



*Alignment of the*  
**Experience Early Learning Skills**  
*with*  
**Oklahoma Early Learning Standards:**  
**Ages 0-3 and 3-5**





## The Developmental Continuum of the Experience Early Learning Skills

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

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

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

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



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



# Oklahoma Early Learning Standards

*Standards for Early Childhood:  
Ages 0-3*

*Standards for Early Childhood:  
Ages 3-5*



[Oklahoma Early Learning Guidelines- Ages Birth Through 36 Months](#)

Oklahoma Early Learning Standards: Infants, Toddlers & Twos

Developmental Continuum of the Experience Early Learning Skills

APPROACHES TO LEARNING	
<b>STANDARD 1</b> The child will demonstrate interest in learning through persistence and varying degrees of initiative, curiosity, sensory exploration and problem solving.	
<b>Young Infant: 0-8 months</b> <i>The Baby May: Begin to show interest in exploring his/her environment.</i>	
<ul style="list-style-type: none"> <li>• Notice and show interest in and excitement with familiar objects, people and events.</li> <li>• React to new objects and sounds by becoming more quiet</li> <li>• more active or changing his/her facial expressions.</li> <li>• Gaze attentively at teachers talking to them during caregiving routines such as feeding and diaper changing.</li> <li>• Consistently look, reach for and mouth toys and objects. Grasp, release, re-grasp and re-release an object.</li> <li>• Kick or grab a toy to see if it will repeat a sound and/or a motion.</li> </ul>	<b>SED 3 Attention &amp; Persistence</b> SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.  <b>PD 2 Fine Motor</b> PD 2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object.  <b>LLD 1 Listening</b> LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions.  <b>SS 2 Civics &amp; Economics</b> SS 2.1 Attends to others in immediate environment. Grasps and releases objects.
<b>Mobile Infant: 6-18 months</b>	

<p><i>The Baby May: Increase attention span and persist in repetitive tasks.</i></p>	
<ul style="list-style-type: none"> <li>• Show persistence by dropping a toy or object and looking for it, wanting to hear the same song or story over and over again, or repeating the same activity.</li> <li>• Use multiple senses at one time to explore objects by looking, touching, mouthing and banging.</li> <li>• Show pleasure and encourage continued interaction by vocalizing and smiling when he/she is being read to, talked to or sung to.</li> <li>• Explore spatial relationships by attempting to fit his/her body in boxes or tunnels.</li> <li>• Demonstrate interest in new experiences such as reaching out to touch rain or stopping play to watch a garbage truck.</li> <li>• Pretend to do a task he/she has observed (For example: use a toy key to lock and unlock a door or feed a baby doll a bottle).</li> </ul>	<p><b>SED 4 Social Relationships</b>  SED 4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. Enjoys turn-taking games such as peekaboo.  SED 4.2 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.</p> <p><b>PD 1 Gross Motor</b>  PD 1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.  PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p> <p><b>LLD 1 Listening</b>  LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions.</p> <p><b>LLD 2 Communication</b>  LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.</p>
<p><b>Toddler: 16-36 months</b>  <i>The Toddler May: Explore relationships and the environment independently and with purpose.</i></p>	
<ul style="list-style-type: none"> <li>• Play beside other children and imitate the play of another child.</li> <li>• Engage in pretend play around familiar event. Substitute objects and toys for real items such as using a block as food as they pretend to prepare dinner.</li> <li>• Seek and take pleasure in new skills, independence and appropriate risktaking activities.</li> <li>• Enjoy opportunities to use art materials in various</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. Expresses delight over a successful project.</p> <p><b>SED 4 Social Relationships</b>  SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.</p> <p><b>MR 7 Logic &amp; Reasoning</b></p>

<p>ways.</p> <ul style="list-style-type: none"> <li>• Experiment with cause and effect</li> <li>• Show curiosity by trying to figure out how something works, may try several strategies before finding what works.</li> </ul>	<p>MR 7.2 Experiments with cause and effect. MR 7.3 Plan a logical series of steps to accomplish a task.</p> <p><b>CA 3 Visual Arts</b> CA 3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.</p> <p><b>CA 4 Drama</b> CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p>
<b>CREATIVE SKILLS</b>	
<p><b>STANDARD 1</b> The child participates in activities to foster individual creativity.</p>	
<p><b>Young Infant: 0-8 months</b> <i>The Baby May: Respond to or show interest in sights and sounds in the environment.</i></p>	
<ul style="list-style-type: none"> <li>• Look at, smile or coo at faces and simple designs.</li> <li>• Focus on and respond to facial expression and voice tones. Respond to adult's initiations of play activity by smiling or cooing.</li> <li>• Respond to music in the environment by calming when hearing a lullaby, or turning head and moving arms and legs when hearing fast music.</li> <li>• Enjoy producing music and other sounds with rattles and bells.</li> </ul>	<p><b>SED 4 Social Relationships</b> SED 4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. Enjoys turn-taking games such as peekaboo.</p> <p><b>CA 1 Music</b> CA 1.1 Responds to sounds. Makes sounds to communicate feelings.</p> <p><b>CA 2 Dance &amp; Movement</b> CA 2.1 Moves body in a variety of ways. Uses body language to express feelings.</p>

<p><b>Mobile Infant: 6-18 months</b>  <i>The Baby May: Begin to understand his/her world by using senses to explore and experience the environment.</i></p>	
<ul style="list-style-type: none"> <li>• Delight in ability to produce sounds (smacks lips, squeals on purpose). Start to discover musical rhythm and create sounds by banging everyday objects.</li> <li>• Respond to and show preference for familiar songs and tunes. May like to hear or sing the same tune over and over.</li> <li>• Engage in imitation play, begin to fantasize and perform simple roleplay.</li> <li>• Begin to experiment with art materials. Hold large crayons, paintbrushes, markers or chalk, move them between hands and engage in random marks and scribbling.</li> <li>• Participate in and enjoy a variety of tactile/sensory experiences such as water, textures, etc.</li> </ul>	<p><b>CA 1 Music</b>  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>  CA 2.2 Moves body purposely. Sways or bounces to music. Uses purposeful gestures and body language to communicate.</p> <p><b>CA 3 Visual Arts</b>  CA 3.2 Uses hands and feet to explore a variety of media. Scribbles, colors or paints intentionally on paper.</p> <p><b>CA 4 Drama</b>  CA 4.2 Mimics observed behaviors and words. Mimics the use of familiar objects.</p> <p><b>SCI 3 Physical Science</b>  SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.</p>
<p><b>Toddler: 16-36 months</b>  <i>The Toddler May: Begin to express thoughts and feelings through creative movement, music and dramatic activities.</i></p>	
<ul style="list-style-type: none"> <li>• Learn words to simple songs; participate in group singing activities for short periods of time; and move freely in response to music and change of tempo.</li> <li>• Engage in spontaneous and imaginative play using a variety of materials to dramatize stories and experiences. Use a block for a phone or a box for a train.</li> <li>• Create art representing people, objects and places. Tell about the art they created, what it is and what the</li> </ul>	<p><b>CA 1 Music</b>  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><b>CA 2 Dance &amp; Movement</b>  CA 2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.</p> <p><b>CA 3 Visual Arts</b>  CA 3.3 Explores a variety of artistic tools and media. Uses materials to</p>

action might be. Marks on the page could be the family.	create shapes and symbols.  <b>CA 4 Drama</b> CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.
<b>COMMUNICATION SKILLS AND EARLY LITERACY (LANGUAGE ARTS)</b>	
<b>LANGUAGE STANDARD 1</b> Receptive (Listening): The child hears and responds to sounds in the environment.	
<b>Young Infant: 0-8 months</b> <i>The Baby May: Demonstrate awareness of communication through listening and observing.</i>	
<ul style="list-style-type: none"> <li>• Startle or cry when a loud noise is heard.</li> <li>• Turn to look at teacher's face when he/she speaks or smiles in response to the teacher's smile.</li> </ul>	<b>LLD 1 Listening</b> LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions.
<b>Mobile Infant: 6-18 months</b> <i>The Baby May: Begin to recognize sounds and/or spoken words for familiar objects, people and simple requests.</i>	
<ul style="list-style-type: none"> <li>• Look toward the teacher and smile when his/her name is spoken.</li> <li>• Look, point and use gestures.</li> <li>• Point to objects to draw teacher's attention.</li> </ul>	<b>LLD 1 Listening</b> LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions. LLD 1.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts. With prompts and gestures, follows a one-step

	direction.
<b>Toddler: 16-36 months</b> <i>The Toddler May: Begin to understand more requests and detailed statements referring to positions in space, places, ideas, actions, people and feelings.</i>	
<ul style="list-style-type: none"> <li>Recognize familiar songs and books. (For example: start to sing parts of a familiar song).</li> <li>Understand pronouns such as me, mine, yours, him and her.</li> <li>Follow simple one-step, later two-step directions. (For example: pick up a cup when asked by teacher or pick up a toy and put it away).</li> <li>Recognize familiar places by logos.</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> <p><b>CA 1 Music</b>  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><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>
<b>Communication Skills And Early Literacy (Language Arts)</b>	
<b>STANDARD 2</b> Expressive (Speaking/Vocabulary): The child expresses needs, thoughts, and interests through gestures, sounds or words.	
<b>Young Infant: 0-8 months</b> <i>The Baby May: Demonstrate increasing ability to express wants, needs, thoughts and feelings.</i>	
<ul style="list-style-type: none"> <li>Make sounds or cries of varying intensity and pitch.</li> <li>Communicate through facial expression or body movement. (For example: turns toward sound, smiles,</li> </ul>	<p><b>LLD 1 Listening</b>  LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions.</p>

<p>squeals, says 'mmmm' while sucking, etc.).</p> <ul style="list-style-type: none"> <li>• Use gestures, babbles, sounds or body language to communicate. Reach out to caregiver, point to items they can see, or coo with one or two consonants with several vowels.</li> <li>• Laugh aloud.</li> </ul>	<p><b>LLD 2 Communication</b> LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.</p>
<p><b>Mobile Infant: 6-18 months</b> <i>The Baby May: Demonstrate an increasing ability to communicate.</i></p>	
<ul style="list-style-type: none"> <li>• Point and babble with inflections similar to adult speech.</li> <li>• Attempt to sing.</li> <li>• Communicate with gestures. Use Baby Sign Language, American Sign Language or other familiar gestures such as wave goodbye when prompted.</li> <li>• Communicate with one word sentences. Begin using descriptive words such as down, more, big, and up.</li> </ul>	<p><b>LLD 2 Communication</b> LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate. LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words either using signs or word-like sounds to communicate.</p> <p><b>CA 1 Music</b> CA 1.2 Responds to changes in sound, rhythm, volume or melody. Repeats words in familiar songs and attempts to sing.</p>
<p><b>Toddler: 16-36 months</b> <i>The Toddler May: Demonstrate increasing ability to combine sounds and simple words to express meaning and to communicate.</i></p>	
<ul style="list-style-type: none"> <li>• Begin to combine two words, use simple sentences, and expand sentence length as vocabulary increases.</li> <li>• Use language to communicate with other children and adults throughout daily activities. May show frustration when not understood.</li> <li>• Begin using 's' at the end of some words, such as wants, trucks and mouses.</li> <li>• Begin to name items from pictures.</li> <li>• Attempt to sing songs with words, and later sing</li> </ul>	<p><b>LLD 2 Communication</b> LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words either using signs or word-like sounds to communicate. LLD 2.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille, or verbalized words. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas. Asks and responds to questions.</p> <p><b>CA 1 Music</b> CA 1.2 Responds to changes in sound, rhythm, volume or melody. Repeats</p>

phrases of songs.	words in familiar songs and attempts to sing.
<b>Communication Skills And Early Literacy (Language Arts)</b>	
<b>LITERACY STANDARD 3</b> Print Awareness: The child will begin to recognize familiar faces, patterns, symbols and logos in the environment.	
<b>Young Infant: 0-8 months</b> <i>The Baby May: Demonstrate an interest in human faces, patterns, colors and familiar pictures.</i>	
<ul style="list-style-type: none"> <li>Repeatedly stare at faces or patterns on objects.</li> <li>Respond in a physical way to books or other print by putting it in his/her mouth or grabbing at pages.</li> <li>Show a preference by reaching for or looking at a favorite book, page or picture.</li> </ul>	<p><b>SED 3 Attention &amp; Persistence</b> SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.</p> <p><b>LLD 5 Concepts of Print</b> LLD 5.1 Looks at or points to pictures. Opens and closes books.</p> <p><b>LLD 6 Reading Comprehension</b> LLD 6.1 Interacts by reaching for or patting when a book is read. Holds book and looks intently at each page.</p>
<b>Mobile Infant: 6-18 months</b> <i>The Baby May: Demonstrate an increasing awareness of familiar books, signs and symbols</i>	
<ul style="list-style-type: none"> <li>Make movements and sounds or words in response to pictures and books by pointing, patting, or kissing favorite pictures in a book.</li> <li>Begin to recognize signs and symbols frequently seen by naming or pointing to logos and signs.</li> <li>Pretend to read books by holding the books and looking at pictures as if reading. Hold books upside down or backwards, turning pages from back to front.</li> </ul>	<p><b>LLD 5 Concepts of Print</b> LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of book.</p> <p><b>LLD 6 Reading Comprehension</b> LLD 6.2 Points to pictures and repeats words from familiar stories. Answers "where" questions by pointing.</p>

