorite book and brings to caregiver to read. Shows preference for: certain foods, toys, activities <p>16-36 Months</p> <ul style="list-style-type: none"> • Studies people and things around them seeking more information. Shows interest and/or approaches other children for play. Makes their choices known by talking about what they want and asking questions 	<p>SED 1.2 Shows preference for certain foods or toys.</p> <p>SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p>
Creativity	

<p>0-8 Months</p> <ul style="list-style-type: none"> • Laughs and tries to imitate noises or silly sounds. Investigates pushing water or food around with hand on high chair tray or table. Begins to repeat chance sensorimotor activities to elicit a reaction <p>6-18 Months</p> <ul style="list-style-type: none"> • Bangs on pots and pans with a spoon to make noise then tries the same action on other objects. Uses familiar objects in pretend play and imitates sounds the objects make: animal figures, puppets, other items (cars, trucks, etc.). Begins to move to the music of varying rhythms, tempos, and types. <p>16-36 Months</p> <ul style="list-style-type: none"> • Participates in music activities and dances with increased rhythm. Makes silly faces to see other children and adults react. Creatively explores and experiments with sensory mediums, combining different types of materials to make something new. 	<p>SED 4.1 Adjusts behavior according to emotional or facial response of a familiar person.</p> <p>LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.</p> <p>LLD 3.2 Imitates sounds and tones</p> <p>MR 7.2 Experiments with cause and effect.</p> <p>CA 4.2 Mimics observed behaviors and words. Mimics the use of familiar objects.</p> <p>CA 2.2 Sways or bounces to music.</p> <p>CA 1.3 Explores shaking, pounding and tapping various instruments.</p> <p>CA 2.3 Moves in own way to music and rhythm.</p> <p>CA 3.3 Explores a variety of artistic tools and media. Uses materials to create.</p>
Early Language and Literacy	

Language Comprehension	
<p>0-8 Months</p> <ul style="list-style-type: none"> Maintains eye contact with person looking at him or her: mutually gazes with primary caregivers, shows preference for voice of primary caregivers <p>6-18 Months</p> <ul style="list-style-type: none"> Understands simple one step requests such as “Get your blanket”, “Give me your cup”. Looks to adult for messages about appropriate or inappropriate behavior. Attends to and enjoys listening to adult voices: rhymes, songs, short stories, imitation games such as pat-a-cake. <p>16-36 Months</p> <ul style="list-style-type: none"> Understands a variety of simple two-step requests and follows multi-step daily routines like handwashing. Understands names for common objects, familiar people, familiar actions. 	<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> <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> <p>SED 3.1 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.</p>
Language Expression (Expressive/Productive Communication)	
<p>0-8 Months</p> <ul style="list-style-type: none"> Initiates communication with caregiver: maintains eye contact. Makes a variety of repetitive sounds or gestures: babbles and coos; pairs consonants and vowels with repetition such as “ma” or “da”; uses hands to express self. <p>6-18 Months</p> <ul style="list-style-type: none"> Expresses self with movement or facial expressions: shakes head “no”; nods “yes”; smiles; frowns. Takes turns in back-and-forth verbal play with caregiver that mimics a conversation. Responds to caregiver’s speech by babbling/uttering in reply <p>16-36 Months</p> <ul style="list-style-type: none"> Refers to self by name; uses personal pronouns (I, me, 	<p>LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.</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 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</p>

you) with increased proficiency. Vocabulary increases with age; articulation becomes increasingly clearer; may express feelings both physical and emotional. Carries on sustained interactions with caregivers.	specific person or object is called. Communicates needs, desires and ideas.
Emergent Literacy	
<p>0-8 Months</p> <ul style="list-style-type: none"> With a responsive adult, looks at and attends to pictures of other babies or faces. Looks at books, pats the pictures, brings book to mouth. Kicks feet or moves arms in response to music. <p>6-18 Months</p> <ul style="list-style-type: none"> Exhibits increased participation when books are read: points, makes sounds, vocalizes, smiles, turns page. Makes motions for familiar games, rhymes, songs or finger plays <p>16-36 Months</p> <ul style="list-style-type: none"> Recognizes signs and symbols in the environment: identifies stop sign, labels or logos of familiar places/items; memorizes and repeats phrases of songs, books, rhymes. Increased understanding of communication tools 	<p>LLD 5.1 Looks at or points to pictures. Opens and closes books.</p> <p>LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of book. LLD 6.2 Points to pictures and repeats words from familiar stories. Answers “where” questions by pointing.</p> <p>LLD 5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page. 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>
Physical Development and Health	
Perceptual Development	
<p>0-8 Months</p> <ul style="list-style-type: none"> Reflexes at birth: stepping, palmar grasp, startle reflex, rooting and sucking, hand to-mouth, and moves arms in swimming motion. Reflexes that develop after birth: bicycle kicking, body follows turn of head, and protects self when falling. Initially visual system immature 	<p>SCI 3.1 Uses senses to explore objects in immediate environment. Kicks feet or shakes arms to make other objects move.</p>

<p>(attentive to objects of contrasting colors).</p> <p>6-18 Months</p> <ul style="list-style-type: none"> Continue to integrate information gathered from the senses: shows increased ability to concentrate and begin to show sustained interest in people, objects and activities, shows increased desire to explore sensory information, oral exploration of objects decreases with age, shows increased enjoyment of varieties of sensory information <p>16-36 Months</p> <ul style="list-style-type: none"> Sensory thresholds do not interfere with desire to explore surroundings: y continues to show increased ability to concentrate with multiple sensory stimulation present y increased cognitive and motor skills allows increased ability to explore and form meaning from sensory information 	<p>SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.</p> <p>SCI 3.3 Explores motion by moving, rolling, blowing on or dropping a toy. Begins to name colors.</p>
<p>Gross Motor (Large Muscle)</p>	
<p>0-8 Months</p> <ul style="list-style-type: none"> Exhibits beginning stages of large muscle control. Begins to use arms and legs purposefully: claps hands, pounds on things, kicks at objects, holds arms out for jacket or so shirt can be taken off <p>6-18 Months</p> <ul style="list-style-type: none"> Exhibits increasing control of large muscles and body movement <p>16-36 Months</p> <ul style="list-style-type: none"> Exhibits more control and coordination of large muscle and body movement. Engages in creative movement spontaneously and when prompted by music or adult. 	<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 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p> <p>PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p>

Fine Motor (Small Muscles)	
<p>0-8 Months</p> <ul style="list-style-type: none"> Stares at objects, especially faces; begins to coordinate eyes. Grasp reflex diminishing. Reaches for objects with both arms, but hands are fisted <p>6-18 Months</p> <ul style="list-style-type: none"> Scoops up and takes with hand to manipulate or pick up objects, sand, food, etc. Brings two blocks together to make noise. Uses thumb and forefinger to pick up small items <p>16-36 Months</p> <ul style="list-style-type: none"> Folds blanket, cloth, paper, etc. Pours liquid from small pitcher. Shows preference for one hand. Puts on easy clothing. Uses a crayon to imitate marks/scribble. 	<p>PD 2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object.</p> <p>PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p> <p>PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p>
Self-Help and Adaptive Skills	
<p>0-8 Months</p> <p>Displays signs of self-comforting: Sucks thumb to pacify self Shows signs of self-feeding: y begins to hold own bottle/cup, begins to feed self with fingers Alerts caregiver in own way when physically uncomfortable:</p> <p>6-18 Months</p> <p>Making progress with self-feeding. Shows interest in dressing self: pushes arm through sleeve, takes clothes off, unties shoes Shows interest in toileting at end of this stage. Shows interest in helping with chores, mimics adult behavior. Makes attempts at self-help</p> <p>16-36 Months</p> <p>Progressing well with self-feeding and self-serving. Continues to show interest in dressing: undresses self, puts on clothes (no buttoning), shoes, jacket, hat. Shows increased interest and proficiency with toileting skills. Increased interest in helping with</p>	<p>PD 4.1 Receives appropriate healthcare from caregivers. Responds when physical needs are not met.</p> <p>PD 4.2 Recognizes the difference between dirty and clean. Points to body parts when prompted. Participates in taking care of some personal needs, such as feeding self.</p> <p>PD 4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.</p>

