



*Alignment of the*  
**Experience Early Learning Skills**  
*with*  
**Nebraska's Birth to Five Learning  
and Development Standards**





## The Developmental Continuum of the Experience Early Learning Skills

This document details the alignment of the **Nebraska's Birth to Five Learning and Development Standards** with the **Experience Early Learning Skills**. For questions or comments about this alignment, please contact [info@experienceearlylearning.com](mailto:info@experienceearlylearning.com)

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

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

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



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



Nebraska PreK Standards

Developmental Continuum of the Experience Early Learning Skills

Social and Emotional Development	
Self Concept	
Standard (SE.01): Develops self-awareness and sense of self	
<ul style="list-style-type: none"> <li>• Refers to self by first and last name and identifies some personal characteristics (e.g., gender, hair color)</li> <li>• Introduces self and family members to others</li> <li>• Describes themselves in terms of basic preferences</li> <li>• Makes independent choices and plans from a broad range of diverse play areas or interest centers</li> <li>• Shows growing independence in a range of activities, routines, and tasks</li> </ul>	<p><b>SED 1 Self-Awareness</b>            SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.            SED 1.4 When given two to three options, chooses his/her most desired option.            SED 1.5 Describes and compares preferences of self and others.</p> <p><b>SED 3 Attention &amp; Persistence</b>            SED 3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.</p>
<ul style="list-style-type: none"> <li>• Expresses individuality by making independent decisions</li> <li>• Expresses ideas for activities and initiates discussions</li> <li>• Actively engages in activities and interactions with adults and peers</li> <li>• Discusses their own actions and efforts</li> <li>• Uses positive words to describe self</li> <li>• Contributes to group discussions expressing own thoughts and ideas</li> </ul>	<p><b>SS 4 History &amp; Sense of Time</b>            SS 4.4 Recalls information and events from the past.</p> <p><b>SED 1 Self-Awareness</b>            SED 1.4 When given two to three options, chooses his/her most desired option.</p> <p><b>LLD 2 Communication</b>            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> <p><b>SED 4 Social Relationships</b>            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>

Self Control	
Standard (SE.02): Manages emotions with increasing independence	
<ul style="list-style-type: none"> <li>• Recognizes and describes a wide range of feelings including the primary emotions</li> <li>• Manages transitions and adapts to changes in schedules, routines, and situations with adult support</li> <li>• Follows simple program rules, routines, and directions with few reminders</li> <li>• Shows awareness and responds appropriately to the feelings of others</li> </ul>	<p><b>SED 2 Self-Regulation</b>  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><b>PD 3 Safety</b>  PD 3.3 Follows simple safety rules.</p> <p><b>LLD 1 Listening</b>  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><b>SED 4 Social Relationships</b>  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"> <li>• Empathizes with feelings of others (e.g., tries to comfort a sad friend)</li> <li>• Describes emotions to trusted adult and peers</li> <li>• Manages impulses and feelings (e.g., takes three deep breaths, uses calming words, pulls self out of play to go to “safe spot” to relax, uses expressive activities)</li> <li>• Transitions between tasks with minimal direction from adults <ul style="list-style-type: none"> <li>• Attempts to solve problems with other children independently, by negotiation, or other socially acceptable means</li> </ul> </li> <li>• Participates in daily routine without being asked</li> </ul>	<p><b>SED 4 Social Relationships</b>  SED 4.7 Describes how to build positive relationships. Explains how roles within groups change over time. Shows empathy to those who are sad, lonely or discouraged.</p> <p><b>SED 2 Self-Regulation</b>  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><b>SED 1 Self-Awareness</b></p>

	<p>SED 1.6 Negotiates to attain personal preference in a situation.</p> <p><b>SED 4 Social Relationships</b>  SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p> <p>SED 4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.</p>
Cooperation and Prosocial Behavior	
Standard (SE.03): Develops foundational skills to support cooperation and prosocial behavior	
<ul style="list-style-type: none"> <li>• Seeks out other children with whom to play</li> <li>• Waits to take turn in an activity</li> <li>• Demonstrates understanding of sharing <ul style="list-style-type: none"> <li>• Uses appropriate communication skills to initiate or join classroom activities</li> </ul> </li> <li>• Shows empathy for physically hurt or emotionally upset child <ul style="list-style-type: none"> <li>• Increases use of language skills instead of physical force to resolve conflicts</li> </ul> </li> <li>• Uses social conventions</li> </ul>	<p><b>SED 4 Social Relationships</b>  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>SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p> <p>SED 4.7 Describes how to build positive relationships. Explains how roles within groups change over time. Shows empathy to those who are sad, lonely or discouraged.</p> <p><b>LLD 2 Communication</b>  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> <p><b>MR 7 Logic &amp; Reasoning</b>  MR 7.3 Recognizes a problem and asks for help.</p>
<ul style="list-style-type: none"> <li>• Attempts to solve problems with other children independently, by negotiation, or other socially acceptable means</li> </ul>	<p><b>SED 1 Self-Awareness</b>  SED 1.6 Negotiates to attain personal preference in a situation.</p>

<ul style="list-style-type: none"> <li>• Recognizes how actions affect others and accepts consequences for own actions</li> <li>• Engages in cooperative group play</li> <li>• Accepts guidance and direction from a variety of familiar adults</li> <li>• Follows basic rules and routines for play and group participation</li> </ul>	<p><b>SED 4 Social Relationships</b>  SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p> <p>SED 4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.</p> <p><b>PD 3 Safety</b>  PD 3.3 Follows simple safety rules.</p> <p><b>SS 2 Civics &amp; Economics</b>  SS 2.7 Identifies individual rights. Determines if rules support the common good. Describes ways one might use money, goods or services.</p>
Social Relationships	
Standard (SE.04): Shows interest in, interacts with, and develops personal relationships with others	
<ul style="list-style-type: none"> <li>• Responds to adults' questions</li> <li>• Shares by taking turns with materials and toys with other children</li> <li>• Engages in cooperative play with others (may require adult guidance)</li> <li>• Uses adults as a resource to solve problems</li> <li>• Suggests solutions to conflicts with adult guidance and support <ul style="list-style-type: none"> <li>• Uses words to express anger, such as "I don't like it when you push me!" or "That makes me mad!"</li> </ul> </li> </ul>	<p><b>MR 7 Logic &amp; Reasoning</b>  Recognizes a problem and asks for help.</p> <p><b>SED 4 Social Relationships</b>  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>SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p> <p>SED 4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.</p> <p>SED 4.7 Describes how to build positive relationships. Explains how roles within groups change over time. Shows empathy to those who are sad, lonely or discouraged.</p>

