



Alignment of the
Experience Early Learning Skills
with
Washington Early Learning Birth-PreK Standards





The Developmental Continuum of the Experience Early Learning Skills

This document details the alignment of the **Washington Early Learning Birth-PreK Standards**. For questions or comments about this alignment, please contact info@experienceearlylearning.com

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

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

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



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



Washington Birth-PreK Standards

Developmental Continuum of the Experience Early Learning Skills

Young Infants Birth - 11 Months	
<u>SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN</u>	
1. About Me and My Family and Culture	
Family and culture	
<ul style="list-style-type: none"> • Show preference for primary caregivers. • Smile at, make sounds, and move body to interact with caregivers. • Smile, wave or laugh to respond to friendly adults. • Respond to caregiver's face, words and touch. • Cry to express or relieve self of a variety of feelings; cry may increase when caregiver listens and responds to child's need. • Feel safe releasing feelings (such as by crying, trembling, etc.) in the presence of a familiar adult. • Cry when caregiver is not in sight or cling to caregiver when strangers are nearby. 	<p>SED 4 Social Relationships</p> <p>SED 4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. Enjoys turn-taking games such as peekaboo.</p> <p>SED 4.2 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.</p> <p>SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.</p> <p>SED 2 Self-Regulation</p> <p>SED 2.1 Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine.</p> <p>SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.</p> <p>SED 2.3 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change.</p>
Self Concept	

<p>Respond with movement and/or sounds when someone speaks the child's name.</p> <p>Explore own toes and fingers.</p> <p>Repeat an action to get more effect (such as wriggling in the crib to shake a mobile hanging above, smiling and cooing to get the caregiver to smile back).</p> <p>Show pride (face "lights up") at own behavior.</p>	<p>SED 1 Self Awareness SED 1.1 Explores self and others by using senses.</p>
<p>Self management</p>	
<p>Young Infants efficiently release tension through babbling, crying, trembling, yawning and laughing. Cry, make sounds and move body to let caregiver know of the need for help, attention or comfort. Respond by relaxing or crying harder when an adult pays attention. Grow more confident when encouraged to release feelings. Use sounds, facial expressions, and body movements to connect with others and with objects in the environment. Hold caregiver's attention by babbling, looking at face, etc. Look away at times to control the timing of the interaction.</p> <p>Young Infants begin to calm their own feelings. Use adults to reassure themselves by cuddling, grasping an adult's finger, etc. Comfort self by cooing, babbling, or by clutching, sucking or stroking a favorite blanket or other item.</p> <p>Young Infants use a trusted adult as a secure base from which to explore. Move away from adults by rolling, scooting, etc.; look back at adult. Look for caregiver's response in uncertain situations or when trying something new. Wait briefly to touch or eat something in response to caregiver's direction.</p> <p>Young Infants begin to notice routines. Participate in repeated routines, such as lifting arms toward the caregiver to be picked up.</p>	<p>PD 3 Safety PD 3.1 Expresses distress when needs are not met.</p> <p>SED 2 Self-Regulation SED 2.1 Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine. SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.</p> <p>SED 3 Attention & Persistence SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.</p> <p>SED 4 Social Relationships 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>PD 5 Nutrition PD 5.1 Cries when hungry or tired.</p> <p>LLD 1 Listening LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in the environment and imitates actions.</p>

	LLD 4 Alphabetic Knowledge LLD 4.1 Looks for familiar people and objects when given their names. Babbles or repeats sounds.
Learning about learning	
<p>Young Infants observe and explore their surroundings</p> <p>Explore own body (such as reaching for toes); explore the face and body of caregivers (such as touching ears, hair, hands).</p> <p>Show preference for certain toys and activities.</p> <p>Show interest in exploring, feeling and looking at objects new to the child.</p> <p>Use all senses to explore.</p> <p>Begin to act bored (cry, fussy) if activity doesn't change.</p> <p>Start interactions with familiar adults and children (such as by smiling or making sounds).</p> <p>Start to show the ability to briefly hold in mind a memory of people and things that are out of sight.</p>	SED 1 Self-Awareness SED 1.1 Explores self and others by using senses. MR 6 Classification Recognizes familiar people and objects. Recognizes self as being separate from others. CA 3 Visual Arts Explores materials using gross motor movements and senses. Expresses emotions while exploring materials.
2. Building relationships	
Interactions with adults	
<p>Smile at adults.</p> <p>Respond to contact with adults, and later, initiate, by using vocalization, facial expressions and body movement.</p> <p>Enjoy playing with adults (shown by happy gestures, smiles, gurgles, etc.).</p>	SED 4 Social Relationships 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. LLD 1 Listening LED 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions.

Interactions with children	
<p>Smile at other children.</p> <p>Initiate contact with other children with vocalizations, facial expressions and body movements.</p> <p>Enjoy interacting with other children (shown by happy gestures, smiles, gurgles, etc.).</p>	<p>MR 6 Classification MR 6.1 Recognizes familiar people and objects. Recognizes self as being separate from others.</p> <p>LLD 1 Listening LED 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>SED 4 Social Relationships 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>
Social behavior	
<p>Notice others' physical characteristics (such as by patting a sibling's hair).</p> <p>Notice emotional expressions of adults and other children. Imitate facial expressions.</p> <p>Play social games.</p>	<p>SED 4 Social Relationships 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>MR 5 Patterns MR 5.1 Plays predictable activities with caregivers such as pat-a-cake and peekaboo.</p> <p>MR 6 Classification MR 6.1 Recognizes familiar people and objects. Recognizes self as being separate from others.</p>
<u>PHYSICAL WELL-BEING, HEALTH AND MOTOR DEVELOPMENT</u>	
3. Touching, seeing, hearing and moving around	
Using the large muscles (gross motor skills)	

<p>Lift head; lift head and chest with weight on hands, when lying on stomach. Hold head upright and steady without support.</p> <p>When lying on back, bend at hips to lift feet, reach with hands and arms, move head side to side; begin to notice own hands.</p> <p>Roll from back to side, back to front and front to back with increasing control.</p> <p>Move to explore (roll, crawl, scoot, creep).</p> <p>Sit with support; and later, sit without support.</p> <p>Stand with support.</p>	<p>CA 2 Dance & Movement CA 2.1 Moves body in a variety of ways. Uses body language to express feelings.</p> <p>PD 1 Gross Motor PD 1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.</p>
<p>Using the small muscles (fine motor skills)</p> <p>Grasp caregiver's fingers.</p> <p>Play with own hands by touching them together.</p> <p>Reach for toys, objects and bottles with both hands.</p> <p>Transfer toys or objects from hand to hand.</p> <p>Reach, grasp and release objects.</p>	<p>SCI 4 Technology SCI 4.1 Explores simple tools such as toys and spoons.</p> <p>SS 2 Civics & Economics SS 2.1 Attends to others in immediate environment. Grasps and releases objects.</p> <p>MR 4 Measurement MR 4.1 Recognizes when to use whole hand or just two fingers to pick up an object.</p> <p>MR 2 Spatial Awareness MR 2.1 Plays with objects and toys that are a variety of shapes. Participates as caregiver raises arms or legs and says up/down. Tries to put one object inside another.</p> <p>PD 2 Fine Motor PD 2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object.</p>
<p>Using the senses (sensorimotor skills)</p>	

<p>Turn toward sound and touch.</p> <p>Focus eyes on near and far objects; recognize familiar people and things at a distance.</p> <p>Follow moving things with eyes.</p> <p>Explore things nearby with mouth and hands.</p> <p>Actively play, exploring and interacting with what's nearby.</p>	<p>LLD 1 Listening 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>PD 2 Fine Motor PD 2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object.</p> <p>LLD 4 Alphabetic Knowledge LLD 4.1 Looks for familiar people and objects when given their names. Babbles or repeats sounds.</p>
4. Growing up healthy	
Daily living skills (personal health and hygiene)	
<p>Soothe self and fall asleep.</p> <p>Participate in dressing.</p>	<p>PD 4 Personal Care PD 4.1 Receives appropriate healthcare from caregivers. Responds when physical needs are not met.</p> <p>PD 4.2 Recognizes the difference between dirty and clean. Points to body parts when prompted. Participates in taking care of some personal needs, such as feeding self.</p>
Nutrition and health	
<p>Suck and swallow.</p> <p>Connect breast or bottle with getting fed.</p> <p>Help caregiver hold the bottle.</p> <p>Chew and bite; eat finger foods.</p>	<p>PD 4 Personal Care PD 4.1 Receives appropriate healthcare from caregivers. Responds when physical needs are not met.</p> <p>PD 4.2 Recognizes the difference between dirty and clean. Points to body parts when prompted. Participates in taking care of some personal needs, such as feeding self.</p>
Safety	
Prefer caregiver over a stranger.	SED 4 Social Relationships

