



Alignment of the
Experience Early Learning Skills
with
Mississippi Early Learning Standards





The Developmental Continuum of the Experience Early Learning Skills

This document details the alignment of the **Mississippi Early Learning 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.



Mississippi Early Learning Standards

*Standards for Early Childhood:
Infants - 2-Year-Olds*

*Standards for Early Childhood:
3- & 4-Year-Olds*



Mississippi Early Learning Standards 2018,

infants - 2 Year Olds

Experience Early Learning Developmental Continuum of Skills

Approaches to Learning	
Emotional and Behavioral Self-Regulation	
Child manages feelings, emotions and support of familiar adults.	
<p>Birth to 9 months:</p> <ol style="list-style-type: none"> 1. Interacts with familiar adults for calming and comfort, to focus attention and to share joy. <p>8 months to 18 months:</p> <ol style="list-style-type: none"> 1. Seeks to be close to familiar adults for help with strong emotions by physical or eye contact. <p>16 months to 36 months:</p> <ol style="list-style-type: none"> 1. Uses various strategies to help manage strong emotions, such as removing self from the situation, covering eyes or ears, or seeking support from a familiar adult. 	<p>SED.2.1 Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine.</p> <p>SED.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>
Child manages actions and behavior with support of familiar adults.	
<p>Birth to 9 months:</p> <ol style="list-style-type: none"> 1. Responds to attentive caregiving by quieting or calming down, such as when being fed or being comforted during moments of physical distress. <p>8 months to 18 months:</p> <ol style="list-style-type: none"> 1. Looks to familiar adults for assistance and guidance with actions and behavior. 	<p>SED.2.1 Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine.</p> <p>SED.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>2. May try to calm self by sucking on fingers or thumb when overly excited or distressed.</p> <p>16 months to 36 months:</p> <p>1. Begins to manage and adjust actions and behavior with the guidance of familiar adults using words or signs.</p>	
Cognitive Self-Regulation (Executive Functioning)	
Child maintains focus and keeps attention with support.	
<p>Birth to 9 months:</p> <p>1. Develops, with support, some ability to filter out distracting sensory stimuli to focus on and attend to important people or objects in the environment with support.</p> <p>8 months to 18 months:</p> <p>1. Looks to familiar adults for assistance and guidance with actions and behavior.</p> <p>2. May try to calm self by sucking on fingers or thumb when overly excited or distressed.</p> <p>16 months to 36 months:</p> <p>1. Begins to manage and adjust actions and behavior with the guidance of familiar adults using words or signs.</p>	<p>SED.2.1 Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine.</p> <p>SED.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>
Child develops the ability to show persistence in actions and behavior.	
<p>Birth to 9 months:</p> <p>1. Shows increasing ability to continue interactions with familiar adults or toys for increasing amounts of time.</p> <p>8 months to 18 months:</p> <p>1. Shows willingness to repeat attempts to communicate or</p>	<p>SED.3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.</p> <p>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</p>

<p>to repeat actions to solve a problem even when encountering difficulties.</p> <p>16 months to 36 months:</p> <ol style="list-style-type: none"> Shows increasing ability to stay engaged when working towards a goal or solving a problem. Often tries different strategies until successful. 	<p>end an activity. Asks for help as needed. Expresses delight over a successful project.</p>
<p>Child demonstrates the ability to be flexible in actions and behavior.</p>	
<p>Birth to 9 months:</p> <ol style="list-style-type: none"> Shows repetitive patterns in actions or behaviors, but sometimes tries more than one way to solve a problem or interact with someone. <p>8 months to 18 months:</p> <ol style="list-style-type: none"> Shows ability to shift focus to attend to something else, participate in a new activity, or try a new approach to solving a problem. <p>16 months to 36 months:</p> <ol style="list-style-type: none"> Modifies actions or behaviors in social situations, daily routines, and problem solving, such as playing quietly when asked or adjusting to changes in schedule. 	<p>SED.2.1 Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine.</p> <p>SED.2.2 Redirects to a new activity with help from caregivers.</p> <p>SED.2.3 Recognizes when the routine changes and transitions as prompted when informed earlier.</p>
<p>Initiative and Curiosity</p>	
<p>Child demonstrates emerging initiative in interactions, experiences and explorations.</p>	
<p>Birth to 9 months:</p> <ol style="list-style-type: none"> Initiates interactions with familiar adults through expressions, actions, sounds or behaviors. <p>8 months to 18 months:</p> <ol style="list-style-type: none"> Points to desired people, objects or places and initiates actions, such as looking for a favorite toy or bringing a 	<p>SED.4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person.</p> <p>SED.1.2 Shows preference for certain foods or toys.</p>

<p>book to a familiar adult to read.</p> <p>2. Actively resists actions or items not wanted.</p> <p>16 months to 36 months:</p> <p>1. Prepares for or starts some activities without being directed by others, such as getting ready for the next activity or bringing a ball to a new child at the playground.</p>	<p>SS.2.2 Participates in communal activities. Expresses a desire for an object or action.</p> <p>SED.4.3 Identifies and plays side-by-side with a new or familiar person. Participates in an activity when asked.</p>
Child shows interest in and curiosity about objects, materials, or events.	
<p>Birth to 9 months:</p> <p>1. Shows excitement when engaged in learning, such as smiling at a familiar adult, laughing after batting at a mobile, kicking or moving arms and legs in an emphatic way or knocking over a toy.</p> <p>8 months to 18 months:</p> <p>1. Approaches new events, experiences with others, or materials with interest and curiosity, such as intently listening to a new song or examining new toys or materials.</p> <p>2. Actively resists actions or items not wanted.</p> <p>16 months to 36 months:</p> <p>1. Participates in new experiences, asks questions, and experiments with new things or materials, such as collecting leaves and pine cones in the fall.</p>	<p>CA.1.1 Responds to sounds. Makes sounds to communicate feelings.</p> <p>SCI.3.1 Uses senses to explore objects in immediate environment. Kicks feet or shakes arms to make other objects move.</p> <p>SCI.1.2 Asks one- to two-word questions. Uses senses to explore environment.</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>
Creativity	
Child uses creativity to increase understanding and learning.	
<p>Birth to 9 months:</p> <p>1. Uses a variety of ways to interact with other people.</p>	<p>SED.4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or</p>

<p>Changes expressions, actions, or behaviors based on responses of others.</p> <p>2. Makes discoveries about self, others and the environment.</p> <p>8 months to 18 months:</p> <ol style="list-style-type: none"> 1. Finds new things to do with familiar, everyday objects, such as using a cooking pot for a hat or a spoon as a drumstick. 2. Uses objects in new ways. <p>16 months to 36 months:</p> <ol style="list-style-type: none"> 1. Combines objects or materials in new and unexpected ways. 2. Shows interest in and curiosity about the world around them such as exploring new areas of a room. 3. Seeks out new information and explores new play and tasks both independently and with adult support. 4. Shows delight in creating something new. 	<p>facial response of a familiar person.</p> <p>SCI.2.1 Explores immediate environment using senses.</p> <p>CA.4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects.</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>
Child shows imagination in play and interactions with others.	
<p>Birth to 9 months: Emerging</p> <p>8 months to 18 months:</p> <ol style="list-style-type: none"> 1. Uses sounds, gestures, signs, or words playfully through songs, fingerplays, or games. <p>16 months to 36 months:</p> <ol style="list-style-type: none"> 1. Uses imagination to explore possible uses of objects and materials. Engages in make-believe play with other children. 	<p>LLD.2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.</p> <p>CA.4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p>
Social and Emotional Development	
Relationships with Adults	
Child develops expectations of consistent, positive interactions	

through secure relationships with familiar adults	
<p>Birth to 9 months:</p> <ol style="list-style-type: none"> 1. Interacts in predictable ways with familiar adults. 2. Responds positively to familiar adults' age appropriate efforts to help with stressful moments <p>8 months to 18 months:</p> <ol style="list-style-type: none"> 1. Seeks familiar adults for emotional support and encouragement. 2. Reacts or may become distressed when separated from familiar adults. <p>16 months to 36 months:</p> <ol style="list-style-type: none"> 1. Engages in positive interactions in a wide variety of situations with familiar adults. 2. Seeks familiar adults for comfort when distressed or tired. 	<p>SED.4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person.</p> <p>SED.2.1 Calms with support from caregiver. Responds as caregiver takes care of his/her needs.</p> <p>SED.4.2 Greets and stays near familiar people.</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> <p>SED.2.3 Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.</p>
Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.	
<p>Birth to 9 months:</p> <ol style="list-style-type: none"> 1. Recognizes familiar adults. 2. May avoid or withdraw from unfamiliar adults. <p>8 months to 18 months:</p> <ol style="list-style-type: none"> 1. Makes eye contact, moves, or stays close to familiar adults for emotional comfort when an unfamiliar adult approaches. <p>16 months to 36 months:</p> <ol style="list-style-type: none"> 1. Often watches from a distance or waits for reassurance from a familiar adult before approaching someone new. 2. May engage in positive interactions when meeting new 	<p>SS.1.1 Recognizes family members</p> <p>SED.2.3 Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.</p> <p>SED.4.3 Identifies and plays side-by-side with a new or familiar person. Participates in an activity when asked.</p>

people, such as sharing a book with a visitor.	
Child learns to use familiar adults as a resource to meet needs.	
<p>Birth to 9 months:</p> <ol style="list-style-type: none"> 1. Communicates needs to familiar adults by using a variety of behaviors. <p>8 months to 18 months:</p> <ol style="list-style-type: none"> 1. Looks to or seeks help from familiar adults. <p>16 months to 36 months:</p> <ol style="list-style-type: none"> 1. Asks a familiar adult for help or assistance when encountering difficult tasks or situations. 	<p>LLD.2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.</p> <p>SED.3.3 Asks for help as needed. Expresses delight over a successful project.</p>
Relationships with Other Children	
Child shows interest in, interacts with and develops personal relationships with other children.	
<p>Birth to 9 months:</p> <ol style="list-style-type: none"> 1. Looks at attentively, touches or explores another child's face. 2. Show recognition for familiar children through actions or behaviors. <p>8 months to 18 months:</p> <ol style="list-style-type: none"> 1. Participates in simple back and-forth interactions with another child. 2. Interacts with a few children on a regular basis. <p>16 months to 36 months:</p> <ol style="list-style-type: none"> 1. Seeks out other children for social interactions including initiating contact and responding to others. 2. Develops friendships and engages in more elaborate play with friends. 	<p>SED.1.1 Explores self and others by using senses. Vocalizes or moves to express wants and needs.</p> <p>SED.4.2 Greet and stays near familiar people. Mimics facial expressions of others.</p> <p>SED.4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Participates in an activity when asked.</p>
Child imitates and engages in play with other children.	

<p>Birth to 9 months:</p> <ol style="list-style-type: none"> 1. Responds to another child's actions or sounds during play with a toy by watching attentively, touching the other child, or reaching for or taking the toy. <p>8 months to 18 months:</p> <ol style="list-style-type: none"> 1. Participates in simple imitation games, such as making similar sounds or running after another child. 2. Plays next to other children with similar toys or materials. <p>16 months to 36 months:</p> <ol style="list-style-type: none"> 1. Joins in play with other children by sometimes taking turns or participating in joint activities with a common goal, such as building block structures with others or pretending to eat together. 	<p>SS.4.1 Focuses on interactions with others for a short time.</p> <p>SED.4.2 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.</p> <p>SED.4.3 Identifies and plays side-by-side with a new or familiar person. Participates in an activity when asked.</p>
<p>Emotional Functioning</p>	
<p>Child learns to express a range of emotions.</p>	
<p>Birth to 9 months:</p> <ol style="list-style-type: none"> 1. Expresses feelings of comfort, discomfort, enjoyment, fear, surprise, anger, or unhappiness through facial expressions or gestures to prompt a response from a familiar adult. <p>8 months to 18 months:</p> <ol style="list-style-type: none"> 1. Expresses a variety of emotions and modifies their expressions according to the reactions of familiar adults, based on the child's cultural (family) background. <p>16 months to 36 months:</p> <ol style="list-style-type: none"> 1. Expresses a wide range of emotions, including surprise, guilt, embarrassment, or pride, based on increasing awareness of their effects on others. 	<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.</p>
<p>Child recognizes and interprets emotions of others with the support of familiar adults.</p>	

<p>Birth to 9 months:</p> <ol style="list-style-type: none"> 1. Attends with interest when others express emotions. <p>8 months to 18 months:</p> <ol style="list-style-type: none"> 1. Responds to others' emotional expressions, often by sharing an emotional reaction such as smiling, verbalizing or pouting. <p>16 months to 36 months:</p> <ol style="list-style-type: none"> 1. Shows understanding of some emotional expressions of others by labeling the emotions, asking questions about them, or responding in appropriate non-verbal ways. 	<p>SED.4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person.</p> <p>SED.4.2 Greets and stays near familiar people. Mimics facial expressions of others. E</p> <p>SED.4.3 Demonstrates concern for someone who is sad.</p>
<p>Child expresses care and concern towards others.</p>	
<p>Birth to 9 months:</p> <ol style="list-style-type: none"> 1. May imitate another person's distressed emotions/facial expressions. <p>8 months to 18 months:</p> <ol style="list-style-type: none"> 1. Notices when another child is crying or upset. 2. May seek adult's help or offer something to help another child, such as blanket or toy. <p>16 months to 36 months:</p> <ol style="list-style-type: none"> 1. Expresses empathy toward other children or familiar adults who have been hurt or are crying by showing concerned attention. 2. May try to comfort them with words or 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.</p> <p>SED.4.2 Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.</p> <p>SED.4.3 Demonstrates concern for someone who is sad. Identifies differences between self and others.</p>
<p>Child manages emotions with the support of familiar adults.</p>	
<p>Birth to 9 months:</p> <ol style="list-style-type: none"> 1. Is comforted by a familiar adult. <p>8 months to 18 months:</p> <ol style="list-style-type: none"> 1. Looks to or seeks comfort when distressed and accepts reassurance from a familiar adult, or engages in self-comforting behaviors. 	<p>SED.2.1 Calms with support from caregiver. Responds as caregiver takes care of his/her needs.</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>16 months to 36 months:</p> <ol style="list-style-type: none"> Shows developing ability to cope with stress or strong emotions by using familiar strategies. 	<p>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.</p>
Sense of Identity and Belonging	
Child shows awareness about self and how to connect with others.	
<p>Birth to 9 months:</p> <ol style="list-style-type: none"> Learns about self by exploring hands, feet, body and movement. <p>8 months to 18 months:</p> <ol style="list-style-type: none"> Experiments with use of hands and body, discovering how movement and gestures can be used to relate to others. <p>16 months to 36 months:</p> <ol style="list-style-type: none"> Shows awareness of own thoughts, feelings and preferences as well as those of others. Uses different forms of communication to refer to self and others. 	<p>SED.1.1 Explores self and others by using senses. Vocalizes or moves to express wants and needs.</p> <p>SED.1.2 Recognizes self in photos or in a mirror. 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>
Child recognizes, appreciates and respects characteristics of self and others.	
<p>Birth to 9 months:</p> <ol style="list-style-type: none"> Responds to own name when stated by a familiar adult. Distinguishes primary caregivers from others. <p>8 months to 18 months:</p> <ol style="list-style-type: none"> Develops self-awareness (recognizing self as separate individual from caregiver). <p>16 months to 36 months:</p> <ol style="list-style-type: none"> Identifies obvious physical similarities, differences and 	<p>MR.6.1 Recognizes familiar people and objects. Recognizes self as being separate from others.</p> <p>LLD.1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions.</p>

compares characteristics between self and others.	<p>SED.1.2 Recognizes self in photos or in a mirror. Shows preference for certain foods or toys.</p> <p>SED.1.3 Expresses simple ideas about self in relation to others such as family.</p>
Child shows confidence in own abilities through relationships with others.	
<p>Birth to 9 months:</p> <ol style="list-style-type: none"> 1. Participates in back-and-forth social interactions through facial expressions, sounds, gestures and responding to the actions of others. <p>8 months to 18 months:</p> <ol style="list-style-type: none"> 1. Expresses desires and preferences. 2. Seeks to draw a familiar adult's attention to objects of interest or new physical skills and attends to familiar adult's responses. <p>16 months to 36 months:</p> <ol style="list-style-type: none"> 1. Contributes own ideas, skills and abilities to activities and experiences with adults and other children. 2. May call attention to new skills and abilities or seek to do things by self. 	<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>SED.1.2 Shows preference for certain foods or toys.</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. Expresses delight over a successful project.</p> <p>SED.4.3 Identifies and plays side-by-side with a new or familiar person. Participates in an activity when asked.</p>
Child develops a sense of belonging through relationships with others.	
<p>Birth to 9 months:</p> <ol style="list-style-type: none"> 1. Shows awareness of familiar routines by behaviors. <p>8 months to 18 months:</p> <ol style="list-style-type: none"> 1. Anticipates familiar routines or activities. 	<p>SED.2.1 Reacts to changes in routine.</p> <p>SED.3.2 Participates in daily routines or familiar activities.</p>

16 months to 36 months: 1. Refers to personal or family experiences and events that have happened in the recent past.	SED.4.4 Recalls information and events from the past.
Language and Communication	
Attending and Understanding	
Child attends to, understands and responds to communication and language from others.	
Birth to 9 months: 1. Attends to verbal and nonverbal communication by turning toward or looking at a person. 2. Participates in back and forth interactions by exchanging facial expressions and language sounds with familiar adults. 8 months to 18 months: 1. Shows understanding of the meaning of verbal and non-verbal communication of familiar caregivers and responds with facial expressions, gestures, words or actions, such as looking at people or objects being referred to. 16 months to 36 months: 1. Shows recognition of words, phrases and simple sentences. 2. Participates in conversations in ways that show understanding by following comments or suggestions with actions or behavior and/or spoken words.	LLD.1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions. LLD.1.2 Shows understanding of a variety of single familiar words. LLD.1.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions.
Child learns from communication and language experiences with others.	
Birth to 9 months:	SED.3.1 Focuses for a short time on a person, sound or thing.