	<p><b>LLD 2 Communication</b>  LLD 2.3 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.</p>
<ul style="list-style-type: none"> <li>• Develops close friendships with one or two children as well as plays with many children</li> <li>• Notices who is absent from circle time and asks about it, showing concern for others</li> <li>• Initiates conversations with adults and other children</li> <li>• Accepts and requests guidance from adults</li> <li>• Knows how to join a group of playing children</li> <li>• Engages in sustained periods of cooperative play</li> </ul>	<p><b>SED 4 Social Relationships</b>  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><b>LLD 2 Communication</b>  LLD 2.4 Speaks in sentences using signs or verbal words but does not follow grammatical rules. Describes familiar people, places and objects with expanding vocabulary. Asks simple questions and stays on topic for two to three exchanges.</p> <p><b>SED 3 Attention &amp; Persistence</b>  SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.</p>
Knowledge of Families and Communities	
Standard (SE.05): Develops a sense of belonging to family, community, and other groups	
<ul style="list-style-type: none"> <li>• Recognizes familiar places in their environment (stores, parks, restaurants, roads, buildings, trees, gardens, bodies of water, and land formations)</li> <li>• Sees self as a family member and identifies his/her role within the family</li> <li>• Reads/looks at books and writes/dictates/shares or dramatizes stories about families/events</li> </ul>	<p><b>SS 3 Geography</b>  SS 3.3 Identifies a variety of familiar places, such as the store, car, home or Grandma's. Follows a path.</p> <p><b>SED 1 Self-Awareness</b>  SED 1.3 Expresses simple ideas about self in relation to others such as family.</p> <p><b>SS 1 Culture &amp; Community</b>  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>
<ul style="list-style-type: none"> <li>• Recognizes a variety of jobs and the work associated with them</li> <li>• Sometimes recognizes other children's family members (e.g.,</li> </ul>	<p><b>SS 1 Culture &amp; Community</b>  SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community</p>



<p>who they are, where they work)</p> <ul style="list-style-type: none"> <li>• Identifies self as being a part of different groups e.g., (family, community, culture, preschool)</li> <li>• Understands that events in the past, present, or future relate to, and can change self, family, and community</li> </ul>	<p>members, their roles and their relationship to self.</p> <p>SS 1.6 Explains the meaning and importance of traditions and customs of other people. Explains how individuals, families and cultures differ. Compares roles, rules and responsibilities of different groups.</p> <p><b>PD 3 Safety</b> PD 3.5 Describes reasons for safety rules and reminds others to follow them.</p> <p><b>SS 2 Civics &amp; Economics</b> 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>
<b>Approaches to Learning</b>	
Initiative and Curiosity	
Standard (AL.01): Develops foundational skills that support initiative, self-direction, and curiosity as a learner	
<ul style="list-style-type: none"> <li>• Shows willingness to listen to a new song or story</li> <li>• Participates with different art materials, dramatic play, and puzzles/toys/blocks</li> <li>• Chooses activity at choice time and goes to another area to play when finished</li> <li>• Selects items/objects from a variety of choices and comes up with ideas about ways to use them constructively</li> <li>• Works to complete tasks with increasing independence—starts an art project and asks to continue it the next day</li> </ul>	<p><b>LLD 1 Listening</b> 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><b>SED 3 Attention &amp; Persistence</b> SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.</p> <p><b>SCI 1 Investigation &amp; Inquiry</b> 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>
<ul style="list-style-type: none"> <li>• Alters behavior with verbal reminder or nonverbal signal from adult</li> <li>• Follows and responds positively to directions from adult (e.g., gets and brings carpet square to meeting area for story time)</li> <li>• Accepts suggestions from other children during play</li> </ul>	<p><b>LLD 1 Listening</b> 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>



<ul style="list-style-type: none"> <li>• Notices new displays and materials and discusses them with the adult</li> <li>• Offers or accepts assistance from other children when help is needed</li> </ul>	<p><b>SED 2 Self-Regulation</b> SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.</p> <p><b>SED 3 Attention &amp; Persistence</b> SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.</p> <p><b>SED 4 Social Relationships</b> 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>
Sensory Exploration, Reasoning, and Problem Solving	
Standard (AL.02): Demonstrates active inquiry, persistence, problem identification, and application of knowledge to new situations	
<ul style="list-style-type: none"> <li>• Agrees to continue to work on an activity or computer/tablet application when the teacher offers help with a problem</li> <li>• Asks for assistance after trying for a couple minutes to put a puzzle together</li> <li>• Uses objects to represent real items in pretend play (e.g., cardboard box as car, sets up a “grocery store” using blocks/other classroom items)</li> <li>• Makes comparisons among objects that are observed <ul style="list-style-type: none"> <li>• Describes and explains reasoning for classifying and sorting different items</li> </ul> </li> </ul>	<p><b>SED 3 Attention &amp; Persistence</b> 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> <p>SED 3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.</p> <p><b>CA 4 Drama</b> 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><b>MR 6 Classification</b> MR 6.7 Answers questions about data or objects sorted in up to three categories.</p> <p><b>MR 7 Logic &amp; Reasoning</b> MR 7.4 Tries out many possible solutions to a problem.</p>
<ul style="list-style-type: none"> <li>• Uses symbols/images/objects to represent something not</li> </ul>	<b>LLD 7 Writing</b>

<p>present</p> <ul style="list-style-type: none"> <li>• Constructs a bridge or other structure with blocks using past experiences as a guide</li> <li>• Recalls and reflects on experiences and information, and interprets or draws conclusions based on the information (e.g., tells teacher during clean up at school about matching spoons at home after washing dishes)</li> <li>• Asks what would happen if materials were added or taken away during activities or exploration (e.g., asks, “What would happen to a floating boat if objects were added to the deck?”)</li> </ul>	<p>LLD 7.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p> <p><b>MR 7 Logic &amp; Reasoning</b> MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem.</p> <p><b>SCI 1 Investigation &amp; Inquiry</b> SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.</p>
<p><b>Health and Physical Development</b></p>	
<p>Fine (Small) Motor Skills</p>	
<p>Standard (HP.01): Uses finger and hand control to operate and use small object demonstrating fine motor coordination</p>	
<ul style="list-style-type: none"> <li>• Uses fork and spoon to eat</li> <li>• Manages large buttons</li> <li>• Handles small objects, such as stringing small beads and pegboard pegs, with growing skill</li> <li>• Uses scissors to cut simple shapes</li> <li>• Pulls caps off markers and puts them back on firmly</li> <li>• Opens and closes lids on a container</li> <li>• Builds with small blocks and pulls them apart with relative ease</li> </ul>	<p><b>PD 2 Fine Motor</b> 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> <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> <p>Pd 2.6 Follows an outline with scissors. Ties shoes and dresses self.</p> <p><b>LLD 7 Writing</b> 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</p>