Stop/wait when caregiver says “no” or gives a nonverbal cue for alarm/danger.	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.
<u>LANGUAGE, COMMUNICATION AND LITERACY</u>	
5. Communicating	
Speaking and listening (language development)	
<p>Show interest in speech of others.</p> <p>Cry, coo and make other sounds.</p> <p>Cry in different ways depending on whether hungry, in pain or tired.</p> <p>Imitate adult facial expressions.</p> <p>Respond when the child’s name is called.</p> <p>Vocalize, squeal, laugh and gesture to communicate.</p> <p>Babble, try to talk and copy sounds.</p> <p>Begin to say consonant sounds, such as “m,” “b.”</p> <p>Pay attention to what adult is looking at or pointing to.</p> <p>Use a variety of sounds to express emotions.</p> <p>Reach and point to communicate.</p> <p>Follow simple requests.</p> <p>Take turn in “conversation” or vocal play with adults.</p> <p>Say first word.</p>	<p>LLD 1 Listening LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions.</p> <p>LLD 2 Communication LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.</p> <p>LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words and word-like sounds to communicate.</p> <p>LLD 3 Phonological Awareness LLD 3.1 Babbles and vocalizes using sound, volume and inflection.</p> <p>LLD 3.2 Imitates sounds and tones.</p> <p>LLD 4 Alphabetic Knowledge LLD 4.1 Looks for familiar people and objects when given their names. Babbles or repeats sounds.</p> <p>CA 1 Music CA 1.1 Responds to sounds. Makes sounds to communicate feelings.</p>
Reading	

<p>Imitate sounds of language.</p> <p>Show awareness of the sounds of spoken words by focusing on the person speaking.</p> <p>Explore books' physical features (such as by chewing on cloth books).</p> <p>Focus attention for a short period of time when looking at books.</p> <p>Begin to participate in stories, songs and fingerplays.</p>	<p>LLD 1 Listening LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions.</p> <p>LLD 2 Communication LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.</p> <p>LLD 5 Concepts of Print LLD 5.1 Looks at or points to pictures. Opens and closes books.</p> <p>LLD 6 Reading Comprehension LLD 6.1 Interacts by reaching for or patting when a book is read. Holds book and looks intently at each page.</p> <p>CA 4 Drama CA 4.1 Imitates simple movements and facial expressions. Responds to props or puppets.</p>
Writing	
<p>Watch when someone writes or draws.</p>	<p>SS 4 History & Sense of Time SS 4.1 Focuses on interactions with others for a short time.</p> <p>SS 4.2 Observes events and begins to participate.</p>
6. Learning about my world	
Knowledge (cognition)	
<p>Pay attention to sights and sounds.</p> <p>Look for dropped object.</p> <p>Gaze at and track an object with his/her eyes.</p>	<p>LLD 1 Listening 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>Act to trigger a pleasing sight, sound or motion, such as kicking at a mobile; repeat actions many times to cause a desired effect.</p> <p>Show curiosity about things and try to get things that are out of reach.</p> <p>Imitate sounds; imitate actions, such as clapping hands, pushing a toy.</p> <p>Search for a hidden object.</p>	<p>LLD 4 Alphabetic Knowledge LLD 4.1 Looks for familiar people and objects when given their names. Babbles or repeats sounds.</p> <p>MR 1 Number Sense Hears numbers in everyday context. Hears rote counting. Looks for an object that is taken out of sight.</p> <p>SCI 1 Investigation & Inquiry SCI 1.1 Looks for a person or toy that has moved out of sight. Reacts to changes.</p> <p>SCI 3 Physical Science Uses senses to explore objects in immediate environment. Kicks feet or shakes arms to make other objects move.</p> <p>MR 5 Patterns MR 5.1 Plays predictable activities with caregivers such as pat-a-cake and peekaboo.</p>
<p><u>MATH</u></p>	
<p>Play with toys and things of different sizes and shapes.</p> <p>Anticipate “more” during routines.</p>	<p>SCI 4 Technology SCI 4.1 Explores simple tools such as toys and spoons.</p> <p>MR 3 Shapes MR 3.1 Manipulates objects that are a variety of shapes.</p>
<p><u>SCIENCE</u></p>	
<p>Use the senses (mouthing, watching, grasping, reaching) to get information and explore what’s nearby.</p> <p>Use more than one sense at a time, such as when looking at, feeling and shaking a rattle.</p> <p>Repeat behaviors to figure out cause and effect. For example, a toy released high always goes down (law of gravity).</p>	<p>SCI 3 Physical Science SCI 3.1 Uses senses to explore objects in immediate environment. Kicks feet or shakes arms to make other objects move.</p> <p>MR 7 Logic & Reasoning MR 7.2 Experiments with cause and effect.</p> <p>MR 2 Spatial Awareness</p>

<p>Enjoy filling containers and dumping them out.</p> <p>Show interest in animals and pictures of animals.</p>	<p>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>LLD 4 Alphabetic Knowledge 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>
<u>SOCIAL STUDIES</u>	
<p>Show interest in people.</p> <p>Notice daily routines.</p>	<p>SED 3 Attention & Persistence SED 4.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.</p> <p>SED 4.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p> <p>SED 4 Social Relationships SED 4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. Enjoys turn-taking games such as peekaboo.</p> <p>SED 4.2 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.</p>
<u>ARTS</u>	
<p>Gaze at pictures, photos and mirror images.</p> <p>Show interest in sounds, tones, voices, music, colors and shapes.</p> <p>Notice and move to music and/or rhythms.</p>	<p>SED 4 Social Relationships 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>CA 1 Music CA 1.1 Responds to sounds. Makes sounds to communicate feelings.</p>
Older Infants 9-18 Months	
<u>SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN</u>	

1. About Me and My family and Culture	
Family and culture	
<p>Older Infants develop trusting relationships with familiar adults.</p> <p>Respond when someone speaks the child's name.</p> <p>Seek out trusted caregiver(s) for comfort and support.</p> <p>Demonstrate fear of unknown people and places.</p>	<p>MR 6 Classification</p> <p>MR 6.1 Recognizes familiar people and objects. Recognizes self as being separate from others.</p> <p>MR 6.2 When shown one object, finds the match. Identifies and names familiar people, characters and animals.</p> <p>LLD 1 Listening</p> <p>Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions.</p> <p>SED 4 Social Relationships</p> <p>SED 4.2 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.</p> <p>PD 3 Safety</p> <p>PD 3.2 Responds to possible dangers in environment and avoids them when prompted.</p>
Self Concept	
<p>Older Infants show their preferences.</p> <p>Protest when does not want to do something; know what he or she likes to do.</p> <p>Point to indicate what he or she wants.</p> <p>Choose things to play with.</p> <p>Try to do things on own. Show joy when completing a simple task.</p>	<p>SS 2 Civics & Economics</p> <p>SS 2.2 Participates in communal activities. Expresses a desire for an object or action. Says me, mine.</p> <p>SED 1 Self-Awareness</p> <p>SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p>
Self Management	
Older Infants use trusted adult as a secure base from which to explore.	SS 3 Attention & Persistence

<p>Look for caregiver's response in uncertain situations or when trying something new. Test caregiver's response, such as reaching for a forbidden object, then looking to see how caregiver responds.</p> <p>Move away from caregiver to explore environment; may do so repeatedly.</p> <p>Pay Attention to an object a caregiver is looking at or talking about.</p> <p>Make an effort at times to re engage a caregiver's attention if he or she is distracted.</p> <p>Older Infants begin to participate in repeated routines.</p> <p>Participate in repeated routines, such as lifting arms toward caregiver to be picked up.</p> <p>Follow some rules and routines, and simple directions.</p> <p>Older infants continue to express emotions.</p> <p>Either relax or cry harder when adult pays attention. Grow more confident when encouraged to release strong feelings.</p> <p>Express and respond to a variety of emotions.</p>	<p>SS 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p> <p>SED 4 Social Relationships</p> <p>SED 4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. Enjoys turn-taking games such as peekaboo.</p> <p>SS 2 Civics & Economics</p> <p>SS 2.3 Recognizes and attends to authority figures. Recognizes ownership of familiar objects.</p> <p>LLD 1 Listening</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>SED 2 Self-Regulation</p> <p>SED 2.3 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change.</p>
<p>Learning to learn</p>	
<p>Use all senses and a variety of motions to explore.</p> <p>Learn through play and interaction with others.</p> <p>Try different approaches to reaching a desired object or achieving a goal.</p> <p>Make creative use of items, such as turning a bucket upside down to be the base for a tower.</p> <p>Actively play games with caregivers that involve repetition, such as peek-a-boo; anticipate own turn.</p> <p>Experiment to see if objects have the same effects, such as shaking a stuffed</p>	<p>SCI 1 Investigation & Inquiry</p> <p>SCI 1.1 Looks for a person or toy that has moved out of sight. Reacts to changes.</p> <p>SCI 1.2 Asks one- to two-word questions. Uses senses to explore environment.</p> <p>SS 2 Civics & Economics</p> <p>SS 2.2 Participates in communal activities. Expresses a desire for an object or action. Says me, mine.</p> <p>PD 2 Fine Motor</p>