<b>Toddler: 16-36 months</b> <i>The Toddler May: Demonstrate interest in and enjoyment of looking at books, participating in reading and telling stories.</i>	
<ul style="list-style-type: none"> <li>• Listen to a story and look at the pictures and words in print as the teacher reads a story. Ask to have the same book read several times; will carry the book around and show it to others; pretend to read.</li> <li>• Choose books independently and begins to understand how to care for books.</li> <li>• Identify and talk about pictures in books. Say a phrase or word over and over from a book, finger play or song. Begin to anticipate what happens next in the story.</li> <li>• Start to recognize print and/or pictures in the environment. May say letter(s) in his/her name.</li> <li>• Pretend to write a letter or story.</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> <p><b>LLD 4 Alphabetic Knowledge</b>  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><b>LLD 5 Concepts of Print</b>  LLD 5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p> <p><b>LLD 6 Reading Comprehension</b>  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> <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>
<b>Communication Skills And Early Literacy (Language Arts)</b>	
<b>STANDARD 4</b> Comprehension: The child will attach meaning to sounds, gestures, signs and words heard.	
<b>Young Infant: 0-8 months</b> <i>The Baby May: Begin to respond to sounds in the environment.</i>	
<ul style="list-style-type: none"> <li>• Startle or turn in the direction of sounds in the</li> </ul>	<b>LLD 1 Listening</b>

<p>environment.</p> <ul style="list-style-type: none"> <li>• Respond to familiar words or gestures. Stop crying when an adult says bottle or goodbye.</li> </ul>	<p>LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions.</p> <p><b>LLD 4 Alphabetic Knowledge</b></p> <p>LLD 4.1 Looks for familiar people and objects when given their names. Babbles or repeats sounds.</p>
<p><b>Mobile Infant: 6-18 months</b></p> <p><i>The Baby May: Begin to follow simple directions and demonstrate understanding of home and/or English language.</i></p>	
<ul style="list-style-type: none"> <li>• Recognize familiar social games and routines</li> <li>• Respond to simple questions or requests.</li> <li>• Point to objects, pictures and body parts as part of interactions with adults.</li> </ul>	<p><b>LLD 3 Attention &amp; Persistence</b></p> <p>LLD 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p> <p><b>LLD 1 Listening</b></p> <p>LLD 1.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts. With prompts and gestures, follows a one-step direction.</p>
<p><b>Toddler: 16-36 months</b></p> <p><i>The Toddler May: Demonstrate understanding of the meaning of stories, social games, songs and poems; begin to understand more abstract ideas, feelings, positions in space; and begin to be involved in limited conversation.</i></p>	
<ul style="list-style-type: none"> <li>• Demonstrate an understanding of language spoken at home.</li> <li>• Listen and respond to one and two-step directions, stories, rhymes or finger plays.</li> <li>• Answer simple questions.</li> <li>• Begin to understand the sequence or order of a story. Tell a story from imagination or experience.</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><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. Asks and responds to questions.</p>

	<b>LLD 6 Reading Comprehension</b> 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.
<b>Communication Skills And Early Literacy (Language Arts)</b>	
<b>STANDARD 5</b> PRE-WRITING: The child will explore different tools that will lead to making random marks, scribbles and pictures.	
<b>Young Infant: 0-8 months</b> <i>The Baby May: Begin to develop eye-hand coordination and intentional hand control.</i>	
<ul style="list-style-type: none"> <li>Reach, grasp and put objects in his/her mouth</li> <li>Bring hands together to middle of body, hold toys with both hands or pass objects from one hand to the other.</li> </ul>	<b>PD 2 Fine Motor</b> PD 2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object.  <b>LLD 7 Writing</b> LLD 7.1 Explores writing materials.
<b>Mobile Infant: 6-18 months</b> <i>The Baby May: Continue to develop small (fine) motor skills and incorporate more large (gross) motor skills that are used in pre-writing.</i>	
<ul style="list-style-type: none"> <li>Use his/her fingers or hand to grasp large crayon, marker or other tool with a whole fist and make strokes, lines or scribbles randomly on paper and other surfaces.</li> <li>Use thumb and forefinger to pick up items (pincer grasp).</li> <li>Develop midline skills such as holding large crayons and transferring them from one hand to the other.</li> <li>Begin to recognize the relationship between familiar</li> </ul>	<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.  <b>LLD 4 Alphabetic Knowledge</b> 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.  <b>LLD 7 Writing</b> LLD 7.2 Makes random marks with writing tools. Make handprints or

pictures and printed words	fingerprints.
<b>Toddler: 16-36 months</b> <i>The Toddler May: Continue to develop small (fine) motor and large (gross) motor skills that are used in pre-writing.</i>	
<ul style="list-style-type: none"> <li>• Hold a large crayon or writing tool with a whole fist grasp and scribble with increasing levels of control.</li> <li>• Explore drawing, painting and writing as a way of communicating.</li> <li>• Tell teacher about drawing.</li> </ul>	<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. Asks and responds to questions.  <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.
<b>MATHEMATICS</b>	
<b>STANDARD 1</b> The child will begin to develop awareness of patterns in the environment.	
<b>Young Infant: 0-8 months</b> <i>The Baby May: Demonstrate expectations for familiar sequences of event.</i>	
<ul style="list-style-type: none"> <li>• Focus on pictures and patterns.</li> <li>• Kick feet, wave arms or smile. (For example: when bottle is seen in expectation of being fed).</li> <li>• Pick up and mouth objects.</li> </ul>	<b>LLD 5 Concepts of Print</b> LLD 5.1 Looks at or points to pictures. Opens and closes books.  <b>MR 3 Shapes</b> MR 3.1 Manipulates objects that are a variety of shapes.

	<b>MR 5 Patterns</b> MR 5.1 Plays predictable activities with caregivers such as pat-a-cake and peekaboo.
<b>Mobile Infant: 6-18 months</b> <i>The Baby May: Begin to recognize similarities and differences, including familiar and unfamiliar people, objects and routines.</i>	
<ul style="list-style-type: none"> <li>• Show anticipation of daily events such as move to the table after handwashing without the teacher's instruction.</li> <li>• Begin to be aware of differences between shapes, colors and textures.</li> </ul>	<b>SED 3 Attention &amp; Persistence</b> SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.  <b>MR 3 Shapes</b> MR 3.2 Matches two identical shapes.  <b>MR 5 Patterns</b> MR 5.2 Attempts to mimic vocal and physical patterns.  <b>SCI 3 Physical Science</b> SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.
<b>Toddler: 16-36 months</b> <i>The Toddler May: Begin to demonstrate an understanding of patterns in the environment.</i>	
<ul style="list-style-type: none"> <li>• Show interest in patterns in finger plays, nursery rhymes or songs.</li> <li>• Recognize objects have specific places where they belong and similar objects may be grouped together.</li> <li>• Match objects to pictures.</li> <li>• Recognize patterns.</li> </ul>	<b>MR 5 Patterns</b> MR 5.2 Attempts to mimic vocal and physical patterns. MR 5.3 Copies patterns with two steps, such as red-blue, red-blue.  <b>MR 6 Classification</b> MR 6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics.
<b>Mathematics</b>	

<b>STANDARD 2</b> Spatial Awareness/Geometry: Children become aware of themselves in relation to objects and structures around them	
<b>Young Infant: 0-8 months</b> <i>The Baby May: Experience differences in his/her location, his/her position and the position of objects in the environment.</i>	
<ul style="list-style-type: none"> <li>• Show a preference for how he/she is held by the caregiver.</li> <li>• Extend his/her arms and legs to touch or kick objects.</li> <li>• Feel objects. Wrap hands around or pat a bottle during feeding.</li> </ul>	<b>PD 2 Fine Motor</b> PD 2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object.  <b>MR 2 Spatial Awareness</b> MR 2.1 Plays with objects and toys that are a variety of shapes. Participates as caregiver raises arms or legs and says up/down. Tries to put one object inside another.
<b>Mobile Infant: 6-18 months</b> <i>The Baby May: Begin moving with purpose.</i>	
<ul style="list-style-type: none"> <li>• Begin to become mobile by rolling over, sitting up, crawling, or walking. Reach for a person or a toy.</li> <li>• Manipulate three-dimensional objects by picking up, examining and throwing.</li> </ul>	<b>PD 1 Gross Motor</b> PD 1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position. PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.  <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.
<b>Toddler: 16-36 months</b> <i>The Toddler May: Explore materials and space by handling, building, moving and manipulating.</i>	
<ul style="list-style-type: none"> <li>• Build and explore structures of various sizes using boxes, blocks, sand molds, pots and pans.</li> </ul>	<b>MR 2 Spatial Awareness</b> MR 2.3 Recognizes objects that are upside-down and turns them right-side up. Finds or places objects next to, between, in front of or behind self. Puts

<ul style="list-style-type: none"> <li>• Begin to be aware of names of shapes.</li> <li>• Learn to manipulate his/her body in relation to people and objects around them. The child might sit on another child with the intention of sitting beside the child.</li> </ul>	<p>together three pieces to create a whole object.</p> <p><b>MR 3 Shapes</b> MR 3.3 Identifies a few basic shapes.</p> <p><b>SS 3 Geography</b> SS 3.2 Recognizes familiar places. Finds ways to move around obstacles in a familiar environment.</p>
<b>Mathematics</b>	
<p><b>STANDARD 3</b> Number Sense: The child will begin to develop an awareness of quantity.</p>	
<p><b>Young Infant: 0-8 months</b> <i>The Baby May: Begin to explore objects in the environment, developing a foundation for number awareness.</i></p>	
<ul style="list-style-type: none"> <li>• Reach for more toys.</li> <li>• Show enjoyment when being read a book.</li> </ul>	<p><b>LLD 6 Reading Comprehension</b> LLD 6.1 Interacts by reaching for or patting when a book is read. Holds book and looks intently at each page.</p> <p><b>MR 1 Number Sense</b> MR 1.1 Hears numbers in everyday context. Hears rote counting. Looks for an object that is taken out of sight.</p>
<p><b>Mobile Infant: 6-18 months</b> <i>The Baby May: Begin to show interest in characteristics of objects such as size or quantity.</i></p>	
<ul style="list-style-type: none"> <li>• Show an interest in singing and begin to participate in songs about numbers and counting.</li> <li>• Fill containers with objects and empty them out.</li> <li>• Begin to use symbols, signs and language to show wanting <i>more</i>.</li> <li>• Match objects one to one like finding a lid for each</li> </ul>	<p><b>LLD 2 Communication</b> LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words either using signs or word-like sounds to communicate.</p> <p><b>MR 2 Spatial Awareness</b> MR 2.2 Purposely turns or spins objects. Follows simple positional directions</p>

<p>container.</p> <ul style="list-style-type: none"> <li>• Begin to nest objects inside of one another.</li> </ul>	<p>such as on/off, over/under and up/down. Fills container then dumps out the contents.</p> <p><b>MR 6 Classification</b> MR 6.2 When shown one object, finds the match. Identifies and names familiar people, characters and animals.</p> <p><b>CA 1 Music</b> CA 1.2 Responds to changes in sound, rhythm, volume or melody. Repeats words in familiar songs and attempts to sing.</p>
<p><b>Toddler: 16-36 months</b> <i>The Toddler May: Begin to develop an understanding of numbers, the counting process and making comparisons (measurement).</i></p>	
<ul style="list-style-type: none"> <li>• Match one to one with larger quantities.</li> <li>• Connect language to concept and understand the differences in specific quantity and size by saying words and phrases such as more milk, two eyes, or <i>"He has more than me!"</i></li> </ul>	<p><b>MR 1 Number Sense</b> MR 1.3 Recognizes numerals to three. Points to one object at a time while counting (not always in correct order). Creates groups of objects. Adds to and removes from group as prompted.</p> <p><b>MR 4 Measurement</b> MR 4.3 Determines which object is bigger (heavier, longer) when given two objects.</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. Asks and responds to questions.</p>
<b>PHYSICAL DEVELOPMENT</b>	

<b>STANDARD 1</b> Large Muscle Development – The child participates in activities involving large motor skills.	
<b>Young Infant: 0-8 months</b> <i>The Baby May: Demonstrate basic movements. (For example: lifting and controlling head, developing abdominal muscles, moving arms and legs, rolling over, sitting with and without support and beginning creeping).</i>	
<ul style="list-style-type: none"> <li>• Turn head from side to side.</li> <li>• Raise head off floor.</li> <li>• Kick feet and move hands.</li> <li>• Push head and chest up off the floor.</li> <li>• Roll over.</li> <li>• Sit with support.</li> <li>• Sit without support.</li> <li>• Rock back and forth on hands and knees and begin to scoot and crawl. Move backward while trying to go forward.</li> <li>• Stand firmly on legs with assistance while in teachers lap.</li> </ul>	<b>PD 1 Gross Motor</b> PD 1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.  <b>LLD 1 Listening</b> LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions.
<b>Mobile Infant: 6-18 months</b> <i>The Baby May: Demonstrate basic locomotor movements.</i>	
<ul style="list-style-type: none"> <li>• Creep and crawl.</li> <li>• Pull self to standing by holding on to furniture or a person. Stand alone with and without support.</li> <li>• Walk with assistance.</li> <li>• Walk without support.</li> <li>• Climb into chair and seat self.</li> <li>• Walk up and down stairs.</li> </ul>	<b>PD 1 Gross Motor</b> PD 1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position. PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.