<p>1. Pays attention when familiar adults talk or sign language about objects, people, or events during face-to-face interactions by changing focus, making eye contact, or looking at people or objects.</p> <p>8 months to 18 months:</p> <ol style="list-style-type: none"> 1. Participates in joint attention with a familiar adult by looking back and forth between the adult and object. 2. Points or gestures when a familiar adult is pointing, naming, or signing about a familiar or new object and learns names and uses of objects. <p>16 months to 36 months:</p> <ol style="list-style-type: none"> 1. Participates in longer periods of joint attention with familiar adults (16-24 months up 5 minutes; 24- 36 months up to 10 minutes). 2. Shows interest, understanding, or enjoyment when participating in language activities, such as demonstrating understanding of objects' functions and uses, or when joining in games, songs, rhymes, or stories. 	<p>Shifts attention from one person or thing to another.</p> <p>SED.3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p> <p>SED.3.3 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>
Communication and Speaking	
Child communicates needs and wants verbally and non-verbally and by using language.	
<p>Birth to 9 months:</p> <ol style="list-style-type: none"> 1. Learns how to use different means of communication to signal distress or discomfort, seek help and to communicate interests and needs to others, such as crying, grunting and sucking. <p>8 months to 18 months:</p> <ol style="list-style-type: none"> 1. Uses a variety of ways to communicate interests, needs and wants, such as saying or making a sign for "more" when eating. 	<p>LLD.2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.</p> <p>PD 3.1 Expresses distress when needs are not met.</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>16 months to 36 months:</p> <ol style="list-style-type: none"> 1. Combines words or signs from one or more languages into phrases and sentences to communicate needs, wants or ideas, such as “more milk,” “I want juice,” “mas leche,” or “quiero juice.” Note: Children identified as Dual Language Learners (DLL) may combine their two languages or switch between them to communicate. 	<p>LLD.2.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille, or verbalized words. Communicates needs, desires and ideas. Asks and responds to questions.</p>
<p>Child uses verbal and non-verbal communication and language to engage others in interaction.</p>	
<p>Birth to 9 months:</p> <ol style="list-style-type: none"> 1. Uses facial expressions, including smiling, gestures or sounds, including cooing or babbling, to engage familiar adults in social interaction. <p>8 months to 18 months:</p> <ol style="list-style-type: none"> 1. Repeats actions or single words to initiate or maintain social interactions with other children or familiar adults, such as clapping hands or calling a name to get a familiar adult’s attention. <p>16 months to 36 months:</p> <ol style="list-style-type: none"> 1. Uses words, sign language, phrases, or simple sentences to initiate, continue, or extend conversations with others about feelings, experiences, or thoughts. 	<p>LLD.2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.</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>Child uses increasingly complex language in conversation with others.</p>	
<p>Birth to 9 months:</p> <ol style="list-style-type: none"> 1. Explores and/or attempts to repeat sounds common in many languages, such as “ma-ma” or “ba-ba.” <p>8 months to 18 months:</p> <ol style="list-style-type: none"> 1. Initiates and participates in conversations by babbling and using gestures, such as showing or giving, or by 	<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>using words or sign language.</p> <p>2. Communicates mainly about objects, actions and events happening in the here and now.</p> <p>16 months to 36 months:</p> <p>1. Participates in conversations with others using spoken or sign language that includes simple sentences, questions and responses.</p> <p>2. Sometimes describes experiences that have happened in the past or are about to happen. Note: Children who are Dual Language Learners (DLL) develop the ability to participate in conversations.</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>Child initiates non-verbal communication and language to learn and gain information.</p>	
<p>Birth to 9 months:</p> <p>1. Participates in non-verbal conversations by using facial expressions, sounds, gestures or signs to initiate or respond to communication.</p> <p>8 months to 18 months:</p> <p>1. Asks simple questions using gestures, such as pointing, sign language or words with variations in the rise and fall of the voice.</p> <p>16 months to 36 months:</p> <p>1. Seeks information and meaning of words by asking questions in words or sign language, such as "What's that?" or "Who's that?" or "Why?"</p>	<p>LLD.2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.</p> <p>SCI.1.2 Asks one- to two-word questions.</p> <p>LLD.2.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille, or verbalized words. s. Asks what a specific person or object is called. Communicates needs, desires and ideas. Asks and responds to questions.</p>
<p>Vocabulary</p>	
<p>Child understands an increasing number of words in communication with others.</p>	
<p>Birth to 9 months:</p>	<p>LLD.4.1 Looks for familiar people and objects when given their</p>

<p>1. Looks at familiar people, animals, or objects when they are named such as mama, puppy, or ball.</p> <p>8 months to 18 months:</p> <p>1. Looks or points at a person or object that has been named, follows simple directions and responds appropriately to the meaning of words or sign language.</p> <p>16 months to 36 months:</p> <p>1. Comprehends an increasing number of words or sign language in simple sentences during conversations and interactions with familiar adults and children.</p>	<p>names. Babbles or repeats sounds.</p> <p>LLD.4.2 Identifies a familiar object or person when shown a drawing or photo.</p> <p>LLD.1.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally.</p>
Child uses an increasing number of words in communications and conversations with others	
<p>Birth to 9 months:</p> <p>1. May use sign language, gestures, or expressions for familiar people or objects.</p> <p>8 months to 18 months:</p> <p>1. Imitates new words or sign language and uses some words or sign language for naming or making simple one-word requests, such as saying or signing “milk” when asking for a drink.</p> <p>16 months to 36 months:</p> <p>1. Uses an increasing number of words in communications and conversations with others and adds new vocabulary words regularly. Note: Children who are Dual Language Learners (DLL) may have a combined vocabulary in both languages that is similar in breadth to other children’s vocabulary in one language.</p>	<p>LLD.2.1 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 specific person or object is called.</p>
Emergent Literacy	
Child attends to, repeats, and uses some rhymes, phrases, or repetitive refrains from stories or songs.	

<p>Birth to 9 months:</p> <ol style="list-style-type: none"> 1. Listens and attends to culturally and linguistically familiar words or sign language in rhymes or songs. <p>8 months to 18 months:</p> <ol style="list-style-type: none"> 1. Says or signs a few words of culturally and linguistically familiar rhymes and repetitive refrains in stories or songs. <p>16 months to 36 months:</p> <ol style="list-style-type: none"> 1. Says, signs or repeats culturally and linguistically familiar rhymes, phrases, or repetitive refrains from songs or stories that are similar in nature to another children's vocabulary in one language. 	<p>LLD.1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions.</p> <p>LLD.1.2 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>CA.1.2 Repeats words in familiar songs and attempts to sing.</p>
<p>Child handles books and relates them to their stories or information.</p>	
<p>Birth to 9 months:</p> <ol style="list-style-type: none"> 1. Explores a book by touching it, patting it, or putting it in mouth. <p>8 months to 18 months:</p> <ol style="list-style-type: none"> 1. Holds books, turns pages, looks at the pictures, and uses sounds, signs, or words to identify actions or objects in a book. <p>16 months to 36 months:</p> <ol style="list-style-type: none"> 1. Pretends to read books by turning pages and talking about them, using signs, gestures or words to describe what is happening in the book. 	<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.</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.4.2 Identifies a familiar object or person when shown a drawing or photo. Points at words printed on a page and pretends to read aloud.</p>
<p>Child recognizes pictures and some symbols, signs, or words.</p>	
<p>Birth to 9 months:</p> <ol style="list-style-type: none"> 1. Looks at pictures of familiar people, animals, or objects while a familiar adult points at and/or names the person, 	<p>LLD.4.1 Looks for familiar people and objects when given their names. Babbles or repeats sounds.</p>

<p>animal, or object.</p> <p>8 months to 18 months:</p> <ol style="list-style-type: none"> 1. Points at, uses sign language or gestures, says name of, and/or talks about animals, people, or objects in photos, pictures, or drawings. <p>16 months to 36 months:</p> <ol style="list-style-type: none"> 1. Recognizes and uses some letters or numbers, such as letters in one's name, and shows increasing interest in written forms of language, such as print in books or signs on buildings. Note: Recognizes and uses written forms of languages used. 	<p>LLD.4.2 Identifies a familiar object or person when shown a drawing or photo.</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>
Child comprehends meaning from pictures and stories.	
<p>Birth to 9 months:</p> <ol style="list-style-type: none"> 1. Looks at picture books and listens to a familiar adult talk about pictures in a book. <p>8 months to 18 months:</p> <ol style="list-style-type: none"> 1. Points at pictures in a book, making sounds or saying words and interacting with a familiar adult reading a book. <p>16 months to 36 months:</p> <ol style="list-style-type: none"> 1. Talks about books, acts out events from stories and uses some vocabulary encountered during a book reading. 	<p>LLD.6.1 Interacts by reaching for or patting when a book is read. Holds book and looks intently at each page.</p> <p>LLD.6.2 Points to pictures and repeats words from familiar stories. Answers “where” questions by pointing.</p> <p>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>
Child makes marks and uses them to represent objects or actions.	
<p>Birth to 9 months: Emerging</p> <p>8 months to 18 months:</p> <ol style="list-style-type: none"> 1. Makes marks on paper with a large crayon or marker to explore writing materials. <p>16 months to 36 months:</p> <ol style="list-style-type: none"> 1. Makes scribbles on paper to represent an object or 	<p>LLD.7.2 Makes random marks with writing tools. Make handprints or fingerprints.</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>

action even though a familiar adult might not recognize what it is.	
Cognition	
Exploration and Discovery	
Child actively explores people and objects to understand self, others and objects.	
<p>Birth to 9 months:</p> <ol style="list-style-type: none"> 1. Uses the senses and a variety of actions to explore people and objects. <p>8 months to 18 months:</p> <ol style="list-style-type: none"> 1. Acts intentionally to achieve a goal or when manipulating an object. <p>16 months to 36 months:</p> <ol style="list-style-type: none"> 1. Observes and experiments with how things work, seeks information from others, or experiments with different behaviors to see how people and objects react. 	<p>SCI.2.1 Explores immediate environment using senses.</p> <p>MR.7.2 Experiments with cause and effect.</p> <p>MR.7.3 Plan a logical series of steps to accomplish a task.</p>
Child uses understanding of causal relationship to act appropriately in social and physical environments.	
<p>Birth to 9 months:</p> <ol style="list-style-type: none"> 1. Repeats an action to make things happen or to get a familiar adult to repeat an action. <p>8 months to 18 months:</p> <ol style="list-style-type: none"> 1. Engages in purposeful actions to cause things to happen. <p>16 months to 36 months:</p> <ol style="list-style-type: none"> 1. Identifies the cause of an observed outcome. 2. Predicts outcomes of actions or events, such as turning on the faucet will make water come out. 	<p>MR.7.1 Reacts to a problem and seeks a desired outcome.</p> <p>MR.7.2 Experiments with cause and effect.</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.</p>

Memory	
Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.	
<p>Birth to 9 months:</p> <ol style="list-style-type: none"> 1. Recognizes familiar people by their faces or voices. 2. Recognizes that some people are unfamiliar by their faces and voices. <p>8 months to 18 months:</p> <ol style="list-style-type: none"> 1. Remembers actions of familiar adults, the usual location of familiar objects and parts of familiar routines. 2. Notices and responds to new people, objects, or materials in the environment. <p>16 months to 36 months:</p> <ol style="list-style-type: none"> 1. Anticipates and communicates about multiple steps of familiar routines, activities, or events. 2. Shows surprise or asks about unexpected outcomes or unusual people, actions, or events. 	<p>SS.1.1 Recognizes family members SED.4.2 Greet and stays near familiar people</p> <p>SED.2.1 Reacts to changes in routine.</p> <p>SS3.2 Recognizes familiar places.</p> <p>SED.2.3 Recognizes when the routine changes and transitions as prompted when informed earlier.</p> <p>LLD.2.3 Asks what a specific person or object is called. Asks and responds to questions.</p>
Child recognizes the stability of people and objects in the environment.	
<p>Birth to 9 months:</p> <ol style="list-style-type: none"> 1. Shows awareness that familiar adults and objects still exist when they are out of sight or sound range. <p>8 months to 18 months:</p> <ol style="list-style-type: none"> 1. Searches for hidden/missing familiar adults or objects in the place they were last seen or found. <p>16 months to 36 months:</p> <ol style="list-style-type: none"> 1. Uses a variety of search strategies to find hidden familiar adults or objects 	<p>SCI.1.1 Looks for a person or toy that has moved out of sight. Reacts to changes.</p> <p>MR.7.4 Plans steps to accomplish task and then tries out many possible solutions to a problem.</p>

Child uses memories as a foundation for more complex actions and thoughts.	
<p>Birth to 9 months:</p> <ol style="list-style-type: none"> Shows excitement for or about a toy or other object that was played with days earlier. Anticipates familiar actions or routines. <p>8 months to 18 months:</p> <ol style="list-style-type: none"> Remembers how to use objects or materials from previous experience. Anticipates routines or events by taking action <p>16 months to 36 months:</p> <ol style="list-style-type: none"> Tells others about memories and past experiences. Remembers how to do a series of actions that were observed at an earlier time. 	<p>SED.1.1 Shows preference for certain foods or toys.</p> <p>SED.3.2 Participates in daily routines or familiar activities.</p> <p>SS.4.2 Observes events and begins to participate.</p> <p>SS.4.3 Describes events as they happen. Uses words such as first, then.</p>
Reasoning and Problem Solving	
Child learns to use a variety of strategies in solving problems.	
<p>Birth to 9 months:</p> <ol style="list-style-type: none"> Engages in simple repeated actions to reach a goal. <p>8 months to 18 months:</p> <ol style="list-style-type: none"> Explores how to make something happen again or explores how something works by doing actions repeatedly. <p>16 months to 36 months:</p> <ol style="list-style-type: none"> Engages in activities for longer periods of time and tries several times to solve more challenging problems, often using a combination of actions or behaviors. 	<p>MR.7.1 Reacts to a problem and seeks a desired outcome.</p> <p>MR.7.2 Experiments with cause and effect.</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>
Child uses reasoning and planning to solve problems.	
Birth to 9 months:	MR.7.1 Reacts to a problem and seeks a desired outcome.