<p>animal to see if it makes a noise like a rattle.</p> <p>Apply something already learned to something new, such as banging on a drum to make a sound, then banging on a bucket.</p> <p>Repeat a simple activity until successful.</p> <p>Stay focused on an activity for a sustained period of time.</p> <p>Begin to be able to hold information in mind (such as the location of a hidden object) and keep track of simple changes (track the movement of a hidden object).</p>	<p>PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p> <p>PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p> <p>MR 5 Patterns MR 5.1 Plays predictable activities with caregivers such as pat-a-cake and peekaboo.</p> <p>MR 2 Spatial Awareness MR 2.1 Plays with objects and toys that are a variety of shapes. Participates as caregiver raises arms or legs and says up/down. Tries to put one object inside another.</p> <p>MR 2.2 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>SED 3 Attention & Persistence SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed.</p>
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2. Building Relationships	
Interaction with adults	
<p>Enjoy playing with adults.</p> <p>Follow adult's pointing or gaze to share the same activity or topic.</p> <p>Initiate interactions by smiling, with vocalizations or gestures.</p>	<p>SS 2 Civics & Economics SS 2.3 Recognizes and attends to authority figures. Recognizes ownership of familiar objects.</p> <p>SED 3 Attention & Persistence SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p> <p>CA 1 Music CA 1.1 Responds to sounds. Makes sounds to communicate feelings.</p>

Interactions with peers	
<p>Respond to others' smiles and emotions.</p> <p>React when someone is crying or upset.</p> <p>Show interest in other children by watching and trying to imitate them (such as following an older sibling around).</p> <p>Recognize other children, their names and their family members.</p>	<p>SED 4 Social Relationships SED 4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. Enjoys turn-taking games such as peekaboo.</p> <p>SED 4.2 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.</p> <p>SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.</p> <p>CA 4 Drama CA 4.2 Mimics observed behaviors and words. Mimics the use of familiar objects.</p> <p>SS 1 Culture & Community SS 1.1 Recognizes family members and is exposed to family traditions or cultural events.</p>
Social behavior	
<p>Laugh when others laugh.</p> <p>Interact with children; notice similarities and differences.</p> <p>Take turns in social games.</p>	<p>SED 2 Self-Regulation SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.</p> <p>SED 3 Attention and Persistence SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p> <p>SED 4 Social Relationships SED 4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. Enjoys turn-taking games such as peekaboo.</p> <p>SED 4.2 Greets and stays near familiar people. Mimics facial expressions of</p>

	others. Explores people and their features side-by-side in a book or a mirror.
Problem solving, conflict resolution	
Accept adults stepping in when there are disputes over toys and play.	SED 2 Self-Regulation 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.
<u>PHYSICAL WELL-BEING, HEALTH AND MOTOR DEVELOPMENT</u>	
3. Touching, seeing, hearing and moving around	
Using the large muscles (gross motor skills)	
<p>Rock back and forth on hands and knees; creep or crawl.</p> <p>Pull self up to a stand, holding onto something or someone.</p> <p>Walk holding onto furniture ("cruising").</p> <p>Walk.</p> <p>Climb.</p> <p>Dance or move to music.</p>	<p>PD 1 Gross Motor</p> <p>PD 1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.</p> <p>PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p> <p>CA 2 Dance & Movement</p> <p>CA 2.2 Moves body purposely. Sways or bounces to music. Uses purposeful gestures and body language to communicate.</p>
Using the small muscles (fine motor skills)	
<p>Use fingers and toes in play.</p> <p>Manipulate balls and other toys. Enjoy using different ways to manipulate, such as pounding, tapping, etc.</p> <p>Pick up things (such as cereal O's) between thumb and forefinger.</p> <p>Coordinate eye and hand movements, such as putting things into a box.</p>	<p>PD 2 Fine Motor</p> <p>PD 2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object.</p> <p>PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p>

Using the senses (sensorimotor skills)	
<p>Use sense of smell, touch, taste, sight and hearing to experience objects.</p> <p>Enjoy exploring and responding to different textures, such as hard tabletops or soft cushions.</p>	<p>SCI 1 Investigation and Inquiry SCI 1.2 Asks one- to two-word questions. Uses senses to explore environment.</p> <p>SCI 3 Physical Science SCI 3.1 Uses senses to explore objects in immediate environment. Kicks feet or shakes arms to make other objects move.</p> <p>SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.</p>
4. Growing Up Healthy	
Daily living skills (personal health and hygiene)	
<p>Begin to be aware of own needs (cry when need changing, get blanket when tired, etc.).</p> <p>Soothe self and fall asleep.</p> <p>Help with dressing, undressing and diapering.</p> <p>Wash and dry hands, with help.</p>	<p>SED 2 Self-Regulation 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>PD 5 Nutrition PD 5.1 Cries when hungry or tired.</p> <p>PD 4 Personal Care PD 4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.</p>
Nutrition and health	
<p>Grasp and drink from a cup.</p> <p>Feed self with a spoon.</p> <p>Eat finger foods.</p> <p>Eat a variety of nutritious foods.</p>	<p>PD 4 Personal Care PD 4.2 Recognizes the difference between dirty and clean. Points to body parts when prompted. Participates in taking care of some personal needs, such as feeding self.</p> <p>PD 4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.</p>

Be able to control the speed of eating.	PD 5 Nutrition PD 5.3 Anticipates the need to eat, rest and drink. Feeds self soft foods with spoon or other utensil.
Safety	
Be able to tell who are his or her main caregivers and family, and who are strangers. Be distracted from unsafe behavior with words (such as “no-no” or “stop”) or signals from adults. Look to adults before initiating an unsafe behavior.	SED 4 Social Relationships 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. PD 3 Safety PD 3.2 Responds to possible dangers in environment and avoids them when prompted.
<u>LANGUAGE, COMMUNICATION AND LITERACY</u>	
5. Communicating	
Speaking and listening (language development)	
Turn to the person speaking, and pay attention to what the speaker is looking at or pointing to. Turn, stop or speak when name is called. Respond appropriately to familiar words (such as clapping when caregiver says “Clap”). Point to familiar persons and things in answer to the question “Where is _____?” Use words, sounds and gestures to get attention, make requests, comment, greet.	LLD 1 Listening 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. LLD 1.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally. LLD 2 Communication

<p>Use consistent sounds to indicate a specific person or thing, such as saying “dada” for daddy.</p> <p>Name familiar people, animals and objects.</p> <p>Use eight to 20 understandable words in home language.</p> <p>Use single-word speech (such as saying “Up” to be picked up) and short, two-word sentences (“Me go.”).</p> <p>If learning two languages, may not use words in the second language, but communicate with gestures and facial expressions.</p> <p>Take part in simple conversations.</p> <p>Enjoy following single-step directions. (“Bring me the ball”)</p>	<p>LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words and word-like sounds to communicate.</p> <p>LLD 2.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille, or verbalized words. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2.4 Speaks in sentences and asks questions using signs or verbal words but does not always follow grammatical rules. Describes familiar people, places and objects with expanding vocabulary. Asks simple questions and stays on topic for two to three exchanges.</p>
<p>Reading</p>	
<p>Make the sounds of familiar words when read to.</p> <p>Show awareness of the sounds of spoken words by focusing on the person speaking.</p> <p>Point to pictures and words in book; have favorite books; increasingly able to handle books, with help; try to turn pages.</p> <p>Bring a book to an adult to read aloud.</p> <p>Focus attention for a short period of time when looking at books.</p> <p>Participate in stories, songs, finger plays and rhymes.</p>	<p>LLD 2 Communication</p> <p>LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.</p> <p>LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words and word-like sounds to communicate.</p> <p>LLD 5 Concepts of Print</p> <p>LLD 5.1 Looks at or points to pictures. Opens and closes books.</p> <p>LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of book.</p> <p>LLD 4 Alphabetic Knowledge</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>Writing</p>	
<p>Scribble or make marks on paper without help.</p>	<p>LLD 7 Writing</p> <p>LLD 7.1 Explores writing materials.</p>