<i>The Baby May: Use large arm movements (non-locomotor).</i>	
<ul style="list-style-type: none"> <li>• Bang toys and objects on table or floor.</li> <li>• Throw balls or objects and move arms up or down with purpose.</li> <li>• Use rhythm instruments.</li> </ul>	<p><b>PD 1 Gross Motor</b> PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p> <p><b>CA 1 Music</b> 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><b>Toddler: 16-36 months</b> <i>The Toddler May: Demonstrate beginning non-locomotor movements.</i></p>	
<ul style="list-style-type: none"> <li>• Sway or rock to music.</li> <li>• Squat, stoop or bend.</li> <li>• Reach for an object on tiptoes.</li> <li>• Try to balance while standing on one foot.</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><b>CA 2 Dance &amp; Movement</b> CA 2.2 Moves body purposely. Sways or bounces to music. Uses purposeful gestures and body language to communicate.</p>
<i>The Toddler May: Use large arm movements (non-locomotor).</i>	
<ul style="list-style-type: none"> <li>• Use rhythm instruments.</li> <li>• Throw balls or objects.</li> <li>• Use full arm motion to participate in sensory experiences.</li> <li>• Use blocks or other materials.</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><b>CA 1 Music</b> 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><b>MR 2 Spatial Awareness</b> MR 2.3 Recognizes objects that are upside-down and turns them right-side up. Finds or places objects next to, between, in front of or behind self. Puts together three pieces to create a whole object.</p>

<i>The Toddler May: Demonstrate advancing balance, control and coordination.</i>	
<ul style="list-style-type: none"> <li>• Carry objects from one place to another while walking or fills a basket, bag, bucket, etc. Hold on to a favorite object.</li> <li>• Dance to music, including songs with directed movement.</li> <li>• Jump off low objects.</li> <li>• Move on riding toys.</li> <li>• Stop and turn while running.</li> <li>• Walk up and down low steps with assistance</li> </ul>	<p><b>PD 1 Gross Motor</b>  PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.  PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p><b>CA 2 Dance &amp; Movement</b>  CA 2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.</p>
<i>The Toddler May: Demonstrate spatial awareness of whole body.</i>	
<ul style="list-style-type: none"> <li>• Become aware of how his/her body moves through space.</li> <li>• Walk backwards.</li> <li>• Climb structures</li> <li>• Show an awareness of dangers in the environment by asking for assistance or reaching for an adult hand.</li> </ul>	<p><b>PD 1 Gross Motor</b>  PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p> <p><b>SS 3 Geography</b>  SS 3.2 Recognizes familiar places. Finds ways to move around obstacles in a familiar environment.</p> <p><b>PD 3 Safety</b>  PD 3.2 Responds to possible dangers in environment and avoids them when prompted.</p>
<b>Physical Development</b>	
<b>STANDARD 2</b> The child participates in activities involving small motor skills	
<b>Young Infant: 0-8 months</b> <i>The Baby May: Demonstrate basic small muscle movements.</i>	
<ul style="list-style-type: none"> <li>• Hold on to an adult's finger.</li> </ul>	<b>PD 2 Fine Motor</b>

<ul style="list-style-type: none"> <li>● Grasp and release whatever is put in his/her hand.</li> <li>● Play with fingers and put them in mouth.</li> <li>● Play with grasped objects.</li> <li>● Reach for and swipe at dangling objects.</li> <li>● Rake objects with hands.</li> </ul>	<p>PD 2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object.</p> <p><b>MR 4 Measurement</b> MR 4.1 Recognizes when to use whole hand or just two fingers to pick up an object.</p>
<p><b>Mobile Infant: 6-18 months</b> <i>The Baby May: Demonstrate increasing control of small muscles in hands.</i></p>	
<ul style="list-style-type: none"> <li>● Reach and successfully grab objects of interest.</li> <li>● Pick up objects with thumb and forefinger (pincer grasp).</li> <li>● Use simple hand signs and gestures.</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><b>LLD 2 Communication</b> LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words either using signs or word-like sounds to communicate.</p>
<p><b>Toddler: 16-36 months</b> <i>The Toddler May: Develop small muscle strength and develop coordination of hands and fingers.</i></p>	
<ul style="list-style-type: none"> <li>● Continue to use both hands together and show no strong preference for a dominant hand.</li> <li>● Begin to favor one hand over the other.</li> <li>● Use hands to explore sensory materials.</li> <li>● Use hands to pound, poke, squeeze and build.</li> <li>● Manipulate various art mediums.</li> <li>● Begin to snip with safety scissors.</li> <li>● Hold crayon, pencils and markers with thumb and finger.</li> <li>● Imitate finger plays with a growing complexity.</li> <li>● Use both hands at the center of the body with increasing complexity.</li> </ul>	<p><b>PD 2 Fine Motor</b> PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p> <p><b>CA 3 Visual Arts</b> CA 3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.</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>Exhibit increased control when using various tools and objects.</li> <li>Use items for building, stacking and fitting/connecting.</li> </ul>	
<b>Physical Development</b>	
STANDARD 3: The child participates in activities requiring coordination of eye and hand movements.	
<b>Young Infant: 0-8 months</b> <i>The Baby May: Begin to focus and follow objects with eyes, reach for and grasp objects.</i>	
<ul style="list-style-type: none"> <li>Follow people and objects with eyes.</li> <li>Reach for and grasp objects.</li> <li>Look at objects in hand.</li> <li>Move objects from one hand to another.</li> </ul>	<p><b>PD 2 Fine Motor</b>  PD 2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object.</p> <p><b>MR 2 Spatial Awareness</b>  MR 2.1 Plays with objects and toys that are a variety of shapes. Participates as caregiver raises arms or legs and says up/down. Tries to put one object inside another.</p>
<b>Mobile Infant: 6-18 months</b> <i>The Baby May: Begin to strengthen hand and eye coordination by making hand to object contact.</i>	
<ul style="list-style-type: none"> <li>Put objects in containers, eventually matching shapes.</li> <li>Stack blocks and knock them over.</li> <li>Place simple knobbed puzzle pieces or shapes into puzzle frame or shape sorter.</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><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 6 Classification</b>  MR 6.2 When shown one object, finds the match. Identifies and names familiar people, characters and animals.</p>

<b>Toddler: 16-36 months</b> <i>The Toddler May: Demonstrate basic hand and eye coordination by making hand to object contact.</i>	
<ul style="list-style-type: none"> <li>• Play with interlocking toys.</li> <li>• Catch a rolling ball with both hands.</li> <li>• Scribble spontaneously; begin to imitate marks.</li> <li>• Sort various objects by size, color, and shape.</li> <li>• Begin fastening and unfastening.</li> <li>• Turn pages of a book one by one.</li> <li>• Build with blocks by stacking or lining up blocks end to end.</li> <li>• Use hands for simple finger plays.</li> <li>• Scoop, shovel, fill, pour, and dump.</li> <li>• Use a tool to pound objects.</li> <li>• Cutting with scissors.</li> <li>• Use thumb and fingers to squeeze objects.</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><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.  PD 2.3 Opens, closes, twists and pulls objects with one or both hands.  PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p> <p><b>MR 6 Classification</b>  MR 6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics.</p>
<b>Physical Development</b>	
STANDARD 4: The child participates in activities requiring the development of self-help skills	
<b>Young Infant: 0-8 months</b> <i>The Baby May: Begin to participate in self-help activities</i>	
<ul style="list-style-type: none"> <li>• Coordinate sucking, swallowing and breathing.</li> <li>• Develop own schedule of feeding and sleeping.</li> <li>• Develop self-soothing skills.</li> <li>• Begin to mouth and gum solid foods.</li> <li>• Attempt to feed self.</li> </ul>	<p><b>SED 2 Self-Regulation</b>  SED 2.1 Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine.</p> <p><b>PD 5 Nutrition</b>  PD 5.1 Cries when hungry or tired.  PD 5.2 Communicates when hungry, thirsty or tired. Feeds self some finger foods.</p>
<b>Mobile Infant: 6-18 months</b>	

<p><i>The Baby May: Demonstrate increased participation in self-help activities.</i></p>	
<ul style="list-style-type: none"> <li>• Begin to feed self by holding a bottle, imitating others, or using a spoon and cup.</li> <li>• Indicate wants through gestures and vocalizations</li> <li>• Attempt to undress and dress self.</li> <li>• Gain more independence and self-regulation in rest habits.</li> <li>• Begin to assist in self-care by saying 'poopie' to indicate a diaper change is needed, or by getting a diaper, wiping his/her nose or washing hands.</li> </ul>	<p><b>PD 4 Personal Care</b>  PD 4.1 Receives appropriate healthcare from caregivers. Cries or moves body to cue when physical needs are not met.  PD 4.2 Recognizes the difference between dirty and clean. Points to body parts when prompted. Participates in taking care of some personal needs, such as feeding self.</p> <p><b>PD 5 Nutrition</b>  PD 5.2 Communicates when hungry, thirsty or tired. Feeds self some finger foods.</p>
<p><b>Toddler: 16-36 months</b>  <i>The Toddler May: Demonstrate and improve self-help skills.</i></p>	
<ul style="list-style-type: none"> <li>• Undress/dress first with assistance and later independently.</li> <li>• Feed self</li> <li>• Learn to use the toilet</li> <li>• Assist with simple tasks.</li> <li>• Care for body.</li> <li>• Begin to self-regulate need for sleep.</li> </ul>	<p><b>PD 4 Personal Care</b>  PD 4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.  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><b>PD 5 Nutrition</b>  PD 5.3 Anticipates the need to eat, rest and drink. Feeds self soft foods with spoon or other utensil.</p>
<p><b>Health and Safety</b></p>	
<p>STANDARD 1: The child will participate in activities that promote health, safety and nutrition.</p>	

<p><b>Young Infant: 0-8 months</b>  <i>The Baby May: Become familiar with routines of health and safety practices, while relying on teachers to provide a safe environment.</i></p>	
<ul style="list-style-type: none"> <li>• Explore surroundings by reaching and seeking to touch, grab, hold or put objects in his/her mouth.</li> <li>• Respond to repetition, adult conversation and singing during caregiving routines by cooing or smiling.</li> <li>• Show increasing interest in being fed, food and meal times by recognizing a breast or bottle or being held in the position associated with feeding, reaching for a bottle or cup, opening mouth in anticipation of food, etc.</li> <li>• Use different gestures and cries to indicate basic care and health needs such as hunger, sickness, sleepiness, pain, etc</li> </ul>	<p><b>SED 4 Social Relationships</b>  SED 4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. Enjoys turn-taking games such as peekaboo.</p> <p><b>PD 2 Fine Motor</b>  PD 2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object.</p> <p><b>PD 4 Personal Care</b>  PD 4.1 Receives appropriate healthcare from caregivers. Cries or moves body to cue when physical needs are not met.</p> <p><b>PD 5 Nutrition</b>  PD 5.1 Cries when hungry or tired.</p>
<p><b>Mobile Infant: 6-18 months</b>  <i>The Baby May: Show increasing awareness, imitate and begin to participate in health, safety and nutrition practices.</i></p>	
<ul style="list-style-type: none"> <li>• Be ready for food transitions such as from breast milk or formula to milk or milk substitute; pureed or infant food to finger foods, etc.</li> <li>• Begin eating solid foods and to show increasing ability to feed self.</li> <li>• Participate in health and hygiene activities by offering hands to be washed, holding a toothbrush, wiping the table by using a cloth, etc.</li> <li>• Become increasingly curious, mobile and begin to explore his/her environment.</li> <li>• Begin to respond to verbal safety warnings such as</li> </ul>	<p><b>PD 1 Gross Motor</b>  PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p> <p><b>PD 3 Safety</b>  PD 3.2 Responds to possible dangers in environment and avoids them when prompted.</p> <p><b>PD 4 Personal Care</b>  PD 4.2 Recognizes the difference between dirty and clean. Points to body parts when prompted. Participates in taking care of some personal needs, such as feeding self.</p> <p><b>PD 5 Nutrition</b></p>

stop, hot, no, etc.	PD 5.2 Communicates when hungry, thirsty or tired. Feeds self some finger foods.
<b>Toddler: 16-36 months</b> <i>The Toddler May: Show increasing understanding of and initiate health and safety practices.</i>	
<ul style="list-style-type: none"> <li>• Show body awareness interest related to basic care routines.</li> <li>• Begin to recognize bodily functions and to show interest in using the bathroom instead of the diaper.</li> <li>• Respond to adult guidance and reminders related to health and follow basic safety practices.</li> <li>• Eat independently using child-sized dishes and utensils and exhibit food preferences</li> <li>• Have periods of picky eating or increased appetite; have a dislike for certain textures.</li> <li>• Communicate interest in dramatic play materials related to food and nutrition.</li> </ul>	<p><b>PD 3 Safety</b> PD 3.3 Follows simple safety rules and avoids danger.</p> <p><b>PD 4 Personal Care</b> PD 4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.</p> <p><b>PD 5 Nutrition</b> PD 5.3 Anticipates the need to eat, rest and drink. Feeds self soft foods with spoon or other utensil.</p> <p><b>CA 4 Drama</b> CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p>
<b>Science</b>	
STANDARD 1: The child begins to demonstrate early scientific inquiry skills by questioning, exploring, problem solving, discovering and examining	
<b>Young Infant: 0-8 months</b> <i>The Baby May: Use his/her senses to explore the environment.</i>	
<ul style="list-style-type: none"> <li>• Show interest in the natural world.</li> <li>• Turn toward new sounds.</li> <li>• Feel different textures and communicate preferences.</li> <li>• Learn about an object by putting it in his/her mouth.</li> <li>• See faces and patterns.</li> </ul>	<p><b>MR 7 Logic &amp; Reasoning</b> MR 7.1 Reacts to a problem and seeks a desired outcome.</p> <p><b>SCI 2 Natural &amp; Earth Science</b> SCI 2.1 Explores immediate environment using senses. Reacts to weather changes in immediate environment.</p>

<ul style="list-style-type: none"> <li>• Begin to understand cause and effect.</li> <li>• Show interest in the movement of objects and discover ways to cause movement or actions of objects.</li> </ul>	<p><b>SCI 3 Physical Science</b> SCI 3.1 Uses senses to explore objects in immediate environment. Kicks feet or shakes arms to make other objects move.</p>
<p><b>Mobile Infant: 6-18 months</b> <i>The Baby May: Increasingly show interest in surroundings and gather information through senses and movement.</i></p>	
<ul style="list-style-type: none"> <li>• Continue to explore cause and effect.</li> <li>• Discover the motion of objects.</li> <li>• Begin to solve problems.</li> <li>• Begin to notice the difference between familiar people and strangers. Reaction and responses may change.</li> <li>• Demonstrate object permanence.</li> <li>• Use simple tools in self-care and play.</li> </ul>	<p><b>MR 7 Logic &amp; Reasoning</b> MR 7.2 Experiments with cause and effect.</p> <p><b>SCI 1 Investigation &amp; Inquiry</b> SCI 1.2 Asks one- to two-word questions. Uses senses to explore environment.</p> <p><b>SCI 3 Physical Science</b> SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.</p> <p><b>MR 6 Classification</b> MR 6.1 Recognizes familiar people and objects. Recognizes self as being separate from others.</p>
<p><b>Toddler: 16-36 months</b> <i>The Toddler May: Begin to develop scientific skills such as observing, comparing objects and exploring the environment.</i></p>	
<ul style="list-style-type: none"> <li>• Expand understanding of cause and effect relationships.</li> <li>• Continue solving problems.</li> <li>• Continue to use senses to discover.</li> <li>• Use senses to observe changes in matter and combine materials to make new substances.</li> <li>• Expand vocabulary related to scientific concepts such as observing, exploring and comparing.</li> </ul>	<p><b>MR 7 Logic &amp; Reasoning</b> MR 7.2 Experiments with cause and effect.</p> <p><b>SCI 2 Natural &amp; Earth Science</b> SCI 2.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. Understands hot and cold. Points at clouds and explores the feel of rain and wind.</p> <p><b>SCI 3 Physical Science</b> SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to</p>