chores and physical care	
Cognitive Development	
Exploration and Inquiry	
<p>0-8 Months</p> <ul style="list-style-type: none"> Displays reflexes that set the stage for sensory exploration toward intellectual development. Directs attention towards caregiver's face or voice. Directs attention toward objects <p>6-18 Months</p> <ul style="list-style-type: none"> Takes time to investigate and may protest when play is interrupted. Manipulates, visually inspects, feels and mouths things in the environment. Looks at and explores how a material reacts when acted upon. <p>16-36 Months</p> <ul style="list-style-type: none"> Independently explores the immediate environment to investigate what is there. Uses multiple senses to determine properties of things. Tries new activities. 	<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>SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.</p> <p>SED 2.3 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change.</p> <p>SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed.</p>
Concept Development and Working Memory	
<p>0-8 Months</p> <ul style="list-style-type: none"> Uses sight, hearing and touch to examine an item to learn about it. Looks for or orients toward dropped object. Repeats a pleasing sight, sound, or motion to show enjoyment and a desire to continue. Repeats a previously successful sound or motion. 	<p>CA 1.1 Responds to sounds. Makes sounds to communicate feelings.</p> <p>CA 2.1 Moves body in a variety of ways. Uses body language to express feelings.</p>

<p>6-18 Months</p> <ul style="list-style-type: none"> Remembers games and toys from the previous day. Anticipates people's return, time for nap, etc. within context of daily routine. Imitates actions across a change in context; beginning of ability to fantasize and role-play <p>16-36 Months</p> <ul style="list-style-type: none"> Uses familiar objects in combination: uses spoon in bowl, doll in bed, and person in car Engages in make believe play acting out simple dramatic play themes with others: "You baby, me momma" pretends to be an animal Recognizes that the words "two, three, four, etc." are numbers: 	<p>SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p> <p>SED 2.3 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change.</p> <p>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.</p>
Reflection and Problem-Solving	
<p>0-8 Months</p> <ul style="list-style-type: none"> Uses own actions or movements to solve simple problems, such as rolling to the side to reach an object or kicking to make something move <p>6-18 Months</p> <ul style="list-style-type: none"> Tries different solutions to everyday problems until discovering one that works. May try the same strategy multiple times even if it is not working <p>16-36 Months</p> <ul style="list-style-type: none"> Engages in activities for longer periods of time, including make believe play. Tries several times to solve more challenging problems, often using a combination of actions or behaviors 	<p>PD 1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.</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 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.</p>
Mathematical Thinking	
<p>0-8 Months</p> <ul style="list-style-type: none"> Explores special relationships with objects: picks up different sized balls Places shapes into shape sorter (not 	<p>MR 1.1 Hears numbers in everyday context. Hears rote counting. Looks for an object that is taken out of sight.</p> <p>MR 4.1 Recognizes when to use whole hand or just two</p>

<p>always in the correct space) Demonstrates understanding of simple number concepts</p> <p>6-18 Months</p> <ul style="list-style-type: none"> Follows simple directions related to position. Groups a few objects by shape, color or size. Uses simple nesting or stacking toys <p>16-36 Months</p> <ul style="list-style-type: none"> Verbally Counts (not always in the correct order). Follows simple directions related to proximity. Makes comparisons between two objects: identifies the larger object when shown Shows interest in simple patterns in the environment: points to pedestrian crosswalk and says "white, black, white, black" Shows interest in patterns and sequences: attempts to follow a pattern with large beads and string or on a peg board: plays matching games 	<p>fingers to pick up an object.</p> <p>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.</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>Scientific Reasoning</p>	
<p>0-8 Months</p> <ul style="list-style-type: none"> Explores properties of items by mouthing them: explores large pop beads by putting them in their mouth Uses senses to investigate the natural environment around them: looks outward and watches leaves blowing in the wind Begins to look for objects that are "hidden" or become "out of sight" <p>6-18 Months</p> <ul style="list-style-type: none"> Investigates new phenomena: reaches out to touch rain, stops play to watch a novel element in the environment. Shows basic awareness of cause and immediate effect: opens and closes, presses button to make sounds Uses trial and error method effectively: successfully pushes buttons on a pop-up toy, uses shape sorter with some 	<p>SCI 1.1 Looks for a person or toy that has moved out of sight. Reacts to changes.</p> <p>SCI 1.2 Asks one- to two-word questions. Uses senses to explore environment.</p> <p>SCI 2.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. Understands hot and cold. Points at clouds and explores the feel of rain and wind.</p>

<p>success</p> <p>16-36 Months</p> <ul style="list-style-type: none"> Fills and empties containers with sand, water, or small toys. Begins to ask “Why” questions to understand specific concepts. Begins to notice differences and similarities 	<p>SCI 3.3 Explores motion by moving, rolling, blowing on or dropping a toy. Begins to name colors.</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>
Social Studies Learning	
<p>0-8 Months</p> <ul style="list-style-type: none"> Engages in immediate and deferred imitation of facial expressions: smiles back at caregiver, smiles when familiar adult re-enters room, responds by patting mirror when sees own image reflected Begins to notice differences in faces or adults. Begins to notice new items in the environment. <p>6-18 Months</p> <ul style="list-style-type: none"> Reacts and responds to new environments (i.e. falls asleep in car and wakes up in a shopping mall). Shows curiosity and points to new items in the environment. Reacts and responds to changes in familiar adults (i.e. mom cuts hair, dad shaves beard, etc.). <p>16-36 Months</p> <ul style="list-style-type: none"> Notices differences between people – gender, skin color, etc. Seeks opportunities to label new items in the environment. Asks questions about new people, materials and places in the environment. Recognizes and seeks familiar places (i.e. stores, doctor’s office etc.). Shows interest in “helpers’ in the community (fire, police, mail carriers, etc.). 	<p>SS 3.1 Responds to changes in the immediate environment. Navigates within a familiar environment.</p> <p>SS 2.1 Attends to others in immediate environment. Grasps and releases objects.</p> <p>SS 3.2 Recognizes familiar places. Finds ways to move around obstacles in a familiar environment.</p> <p>SS 2.2 Participates in communal activities. Expresses a desire for an object or action. Says me, mine.</p> <p>SS 2.3 Recognizes and attends to authority figures. Recognizes ownership of familiar objects.</p> <p>SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.</p> <p>SS 3.3 Identifies a variety of familiar places, such as the store, car, home or Grandma’s. Follows a path.</p>

Maine's Early Learning and Development Standards

*Standards for Early Childhood:
Infants*

*Standards for Early Childhood:
Ages 3-5*



Social Emotional Development	
Emotional Development	
Self Concept	
3 Years <ul style="list-style-type: none"> • Wants to experience world on own terms. • Developing ability to make independent decisions and choices • Identifies self by gender • Uses adjectives to refer to self 	SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.
4 Years <ul style="list-style-type: none"> • Develops and communicates a growing awareness of self as having certain abilities, characteristics, preferences and rights • Chooses individual activities • Expresses self in different roles during pretend play • Compares self with others 	SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family. SED 1.4 When given two to three options, chooses his/her most desired option. Demonstrates confidence in own abilities.
5 Years <ul style="list-style-type: none"> • Has an awareness of self as having certain abilities, characteristics, preferences and rights • Demonstrates self-direction by making choices among peers, activities and materials • Takes on new tasks and improves skills with practice • Initiates actions or activities with peers • Expresses delight over a successful project and want 	SED 1.5 Describes and compares preferences of self and others.

others to like it too	
Self Regulation	
3 Years <ul style="list-style-type: none"> Shows concern for a peer in distress Notices, relates and becomes attached to people 	SED 2.3 Experiments and role-plays with a range of emotions. Waits for a turn. Recognizes when the routine changes and transitions as prompted when informed earlier.
4 Years <ul style="list-style-type: none"> Begins to tell and follow basic safety guidelines and requirements Shows progress in appropriately expressing feelings, needs and opinions in difficult situations and conflicts without harming themselves, others or property Demonstrates increasing competency in recognizing and describing own and others' emotions 	SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.
5 Years <ul style="list-style-type: none"> Expresses self in safe and appropriate ways through words and actions Seeks peaceful resolutions to conflict Stops and listens to instructions before jumping into activity, with guidance Follows rules and routines 	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.
Sympathy and Empathy	
3 Years <ul style="list-style-type: none"> In new settings, periodically checks back with caregiver when playing and exploring Anxious reaction to unfamiliar adults decreases in intensity 	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.
4 Years	SED 4.4 Participates in group with those different than self.