<p>1. Uses own actions or movements to solve simple problems.</p> <p>8 months to 18 months:</p> <p>1. 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> <p>16 months to 36 months:</p> <p>1. Uses problem-solving and experimenting to figure out solutions to everyday problems, including in social situations.</p>	<p>MR.7.3 Plan a logical series of steps to accomplish a task.</p> <p>MR.7.4 Plans steps to accomplish task and then tries out many possible solutions to a problem.</p>
Emergent Mathematical Thinking	
Child develops sense of number and quantity.	
<p>Birth to 9 months:</p> <p>1. Attends to quantity in play with multiple objects.</p> <p>8 months to 18 months:</p> <p>1. Uses a few basic number words or signs to refer to change in the number of objects.</p> <p>16 months to 36 months:</p> <p>1. Uses language to refer to quantity.</p>	<p>MR.1.1 Hears numbers in everyday context. Hears rote counting.</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).</p>
Child uses spatial awareness to understand objects and their movement in space.	
<p>Birth to 9 months:</p> <p>1. Explores or watches objects when they move.</p> <p>8 months to 18 months:</p> <p>1. Explores how objects fit together, how they fit with other objects and how they move through space.</p> <p>16 months to 36 months:</p> <p>1. Predicts or anticipates how objects move through space</p>	<p>MR.2.1 Plays with objects and toys that are a variety of shapes. Participates as caregiver raises arms or legs and says up/down. Tries to put one object inside another.</p> <p>MR.2.2 Follows simple positional directions such as on/off, over/under and up/down. Fills container then dumps out the</p>

or fit together or inside other things.	<p>contents.</p> <p>MR.2.3 Finds or places objects next to, between, in front of or behind self. Puts together three pieces to create a whole object.</p>
Child uses matching, and sorting of objects or people to understand similar and different characteristics.	
<p>Birth to 9 months:</p> <ol style="list-style-type: none"> 1. Explores differences between familiar or unfamiliar adults or between different types of objects. <p>8 months to 18 months:</p> <ol style="list-style-type: none"> 1. Matches objects by similar or related characteristics. <p>16 months to 36 months:</p> <ol style="list-style-type: none"> 1. Sorts objects into two groups based on a single characteristic. 	<p>MR.6.1 Recognizes familiar people and objects. Recognizes self as being separate from others.</p> <p>MR.6.2 When shown one object, finds the match.</p> <p>MR.6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics.</p>
Imitation and Symbolic Representation and Play	
Child observes and imitates sounds, words, gestures, actions and behaviors.	
<p>Birth to 9 months:</p> <ol style="list-style-type: none"> 1. Engages in give-and-take imitation games and play. <p>8 months to 18 months:</p> <ol style="list-style-type: none"> 1. Imitates what other people did earlier. <p>16 months to 36 months:</p> <ol style="list-style-type: none"> 1. Imitates more complex actions, words, or signs at a later time to communicate, make, or do something. 	<p>SED.4.1 Enjoys turn-taking games such as peekaboo.</p> <p>SED.4.2 Mimics facial expressions of others.</p> <p>CA.4.2 Mimics observed behaviors and words. Mimics the use of familiar objects.</p>
Child uses objects or symbols to represent something else.	
Birth to 9 months: Emerging	CA.4.2 Mimics observed behaviors and words. Mimics the use

<p>8 months to 18 months: 1. Uses toy objects in the same ways as the real objects they represent are used.</p> <p>16 months to 36 months: 1. Uses objects as symbols to represent other objects during pretend play.</p>	<p>of familiar objects.</p> <p>CA.4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects.</p>
Child uses pretend play to increase understanding of culture, environment and experiences.	
<p>Birth to 9 months: Emerging</p> <p>8 months to 18 months: 1. Uses toy objects in the same ways as the real objects they represent are used.</p> <p>16 months to 36 months: 1. Uses objects as symbols to represent other objects during pretend play.</p>	<p>CA.4.2 Mimics observed behaviors and words. Mimics the use of familiar objects.</p> <p>CA.4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects.</p>
Child uses pretend play to increase understanding of culture, environment and experiences.	
<p>Birth to 9 months: Emerging</p> <p>8 months to 18 months: 1. Imitates everyday actions of others.</p> <p>16 months to 36 months: 1. Acts out routines, stories, or social roles using toys and other materials as props.</p>	<p>CA.4.2 Mimics observed behaviors and words. Mimics the use of familiar objects.</p> <p>CA.4.4 Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object.</p>
Perceptual, Motor, and Physical Development	
Perception	
Child uses perceptual information to understand objects, experiences and interactions.	

<p>Birth to 9 months:</p> <ol style="list-style-type: none"> 1. Uses awareness to form a basic understanding of objects when given frequent opportunities to observe, handle, and use objects, including recognizing differences in texture and how things smell and feel. <p>8 months to 18 months:</p> <ol style="list-style-type: none"> 1. Uses awareness of objects in matching and connecting their use through play and interaction with a familiar adult, such as using a play bottle to feed a baby doll. <p>16 months to 36 months:</p> <ol style="list-style-type: none"> 1. Observes others making things happen to understand the cause and effect relationship, such as a familiar adult preparing to go outside and then going to get a jacket or umbrella. 	<p>SCI.3.1 Uses senses to explore objects in the immediate environment.</p> <p>SCI.3.2 Reacts to changes in texture, smell, sound or sight.</p> <p>CA.4.2 Mimics observed behaviors and words. Mimics the use of familiar objects.</p> <p>MR.7.2 Experiments with cause and effect.</p>
Child uses perceptual information in directing own actions, experiences and interactions.	
<p>Birth to 9 months:</p> <ol style="list-style-type: none"> 1. Adjusts balance and movement with the changing size and proportion of child's own body in response to opportunities in the environment. <p>8 months to 18 months:</p> <ol style="list-style-type: none"> 1. Uses distance, scans for obstacles, and plans how to move based on that information while learning to crawl, walk, or move in another way. <p>16 months to 36 months:</p> <ol style="list-style-type: none"> 1. Uses perceptual information and motor actions to participate in play and daily routines, such as singing songs with hand motions or practicing self-care skills. 	<p>MR.4.2 Explores size and weight of objects in relation to self.</p> <p>SS.3.2 Finds ways to move around obstacles in a familiar environment.</p> <p>CA.2.3 Follows the movements of others. Explores personal space and direction.</p>
Gross Motor	
Child demonstrates effective and efficient use of large muscle	

for movement and position.	
<p>Birth to 9 months:</p> <ol style="list-style-type: none"> 1. Explores new body positions and movements. <p>8 months to 18 months:</p> <ol style="list-style-type: none"> 1. Moves from crawling, to cruising, to walking, and new muscle coordination for each new skill learned, such as how to manage changing ground surfaces. <p>16 months to 36 months:</p> <ol style="list-style-type: none"> 1. Gains control of a variety of postures and movements, including stooping, going from sitting to standing, running and jumping. 	<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.</p>
Child demonstrates effective and efficient use of large muscles to explore the environment.	
<p>Birth to 9 months:</p> <ol style="list-style-type: none"> 1. Uses each new posture (raising head, rolling onto back, sitting) to learn new ways to explore the environment. <p>8 months to 18 months:</p> <ol style="list-style-type: none"> 1. Uses body to position, balance, and especially to move, explore and examine materials, activities and spaces. <p>16 months to 36 months:</p> <ol style="list-style-type: none"> 1. Uses variety of movements, body positions, and postures to participate in active and quiet, indoor and outdoor play. 	<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.</p>
Child uses sensory information and body awareness to understand how one's own body relates to the environment.	
<p>Birth to 9 months:</p> <ol style="list-style-type: none"> 1. Responds to sounds and sights in the environment by positioning head or body to understand the information in the event. 	<p>LLD.1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response.</p> <p>PD.3.2 Responds to possible dangers in environment and avoids</p>

<p>8 months to 18 months:</p> <ol style="list-style-type: none"> Shows awareness as skilled crawler or walker of new challenges or dangers in the environment, such as steep inclines or drop-offs. <p>16 months to 36 months:</p> <ol style="list-style-type: none"> Begins to learn about different body sizes and space, such as being aware of what size opening is needed for one's body to move through. 	<p>them when prompted.</p> <p>MR.4.2 Explores size and weight of objects in relation to self.</p>
Fine Motor	
Child coordinates hand and eye movements to perform actions.	
<p>Birth to 9 months:</p> <ol style="list-style-type: none"> Coordinates hands and eyes when reaching for and holding steady or moving objects. <p>8 months to 18 months:</p> <ol style="list-style-type: none"> Uses hand-eye coordination for more difficult actions. <p>16 months to 36 months:</p> <ol style="list-style-type: none"> Uses hand-eye coordination when participating in routines, play and activities. 	<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>
Child uses hands for exploration, play and daily routines.	
<p>Birth to 9 months:</p> <ol style="list-style-type: none"> Uses single actions to explore shape, size, texture and weight of objects. <p>8 months to 18 months:</p> <ol style="list-style-type: none"> Explores features of objects and materials by using various hand actions, such as turning pages in a board book, turning the knobs on objects, or pointing to learn an object's name. <p>16 months to 36 months:</p> <ol style="list-style-type: none"> Plans ways to use hands for various activities, such as 	<p>PD.2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object.</p> <p>SCI.3.2 Reacts to changes in texture, smell, sound or sight.</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>

stacking, building, connecting and self-care skills or routines.	
Child adjusts reach and grasp to use tools.	
<p>Birth to 9 months:</p> <ol style="list-style-type: none"> 1. Uses increasingly developed grasps and matches the grasp to the task, such as using the whole hand to bang objects together. <p>8 months to 18 months:</p> <ol style="list-style-type: none"> 1. Extends reach by using simple tools. <p>16 months to 36 months:</p> <ol style="list-style-type: none"> 1. Adjusts grasp to use different tools for different purposes. 	<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>
Health, Safety, and Nutrition	
Child demonstrates healthy behaviors with increasing independence as part of everyday routines.	
<p>Birth to 9 months: Emerging</p> <p>8 months to 18 months:</p> <ol style="list-style-type: none"> 1. Expects and cooperates in daily self-care routines. <p>16 months to 36 months:</p> <ol style="list-style-type: none"> 1. Participates in healthy selfcare routines with more independence. 	<p>PD.4.2 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. Describes basic personal needs.</p>
Child uses safe behaviors with support from familiar adults.	
<p>Birth to 9 months: Emerging</p> <p>8 months to 18 months: Emerging</p> <p>16 months to 36 months:</p> <ol style="list-style-type: none"> 1. Accepts familiar adult guidance, support and protection when in unsafe situations. 	<p>PD.3.2 Responds to possible dangers in environment and avoids them when prompted.</p> <p>PD.3.3 Follows simple safety rules and avoids danger.</p>

2. Learns some differences between safe and unsafe play behaviors, such as classroom rules.	
Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious (healthy) food choices.	
<p>Birth to 9 months: Emerging</p> <p>8 months to 18 months:</p> <ol style="list-style-type: none"> 1. Shows interest in new foods that are offered. <p>16 months to 36 months:</p> <ol style="list-style-type: none"> 1. Shows willingness to try new, healthy foods when offered on many occasions. 2. Begins to make healthy choices about which foods to eat when offered several choices, with support from a familiar adult. 	<p>PD.5.2 Communicates when hungry, thirsty or tired. Feeds self some finger foods.</p> <p>PD.5.4 Identifies food and serves a portion into bowl or plate. Feeds self.</p>

Mississippi Early Learning

*Standards for Early Childhood:
3-Year-Olds*

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4-Year-Olds*



English Language Arts (ELA)	
Literature	
Key Ideas and Details	
<ol style="list-style-type: none"> 1. With guidance and support, ask and/or answer questions with details related to a variety of print materials (e.g., ask, “What is the duck doing?” or respond to, “Tell me about the duck.”). 2. With guidance and support, retell familiar stories (from books, oral presentation, songs, plays) using diverse media (e.g., conversation, drama, props throughout the classroom, creative movement, art and creative writing). 3. With guidance and support, identify common objects in the pictures of books. 	<p>LLD.6.2 Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character.</p> <p>LLD.4.2 Identifies a familiar object or person when shown a drawing or photo.</p>
Craft and Structure	
<ol style="list-style-type: none"> 4. With guidance and support, exhibit curiosity and interest that print conveys meaning. <ol style="list-style-type: none"> a. Increase vocabulary through conversations with adults and peers. b. Identify real-world print (e.g., labels in the classroom, signs in the community). 5. With guidance and support, experience common types of books (e.g., fantasy; factual; animals; books about people that represent diversity in race, culture, age, gender and ability). 6. With guidance and support, identify the role of the “author” and “illustrator.” 	<p>LLD.1.4 Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story or request then responds appropriately.</p>

Integration of Knowledge and Ideas	
7. With guidance and support, make connections between self and real-life experiences as they relate to classroom books.	LLD.6.5 Relates to the characters or events of the story and shares a similar experience or object from own life.
Range of Reading and Level of Text Complexity	
8. Actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., art activities, dramatic play, creative writing and movement).	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.
Informational Text	
Key Ideas and Details	
1. With guidance and support, answer questions related to a variety of informational print materials (e.g., simple graphs, pictorial lists, maps and charts). 2. With guidance and support, demonstrate some details of the main idea through play (e.g., dramatic play, art, creative writing and conversation). 3. With guidance and support, identify the connections between self and information presented/represented in the text (e.g., comparing hats from different cultures with hats people wear in child’s life).	LLD.6.3 Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. LLD.6.5 Relates to the characters or events of the story and shares a similar experience or object from their own life.
Craft and Structure	
4. Exhibit curiosity about words in informational texts (e.g.,	LLD.1.4 Asks what objects are called. Listens to a story or

<p>magazines, books, classroom labels).</p> <p>5. With guidance and support, recognize how books are read and identify the front cover and back cover.</p> <p>6. With guidance and support, identify the role of the author and illustrator.</p>	<p>request then responds appropriately.</p> <p>LLD.5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p>
Integration of Knowledge and Ideas	
<p>7. With guidance and support, make connections between self and real-life experiences as they relate to informational texts.</p>	<p>LLD.6.5 Relates to the characters or events of the story and shares a similar experience or object from own life.</p>
Range of Reading and Level of Text Complexity	
<p>8. Actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., art activities, dramatic play, creative writing and movement)</p>	<p>LLD.6.3 Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character.</p>
Foundational Skills	
Print Concepts	
<p>1. With guidance and support, demonstrate basic features of print.</p> <p>a. Recognize that print moves from left to right, top to bottom and page by page.</p> <p>b. Recognize that spoken words can be written and convey meaning.</p> <p>c. Recognize and name some letters in their first</p>	<p>LLD.5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p> <p>LLD.5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p>

<p>name.</p> <p>d. Recognize that letters can be grouped to form words.</p> <p>e. Recognize some numbers.</p>	
Phonological Awareness	
<p>2. With guidance and support, demonstrate an emerging (developing) understanding of spoken words and sounds.</p> <p>a. Explore rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry and conversation).</p> <p>b. Recognize sound patterns and repeat them (e.g., clapping, stomping, patting).</p> <p>c. Recognize initial sound in first name.</p> <p>d. Engage in language/verbal play (e.g., sound patterns, rhyming patterns, songs).</p>	<p>LLD.3.2 Imitates sounds and tones</p> <p>.</p> <p>LLD.3.5 Identifies the beginning and ending sounds of words.</p> <p>LLD.4.3 Recognizes the sound of the first letter in his/her name.</p>
Phonics and Word Recognition	
<p>3. With prompting and support, demonstrate emergent phonics and word analysis skills.</p> <p>a. Explore one-to-one letter-sound correspondence by producing the primary sound of some consonants.</p> <p>b. Recognize own name and environmental print.</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>
Fluency	
<p>4. With guidance and support, display emergent (developing) reading behavior with purpose and understanding through pretend reading and picture reading.</p>	<p>LLD.4.2 Points at words printed on a page and pretends to read aloud.</p>