<ul style="list-style-type: none"> <li>• Use tools such as a magnifying glass, digital camera, or light table to observe and describe objects.</li> <li>• Use movement of objects to play with another child and/ or adult to influence movement.</li> </ul>	<p>push or pull toys. SCI 3.3 Explores motion by moving, rolling, blowing on or dropping a toy. Begins to name colors.</p> <p><b>SCI 4 Technology</b> SCI 4.2 Begins to use simple tools purposefully, such as using a spoon to feed self.</p>
STANDARD 2: The child will investigate objects with physical properties and basic concepts of the earth.	
<p><b>Young Infant: 0-8 months</b> <i>The Baby May: Begin to notice the differences in physical characteristics of objects.</i></p>	
<ul style="list-style-type: none"> <li>• Show interest in the natural world.</li> <li>• Begin to recognize people and objects based on simple differences.</li> <li>• Use his/her senses to experience physical properties of the environment.</li> </ul>	<p><b>SCI 2 Natural &amp; Earth Science</b> SCI 2.1 Explores immediate environment using senses. Reacts to weather changes in immediate environment.</p> <p><b>SCI 3 Physical Science</b> SCI 3.1 Uses senses to explore objects in immediate environment. Kicks feet or shakes arms to make other objects move.</p>
<p><b>Mobile Infant: 6-18 months</b> <i>The Baby May: Demonstrate motivation and curiosity in exploring the environment.</i></p>	
<ul style="list-style-type: none"> <li>• Show interest in, investigate and respond to the environment.</li> <li>• Develop an awareness of materials of the earth.</li> <li>• Use simple language with weather concepts.</li> </ul>	<p><b>SCI 1 Investigation &amp; Inquiry</b> SCI 1.2 Asks one- to two-word questions. Uses senses to explore environment.</p> <p><b>SCI 2 Natural &amp; Earth Science</b> SCI 2.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. Understands hot and cold. Points at clouds and explores the feel of rain and wind.</p>
<p><b>Toddler: 16-36 months</b> <i>The Toddler Might: Explore, discover, and investigate the</i></p>	

<i>physical properties of the earth.</i>	
<ul style="list-style-type: none"> <li>• Develop an awareness of seasonal changes and begin to gain understanding of weather concepts.</li> <li>• Point to what he/she sees on the ground or in the sky and ask questions.</li> <li>• Identify or label characteristics of the earth's materials.</li> <li>• Participate in caring for the environment.</li> </ul>	<p><b>SCI 2 Natural &amp; Earth Science</b>  SCI 2.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. Understands hot and cold. Points at clouds and explores the feel of rain and wind.  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>
STANDARD 3: The child will observe and investigate living things.	
<p><b>Young Infant: 0-8 months</b>  <i>The Baby May: Notice plants, animals and other people in the environment.</i></p>	
<ul style="list-style-type: none"> <li>• Respond to the environment.</li> <li>• Look at self in mirror</li> <li>• Explore own body parts.</li> </ul>	<p><b>SED 1 Self-Awareness</b>  SED 1.2 Recognizes self in photos or in a mirror. Shows preference for certain foods or toys.</p> <p><b>SCI 2 Natural &amp; Earth Science</b>  SCI 2.1 Explores immediate environment using senses. Reacts to weather changes in immediate environment.</p>
<p><b>Mobile Infant: 6-18 months</b>  <i>The Baby May: Explore characteristics of certain living things.</i></p>	
<ul style="list-style-type: none"> <li>• Respond to and/or express curiosity about living things</li> <li>• Begin to point to own body parts when asked</li> <li>• Begin to recognize and point to animals in pictures</li> </ul>	<p><b>SCI 2 Natural &amp; Earth Science</b>  SCI 2.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. Understands hot and cold. Points at clouds and explores the feel of rain and wind.</p> <p><b>LLD 1 Listening</b>  LLD 1.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts. With prompts and gestures, follows a one-step</p>

	direction.
<b>Toddler: 16-36 months</b> <i>The Toddler May: Explore and investigate physical properties of living things.</i>	
<ul style="list-style-type: none"> <li>• Begin to understand characteristics of their environment.</li> <li>• Identify external characteristics of living and non-living things.</li> <li>• Participate in simple body part games.</li> <li>• Use sounds and simple words to describe what they find in the environment.</li> <li>• Recognize plants and animals have basic needs.</li> <li>• Make some animal sounds when asked.</li> </ul>	<p><b>SCI 2 Natural &amp; Earth Science</b></p> <p>SCI 2.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. Understands hot and cold. Points at clouds and explores the feel of rain and wind.</p> <p>SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.</p> <p>SCI 2.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. Identifies the climate and weather in the immediate environment.</p> <p><b>PD 4 Personal Care</b></p> <p>PD 4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.</p>
<b>Social and Personal Skills</b>	
STANDARD 1: The child will develop social skills and a sense of security through relationships with others who consistently meet his or her needs.	
<b>Young Infant: 0-8 months</b> <i>The Baby May: Begin to form and maintain secure relationships with others.</i>	
<ul style="list-style-type: none"> <li>• Recognize, respond or react either positively or negatively to familiar and unfamiliar adults.</li> </ul>	<p><b>SED 1 Self-Awareness</b></p> <p>SED 1.1 Explores self and others by using senses. Vocalizes or moves to</p>

<ul style="list-style-type: none"> <li>• Respond to physical contact and cuddling, maintain eye contact during feeding and interactions with an adult and turn head toward familiar voice. Show a preference to not welcome physical contact.</li> <li>• Show interest in others by smiling, squealing, rapid arm and leg movement or other movements.</li> <li>• Show awareness of feelings displayed by others by matching the facial expressions and smiling responsively</li> </ul>	<p>express wants and needs.</p> <p><b>SED 4 Social Relationships</b>  SED 4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. Enjoys turn-taking games such as peekaboo.</p>
<p><b>Mobile Infant: 6-18 months</b>  <i>The Baby May: Continue to strengthen relationships with adults and begin to develop an interest in other children.</i></p>	
<ul style="list-style-type: none"> <li>• Engage in social games through playful back and forth interactions.</li> <li>• Show feelings of security with familiar adults. Begin to explore but look back to teacher for reassurance, smile and go to familiar adults when they enter the room, and snuggle closer to a familiar adult when an unfamiliar person tries to hold him/her.</li> <li>• Express self by using verbal and nonverbal cues, such as raising arms to show he/she wants to be picked up or held.</li> <li>• Begin to relate to other children.</li> </ul>	<p><b>SED 4 Social Relationships</b>  SED 4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. Enjoys turn-taking games such as peekaboo.  SED 4.2 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.</p> <p><b>PD 4 Personal Care</b>  PD 4.1 Receives appropriate healthcare from caregivers. Cries or moves body to cue when physical needs are not met.</p>
<p><b>Toddler: 16-36 months</b>  <i>The Toddler May: Continue to develop social interaction skills and begin to show independence while maintaining strong attachments with caregivers.</i></p>	
<ul style="list-style-type: none"> <li>• Watch from a distance or wait for a reaction from a familiar adult.</li> <li>• Engage in solitary play, coloring, building or looking at</li> </ul>	<p><b>SED 4 Social Relationships</b>  SED 4.2 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.  SED 4.3 Identifies and plays side-by-side with a new or familiar person.</p>

<p>picture books for a few minutes.</p> <ul style="list-style-type: none"> <li>• Engage in parallel play by playing alongside another child, imitating action or using similar materials.</li> <li>• Engage in brief social games lasting only a minute or two.</li> <li>• Recognize familiar people in person or in a photograph.</li> <li>• Express self verbally and nonverbally with gestures; become frustrated when not understood.</li> <li>• Respond to and initiate interaction with others. Smile or laugh in delight in response to others and show concern when others are hurting or crying.</li> </ul>	<p>Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.</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. Asks and responds to questions.</p> <p><b>LLD 4 Alphabetic Knowledge</b>  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><b>STANDARD 2:</b> The child will develop strategies to regulate emotions and behavior.</p>	
<p><b>Young Infant: 0-8 months</b>  <i>The Baby May: Begin to develop the skills necessary to participate in a variety of settings.</i></p>	
<ul style="list-style-type: none"> <li>• Learn to sleep through normal environmental noise such as the dishwasher running, conversations, etc.</li> <li>• Relax when rocked gently and fall asleep when placed in crib.</li> <li>• Give cues by how they are responding to the environment. Stop crying or kick legs in excitement when a familiar object is given to them, turn head and break eye contact, frown, and/or arch back when there is too much noise, light or activity.</li> <li>• Learn to calm or self-soothe when upset or tired, such as sucking fingers or a pacifier</li> <li>• Listen and respond by quieting, smiling and/or cooing when hearing his/ her name.</li> </ul>	<p><b>SED 2 Self-Regulation</b>  SED 2.1 Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine.</p> <p><b>SED 4 Social Relationships</b>  SED 4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. Enjoys turn-taking games such as peekaboo.</p> <p><b>LLD 1 Listening</b>  LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions.</p>

<p><b>Mobile Infant: 6-18 months</b>  <i>The Baby May: Begin to recognize and respond to the emotional cues of self and others.</i></p>	
<ul style="list-style-type: none"> <li>• Show comfort in having a consistent daily routine. After lunch, washes hands, anticipate diaper change and washing hands again, and go to a specific location in the room where he/she sleeps</li> <li>• Self-soothe or cry and move toward an adult for comfort, expecting the adult will respond to needs</li> <li>• Respond by looking or coming when called by name.</li> <li>• Begin to take care of his/her needs.</li> </ul>	<p><b>SED 2 Self-Regulation</b>  SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.</p> <p><b>SED 2 Attention &amp; Persistence</b>  SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p> <p><b>PD 4 Personal Care</b>  PD 4.2 Recognizes the difference between dirty and clean. Points to body parts when prompted. Participates in taking care of some personal needs, such as feeding self.</p> <p><b>LLD 1 Listening</b>  LLD 1.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts. With prompts and gestures, follows a one-step direction.</p>
<p><b>Toddler: 16-36 months</b>  <i>The Toddler May: Continue to learn and accept limits while developing an "I can do it!" attitude.</i></p>	
<ul style="list-style-type: none"> <li>• Show anxiety over separation from teacher or family, but calms down in a short amount of time.</li> <li>• Play calmly near other children; or cry, bite or hit if another child takes something he/she has.</li> <li>• Take a toy from another and not return it when asked by an adult.</li> <li>• Begin to understand the concept of taking turns in a game or activity.</li> <li>• Begin to understand the concept of property such as yours, his or mine.</li> </ul>	<p><b>SED 2 Self-Regulation</b>  SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.  SED 2.3 Experiments and role-plays with a range of emotions. Waits for a turn. Recognizes when the routine changes and transitions as prompted when informed earlier.</p> <p><b>SED 4 Social Relationships</b>  SED 4.2 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.  SED 4.3 Identifies and plays side-by-side with a new or familiar person.</p>

<ul style="list-style-type: none"> <li>Carry out simple directions when stated in positive and brief statements.</li> <li>Have a temper tantrum and cry, yell, hit, kick feet and refuse to stop when he/she is tired, hungry or angry.</li> </ul>	<p>Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.</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>PD 5 Nutrition</b> PD 5.2 Communicates when hungry, thirsty or tired. Feeds self some finger foods.</p>
STANDARD 3: The child perceives self as a unique individual.	
<p><b>Young Infant: 0-8 months</b> <i>The Baby May: Demonstrate an emerging awareness of self and others.</i></p>	
<ul style="list-style-type: none"> <li>Express needs by crying differently based on the need. Cries vary by pitch, length and volume to indicate hunger, pain, etc.</li> <li>Use body movements to express feelings such as kicking in excitement.</li> <li>Explore own body by watching own hands in fascination and repeat body movements.</li> <li>Smile at mirror image even though he/she may not recognize it as an image of him/her.</li> </ul>	<p><b>SED 1 Self-Awareness</b> SED 1.1 Explores self and others by using senses. Vocalizes or moves to express wants and needs.</p> <p><b>SED 2 Self-Regulation</b> SED 2.1 Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine.</p> <p><b>PD 2 Fine Motor</b> PD 2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object.</p>
<p><b>Mobile Infant: 6-18 months</b> <i>The Baby May: Show awareness of self in voice, mirror image, and body.</i></p>	
<ul style="list-style-type: none"> <li>Express likes and dislikes.</li> <li>Discover new capacities and how movement and gestures can be used to communicate with others</li> </ul>	<p><b>SED 1 Self-Awareness</b> SED 1.2 Recognizes self in photos or in a mirror. Shows preference for certain foods or toys. SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in</p>