<ul style="list-style-type: none"> • Realizes and expresses how another child might feel • Demonstrates awareness of feeling during pretend play • Recognizes other children's kind behaviors 	Develops positive relationships with peers and adult and asks for help to solve problems. Explains why someone may be happy or sad.
5 Years <ul style="list-style-type: none"> • Expresses empathy for others • Comforts physically hurt or emotionally upset child through appropriate words or actions • Labels own emotions and, increasingly, the emotions of others 	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.
Adapting to Diverse Settings	
3 Years None	
4 Years <ul style="list-style-type: none"> • Explores objects and materials, and interacts with others in a variety of new settings • Begins to demonstrate ability to be flexible or adjust to routine or unexpected changes including physical setting, daily schedule, staffing and group size/ attendance 	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.
5 Years <ul style="list-style-type: none"> • Demonstrates ability to be flexible or adjust to routine or unexpected changes including physical setting, daily schedule, staffing and group size/ attendance • Adjusts to transitions from one activity setting to the next during the day with appropriate emotions and behaviors 	SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.
Social Development	
Building Relationships	

<p>3 Years (Development into Social Beings)</p> <ul style="list-style-type: none"> • Through words or actions, uses adults as a resource • Anticipates and follows routine when prompted Is eager to help with chores • Imitates adult activities 	<p>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.</p>
<p>4 Years</p> <ul style="list-style-type: none"> • Separates with assistance from significant adults, without undue anxiety, in familiar settings • Approaches adults for assistance • Offers to assist adults • Expresses affection for significant adults 	<p>SED 4.4 Participates in group with those different than self. Develops positive relationships with peers and adult and asks for help to solve problems. Explains why someone may be happy or sad.</p>
<p>5 Years</p> <ul style="list-style-type: none"> • Asks questions and checks with an adult before deviating from rules and routines • Seeks adult help when needed for emotional support • Confides in at least one adult • Works independently and asks for help only when necessary 	<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>
Building Relationships with Children	
<p>3 Years</p> <ul style="list-style-type: none"> • Engages in some joint exploration and associative play • Shows reciprocal exchanges with peers • Seeks out a particular peer to be around • Includes other children in pretend play 	<p>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.</p>
<p>4 Years</p> <ul style="list-style-type: none"> • Separates willingly from adults to play with friends • Plays beside and interacts with peers • Shows enjoyment in playing with other children • Participates in group glee 	<p>SED 4.4 Participates in group with those different than self. Develops positive relationships with peers and adult and asks for help to solve problems. Explains why someone may be happy or sad.</p>

<p>5 Years</p> <ul style="list-style-type: none"> • Participates cooperatively in large and small group activities • Participates in classroom and group routines • Uses different turn-taking strategies • Shows increasing abilities to use compromise and discussion in play, and resolution of conflicts with peers 	<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>
Respecting Similarities and Differences	
<p>3 Years</p> <p>None</p>	
<p>4 Years</p> <ul style="list-style-type: none"> • Compares similarities or difference of others' physical characteristics, interests, and abilities, may use self as a reference • Develops varied relationships with others based upon shared experiences and engagement in activities not based upon gender, ethnic background or special needs • Carries on sustained interaction with adults in their world 	<p>SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.</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>5 Years</p> <ul style="list-style-type: none"> • Names and accepts differences and similarities in preferences • Notices that other children might communicate differently or use different words for the same object • Begins to examine a situation from others' perspective Shows concern about personal fairness within a peer group 	<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>
Approaches to Learning	
Initiative and Curiosity	

3 Years <ul style="list-style-type: none"> Experiments with objects and actions Experiences the properties of things, develops curiosity 	SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.
4 Years <ul style="list-style-type: none"> Expresses (verbally or nonverbally) an interest in a widening range of topics, ideas, and tasks Shows interest in how and why others do things 	SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.
5 Years <ul style="list-style-type: none"> Initiates participation in a widening ranges of topics, ideas, and tasks Invents projects and works on them with little assistance Wonders and asks questions about change in his/her world 	SCI 1.5 Asks questions, seeks information and shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.
Engagement and Persistence	
3 Years <ul style="list-style-type: none"> Returns to a desired task even when distracted Focuses on the reader or storyteller for brief periods of time 	SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed. Expresses delight over a successful project.
4 Years <ul style="list-style-type: none"> Engages in individual or group activities that express real life experiences, ideas, knowledge, feelings, and fantasy Participates in an increasing variety of tasks and activities 	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.
5 Years <ul style="list-style-type: none"> Persists in and completes an increasing variety of tasks, activities, projects, and experiences despite frustrations Demonstrates resiliency and coping skills when faced with challenges (i.e. concentrates despite distractions) 	SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.

<p>and/ or increasingly manages own level of frustration)</p> <ul style="list-style-type: none"> • Chooses to leave a project and returns to it later for completion or elaboration 	
Reflection and Problem Solving	
<p>3 Years</p> <ul style="list-style-type: none"> • Engages in make believe play • Find simple solutions through trial and error • Develops the ability to find a solution to a dilemma; using mental representation and learning to be imaginative in self-expression 	<p>SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed. Expresses delight over a successful project.</p> <p>MR 7.3 Plan a logical series of steps to accomplish a task.</p>
<p>4 Years</p> <ul style="list-style-type: none"> • Recognizes and attempts to solve problems through trial and error and by interacting with peers and adults • Explains part, or all, of the problem when asking for help <p>Uses self-talk to guide when solving a problem</p>	<p>SED 3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful. Expresses delight over a successful project.</p> <p>MR 7.4 Plans steps to accomplish task and then tries out many possible solutions to a problem.</p>
<p>5 Years</p> <ul style="list-style-type: none"> • Predicts when something might be a problem or challenge • Makes predictions about what will happen next • Looks for more than one solution to a question, task, or problem • Applies prior experiences, senses, and knowledge to new learning situations 	<p>SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.</p> <p>MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.</p>
Creative Arts	
Visual Arts	

<p>3 Years</p> <ul style="list-style-type: none"> • Uses a crayon to imitate marks/scribbles • Engages in some joint exploration and associate play Uses artistic tools for creative expression 	<p>CA 3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.</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>4 Years</p> <ul style="list-style-type: none"> • Uses a variety of art- making tools • Shares art materials and begins to work with peers on a group artwork • Chooses artwork to display and keep based on personal preferences 	<p>CA 3.4 Chooses an object or art tool to use with a given medium for a desired effect. Makes choices throughout the artistic process.</p> <p>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>5 Years</p> <ul style="list-style-type: none"> • Shows interest in different art media and materials in a variety of ways for creative expression and representation • Works collaboratively to create group art displays • Progresses in abilities to create drawings, paintings and other art creations that reflect more detail, uniqueness, and/or realism 	<p>CA 3.5 Uses artistic tools and media to create intentional designs or images. Plans, designs and seeks materials to make a creation.</p> <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>
Movement and Dance	
<p>3 Years</p> <ul style="list-style-type: none"> • Engages in creative movement and dance spontaneously when prompted by music or cues 	<p>CA 2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.</p>
<p>4 Years</p> <ul style="list-style-type: none"> • Responds in movement to a variety of sensory stimuli 	<p>CA 2.4 Describes and demonstrates multiple ways to move body parts. Moves to the beat. Demonstrates different levels of energy</p>