<p>Grasp marker or crayon with fist and mark on paper in any location.</p>	<p>LLD 7.2 Makes random marks with writing tools. Make handprints or fingerprints.</p> <p>PD 2 Fine Motor PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p>
<p>6. Learning about my world</p>	
<p>Knowledge (cognition)</p>	
<p>Observe others' activities. Then imitate their actions, gestures and sounds.</p> <p>Use imitation to make a desired effect, such as activating a toy, or obtaining an object.</p> <p>Explore things in many ways, such a shaking, banging, poking and throwing.</p> <p>Enjoy playing hiding games; locate an object that has been hidden from view.</p> <p>Use objects as intended, such as pushing buttons on a toy phone, or drinking from a cup.</p> <p>Use objects as a means to an end, such as using a bucket to take toys from one place to another.</p> <p>Seek caregiver's help by making sounds, words, facial expressions or gestures to obtainan object or start an activity.</p> <p>Match similar objects.</p> <p>Begin make-believe play and imitate the actions of others, such as rocking and feeding a baby doll.</p> <p>Explore objects in nonconventional ways.</p>	<p>SS 4 History & Sense of Time SS 4.2 Observes events and begins to participate.</p> <p>CA 4 Drama CA 4.2 Mimics observed behaviors and words. Mimics the use of familiar objects.</p> <p>MR 2 Spatial Awareness MR 2.1 Plays with objects and toys that are a variety of shapes. Participates as caregiver raises arms or legs and says up/down. Tries to put one object inside another.</p> <p>MR 2.2 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>MR 2.3 Recognizes objects that are upside-down and turns them right-side up. Finds or places objects next to, between, in front of or behind self. Puts together three pieces to create a whole object.</p> <p>SCI 3 Physical Science SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.</p> <p>SCI 3.3 Explores motion by moving, rolling, blowing on or dropping a toy. Begins to name colors.</p>

<u>MATH</u>	
<p>Understand the idea of “more” related to food or play. Use gestures to ask for more.</p> <p>Imitate rote counting using some names of numbers.</p> <p>Play with toys and objects of different size and shape.</p> <p>Put things together, such as simple matching puzzles, nesting cups.</p> <p>Follow simple directions that use words like “in,” “on,” “up” and “down.”</p>	<p>MR 1 Number Sense MR 1.1 Hears numbers in everyday context. Hears rote counting. Looks for an object that is taken out of sight.</p> <p>MR 1.2 Recognizes the numeral one and sees other numerals around the room. Repeats number words when heard. Demonstrates an understanding of one, two and more.</p> <p>MR 2 Spatial Awareness MR 2.1 Plays with objects and toys that are a variety of shapes. Participates as caregiver raises arms or legs and says up/down. Tries to put one object inside another.</p> <p>MR 2.2 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>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>
<u>SCIENCE</u>	
<p>Take action to achieve a goal, such as fitting puzzle pieces together, or activating a toy.</p> <p>Express surprise and delight to play outdoors and with natural elements, such as water, sand and mud.</p> <p>Express excitement when seeing animals, birds and fish. Show interest in animals and representations of animals.</p> <p>Notice the characteristics of natural things, such as leaves, or events, such as rain or wind.</p> <p>Respond to caregiver’s guidance on how to act appropriately toward and around living things.</p>	<p>SCI 2 Natural & Earth Science 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 4 Technology SCI 4.3 Explores movable parts on toys and tools. Uses on and off switches.</p>

Enjoy using or playing with technology objects, such as a wind-up toy.	
<u>SOCIAL STUDIES</u>	
<p>Be eager for regular daily activities.</p> <p>Recognize the start and end of an event (such as by clapping at the end of a song).</p> <p>Explore spaces, such as trying to fit into an open cardboard box.</p> <p>Recognize some familiar places, such as home, store, grandma's house.</p> <p>Know where favorite toys or foods are kept.</p> <p>Know where the trash can and recycle bin are.</p>	<p>SS 2 Civics and Economics SS 2.2 Participates in communal activities. Expresses a desire for an object or action. Says me, mine.</p> <p>SS 3 Geography SS 3.2 Recognizes familiar places. Finds ways to move around obstacles in a familiar environment.</p> <p>SS 3.3 Identifies a variety of familiar places, such as the store, car, home or Grandma's. Follows a path.</p>
<u>ARTS</u>	
<p>Try a variety of art materials, such as paint, crayons, markers, play dough, clay.</p> <p>Try a variety of sound sources, such as rattles, bells, drums.</p> <p>Show interest in sounds, tones, voices, music, colors and shapes.</p> <p>Enjoy rhythms and movement.</p>	<p>CA 2 Dance & Movement CA 2.2 Moves body purposely. Sways or bounces to music. Uses purposeful gestures and body language to communicate.</p> <p>CA 3 Visual Arts CA 3.1 Explores materials using gross motor movements and senses. Expresses emotions while exploring materials.</p> <p>CA 3.2 Uses hands and feet to explore a variety of media. Scribbles, colors or paints intentionally on paper.</p>
Toddlers 16 to 36 months	
<u>SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN</u>	
1. About Me and My family and Culture	
Family and culture	
Have a relationship with caregivers or family other than the parents	SED 4 Social Relationships

<p>or main caregiver.</p> <p>Show preference for familiar adults and peers.</p> <p>Feel comfortable in a variety of places with familiar adults (such as at home, in the car, store or playground).</p> <p>Express caution or fear toward unfamiliar people.</p> <p>Recognize roles within the family.</p> <p>Participate in family routines.</p> <p>Enjoy stories, songs and poems about a variety of people and cultures.</p>	<p>SED 4.2 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.</p> <p>SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.</p> <p>SED 2 Self-Regulation</p> <p>SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.</p>
Self Concept	
<ul style="list-style-type: none"> • Separate from main caregiver when in familiar settings outside the home. • Recognize and call attention to self in a mirror or in photographs. • Show awareness of being seen by others (such as repeating an action when sees someone is watching). • Show self-confidence; try new things. • Make choices (such as what clothes to wear) and have favorite books, toys and activities. • Take pride in showing completed projects (such as a drawing or stack of blocks) to caregiver. • Name and express many emotions in self, familiar people, pets. • Seek the comfort of adults significant to him/her when in new or uncomfortable situations, or needing help, or feeling strong emotions. 	<p>SED 1 Self Awareness</p> <p>SED 1.2 Recognizes self in photos or in a mirror. Shows preference for certain foods or toys.</p> <p>SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p> <p>SED 2 Self-Regulation</p> <p>SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.</p> <p>SED 2.3 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change.</p> <p>SED 3 Attention and Persistence</p> <p>SED 3.3. Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed. Expresses delight over a successful project.</p>
Self management	

<p>Remember and follow simple routines and rules some of the time.</p> <p>Direct others to follow simple rules and routines, even when he or she does not follow them.</p> <p>Have trouble learning new behavior when routines are changed.</p> <p>Respond well to adult guidance, most of the time. Test limits and try to be independent.</p> <p>Stop an activity or avoid doing something if directed.</p> <p>Express strong feelings through tantrums.</p> <p>Do things the child has been told not to do.</p> <p>Show assertiveness, such as giving orders to others.</p> <p>Show growing ability to remember past experiences and tell an adult about them, including information about simple emotions.</p>	<p>SED 2 Self Regulation</p> <p>SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.</p> <p>SED 2.3 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change.</p> <p>SED 3 Attention and Persistence</p> <p>SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p> <p>SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed. Expresses delight over a successful project.</p> <p>LLD 2 Communication</p> <p>LLD 2.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille, or verbalized words. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas. Asks and responds to questions.</p>
<p>Learning to learn</p>	
<p>Actively explore the environment.</p> <p>Ask questions.</p> <p>Try new ways of doing things. Experiment with the effect of own actions on objects and people.</p> <p>Insist on some choices. Choose an activity and keep at it for longer periods of time.</p> <p>Want to do favorite activities over and over.</p> <p>Seek and accept help when encountering a problem. • Invent new ways to use everyday items.</p> <p>Enjoy pretend play and creating things.</p>	<p>LLD 2 Communication</p> <p>LLD 2.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille, or verbalized words. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>SED 3 Attention and Persistence</p> <p>SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed. Expresses delight over a successful project.</p> <p>SCI 1 Investigation and Inquiry</p> <p>SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p>

Change behavior based on something the child learned before.	SS 2 Civics and Economics SS 2.3 Participates in communal activities. Expresses a desire for an object or action. Says me, mine.
2. Building relationships	
Interactions with adults	
Start interactions and play with adults. Seek out attention from adults. Enjoy turn-taking games with caregivers and may direct adult in his or her role.	SED 2 Self Regulation 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 3 Attention and Persistence 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. SED 4 Social Relationships 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.
Interactions with peers	
Play side-by-side with another child, at times. Remember and use the names of familiar peers. Start interacting with peers. Show interest in and call them by name. Recognize and want to be with playmates the child knows. Observe and imitate other children's play. Begin to include other children in play, such as chase games.	SED 4 Social Relationships 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. LLD 2 Communication 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.