Writing	
Text Types and Purposes	
<ol style="list-style-type: none"> 1. With guidance and support, recognize that writing is a way of communicating for a variety of purposes. <ol style="list-style-type: none"> a. Explore and experiment with a combination of written representations (e.g., scribbling or drawing) to express an opinion. b. Explore and experiment with a combination of written representations (e.g., scribbling or drawing) and describe their writing. c. Explore and experiment with a combination of written representations (e.g., scribbling or drawing) to tell about events or stories. 	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.
Production and Distribution of Writing	
<ol style="list-style-type: none"> 2. With guidance and support, begin to experiment with and hold age appropriate writing tools (e.g., paint brushes, markers, large crayons, large pencils) in order to facilitate the development of eye-hand coordination. 	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.
Research to Build and Present Knowledge	
<ol style="list-style-type: none"> 3. With prompting and support, recall information from experiences to answer questions. 	LLD.7.5 Uses a combination of drawing, dictating and writing to express and record an event or idea.
Speaking and Listening	
Comprehension and Collaboration	

<ol style="list-style-type: none"> 1. With guidance and support, participate in conversations about pre-kindergarten topics with peers and adults. <ol style="list-style-type: none"> a. Engage in voluntary social conversations (e.g., taking, exchanging information, listening attentively, awareness of others' feelings) b. Engage in extended conversations 2. With guidance and support, demonstrate understanding of information by asking and answering questions, as well as, responding to directions. 3. With guidance and support, ask and answer questions in order to seek help, obtain information, or clarify something that is not understood. 	<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>LLD.2.4 Speaks in simple complete sentences. Understands that people may use various forms of communication (such as sign language, braille, different languages) to express self. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p>
Presentation of Knowledge and Ideas	
<ol style="list-style-type: none"> 4. With guidance and support, describe familiar people, places, things and events. 5. With prompting and support, add drawings or other visual displays to descriptions. 6. With guidance and support, demonstrate an emergent (developing) ability to express thoughts, feelings and needs clearly. 	<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.</p>
Language	
Conventions of Standard English	
<ol style="list-style-type: none"> 1. With prompting and support, demonstrate awareness of the conventions of standard English grammar and use when speaking. <ol style="list-style-type: none"> a. Use frequently occurring verbs and nouns. b. Ask and answer questions. c. Use simple prepositions (e.g., in, out, on, off). 	<p>LLD.2.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille, or verbalized words. Asks and responds to questions.</p> <p>LLD.2.4 Describes familiar people, places and objects with expanding vocabulary.</p>

d. Use standard words instead of slang or baby talk.	
Vocabulary Acquisition and Use	
<p>2. With guidance and support, explore word relationships and word meanings</p> <ul style="list-style-type: none"> a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. With guidance and support, demonstrate developing vocabulary in which the majority of words spoken are understood by adults and peers. c. With guidance and support, use words and phrases appropriately that have been acquired through responses to text or stories, experiences, conversations and/or from hearing a story 	<p>LLD.2.5 Uses question words. Includes technical words and asks what unfamiliar words mean.</p> <p>LLD 1.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally.</p>
Mathematics	
Counting and Cardinality	
Know number names and the count sequence	
1. With guidance and support, recite numbers 1 to 5 or beyond from memory.	MR.1.4 Identifies numerals to five.
Count to tell the number of objects.	
2. With guidance and support, attempt to count concrete objects and actions up to 3.	MR.1.3 Recognizes numerals to three. Points to one object at a time while counting (not always in correct order).
Compare Numbers	

3. With guidance and support, attempt to compare quantities of numbers using concrete manipulatives to determine more than, less than, same and different.	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.
Operations and Algebraic Thinking	
Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.	
<ol style="list-style-type: none"> 1. With guidance and support, experiment with the concepts of putting together and taking from using concrete objects. 2. With guidance and support, experiment with patterns that are developmentally appropriate (e.g., duplicate simple patterns using concrete objects and actions such as counting bears and attribute blocks, clapping, stomping and patting.) 	<p>MR.1.4 Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p> <p>MR.5.3 Copies patterns with two steps, such as red-blue, red-blue.</p>
Measurement and Data	
Describe and compare measurable attributes.	
<ol style="list-style-type: none"> 1. With guidance and support, experiment with measurable attributes of everyday objects (e.g., big, little, tall, short, full, empty, heavy, light). 2. With guidance and support, experiment with ordering two objects using attributes of length, height and weight (e.g., big, bigger, long, longer, tall, taller, short, shorter). 3. Explore nonstandard units of measurement. 	<p>MR.4.3 Determines which object is bigger (heavier, longer) when given two objects.</p> <p>MR.4.4 Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help.</p> <p>MR.4.6 Makes logical estimates and uses measurement tools to check estimation.</p>

4. Explore standard tools of measurement.	
Classify objects and count the number of objects in each category.	
1. With guidance and support, sort, categorize, match, or classify objects (e.g., size, shape, primary colors).	MR.6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics.
Geometry	
Explore, identify and describe shapes (squares, circles, triangles).	
1. With guidance and support, correctly name circles, squares and triangles. 2. With guidance and support, recognize circles, squares and triangles in the environment (e.g., clock is a circle, cracker is a square, musical instrument triangle is a triangle).	MR.3.4 Identifies four to six basic geometric shapes.
Analyze, compare, create and compose shapes.	
3. With guidance and support, create shapes using developmentally appropriate materials (e.g., popsicle sticks, play dough, building blocks, pipe cleaners, pattern blocks).	LLD.7.4 Draws lines, circles or shapes and explains who or what they represent.
Approaches to Learning	
Play	
Engage in play.	

<ol style="list-style-type: none"> 1. With guidance and support, cooperate with peers during play by taking turns, sharing materials and inviting others to play. 2. With guidance and support, initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials). 3. With guidance and support, begin to exhibit creativity and imagination in a variety of forms. 4. With guidance and support, demonstrate engagement in various stages of play (e.g., solitary, parallel, collaborative). 	<p>SED.4.3 Identifies and plays side-by-side with a new or familiar person. Participates in an activity when asked.</p> <p>SS.2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person.</p>
Curiosity and Initiative	
Demonstrate curiosity and initiative.	
<ol style="list-style-type: none"> 1. Demonstrate a developing interest in new experiences by interacting with peers, using familiar materials in creative ways and investigating new environments. 2. Begin to ask questions to seek new information. 3. Demonstrate an increasing ability to make independent choices. 4. With guidance and support, approach tasks and activities with flexibility, imagination and inventiveness. 	<p>SED.1.4 When given two to three options, chooses his/her most desired option.</p> <p>SCI.1.2 Asks one- to two-word questions. Uses senses to explore environment.</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>
Persistent and Attentiveness	
Demonstrate persistence and attentiveness.	
<ol style="list-style-type: none"> 1. With guidance and support, follow through to complete a task or activity. 2. With guidance and support, demonstrate the ability to remain engaged in an activity or experience. 	<p>SED.3.4 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>

3. With guidance and support, seek out and accept help or information from adults and peers when needed to accomplish a task or an activity (e.g., using a step stool to reach the sink).	
Problem Solving Skills	
Demonstrate problem-solving skills.	
<ol style="list-style-type: none"> 1. With guidance and support, identify a problem or ask a question. 2. With guidance and support, begin to use a variety of strategies to solve a problem, reach a goal or answer a question (e.g., work with others, use a variety of materials, use trial and error). 3. With guidance and support, apply prior learning and experiences to build new knowledge. 	<p>SED 4.4 Asks adult to help solve problems. Explains why someone may be happy or sad.</p> <p>MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem.</p>
Social Emotional Learning	
Social Development	
Build and maintain relationships with others.	
<ol style="list-style-type: none"> 1. Interact appropriately with familiar adults. <ol style="list-style-type: none"> a. With guidance and support, communicate to seek help with difficult task, to find comfort and to obtain security. b. With guidance and support, engage with a variety of familiar adults. 2. Interact appropriately with other children. 	<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>SED.4.4 Participates in group with those different than self. Asks adult to help solve problems.</p>

<ul style="list-style-type: none"> a. Begin to engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials). b. Begin to develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others). c. With guidance and support, ask permission to use materials belonging to someone else. d. Begin to acknowledge needs and rights of others (e.g., “It’s your turn on the swing.”). <p>3. Express empathy and care for others.</p> <ul style="list-style-type: none"> a. With guidance and support, show affection and concern in appropriate ways (e.g., pat a child on the arm, give a soft hug to an upset peer). b. Begin to offer and accept encouraging and courteous words to demonstrate kindness. c. With guidance and support, identify emotional cues of others and react in a positive manner (e.g., “You seem sad.”). 	
<p>Work productively toward common goals and activities.</p>	
<p>4. Participate successfully as a member of a group.</p> <ul style="list-style-type: none"> a. With guidance and support, share experiences and ideas with others (e.g., engage in conversation to express ideas). b. With guidance and support, sustain interactions with peers, allow others to join play activities and play cooperatively with others in small and large groups (e.g., engage in cooperative play or conversations over time). 	<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>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>

<ul style="list-style-type: none"> c. With guidance and support, accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities). <p>5. Join ongoing activities in acceptable ways.</p> <ul style="list-style-type: none"> a. Begin to express to others a desire to play (e.g., “I want to play.”). b. With guidance and support, lead and follow. c. With guidance and support, move into group with ease. <p>6. 6. Resolve conflicts with others.</p> <ul style="list-style-type: none"> a. With guidance and support, use discussions and negotiations to reach a compromise (e.g., “I had the drum first or you can have it when this song is over.”). b. With guidance and support, use courteous words and actions (e.g., “Please give me the book.” “I’m sorry I stepped on your mat.”). 	
Emotional Development	
Demonstrate awareness of self and capabilities.	
<p>1. Demonstrate trust in self.</p> <ul style="list-style-type: none"> a. Begin to make positive statements about self, use assertive voice to express self and accept responsibility for own actions (e.g., say, “I can ...”, “I will ...”, “I did ...”). b. Begin to identify own emotions (e.g., say, “I feel ...”) and express pride in accomplishments (e.g., “I did it!”). <p>2. Develop personal preferences.</p>	<p>SED.1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p> <p>MR.7.4 Plans steps to accomplish task and then tries out many possible solutions to a problem.</p> <p>SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.</p>

<ul style="list-style-type: none"> a. Begin to express independence, interest and curiosity (e.g., say, “I can ...”, “I choose ...” I want ...”). b. With guidance and support, select and complete tasks (e.g., finish a puzzle or drawing). 3. Show flexibility, inventiveness and interest in solving problems. <ul style="list-style-type: none"> a. With guidance and support, make alternative choices (e.g., move to another area when a center is full). b. With guidance and support, problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen). 4. Know personal information. <ul style="list-style-type: none"> a. With guidance and support, describe self using several basic characteristics (e.g., gender, age, hair color, eye color). b. Refer to self by first name. c. With guidance and support, know parents’/guardians’ names. 	
Recognize and adapt expressions, behaviors and actions.	
<ul style="list-style-type: none"> 5. Show impulse control with body and actions. <ul style="list-style-type: none"> a. Begin to exhibit control of own body in space (e.g., move safely through room without harm to self or others). b. With guidance and support, follow procedures or routines (e.g., come to circle time when the teacher begins to sing). c. With guidance and support, transition appropriately and with ease within environments 	<p>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.</p> <p>SED.2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.</p>

<p>(e.g., come indoors to wash hands for lunch or to listen to a story).</p> <p>6. Manage emotions.</p> <ul style="list-style-type: none"> a. With guidance and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control). b. With guidance and support, recognize emotions (e.g., “I am really mad.”). c. With guidance and support, express feelings through appropriate gestures, actions and language (e.g., smile and say, “This story makes me happy.”). d. With guidance and support, express frustration and anger without harming self, others or property (e.g., “I don’t like it when you take my truck.”). <p>7. Follow procedures and routines with teacher support.</p> <ul style="list-style-type: none"> a. Begin to follow one- or two-step directions (e.g., move appropriately when transitions are announced). b. With guidance and support, use materials with care and safety (e.g., use scissors to cut paper). c. Begin to take turns and to share information with others (e.g., interact during group time). <p>8. Demonstrate flexibility in adapting to different environments.</p> <ul style="list-style-type: none"> a. With guidance and support, adjust behavior in different settings (e.g., at the library, playground, lunchroom). b. With guidance and support, follow rules (e.g., use outside voice, use inside voice) in different settings. 	<p>LLD.1.3 Responds to simple statements and questions. Follows related two-step directions given verbally.</p> <p>SS.2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person.</p>
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Science	
Physical Science	
Develop awareness of observable properties of objects and materials.	
<ol style="list-style-type: none"> 1. Begin to manipulate and explore a wide variety of objects and materials. 2. With guidance and support, explore properties of solid objects. <ol style="list-style-type: none"> a. With guidance and support, identify position of objects. b. With guidance and support explore movement of people and objects (e.g., over, under, in, out, sink, float). 3. With guidance and support, describe and compare objects and materials by at least one observable property (e.g., color, size, shape, weight, texture, temperature). 	<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 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>
Life Science	
Develop an awareness of living things.	
<ol style="list-style-type: none"> 1. With prompting and support, name and identify the five senses and the corresponding body parts for each. 2. With prompting and support, explore how living things change in form as they go through the general stages of a life cycle. <ol style="list-style-type: none"> a. Use informational text or other media to make observations and predictions about plants as they change during the life cycle and use models to communicate ideas. 	<p>SCI.1.2 Asks one- to two-word questions. Uses senses to explore the environment.</p> <p>SCI.1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.</p> <p>SCI.2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.</p>

<ul style="list-style-type: none"> b. Conduct experiments using observations and predictions to describe and model the life cycle of a familiar mammal. c. With teacher guidance, conduct a structured investigation to observe and measure the changes in various individuals of a single plant species from seed germination to adult plant. Record observations using drawings. <p>3. With prompting and support, explore what animals and plants need to live and grow.</p> <ul style="list-style-type: none"> a. With teacher guidance, conduct a structured investigation to determine what plants need to live and grow. <p>4. With guidance and support, explore characteristics of living and non-living things.</p> <ul style="list-style-type: none"> a. With teacher guidance, conduct an investigation of living organisms and non-living objects in various real-world environments to identify the characteristics of living and non-living things. b. With teacher guidance, create a visual representation of the information gained and results of the experiment. c. With teacher guidance, use appropriate technology tools to explore the observable characteristics of plants, animals and people. 	<p>SCI.4.5 Experiments with simple technology to solve problems or accomplish tasks.</p>
<p>Earth and Space Science</p>	
<p>Develop an awareness of earth science and space.</p>	
<p>1. With guidance and support, recognize that weather changes (e.g., rainy, windy, sunny, cloudy).</p>	

<ul style="list-style-type: none"> a. Observe daily display about weather and seasonal activity. 2. Begin to identify objects in the sky (e.g., clouds, sun, moon and stars). <ul style="list-style-type: none"> a. Explore materials to create display of common elements of day and night. b. Explore devices that protect from sun or rain. 3. With guidance and support, collect, sort, identify and describe objects in the natural world (e.g., rocks, soil, leaves). 	<p>SCI.2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.</p>
Technology	
Identify and explore a variety of technology tools.	
<ul style="list-style-type: none"> 1. With guidance and support, explore appropriate technology tools to gather or communicate information (e.g., magnifying glass, telescope, microscope, computer, simple machines). 	<p>SCI.4.5 Experiments with simple technology to solve problems or accomplish tasks.</p>
Physical Development	
Gross Motor Skills	
Demonstrate understanding of gross motor concepts as they apply to the learning, development and performance of physical activities.	
<ul style="list-style-type: none"> 1. Identify body parts (e.g., knee, foot, arm). 2. With guidance and support, demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, twisting, throwing a ball). 	<p>PD.4.3 Points to body parts when prompted. PD.1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p>

Demonstrate competency in gross motor skills and movement patterns needed to perform a variety of physical activities.	
<ul style="list-style-type: none"> 3. With guidance and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs). 4. With guidance and support, use various types of equipment (e.g., playground equipment, tricycles, slides). 5. Begin to engage in gross motor activities that are familiar as well as activities that are new and challenging (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, riding wheel toys). 	<p>PD.1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p>PD.1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p>
Fine Motor Skills	
Demonstrate competency in fine motor skills needed to perform a variety of physical activities.	
<ul style="list-style-type: none"> 1. With guidance and support, use fine muscle and eye-hand coordination for such purposes as using utensils, self-care, building and exploring (e.g., place small objects in bottle). 	<p>PD.2.3 Opens, closes, twists and pulls objects with one or both hands.</p> <p>PD.5.3 Feeds self soft foods with spoon or other utensil.</p>
Demonstrate understanding of emerging (developing) fine motor skills as they apply to the learning and performance of physical activities.	
<ul style="list-style-type: none"> 2. With guidance and support, demonstrate emerging (developing) fine muscle coordination using manipulative materials that vary in size, shape and skill requirement (e.g., press individual computer keys on a keyboard, use clay to form shapes). 	<p>PD.2.3 Opens, closes, twists and pulls objects with one or both hands.</p> <p>PD.2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p>

3. With guidance and support, demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tearing, cutting, folding).	
Participate in fine motor activity for self-expression and/or social interaction.	
4. With guidance and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play). 5. With guidance and support, participate in group activities involving fine motor experiences (e.g., playing with blocks together, finger plays and dramatic play).	PD.2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.
Demonstrate emerging competency in self-help skills needed to perform a variety of physical activities.	
6. With guidance and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self).	PD.4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.
Self-Care, Health, and Safety Skills	
Demonstrate an awareness and practice of safety rules.	
1. With guidance and support, identify and follow safety rules (e.g., classroom, home, community). 2. With guidance and support, practice safety procedures by responding appropriately to harmful or unsafe situations. 3. With guidance and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures.	PD.3.3 Follows simple safety rules and avoids danger.
Demonstrate an emerging use of standard health practices.	