<p>(e.g. audio, visual, tactile)</p> <ul style="list-style-type: none"> Engages in various types of music and rhythm activities through movement Demonstrates awareness of body in space and moves with developing control 	<p>in dance, e.g., gentle versus explosive or small versus large movements.</p>
<p>5 Years</p> <ul style="list-style-type: none"> Moves in response to tempo changes and different styles of music Uses creative movement, planned or improvised, that expresses an idea or feeling Listens and cooperates in group creative movement/dances 	<p>CA 2.5 Follows a leader to perform a simple movement pattern. Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.</p>
Music	
<p>3 Years</p> <ul style="list-style-type: none"> Imitates counting rhymes Memorizes and repeats phrases of songs, books and rhymes Continues to enjoy listening to rhymes, finger plays and songs of increased complexity 	<p>CA 1.3 Claps to beat (not always consistently). Understands difference of singing and speaking voices. Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.</p>
<p>4 Years</p> <ul style="list-style-type: none"> Recognizes different patterns of tempo, rhythm and pitch Develops ability to sing expressively Listens to and explores various kinds of music and instruments, and natural sounds 	<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>5 Years</p> <ul style="list-style-type: none"> Shows increasing ability to recognize tempo changes and different styles of music Sings songs with more complex and varied lyrics, patterns and notations 	<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>

<ul style="list-style-type: none"> • Uses music and instruments to imitate and improvise songs, melodies, and patterns 	
Dramatic Play/Performance	
Dramatic Expression	
3 Years <ul style="list-style-type: none"> • Uses familiar objects in combination • Acts out dramatic play themes with others • Engages in make-believe play Includes other children in pretend play 	CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.
4 Years <ul style="list-style-type: none"> • Begins to use objects for other than their intended purpose during play • Begins to identify real and make- believe • Explores new and familiar situations through dramatic play 	CA 4.4 Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object.
5 Years <ul style="list-style-type: none"> • Uses objects for other than their intended purpose to create representations of real life objects or activities • Represents fantasy and real life experiences through pretend play and use of props and costumes • Uses pretend play to represent known or anticipated situations 	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.
Performance	
3 Years None	
4 Years None	

<p>5 Years</p> <ul style="list-style-type: none"> Creates characters through physical movement, gesture, sound, speech and facial expressions Recreates dramatic play experiences, stories or poems for an audience 	<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>
Early Language and Literacy	
Speaking and Listening	
Comprehension and Language	
<p>3 Years</p> <p>Carries on sustained interactions with caregivers</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>4 Years</p> <ul style="list-style-type: none"> Begins to engage in collaborative conversations about preschool topics and texts with peers and adults in small and larger groups: • Begins to follow agreed upon rules for discussions (e.g., listening to others and taking turn speaking about the topics and texts under discussion) • Begins to engage in conversations with multiple exchanges 	<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>5 Years</p> <ul style="list-style-type: none"> Increases ability to engage in collaborative conversations about preschool topics and texts with peers and adults in small & larger groups: • Follows agreed-upon rules for discussions (e.g., 	<p>LLD 2.5 Speaks in simple complete sentences. Understands that people may communicate in various forms of communication (such as sign language, braille, different languages and technology) to express ideas. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells</p>

<p>listening to other & taking turn speaking about the topics & texts under discussion)</p> <ul style="list-style-type: none"> • Engages in conversations with multiple exchanges <p>Confirms understanding of a text read aloud or information</p>	<p>stories and engages in conversations through multiple exchanges.</p>
Presentation of Knowledge and Ideas	
3 Years None	
<p>4 Years</p> <ul style="list-style-type: none"> • Begins to describe familiar people, places, things, and events • Begins to speak audibly and, with prompting and support, express thoughts, feelings, and ideas 	<p>SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p>
<p>5 Years</p> <ul style="list-style-type: none"> • Describes familiar people, places, things, and events, and, with prompting and support, begins to provide additional detail • Begins to add drawing or other visual displays to descriptions to provide additional detail • Speaks audibly most of the time and expresses thoughts, feelings, and ideas 	<p>SED 1.4 When given two to three options, chooses his/her most desired option. Demonstrates confidence in own abilities.</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 2.5 Speaks in simple complete sentences. Understands that people may communicate in various forms of communication (such as sign language, braille, different languages and technology) to express ideas. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p>
Language Standards	
Conventions of Standard English	

<p>3 Years</p> <ul style="list-style-type: none"> Asks and answers simple questions (e.g. What is that?, Where is daddy?) 	<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>4 Years</p> <ul style="list-style-type: none"> Begins to demonstrate understanding of the conventions of standard English grammar and usage when writing or speaking: Prints some letter and/or letter-like symbols • Uses frequently occurring nouns and verbs Begins to form some regular plural nouns orally by adding /s/ or /es? (e.g. dog, dogs; wish, wishes) 	<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 3.4 Identifies words that have a similar beginning sound.</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>5 Years</p> <ul style="list-style-type: none"> Begins to demonstrate understanding of the conventions of standard English grammar and usage when writing or speaking: Prints some upper- and lowercase letters, and can write own name Uses frequently occurring nouns and verbs Begins to form regular plural nouns orally by adding /s/ or /es/ (e.g. dog, dogs; wish, wishes) 	<p>LLD 3.5 Identifies the beginning and ending sounds of words.</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>LLD 2.5 Speaks in simple complete sentences. Understands that people may communicate in various forms of communication (such as sign language, braille, different languages and technology) to express ideas. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p>

Vocabulary Acquisition and Use	
<p>3 Years</p> <ul style="list-style-type: none"> • Uses everyday experiences to build vocabulary: • May express feelings both physical and emotional • Talks about what they are doing • Uses language to convey simple ideas • Refers to self by name • Uses personal pronouns like I, me, and you with increased proficiency • Articulation becomes increasingly clearer • Vocabulary increases with age 	<p>LLD 3.3 Shows awareness of separate words in spoken language.</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 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>4 Years</p> <ul style="list-style-type: none"> • Begins to ask and answer questions about the meanings of new words and phrases introduced through books, activities and play: • Begins to generate words that are similar in meaning (e.g. happy/glad, angry/mad) 	<p>LLD 3.4 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>5 Years</p> <ul style="list-style-type: none"> • Asks & answers questions about the meanings of new words and phrases introduced through books, activities and play: • With prompting and support, generates words that are similar in meaning (e.g. happy/glad, angry/mad) <p>Explores word relationships and meanings</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>
Reading Standards For Literature	
Key Ideas and Details	

3 Years <ul style="list-style-type: none"> Shows increased attention span when being read to Exhibits increased participation with written forms of communication Makes sounds that relate to pictures in books 	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.
4 Years <ul style="list-style-type: none"> With prompting and support: Engages and interacts during story reading Retells information from a story Demonstrates understanding of whom or what a story is about 	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.
5 Years <ul style="list-style-type: none"> With prompting and support: Asks and answers questions about simple stories Retells at least one major event from a simple story Identifies main characters in simple stories 	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.