<ul style="list-style-type: none"> <li>Seek to draw adult's attention to objects of interest or new physical skills and attends to adult responses.</li> </ul>	<p>relation to others such as family.</p> <p><b>LLD 2 Communication</b>  LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words either using signs or word-like sounds to communicate.</p>
<p><b>Toddler: 16-36 months</b>  <i>The Toddler May: Show behaviors reflecting child's self-concept and beginning to distinguish self from others</i></p>	
<ul style="list-style-type: none"> <li>Point to different parts of his/her body and name them.</li> <li>Attempt to complete daily basic living tasks such as dressing, self-feeding, brushing teeth.</li> <li>Say his/her own name and point to the reflection in the mirror.</li> <li>Recognize they are a separate person from others</li> </ul>	<p><b>PD 4 Personal Care</b>  PD 4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.</p> <p><b>SED 4 Social Relationships</b>  SED 4.2 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.  SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.</p>
<p><b>Self and Social Awareness (Social Studies)</b></p>	
<p>STANDARD 1: The child will participate in play and activities that will help him/her learn about self and others while gaining an understanding of how individual roles make up the community.</p>	
<p><b>Young Infant: 0-8 months</b>  <i>The Baby May: Begin to recognize differences in people, routines and places/environments.</i></p>	
<ul style="list-style-type: none"> <li>Recognize others by voice and/or sight.</li> <li>Sense and respond to others' emotions, such as happy, sad, etc.</li> <li>Show preference for one adult over another adult;</li> </ul>	<p><b>SS 1 Culture &amp; Community</b>  SS 1.1 Recognizes family members and is exposed to family traditions or cultural events.</p> <p><b>SED 4 Social Relationships</b></p>

(preferences may change).	SED 4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. Enjoys turn-taking games such as peekaboo.
<b>Mobile Infant: 6-18 months</b> <i>The Baby May: Begin to make connections and understand his/her association with other people, places/environments and regular routines.</i>	
<ul style="list-style-type: none"> <li>• Show an interest in community service workers and be fascinated with large trucks, planes, trains, lawn mowers or animals.</li> <li>• Be afraid of loud noises.</li> <li>• Become familiar with routines, rituals and traditions relating to family and community culture.</li> </ul>	<b>SED 4 Social Relationships</b> SED 4.2 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.  <b>SS 1 Culture &amp; Community</b> SS 1.2 With help, participates in family traditions and customs.
<b>Toddler: 16-36 months</b> <i>The Toddler May: Begin to understand and act upon social concepts (geography, civics, history and economics) and how those concepts impact his/her environment</i>	
<ul style="list-style-type: none"> <li>• Identify his/her role as a member of a family/group.</li> <li>• See a classmate on the playground and tell or go get the friend when it is time to go inside.</li> <li>• Begin to recognize community workers and show increased awareness of their jobs.</li> <li>• Begin to understand money is needed to purchase items.</li> <li>• Develop an understanding of the concept of time by beginning to use words to describe time such as later, after snack; after rest time, no school tomorrow. Note: These words will generally reflect past, present and future and not be accurate representations of units of time as indicated by "Yesterday we went to the zoo." meaning last week or last summer.</li> </ul>	<b>SS 1 Culture &amp; Community</b> SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others. 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.  <b>SS 2 Civics &amp; Economics</b> SS 2.3 Recognizes and attends to authority figures. Recognizes ownership of familiar objects.  <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. SS 3.4 Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks.

- Develop an understanding of the location of familiar places within his/her community and region. Begin to recognize landmarks on familiar transportation routes.
- Begin to include representations of roads, bodies of water and buildings in his/her play.
- Begin to use words and identify pictures to indicate directionality, position, location and size.

**SS 4 History & Sense of Time**

SS 4.3 Describes events as they happen. Uses words such as first, then.

SS 4.4 Recalls information and events from the past.

# Oklahoma Early Learning Standards

*Standards for Early Childhood:  
Ages 0-3*

*Standards for Early Childhood:  
Ages 3-5*



[Oklahoma Early Learning Standards-Ages 3-5](#)

Oklahoma Early Learning Standards: Ages 3 through 5

Developmental Continuum of the Experience Early Learning Skills

APPROACHES TO LEARNING	
<b>STANDARD 1:</b> The child demonstrates positive attitudes, habits and learning styles.	
<b>A. Demonstrates an eagerness and interest in learning.</b>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Chooses to participate in a variety of activities, tasks, and in different play areas.</li> <li>2. Shares ideas and asks questions.</li> <li>3. Enters into cooperative play with other children.</li> </ol>	<p><b>SED 4 Social Relationships</b></p> <p>SED 4.4 Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad.</p> <p>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>
<b>B. Develops and expands listening skills.</b>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Follows simple oral directions.</li> <li>2. Identifies sounds heard.</li> <li>3. Responds to and mimics sounds.</li> </ol>	<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> <p>LLD 1.5 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.</p> <p><b>LLD 2 Phonological Awareness</b></p> <p>LLD 3.2 Imitates sounds and tones..</p> <p>LLD 3.5 Identifies the beginning and ending sounds of words.</p>

<b>C. Takes care of materials.</b>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Makes appropriate use of materials.</li> <li>2. Knows where supplies and materials are kept and assists with clean-up.</li> </ol>	<p><b>CA 3 Visual Arts</b>  CA 3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.  CA 3.4 Chooses an object or art tool to use with a given medium for a desired effect. Makes choices throughout the artistic process.  CA 3.5 Uses artistic tools and media to create intentional designs or images. Plans, designs and seeks materials to make a creation.</p> <p><b>LLD 7 Writing</b>  LLD 7.1 Explores writing materials.</p>
<b>D. Demonstrates self-direction and independence.</b>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Makes choices and completes an activity.</li> <li>2. Uses toilet independently; washes hands unassisted; blows nose when reminded; dresses self for outdoor play; and asks for assistance when needed.</li> <li>3. Follows routines upon entering and leaving the play space, playground, learning centers, etc.</li> </ol>	<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> <p><b>SS 2 Civics &amp; Economics</b>  SS 2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person.</p> <p><b>PD 4 Personal Care</b>  PD 3.4 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>
<b>E. Demonstrates increasing ability to set goals. Develops and follows through on plans.</b>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Increases ability to organize him/her self and materials.</li> <li>2. Increases understanding of a task as a series of steps.</li> <li>3. Follows through to complete tasks and activities.</li> </ol>	<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.  SED 3.5 Sustains focus for at least five minutes, persisting even if</p>

	<p>there are problems or distractions. Independently completes a familiar activity.</p> <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>
<b>F. Manages transition between activities effectively.</b>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Moves with ease from one activity to another.</li> <li>2. Displays little discomfort or distress when schedule changes.</li> </ol>	<p><b>SED 2 Self-Regulation</b> SED 2.6 Identifies and explains personal feelings. Describes appropriate responses to different emotions. Transitions from one activity to the next and helps others through the transition. SED 2.8 Applies strategies for managing own emotions and behaviors. Adapts to new situations quickly and with minimal stress.</p>
<b>G. Understands, accepts, and follows rules and routines.</b>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Begins to show self-control by following rules.</li> <li>2. Begins to accept consequences of behavior.</li> <li>3. Begins to show greater ability to control intense feelings.</li> </ol>	<p><b>SS 2 Civics &amp; Economics</b> SS 2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person.</p> <p><b>PD 3 Safety</b> PD 3.3 Follows simple safety rules.</p> <p><b>SED 2 Self-Regulation</b> PD 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.</p>
<b>H. Develops increasing ability to find more than one solution to a question, task, or problem.</b>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Begins to show ability to generate several approaches to carry</li> </ol>	<p><b>MR 7 Logic &amp; Reasoning</b> MR 7.4 Tries out many possible solutions to a problem.</p>

<p>out a task.</p> <p>2. Pursues alternative approaches to problem solving.</p>	<p>MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem.</p>
<p><b>I. Recognizes and solves problems through active exploration, including trial and error, interactions, and discussions with peers and adults.</b></p>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Enjoys actively exploring materials and displays curiosity and a desire to participate in activities; participation may vary depending on the learning style of the child.</li> <li>2. Engages in conversations with others regarding the materials. Applies previously learned information to new situations.</li> </ol>	<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><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>CREATIVE SKILLS</b></p>	
<p><b>STANDARD 1:</b> The child participates in activities that foster individual creativity.</p>	
<p><b>A. Participates with increasing interest and enjoyment in a variety of creative activities, including listening, singing, finger play, games, and performances.</b></p>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Participates freely in music activities.</li> <li>2. Enjoys singing games, dramatizing songs, and dancing/moving to music.</li> </ol>	<p><b>SED 3 Attention &amp; Persistence</b>  SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p> <p><b>CA 1 Music</b>  CA 1.5 Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs. Uses voice</p>

	or instruments to express feelings or to mimic sound effects.
<b>B. Thinks of new uses for familiar materials.</b>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Shows creativity and imagination in play with materials and props.</li> <li>2. Uses objects as symbols for other things.</li> </ol>	<p><b>CA 4 Drama</b></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>
<b>C. Engages in spontaneous and imaginative play using a variety of materials to dramatize stories and experiences.</b>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Participates in dramatic play themes becoming more involved and complex, possibly carrying over several days.</li> <li>2. Assumes various roles in dramatic play situations.</li> </ol>	<p><b>CA 4 Drama</b></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. 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>
<b>D. Works creatively using a variety of self-expressive materials and tools to convey ideas</b>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Explores and manipulates art media (For example: crayons, paint, clay, markers) to create original work.</li> <li>2. Shares ideas about personal artwork.</li> <li>3. Uses materials (For example: small figures, puppets, dolls props) to recreate or dramatize stories, moods, experiences, and situations.</li> </ol>	<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 3.7 Uses various tools and techniques to achieve desired artistic results. Creates art to express ideas, thoughts and feelings.</p>
<b>E. Moves freely in response to music and change of tempo.</b>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Moves in time with the beat.</li> <li>2. Begins to respond to music of various tempos through movement.</li> </ol>	<p><b>CA 2 Dance &amp; Movement</b></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>
<b>F. Expresses thoughts and feelings through creative movement.</b>	

<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Uses movement to express feelings and understand and interpret experiences.</li> <li>2. Enjoys dramatizing songs and games and moving to music.</li> </ol>	<p><b>CA 2 Dance &amp; Movement</b></p> <p>CA 2.6 Recalls a simple movement pattern and performs it individually or in a group. Expresses ideas, feelings and stories through creative movement.</p>
<b>G. Experiments with a variety of musical instruments.</b>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Begins to distinguish among the sounds of several common instruments.</li> <li>2. Experiments with a variety of musical instruments and sound sources. (For example: keys, wooden blocks, bowl, and spoon)</li> </ol>	<p><b>CA 1 Music</b></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>
<b>LANGUAGE ARTS</b>	
<p><b>STANDARD 1: Listening</b></p> <p>The child listens for information and for pleasure.</p>	
<b>A. Listens with interest to stories read aloud.</b>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Shows enjoyment of books and stories and participates in discussions.</li> <li>2. Responds to pictures, symbols or sign language. (For example: smiles, laughs, changes in facial expression)</li> </ol>	<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> <p><b>LLD 6 Reading Comprehension</b></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>

<b>B. Understands and follows oral direction.</b>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Listens, understands, and follows simple spoken directions, symbols, or sign language.</li> <li>2. Attends to conversations and answers questions.</li> </ol>	<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>
<b>C. Engages/participates in conversations (listening, interacting, speaking, etc.) and answers/asks questions and follows directions</b>	
<p>Example:</p> <ol style="list-style-type: none"> <li>1. Participates in the turn-taking of listening, speaking, staying on topic and engaging appropriately in conversations with other children and adults.</li> </ol>	<p><b>LLD 2 Communication</b>  LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p> <p><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>STANDARD 2: Speaking</b>  The child expresses ideas or opinions in group or individual settings.</p>	
<b>A. Uses oral language or sign language for a variety of purposes. (For example: expressing needs and interests)</b>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Uses words or pictures to communicate needs such as hunger, cold, and sleepy.</li> <li>2. Expresses ideas in complete sentences such as "I want to play with the blocks."</li> <li>3. Names objects instead of pointing.</li> <li>4. Shows understanding of a conversation by nodding, gesturing, or responding appropriately.</li> <li>5. Communicates clearly enough to be understood by adults.</li> </ol>	<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.  LLD 2.4 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.</p>

<b>B. Listens and speaks using agreed-upon rules with guidance and support.</b>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Works in groups to set agreed-upon rules.</li> <li>2. Accepts suggestions but may revise rules in his/her favor.</li> </ol>	<p><b>SS 2 Civics &amp; Economics</b>  SS 2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person.</p> <p><b>SED 1 Self-Awareness</b>  SED 1.6 Negotiates to attain personal preference in a situation.</p>
<b>C. Recalls and repeats simple poems, rhymes songs.</b>	
<p>Example:</p> <ol style="list-style-type: none"> <li>1. Participates in singing, reciting poems and saying and acting out finger plays.</li> </ol>	<p><b>CA 1 Music</b>  CA 1.2 Responds to changes in sound, rhythm, volume or melody. Repeats words in familiar songs and attempts to sing.  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>
<b>D. Uses sentences of increasing length (three or more words) and grammatical complexity in everyday speech.</b>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Uses longer, more complex sentences.</li> <li>2. For children learning English, makes progress in communicating and using English while maintaining home language.</li> </ol>	<p><b>LLD 2 Communication</b>  LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p>
<b>E. Shares simple personal narrative.</b>	
<p>Example:</p> <ol style="list-style-type: none"> <li>1. Tells stories about themselves and can focus on favorite or memorable part in correct sequence.</li> </ol>	<p><b>SED 1 Self-Awareness</b>  Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p>

	<p><b>LLD 2 Communication</b> LLD 2.4 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.</p> <p><b>SS 4 History &amp; Sense of Time</b> SS 4.5 Uses language of time to describe familiar sequences of events.</p>
<b>F. Participates actively in conversations.</b>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Carries on conversations with children and adults.</li> <li>2. Follows conversational rules such as staying on topic, taking turns, speaking and listening, and speaking at appropriate volume and intensity.</li> </ol>	<p><b>LLD 2 Communication</b> LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p> <p><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>STANDARD 3: Print Awareness</b> The child understands the characteristics of written language.</p>	
<b>A. Demonstrates increasing awareness of concepts of print.</b>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Recognizes name in print.</li> <li>2. Uses scribbles, shapes, and letter-like symbols to write or represent words or ideas.</li> <li>3. Begins to print letters in own name.</li> </ol>	<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>
<b>B. Identifies the front and back cover of a book.</b>	