	object or person.
<ul style="list-style-type: none"> <li>• Uses scissors to cut out shapes with moderate levels of precision and control</li> <li>• Draws letter like forms</li> <li>• Zips and snaps clothing to dress self</li> <li>• Uses tripod grasp to hold and manipulate writing and art tools</li> <li>• Uses coordinated movements to complete complex tasks such as cutting along a line, pouring, or buttoning</li> </ul>	<p><b>PD 2 Fine Motor</b>  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> <p>PD 2.6 Follows an outline with scissors. Ties shoes and dresses self.</p> <p>PD 2.7 Threads small beads. Stacks small objects. Uses scissors to cut more challenging materials, e.g., fabric, cardstock.</p> <p><b>LLD 7 Writing</b>  LLD 7.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p>
<b>Gross (Large) Motor Skills</b>	
Standard (HP.02): Child demonstrates effective and efficient use of large muscles for movement, position, and to explore the environment	
<ul style="list-style-type: none"> <li>• Walks and runs around obstacles and corners</li> <li>• Gallops or hops • Balances on one foot</li> <li>• Pretends to be various jumping or crawling creatures (e.g., rabbit, frog, kangaroo, lizard)</li> <li>• Throws large bean bags or ball with some accuracy</li> <li>• Climbs on play equipment</li> <li>• Develops spatial awareness and may enjoy activities such as crawling through tunnels, simple obstacle courses, or under tables</li> </ul>	<p><b>PD 1 Gross Motor</b>  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> <p>PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p> <p><b>SS 3 Geography</b>  SS 3.2 Recognizes familiar places. Finds ways to move around obstacles in a familiar environment.</p>
• Jumps on two feet over small objects with some control	<b>PD 1 Gross Motor</b>

<ul style="list-style-type: none"> <li>• Jumps for distance and/or height</li> <li>• Combines large muscle movements with equipment (e.g., swinging, using a slide, riding a tricycle, or bouncing a ball)</li> <li>• Engages in activities that involve climbing, swinging, rolling, spinning, jumping, tumbling, or being upside down</li> <li>• Walks up and down stairs using alternating feet</li> <li>• Pedals consistently when riding a tricycle</li> <li>• Starts and stops a tricycle intentionally</li> </ul>	<p>PD 1.3 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p> <p>PD 1.4 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p> <p>PD 1.6 Skips confidently, gallops and slides side to side. Changes direction and speed of movement.</p> <p>PD 1.7 Balances on a variety of objects. Kicks or strikes moving objects with aim and accuracy. Leaps. Stops at a boundary.</p>
<p>Health and Safety Practices</p>	
<p>Standard (HP.03): Child develops an awareness and understanding of health, physical activity, and safety</p>	
<ul style="list-style-type: none"> <li>• Actively participates in indoor/outdoor physically active play that enhances health and well-being</li> <li>• Takes care of own toileting needs</li> <li>• Cooperates and assists adult with tooth brushing</li> <li>• Uses good personal hygiene practices</li> <li>• Follows program or safety rules with few reminders and recognizes signs of danger</li> <li>• Communicates to peers and adults when seeing dangerous behaviors</li> <li>• Understands the difference between safe and unsafe touch</li> <li>• Identifies appropriate clothing for various weather conditions</li> <li>• Recognizes safety issues with guns, water, fire, and strangers</li> </ul>	<p><b>PD 4 Personal Care</b></p> <p>PD 4.4 Describes the function of basic body parts. Regulates toileting and handwashing needs. Follows a routine of rest and active play. Meets most personal needs and understands that all people have needs.</p> <p>PD 4.6 Regulates personal needs for nutrition, activity and rest with few reminders. When feeling sick, describes symptoms. Recognizes the difference between contagious and noncommunicable diseases.</p> <p><b>PD 3 Safety</b></p> <p>PD 3.3 Follows simple safety rules.</p> <p>PD 3.5 Describes reasons for safety rules and reminds others to follow them.</p>
<ul style="list-style-type: none"> <li>• Recognizes danger and poison symbols and avoids those objects/areas</li> <li>• Recognizes the importance of doctor and dentist visits as a necessary and positive experience</li> <li>• Cooperates and participates in care for illness (e.g., takes medicine with adult assistance, understands importance of</li> </ul>	<p><b>PD 4 Personal Care</b></p> <p>PD 4.6 Regulates personal needs for nutrition, activity and rest with few reminders. When feeling sick, describes symptoms. Recognizes the difference between contagious and noncommunicable diseases.</p> <p>PD 4.7 Explains the importance of nutrition, exercise and rest in maintaining wellness. Maintains personal hygiene with few reminders.</p>

<p>taking each dose, uses tissue to blow nose)</p> <ul style="list-style-type: none"> <li>• Understands and explains that some practices may be personally dangerous (e.g., playing near streets and/or ditches, smoking, playing with matches or lighters)</li> <li>• Identifies adults that can help in dangerous situations (e.g., parents, teachers, police officers)</li> <li>• Recognizes personal privacy in relation to their body</li> <li>• Exhibits independence in toileting and other personal care tasks, such as teeth brushing, washing hands, blowing nose, dressing</li> </ul>	<p><b>PD 3 Safety</b></p> <p>PD 3.5 Describes reasons for safety rules and reminds others to follow them.</p> <p>PD 3.6 Applies general safety rules to a variety of everyday situations with little prompting.</p> <p>PD 3.7 Identifies emergency situations and how to behave accordingly. Describes how to get help.</p>
Nutrition	
Standard (HP.04): Develops healthy eating habits and exhibits increasing independence in eating abilities	
<ul style="list-style-type: none"> <li>• Uses spoon and fork, but may resort to fingers for efficiency</li> <li>• Uses dramatic play and learning experiences to gain awareness of various food sources and how they're prepared</li> <li>• Expresses hunger and satiety verbally and uses descriptive vocabulary for food preferences</li> <li>• Knows and participates in routines for serving, passing, and cleaning up after meals</li> <li>• Uses serving utensils to self-serve food and exhibits increasing accuracy</li> <li>• Passes food at the table, or participates in other culturally-specific family serving styles; is able to take appropriate sized portions</li> </ul>	<p><b>PD 5 Nutrition</b></p> <p>PD 5.2 Communicates when hungry, thirsty or tired. Feeds self some finger foods.</p> <p>PD 5.3 Anticipates the need to eat, rest and drink. Feeds self soft foods with spoon or other utensil.</p> <p>PD 5.4 Identifies food and serves a portion into bowl or plate. Feeds self.</p> <p><b>CA 4 Drama</b></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><b>PD 2 Fine Motor</b></p> <p>PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p> <p><b>SS 1 Culture &amp; Community</b></p> <p>SS 1.2 With help, participates in family traditions and customs.</p>
<ul style="list-style-type: none"> <li>• Accepts a wider variety of foods with various textures and</li> </ul>	<p><b>PD 5 Nutrition</b></p> <p>PD 5.3 Anticipates the need to eat, rest and drink. Feeds self soft foods with</p>