<ol style="list-style-type: none"> 4. With guidance and support, practice common health routines (e.g., resting, eating healthy meals, exercising and using appropriate personal hygiene). 5. With guidance and support, participate in a variety of physical activities. 6. With guidance and support, identify nutritious foods. 	<p>PD.4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.</p> <p>PD.5.6 Identifies food that is nutritious. Helps to prepare food for others.</p>
Social Studies	
Family and Community	
Understand self in relation to the family and the community.	
<ol style="list-style-type: none"> 1. Begin to identify self as a member of a family, the learning community and local community. 2. With guidance and support, identify similarities and differences in people. 3. With guidance and support, describe some family traditions. 4. With guidance and support, identify some similarities and differences in family structure, culture, ability, language, age and gender. 	<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>
Understand the concept of individual rights and responsibilities.	
<ol style="list-style-type: none"> 5. With guidance and support, demonstrate responsible behavior related to daily routines. With guidance and support, explain some rules in the home and in the classroom. <ol style="list-style-type: none"> a. Identify some rules for different settings. b. Identify appropriate choices to promote positive interactions. 	<p>SED.1.4 Demonstrates confidence in own abilities.</p> <p>SED.3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p> <p>SS.1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes</p>

<ol style="list-style-type: none"> 6. With guidance and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers). 7. With guidance and support, identify some positive character traits of self and others (e.g., respectful, kind, fair, friendly). 8. With guidance and support, describe a simple sequence of familiar events. 	<p>family and community members, their roles and their relationship to self.</p> <p>SS.2.5 Applies familiar rules and suggests new rules in a variety of situations. Explores the use of trade to receive objects or services.</p> <p>SS.4.3 Describes events as they happen. Uses words such as first, then.</p>
Our World	
Understand the importance of people, resources and the environment.	
<ol style="list-style-type: none"> 1. With guidance and support, treat classroom materials and belongings of others with care. 2. With guidance and support, identify location and some physical features of familiar places in the environment. 3. With guidance and support, use money in pretend play in order to set in motion an understanding of the role money plays in the environment (e.g., play store or restaurant). 4. Begin to use a variety of technology tools (e.g., telephone, cash register, computer), either real or pretend, that affect daily life interactions and activities. 5. With guidance and support, begin to understand the role that people play in caring for the environment (e.g., recycling, keeping the environment clean, conserving water). 	<p>SS.1.5 Identifies roles and responsibilities of self and others to contribute to the community.</p> <p>SS.3.3 Identifies a variety of familiar places, such as the store, car, home or Grandma's. Follows a path.</p> <p>SS.2.6 Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions. Exchanges money, goods or services for other goods or services.</p>
History and Events	
Understand events that happened in the past.	

<ol style="list-style-type: none"> 1. With guidance and support, describe a simple series of familiar events. 2. With guidance and support, begin to understand events that happened in the past. 	<p>SS.4.3 Describes events as they happen. Uses words such as first, then.</p> <p>SS.4.4 Recalls information and events from the past.</p>
Creative Expression	
Dance	
DA: Cr1.1.PK Generate and conceptualize artistic ideas and work	
<ol style="list-style-type: none"> 1. Respond in movement to a variety of sensory stimuli (for example, music/sound, visual, tactile). 2. Find a different way to do several basic locomotor and non-locomotor movements. 	<p>CA.2.2 Moves body purposely. Sways or bounces to music. Uses purposeful gestures and body language to communicate.</p>
DA: Cr2.1.PK Organize and develop artistic ideas and work.	
<ol style="list-style-type: none"> 1. Improvise dance that starts and stops on cue. 2. Engage in dance experiences moving alone or with a partner. 	<p>CA.2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.</p>
DA: Cr3.1.PK Refine and complete artistic work.	
<ol style="list-style-type: none"> 1. Respond to suggestions for changing movement through guided improvisational experiences. 2. Identify parts of the body and document a body shape or position by drawing a picture. 	<p>CA.2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.</p>
DA: Pr4.1.PK Select, analyze, and interpret artistic work for presentation.	

<ol style="list-style-type: none"> 1. Identify and demonstrate directions for moving the body in general space (for example, forward, backwards, sideways, up, down, and turning) and finding and returning to a place in space. 2. Identify speed of dance as fast or slow. Move to varied rhythmic sounds at different tempi. 3. Move with opposing characteristics (for example, loose/tight, light/heavy, jerky/smooth). 	CA.2.4 Describes and demonstrates multiple ways to move body parts. Moves to the beat. Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements.
DA: Pr5.1.PK Develop and refine artistic technique and work for presentation.	
<ol style="list-style-type: none"> 1. Demonstrate basic full body locomotor, non-locomotor movement, and body patterning with spatial relationships. 2. Move in general space and start and stop on cue while maintaining personal space. 3. Identify and move body parts and repeat movements upon request. 	CA.2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm. CA.2.4 Describes and demonstrates multiple ways to move body parts. Moves to the beat. Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements.
DA: Pr6.1.PK Convey meaning through the presentation of artistic work.	
<ol style="list-style-type: none"> 1. Dance for others in a designated area or space. 2. Use a simple prop as part of a dance. 	CA.4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.
DA: Re7.1.PK Perceive and analyze artistic work.	
<ol style="list-style-type: none"> 1. Identify a movement in a dance by repeating it. 2. Demonstrate an observed or performed dance movement. 	CA.2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.
DA: Re8.1.PK Interpret intent and meaning in artistic work	

a. Observe a movement and share impressions.	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.
DA: Re9.1.PK Apply criteria to evaluate artistic work.	
a. Find a movement in a dance that was fun to watch. Repeat it and explain why it is fun to watch and do.	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.
DA: Cn10.1.PK Synthesize and relate knowledge and personal experiences to make art.	
a. Recognize an emotion expressed in dance movement that is watched or performed. b. Observe a dance work. Identify and imitate a movement from the dance, and ask a question about the dance.	CA.2.6 Recalls a simple movement pattern and performs it individually or in a group. Expresses ideas, feelings and stories through creative movement.
DA: Cn11.1.PK Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	
a. Show a dance movement experienced at home or elsewhere.	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.
Media Arts	
MA: Cr1.1.PK Generate and conceptualize artistic ideas and work.	
1. Share ideas for media artworks through guided exploration of tools, methods, and imagining.	CA.3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.
MA: Cr2.1.PK Organize and develop artistic ideas and work.	

2. With guidance, form ideas into plans or models for media arts productions.	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.
MA: Cr3.1.PK Refine and complete artistic work.	
3. Make and capture media arts content, freely and in guided practice, in media arts productions. 4. Attempt and share expressive effects, freely and in guided practice, in creating media artworks.	CA.3.5 Uses artistic tools and media to create intentional designs or images. Plans, designs and seeks materials to make a creation.
MA: Pr4.1.PK Select, analyze, and interpret artistic work for presentation.	
5. With guidance, combine different forms and content, such as image and sound, to form media artworks.	C.3.6 Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object. Explains how it was made.
MA: Pr5.1.PK Develop and refine artistic techniques and work for presentation.	
6. Use identified skills, such as manipulating tools, making choices, and sharing in creating media artworks. 7. Use identified creative skills, such as imagining freely and in guided practice, within media arts productions. 8. Use media arts creation tools freely and in guided practice.	CA.3.6 Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object. Explains how it was made.
MA: Pr6.1.PK Convey meaning through the presentation of artistic work.	

<p>9. With guidance, share roles and discuss the situation for presenting media artworks.</p> <p>10. With guidance, share reactions to the presentation of media artworks</p>	<p>CA.3.6 Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object. Explains how it was made.</p>
MA: Re7.1.PK Perceive and analyze artistic work.	
<p>11. With guidance, explore and discuss components and messages in a variety of media artworks.</p> <p>12. With guidance, explore media artworks and discuss experiences.</p>	<p>CA.3.6 Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object. Explains how it was made.</p>
MA: Re8.1.PK Interpret intent and meaning in artistic work.	
<p>13. With guidance, share reactions to media artworks.</p>	<p>SED.1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p>
MA: Re9.1.PK Apply criteria to evaluate artistic work.	
<p>14. With guidance, examine and share appealing qualities in media artworks.</p>	<p>SED.1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p>
MA: Cn10.1.PK Synthesize and relate knowledge and personal experiences to make art.	
<p>15. Use personal experiences in making media artworks.</p> <p>16. With guidance, share experiences of media artworks.</p>	<p>CA.3.7 Uses various tools and techniques to achieve desired artistic results. Creates art to express ideas, thoughts and feelings.</p>
MA: Cn11.1.PK Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	

<p>17. With guidance, relate media artworks and everyday life.</p> <p>18. With guidance, interact safely and appropriately with media arts tools and environments.</p>	<p>CA.3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.</p>
Music	
MU: Cr1.1.PK Generate and conceptualize artistic ideas and work.	
<p>1. With substantial guidance, explore and experience a variety of music.</p>	<p>CA.1.2 Responds to changes in sound, rhythm, volume or melody. Repeats words in familiar songs and attempts to sing.</p>
MU: Cr2.1.PK Organize and develop artistic ideas and work.	
<p>2. With substantial guidance, explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments).</p> <p>3. With substantial guidance, select and keep track of the order for performing original musical ideas, using iconic notation and/or recording technology.</p>	<p>CA.1.3 Claps to beat (not always consistently). Understands difference of singing and speaking voices. Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.</p>
MU: Cr3.1.PK Refine and complete artistic work.	
<p>4. With substantial guidance, consider personal, peer, and teacher feedback when demonstrating and refining personal musical ideas.</p>	<p>CA.1.7 Maintains a steady beat. Recognizes strong/weak beats. Begins to read rhythm notation. Matches vocal pitch in limited range. Interprets and compares many types of music.</p>
MU: Cr3.2.PK Refine and complete artistic work.	
<p>5. With substantial guidance, share revised personal musical ideas with peers.</p>	<p>CA.1.4 Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction. Uses voice, common objects or instruments to create music. Identifies self as a musician.</p>

MU: Pr4.1.PK Select, analyze, and interpret artistic work for presentation.	
6. With substantial guidance, demonstrate and state preference for varied musical selections.	CA.1.7 Maintains a steady beat. Recognizes strong/weak beats. Begins to read rhythm notation. Matches vocal pitch in limited range. Interprets and compares many types of music.
MU: Pr4.2.PK Select, analyze, and interpret artistic work for presentation.	
7. With substantial guidance, explore and demonstrate awareness of musical contrasts.	CA.1.7 Maintains a steady beat. Recognizes strong/weak beats. Begins to read rhythm notation. Matches vocal pitch in limited range. Interprets and compares many types of music.
MU: Pr4.3.PK Select, analyze, and interpret artistic work for presentation.	
8. With substantial guidance, explore music's expressive qualities (such as voice quality, dynamics, and tempo).	CA.1.7 Maintains a steady beat. Recognizes strong/weak beats. Begins to read rhythm notation. Matches vocal pitch in limited range. Interprets and compares many types of music.
MU: Pr5.1.PK Develop and refine artistic techniques and work for presentation.	
9. With substantial guidance, practice and demonstrate what they like about their own performances. 10. With substantial guidance, apply personal, peer, and teacher feedback to refine performances.	CA.1.4 Identifies self as a musician.
MU: Pr6.1.PK Convey meaning through the presentation of artistic work.	

11. With substantial guidance, perform music with expression.	CA.1.6 Creates simple rhythm patterns. Controls pitch when singing a familiar song. Communicates ideas by creating rhythm and/or melody.
MU: Re7.1.PK Perceive and analyze artistic work.	
12. With substantial guidance, state personal interests and demonstrate why they prefer some music selections over others.	SED.1.5 Describes and compares preferences of self and others.
MU: Re7.2.PK Perceive and analyze artistic work.	
13. With substantial guidance, explore musical contrasts in music.	CA.1.7 Maintains a steady beat. Recognizes strong/weak beats. Begins to read rhythm notation. Matches vocal pitch in limited range. Interprets and compares many types of music.
MU: Re8.1.PK Interpret intent and meaning in artistic work.	
14. With substantial guidance, explore music's expressive qualities (such as dynamics and tempo).	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.
MU: Re9.1.PK Apply criteria to evaluate artistic work.	
15. With substantial guidance, talk about personal and expressive preferences in music.	CA.1.7 Maintains a steady beat. Recognizes strong/weak beats. Begins to read rhythm notation. Matches vocal pitch in limited range. Interprets and compares many types of music.
MU: Cn10.0.PK Synthesize and relate knowledge and personal experiences to make art.	

16. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	CA.1.5 Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs. Uses voice or instruments to express feelings or to mimic sound effects.
MU: Cn11.0.PK Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	
17. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	CA.1.5 Uses voice or instruments to express feelings or to mimic sound effects.
Visual Arts	
VA: Cr1.1.PK Generate and conceptualize artistic ideas and work.	
1. Engage in self-directed play with materials.	CA.3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.
VA: Cr1.2.PK Generate and conceptualize artistic ideas and work.	
2. Engage in self-directed, creative making.	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.
VA: Cr2.1.PK Organize and develop artistic ideas and work.	
3. Use a variety of art-making tools.	CA.3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.
VA: Cr2.2.PK Organize and develop artistic ideas and work	

4. Share materials with others.	SS.2.4 Asks before taking an object that does not belong to self. Offers a toy or object to another person.
VA: Cr2.3.PK Organize and develop artistic ideas and work.	
5. Create and tell about art that communicates a story about a familiar place or object.	LLD.7.3 Scribbles or draws marks as a representation of an object or person.
VA: Cr3.1.PK Refine and complete artistic work.	
6. Share and talk about personal artwork.	CA.3.6 Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object. Explains how it was made.
G VA: Pr4.1.PK Select, analyze and interpret artistic work for presentation.	
7. Identify reasons for saving and displaying objects, artifacts, and artwork.	SED.1.2 Recognizes self in photos or in a mirror. Shows preference for certain foods or toys.
VA: Pr5.1.PK Develop and refine artistic techniques and work for presentation.	
8. Identify places where art may be displayed or saved.	SED.1.4 When given two to three options, chooses his/her most desired option. Demonstrates confidence in own abilities.
VA: Pr6.1.PK Convey meaning through the presentation of artistic work.	
9. Identify where art is displayed both inside and outside of school.	SS.1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.
VA: Re7.1.PK Perceive and analyze artistic work.	

10. Recognize art in one's environment.	SS.1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.
VA: Re7.2.PK Perceive and analyze artistic work.	
11. Distinguish between images and real objects.	CA.3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.
VA: Re8.1.PK Interpret intent and meaning in artistic work.	
12. Interpret art by identifying and describing subject matter.	CA.3.6 Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object. Explains how it was made.
VA: Re9.1.PK Apply criteria to evaluate artistic work.	
13. Select a preferred artwork.	SED.1.4 When given two to three options, chooses his/her most desired option. Demonstrates confidence in own abilities.
VA: Cn10.1.PK Synthesize and relate knowledge and personal experiences to make art.	
14. Explore the world using descriptive and expressive words and art-making.	CA.3.6 Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object. Explains how it was made.
VA: Cn11.1.PK Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	
15. Recognize that people make art	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.