<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Recognizes favorite books by their cover.</li> <li>2. Correctly names the front and back covers of a book.</li> </ol>	<p><b>LLD 5 Concept of Print</b></p> <p>LLD 5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p> <p>LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p>
<b>C. Follows book from left to right and from top to bottom on the printed page.</b>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Holds book right side up and begins at the front.</li> <li>2. Begins to develop awareness that print moves from left to right, top to bottom, and front to back.</li> </ol>	<p><b>LLD 5 Concept of Print</b></p> <p>LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text. 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>
<b>D. Shows increasing awareness of print in classroom, home, and community settings.</b>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Shows an awareness of alphabet letters.</li> <li>2. Recognizes letters in own name.</li> <li>3. Identifies letters, words, and signs located in the environment.</li> </ol>	<p><b>LLD 4 Alphabetic Knowledge</b></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>
<b>E. Begins to recognize the relationship or connection between spoken and written words by following the print as it is read aloud.</b>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Imitates teacher's behavior of tracking print when using big books.</li> <li>2. Pronounces some sounds represented by letters.</li> </ol>	<p><b>LLD 5 Concept of Print</b></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><b>LLD 4 Alphabetic Knowledge</b></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>

<b>F. Understands print carries a message by recognizing labels, signs, and other print forms in the environment.</b>	
<p>Example:</p> <ol style="list-style-type: none"> <li>1. Understands signs, labels and print forms have certain meanings. (For example: a stop sign, a child's name on a cubby, or a name on the front of an envelope).</li> </ol>	<p><b>LLD 5 Concept of Print</b> 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><b>LLD 3 Phonological Awareness</b> LLD 3.3 Shows awareness of separate words in spoken language.</p>
<b>G. Develops growing understanding of the different functions and forms of print. (For example: signs, letters, newspapers, lists, messages, and menus)</b>	
<p>Example:</p> <ol style="list-style-type: none"> <li>1. Begins to demonstrate an interest in using writing for a purpose such as a making a menu, writing a note to mom, or creating a map.</li> </ol>	<p><b>LLD 5 Concept of Print</b> LLD 5.6 Recognizes common types of text, e.g., poem, storybook, fact book. Names author and illustrator. Identifies punctuation.</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>H. Begins to understand some basic print conventions. (For example: the concept letters are grouped together to form words and words are separated by spaces)</b>	
<p>Example:</p> <ol style="list-style-type: none"> <li>1. Uses known letters or approximation of letters to represent written language.</li> </ol>	<p><b>LLD 4 Alphabetic Knowledge</b> 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>
<b>I. Role-plays reading.</b>	

<p>Example:</p> <ol style="list-style-type: none"> <li>1. Shares books and engages in pretend reading with other children.</li> </ol>	<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><b>STANDARD 4: Phonological Awareness</b></p> <p>The child demonstrates the ability to work with rhymes, words, syllables, onsets, and rimes.</p>	
<p><b>A. Begins to hear, identify, and make oral rhymes. (For example: “The pig has a wig.”)</b></p>	
<p>Example:</p> <ol style="list-style-type: none"> <li>1. Enjoys words with matching sounds and rhymes in familiar words, games, stories, songs, and poems.</li> </ol>	<p><b>LLD 3 Phonological Awareness</b></p> <p>LLD 3.2 Imitates sounds and tones.</p> <p>LLD 3.5 Identifies the beginning and ending sounds of words.</p>
<p><b>B. Shows increasing ability to hear, identify, and work with syllables in spoken words.</b></p>	
<p>Example:</p> <ol style="list-style-type: none"> <li>1. Begins to hear and discriminate separate syllables in words. (For example: “I can clap the parts in my name: An-drew.”)</li> </ol>	<p><b>LLD 3 Phonological Awareness</b></p> <p>LLD 3.6 Counts syllables in spoken words. Isolates and pronounces the sound of each syllable.</p>
<p><b>STANDARD 5: Phonemic Awareness</b></p> <p>The child demonstrates the ability to hear, identify, and manipulate individual sounds in spoken words.</p>	
<p><b>A. Shows increasing ability to discriminate, identify, and work with individual phonemes in spoken words. (For example: “The first sound in sun is /s/”)</b></p>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Hears the difference between similar sounding words. (For example: coat and goat, three and free)</li> <li>2. Experiments with language. (like ssssnake)</li> </ol>	<p><b>LLD 3 Phonological Awareness</b></p> <p>LLD 3.2 Imitates sounds and tones.</p> <p>LLD 3.5 Identifies the beginning and ending sounds of words.</p>
<p><b>B. Recognizes which words in a set of words begin with the same</b></p>	

<b>sound. (For example: “bell, bike, and boy all have /b/ at the beginning”)</b>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Hears beginning sounds in familiar words.</li> <li>2. Plays with repetitive sounds.</li> </ol>	<p><b>LLD 3 Phonological Awareness</b>  LLD 3.2 Imitates sounds and tones.  LLD 3.5 Identifies the beginning and ending sounds of words.</p>
<b>C. Begins to isolate final sounds in spoken words with teacher support.</b>	
<p>Example:</p> <ol style="list-style-type: none"> <li>1. Hears final sounds in familiar words.</li> </ol>	<p><b>LLD 3 Phonological Awareness</b>  LLD 3.2 Imitates sounds and tones.  LLD 3.5 Identifies the beginning and ending sounds of words.</p>
<b>D. Recognizes letters from one’s name.</b>	
<p>Example:</p> <ol style="list-style-type: none"> <li>1. Notices there is the same letter in his/her name as in another child’s name.</li> </ol>	<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>
<b>E. Shows an awareness of alphabet letters.</b>	
<p>Example:</p> <ol style="list-style-type: none"> <li>1. “There is an ‘M’ in this book an ‘M’ in my name, says Mark.”</li> </ol>	<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>STANDARD 6: Letter Knowledge and Early Word Recognition (Phonics)</b>  The child demonstrates the ability to apply sound-symbol relationships.</p>	
<b>A. Recognizes own name in print.</b>	
<p>Example:</p> <ol style="list-style-type: none"> <li>1. Recognizes and selects his/her name from a list.</li> </ol>	<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>

<b>B. Demonstrates awareness or knowledge of letters of the English language, especially letters from own name.</b>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Identifies some letters of the alphabet in random order.</li> <li>2. Recognizes letters are different from words.</li> </ol>	<p><b>LLD 4 Alphabetic Knowledge</b></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>
<b>C. Begins to recognize the sound association for some letters.</b>	
<p>Example:</p> <ol style="list-style-type: none"> <li>1. Identifies the sounds letters make in his/her name.</li> </ol>	<p><b>LLD 4 Alphabetic Knowledge</b></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>
<b>D. Knows letters of the alphabet are a special category of visual graphics and can be individually named.</b>	
<p>Example:</p> <ol style="list-style-type: none"> <li>1. Identifies and picks out the letters in his/her name from an alphabet chart.</li> </ol>	<p><b>LLD 4 Alphabetic Knowledge</b></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>STANDARD 7: Vocabulary</b></p> <p>The child develops and expands knowledge of words and word meanings to increase vocabulary.</p>	
<b>A. Shows a steady increase in vocabulary knowledge in listening and speaking.</b>	
Examples:	<b>LLD 2 Communication</b>

<ol style="list-style-type: none"> <li>1. Uses new words introduced by the teacher.</li> <li>2. Tells what he/she likes or dislikes about a book or story using vocabulary from the story.</li> </ol>	<p>LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p> <p><b>LLD 6 Reading Comprehension</b>  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>
<b>B. Understands and follows oral directions. (For example: use of position words: under, above, and through)</b>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Follows simple two or three step directions.</li> <li>2. Repeats instructions to a friend.</li> </ol>	<p><b>LLD 1 Listening</b>  LLD 1.5 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.</p>
<b>C. Links new learning experiences and vocabulary to what is already known about a topic.</b>	
<p>Example:</p> <ol style="list-style-type: none"> <li>1. Incorporates words and phrases from learning experiences and stories into play.</li> </ol>	<p><b>LLD 2 Communication</b>  LLD 2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts.</p>
<p><b>STANDARD 8: Comprehension</b>  The child associates meaning and understanding with reading.</p>	
<b>A. Begins to use pre-reading skills and strategies. (For example: connecting prior knowledge to text, making predictions about text, and using picture clues)</b>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Looks at pictures in books and predicts what might happen</li> </ol>	<p><b>LLD 6 Reading Comprehension</b>  LLD 6.4 Anticipates what comes next in familiar stories. Expresses</p>

<p>next.</p> <ol style="list-style-type: none"> <li>2. Read symbols before able to read words.</li> </ol>	<p>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>
<b>B. Demonstrates progress in abilities to retell stories from books and experiences.</b>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Dictates simple stories for the teacher to write down.</li> <li>2. Uses pictures or special events as a subject for the story.</li> </ol>	<p><b>LLD 6 Reading Comprehension</b>  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>
<b>C. Remembers and states some sequences of events.</b>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Retells information from a story in sequence.</li> <li>2. Tells stories with a beginning, middle and end.</li> <li>3. Explains an experience in sequence.</li> </ol>	<p><b>LLD 6 Reading Comprehension</b>  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>
<b>D. Recognizes concrete objects as persons, places or things (nouns)</b>	
<p>Example:</p> <ol style="list-style-type: none"> <li>1. Says, "My dog is a boy dog, but he isn't a real boy."</li> </ol>	<p><b>LLD 1 Listening</b>  LLD 1.6 Shows understanding of a series of complex statements that explain how or why. Asks and answers general questions about information or stories shared verbally.</p>
<b>E. Recognizes action words by demonstrating action words (verbs).</b>	
<p>Example:</p> <ol style="list-style-type: none"> <li>1. Says, "I can run fast! Can you?"</li> </ol>	<p><b>LLD 1 Listening</b>  LLD 1.6 Shows understanding of a series of complex statements that explain how or why. Asks and answers general questions about information or stories shared verbally.</p>
<b>F. Connects information and events to real life experiences.</b>	

<p>Example:</p> <ol style="list-style-type: none"> <li>1. Talks about personal experiences as he/she is read a story.</li> </ol>	<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>G. Demonstrates understanding of literal meaning of a story being told through questions and comments.</b></p>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Shows interest in a story by making comments and asking questions.</li> <li>2. Identifies the main events in a story, the characters, and where it takes place.</li> </ol>	<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>H. Tells what is happening in a picture.</b></p>	
<p>Example:</p> <ol style="list-style-type: none"> <li>1. Makes up a story from looking at a picture.</li> </ol>	<p><b>LLD 6 Reading Comprehension</b></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>
<p><b>I. Recognizes story elements such as main idea, characters, awareness of context clues and can answer basic questions (For example: who, what, when, where and how) about texts when listening to read-alouds.</b></p>	
<p>Example:</p> <ol style="list-style-type: none"> <li>1. Asks specific questions about the illustrations or about the context of a book.</li> </ol>	<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>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>

<b>STANDARD 9: Writing Process</b> The child uses the 'writing process' to express thoughts and feelings.	
<b>A. Develops understanding that writing is a way of communicating for a variety of purposes.</b>	
<p>Example:</p> <ol style="list-style-type: none"> <li>1. Uses writing tools and paper to 'write' words or stories. (Writing at this age may mean making scribbles on a piece of paper or making letters, lines and shapes.)</li> </ol>	<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. 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.
<b>B. Participates in writing opportunities.</b>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Uses writing materials to make shapes, squiggles, and letters.</li> <li>2. Writes something and asks someone else to read it.</li> </ol>	<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.
<b>C. Progresses from using scribbles, shapes, or pictures to represent ideas by using letter-like symbols, or writing familiar words such as their own name.</b>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Scribbles some letter-like symbols and some letters in writing.</li> <li>2. Writes own name or familiar words.</li> </ol>	<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. 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.
<b>D. Begins to remember and repeat stories and experiences through drawing and dictation.</b>	
<p>Example:</p>	<b>LLD 7 Writing</b>

1. Tells others about intended meaning of drawings and writings.	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.
<b>MATHEMATICS</b>	
<b>STANDARD 1: Patterns</b> The child sorts and classifies objects and analyzes simple patterns	
<b>A. Sorts and groups objects into a set and explains verbally what the objects have in common. (For example: color, size, shape).</b>	
Examples: <ol style="list-style-type: none"> <li>1. Sorts objects into groups by a certain characteristics and begins to explain how the grouping was done.</li> <li>2. Describes or recognizes similarities and differences between objects.</li> </ol>	<b>MR 6 Classification</b> MR 6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics. MR 6.6 Sorts objects by more than one feature and explains why.
<b>B. Recognizes patterns, can repeat explain verbally (red, black, red, black, red, black).</b>	
Examples: <ol style="list-style-type: none"> <li>1. Continues a simple pattern such as arranging blue and yellow pegs in alternating order.</li> <li>2. Describes patterns.</li> </ol>	<b>MR 5 Patterns</b> MR 5.4 Creates and extends two-step patterns.
<b>STANDARD 2: Number Sense</b> The child understands the relationship between numbers and quantities.	
<b>A. Begins to associate number concepts, vocabulary, and</b>	

<b>quantities using written numerals in meaningful ways.</b>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Begins to recognize numerals.</li> <li>2. Puts two objects by the number two, three objects by the number three and so forth.</li> <li>3. Compares and recognizes items that are more, less or the same in size.</li> </ol>	<p><b>MR 1 Number Sense</b></p> <p>MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p>
<b>B. Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.</b>	
<p>Example:</p> <ol style="list-style-type: none"> <li>1. Counts objects in a one-to-one correspondence.</li> </ol>	<p><b>MR 1 Number Sense</b></p> <p>MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p>
<b>C. Counts objects in a set one-by-one from one through five.</b>	
<p>Example:</p> <ol style="list-style-type: none"> <li>1. Counts objects from one through five.</li> </ol>	<p><b>MR 1 Number Sense</b></p> <p>MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p>
<b>D. Identifies and creates sets of objects one through five.</b>	
<p>Example:</p> <ol style="list-style-type: none"> <li>1. Creates a set of five objects by counting them out.</li> </ol>	<p><b>MR 1 Number Sense</b></p> <p>MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p>
<b>E. Identifies numerals one through five.</b>	
<p>Example:</p> <ol style="list-style-type: none"> <li>1. Names numerals one through five.</li> </ol>	<p><b>MR 1 Number Sense</b></p> <p>MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p>