<p>flavors</p> <ul style="list-style-type: none"> <li>• Displays greater accuracy with utensils, such as fork use and spreading soft foods with a knife</li> <li>• Identifies food sources and is able to distinguish more or less healthy foods</li> <li>• Develops understanding that eating healthy foods is important and they give them the energy to grow, think, and play</li> <li>• States food preferences, but is willing to try most new foods</li> <li>• Able to provide simple explanations for their own and/or others' food allergies</li> </ul>	<p>spoon or other utensil.</p> <p>PD 5.4 Identifies food and serves a portion into bowl or plate. Feeds self.</p> <p>PD 5.5 Identifies food groups and sorts food. Chooses between two appropriate food options.</p> <p>PD 5.6 Identifies food that is nutritious. Helps to prepare food for others.Describes what happens after consumption of food.</p> <p><b>PD 4 Personal Care</b></p> <p>PD 4.7 Explains the importance of nutrition, exercise and rest in maintaining wellness. Maintains personal hygiene with few reminders.</p> <p><b>SED 1 Self-Awareness</b></p> <p>SED 1.5 Describes and compares preferences of self and others.</p>
<p><b>Language and Literacy</b></p>	
<p>Listening and Understanding</p>	
<p>Standard (LL.01): Demonstrates continual growth in understanding increasingly complex and varied vocabulary</p>	
<ul style="list-style-type: none"> <li>• Listens to others and responds to feelings and expressed ideas</li> <li>• Demonstrates understanding of the meaning of stories, songs, and poems</li> <li>• Follows single, multistep, and complex directions in order. At first with adult support and later on their own</li> <li>• Listens to stories that are read aloud, and shows understanding through body language, pointing to pictures, or retelling the story</li> </ul>	<p><b>LLD 1 Listening</b></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>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><b>SED 4 Social Relationships</b></p> <p>SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p> <p><b>LLD 6 Reading Comprehension</b></p> <p>LLD 6.2 Points to pictures and repeats words from familiar stories. Answers</p>

	<p>“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>
<ul style="list-style-type: none"> <li>• Retells 2-3 key events from a well-known story</li> <li>• Demonstrates understanding of home and/or English languages during social interactions, program directions, and activities</li> <li>• Understands increasingly complex sentences that include multiple concepts</li> </ul>	<p><b>LLD 6 Reading Comprehension</b></p> <p>LLD 6.6 With support, compares similarities between two texts. With prompting, answers questions about characters and setting. Retells major events of a story in sequence.</p> <p><b>LLD 1 Listening</b></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>
Speaking and Communicating	
Standard (LL.02): Develops foundational skills to communicate effectively for a variety of purposes	
<ul style="list-style-type: none"> <li>• Greets and initiates interactions with adults and peers</li> <li>• Uses sentences that include two or more separate ideas using new vocabulary that has been introduced</li> <li>• Understands different rules for using language and variation in voice level <ul style="list-style-type: none"> <li>• Begins to understand body language as a nonverbal means of communication</li> </ul> </li> <li>• Uses some question words and some prepositions</li> <li>• Speaks clearly, or uses alternative communication methods, to be understood by unfamiliar listeners</li> <li>• Uses non-verbal communication to enhance message (e.g., eye contact as culturally and individually appropriate, facial expression, gestures)</li> <li>• Uses social conventions in language with adult support</li> <li>• Uses simple pronouns (e.g., I, me, you, mine, he)</li> <li>• Demonstrates an emerging understanding of basic grammar</li> </ul>	<p><b>LLD 2 Communication</b></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.</p> <p>LLD 2.4 Speaks in sentences using signs or verbal words but does not follow grammatical rules. Describes familiar people, places and objects with expanding vocabulary. Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2.5 Speaks in simple complete sentences. Understands that people may 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> <p><b>LLD 1 Listening</b></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</p>



rules, overgeneralization of grammar rules is common	directions given verbally.
<ul style="list-style-type: none"> <li>• Attempts to independently solve problems through communicating with other children</li> <li>• Follows agreed upon rules for discussions</li> <li>• Understands and uses most question words</li> <li>• Uses many frequently occurring prepositions</li> <li>• Begins to use new words and phrases acquired through conversations and exposures to texts</li> <li>• Uses increasingly longer and more complex sentences to communicate ideas</li> <li>• Changes word tense to indicate time</li> <li>• Uses language to share ideas and gain information</li> <li>• Uses language for a variety of purposes (role playing, rhyming, using props, describing feelings, telling jokes, conversing)</li> <li>• Maintains a topic of conversation through multiple exchanges</li> </ul>	<p><b>PD 3 Safety</b> PD 3.4 Seeks opportunities to help others. Tries to solve own social problems.</p> <p><b>LLD 2 Communication</b> LLD 2.4 Describes familiar people, places and objects with expanding vocabulary. Asks simple questions and stays on topic for two to three exchanges.</p> <p>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> <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>
Phonological Awareness	
Standard (LL.03): Demonstrates knowledge of phonological awareness	
<ul style="list-style-type: none"> <li>• Shows enjoyment of rhymes and alliteration</li> <li>• Listens to two words and determines whether or not they rhyme</li> <li>• Notices that several words or names begin with the same sound</li> <li>• Claps hands for each syllable in words</li> <li>• Recognizes rhyming words in songs, chants or poems</li> <li>• Identifies when initial sounds in words are the same (e.g., pumpkin, puppet)</li> <li>• Distinguishes individual words in a sentence</li> </ul>	<p><b>LLD 3 Phonological Awareness</b> LLD 3.3 Shows awareness of separate words in spoken language.</p> <p>LLD 3.4 Identifies words that have a similar beginning sound.</p> <p>LLD 3.5 Identifies the beginning and ending sounds of words.</p> <p>LLD 3.6 Counts syllables in spoken words. Isolates and pronounces the sound of each syllable.</p>
• Makes rhymes to simple words	<b>LLD 3 Phonological Awareness</b>