Craft and Structure	
3 Years <ul style="list-style-type: none"> Exhibits increased participation with written forms of communication: Makes sounds that relate to pictures in books 	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.
4 Years <ul style="list-style-type: none"> Begins to understand that a book has a title, author & illustrator Makes observations about words and pictures in books 	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.
5 Years	LLD 6.5 Relates to the characters or events of the story and

<ul style="list-style-type: none"> Asks questions about unknown words and phrases in stories Begins to recognize that there are different text structures, such as stories, poems, and songs 	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.
Integration of Knowledge and Ideas	
3 Years <ul style="list-style-type: none"> Makes observations about the use of words and pictures Begins to make connections between a story or poem and one's own experiences 	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.
4 Years <ul style="list-style-type: none"> Retells stories using both storybook language and pictures Begins to make connections between characters in familiar stories 	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.
5 Years <ul style="list-style-type: none"> Describes the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts) Compares and contrasts the adventures and experiences of characters in familiar stories 	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.
Reading and Level of Text Complexity	
3 Years Enjoys listening to stories of increased complexity.	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.
4 Years <ul style="list-style-type: none"> Seeks out experiences (individually and in groups) with 	LLD 1.4 Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story or request then

pictures, books, and other print materials	responds appropriately. Follows unrelated two-step directions given verbally.
5 Years <ul style="list-style-type: none"> Participates in (individually and in groups) a variety of age appropriate print materials 	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.
Reading Standards for Informational Text	
Details-Informational Text	
3 Years <ul style="list-style-type: none"> Shows increased attention span when being read to 	SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed. Expresses delight over a successful project.
4 Years (With prompting and support) <ul style="list-style-type: none"> Engages and interacts during reading of an informational text Recognizes that books provide information about the world Recalls some information from an informational text read aloud or shared visually 	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.
5 Years (With prompting and support) <ul style="list-style-type: none"> Asks and answers questions about an informational text read aloud Recalls important facts from an informational text after hearing it read aloud or studying particular pages/visuals Represents or acts out concepts learned from hearing an informational text read aloud (e.g. makes a skyscraper out of blocks at the sensory table) 	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.
Structure Informational Text	

<p>3 Years</p> <ul style="list-style-type: none"> Exhibits increased participation with written forms of communication: Makes sounds that relate to pictures in books 	<p>LLD 3.3 Shows awareness of separate words in spoken language.</p>
<p>4 Years</p> <ul style="list-style-type: none"> Makes observations about words and pictures in an informational text Begins to display appropriate book-handling behaviors orients book as if to be read, points to title, turns pages in a single direction Begins to understand that books have titles, authors, and illustrators 	<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>LLD 6.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Asks and answers questions about text, new vocabulary, retells a story by pointing at pictures or role-playing with props.</p>
<p>5 Years</p> <ul style="list-style-type: none"> Asks questions about unknown words and phrases in informational texts read aloud or shared visually Identifies front cover and back cover of a book and title Begins to describe the role of authors and illustrators 	<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 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>
Integration of Knowledge and Ideas	
<p>3 Years</p> <ul style="list-style-type: none"> Begins to make observations about the use of words and pictures 	<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>4 Years</p> <ul style="list-style-type: none"> Describes important details from a photograph or 	<p>LLD 4.4 Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their</p>

<p>illustration</p> <ul style="list-style-type: none"> • Begins to recognize that information on a topic can be found in more than one text 	<p>sounds.</p>
<p>5 Years</p> <ul style="list-style-type: none"> • Describes important information from text and pictures/photos/graphics • Recognizes that information on a topic can be found in more than one text 	<p>LLD 4.5 Identifies the beginning and ending sounds of words.</p> <p>LLD 6.5 Relates to the characters or events of the story and shares a similar experience or object from own life. Retells portions of a story. Asks and answers simple questions about characters, setting, events and complex vocabulary.</p>
<p>Range of Reading Level of Text Complexity</p>	
<p>3 Years</p> <ul style="list-style-type: none"> • Enjoys listening to informational texts of increased complexity 	<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>SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed. Expresses delight over a successful project.</p>
<p>4 Years</p> <ul style="list-style-type: none"> • Seeks out experiences with informational text materials 	<p>SED 3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful. Expresses delight over a successful project.</p> <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>5 Years</p> <ul style="list-style-type: none"> • Participates individually and in groups in a variety of age 	<p>SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a</p>

appropriate informational text materials	familiar activity.
Reading Standards: Foundational Skills	
Print Concepts	
<p>3 Years</p> <ul style="list-style-type: none"> Exhibits increased participation with written forms of communication: Looks at books and magazines as if he/she is reading Turns pages at the right time 	<p>LLD 5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p>
<p>4 Years</p> <ul style="list-style-type: none"> Begins to display appropriate book-handling behaviors and begin to recognize print conventions: Holds a book as if to read, point to title, and opens book and turns pages in single direction Recognizes print as something that can be read Recognizes and names the letters of his/her first name 	<p>LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p> <p>LLD 6.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Asks and answers questions about text, new vocabulary, retells a story by pointing at pictures or role-playing with props.</p>
<p>5 Years</p> <ul style="list-style-type: none"> Displays appropriate book handling skills and knowledge of print conventions: Begins to track print from left to right and top to bottom Recognizes that print is something that is read and has specific meaning Begins to demonstrate that words are separated by spaces in print Recognizes and names at least 15-20 upper and 15-20 lower case letters. 	<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 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> <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>

Phonological Awareness	
<p>3 Years</p> <ul style="list-style-type: none"> • Enjoys listening to rhymes, finger plays, and songs of increased complexity • Recognizes signs and symbols in the environment-memorizes and repeats phrases of songs, books, and rhymes 	LLD 3.3 Shows awareness of separate words in spoken language.
<p>4 Years</p> <ul style="list-style-type: none"> • With prompting and support: Demonstrates an understanding of spoken words and syllables: • Begins to recognize rhyming words • Begins to count, pronounce, blend, and segment syllables in their own names • Begins to isolate and pronounce the initial sounds (phonemes) in their own name and in some words 	LLD 3.4 Identifies words that have a similar beginning sound.
<p>5 Years</p> <ul style="list-style-type: none"> • With prompting and support: • Demonstrates understanding of spoken words, syllables, and some beginning sounds (phonemes): • Recognizes and produces rhyming words • Counts, pronounces, blends, and segments syllables in spoken words • • Blends and segments onsets and rimes of single-syllable words • Isolates and pronounces the initial and final sounds (phonemes) in single syllable words and their name • Begins to add or substitute individual sounds (phonemes) in simple, one syllable words to make new words 	LLD 3.5 Identifies the beginning and ending sounds of words.
Phonics and Word Recognition	

3 Years None	
4 Years <ul style="list-style-type: none"> • With prompting and support: • Begins to recognize that letters represent sounds • Begins to recognize own name and the names of other children in the classroom and common print around the classroom 	LLD 4.4 Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds.
5 Years <ul style="list-style-type: none"> • With prompting and support, applies beginning phonics and word analysis skills: • Links a sound to a picture of an object that begins with that sound. • Begins to link a sound to the corresponding printed letter • Recognizes names of other children in the classroom and common print around the classroom 	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.
Fluency	
3 Years Shows increased attention span when being read to, and continues to enjoy listening to rhymes, finger plays, and songs of increased complexity	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.
4 Years <ul style="list-style-type: none"> • Attends to fluent models of reading • Begins to imitate fluent models of reading 	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.
5 Years <ul style="list-style-type: none"> • Attends to fluent models of reading Imitates fluent models of reading 	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.
Writing Standards	
Text Types and Purposes of Writing	
3 Years Increases understanding of use of communication tools names scribbles made with marker or crayon by telling others what scribbles mean	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.
4 Years With prompting and support, uses a combination of drawing, dictating and emergent writing to: <ul style="list-style-type: none"> • Communicate ideas 	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.
5 Years With prompting and support, uses a combination of drawing, dictating and writing to: <ul style="list-style-type: none"> • Communicate opinions on topics of interest (e.g., My favorite food is...) • Communicate information about a topic • Tell a story 	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.
Production and Distribution of Writing	
3 Years None	
4 Years <ul style="list-style-type: none"> • With prompting and support: Shares drawing and writing with others • Recognizes that digital tools are used for communication and, with support and guidance, uses them to convey messages in picture and/or words 	SCI 4.4 Explores simple machines and interacts with simple electronic and screen toys.