Social behavior	
<p>Be excited to see friends and familiar people. Have a preferred playmate.</p> <p>Notice when someone familiar is absent ("Where is Simon?").</p> <p>Notice when others are happy or sad and name emotions. ("Mia sad.")</p> <p>Notice that what the child likes might not be the same as what others like.</p> <p>Follow family routines, such as what the family does at dinner time.</p> <p>Be upset when family routines are not followed or change.</p> <p>Start to act appropriately as a member of various communities, such as family, classroom, neighborhood, faith community.</p> <p>Help with simple chores in the family or classroom community</p>	<p>SED 3 Attention and Persistence SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p> <p>SED 4 Social Relationships SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.</p> <p>SED 4.4 Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad.</p> <p>SS 1 Culture & Community 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>
Problem solving, conflict resolution	
<p>Find it hard to wait for a turn. Use adult help to share and take turns.</p> <p>Respond appropriately (most of the time) when another child expresses wants, such as to look at a book with him or her.</p>	<p>LLD 4 Social Relationships LLD 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>LLD 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>
<u>PHYSICAL WELL-BEING, HEALTH AND MOTOR DEVELOPMENT</u>	
3. Touching, seeing, hearing and moving around	
Using the large muscles (gross motor skills)	
Walk and run well, or use a mobility device, if needed. Change speed and direction.	PD 1 Gross Motor

<p>Climb into and out of bed or onto a steady chair.</p> <p>Jump up and down. Squat. Stand on tiptoe.</p> <p>Pull toys while walking.</p> <p>Walk up and down stairs one at a time.</p> <p>Kick a ball that is not moving.</p> <p>Throw a ball or beanbag. Catch a large, bounced ball against the body.</p> <p>Enjoy being active. Join in active games, dance, outdoor play and other physical activity.</p>	<p>PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p> <p>PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p>PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p> <p>SCI 3 Physical Science</p> <p>SCI 3.1 Uses senses to explore objects in immediate environment. Kicks feet or shakes arms to make other objects move.</p> <p>SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.</p> <p>SCI 3.3 Explores motion by moving, rolling, blowing on or dropping a toy. Begins to name colors.</p>
<p>Using the small muscles (fine motor skills)</p>	
<p>Reach, grasp and release with more control.</p> <p>Use tools such as a spoon, crayon, toy hammer.</p> <p>Use fingers to paint, play with clay, line up blocks. Stack a few blocks.</p> <p>Grasp small items with thumb and finger.</p> <p>Nest up to five cups or other items.</p>	<p>PD 2 Fine Motor</p> <p>PD 2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object.</p> <p>PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p> <p>PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p> <p>SCI 4 Technology</p> <p>SCI 4.1 Explores simple tools such as toys and spoons.</p> <p>SCI 4.2 Begins to use simple tools purposefully, such as using a spoon to feed self.</p> <p>CA 3 Visual Arts</p> <p>CA 3.2 Uses hands and feet to explore a variety of media. Scribbles, colors or paints intentionally on paper.</p>
<p>Using the senses (sensorimotor skills)</p>	

<p>Dance or move to music and rhythms.</p> <p>Show eye-hand coordination—build with blocks, work simple puzzles, string large beads, put together and take apart items like pop beads.</p> <p>Become aware of where the body is in relation to other things, such as walking around a table without bumping into it.</p>	<p>CA 2 Dance & Movement CA 2.2 Moves body purposely. Sways or bounces to music. Uses purposeful gestures and body language to communicate.</p> <p>SS 3 Geography SS 3.2 Recognizes familiar places. Finds ways to move around obstacles in a familiar environment.</p>
4. Growing Up Healthy	
Daily living skills (personal health and hygiene)	
<p>Want to take care of self.</p> <p>Dress and undress completely (except for fasteners), with help.</p> <p>Have sleeping routines, such as getting and arranging soft toys to take to bed.</p> <p>Sleep well. Wake up rested and ready to be active.</p> <p>Show interest in toilet training. Use the toilet by about age 3 years, with help.</p> <p>Wash and dry hands, with only a little help needed.</p> <p>Cooperate with tooth-brushing</p>	<p>PD 4 Personal Care PD 4.2 Recognizes the difference between dirty and clean. Points to body parts when prompted. Participates in taking care of some personal needs, such as feeding self.</p> <p>PD 4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.</p> <p>SCI 4 Technology SCI 4.2 Begins to use simple tools purposefully, such as using a spoon to feed self.</p>
Nutrition and health	
<p>Feed self with a spoon, without help.</p> <p>Feed self a sandwich, taking bites.</p> <p>Recognize and eat a variety of healthy foods. Choose among food options.</p> <p>Name five or six of your own body parts.</p>	<p>PD 5 Nutrition PD 5.2 Communicates when hungry, thirsty or tired. Feeds self some finger foods.</p> <p>PD 5.3 Anticipates the need to eat, rest and drink. Feeds self soft foods with spoon or other utensil.</p> <p>PD 4 Personal Care PD 4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.</p>

Safety	
Recognize safety rules, but not always follow them.	PD 3 Safety PD 3.2 Responds to possible dangers in environment and avoids them when prompted.
<u>LANGUAGE, COMMUNICATION AND LITERACY</u>	
5. Communicating	
Speaking and listening (language development)	
<p>Respond appropriately to familiar words. Respond to directions that include verbs, such as run, jump, reach, open.</p> <p>Touch correct body parts in songs or games where you identify parts of the body.</p> <p>Use more than 100 words. When learning more than one language, the child might not use words equally in both languages.</p> <p>Enjoy learning new words.</p> <p>Point to and name objects when told their use ("What do you drink with?").</p> <p>Name items in a picture book, such as a cat or tree.</p> <p>Use mostly one- and two-syllable words, with some three-syllable words.</p> <p>Use three- or four-word sentences with a noun and verb.</p> <p>Use negatives ("I don't want it"). • Use adjectives in phrases (such as a big bag, or a green hat).</p> <p>Ask and answer simple questions, as appropriate for the culture.</p> <p>Speak clearly enough in home language to be understood most of the time.</p> <p>Begin to follow grammatical rules, though not always correctly.</p>	LLD 1 Listening 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. LLD 1.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally. LLD 2 Communication 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 and 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. SS 4 History & Sense of Time SS 4.3 Describes events as they happen. Uses words such as first, then.

<p>Change tone to communicate meaning.</p> <p>Recount an event, with help. Communicate about recent activities.</p> <p>Remember and follow simple directions in home language and attempt to make sense of directions that include gestures (such as the gesture for “come here”) in a second language.</p> <p>Follow two-step directions with complex sentence structure (noun + verb + adverb, such as “Put the toys away quickly”). Struggle if too many directions are given at once.</p> <p>Take turns in longer conversations.</p> <p>Use gestures or phrases to show respect for others, though need adult prompts sometimes.</p> <p>Enjoy making animal sounds to represent familiar animals.</p>	
<p>Reading</p>	
<p>Enjoy reciting phrases from familiar rhymes, stories and fingerplays. Say the last word of a familiar rhyme to complete it.</p> <p>Join in rhyming games and songs with other children.</p> <p>Sing songs with or recite letters of the alphabet.</p> <p>Begin to understand that print represents words (for example, pretend to read text).</p> <p>Know the right side up of a book. Turn pages, usually one at a time. Imitate reading by turning pages, remembering and telling the story.</p> <p>Notice both words and pictures on a page. Describe the action in pictures.</p> <p>Recite familiar words in a book when read to. • Recall characters or actions from familiar stories.</p> <p>Anticipate what comes next in known stories.</p>	<p>CA 4 Drama CA 4.1 Imitates simple movements and facial expressions. Responds to props or puppets.</p> <p>CA 1 Music CA 1.2 Responds to changes in sound, rhythm, volume or melody. Repeats words in familiar songs and attempts to sing.</p> <p>LLD 5 Concepts of Print LLD 5.1 Looks at or points to pictures. Opens and closes books.</p> <p>LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of book.</p> <p>LLD 5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p> <p>LLD 6 Reading Comprehension LLD 6.1 Interacts by reaching for or patting when a book is read. Holds book</p>