<ul style="list-style-type: none"> <li>• Demonstrates phonemic awareness by playing with sounds to create new words</li> <li>• Able to distinguish and count syllables in words</li> <li>• Isolates the initial sound in some words</li> <li>• Produces rhyming words or words that have same initial sound</li> <li>• Progresses in listening and telling differences in phonemes</li> <li>• Isolates beginning and ending sounds of printed or spoken words</li> </ul>	<p>LLD 3.4 Identifies words that have a similar beginning sound.</p> <p>LLD 3.5 Identifies the beginning and ending sounds of words.</p> <p>LLD 3.6 Counts syllables in spoken words. Isolates and pronounces the sound of each syllable.</p> <p>LLD 3.7 Identifies and isolates individual sounds heard in one-syllable words.</p>
Book Knowledge and Appreciation	
Standard (LL.04): Demonstrates interest in and appreciation of reading-related activities	
<ul style="list-style-type: none"> <li>• Demonstrates interest in and appreciation of reading-related activities</li> <li>• Relates events in story to own knowledge and experience</li> <li>• Begins to sequence, predict, and retell a story (e.g., tells about the story from the pictures)</li> <li>• Asks people to read stories, signs, and notes</li> <li>• Understands that print carries meaning</li> <li>• Answers questions about a story that has been read or repeats parts of the story</li> <li>• Chooses a favorite book</li> <li>• Tells stories to others, real and imaginary <ul style="list-style-type: none"> <li>• Demonstrates an interest in different types of literature (e.g., nonfiction, poetry)</li> </ul> </li> </ul>	<p><b>LLD 6 Reading Comprehension</b></p> <p>LLD 6.4 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.</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> <p><b>SED 1 Self-Awareness</b></p> <p>SED 1.4 When given two to three options, chooses his/her most desired option.</p> <p><b>LLD 5 Concepts of Print</b></p> <p>LLD 5.6 Recognizes common types of text, e.g., poem, storybook, fact book. Names author and illustrator. Identifies punctuation.</p>
<ul style="list-style-type: none"> <li>• Utilizes books as a source of information</li> <li>• Identifies main components of a story (major plot points)</li> <li>• Asks people to read stories, signs, or notes</li> <li>• Knows how to care for books</li> <li>• Shows knowledge of basic print conventions when “reading” picture books</li> </ul>	<p><b>LLD 6 Reading Comprehension</b></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> <p><b>LLD 5 Concepts of Print</b></p> <p>LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the</p>

<ul style="list-style-type: none"> <li>• Pretends to read book titles/simple stories</li> <li>• Knows specific words related to books such as author and illustrator</li> </ul>	<p>direction of text.</p> <p>LLD 5.5 Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.</p> <p>LLD 5.6 Recognizes common types of text, e.g., poem, storybook, fact book. Names author and illustrator. Identifies punctuation.</p>
Print Awareness and Early Writing	
Standard (LL.05): Conveys meaning through drawing, letters, and words	
<ul style="list-style-type: none"> <li>• Shows an awareness of print as a form of meaningful communication (e.g., asks people to read notes, signs)</li> <li>• Shows an interest in early writing</li> <li>• Uses scribbles, shapes, or pictures to represent specific thoughts, ideas, stories</li> <li>• Copies simple lines and shapes</li> <li>• Writes some letter-like forms and letters with adult support</li> <li>• Identifies his/her writing as distinct from his/her drawing</li> <li>• Labels a drawing with several randomly placed, letter-like shapes</li> <li>• Recognizes that the letters of the alphabet are a special category of visual graphics that can be named</li> <li>• Shows awareness of letters (sings ABC song, recognizes letter(s) from own name)</li> <li>• Creates writing with the intent of communicating (e.g., makes a pretend list)</li> <li>• “Reads” familiar environmental print (e.g., logos, signs)</li> <li>• Recognize the letters in their own name</li> </ul>	<p><b>LLD 4 Alphabetic Knowledge</b></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>LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.</p> <p>LLD 4.4 Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds.</p> <p><b>LLD 7 Writing</b></p> <p>LLD 7.3 Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks. Scribbles or draws marks as a representation of an object or person.</p> <p>LLD 7.4 Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what they represent.</p>
<ul style="list-style-type: none"> <li>• Recognizes writing as a way of communicating for a variety of purposes (e.g., giving information, sharing stories, or giving an opinion)</li> </ul>	<p><b>LLD 5 Concepts of Print</b></p> <p>LLD 5.6 Recognizes common types of text, e.g., poem, storybook, fact book. Names author and illustrator. Identifies punctuation.</p>

<ul style="list-style-type: none"> <li>• Identifies some letters and numbers and progresses in the identification of letters</li> <li>• Uses pretend writing in play as a purposeful activity</li> <li>• Recognizes and/or writes own name on artwork or possessions</li> <li>• Progressively uses drawing, scribbling, letter-like form, and letters to intentionally convey meaning</li> <li>• Recognizes that letters of the alphabet have distinct sound(s) associated with them</li> <li>• Attends to the beginning letters in sounds and words.</li> <li>• Recognizably writes a majority of letters in their name</li> <li>• Copies environmental print from signs/labels posted around room</li> <li>• Makes some letter-sound connections (e.g., identifies letters and associates the correct sounds with letters)</li> <li>• May use invented spelling consisting of salient or beginning sounds to write words (e.g., B for ball or L for elevator)</li> </ul>	<p><b>LLD 4 Alphabetic Knowledge</b> 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><b>LLD 7 Writing</b> LLD 7.4 Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what they represent.</p> <p>LLD 7.6 Consistently uses mature tripod grip with drawing/writing tools. Uses inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing.</p> <p><b>LLD 3 Phonological Awareness</b> LLD 3.4 Identifies words that have a similar beginning sound.</p>
<b>Mathematics</b>	
Number and Operations	
Standard (M.01): Demonstrates awareness of quantity, counting, and numeric competencies	
<ul style="list-style-type: none"> <li>• Counts to 10 by ones with minimal prompting</li> <li>• Accurately counts quantities of objects up to 10, using one-to-one-correspondence</li> <li>• Compares groups of up to 5 objects</li> <li>• Represents addition and subtraction by manipulating up to 5 objects (e.g., “3 blue pegs, 2 yellow pegs, 5 pegs altogether.”;</li> </ul>	<p><b>MR 1 Number Sense</b> 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>
<ul style="list-style-type: none"> <li>• Begins to subitize small quantities of up to 3 or 4 objects</li> <li>• Counts verbally or signs to 20 by ones</li> </ul>	<p><b>MR 1 Number Sense</b> 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</p>

<ul style="list-style-type: none"> <li>• Knows that written numbers are symbols for number quantities and, with support, begins to write numbers from 0 to 10</li> <li>• Understands cardinality</li> <li>• Begins to represent simple word problem data in pictures and drawings</li> </ul>	<p>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><b>LLD 7 Writing</b> LLD 7.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p>
Geometry and Spatial Sense	
Standard (M.02): Develops understanding of geometric shapes and spatial relationships	
<ul style="list-style-type: none"> <li>• Responds to and uses spatial words</li> <li>• Recognizes and names simple shapes in various sizes and positions</li> <li>• Combines different shapes to make representations or patterns</li> <li>• Demonstrates an understanding of math concepts and vocabulary through representations such as movement, drawing, and building</li> </ul>	<p><b>MR 2 Spatial Awareness</b> MR 2.2 Purposely turns or spins objects. Follows simple positional directions such as on/off, over/under and up/down. Fills container then dumps out the contents.</p> <p><b>MR 3 Shapes</b> MR 3.4 Identifies four to six basic geometric shapes.</p> <p><b>LLD 7 Writing</b> LLD 7.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p>
<ul style="list-style-type: none"> <li>• Uses accurate terms to name and describe some two-dimensional shapes (e.g., circle, square, triangle) and begins to use accurate terms to name and describe some three-dimensional shapes (e.g., sphere, cylinder, cube)</li> <li>• Analyzes, compares, and sorts two- and three-dimensional shapes and objects in different sizes</li> <li>• Creates and builds shapes from components</li> </ul>	<p><b>MR 3 Shapes</b> MR 3.5 Describes basic and complex two- and three-dimensional shapes using own words.</p> <p><b>MR 6 Classification</b> MR 6.5 Sorts objects by more than one feature and explains why.</p> <p><b>MR 2 Spatial Awareness</b> MR 2.6 Identifies 2D and 3D shapes regardless of orientation. Makes simple maps or models to represent the location of objects. Creates complex shapes by putting together or taking apart other shapes.</p>