5 Years <ul style="list-style-type: none"> • With prompting and support: Shares drawing and writing with peers to gather additional ideas and/or answer questions • Recognizes that digital tools are used for communication and, with support and guidance uses them to convey messages in picture and/or words 	SCI 4.5 Experiments with simple technology to solve problems or accomplish tasks.
Research to Build & Present Knowledge-Writing	
3 Years None	
4 Years <ul style="list-style-type: none"> • Begins to participate in shared research and writing projects modeled by adults (e.g., community helpers) • With guidance & support from adults, begins to recall some information from experiences or gather information from resources 	SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.
5 Years <ul style="list-style-type: none"> • Participates in shared research and writing projects modeled by adults (e.g. class explores how tadpoles become frogs and create visuals) • With guidance and support, begins to recall information from experiences or gather information from different sources 	SCI 1.5 Asks questions, seeks information and shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.
Physical Health and Development	
STANDARDS FOR PHYSICAL DEVELOPMENT AND HEALTH	
Nutrition	
3 Years	PD 5.3 Anticipates the need to eat, rest and drink. Feeds self soft

<ul style="list-style-type: none"> • Continues to progress with self-feeding: • Holds spoon, fork, cup but may spill • Feed self alone and well • Pours own milk & juice from small plastic pitcher 	foods with spoon or other utensil.
<p>4 Years</p> <ul style="list-style-type: none"> • Makes known health-related needs and/or interests and considers possible options(i.e., when thirsty, asks for water) • Helps to set and clear the table for meals, recognizing the appropriate materials needed • Child serves self, taking food from one container to another, using utensils • Engages, as possible, in food preparation 	PD 5.4 Identifies food and serves a portion into bowl or plate. Feeds self.
<p>5 Years</p> <ul style="list-style-type: none"> • Recognizes, chooses and eats a variety of healthy foods from various cultures Identifies foods by their food group and where the food comes from, and knows the difference between healthful foods and those with little nutritional value • Shows a growing awareness of nutrition and independence in hygiene, nutrition and personal care when eating. 	PD 5.5 Identifies food groups and sorts food. Chooses between two appropriate food options.
Safety	
<p>3 Years</p> <ul style="list-style-type: none"> • Periodically checks back with caregiver when playing or exploring: • Makes physical contact when in need of reassurance • Calls caregiver over during play • Anxious reaction to unfamiliar adults decreases in intensity Shows impulse control by walking around 	PD 3.3 Follows simple safety rules and avoids danger.

spilled items	
<p>4 Years</p> <ul style="list-style-type: none"> • Recognizes and names people who keep them safe in dangerous situations • Has an awareness of strangers. • Develops awareness of and the ability to follow basic safety rules and practices • Avoids hazardous chemicals and unsafe materials • Seeks adult approval before approaching unknown pets 	<p>PD 3.4 Follows safety rules and seeks opportunities to help others follow rules.</p>
<p>5 Years</p> <ul style="list-style-type: none"> • Identifies how people help keep them safe in dangerous situations • Can identify a stranger • Follows basic safety rules and practices • Responds appropriately to harmful or unsafe situations, objects, substances and environments, and can identify the consequences of unsafe behavior • Demonstrates safety awareness and responsibility when using materials 	<p>PD 3.5 Describes reasons for safety rules and reminds others to follow them.</p>
Fine Motor	
<p>3 Years</p> <ul style="list-style-type: none"> • Holds object with one hand and manipulates it with the other: • Folds blanket, cloth, diaper, or paper • Pours liquid from small pitcher or cup • Shows preference for one hand • Puts on some easy clothing Holds spoon, fork, cup, but may still spill • Can use a paintbrush but doesn't control drips 	<p>PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p>

<p>4 Years</p> <ul style="list-style-type: none"> • Holds drawing, writing and painting tools with fingers and thumb, creating more recognizable drawings (letters, shapes), but may hold the instrument too close to one end • Develops increasing strength, dexterity, and hand-eye coordination to use hands, fingers and wrists to manipulate objects • Cuts paper in straight line • Completes interlocking puzzles • Uses increased skill in self serving with little spilling during meals, including using tongs 	<p>PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p>
<p>5 Years</p> <ul style="list-style-type: none"> • Holds drawing, writing and painting tools by using a threepoint finger grip, writing more detail, and drawing more recognizable facial features • Continues to progress with use of utensils with limited spilling, using fork, and using knife for cutting • Demonstrates increased skills in using scissor grip to cut shapes or simple pictures while holding paper stationary with other hand • Practices manual self- help skills, including dressing self and attempting to tie shoes Uses small, precise finger and hand movements • Uses fingers, hands and wrists to manipulate a variety of small tools (e.g., stapler, hole punchers, spray bottles) 	<p>PD 2.5 Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.</p>
<p>Gross Motor</p>	
<p>3 Years</p> <ul style="list-style-type: none"> • May jump in place • May balance on one foot for a second or two • Rides tricycle using pedals most of the time. 	<p>PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p>

<ul style="list-style-type: none"> • Uses arms and legs with more purposefulness: • Catches a ball by trapping it with arms and hands 	
<p>4 Years</p> <ul style="list-style-type: none"> • Moves purposefully from place to place with control • Moves with an awareness of personal space in relationship to others • Hops on one foot one time without losing balance or falling • Jumps down from a step and forward ten inches Walks forward and backward along a line or a beam using normal stride Walks up and down stairs, alternating feet • Develops motor coordination and skill while using objects for a range of physical activities, such as pulling or throwing 	<p>PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p>
<p>5 Years</p> <ul style="list-style-type: none"> • Coordinates complex movements in play and games • Understands movement concepts, how the body moves, an awareness of space and directionality, and that the body can move independently or in coordination with other objects • Demonstrates progressive locomotive skills; successive hopping, and forward jumping. • Has control over speed and direction and balance (running, sliding, galloping forward, back, right, left) • Demonstrates cooperative skills while participating in physical activities • Sustains balance during complex movements 	<p>PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p>
Physical Health Status	
<p>3 Years</p> <p>None</p>	

<p>4 Years</p> <ul style="list-style-type: none"> • Maintains physical growth within the Centers for Disease Control and Prevention (CDC) recommended body mass index ranges for weight by height by age • Demonstrates body spatial awareness in relationship to stationary objects • Participates in games, outdoor play, and other forms of exercise to enhance physical fitness • Engages in adaptive physic 	<p>PD 4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.</p> <p>MR 2.3 Recognizes objects that are upside-down and turns them right-side up. Finds or places objects next to, between, in front of or behind self. Puts together three pieces to create a whole object.</p>
<p>5 Years</p> <ul style="list-style-type: none"> • Participates in games, outdoor play, and other forms of exercise to enhance physical fitness • Develops an awareness of personal health and fitness • Participates in moderate to vigorous physical activity independently and in groups that increase strength, endurance and flexibility. 	<p>PD 4.4 Describes the function of basic body parts. Regulates toileting and handwashing needs. Follows a routine of rest and active play. Meets most personal needs and understands that all people have needs.</p> <p>PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p>
<p>Health Knowledge and Practices</p>	
<p>3 Years</p> <p>Continues to show interest in dressing self:</p> <ul style="list-style-type: none"> • Undresses self • Puts on clothing except for buttoning • Puts on shoes (does not lace, but can manage Velcro fasteners) <p>Shows increased interest and proficiency with toileting skills:</p> <ul style="list-style-type: none"> • Exercise bowel and bladder control • Willing to use toilet • Will wash hands after toileting <p>May show increased interest in helping with chores</p>	<p>PD 4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.</p>
<p>4 Years</p> <ul style="list-style-type: none"> • Completes personal care tasks with increasing 	<p>PD 4.4 Describes the function of basic body parts. Regulates</p>