<b>F. Recognizes the numerical value of sets of objects through five.</b>	
<p>Example:</p> <ol style="list-style-type: none"> <li>Names how many are in a group of up to five (or more) objects.</li> </ol>	<p><b>MR 1 Number Sense</b></p> <p>MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p>
<b>G. Develops increasing ability to count in sequence to ten.</b>	
<p>Example:</p> <ol style="list-style-type: none"> <li>Counts from one to ten.</li> </ol>	<p><b>MR 1 Number Sense</b></p> <p>MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p>
<p><b>STANDARD 3: Geometry and Spatial Sense</b></p> <p>The child identifies common geometric shapes and explores the relationship of objects in the environment.</p>	
<b>A. Begins to recognize, describe, compare and name common shapes. (For example: circle, square, triangle, and rectangle)</b>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>Names and describes shapes in the environment.</li> <li>Groups objects according to their shape and size.</li> </ol>	<p><b>MR 3 Shapes</b></p> <p>MR 3.4 Identifies four to six basic geometric shapes.</p> <p>MR 3.5 Describes basic and complex two- and three-dimensional shapes using own words.</p> <p>MR 3.6 Describes objects in the environment as two- and three-dimensional shapes.</p>
<b>B. Builds an increasing understanding of directionality, order, and position of objects and words. (For example: on, under, above)</b>	
<p>Example:</p> <ol style="list-style-type: none"> <li>Uses words to indicate where things are in space. (For example: 'beside', 'inside', 'over', 'under', etc.)</li> </ol>	<p><b>MR 2 Spatial Awareness</b></p> <p>MR 2.4 Matches two objects even if turned different ways. When prompted, places objects next to, between, in front of or behind objects not related to self. Uses a guide to assemble 12 puzzle pieces.</p>

<b>STANDARD 4: Measurement</b> The child explores the concepts of nonstandard and standard measurement.	
<b>A. Measures objects using nonstandard units of measurement. (For example: pencil, paper clip, block)</b>	
Example: 1. Participates in measuring activities and names units of measure.	<b>MR 4 Measurement</b> MR 4.4 Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help,
<b>B. Compares objects according to observable attributes. (For example: long, longer, longest; short, shorter, shortest; big, bigger, biggest; small, smaller, smallest; small, medium, large)</b>	
Examples: 1. Begins to order, compare and describe objects. 2. Identifies which object is the longest, shortest, biggest, or smallest.	<b>MR 4 Measurement</b> MR 4.3 Determines which object is bigger (heavier, longer) when given two objects.
<b>C. Compares and orders objects in graduated order. (For example: shortest to tallest, thinnest to thickest)</b>	
Example: 1. Places objects in graduated order.	<b>MR 4 Measurement</b> MR 4.3 Determines which object is bigger (heavier, longer) when given two objects.
<b>D. Develops an awareness of simple time concepts within his/her daily life. (For example: yesterday, today, tomorrow; morning, afternoon, night)</b>	
Example: 1. Uses terms such as before, after, yesterday, tomorrow, morning, afternoon, day, and night appropriately.	<b>SS 4 History &amp; Sense of Time</b> SS 4.4 Recalls information and events from the past. SS 4.5 Uses language of time to describe familiar sequences of events.

<b>STANDARD 5: Data Analysis</b> The child collects and analyzes data in a group setting.	
<b>A. Begins to use numbers and counting as a means for solving problems and measuring quantity.</b>	
Example: <ol style="list-style-type: none"> <li>1. Compares groups and counts the number of items in each group to determine if there are more, less, or the same (equivalent sets).</li> </ol>	<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.
<b>B. Develops growing ability to collect, describe, and record information through a variety of means, including discussion, drawings, maps, charts, and graphs.</b>	
Examples: <ol style="list-style-type: none"> <li>1. Shows curiosity about locations, maps, and charts.</li> <li>2. Ask questions.</li> <li>3. Participates in discussions, creates and uses real and pictorial graphs, maps, photographs, and charts.</li> </ol>	<b>MR 6 Classification</b> MR 6.8 Uses graphs and charts to represent data sorted in up to four categories.  <b>SS 3 Geography</b> SS 3.5 Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks. Identifies what is represented on a map. Draws pictures of current location.  <b>SCI 1 Investigation &amp; Inquiry</b> 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.
<b>C. Describes similarities and differences between objects.</b>	
Example: <ol style="list-style-type: none"> <li>1. Describes the characteristics of objects that are similar. (For example: they both have round edges and are red; for different this one is soft and that one is prickly)</li> </ol>	<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.

<b>HEALTH, SAFETY AND PHYSICAL DEVELOPMENT</b>	
<b>STANDARD 1 Large Muscle Skill Development</b> The child participates in activities involving large muscle skills.	
<b>A. Demonstrates basic locomotor movements. (For example: galloping, hopping, jumping, running, leaping, sliding, riding tricycles, pulling wagons, pushing wheelbarrows)</b>	
Example: 1. Shows increasing confidence in movements such as running, jumping, sliding, pushing, hopping, and pulling. Moves toward skipping, galloping, and riding while maintaining balance.	<b>PD 1 Gross Motor</b> PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences. PD 1.6 Skips confidently, gallops and slides side to side. Changes direction and speed of movement.
<b>B. Demonstrates body and space awareness to move and stop with control over speed and direction.</b>	
Examples: 1. Names or points to body parts. 2. Moves within a space with defined boundaries. 3. Runs easily and stops quickly. 4. Controls body and can change movement, speed and direction.	<b>PD 1 Gross Motor</b> PD 1.6 Skips confidently, gallops and slides side to side. Changes direction and speed of movement. PD 1.7 Balances on a variety of objects. Kicks or strikes moving objects with aim and accuracy. Leaps. Stops at a boundary.  <b>PD 4 Personal Care</b> PD 4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.
<b>C. Demonstrates non-locomotor movements. (For example: bending, pulling, pushing, stretching, swaying, swinging, turning, twisting)</b>	
Examples: 1. Moves while standing in place.	<b>PD 1 Gross Motor</b> PD 1.4 Balances and hops on one foot. Throws both overhand and

2. Identifies and reproduces non-locomotor movements when asked.	underhand. Catches or kicks moving objects. PD 1.6 Skips confidently, gallops and slides side to side. Changes direction and speed of movement.
<b>D. Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.</b>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Throws and kicks a ball. Begins to catch and bounce a ball with two hands.</li> <li>2. Dribbles a ball with hands and/or feet.</li> <li>3. Swings with assistance.</li> <li>4. Goes down a slide.</li> </ol>	<p><b>PD 1 Gross Motor</b></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>PD 1.7 Balances on a variety of objects. Kicks or strikes moving objects with aim and accuracy. Leaps. Stops at a boundary.</p>
<b>E. Coordinates large arm movements. (For example: easel painting, woodworking, climbing, throwing, playing rhythm band instruments, writing on a chalkboard, playing with blocks, and catching or tossing).</b>	
<p>Example:</p> <ol style="list-style-type: none"> <li>1. Participates in activities to develop large muscles, strength and endurance.</li> </ol>	<p><b>PD 1 Gross Motor</b></p> <p>PD 1.8 Uses conditioning methods to strengthen muscles and increase endurance. Coordinates multiple complex movements in continuous play.</p> <p><b>PD 2 Fine Motor</b></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>
<b>F. Develops coordination and balance through a variety of activities.</b>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Begins to gain coordination through participation in physical activities.</li> </ol>	<p><b>PD 1 Gross Motor</b></p> <p>PD 1.4 Balances and hops on one foot. Throws both overhand and</p>

<ol style="list-style-type: none"> <li>2. Demonstrates ability to balance.</li> <li>3. Transfers weight from one body part to another.</li> </ol>	<p>underhand. Catches or kicks moving objects.</p> <p>PD 1.8 Uses conditioning methods to strengthen muscles and increase endurance. Coordinates multiple complex movements in continuous play.</p>
<b>STANDARD 2: Fine Motor Skill Development</b> The child participates in activities involving small muscles.	
<b>A. Demonstrates increased fine motor control. (For example: using pegs, beads, pattern blocks, crayons, pencils, paint brushes, finger paint, scissors, glue, and a variety of puzzles)</b>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Controls small muscles to complete tasks.</li> <li>2. Uses small muscles for self-help skills.</li> </ol>	<p><b>PD 2 Fine Motor</b></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>
<b>B. Demonstrates increasing control of small muscles in hands. (For example: using tongs or eyedropper, stringing beads).</b>	
<p>Example:</p> <ol style="list-style-type: none"> <li>1. Uses simple tools during a variety of learning activities.</li> </ol>	<p><b>PD 2 Fine Motor</b></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>
<b>STANDARD 3: Health-Enhancing Activity Development</b> The child participates in activities for the development of lifetime health and fitness.	
<b>A. Progresses in physical growth, strength, stamina, and flexibility.</b>	
<p>Example:</p> <ol style="list-style-type: none"> <li>1. Demonstrates increasing ability to lift and carry heavier items,</li> </ol>	<p><b>PD 1 Gross Motor</b></p>

run farther, and successfully navigate playground equipment.	PD 1.8 Uses conditioning methods to strengthen muscles and increase endurance. Coordinates multiple complex movements in continuous play.
<b>B. Understands that healthy bodies need rest, exercise, water and good nutrition.</b>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Participates in a variety of activities leading to an understanding of nutrition, exercise and proper rest.</li> <li>2. Begins to recognize and select healthy foods, exercise and rest activities.</li> </ol>	<p><b>PD 4 Personal Care</b>  PD 3.4 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.  PD 3.6 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 5 Nutrition</b>  PD 5.5 Identifies food groups and sorts food. Chooses between two appropriate food options.  PD 5.6 Identifies food that is nutritious. Helps to prepare food for others.</p>
<b>C. Shows growing independence in following routine healthy behaviors. (For example: nutrition choices, health and personal care hygiene when eating, dressing, washing hands, brushing teeth, and toileting)</b>	
<p>Example:</p> <ol style="list-style-type: none"> <li>1. Takes care of self when eating, dressing, toileting, and washing hands.</li> </ol>	<p><b>PD 4 Personal Care</b>  PD 3.4 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>
<b>D. Builds awareness and ability to follow basic health and safety rules.</b>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Utilizes appropriate safety procedures for school, outdoors,</li> </ol>	<p><b>PD 3 Safety</b>  PD 3.3 Follows simple safety rules. Applies general safety rules to a</p>

<p>playground, vehicles, bicycles, etc.</p> <ol style="list-style-type: none"> <li>Identifies ways to locate school and community helpers.</li> <li>Communicates fears to a trusted adult.</li> </ol>	<p>variety of everyday situations with little prompting.</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>
<b>SCIENCE</b>	
<p><b>STANDARD 1 Scientific Processes and Inquiry</b>  The child investigates and experiments with objects to discover information.</p>	
<b>A. Develops increasing abilities to classify, compare and contrast objects, events, and experiences</b>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>Describes objects and living things in increasing detail.</li> <li>Identifies similarities and differences in objects.</li> <li>Tells stories about what he or she experiences.</li> </ol>	<p><b>SCI 2 Natural &amp; Earth Science</b>  Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.</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>B. Selects and becomes familiar with simple scientific tools. (For example: magnifying glass, magnet)</b>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>Uses scientific tools as props in play.</li> <li>Describes the use of scientific tools. (For example: weighing, making bigger, measuring, collecting, etc.)</li> </ol>	<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</p>

	<p>discoveries with others.</p> <p><b>SCI 4 Technology</b>  SCI 4.6 Uses familiar tools and technology to produce a desired result or solve a specific problem.</p>
<b>C. Participates in simple experiments to discover information.</b> (For example: bottles of water or homemade telephone to learn about vibration and sound, simple scale to determine heavy and light)	
<p>Example:</p> <ol style="list-style-type: none"> <li>1. Explores and tries new things with materials.</li> </ol>	<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.  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>SCI 3 Physical Science</b>  SCI 3.5 Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur.</p>
<b>D. Asks questions, makes predictions, and communicates observations orally and/or in drawings.</b>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Verbalizes what he or she sees and predicts what will happen.</li> <li>2. Shows interest by asking questions.</li> </ol>	<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>E. Explores cause and effect.</b>	
<p>Example:</p> <ol style="list-style-type: none"> <li>1. Understands simple cause and effect situations. (For example:</li> </ol>	<p><b>MR 7 Logic &amp; Reasoning</b>  MR 7.2 Experiments with cause and effect.</p>

If the ball is dropped, it will fall. If the juice spills, the table is wet).	
<b>F. With increasing independence, children gather information, conduct investigations, and make predictions about how things work.</b>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Takes steps in conducting investigations.</li> <li>2. Records data with teacher assistance.</li> <li>3. Explains what discoveries were made.</li> </ol>	<p><b>SCI 1 Investigation &amp; Inquiry</b></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 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>STANDARD 2: Physical</b></p> <p>The child investigates and describes objects that can be sorted in terms of physical properties.</p>	
<b>A. Develops an awareness of the sensory attributes of objects according to taste, smell, hearing, touch sight.</b>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Uses senses to explore the environment and can describe differences.</li> </ol>	<p><b>SCI 3 Physical Science</b></p> <p>SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.</p> <p>SCI 3.4 Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors.</p>
<b>B. Develops an awareness of the properties of some objects. (For example: float/sink, heavy/light, rough/smooth, hard/soft, magnetic/ nonmagnetic, solid/liquid, wet/dry).</b>	
<p>Example:</p> <ol style="list-style-type: none"> <li>1. Recognizes and describes the properties of objects.</li> <li>2. Makes comparisons among observed objects.</li> </ol>	<p><b>SCI 3 Physical Science</b></p> <p>SCI 3.4 Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors.</p>