Patterns and Measurement	
Standard (M.03): Demonstrates awareness of routines, predictable patterns, and attributes that can be measured	
<ul style="list-style-type: none"> <li>• Identifies, describes, and extends simple patterns started by adult</li> <li>• Sorts, orders, patterns, and classifies objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (length, height, weight)</li> <li>• Engages in meaningful conversations reflective of experiences with the materials present in the environment</li> <li>• Physically aligns two objects to directly compare length or height</li> <li>• Represents the length of an immovable object (e.g., bench on a playground) using a third object (e.g., child's arms, string, stick)</li> <li>• Recognizes size of sp</li> </ul>	<p><b>MR 5 Patterns</b> MR 5.3 Copies patterns with two steps, such as red-blue, red-blue.</p> <p>MR 5.4 Creates and extends two-step patterns.</p> <p><b>MR 4 Measurement</b> MR 4.3 Determines which object is bigger (heavier, longer) when given two objects.</p> <p>MR 4.4 Uses non-standard measurement tools to estimate approximate size or volume. Verifies estimation with help.</p> <p><b>MR 6 Classification</b> MR 6.4 After sorting objects by one feature, sorts again by a different feature.</p> <p><b>SCI 1 Investigation &amp; Inquiry</b> 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>
<ul style="list-style-type: none"> <li>• Compares (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable attributes</li> <li>• Uses comparative language (e.g., shortest, heaviest, biggest)</li> <li>• Uses strategies to determine measurable attributes</li> <li>• Recognizes/identifies patterns in the environment</li> <li>• Completes (i.e., fill in missing part) or extend (i.e., continue) given repeating patterns</li> <li>• Completes or extends patterns without adult assistance</li> <li>• Begins to create and describe own patterns</li> <li>• Begins to translate patterns through other representations (e.g., connects "tall/short" fence pattern to another AB pattern in the classroom)</li> </ul>	<p><b>MR 4 Measurement</b> MR 4.3 Determines which object is bigger (heavier, longer) when given two objects.</p> <p>MR 4.4 Uses non-standard measurement tools to estimate approximate size or volume. Verifies estimation with help.</p> <p>NR 4.6 Makes logical estimates and uses measurement tools to check estimation.</p> <p><b>MR 5 Patterns</b> MR 5.5 Creates and extends three- and four-step patterns and plays complex memory games.</p> <p>MR 5.6 Determines the missing piece of a pattern within a set sequence. Recognizes simple patterns in the environment.</p>

<b>Data Analysis</b>	
Standard (M.04): Develops foundational skills in learning to understand concepts of classification, data collection, organization, and description	
<ul style="list-style-type: none"> <li>• Graphs real objects or pictures of objects as a way to organize information</li> <li>• Participates in recording specific information about self (e.g., favorite color, ice cream, or other topic of interest)</li> <li>• Describes and analyzes information from simple graphs</li> </ul>	<p><b>MR 6 Classification</b> MR 6.8 Uses graphs and charts to represent data sorted in up to four categories.</p> <p><b>LLD 7 Writing</b> 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>
<ul style="list-style-type: none"> <li>• Engages in tasks that involves collecting information and creating a strategy to show the data (e.g., Adult asks group of children their favorite color, graphing responses – 5 like orange, 3 like purple)</li> <li>• Participates in group tasks that involve identifying which graph represents “more” or “less” or “the same”</li> <li>• Makes inferences from graphic examples (e.g., Most of us like red apples, no one likes green apples.)</li> <li>• Draws simple maps of the learning environment, neighborhood, or other relevant places</li> </ul>	<p><b>MR 6 Classification</b> MR 6.8 Uses graphs and charts to represent data</p> <p><b>SCI 1 Investigation &amp; Inquiry</b> SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p>
<b>Science</b>	
Scientific Knowledge	
Standard (S.01): Demonstrates a basic awareness and use of scientific concepts	
<ul style="list-style-type: none"> <li>• Compares and contrasts properties of objects (e.g., sink or float)</li> <li>• Provides simple verbal or signed descriptions of observed</li> </ul>	<p><b>SCI 1 Investigation &amp; Inquiry</b> 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>phenomenon</p> <ul style="list-style-type: none"> <li>• Differentiates between living and nonliving organisms</li> <li>• Describes or represents a series of events in the correct sequence</li> <li>• Begins to use scientific vocabulary</li> </ul>	<p>SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p> <p><b>SCI 2 Natural &amp; Earth Science</b>  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><b>SS 4 History &amp; Sense of Time</b>  SS 4.3 Describes events as they happen. Uses words such as first, then.</p>
<ul style="list-style-type: none"> <li>• Shows interest in measurement of time, length, distance, weight</li> <li>• Describes observable phenomena using adjectives and labels</li> <li>• Uses scientific practice words (e.g., observe, experiment, compare)</li> <li>• Uses scientific content words (e.g., some plants are comprised of stems, roots, leaves)</li> <li>• Uses measurement tools (e.g., scale, ruler, unit blocks) to quantify similarities and difference between objects</li> <li>• Uses non-adult sources to gather information (e.g., reference books)</li> <li>• Develops beginning understanding of caring for the environment</li> </ul>	<p><b>SCI 1 Investigation &amp; Inquiry</b>  SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p> <p>SCI 1.6 Predicts multiple outcomes to a question or situation and explains personal reasoning. Gathers information or experiments to prove/disprove a hypothesis.</p> <p><b>MR 4 Measurement</b>  MR 4.5 Estimates (not always logically) size and volume. Measures and describes findings.</p> <p>MR 4.6 Makes logical estimates and uses measurement tools to check estimation.</p>
<p>Scientific Skills and Methods</p>	
<p>Standard (S.02): Develops foundational skills in learning and understanding about the world through exploration and investigation</p>	
<ul style="list-style-type: none"> <li>• Explores various materials to learn about characteristics of objects, plants, animals, and various phenomena (e.g., weight, shape, size, color, temperature)</li> </ul>	<p><b>SCI 2 Natural &amp; Earth Science</b>  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"> <li>• Begins to look for answers to questions through active investigation</li> <li>• Uses a variety of tools and objects to explore the world and how things work in the world (uses magnets, microscope, or magnifying glasses)</li> <li>• Asks questions about the relationship between two things (e.g., Why do you think some animals sleep in the day?)</li> </ul>	<p><b>SCI 1 Investigation &amp; Inquiry</b>  SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.</p> <p>SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p> <p><b>SCI 4 Technology</b>  SCI 4.5 Experiments with simple technology to solve problems or accomplish tasks.</p>
<ul style="list-style-type: none"> <li>• Makes observations, asks questions, predicts, draws conclusions, explains, and tries things out to see what will happen</li> <li>• Independently uses simple tools to conduct an investigation to increase understanding</li> <li>• Collects, describes, and records information through discussions, drawings, maps, and charts</li> <li>• Communicates results of an investigation</li> <li>• Begins to distinguish evidence from opinion</li> </ul>	<p><b>SCI 1 Investigation &amp; Inquiry</b>  SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.</p> <p>SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p> <p>SCI 1.7 Inquires about a phenomenon, makes a prediction based on prior knowledge and gathered information. Records findings in charts or diagrams. Explains his/her problem-solving strategy.</p> <p><b>SCI 4 Technology</b>  SCI 4.5 Experiments with simple technology to solve problems or accomplish tasks.</p>
<b>Creative Arts</b>	
Music	
Standard (CA.01): Develops foundational skills to support creative expression through voice, instruments, and objects	
<ul style="list-style-type: none"> <li>• Responds to tempos presented in a variety of ways (marches, gallops, claps according to beat)</li> </ul>	<p><b>CA 1 Music</b>  CA 1.2 Responds to changes in sound, rhythm, volume or melody. Repeats</p>