<p>Recognize print in the neighborhood (such as stop signs, signs on buildings, etc.).</p> <p>Ask to be read to, or for storytelling. Request a favorite book or story many times.</p>	<p>and looks intently at each page.</p> <p>LLD 6.2 Points to pictures and repeats words from familiar stories. Answers “where” questions by pointing.</p> <p>LLD 6.3 Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character.</p> <p>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>
Writing	
<p>Label pictures using scribble writing or ask an adult to label the pictures.</p> <p>Use symbols or pictures to represent oral language and ideas.</p> <p>Scribble and make marks on paper, and tell others what the scribble means.</p> <p>Draw horizontal and vertical lines.</p> <p>Use a variety of writing tools (pencil, marker, paint brush).</p>	<p>LLD 7 Writing</p> <p>LLD 7.1 Explores writing materials.</p> <p>LLD 7.2 Makes random marks with writing tools. Make handprints or fingerprints.</p> <p>LLD 7.3 Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks. Scribbles or draws marks as a representation of an object or person.</p>
6. Learning about my world	
Knowledge (cognition)	
<p>Experiment with the effect of own actions on things and people.</p> <p>Know that playing with certain desirable or forbidden things will get adults’ attention.</p> <p>Make choices, such as which toy to play with.</p> <p>Take action based on past experience. For example, if the caregiver blows on hot food before eating it, child will blow on food at the next meal.</p> <p>Connect objects with actions (such as a broom for sweeping).</p>	<p>MR 7 Logic and Reasoning</p> <p>MR 7.1 Reacts to a problem and seeks a desired outcome.</p> <p>MR 7.2 Experiments with cause and effect.</p> <p>MR 7.3 Plan a logical series of steps to accomplish a task.</p> <p>SED 3 Attention and Persistence</p> <p>SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p>

<p>Repeat an action over and over until successful, such as stacking blocks until they no longer fall down.</p> <p>Explore and use trial and error to solve problems.</p> <p>Imitate how others solve problems.</p> <p>Ask for help when needed.</p> <p>Show recall of people and events, such as by clapping hands when told that a favorite person will visit.</p> <p>Recall and follow the order of routines, such as washing and drying hands before eating.</p> <p>Play make-believe with props, such as dolls or stuffed animals. • React to puppets as if they are real and not operated by an adult or another child.</p>	<p>SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed. Expresses delight over a successful project.</p> <p>CA 4 Drama</p> <p>CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p>
<p><u>MATH</u></p>	
<p>Count to at least 10 from memory.</p> <ul style="list-style-type: none"> • Begin counting small groups of items (up to five). • Understand the concepts of “one” and “two,” such as by following directions to take one cracker. • Recognize and name a few numerals. • Identify quantity and comparisons, such as all, some, none. Use comparison words correctly, such as bigger and smaller, more and less. • Explore measuring tools, such as measuring cups, or a ruler. • Match simple flat shapes (circles, squares, triangles). • Identify two geometric shapes, such as a circle and a square. • Follow simple directions for position, such as up, down, in, on. 	<p>MR 1 Number Sense</p> <p>MR 1.3 Recognizes numerals to three. Points to one object at a time while counting (not always in correct order). Creates groups of objects. Adds to and removes from group as prompted.</p> <p>MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p> <p>MR 2 Spatial Awareness</p> <p>MR 2.2 Recognizes objects that are upside-down and turns them right-side up. Finds or places objects next to, between, in front of or behind self. Puts together three pieces to create a whole object.</p> <p>MR 2.3 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> <p>MR 3 Shapes</p> <p>MR 3.3 Identifies a few basic shapes.</p>

	<p>MR 4 Measurement</p> <p>MR 4.4 Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help.</p>
SCIENCE	
<p>Look at and handle things to identify what's the same and what's different about them.</p> <p>Explore nature using the senses, such as looking at and feeling different leaves.</p> <p>Ask simple questions about the natural world ("Where did the rainbow go?").</p> <p>Show interest in animals and other living things. Begin to label them by name and to identify traits (such as the sound a cow makes).</p> <p>Enact animals' activities (such as eating, sleeping) in pretend play. Move toy animals to mimic animals in the wild.</p> <p>Explore the parts of living things, such as the petals on a flower.</p> <p>Engage with plants and animals in a respectful way, without adult prompting. Express concern if an animal is injured or sick. Comment on what it takes to make things grow ("That plant needs water").</p> <p>Identify weather, such as sun, rain, snow.</p> <p>Know that people and animals can live in different kinds of places, such as fish living in the water.</p>	<p>SCI 1 Investigation & Inquiry</p> <p>SCI 1.2 Asks one- to two-word questions. Uses senses to explore environment.</p> <p>SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>SCI 2 Natural & Earth Science</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>
SOCIAL STUDIES	
<p>Eager for recurring events ("After lunch, I will hear a story").</p> <p>Connect new experiences to past experiences.</p> <p>Experiment with physical relationships, such as on/under, inside/ outside.</p>	<p>SS 1 Culture & Community</p> <p>SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.</p> <p>SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community</p>

<p>Help with home and class routines that keep things clean.</p> <p>Understand roles of various people in the community.</p>	<p>members, their roles and their relationship to self.</p> <p>SS 4 History & Sense of Time SS 1.3 Describes events as they happen. Uses words such as first, then.</p>
ARTS	
<p>Use a variety of materials to express self, such as paint, crayons and musical instruments.</p> <p>Sing and make up simple songs and/or music with instruments.</p> <p>Explore various ways of moving the body with and without music.</p> <p>Imitate movement after watching others perform games or dance.</p> <p>Act out familiar stories or events.</p>	<p>CA 1 Music CA 1.2 Responds to changes in sound, rhythm, volume or melody. Repeats words in familiar songs and attempts to sing.</p> <p>CA 1.3 Claps to beat (not always consistently). Understands difference of singing and speaking voices. Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.</p> <p>CA 2 Music & Movement CA 2.2 Moves body purposely. Sways or bounces to music. Uses purposeful gestures and body language to communicate.</p> <p>CA 3 Visual Art CA 3.2 Uses hands and feet to explore a variety of media. Scribbles, colors or paints intentionally on paper.</p> <p>CA 3.3Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.</p> <p>CA 4 Drama CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p>
Ages 3-4 yrs	
<u>SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN</u>	
1. About Me and My family and Culture	
Family and culture	

<p>Remember the people who are important in the child's life.</p> <p>Name most family members, including extended family.</p> <p>Recognize the importance of cultural celebrations and traditions.</p> <p>Show or talk about objects from family or culture.</p>	<p>SS 1 Culture & Community</p> <p>SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.</p> <p>SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.</p>
Self Concept	
<p>Proud to say own first and last name.</p> <p>Know self as a part of the family, spiritual group, culture, community, and/or other group to which the family belongs.</p> <p>Notice self as an important person to family and friends.</p>	<p>SS 1 Culture & Community</p> <p>SS 1.5 Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community.</p> <p>SED 1 Self-Awareness</p> <p>SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p> <p>SED 1.4 When given two to three options, chooses his/her most desired option. Demonstrates confidence in own abilities.</p> <p>SED 1.5 Describes and compares preferences of self and others.</p>
Self Management	
<p>Show personal likes and dislikes.</p> <p>Identify favorite and familiar activities.</p> <p>Find it hard to cooperate when tense, hungry, scared, sad, angry, etc., resulting in behavior that is hurtful, harmful or withdrawn.</p> <p>Release or redirect emotional tensions—cry, laugh, tremble, yawn, sing, jump, walk—becoming more relaxed and cooperative afterward.</p> <p>Remember and cooperate in daily routines, such as getting into a car seat, and in changes from one activity to another, with occasional reminders.</p> <p>Manage changes in routines and learn new behaviors with a little practice.</p>	<p>SED 1 Self-Awareness</p> <p>SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p> <p>SED 1.4 When given two to three options, chooses his/her most desired option. Demonstrates confidence in own abilities.</p> <p>SED 1.5 Describes and compares preferences of self and others.</p> <p>SED 2 Self Regulation</p> <p>SED 2.3 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change.</p>

<p>Identify simple rules and expect others to follow them.</p> <p>Predict what comes next in the day, when there is a consistent schedule.</p> <p>Express delight in own abilities. ("I did it myself!")</p> <p>Be able to identify when something is hard to do.</p> <p>Sometimes turn down a treat now if a better treat will be available later.</p>	<p>SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.</p> <p>SED 2.5 Names some personal feelings and uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.</p> <p>SED 3 Attention & Persistence</p> <p>SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed. Expresses delight over a successful project.</p>
Learning to learn	
<p>Copy adults and playmates.</p> <p>Enjoy creating own play activities.</p> <p>Explore objects new to the child while playing.</p> <p>Become engrossed in an activity and ignore distractions briefly.</p> <p>Imitate real-life roles/experiences in simple role plays.</p> <p>Develop own thought processes and ways to figure things out.</p> <p>Identify questions and puzzles, and have ideas about ways to figure them out. Try some of these ideas.</p> <p>Recognize when making a mistake and sometimes adjust behavior to correct it.</p>	<p>MR 5 Patterns</p> <p>MR 5.6 Determines the missing piece of a pattern within a set sequence. Recognizes simple patterns in the environment.</p> <p>MR 7 Logic & Reasoning</p> <p>MR 7.3 Plan a logical series of steps to accomplish a task.</p> <p>MR 7.4 Plans steps to accomplish task and then tries out many possible solutions to a problem.</p> <p>MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.</p> <p>SCI 1 Investigation & Inquiry</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>
2. Building relationships	
Interactions with adults	
<p>Separate from important adults, sometimes relying on another adult to feel safe. Release tensions through laughter, tears, trembling, talking, or yawning.</p>	<p>SED 2 Self-Regulation</p> <p>SED 2.2 Shows a range of emotions with facial expressions and gestures.</p>