	<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.
<b>C. Observes and describes how objects move. (For example: slide, turn, twirl, roll).</b>	
Examples: 1. Tries to find which objects move best when placed on a ramp.	<b>SCI 3 Physical Science</b> SCI 3.4 Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors. SCI 3.6 Experiments and compares the movements of various objects on a variety of surfaces. Classifies and sorts materials by a variety of physical properties.
<b>STANDARD 3: Life</b> The child observes and investigates plants and animals.	
<b>A. Develops an awareness of what various plants and animals need for growth.</b>	
Examples: 1. Provides plants and animals what is needed for growth (soil, water, sunshine, food).	<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.
<b>B. Demonstrates a beginning awareness of the changes plants and animals go through during their life. (For example: seed/plant, egg/chicken)</b>	
Example: 1. Matches a seed and a plant and a young animal and an adult animal.	<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. SCI 2.6 Describes how living things obtain what they need to

	<p>survive. Groups living things by similar features. Explains that different places have disparate kinds of weather and climates.</p> <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>
<b>C. Demonstrates interest and respect for the plant and animal life around them.</b>	
<p>Example:</p> <ol style="list-style-type: none"> <li>1. Takes care of familiar plants and animals.</li> </ol>	<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>STANDARD 4: Earth/Space</b>  The child investigates and observes the basic concepts of the Earth.</p>	
<b>A. Develops an awareness of the properties of common earth materials. (For example: soil, rocks, water).</b>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Explores and discusses materials related to rocks, soil, air, clouds, sun, moon, and/or stars.</li> </ol>	<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.  SCI 2.7 Describes how an organism's features and surroundings help it survive. Explains weather patterns and the basic properties and role of the sun, moon and earth.</p>
<b>B. Develops an awareness of daily weather. (For example: sunny, cloudy, rainy, snowy, windy, hot, warm, cold).</b>	
<p>Example:</p> <ol style="list-style-type: none"> <li>1. Uses words such as cloudy, sunny, windy, etc., to identify daily weather conditions.</li> </ol>	<p><b>SCI 2 Natural &amp; Earth Science</b>  SCI 2.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. Identifies the climate</p>

	and weather in the immediate environment.
<b>C. Develops an awareness of the four seasons. (For example: temperature, weather-appropriate clothing, changing leaves)</b>	
Examples: 1. Recognizes characteristics of different seasons.	<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.
<b>D. Observes and participates in a variety of activities related to preserving the environment.</b>	
Examples: 1. Expresses concern for taking care of the earth.	<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.
<b>SOCIAL AND PERSONAL SKILLS</b>	
<b>STANDARD 1:</b> The child participates in activities to develop the skills necessary for working and interacting with others.	
<b>A. Plays, works and interacts easily with one or more children and/or adults.</b>	
Examples: 1. Greets the teacher and others when arriving. 2. Responds to familiar faces and voices verbally and nonverbally. 3. Engages in conversations with children and adults.	<b>SED 4 Social Relationships</b> SED 4.2 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror. SED 4.4 Participates in group with those different than self. Asks

<p>4. Initiates longer and more reciprocal interactions with adults and/or peers by asking questions or talking about ideas.</p>	<p>adult to help solve problems. Explains why someone may be happy or sad. 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>
<b>B. Begins to develop relationships with others.</b>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Chooses to work and play with other children.</li> <li>2. Initiates interaction with others.</li> </ol>	<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. 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>
<b>C. Recognizes the feelings of others and responds appropriately.</b>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Expresses increased care and understanding for the feelings of others.</li> </ol>	<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>
<b>D. Develops confidence and stands up for own rights</b>	
<p>Example:</p> <ol style="list-style-type: none"> <li>1. Attempts new tasks with enthusiasm.</li> <li>2. Enters into play with groups of children with confidence.</li> </ol>	<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. 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>
<b>E. Shows respect for others, materials, and equipment.</b>	

<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Treats other children respectfully and uses care with possessions.</li> <li>2. Uses equipment carefully, does not waste supplies, and puts materials away when finished.</li> <li>3. Respects all children by accepting their challenges or use of adaptive equipment (For example: glasses, wheel chair, hearing aide, crutches, etc.) as part of the person.</li> </ol>	<p><b>SED 3 Attention &amp; Persistence</b>  SED 3.7 Sustains focus for at least 30 minutes even if there are distractions. Shows respect for others' personal space and belongings.</p> <p><b>SED 4 Social Relationships</b>  SED 4.8 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.</p>
<p><b>F. Recognizes and expresses own feelings and responds appropriately.</b></p>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Handles feelings in an age-appropriate way.</li> <li>2. Uses words or pictures to identify and label some of his/her own feelings and needs.</li> <li>3. Looks for adult assistance when feelings are most intense and utilizes coping strategies to manage emotions.</li> </ol>	<p><b>SED 2 Self-Regulation</b>  PD 2.4 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.</p>
<p><b>G. Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive.</b></p>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Shares equipment/materials and takes turns in activities.</li> </ol>	<p><b>PD 3 Safety</b>  Seeks opportunities to help others. Tries to solve own social problems.</p> <p><b>SS 2 Civics &amp; Economics</b>  SS 2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person.</p>
<p><b>H. Works independently and/or cooperatively to solve problems or resolve conflicts.</b></p>	

<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Uses words and strategies for resolving conflicts and solving problems.</li> </ol>	<p><b>PD 3 Safety</b> PD 3.4 Seeks opportunities to help others. Tries to solve own social problems</p> <p><b>MR 7 Logic &amp; Reasoning</b> MR 7.3 Recognizes a problem and asks for help. MR 7.4 Tries out many possible solutions to a problem.</p>
<b>I. Seeks assistance from an adult when appropriate.</b>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Follows school rules for appropriate behavior.</li> <li>2. Attempts to solve problem before asking for assistance from teacher.</li> </ol>	<p><b>PD 3 Safety</b> PD 3.3 Follows simple safety rules. Seeks opportunities to help others. Tries to solve own social problems</p> <p><b>MR 7 Logic &amp; Reasoning</b> MR 7.3 Recognizes a problem and asks for help. MR 7.4 Tries out many possible solutions to a problem.</p>
<b>J. Recognizes self as a unique individual having own abilities, characteristics, emotions and interests.</b>	
<p>Example:</p> <ol style="list-style-type: none"> <li>1. Shows satisfaction or seeks acknowledgment when completing a task or solving a problem.</li> <li>2. Identifies self as being part of different groups such as family, community, culture or school.</li> </ol>	<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.</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>
<b>K. Demonstrates emerging awareness and respect for culture, ethnicity, abilities and disabilities.</b>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Develops successful relationships with others in the home, family and learning environment.</li> <li>2. Treats everyone with respect and dignity.</li> </ol>	<p><b>SS 1 Culture &amp; Community</b> SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others. SS 1.4 Describes the routines, familiar stories, traditions, foods and</p>

<ul style="list-style-type: none"> <li>3. Understands and values similarities and differences among people.</li> <li>4. Notices differences in skin color, eyes, hair, language, and culture.</li> </ul>	<p>celebrations of own family and community. Describes family and community members, their roles and their relationship to self.</p> <p>SS 1.8 Names influential people and events that have impacted familiar cultures and traditions. Demonstrates respect for people who may look or act differently.</p> <p><b>SED 1 Self-Awareness</b> SS 1.8 Demonstrates an understanding that each person is unique and has his/her own thoughts, feelings and preferences.</p>
<b>STANDARD 2:</b> The child develops the skills necessary for participating in a variety of settings.	
<b>A. States his/her full name, age, and name of parent or guardian.</b>	
<p>Examples:</p> <ul style="list-style-type: none"> <li>1. Knows personal information such as name and age.</li> <li>2. Names significant family members.</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.</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>
<b>B. Shows ability to adjust to new situations.</b>	
<p>Example:</p> <ul style="list-style-type: none"> <li>1. Moves smoothly from one routine to another such as from activity period to cleanup.</li> <li>2. Transitions from home to school without extensive or long-lasting anxiety.</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 2.6 Identifies and explains personal feelings. Describes appropriate responses to different emotions. Transitions from one activity to the next and helps others through the transition.</p>

<b>SOCIAL STUDIES</b>	
<b>STANDARD 1: Civics</b> The child exhibits traits of good citizenship.	
A. Works and plays cooperatively in a variety of settings. Examples: <ol style="list-style-type: none"> <li>1. Contributes to large and small group discussions.</li> <li>2. Participates in group decision making.</li> </ol>	<b>SS 2 Civics &amp; Economics</b> SS 2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person.
<b>B. Recognizes the importance of his/her role as a member of the family, the class, and the community.</b>	
Examples: <ol style="list-style-type: none"> <li>1. Identifies self as a member of a family, community, and class.</li> <li>2. Creates drawings or sculptures of home, school, or community.</li> </ol>	<b>SS 1 Culture &amp; Community</b> SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others. 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.
<b>C. Listens to others while in large and small groups.</b>	
Examples: <ol style="list-style-type: none"> <li>1. Takes turns listening and speaking.</li> </ol>	<b>SS 2 Civics &amp; Economics</b> SS 2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person.
<b>D. Shows respect for others and their property.</b>	
Examples: <ol style="list-style-type: none"> <li>1. Treats other children respectfully and uses care with their property.</li> <li>2. Uses equipment carefully and does not waste supplies. Puts material away when finished.</li> </ol>	<b>SS 2 Civics &amp; Economics</b> SS 2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person.  <b>SED 2 Self-Regulation</b>

	SED 2.6 Sustains focus for at least 10 minutes even if there are distractions. Takes care of own needs and personal belongings.
<b>E. Develops an awareness of how people can positively affect the environment.</b>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Participates in taking care of the indoor and outdoor environment.</li> <li>2. Recognizes some resources and money are limited.</li> </ol>	<p><b>SS 1 Culture &amp; Community</b></p> <p>SS 1.5 Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community.</p>
<b>F. Recognizes patriotic symbols and activities.</b>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Recognizes the American and/or Tribal flag and other symbols.</li> <li>2. Given the opportunity, practice reciting the Pledge of Allegiance.</li> </ol>	<p><b>SS 3 Geography</b></p> <p>SS 3.4 Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks.</p>
<b>G. Recognizes the importance of rules and responsibilities as a member of the family, class, and school.</b>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Identifies rules at home and at school.</li> <li>2. Understands consequences when a rule is not followed.</li> </ol>	<p><b>PD 3 Safety</b></p> <p>PD 3.3 Follows simple safety rules. Describes reasons for safety rules and reminds others to follow them.</p>
<p><b>STANDARD 2: Geography</b></p> <p>The child demonstrates knowledge of basic geographic concepts.</p>	
<b>A. Locates and describes familiar places. (For example: classroom, home, school, park, or restaurant).</b>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Names and describes places they see on the way to school. (For example: store, restaurant)</li> <li>2. Describes differences in homes and buildings.</li> </ol>	<p><b>SS 3 Geography</b></p> <p>SS 3.3 Identifies a variety of familiar places, such as the store, car, home or Grandma's. Follows a path.</p> <p>SS 3.4 Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks.</p>


<b>B. Begins to develop an understanding of his/her community. (For example: home, school, and city).</b>	
<p>Example:</p> <ol style="list-style-type: none"> <li>1. Identifies common features in the home, school, and community.</li> </ol>	<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>
<p><b>STANDARD 3: Geography</b>  The child discusses how children in various communities and cultures are alike and different.</p>	
<b>A. Explores common needs. (For example: food, clothing and shelter).</b>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Understands the basic human needs of all people for food, water, safety, clothing, shelter.</li> </ol>	<p><b>SCI 2 Natural &amp; Earth Science</b>  SCI 2.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. Identifies the climate and weather in the immediate environment.</p>
<b>B. Explores how children are unique based on languages spoken, food, clothing, transportation, and customs.</b>	
<p>Example:</p> <ol style="list-style-type: none"> <li>1. Talks about how people are different.</li> </ol>	<p><b>SED 1 Self-Awareness</b>  SED 1.8 Demonstrates an understanding that each person is unique and has his/her own thoughts, feelings and preferences.</p> <p><b>SED 4 Social Relationships</b>  SED 4.8 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.</p>
<b>C. Explores how families and communities build traditions.</b>	
<p>Example:</p> <ol style="list-style-type: none"> <li>1. Shares family and community traditions.</li> </ol>	<p><b>SS 1 Culture &amp; Community</b>  SS 1.4 Describes the routines, familiar stories, traditions, foods and</p>

	celebrations of own family and community. Describes family and community members, their roles and their relationship to self.
<b>STANDARD 4: Economics</b> The child explores various careers and identifies basic economic concepts.	
<b>A. Identifies various school and community personnel.</b>	
<p>Examples:</p> <ol style="list-style-type: none"> <li>Names school personnel by job and by name such as principal or director, teacher, secretary, custodian, cook, etc.</li> <li>Names community personnel such as police officer, firefighter, doctor, mail carrier, farmer, restaurant server, etc.</li> </ol>	<p><b>SS 1 Culture &amp; Community</b></p> <p>SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.</p>
<b>B. Develops growing awareness of jobs, what is needed to perform the job how work impacts his/her life.</b>	
<p>Example:</p> <ol style="list-style-type: none"> <li>Describes people's jobs and what tools or supplies would be needed to perform the tasks. (For example: a firefighter uses protective clothing, a hose, water, an ax, etc.)</li> </ol>	<p><b>SS 1 Culture &amp; Community</b></p> <p>SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.</p> <p>SS 1.5 Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community.</p>
<b>C. Develop an awareness of using money to purchase things.</b>	
(No examples)	<p><b>SS 2 Civics &amp; Economics</b></p> <p>SS 2.5 Applies familiar rules and suggests new rules in a variety of situations. Explores the use of trade to receive objects or services.</p> <p>SS 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>

### Young School-Age


**Social & Emotional Development**

Skill / Skill Code		Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
 <b>Physical Development</b>	<b>PD 1 Gross Motor</b>	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.
	<b>PD 2 Fine Motor</b>	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.
	<b>PD 3 Safety</b>	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.
	<b>PD 4 Personal Care</b>	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.
	<b>PD 5 Nutrition</b>	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.


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
 Language & Literacy Development	<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.