<ul style="list-style-type: none"> <li>• Imitates or spontaneously sings an entire verse of a song</li> <li>• Produces rhythmic patterns to familiar songs</li> </ul>	<p>words in familiar songs and attempts to sing.</p> <p>CA 1.3 Claps to beat (not always consistently). Understands difference of singing and speaking voices. Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.</p> <p>CA 1.4 Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction. Uses voice, common objects or instruments to create music. Identifies self as a musician.</p>
<ul style="list-style-type: none"> <li>• Sings songs that use the voice in a variety of ways</li> <li>• Responds to rhythmic patterns in music</li> <li>• Describes feelings and reactions in response to diverse musical genres and styles</li> <li>• Creates own songs and movements</li> <li>• Vocalizes and uses instruments in more complex music/songs</li> </ul>	<p><b>CA 1 Music</b></p> <p>CA 1.4 Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction. Uses voice, common objects or instruments to create music. Identifies self as a musician.</p> <p>CA 1.5 Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs. Uses voice or instruments to express feelings or to mimic sound effects.</p> <p>CA 1.6 Creates simple rhythm patterns. Controls pitch when singing a familiar song. Communicates ideas by creating rhythm and/or melody.</p>
Visual Art	
Standard (CA.02): Develops foundational skills that support creative expression through the process, production, and appreciation of visual art forms	
<ul style="list-style-type: none"> <li>• Demonstrates self-expression with art materials</li> <li>• Creates work that requires some planning</li> <li>• Draws or paints images with a few details</li> <li>• Can work independently</li> <li>• Uses materials to build and create a three-dimensional structure to represent another item (blocks become a castle, clay becomes a snake)</li> <li>• Demonstrates the safe and appropriate use and care of art materials and tools</li> </ul>	<p><b>CA 3 Visual Arts</b></p> <p>CA 3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.</p> <p>CA 3.4 Chooses an object or art tool to use with a given medium for a desired effect. Makes choices throughout the artistic process.</p> <p><b>MR 2 Spatial Awareness</b></p> <p>MD 2.6 Identifies 2D and 3D shapes regardless of orientation. Makes simple maps or models to represent the location of objects. Creates complex shapes by putting together or taking apart other shapes.</p>

<ul style="list-style-type: none"> <li>• Drawing becomes better defined and more detailed</li> <li>• Develops growing ability to plan, work independently and cooperatively, and demonstrate care and persistence in a variety of art</li> <li>• Recognizes and describes various art forms</li> <li>• Reflects on differences and preferences when encountering artwork</li> <li>• Demonstrates understanding of art vocabulary and concepts</li> <li>• Discusses own artistic creations and those of others</li> </ul>	<p><b>CA 3 Visual Arts</b></p> <p>CA 3.4 Chooses an object or art tool to use with a given medium for a desired effect. Makes choices throughout the artistic process.</p> <p>CA 3.5 Uses artistic tools and media to create intentional designs or images. Plans, designs and seeks materials to make a creation.</p> <p>CA 3.6 Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object. Explains how it was made.</p> <p>CA 3.8 Compares artistic techniques and creations of many artists. Creates art and explains why and how s/he chose specific materials and techniques.</p>
Movement	
Standard (CA.03): Develops foundational skills that support creative expression through movement	
<ul style="list-style-type: none"> <li>• Shows creativity using his/her body (dance, march, hop, jump, sway, clap, snap, stomp, twist, turn)</li> <li>• Uses props to create special movements and dances (scarves, streamers, instruments)</li> <li>• Uses movement to interpret or imitate feelings, animals, and such things as plants growing, or a rainstorm</li> </ul>	<p><b>CA 2 Dance &amp; Movement</b></p> <p>CA 2.2 Moves body purposely. Sways or bounces to music. Uses purposeful gestures and body language to communicate.</p> <p>CA 2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.</p> <p>CA 2.5 Follows a leader to perform a simple movement pattern. Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.</p>
<ul style="list-style-type: none"> <li>• Responds to changes in tempo and rhythm through body movement</li> <li>• Participates in simple sequences of movements</li> <li>• Defines and maintains personal space, concentration, and focus during creative movement/dance performances</li> <li>• Participates in or observes a variety of dance and movement activities</li> <li>• Begins to demonstrate appropriate audience skills during creative movement and dance performances</li> </ul>	<p><b>CA 1 Music</b></p> <p>CA 1.2 Responds to changes in sound, rhythm, volume or melody. Repeats words in familiar songs and attempts to sing.</p> <p><b>CA 2 Dance &amp; Movement</b></p> <p>CA 2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.</p> <p>CA 2.4 Describes and demonstrates multiple ways to move body parts. Moves to the beat. Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements.</p>


	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.
Dramatic Play	
Standard (CA.04): Expresses creativity using puppetry, storytelling, dance, plays, and theater	
<ul style="list-style-type: none"> <li>• Recites nursery rhymes and simple songs</li> <li>• Acts out or retells a familiar story</li> <li>• Uses costumes to disguise self and become a character</li> <li>• Talks to and plays with pretend friends, stuffed animals and other toys</li> <li>• Creates stories with props or manipulatives</li> <li>• Engages in role play in various activities such as dramatic play, block play, or outdoor play</li> </ul>	<p><b>CA 4 Drama</b></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>CA 4.4 Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object.</p>
<ul style="list-style-type: none"> <li>• Recognizes difference between pretend/fantasy and reality</li> <li>• Repeats dialogue and movement to tell a story</li> <li>• Creates roles for self and others in dramatic play situations using body and dialogue</li> <li>• Uses props/objects in creative ways to promote and enact a story</li> <li>• Critiques drama experiences</li> </ul>	<p><b>LLD 6 Reading Comprehension</b></p> <p>LLD 6.4 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.</p> <p><b>CA 4 Drama</b></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>CA 4.4 Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object.</p> <p>CA 4.5 Assigns roles and plays out unscripted scenes in dramatic play. Uses a combination of real and imaginary props or characters to play out a scene.</p> <p>CA 4.6 With cues, performs a simple preplanned drama. Creates a setting, characters and events to tell a story.</p>