<p>Initiate interactions and engage in play with adults.</p> <p>Show affection for important adults.</p>	<p>Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.</p> <p>SED 4 Social Relationships 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>
Interactions with peers	
<p>Engage in play with other children. Join in group activities.</p> <p>Initiate play with friends, siblings, cousins and/or others.</p> <p>Share and take turns with other children.</p> <p>Show affection or closeness with peers.</p> <p>Make decisions with other children, with adult help.</p>	<p>SED 4 Social Relationships SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.</p> <p>SED 4.4 Participates in group with those different than self. Asks adult to help solve problems. 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>
Social behaviors	
<p>Respond to directions from adults about putting items away or being careful with them.</p> <p>Begin to remember and follow multi step directions.</p> <p>Notice where things belong and help put them away (such as toys, putting down dishes in the wash basin).</p> <p>Work with others as part of a team.</p> <p>Explore, practice and understand social roles through play. Adopt a variety of roles and feelings during pretend play.</p> <p>Plan play by identifying different role needed and who will fill these roles. Consider changing roles to fit the interests of children playing.</p> <p>Tell stories and give other children the chance to tell theirs.</p>	<p>SED 4 Social Relationships SED 4.4 Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad.</p> <p>SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p> <p>PD 3 Safety PD 3.4 Seeks opportunities to help others. Tries to solve own social problems.</p> <p>PD 3.5 Describes reasons for safety rules and reminds others to follow them.</p> <p>LLD 1 Listening 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</p>

<p>Sing, drum and/or dance with others.</p> <p>React to peers' feelings (empathy).</p>	<p>playdough ball. Follows multi-step directions given verbally.</p> <p>CA 1 Music CA 1.5 Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs. Uses voice or instruments to express feelings or to mimic sound effects.</p>
Problem solving, conflict resolution	
<p>Accept/reach out to children who are different.</p> <p>Identify ways to change behavior to respond to another's desires or needs. Remember and follow through on the agreement without further reminders, some of the time.</p> <p>Wait for a turn.</p>	<p>SED 4 Social Relationships SED 4.4 Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad.</p> <p>SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p> <p>SED 4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.</p>
<u>PHYSICAL WELL-BEING, HEALTH AND MOTOR DEVELOPMENT</u>	
3. Touching, seeing, hearing and moving around	
Using the large muscles (gross motor skills)	
<p>Further develop movement skills using the whole body, such as walking, jumping, running, throwing and climbing. A child in a wheelchair might start and stop the chair, and hold the body upright.</p> <p>Use both hands to grasp an object, such as catching a large ball.</p> <p>Balance briefly on one leg, such as for kicking a ball.</p> <p>Show coordination and balance, such as in walking along a line or a beam.</p> <p>Enjoy vigorous play with peers and/or adults.</p>	<p>PD 1 Gross Motor PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p>PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p> <p>PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p>

Enjoy the challenge of trying new skills.	
Using the small muscles (fine motor skills)	
<p>Draw some shapes and lines using a crayon or pencil.</p> <p>Work puzzles of three or four pieces.</p> <p>Develop eye-hand coordination, such as in stringing large beads.</p> <p>Button large buttons, zip and unzip clothing, and open and close other fasteners.</p> <p>Persist some of the time in practicing skills that are difficult.</p>	<p>PD 2 Fine Motor</p> <p>PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p> <p>PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p> <p>PD 2.5 Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.</p>
Using the senses (sensorimotor skills)	
<p>Move body to music or rhythm.</p> <p>Drum, sing, play musical instruments and listen to music from different cultures.</p>	<p>CA 1 Music</p> <p>CA 1.4 Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction. Uses voice, common objects or instruments to create music. Identifies self as a musician.</p> <p>CA 2 Dance & Movement</p> <p>CA 2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.</p> <p>CA 2.4 Describes and demonstrates multiple ways to move body parts. Moves to the beat. Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements.</p>
4. Growing Up Healthy	
Daily living skills (personal health and hygiene)	
<p>Dress and undress with help. Take off coat and put it where it belongs.</p> <p>Begin to take care of own toileting needs.</p>	<p>PD 4 Personal Care</p> <p>PD 4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.</p>

Wash hands and use a towel to dry them.	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.
Nutrition and health	
<p>Try different healthy foods from a variety of cultures.</p> <p>Help to set and clear the table for meals. Selfserve meal items.</p> <p>Engage in a variety of active play and movement activities. Play outdoor games.</p>	<p>PD 5 Nutrition</p> <p>PD 5.3 Anticipates the need to eat, rest and drink. Feeds self soft foods with spoon or other utensil.</p> <p>PD 5.4 Identifies food and serves a portion into bowl or plate. Feeds self.</p>
Safety	
<p>Hold parent's/caregiver's hand when walking in public places.</p> <p>Begin to learn safety rules for the child's daily activities.</p>	<p>PD 3 Safety</p> <p>PD 3.2 Responds to possible dangers in environment and avoids them when prompted.</p> <p>PD 3.3 Follows simple safety rules.</p>
<u>LANGUAGE, COMMUNICATION AND LITERACY</u>	
5. Communicating	
Speaking and listening (language development)	
<p>Communicate with body language, facial expression, tone of voice and in words.</p> <p>Say name, tribal or religious name if the child has one, age and sex.</p> <p>Show preference for the home language.</p> <p>Name most familiar things.</p> <p>Name one or more friends and relatives.</p> <p>Ask the meaning of new words, then try using them.</p>	<p>LLD 2 Communication</p> <p>LLD 2.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille, or verbalized words. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2.4 Speaks in sentences and asks questions using signs or verbal words but does not always follow grammatical rules. Describes familiar people, places and objects with expanding vocabulary. Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2.5 Speaks in simple complete sentences. Understands that people may</p>

<p>Speak so most people can understand.</p> <p>Use words like “I,” “me,” “we,” and “you” and some plurals (such as cars dogs).</p> <p>Use multi-word sentences, phrases, and gestures to communicate needs, ideas, actions and feelings.</p> <p>Respond to questions verbally or with gestures.</p> <p>Ask questions for information or clarification.</p> <p>Enjoy repeating rhyming words or word patterns in songs, poems or stories.</p> <p>Show awareness of separate syllables in words by tapping or clapping for each syllable.</p> <p>Remember and follow directions of one or two steps. Struggle to remember and follow complicated or multi-step directions.</p> <p>Know three to seven words in tribal language (if the family has one) and use them regularly.</p> <p>Participate in conversations. Take turn in group conversations, and listen to others in group for a short period of time.</p> <p>Recognize rising and falling intonations, and what these mean.</p>	<p>use various forms of communication (such as sign language, braille, different languages and technology) to express ideas. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p>
<p>Reading</p>	
<p>Identify print on signs, etc., asking “What does that say?”</p> <p>Identify own name as a whole word.</p> <p>Match the beginning sounds of some words. Find objects in a picture that have the same beginning sound, with some adult help.</p> <p>Decide whether two words rhyme.</p> <p>Request a favorite book.</p>	<p>LLD 3 Phonological Awareness LLD 3.4 Identifies words that have a similar beginning sound.</p> <p>LLD 4 Alphabetic Knowledge 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>Enjoy picture books and being read to. Enjoy looking at books on own. Use pictures to predict a story.</p> <p>Listen to and follow along with books in a different language.</p> <p>Turn book pages one at a time.</p> <p>Use own experiences to comment on a story, though the comments might not follow the storyline.</p> <p>Retell simple, familiar stories from memory while looking at the book.</p>	<p>LLD 5 Concepts of Print LLD 5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p> <p>LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p> <p>LLD 6 Reading Comprehension LLD 6.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Asks and answers questions about text, retells a story by pointing at pictures or role-playing with props.</p>
<p>Writing</p>	
<p>Make marks or scribbles when an adult suggests writing.</p> <p>Attempt to copy one or more letters or characters of the home language.</p> <p>Draw pictures and tell their story.</p>	<p>LLD 7 Writing LLD 7.3 Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks. Scribbles or draws marks as a representation of an object or person.</p> <p>LLD 7.4 Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what they represent.</p>
<p>6. Learning about my world</p>	
<p>Knowledge (cognition)</p>	
<p>Ask a lot of “why” and “what” questions.</p> <p>Learn by doing hands-on and through the senses.</p> <p>Learn through play.</p> <p>Recall several items after they have been put out of sight.</p> <p>Draw on own past experiences to choose current actions.</p> <p>Make plans for ways to do something. May or may not follow through.</p>	<p>MR 7 Logic & Reasoning MR 7.3 Plan a logical series of steps to accomplish a task.</p> <p>SCI 1 Investigation & Inquiry SCI 1.2 Asks one- to two-word questions. Uses senses to explore environment.</p> <p>SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p>