Theater	
TH: Cr1.1.PK Generate and conceptualize artistic ideas and work.	
<ol style="list-style-type: none"> 1. With prompting and support, transition between imagination and reality in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). 2. With prompting and support, use non-representational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). 	<p>CA.4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p> <p>CA.4.4 Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object.</p>
TH: Cr2.1.PK Organize and develop artistic ideas and work.	
<ol style="list-style-type: none"> 3. With prompting and support, contribute through gestures and words to dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). 4. With prompting and support, express original ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). 	<p>CA.4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p> <p>CA.4.7 Plans a story and seeks out props to enhance a role or highlight details. Integrates emotion into performance.</p>
TH: Cr3.1.PK Refine and complete artistic work.	
<ol style="list-style-type: none"> 5. With prompting and support, answer questions in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). 	<p>LLD.2.3 Asks what a specific person or object is called. Communicates needs, desires and ideas. Asks and responds to questions.</p>
TH: Pr4.1.PK Select, analyze, and interpret artistic work for presentation.	

6. With prompting and support, identify characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	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.
TH: Pr5.1.PK Develop and refine artistic techniques and work for presentation.	
7. With prompting and support, understand that imagination is fundamental to dramatic play and guided drama experience (e.g., process drama, story drama, creative drama). 8. With prompting and support, explore and experiment with various technical elements in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	CA.4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.
TH: Pr6.1.PK Convey meaning through the presentation of artistic work.	
9. With prompting and support, engage in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	CA.4.4 Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object.
TH: Re7.1.PK Perceive and analyze artistic work.	
10. With prompting and support, recall an emotional response in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	CA.4.7 Plans a story and seeks out props to enhance a role or highlight details. Integrates emotion into performance.
G TH: Re8.1.PK Interpret intent and meaning in artistic work.	

<p>11. With prompting and support, explore preferences in dramatic play, guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.</p> <p>12. With prompting and support, name and describe characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>CA.4.5 Assigns roles and plays out unscripted scenes in dramatic play. Uses a combination of real and imaginary props or characters to play out a scene.</p>
<p>TH: Re9.1.PK Apply criteria to evaluate artistic work.</p>	
<p>13. With prompting and support, identify similarities between a story and personal experience in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>LLD.6.5 Relates to the characters or events of the story and shares a similar experience or object from own life.</p>
<p>TH: Cn11.1.PK Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p>	
<p>14. With prompting and support, use skills and knowledge from other areas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>CA.4.5 Assigns roles and plays out unscripted scenes in dramatic play. Uses a combination of real and imaginary props or characters to play out a scene.</p>
<p>TH: Cn11.2.PK Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p>	
<p>15. With prompting and support, identify stories that are similar to one another in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>16. With prompting and support, tell a short story in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>CA.4.5 Assigns roles and plays out unscripted scenes in dramatic play. Uses a combination of real and imaginary props or characters to play out a scene.</p>

Mississippi Early Learning

*Standards for Early Childhood:
3-Year-Olds*

*Standards for Early Childhood:
4-Year-Olds*



English Language Arts (ELA)	
Literature	
Key Ideas and Details	
<ol style="list-style-type: none"> 1. With prompting and support, ask and/or answer questions with details related to a variety of print materials (e.g., ask, “What is the duck doing?” or respond to, “Tell me about the duck.”). 2. With prompting and support, retell familiar stories (from books, oral presentations, songs, plays) using diverse media (e.g., conversation, drama, props throughout the classroom, creative movement, art and creative writing). 3. With prompting and support, identify some characters, settings and/or major events in a story. 	<p>LLD.6.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Asks and answers questions about text, retells a story by pointing at pictures or role-playing with props.</p> <p>LLD.6.5 Relates to the characters or events of the story and shares a similar experience or object from own life. Retells portions of a story. Asks and answers simple questions about characters, setting and events.</p>
Craft and Structure	
<ol style="list-style-type: none"> 4. Exhibit curiosity and interest in learning words in print. <ol style="list-style-type: none"> a. Develop new vocabulary from stories. b. Identify real world print (e.g., word wall, class dictation, labels in classroom and signs in the community). 5. With prompting and support, interact with common types of texts (e.g., fantasy; factual; animals; books that represent diversity in race, culture, age, gender and ability). <ol style="list-style-type: none"> a. Identify the front cover, back cover and title page of a book. 6. With prompting and support, identify the role of the 	<p>LLD.1.4 Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story or request then responds appropriately.</p> <p>LLD.5.6 Recognizes common types of text, e.g., poem, storybook, fact book. Names author and illustrator.</p>

“author” and “illustrator”.	
Integration of Knowledge and Ideas	
<p>7. With prompting and support, make connections among self, illustrations and the story (e.g., picture walk, small group questions and answers, props in drama).</p> <p>8. With prompting and support, compare and contrast adventures and experiences of characters in familiar stories (e.g., how are two stories similar and/or different).</p>	<p>LLD.6.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Asks and answers questions about text, new vocabulary, retells a story by pointing at pictures or role-playing with props.</p> <p>LLD.6.6 With support, compares similarities between two texts. With prompting, answers questions about characters and setting. Retells major events of a story in sequence.</p>
Range of Reading and Level of Text Complexity	
<p>9. Actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., art activities, dramatic play, creative writing, movement).</p>	<p>LLD.6.3 Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character.</p>
Informational Text	
Key Ideas and Details	
<p>1. With prompting and support, ask and/or answer questions with details related to a variety of informational print materials (e.g., charts, graphs, maps, lists and other reference materials).</p> <p>2. With prompting and support, identify the main topic/idea and retell some details using diverse media (e.g., drama,</p>	<p>LLD.6.4 Asks and answers questions about text, retells a story by pointing at pictures or role-playing with props.</p> <p>LLD.6.5 Relates to the characters or events of the story and shares a similar experience or object from own life.</p> <p>LLD.6.6 With support, compares similarities between two texts.</p>

<p>creative writing, art, conversation).</p> <p>3. With prompting and support, demonstrate the connections among individuals, events, ideas, or pieces of information in a text (e.g., art, dramatic play, creative writing, conversation).</p>	
Craft and Structure	
<p>4. Exhibit curiosity and interest about words in a variety of informational texts.</p> <p>5. With prompting and support, identify the front cover, back cover and title page of a book.</p> <p>6. With prompting and support, identify the role of the “author” and “illustrator” in informational text.</p>	<p>LLD.5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p> <p>LLD.5.5 Tracks print from the end of one line to the beginning of the next line.</p> <p>LLD.5.6 Names author and illustrator.</p>
Integration of Knowledge and Ideas	
<p>7. With prompting and support, make connections between self and text and/or information and text.</p> <p>8. With prompting and support, explore the purpose of the informational text as it relates to self.</p> <p>9. With prompting and support, identify similarities and differences in illustrations between two texts on the same topic.</p>	<p>LLD.6.5 Relates to the characters or events of the story and shares a similar experience or object from own life.</p> <p>LLD.6.6 With support, compares similarities between two texts.</p>
Range of Reading and Level of Text Complexity	
<p>10. With prompting and support, actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., experiments, observations, topic studies, conversations,</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>

illustrated journals).	
Foundational Skills	
Print Concepts	
<p>1. With prompting and support, demonstrate understanding of conventions of print.</p> <ul style="list-style-type: none"> a. Understand that print moves from left to right, top to bottom and page by page. b. Recognize an association between spoken and written words. c. Understand that words are separated by spaces in print. d. Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name. e. Recognize words as a unit of print and understand that letters are grouped to form words. f. Differentiate letters from numbers. g. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named. 	<p>LLD.5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p> <p>LLD.4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.</p> <p>LLD.4.4 Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds.</p>
Phonological Awareness	
<p>2. With prompting and support, demonstrate an emerging (developing) understanding of spoken words, syllables and sounds.</p> <ul style="list-style-type: none"> a. Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry and conversation). 	<p>LLD.3.4 Identifies the beginning and ending sounds of words.</p> <p>LLD.3.5 Counts syllables in spoken words. Isolates and pronounces the sound of each syllable.</p>

<ul style="list-style-type: none"> b. Demonstrate an understanding of syllables in words (units of sound) by clapping, stomping and finger tapping. c. With prompting and support, isolate and pronounce the initial sounds and ending sounds in words. d. Engage in language play (e.g., sound patterns, rhyming patterns, songs). e. Demonstrate awareness of the relationship between sounds and letters. 	
Phonics and Word Recognition	
<ul style="list-style-type: none"> 3. With prompting and support, demonstrate emergent phonics and word analysis skills. <ul style="list-style-type: none"> a. Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants. b. Recognize own name, environmental print and some common high frequency sight words. 	<p>LLD.4.4 Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds.</p> <p>LLD.4.5 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.</p>
Fluency	
<ul style="list-style-type: none"> 4. Display emergent reading behavior with purpose and understanding (e.g., pretend reading, picture reading). 	LLD.4.2 Points at words printed on a page and pretends to read aloud.
Writing	
Text Types and Purposes	
<ul style="list-style-type: none"> 1. With prompting and support, recognize that writing is a way of communicating for a variety of purposes. 	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.

<ul style="list-style-type: none"> a. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters and dictations) to express an opinion. b. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters and) and describe their writing. c. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters and dictations) to tell about events or stories. 	LLD.7.5 Uses a combination of drawing, dictating and writing to express and record an event or idea.
Production and Distribution of Writing	
<ul style="list-style-type: none"> 2. With prompting and support, focus on a topic and draw pictures or add details to an illustration that will clarify responses to questions or suggestions from adults and peers. 3. With prompting and support, use a variety of tools (e.g., digital media, art materials) to share in the creation and publication of creative writing. 	LLD.7.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea.
Research to Build and Present Knowledge	
<ul style="list-style-type: none"> 4. With prompting and support, recall information from experiences to answer questions. 	LLD.7.5 Uses a combination of drawing, dictating and writing to express and record an event or idea.
Speaking and Listening	
Comprehension and Collaboration	

<ol style="list-style-type: none"> 1. With guidance and support, participate in small-group as well as large-group shared conversations about pre-kindergarten topics and texts with peers and adults. <ol style="list-style-type: none"> a. Engage in voluntary conversations (e.g., taking turns, exchanging information, listening attentively, being aware of others' feelings). b. Engage in extended conversations. 2. With prompting and support, confirm understanding of information presented orally, from read-alouds or through other media by asking and answering questions about details. 3. With prompting and support, ask and answer questions in order to seek help, obtain information or clarify something that is not understood. 	<p>LLD.1.4 Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story or request then responds appropriately. Follows unrelated two-step directions given verbally.</p> <p>LLD.2.5 Speaks in simple complete sentences. Understands that people may use various forms of communication (such as sign language, braille, different languages) to express self. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p>
Presentation of Knowledge and Ideas	
<ol style="list-style-type: none"> 4. With prompting and support, describe familiar people, places, things and events. 5. With prompting and support, add drawings or other visual displays to descriptions. 6. With prompting and support, demonstrate an emergent (developing) ability to express thoughts, feelings and ideas clearly. 	<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>
Language	
Conventions of Standard English	
<ol style="list-style-type: none"> 1. With prompting and support, demonstrate awareness of the conventions of standard English grammar and usage when speaking. <ol style="list-style-type: none"> a. Use frequently occurring nouns and verbs. 	<p>LLD.2.5 Speaks in simple complete sentences. Understands that people may use various forms of communication (such as sign language, braille, different languages and technology) to express ideas. Uses question words. Includes technical words and asks</p>

<ul style="list-style-type: none"> b. Form regular plural nouns by adding /s/ or /es/ (e.g., dog, dogs; dish, dishes). c. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). d. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, of, by, with). e. Produce and expand complete sentences in shared language activities. <p>2. With prompting and support, demonstrate awareness of the conventions of standard English.</p> <ul style="list-style-type: none"> a. Write first name, capitalizing the first letter. b. Develop an awareness of symbols for end punctuation. c. Attempt to write a letter or letters to represent a word. d. Experiment with written representations of words, using emergent (developing) knowledge of letter-sound relationships. 	<p>what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD.2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts.</p> <p>LLD.1.4 Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story or request then responds appropriately. Follows unrelated two-step directions given verbally.</p> <p>LLD.7.5 Uses a combination of drawing, dictating and writing to express and record an event or idea.</p> <p>LLD.7.6 Uses inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing.</p>
<p>Vocabulary Acquisition and Use</p>	
<p>3. With prompting and support, explore unknown and multiple-meaning words based on pre-kindergarten reading and content.</p> <ul style="list-style-type: none"> a. Apply new meaning for familiar words accurately (e.g., recognizing that a car is also a vehicle). <p>4. With guidance and support, explore word relationships and word meanings.</p> <ul style="list-style-type: none"> a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. 	<p>LLD.2.5 Uses question words. Includes technical words and asks what unfamiliar words mean.</p> <p>LLD.2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts.</p>

<ul style="list-style-type: none"> b. Experiment with frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (e.g., run, walk; fast, slow; soft, hard). c. Identify real-life connections between words and their use (e.g., find examples of things that are smooth, rough). d. Recognize and demonstrate knowledge of verbs (e.g., acting out sweeping, describing how to brush teeth). <p>5. With prompting and support, use words and phrases that have been acquired through responses to text or stories, experiences, conversations and/or from hearing a story</p>	<p>LLD 1.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally.</p>
Mathematics	
Counting and Cardinality	
Know number names and the count sequence	
<ul style="list-style-type: none"> 1. With prompting and support, recite numbers 1 to 30 in the correct order. 2. With prompting and support, recognize, name, and attempt writing numerals 0 – 20. 	<p>MR.1.6 Identifies and writes numerals to 20. Counts to 100 by ones and tens.</p>
Count to tell the number of objects.	
<ul style="list-style-type: none"> 3. With guidance and support, attempt to compare quantities of numbers using concrete manipulatives to determine more than, less than, same and different. 4. With guidance and support, understand the relationship between numerals and quantities. <ul style="list-style-type: none"> a. Recognize that a numeral is a symbol that represents a number of objects, using 	<p>MR.1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p> <p>MR.1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.</p>

<p>developmentally appropriate pre-kindergarten materials.</p> <p>b. Match quantities and numerals 0 – 10.</p> <p>5. Count many kinds of concrete objects and actions up to 10, using one-to-one correspondence; and, with guidance and support, count up to 10 things in a scattered design.</p> <p>a. Use the number name to represent the number of objects in a set, using developmentally appropriate pre-kindergarten materials.</p>	
Compare Numbers	
<p>6. Use comparative language (e.g., more than, less than, equal to, same and different) to compare objects, using developmentally appropriate pre-kindergarten materials.</p>	MR.1.4. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.
Operations and Algebraic Thinking	
Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.	
<p>1. With guidance and support, experiment with adding and subtracting by using developmentally appropriate pre-kindergarten materials.</p> <p>2. With guidance and support, model real-world addition and subtraction problems up to 5 using developmentally appropriate pre-kindergarten materials.</p> <p>3. With guidance and support, decompose numbers less than or equal to 10 in more than one way using</p>	<p>MR.1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p> <p>MR.1.6 Identifies and writes numerals to 20. Counts to 100 by ones and tens. Counts forward from a given number. Decomposes numbers less than or equal to 10 in more than one way, e.g., $7 = 3 + 4$ just as $7 = 2 + 5$.</p>