# Developmental Continuum of Skills

Individual children develop at a unique pace.		Infant		Toddler		Preschool / Pre-K		Young School-Age									
Skill / Skill Code		Benchmark 1		Benchmark 2		Benchmark 3		Benchmark 4		Benchmark 5		Benchmark 6		Benchmark 7		Benchmark 8	
 Social & Emotional Development	<b>SED 1 Self-Awareness</b>	Explores self and others by using senses.		Recognizes self in photos or in a mirror.		Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.		When given two to three options, chooses his/her most desired option.		Describes and compares preferences of self and others.		Negotiates to attain personal preference in a situation.		Predicts how self and others might feel in a variety of situations and explains why.		Demonstrates an understanding that each person is unique and has his/her own thoughts, feelings and preferences.	
	<b>SED 2 Self-Regulation</b>	Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine.		Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.		Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change.		Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.		Names some personal feelings and uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.		Identifies and explains personal feelings. Describes appropriate responses to different emotions. Transitions from one activity to the next and helps others through the transition.		Anticipates an emotional response that may result from a given situation. Describes strategies to adjust and calm oneself in new or stressful situations.		Applies strategies for managing own emotions and behaviors. Adapts to new situations quickly and with minimal stress.	
	<b>SED 3 Attention &amp; Persistence</b>	Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.		Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.		Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed.		Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.		Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.		Sustains focus for at least 10 minutes even if there are distractions. Takes care of own needs and personal belongings.		Sustains focus for at least 30 minutes even if there are distractions. Shows respect for others' personal space and belongings.		Sustains focus for 45 minutes even if there are distractions. Takes care of self or another while considering the needs of the greater group.	
	<b>SED 4 Social Relationships</b>	Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. Enjoys turn-taking games such as peekaboo.		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
 <b>LLD 1 Listening</b>	Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions.	Shows understanding of a variety of single familiar words. Points at named objects or body parts. With prompts and gestures, follows a one-step direction.	Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally.	Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story or request then responds appropriately. Follows unrelated two-step directions given verbally.	Listens and understands inferred requests. For example, child gathers more playdough in response to a verbal prompt to help build a larger playdough ball. Follows multi-step directions given verbally.	Shows understanding of a series of complex statements that explain how or why. Asks and answers general questions about information or stories shared verbally.	Asks or answers specific questions about key details from information or stories shared verbally. Remembers and follows previous rules or directions shared verbally.	Listens to gather information. Asks questions to clarify or deepen understanding. Recalls key ideas shared verbally. Responds to verbal statements that have implied directions or requests.
<b>LLD 2 Communication</b>	Mimics single sounds. Uses vocalizations and gestures to communicate.	Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words and word-like sounds to communicate.	Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas.	Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges.	Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.	Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts.	Communicates by using simple and compound sentences. Uses verb tenses. Identifies words with similar meaning. Stays on topic while talking and sharing ideas and feelings.	Communicates using conjugated verbs. Uses expression and tone to communicate meaning. Explains the difference between two closely related words.
<b>LLD 3 Phonological Awareness</b>	Babbles and vocalizes using sound, volume and inflection.	Imitates sounds and tones.	Shows awareness of separate words in spoken language.	Identifies words that have a similar beginning sound.	Identifies the beginning and ending sounds of words.	Counts syllables in spoken words. Isolates and pronounces the sound of each syllable.	Identifies and isolates individual sounds heard in one-syllable words.	Manipulates, substitutes and deletes sounds in words.
<b>LLD 4 Alphabetic Knowledge</b>	Looks for familiar people and objects when given their names. Babbles or repeats sounds.	Identifies a familiar object or person when shown a drawing or photo. Points at words printed on a page and pretends to read aloud.	Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.	Recognizes some common words in print; such as his/her name, mom, dad. Identifies six to seven letters and their sounds.	Names all upper- and lowercase letters when presented in random order and identifies at least 15 letter sounds. When shown a two- or three-letter word, can find it in print.	Reads high-frequency sight words. Identifies all letters and their sounds. Begins to sound out the letters in two- to four-letter words.	Reads and decodes root words with inflectional endings, e.g., -ed, -ing, -s. Recognizes letter patterns, word families, long and short vowel sounds, whole word chunks, digraphs and blends.	Decodes words with common prefixes and suffixes. Uses context or rereads to determine the meaning of unknown words.
<b>LLD 5 Concepts of Print</b>	Looks at or points to pictures. Opens and closes books.	Recognizes if pictures are right-side up. Turns pages from front to back of book.	Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.	Identifies letters, words, spaces and some punctuation. Follows the direction of text.	Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.	Recognizes common types of text, e.g., poem, storybook, fact book. Names author and illustrator. Identifies punctuation.	Explains the difference between books that tell stories and those that give information.	Describes the overall structure of a story, including the introduction, problem and conclusion.
<b>LLD 6 Reading Comprehension</b>	Interacts by reaching for or patting when a book is read. Holds book and looks intently at each page.	Points to pictures and repeats words from familiar stories. Answers "where" questions by pointing.	Talks about pictures and ideas in familiar stories. Answers "what" questions about stories and books. Recalls the name of the main character.	Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Participates with others in the retelling of a story by pointing at pictures or role-playing with props.	Relates to the characters or events of the story and shares a similar experience or object from own life. Retells portions of a story. Asks and answers simple questions about characters, setting and events.	With support, compares similarities between two texts. With prompting, answers questions about characters and setting. Retells major events of a story in sequence.	Makes many text-to-text, self, and real-world connections. Compares similarities and differences between texts. Retells stories with key details. Discusses setting, characters and events.	Evaluates texts based on content, personal experiences and knowledge of the world. Compares the main points of two texts. Summarizes texts and their messages. Describes the points of view of various characters.
<b>LLD 7 Writing</b>	Explores writing materials.	Makes random marks with writing tools. Make handprints or fingerprints.	Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks. Scribbles or draws marks as a representation of an object or person.	Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what they represent.	Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea.	Consistently uses mature tripod grip with drawing/writing tools. Uses inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing.	Legibly prints letters, numbers and symbols. Writes a string of simple sentences to tell a story or share information. Provides a concluding statement.	Uses appropriate spacing between letters and words. Controls the size and placement of letters, numbers or details in drawings. Writes ideas or groups information in logical order. Uses descriptive words in writing.

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

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

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