<p>independence</p> <ul style="list-style-type: none"> • Takes off coat and puts it where it belongs • Participates in structured and unstructured physical activities • Regularly participates in active games, outdoor play and other forms of exercise that enhance physical fitness • Transitions from high-energy to low-energy activities • Follows routines independently • Cooperates during doctor and dentist visits and health and developmental screenings 	<p>toileting and handwashing needs. Follows a routine of rest and active play. Meets most personal needs and understands that all people have needs.</p>
<p>5 Years</p> <ul style="list-style-type: none"> • Identifies specific practices that support body development and function • Combines and uses different senses depending on the activity • Recognizes the importance of doctor and dentist visits • Identifies medicine and knows that is it used to stay healthy • Identifies which school and community health helpers are needed in a given situation • Regulates own emotions and behaviors • Moves with an awareness of others 	<p>PD 4.5 Explains how germs spread and describes simple strategies for preventing the spread. Recognizes that all living things have similar basic needs. Distinguishes between needs and wants.</p>
Math	
Standards for Math	
Mathematical Practices	
<p>3 Years</p> <ul style="list-style-type: none"> • Independently explores the immediate environment to investigate what is there • Tries new activities, materials and equipment 	<p>MR 7.3 Plan a logical series of steps to accomplish a task.</p> <p>SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways.</p>

	Shares discoveries with others.
4 Years <ul style="list-style-type: none"> • Develops positive attitudes about math • Participates in whole group and small group math-focused activities • Recognizes the idea of a “problem” and “problem solving” in the physical and social world. • Communicates math ideas verbally and non-verbally 	<p>SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.</p> <p>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>
5 Years <ul style="list-style-type: none"> • Approaches math with enthusiasm. • Associates math with engaging classroom materials and activities • Recognizes the usefulness of math in everyday tasks • Uses math to solve problems in the context of classroom and home experiences • Represents mathematical concepts using manipulatives 	<p>MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.</p> <p>MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.</p>
Counting and Cardinality Cluster	
3 Years <ul style="list-style-type: none"> • Counts to two or three Imitates counting rhymes • Uses some number words during play or activity 	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.
4 Years <ul style="list-style-type: none"> • Rote Counts to 10 and beyond by ones with increasing accuracy • Recognizes and names written numerals 0-5 Begins to subitize to determine how many (recognizes small quantities immediately) • Recognizes the relationship between numbers and 	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>quantities: connect counting to cardinality (0-5).</p> <ul style="list-style-type: none"> Shows understanding that the last number name spoken tells the number of objects counted up to 5 (cardinality) 	
<p>5 Years</p> <ul style="list-style-type: none"> Rote counts to 20 and beyond by ones with increasing accuracy Recognizes and names written numerals 0 -10 Subitizes to determine how many (recognizes small quantities immediately) Recognizes the relationship between numbers and quantities: connect counting to cardinality (0-10) Shows understanding that the last number name spoken tells the number of objects counted up to 10 (cardinality) Shows understanding that the number of objects is the same 	<p>MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.</p>
Operations and Algebraic Thinking	
<p>3 Years</p> <ul style="list-style-type: none"> Begins to solve simple problems in his or her head Uses objects for other than their intended purpose Shows interest in patterns and sequences 	<p>MR 5.3 Copies patterns with two steps, such as red-blue, red-blue.</p>
<p>4 Years</p> <ul style="list-style-type: none"> Responds with number words and/or counting strategy, when asked the question, How many? Transitions from rote counting to 1:1 correspondence 	<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>5 Years</p> <ul style="list-style-type: none"> Associates quantity with a number name or written numeral Counts using 1:1 correspondence with increasing accuracy 	<p>MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.</p> <p>MR 6.5 Sorts objects by more than one feature and explains why.</p>

<ul style="list-style-type: none"> Represents addition and subtraction with fingers, drawing, acting out situations and verbal explanation Uses concrete objects to model real-world addition and subtraction up to 5 (composing and decomposing numbers) 	
Geometry	
3 Years Matches simple shapes: using puzzles- circle, square, triangle	MR 3.3 Identifies a few basic shapes.
4 Years <ul style="list-style-type: none"> Recognizes and names/describes simple shapes Matches similar shapes Explores three-dimensional and two-dimensional shapes in the environment Uses puzzles and other learning materials to demonstrate beginning part/whole, shape and orientation concepts to solve problems Uses physical movement to gain understanding of orientation and directionality Responds to words indicating directionality and position through physical movement (near, far, beside, up, down, over) 	MR 3.4 Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help. MR 2.4 Matches two objects even if turned different ways. When prompted, places objects next to, between, in front of or behind objects not related to self. Uses a guide to assemble 12 puzzle pieces.
5 Years <ul style="list-style-type: none"> Describes, sorts and classifies shapes using some attributes such as size, sides, and other properties Discovers connections between formal geometric shapes and the surrounding environment Combines materials to make three-dimensional and two dimensional shapes Breaks down shapes into parts and wholes Initiates activities that indicate understanding of directionality 	MR 3.5 Describes basic and complex two- and three-dimensional shapes using own words. 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.

<ul style="list-style-type: none"> • Uses orientation and directionality words such as slides, flips and turns as shapes are manipulated 	
Measurement and Data	
3 Years <ul style="list-style-type: none"> • Classifies, labels and sorts objects by characteristics • Arranges objects in lines • Shows interest in patterns and sequences 	<p>MR 4.3 Determines which object is bigger (heavier, longer) when given two objects.</p> <p>MR 5.3 Copies patterns with two steps, such as red-blue, red-blue.</p>
4 Years <ul style="list-style-type: none"> • Matches and groups similar objects • Recognizes measurable attributes of objects, such as length, weight and capacity of everyday objects (e.g., long, short, tall, heavy, light, big, small, full, empty) • Sorts, orders and classifies familiar objects by a single attribute (e.g., size, shape, color, texture, orientation, and position) and explains the reason • Uses seriation as a strategy for organizing materials • Recognizes and duplicates simple patterns in the environment, including sound and movement patterns 	<p>MR 4.4 Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help.</p> <p>MR 5.4 Creates and extends two-step patterns.</p> <p>MR 6.4 After sorting objects by one feature, sorts again by a different feature.</p>
5 Years <ul style="list-style-type: none"> • Describes, sorts and classifies groups of objects using one or more attribute • Identifies and compares measurable attributes of everyday objects, using appropriate vocabulary (e.g., long, short, tall, heavy, light, big, small, full, empty) • Begins to identify such words as “first”, “next”, and “last • Uses discrete attributes to order and seriate materials • Recognizes, duplicates, creates, and extends simple patterns using objects 	<p>MR 6.5 Sorts objects by more than one feature and explains why.</p> <p>MR 5.5 Creates and extends three- and four-step patterns and plays complex memory games.</p> <p>MR 4.5 Estimates (not always logically) size and volume. Measures and describes findings.</p>

Science	
Standards for Science	
Physical Science	
<p>3 Years</p> <ul style="list-style-type: none"> • Explores and discovers new materials, activities and equipment • Begins to solve simple problems in his/her head such as moving an object to get another • Classifies, labels and sorts objects • Tries new materials, equipment and activities • Uses familiar objects in combination 	<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>MR 6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics.</p>
<p>4 Years</p> <ul style="list-style-type: none"> • Begins to experiment with objects whose motion is affected by pushes or pulls of different strengths in different directions • Answers questions about the effects of pushes and pulls (e.g. pulls objects attached to a string, pushes objects with and without wheels, rolls objects, collides objects) • Listens to stories, poems, finger plays about physical knowledge and begins to use vocabulary about speed, motion and stability in daily conversations 	<p>SCI 3.4 Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors.</p>
<p>5 Years</p> <ul style="list-style-type: none"> • Uses senses, tools (including technology) to observe, describe, discuss and attempt to explain the effects of different strengths or different directions of pushes and pulls on the object • Plans and carries out, with teacher support, comparisons of motion and force using common objects and materials (e.g., which objects move faster or slower, which object 	<p>SCI 3.5 Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur.</p>