<p>developmentally appropriate pre-kindergarten materials. one way using developmentally appropriate prekindergarten materials.</p> <p>4. With guidance and support, demonstrate an understanding of patterns using developmentally appropriate pre-kindergarten materials (e.g. duplicate and extend simple patterns using concrete objects).</p>	<p>MR.5.3 Copies patterns with two steps, such as red-blue, red-blue.</p>
Measurement and Data	
Describe and compare measurable attributes.	
<p>1. With guidance and support, recognize measurable attributes of everyday objects such as length, weight and size, using appropriate vocabulary (e.g., small, big, short, tall, empty, full, heavy, light).</p> <p>2. With guidance and support, compare two objects using attributes of length, weight and size (e.g., bigger, longer, taller, heavier, same weight, same amount).</p> <p>a. Use nonstandard units of measurement.</p> <p>b. Explore standard tools of measurement.</p>	<p>MR.4.3 Determines which object is bigger (heavier, longer) when given two objects.</p> <p>MR.4.4 Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help.</p> <p>MR.4.6 Makes logical estimates and uses measurement tools to check estimation.</p>
Classify objects and count the number of objects in each category.	
<p>3. With guidance and support, sort, categorize, or classify objects (e.g., color, size, length, height, weight, area, temperature).</p>	<p>MR.6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics.</p>

Geometry	
Explore, identify and describe shapes (squares, circles, triangles).	
<ol style="list-style-type: none"> 1. With guidance and support, correctly name shapes. 2. With guidance and support correctly name shapes in the environment, regardless of their orientation or overall size, recognizing differences among shapes. 3. With guidance and support, explore the differences between two-dimensional and three-dimensional shapes. 	<p>MR.3.5 Describes basic and complex two- and three-dimensional shapes using own words.</p> <p>MR.3.6 Describes objects in the environment as two- and three-dimensional shapes.</p>
Analyze, compare, create and compose shapes.	
<ol style="list-style-type: none"> 4. With guidance and support, create and represent shapes using developmentally appropriate pre-kindergarten materials (e.g., popsicle sticks, play dough, blocks, pipe cleaners, pattern blocks). 5. With guidance and support, explore using shapes to create representation of common objects (e.g., use a square and a triangle to make a house). 	<p>MR.3.6 Describes objects in the environment as two- and three-dimensional shapes.</p> <p>LLD.7.4 Draws lines, circles or shapes and explains who or what they represent.</p>
Approaches to Learning	
Play	
Engage in play.	
<ol style="list-style-type: none"> 1. Cooperate with peers during play by taking turns, sharing materials and inviting others to play. 2. Initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials). 	<p>SED.4.3 Identifies and plays side-by-side with a new or familiar person. Participates in an activity when asked.</p>

<ol style="list-style-type: none"> 3. Exhibit creativity and imagination in a variety of forms (e.g., roles, props and language). 4. Demonstrate active engagement in play. 	<p>SED.4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play.</p> <p>SS.2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person.</p>
Curiosity and Initiative	
Demonstrate curiosity and initiative.	
<ol style="list-style-type: none"> 1. Demonstrate interest in new experiences by interacting with peers, using familiar materials in creative ways and investigating new environments. 2. Ask questions to seek new information. 3. Make independent choices. 4. Approach tasks and activities with flexibility, imagination and inventiveness. 	<p>SED.1.4 When given two to three options, chooses his/her most desired option.</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>SCI.1.5 Asks questions, seeks information and shows curiosity..</p>
Persistent and Attentiveness	
Demonstrate persistence and attentiveness.	
<ol style="list-style-type: none"> 1. Follow through to complete a task or activity. 2. Demonstrate the ability to remain engaged in an activity or experience. 3. Seek out and accept help or information from adults and peers when needed to accomplish a task or an activity (e.g., using a step stool to reach the sink). 	<p>SED.3.4 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> <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>

Problem Solving Skills	
Demonstrate problem-solving skills.	
<ol style="list-style-type: none"> 1. Identify a problem or ask a question. 2. Use a variety of strategies to solve a problem, reach a goal or answer a question (e.g., work with others, use a variety of materials, use trial and error). 3. Apply prior learning and experiences to build new knowledge. 	<p>MR.7.4 Plans steps to accomplish task and then tries out many possible solutions to a problem.</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>
Social Emotional Learning	
Social Development	
Build and maintain relationships with others.	
<ol style="list-style-type: none"> 1. Interact appropriately with familiar adults. <ol style="list-style-type: none"> a. Communicate to seek out help with a difficult task, to find comfort and to obtain security. b. Engage with a variety of familiar adults for a specific purpose. 2. Interact appropriately with other children. <ol style="list-style-type: none"> a. Engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials). b. Develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others). c. Ask permission to use items or materials of others. d. Acknowledge needs and rights of others (e.g., say, "It's your turn on the swing."). 3. Express empathy and care for others. 	<p>SED.4.4 Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad.</p> <p>Initiates play with one or more persons. Offers to help others.</p> <p>SED.4.5 Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p> <p>SED.4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.</p>

<ul style="list-style-type: none"> a. Show affection and concern in appropriate ways (e.g., pat a child on the arm; give a soft hug to an upset peer). b. Offer and accept encouraging and courteous words to demonstrate kindness. c. With prompting and support, identify emotional cues of others and react in a positive manner (e.g., say, “You seem sad.”). 	
<p>Work productively toward common goals and activities.</p>	
<ul style="list-style-type: none"> 4. Participate successfully as a member of a group. <ul style="list-style-type: none"> a. With prompting and support, share experiences and ideas with others (e.g., engage in conversation to express ideas). b. Sustain interactions with peers, allow others to join play activities, and play cooperatively with others in small and large groups (e.g., engage in cooperative play or conversations over time). c. Accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities). 5. Join ongoing activities in acceptable ways. <ul style="list-style-type: none"> a. Express to others a desire to play (e.g., say, “I want to play.”). b. Lead and follow. c. Move into group with ease. 6. Resolve conflicts with others. <ul style="list-style-type: none"> a. With prompting and support, use discussions and negotiations to reach a compromise (e.g., say, “I had the drum first or you can have it when this song is over.”). 	<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>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>b. With prompting and support, use courteous words and actions (e.g., say, "Please give me the book." "I'm sorry I stepped on your mat.").</p>	
<p>Emotional Development</p>	
<p>Demonstrate awareness of self and capabilities.</p>	
<ol style="list-style-type: none"> 1. Demonstrate trust in self. <ol style="list-style-type: none"> a. a. Make positive statements about self, use assertive voice to express self and accept responsibility for own actions (e.g., say, "I can ...", "I will ...", "I did ..."). b. Identify own emotions (e.g., say, "I feel ...") and express pride in accomplishments (e.g., "I did it!"). 2. Develop personal preferences. <ol style="list-style-type: none"> a. Express independence, interest and curiosity (e.g., say, "I can ...", "I choose ..." I want ..."). b. Select and complete tasks (e.g., finish a puzzle or drawing). 3. 3. Show flexibility, inventiveness and interest in solving problems. <ol style="list-style-type: none"> a. a. Make alternative choices (e.g., move to another area when a center is full). b. b. Persist and problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen). 4. Know personal information. <ol style="list-style-type: none"> a. Describe self using several basic characteristics (e.g., gender, age, hair color, eye color). b. Refer to self by first and last name. 	<p>SED.1.4 When given two to three options, chooses his/her most desired option. Demonstrates confidence in own abilities.</p> <p>MR.7.4 Plans steps to accomplish task and then tries out many possible solutions to a problem.</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>

c. Know parent(s’)/guardian(s’) name(s).	
Recognize and adapt expressions, behaviors and actions.	
<p>5. Show impulse control with body and actions.</p> <ul style="list-style-type: none"> a. Control own body in space (e.g., move safely through room without harm to self or others). b. Follow procedures or routines (e.g., come to circle time when the teacher begins to sing). c. Transition appropriately within environments with ease (e.g., come indoors to wash hands for lunch or to listen to a story). <p>6. Manage emotions.</p> <ul style="list-style-type: none"> a. With prompting and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control). b. With prompting and support, recognize emotions (e.g., “I am really mad.”). c. With prompting and support, express feelings through appropriate gestures, actions and language (e.g., smile and say, “This story makes me happy.”). d. With prompting and support, express frustration and anger without harming self, others, or property (e.g., “I don’t like it when you take my truck.”). <p>7. Follow procedures and routines with teacher support.</p> <ul style="list-style-type: none"> a. Follow one-step and/or two-step directions (e.g., move appropriately when transitions are announced). b. Use materials with care and safety (e.g., use scissors to cut paper). 	<p>SED.2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.</p> <p>SED.2.5 Names some personal feelings and uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.</p> <p>SED.2.6 Identifies and explains personal feelings. Describes appropriate responses to different emotions. Transitions from one activity to the next and helps others through the transition.</p> <p>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>SS.2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person.</p>

<ul style="list-style-type: none"> c. c. Take turns sharing information with others (e.g., interact during group time). <p>8. 8. Demonstrate flexibility in adapting to different environments.</p> <ul style="list-style-type: none"> a. a. Adjust behavior in different settings (e.g., at the library, playground, lunchroom). b. b. Follow rules (e.g., use outside voice, use inside voice) in different settings. 	
Science	
Physical Science	
Develop awareness of observable properties of objects and materials.	
<ul style="list-style-type: none"> 1. 1. The child will manipulate and explore items in the environment with a wide variety of investigative tools. 2. With prompting and support, describe and compare the properties of different materials and classify these materials by their observable characteristics and by their physical properties (weight, volume, temperature, texture, solid or liquid and sink or float). 3. With prompting and support, explore how solid objects can be constructed from a smaller set. <ul style="list-style-type: none"> a. With teacher guidance, use basic shapes and spatial reasoning to model large objects in the environment using a set of small objects (e.g., blocks) b. With teacher guidance, explore why things may not work the same if some of the parts are missing. 	<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.6.5 Sorts objects by more than one feature and explains why.</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>

4. With guidance and support, conduct an experiment to explore what happens to objects in relation to other forces (e.g., throwing rocks, bouncing ball).	
Life Science	
Acquire scientific knowledge related to life science.	
<ol style="list-style-type: none"> 1. With prompting and support, name and identify the five senses and the corresponding body parts for each. 2. With prompting and support, explore how living things change in form as they go through the general stages of a life cycle. <ol style="list-style-type: none"> a. Use informational text or other media to make observations and predictions about plants as they change during the life cycle and use models to communicate ideas. b. Conduct experiments using observations and predictions to describe and model the life cycle of a familiar mammal. c. With teacher guidance, conduct a structured investigation to observe and measure the changes in various individuals of a single plant species from seed germination to adult plant. Record observations using drawings. 3. With prompting and support, explore what animals and plants need to live and grow. <ol style="list-style-type: none"> a. With teacher guidance, conduct a structured investigation to determine what plants need to live and grow. 4. With guidance and support, explore characteristics of living and non-living things. 	<p>PD.4.4 Describes the function of basic body parts.</p> <p>SCI.1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.</p> <p>SCI.2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.</p> <p>SCI.2.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life.</p> <p>SCI.4.5 Experiments with simple technology to solve problems or accomplish tasks.</p>

<ol style="list-style-type: none"> a. With teacher guidance, conduct an investigation of living organisms and non-living objects in various real-world environments to identify the characteristics of living and non-living things. b. With teacher guidance, create a visual representation of the information gained and results of the experiment. c. With teacher guidance, use appropriate technology tools to explore the observable characteristics of plants, animals and people. 	
Earth and Space Science	
Apply scientific knowledge related to earth science and space.	
<ol style="list-style-type: none"> 1. With prompting and support, describe daily weather changes and seasonal patterns using related vocabulary (e.g., fall, summer, spring, winter, hot, cold, warm, sunny, cloudy). <ol style="list-style-type: none"> a. With teacher guidance, collect and display daily data about weather and seasonal activity. 2. With prompting and support, identify characteristics of the clouds, sun, moon and stars. <ol style="list-style-type: none"> a. With teacher guidance, create a simple model of common elements of day and night. b. With teacher guidance, construct a device which would protect from sun and/or rain. 3. With prompting and support, collect, sort, identify and describe natural objects in the world (e.g., rocks, soil, leaves). <ol style="list-style-type: none"> a. Participate in a teacher led activity to identify and reuse materials. 	<p>SCI.2.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. Identifies the climate and weather in the immediate environment.</p> <p>SCI.2.5 Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life.</p> <p>SCI.4.5 Experiments with simple technology to solve problems or accomplish tasks.</p>

b. With teacher-guidance, create a product from reused or natural materials that will meet a human need (e.g. pencil holder or musical instrument).	
Technology	
Identify and explore a variety of technology tools.	
<ol style="list-style-type: none"> 1. Use appropriate technology tools (e.g., magnifying glass, telescope, microscope, computer, simple machines) to explore objects and/or to discover new information. 2. Use technology tools to gather and/or communicate information. 3. With prompting and support, invent and construct simple objects or structures using technology tools. 	<p>SCI.4.5 Experiments with simple technology to solve problems or accomplish tasks.</p> <p>SCI.4.6 Uses familiar tools and technology to produce a desired result or solve a specific problem.</p>
Physical Development	
Gross Motor Skills	
Demonstrate understanding of gross motor concepts as they apply to the learning, development and performance of physical activities.	
<ol style="list-style-type: none"> 1. Identify and demonstrate the use of body parts connected with gross motor movement (e.g., knee, foot, arm). 2. Demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, throwing a ball). 	PD.1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.
Demonstrate competency in gross motor skills and movement patterns needed to perform a variety of physical activities.	

<ol style="list-style-type: none"> 3. With prompting and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs alternating feet). 4. Use various types of equipment (e.g., playground equipment, tricycles, slides). 5. Engage in gross motor activities that are familiar as well as activities that are new and challenging (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, riding wheel toys, skipping). 	<p>PD.1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p>PD.1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p>
Fine Motor Skills	
Demonstrate competency in fine motor skills needed to perform a variety of physical activities.	
<ol style="list-style-type: none"> 1. With prompting and support, use fine muscle and eye-hand coordination for such purposes as using utensils, self-care, building and exploring (e.g., place small objects in bottle). 	<p>PD.2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p> <p>PD.5.3 Feeds self soft foods with spoon or other utensil.</p>
Demonstrate understanding of emerging (developing) fine motor skills as they apply to the learning and performance of physical activities.	
<ol style="list-style-type: none"> 2. Demonstrate fine muscle coordination using manipulative materials that vary in size, shape and skill requirement (e.g., press individual computer keys on a keyboard, use clay to form shapes or objects). 3. Demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tear, cut, fold and crease paper). 	<p>PD.2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p> <p>PD.2.5 Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.</p>

Participate in fine motor activity for self-expression and/or social interaction.	
<ol style="list-style-type: none"> 4. With prompting and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play). 5. With prompting and support, participate in group activities involving fine motor experiences (e.g., playing together with blocks, finger plays and dramatic play). 	PD.2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.
Demonstrate emerging competency in self-help skills needed to perform a variety of physical activities.	
<ol style="list-style-type: none"> 6. With prompting and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self and manipulating fasteners). 	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.
Self-Care, Health, and Safety Skills	
Demonstrate an awareness and practice of safety rules.	
<ol style="list-style-type: none"> 1. With prompting and support, identify safety rules (e.g., classroom, home, community). 2. With prompting and support, practice safety procedures by responding appropriately to harmful or unsafe situations. 3. With prompting and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures. 	<p>PD.3.3 Follows simple safety rules.</p> <p>PD.3.6 Applies general safety rules to a variety of everyday situations</p>
Demonstrate an emerging use of standard health practices.	