<p>goes faster or further when you just let go or give it a push)</p> <ul style="list-style-type: none"> Records results of observations, with teacher support, using simple drawings, discussions, charts, photos or models and reflects on what was learned 	
Earth Science	
<p>3 Years</p> <p>Shows some understanding of daily time sequence</p>	<p>SS 4.3 Describes events as they happen. Uses words such as first, then.</p>
<p>4 Years</p> <ul style="list-style-type: none"> Using simple tools and guided investigation, explores differences in soil and water in different weather conditions and temperatures Describes temperature, weather and seasons using words such as rainy, cold, warm, sunny, and identifies items used for protection, safety, and enjoyment in different weather conditions Organizes weather related items (real objects or symbols) used in different weather conditions Makes simple observations about the sky and connects observations to what we do outside 	<p>SCI 2.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. Identifies the climate and weather in the immediate environment.</p> <p>SCI 3.4 Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors.</p>
<p>5 Years</p> <ul style="list-style-type: none"> Uses senses and tools (including technology) to observe, describe, discuss and generate questions about changes in weather over time (e.g., why ice melts faster in the sun than in the woods, why puddles evaporate in the sun but remain longer in the shade, why metal gets hot on a sunny day but not a rainy one) Plans and carries out simple experiments about water and heat (turning water to ice when brought outdoors in winter or mud turning to dirt in the sun) and records 	<p>SCI 4.5 Experiments with simple technology to solve problems or accomplish tasks.</p> <p>SCI 1.5 Asks questions, seeks information and shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p>

<p>observations using drawings, discussions, graphs and technology</p> <ul style="list-style-type: none"> Asks questions and investigates the ways that weather can affect things that can be done outside 	
Life Science	
<p>3 Years</p> <ul style="list-style-type: none"> Sorts objects Shows enjoyment and discrimination of increasingly complex sensory information Explores different textures in the natural environment Visual discrimination more refined 	<p>MR 6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics.</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>4 Years</p> <ul style="list-style-type: none"> Uses senses to observe and describe properties of familiar plants and animals Begins to use vocabulary for naming plants and animals moving beyond generic labels (e.g. “bug”) to names of specific creatures (e.g. “ant”, “beetle”) and use symbols or icons to identify where they see such creatures Compares properties and needs of similar and different life forms using increasingly advanced vocabulary Cares for plants and animals in the classroom and surrounding area and describes the needs of organism cared for 	<p>SCI 3.4 Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors.</p> <p>SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.</p>
<p>5 Years</p> <ul style="list-style-type: none"> Uses senses to observe and describe properties of familiar plants and animals Uses vocabulary for naming plants and animals moving beyond generic labels (e.g. “bug”) to names of specific creatures (e.g. “ant”, “beetle”) and use symbols or icons to identify where they see such creatures 	<p>MR 6.5 Sorts objects by more than one feature and explains why.</p> <p>SCI 1.5 Asks questions, seeks information and shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p>


<ul style="list-style-type: none"> Develops plans, based on observations and guided inquiry, to care for plants and animals in the classroom and surrounding area Observes and describes animals in his/her immediate environment to learn what they need to live 	MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.
Social Studies	
Standards for Social Studies	
Civics and Government	
3 Years <ul style="list-style-type: none"> Anticipates and follows routine when prompted Engages in some joint exploration and associative play 	<p>SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed. Expresses delight over a successful project.</p> <p>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.</p>
4 Years <ul style="list-style-type: none"> Displays awareness of role as a member of a group Knows that rules and laws are established by people Understands that people can take care of the environment through activities such as recycling 	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.
5 Years <ul style="list-style-type: none"> Understands the reasons for rules in the home and classroom and for laws in the community Understands and discusses why responsibilities are important 	SS 2.5 Applies familiar rules and suggests new rules in a variety of situations. Explores the use of trade to receive objects or services.


<ul style="list-style-type: none"> • Displays awareness that rules and laws change • Participates in developing classroom rules and decisions • Assists, with support and guidance, in developing and participating in activity designed to care for the environment and/or community 	
Economics	
3 Years Identifies and imitates other people's roles	SS 2.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.
4 Years <ul style="list-style-type: none"> • Understands that an individual earns money through work • Recognizes a variety of jobs • Explores materials that build a foundation for understanding economic concepts such as using money to buy goods and services 	SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self. SS 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.
5 Years <ul style="list-style-type: none"> • Explores and discusses differences between needs and wants • Understands individuals may have to wait before buying a good or service they want 	SS 2.5 Applies familiar rules and suggests new rules in a variety of situations. Explores the use of trade to receive objects or services.
Geography	
3 Years Independently explores and investigates the immediate environment	SS 3.3 Identifies a variety of familiar places, such as the store, car, home or Grandma's. Follows a path.

<p>4 Years</p> <ul style="list-style-type: none"> • Recognizes that people share the environment with other people, animals, and plants • Recognizes various ways people communicate, travel, live, and work • Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations 	<p>SS 3.4 Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks.</p>
<p>5 Years</p> <ul style="list-style-type: none"> • Develops an understanding of the use and representation of simple maps, globes, and other geographic tools • Describes some physical features of the community • Recognizes that environmental changes can impact people, animals, and plants • Displays awareness that geographic features influence how people live and work in their community and in other geographic regions 	<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>
History	
<p>3 Years</p> <ul style="list-style-type: none"> • Shows some understanding of daily time sequence: • Time for nap, lunch, outdoor play • Notices likenesses and differences 	<p>SS 4.3 Describes events as they happen. Uses words such as first, then.</p> <p>SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p>
<p>4 Years</p> <ul style="list-style-type: none"> • Uses words to describe time (i.e. yesterday, names of seasons, before) • Displays awareness of change in community • Develops awareness of diversity 	<p>SS 4.4 Recalls information and events from the past.</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</p>

	relationship to self.
<p>5 Years</p> <ul style="list-style-type: none"> • Differentiates between past, present, and future • Demonstrates a basic understanding of how things, people, and places change over time • Recalls events that happened in the past, such as a family or personal history • Displays awareness of similarities and differences among individuals and families 	<p>SS 4.5 Uses language of time to describe familiar sequences of events.</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>


Developmental Continuum of Skills


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


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

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

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

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

 Social Studies	SS 1 Culture & Community	<p>Recognizes family members and is exposed to family traditions or cultural events.</p>	<p>With help, participates in family traditions and customs.</p>	<p>Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.</p>	<p>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>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>Explains the meaning and importance of traditions and customs of other people. Explains how individuals, families and cultures differ. Compares roles, rules and responsibilities of different groups.</p>	<p>Compares diverse cultures and traditions. Understands that some people have different needs or beliefs.</p>	<p>Names influential people and events that have impacted familiar cultures and traditions. Demonstrates respect for people who may look or act differently.</p>
	SS 2 Civics & Economics	<p>Attends to others in immediate environment. Grasps and releases objects.</p>	<p>Participates in communal activities. Expresses a desire for an object or action. Says me, mine.</p>	<p>Recognizes and attends to authority figures. Recognizes ownership of familiar objects.</p>	<p>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>Applies familiar rules and suggests new rules in a variety of situations. Explores the use of trade to receive objects or services.</p>	<p>Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions. Exchanges money, goods or services for other goods or services.</p>	<p>Identifies individual rights. Determines if rules support the common good. Describes ways one might use money, goods or services.</p>	<p>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.</p>
	SS 3 Geography	<p>Responds to changes in the immediate environment. Navigates within a familiar environment.</p>	<p>Recognizes familiar places. Finds ways to move around obstacles in a familiar environment.</p>	<p>Identifies a variety of familiar places, such as the store, car, home or Grandma's. Follows a path.</p>	<p>Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks.</p>	<p>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>Compares the geographic features of own community to another community. Recreates a map of something s/he cannot immediately see.</p>	<p>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>Explains how the physical features and characteristics of an environment affect how people live. Uses a variety of maps to gather information.</p>
	SS 4 History & Sense of Time	<p>Focuses on interactions with others for a short time.</p>	<p>Observes events and begins to participate.</p>	<p>Describes events as they happen. Uses words such as first, then.</p>	<p>Recalls information and events from the past.</p>	<p>Uses language of time to describe familiar sequences of events.</p>	<p>Retells historical, fictional or past events or stories.</p>	<p>Compares and contrasts current and historical conditions of familiar environments.</p>	<p>Describes relationships between past events and current conditions. Explains why it is important to understand historical events.</p>

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