<ol style="list-style-type: none"> 4. With prompting and support, practice common health routines (e.g., resting, eating healthy meals, exercising and using appropriate personal hygiene). 5. With prompting and support, participate in a variety of physical activities. 6. With prompting and support, identify nutritious foods. 	<p>PD.4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.</p> <p>PD.5.6 Identifies food that is nutritious. Helps to prepare food for others.</p>
Social Studies	
Family and Community	
Understand self in relation to the family and the community.	
<ol style="list-style-type: none"> 1. Identify self as a member of a family, the learning community and local community. 2. With prompting and support, identify similarities and differences in people. 3. With prompting and support, describe some family traditions. 4. Identify some similarities and differences in family structure, culture, ability, language, age and gender. 	<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>
Understand the concept of individual rights and responsibilities.	
<ol style="list-style-type: none"> 5. With prompting and support, demonstrate responsible behavior related to daily routines. 6. With prompting and support, explain some rules in the home and in the classroom. <ol style="list-style-type: none"> a. Identify some rules for different settings. b. Identify appropriate choices to promote positive interactions. 	<p>SED.1.4. Demonstrates confidence in own abilities.</p> <p>SS.1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.</p> <p>SS.2.5 Applies familiar rules and suggests new rules in a variety of situations.</p>

<ol style="list-style-type: none"> 7. With prompting and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers). 8. With prompting and support, identify some positive character traits of self and others (e.g., fair, friendly, respectful, responsible). 9. With prompting and support, describe a simple sequence of familiar events. 	<p>SS.4.3 Describes events as they happen. Uses words such as first, then.</p>
Our World	
Understand the importance of people, resources and the environment.	
<ol style="list-style-type: none"> 1. Treat classroom materials and the belongings of others with care. 2. With prompting and support, identify location and some physical features of familiar places in the environment. 3. With prompting and support, use money in pretend play to demonstrate understanding of the role money plays in the environment (e.g., play store or restaurant). 4. Use a variety of technology tools (e.g., telephone, cash register, computer), either real or pretend, that affect daily life interactions and activities. 5. Demonstrate an understanding of the role that people play in caring for the environment (e.g., recycling, keeping the environment clean, conserving water). 	<p>SS.3.3 Identifies a variety of familiar places, such as the store, car, home or Grandma's. Follows a path.</p> <p>SS.2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person.</p> <p>SS.2.6 Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions. Exchanges money, goods or services for other goods or services.</p> <p>SCI.4.5 Experiments with simple technology to solve problems or accomplish tasks.</p>
History and Events	
Understand events that happened in the past.	

<ol style="list-style-type: none"> 1. With prompting and support, describe a simple series of familiar events. 2. Recognize events that happened in the past. 	<p>SS.4.3 Describes events as they happen. Uses words such as first, then.</p> <p>SS.4.4 Recalls information and events from the past.</p>
Creative Expression Pre-K	
Dance	
DA: Cr1.1.PK Generate and conceptualize artistic ideas and work	
<ol style="list-style-type: none"> 1. Respond in movement to a variety of sensory stimuli (for example, music/sound, visual, tactile). 2. Find a different way to do several basic locomotor and non-locomotor movements. 	<p>CA.2.2 Moves body purposely. Sways or bounces to music. Uses purposeful gestures and body language to communicate.</p>
DA: Cr2.1.PK Organize and develop artistic ideas and work.	
<ol style="list-style-type: none"> 1. Improvise dance that starts and stops on cue. 2. Engage in dance experiences moving alone or with a partner. 	<p>CA.2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.</p>
DA: Cr3.1.PK Refine and complete artistic work.	
<ol style="list-style-type: none"> 1. Respond to suggestions for changing movement through guided improvisational experiences. 2. Identify parts of the body and document a body shape or position by drawing a picture. 	<p>CA.2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.</p>
DA: Pr4.1.PK Select, analyze, and interpret artistic work for presentation.	

<ol style="list-style-type: none"> 1. Identify and demonstrate directions for moving the body in general space (for example, forward, backwards, sideways, up, down, and turning) and finding and returning to a place in space. 2. Identify speed of dance as fast or slow. Move to varied rhythmic sounds at different tempi. 3. Move with opposing characteristics (for example, loose/tight, light/heavy, jerky/smooth). 	CA.2.4 Describes and demonstrates multiple ways to move body parts. Moves to the beat. Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements.
DA: Pr5.1.PK Develop and refine artistic technique and work for presentation.	
<ol style="list-style-type: none"> 1. Demonstrate basic full body locomotor, non-locomotor movement, and body patterning with spatial relationships. 2. Move in general space and start and stop on cue while maintaining personal space. 3. Identify and move body parts and repeat movements upon request. 	CA.2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm. CA.2.4 Describes and demonstrates multiple ways to move body parts. Moves to the beat. Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements.
DA: Pr6.1.PK Convey meaning through the presentation of artistic work.	
<ol style="list-style-type: none"> 1. Dance for others in a designated area or space. 2. Use a simple prop as part of a dance. 	CA.4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.
DA: Re7.1.PK Perceive and analyze artistic work.	
<ol style="list-style-type: none"> 1. Identify a movement in a dance by repeating it. 2. Demonstrate an observed or performed dance movement. 	CA.2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.
DA: Re8.1.PK Interpret intent and meaning in artistic work	

a. Observe a movement and share impressions.	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.
DA: Re9.1.PK Apply criteria to evaluate artistic work.	
a. Find a movement in a dance that was fun to watch. Repeat it and explain why it is fun to watch and do.	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.
DA: Cn10.1.PK Synthesize and relate knowledge and personal experiences to make art.	
a. Recognize an emotion expressed in dance movement that is watched or performed. b. Observe a dance work. Identify and imitate a movement from the dance, and ask a question about the dance.	CA.2.6 Recalls a simple movement pattern and performs it individually or in a group. Expresses ideas, feelings and stories through creative movement.
DA: Cn11.1.PK Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	
a. Show a dance movement experienced at home or elsewhere.	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.
Media Arts	
MA: Cr1.1.PK Generate and conceptualize artistic ideas and work.	
a. Share ideas for media artworks through guided exploration of tools, methods, and imagining.	CA.3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.
MA: Cr2.1.PK Organize and develop artistic ideas and work.	

a. With guidance, form ideas into plans or models for media arts productions.	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.
MA: Cr3.1.PK Refine and complete artistic work.	
a. Make and capture media arts content, freely and in guided practice, in media arts productions. b. Attempt and share expressive effects, freely and in guided practice, in creating media artworks.	CA.3.5 Uses artistic tools and media to create intentional designs or images. Plans, designs and seeks materials to make a creation.
MA: Pr4.1.PK Select, analyze, and interpret artistic work for presentation.	
a. With guidance, combine different forms and content, such as image and sound, to form media artworks.	C.3.6 Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object. Explains how it was made.
MA: Pr5.1.PK Develop and refine artistic techniques and work for presentation.	
a. Use identified skills, such as manipulating tools, making choices, and sharing in creating media artworks. b. Use identified creative skills, such as imagining freely and in guided practice, within media arts productions. c. Use media arts creation tools freely and in guided practice.	CA.3.6 Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object. Explains how it was made.
MA: Pr6.1.PK Convey meaning through the presentation of artistic work.	
a. With guidance, share roles and discuss the situation for presenting media artworks.	CA.3.6 Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object. Explains how it was made.

b. With guidance, share reactions to the presentation of media artworks	
MA: Re7.1.PK Perceive and analyze artistic work.	
<ol style="list-style-type: none"> 1. With guidance, explore and discuss components and messages in a variety of media artworks. 2. With guidance, explore media artworks and discuss experiences. 	CA.3.6 Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object. Explains how it was made.
MA: Re8.1.PK Interpret intent and meaning in artistic work.	
<ol style="list-style-type: none"> 1. With guidance, share reactions to media artworks. 	SED.1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.
MA: Re9.1.PK Apply criteria to evaluate artistic work.	
<ol style="list-style-type: none"> 1. With guidance, examine and share appealing qualities in media artworks. 	SED.1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.
MA: Cn10.1.PK Synthesize and relate knowledge and personal experiences to make art.	
<ol style="list-style-type: none"> 1. Use personal experiences in making media artworks. 2. With guidance, share experiences of media artworks. 	CA.3.7 Uses various tools and techniques to achieve desired artistic results. Creates art to express ideas, thoughts and feelings.
MA: Cn11.1.PK Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	
<ol style="list-style-type: none"> 1. With guidance, relate media artworks and everyday life. 2. With guidance, interact safely and appropriately with media arts tools and environments. 	CA.3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.

Music	
MU: Cr1.1.PK Generate and conceptualize artistic ideas and work.	
1. With substantial guidance, explore and experience a variety of music.	CA.1.2 Responds to changes in sound, rhythm, volume or melody. Repeats words in familiar songs and attempts to sing.
MU: Cr2.1.PK Organize and develop artistic ideas and work.	
2. With substantial guidance, explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments). 3. With substantial guidance, select and keep track of the order for performing original musical ideas, using iconic notation and/or recording technology.	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.
MU: Cr3.1.PK Refine and complete artistic work.	
4. With substantial guidance, consider personal, peer, and teacher feedback when demonstrating and refining personal musical ideas.	CA.1.7 Maintains a steady beat. Recognizes strong/weak beats. Begins to read rhythm notation. Matches vocal pitch in limited range. Interprets and compares many types of music.
MU: Cr3.2.PK Refine and complete artistic work.	
5. With substantial guidance, share revised personal musical ideas with peers.	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.
MU: Pr4.1.PK Select, analyze, and interpret artistic work for presentation.	

6. With substantial guidance, demonstrate and state preference for varied musical selections.	CA.1.7 Maintains a steady beat. Recognizes strong/weak beats. Begins to read rhythm notation. Matches vocal pitch in limited range. Interprets and compares many types of music.
MU: Pr4.2.PK Select, analyze, and interpret artistic work for presentation.	
7. With substantial guidance, explore and demonstrate awareness of musical contrasts.	CA.1.7 Maintains a steady beat. Recognizes strong/weak beats. Begins to read rhythm notation. Matches vocal pitch in limited range. Interprets and compares many types of music.
MU: Pr4.3.PK Select, analyze, and interpret artistic work for presentation.	
8. With substantial guidance, explore music's expressive qualities (such as voice quality, dynamics, and tempo).	CA.1.7 Maintains a steady beat. Recognizes strong/weak beats. Begins to read rhythm notation. Matches vocal pitch in limited range. Interprets and compares many types of music.
MU: Pr5.1.PK Develop and refine artistic techniques and work for presentation.	
9. With substantial guidance, practice and demonstrate what they like about their own performances. 10. With substantial guidance, apply personal, peer, and teacher feedback to refine performances.	CA.1.4 Identifies self as a musician.
MU: Pr6.1.PK Convey meaning through the presentation of artistic work.	
11. With substantial guidance, perform music with expression.	CA.1.6 Creates simple rhythm patterns. Controls pitch when singing a familiar song. Communicates ideas by creating rhythm and/or melody.

MU: Re7.1.PK Perceive and analyze artistic work.	
12. With substantial guidance, state personal interests and demonstrate why they prefer some music selections over others.	SED.1.5 Describes and compares preferences of self and others.
MU: Re7.2.PK Perceive and analyze artistic work.	
13. With substantial guidance, explore musical contrasts in music.	CA.1.7 Maintains a steady beat. Recognizes strong/weak beats. Begins to read rhythm notation. Matches vocal pitch in limited range. Interprets and compares many types of music.
MU: Re8.1.PK Interpret intent and meaning in artistic work.	
14. With substantial guidance, explore music's expressive qualities (such as dynamics and tempo).	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.
MU: Re9.1.PK Apply criteria to evaluate artistic work.	
15. With substantial guidance, talk about personal and expressive preferences in music.	CA.1.7 Maintains a steady beat. Recognizes strong/weak beats. Begins to read rhythm notation. Matches vocal pitch in limited range. Interprets and compares many types of music.
MU: Cn10.0.PK Synthesize and relate knowledge and personal experiences to make art.	
16. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, 17. and responding to music.	CA.1.5 Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs. Uses voice or instruments to express feelings or to mimic sound effects.

MU: Cn11.0.PK Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	
18. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	CA.1.5 Uses voice or instruments to express feelings or to mimic sound effects.
Visual Arts	
VA: Cr1.1.PK Generate and conceptualize artistic ideas and work.	
1. Engage in self-directed play with materials.	CA.3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.
VA: Cr1.2.PK Generate and conceptualize artistic ideas and work.	
2. Engage in self-directed, creative making.	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.
VA: Cr2.1.PK Organize and develop artistic ideas and work.	
3. Use a variety of art-making tools.	CA.3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.
VA: Cr2.2.PK Organize and develop artistic ideas and work	
4. Share materials with others.	SS.2.4 Asks before taking an object that does not belong to self. Offers a toy or object to another person.
VA: Cr2.3.PK Organize and develop artistic ideas and work.	

5. Create and tell about art that communicates a story about a familiar place or object.	LLD.7.3 Scribbles or draws marks as a representation of an object or person.
VA: Cr3.1.PK Refine and complete artistic work.	
6. Share and talk about personal artwork.	CA.3.6 Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object. Explains how it was made.
G VA: Pr4.1.PK Select, analyze and interpret artistic work for presentation.	
7. Identify reasons for saving and displaying objects, artifacts, and artwork.	SED.1.2 Recognizes self in photos or in a mirror. Shows preference for certain foods or toys.
VA: Pr5.1.PK Develop and refine artistic techniques and work for presentation.	
8. Identify places where art may be displayed or saved.	SED.1.4 When given two to three options, chooses his/her most desired option. Demonstrates confidence in own abilities.
VA: Pr6.1.PK Convey meaning through the presentation of artistic work.	
9. Identify where art is displayed both inside and outside of school.	SS.1.3 Recognizes familiar symbols or artifacts of family traditions or customs.
VA: Re7.1.PK Perceive and analyze artistic work.	
10. Recognize art in one's environment.	SS.1.3 Recognizes familiar symbols or artifacts of family traditions or customs.
VA: Re7.2.PK Perceive and analyze artistic work.	


11. Distinguish between images and real objects.	CA.3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.
VA: Re8.1.PK Interpret intent and meaning in artistic work.	
12. Interpret art by identifying and describing subject matter.	CA.3.6 Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object. Explains how it was made.
VA: Re9.1.PK Apply criteria to evaluate artistic work.	
13. Select a preferred artwork.	SED.1.4 When given two to three options, chooses his/her most desired option. Demonstrates confidence in own abilities.
VA: Cn10.1.PK Synthesize and relate knowledge and personal experiences to make art.	
14. Explore the world using descriptive and expressive words and art-making.	CA.3.6 Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object. Explains how it was made.
VA: Cn11.1.PK Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	
15. Recognize that people make art	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.
Theater	
TH: Cr1.1.PK Generate and conceptualize artistic ideas and work.	


<ol style="list-style-type: none"> 1. With prompting and support, transition between imagination and reality in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). 2. With prompting and support, use non-representational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). 	<p>CA.4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p> <p>CA.4.4 Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object.</p>
TH: Cr2.1.PK Organize and develop artistic ideas and work.	
<ol style="list-style-type: none"> 3. With prompting and support, contribute through gestures and words to dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). 4. With prompting and support, express original ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). 	<p>CA.4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p> <p>CA.4.7 Plans a story and seeks out props to enhance a role or highlight details. Integrates emotion into performance.</p>
TH: Cr3.1.PK Refine and complete artistic work.	
<ol style="list-style-type: none"> 5. With prompting and support, answer questions in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). 	<p>LLD.2.3 Asks what a specific person or object is called. Communicates needs, desires and ideas. Asks and responds to questions.</p>
TH: Pr4.1.PK Select, analyze, and interpret artistic work for presentation.	
<ol style="list-style-type: none"> 6. With prompting and support, identify characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). 	<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>
TH: Pr5.1.PK Develop and refine artistic techniques and work for presentation.	

<p>7. With prompting and support, understand that imagination is fundamental to dramatic play and guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>8. With prompting and support, explore and experiment with various technical elements in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>CA.4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p>
<p>TH: Pr6.1.PK Convey meaning through the presentation of artistic work.</p>	
<p>9. With prompting and support, engage in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>CA.4.4 Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object.</p>
<p>TH: Re7.1.PK Perceive and analyze artistic work.</p>	
<p>10. With prompting and support, recall an emotional response in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>CA.4.7 Plans a story and seeks out props to enhance a role or highlight details. Integrates emotion into performance.</p>
<p>G TH: Re8.1.PK Interpret intent and meaning in artistic work.</p>	
<p>11. With prompting and support, explore preferences in dramatic play, guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.</p> <p>12. With prompting and support, name and describe characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>CA.4.5 Assigns roles and plays out unscripted scenes in dramatic play. Uses a combination of real and imaginary props or characters to play out a scene.</p>
<p>TH: Re9.1.PK Apply criteria to evaluate artistic work.</p>	

13. With prompting and support, identify similarities between a story and personal experience in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	LLD.6.5 Relates to the characters or events of the story and shares a similar experience or object from own life.
TH: Cn11.1.PK Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	
14. With prompting and support, use skills and knowledge from other areas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	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.
TH: Cn11.2.PK Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	
15. With prompting and support, identify stories that are similar to one another in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). 16. With prompting and support, tell a short story in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	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.

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.

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

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

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

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