<p>Think of a different way to do something, when confronting a problem, with adult help.</p>	<p>SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.</p>
<p><u>MATH</u></p>	
<p>Count to 10 and beyond by rote. Count up to five items. Point to objects while counting.</p> <p>Identify by sight how many are in a small group of items, up to three.</p> <p>Understand that the whole is larger than one of its parts (for example, an apple is larger than an apple slice).</p> <p>Identify up to four objects or pictures that are the same. Take objects or pictures that are different out of the group.</p> <p>Sort and describe items by size, color and/or shape.</p> <p>Match simple flat shapes (circles, squares, triangles).</p> <p>Compare size by sight, feel and comparing to hands, feet, etc. (visual and tactile math).</p> <p>Use gestures or words to make comparisons (larger, smaller, shorter, taller).</p> <p>Compare two objects by length, weight or size.</p> <p>Find the total sum of small groups of items.</p> <p>Understand words that tell where things are (such as behind, under, in, on). Use these words to identify locations.</p>	<p>MR 1 Number Sense</p> <p>MR 1.3 Recognizes numerals to three. Points to one object at a time while counting (not always in correct order). Creates groups of objects. Adds to and removes from group as prompted.</p> <p>MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p> <p>MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.</p> <p>MR 2 Spatial Awareness</p> <p>MR 2.3 Recognizes objects that are upside-down and turns them right-side up. Finds or places objects next to, between, in front of or behind self. Puts together three pieces to create a whole object.</p> <p>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> <p>MR 3 Shapes</p> <p>MR 3.3 Identifies a few basic shapes.</p>
<p><u>SCIENCE</u></p>	
<p>Play with materials of different texture (such as sand, water, leaves) and conditions (such as wet, dry, warm, cold), with adult encouragement and supervision.</p> <p>Recognize that different forms of life have different needs.</p>	<p>SCI 1 Investigation & Inquiry</p> <p>SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>SCI 2 Natural & Earth Science</p>

<p>Begin to understand that some animals share similar characteristics (for example, a tiger and a pet cat share common features).</p> <p>Notice and ask questions about what is the same and different between categories of plants and animals. Notice their appearance, behavior and habitat.</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><u>SOCIAL STUDIES</u></p>	
<p>Name family members by relationship (such as father, sister, cousin, auntie, etc.).</p> <p>Make a drawing of own family as the child sees it.</p> <p>Recognize whose parent is whose when parents come for their children or in photos of each others' families.</p> <p>Take on family roles in play, identify how each person should behave and act out the part for a brief time. Enjoy changing roles.</p>	<p>SS 1 Culture & Community</p> <p>SS 1.2 With help, participates in family traditions and customs.</p> <p>SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.</p> <p>SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.</p> <p>LLD 7 Writing</p> <p>LLD 7.3 Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks. Scribbles or draws marks as a representation of an object or person.</p>
<p><u>ARTS</u></p>	
<p>Draw something familiar. Begin to draw representational figures.</p> <p>Do beadwork with appropriately sized beads.</p> <p>Play make-believe with dolls, toy animals and people.</p> <p>Dance, sing, drum, use rattles, draw or paint.</p> <p>Look at artwork from different cultures.</p>	<p>CA 1 Music</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 2 Dance & Movement</p> <p>CA 2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.</p>

	<p>CA 3 Visual Arts CA 3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.</p> <p>CA 4 Drama CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p>
Ages 4-5 yrs	
<u>SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN</u>	
1. About Me and My family and Culture	
Family and culture	
<p>Take pride in own family composition and interest in others'. Understand that families are diverse.</p> <p>Recognize and respect similarities and differences between self and other people, such as gender, race, special needs, cultures, languages, communities and family structures.</p>	<p>SS 1 Culture & Community 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> <p>SS 1.6 Explains the meaning and importance of traditions and customs of other people. Explains how individuals, families and cultures differ. Compares roles, rules and responsibilities of different groups.</p>
Self Concept	
<p>Describe what he or she likes and is interested in.</p> <p>Choose activities to do alone or with others (such as puzzles, painting, etc.).</p>	<p>SED 1 Self-Awareness SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p> <p>SED 1.4 When given two to three options, chooses his/her most desired option. Demonstrates confidence in own abilities.</p>

	<p>SED 4 Social Relationships SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p>
Self Management	
<p>Release emotional tensions in the arms or presence of a caring adult. (By this age, the child may have been discouraged from doing so and find it more difficult than before.) Still is able to cry, laugh, tremble, yawn and/or have non-hurtful tantrums. Is relaxed and cooperative afterward.</p> <p>Associate emotions with words and facial expressions.</p> <p>Express one or two feelings in role playing life experiences. Adopt a variety of roles in pretend play.</p> <p>Anticipate consequences of own behavior. With help, consider possibilities and plan effective approaches to problems.</p> <p>Begin to enjoy games where the child has to change behavior in response to changing directions.</p>	<p>SED 2 Self-Regulation SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.</p> <p>SED 2.5 Names some personal feelings and uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.</p> <p>SED 2.6 Identifies and explains personal feelings. Describes appropriate responses to different emotions. Transitions from one activity to the next and helps others through the transition.</p>
Learning to learn	
<p>Be curious; interested in trying things out.</p> <p>Stay with a task for more than five minutes and attempt to solve problems that arise.</p> <p>Use imagination to create a variety of ideas.</p> <p>Enjoy pretend play (such as using dolls or stuffed animals, or playing “house” or “explorers”).</p> <p>Use play as a way to explore and understand life experiences and roles.</p> <p>Recognize when making mistakes and fix these errors during a task.</p>	<p>SED 3 Attention & Persistence SED 3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful. Expresses delight over a successful project.</p> <p>SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.</p> <p>SED 3.6 Sustains focus for at least 10 minutes even if there are distractions. Takes care of own needs and personal belongings.</p> <p>CA 4 Drama CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as</p>

	replacements for real objects. Distinguishes between real and pretend.
2. Building relationships	
Interactions with adults	
<p>Seek emotional support from caregivers.</p> <p>Understand that adults may want the child to do something different than he/she wants to do.</p>	<p>SED 3 Attention & Persistence SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed. Expresses delight over a successful project.</p> <p>SED 4 Social Relationships 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>
Interactions with peers	
<p>Play with children the same age and of different ages.</p> <p>Initiate an activity with another child.</p> <p>Invite other children to join groups or other activities.</p> <p>Make and follow plans for games with other children.</p>	<p>SED 4 Social Relationships SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.</p> <p>SED 4.4 Participates in group with those different than self. Asks adult to help solve problems. 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>
Social Behaviors	
<p>Adjust behavior to different settings (such as using an outdoor voice or an indoor voice), sometimes with reminders.</p> <p>Be able to think about behavior, being cooperative and non hurtful. Able to talk about the best ways to do things.</p> <p>Cooperate with other children, share and take turns.</p>	<p>SED 4 Social Relationships SED 4.4 Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad.</p> <p>SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p>

<p>Connect emotions with facial expressions.</p> <p>Care about other children when they are hurt or upset. Describe other children's thoughtful behaviors.</p> <p>Listen to what other children want and make plans that take these desires into account.</p> <p>Wait for a turn without getting angry or grabbing. May lose interest in the object or activity before getting a turn.</p>	<p>SED 4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.</p> <p>PD 3 Safety PD 3.3 Follows simple safety rules.</p>
Problem Solving and Conflict Resolution	
<p>Ask for help from another child or an adult to solve a problem.</p> <p>Make decisions and solve problems with other children, with adult help.</p> <p>Observe that others may have ideas or feelings that differ from the child's own.</p> <p>Be able to talk about ways to solve a problem or help another child, and keep in mind the personality and preferences of that child.</p>	<p>SED 4 Social Relationships 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>PD 3 Safety PD 3.4 Seeks opportunities to help others. Tries to solve own social problems.</p>
<u>PHYSICAL WELL-BEING, HEALTH AND MOTOR DEVELOPMENT</u>	
3. Touching, seeing, hearing and moving around	
Using the large muscles (gross motor skills)	
<p>Move with purpose from one place to another using the whole body. This might include walking, running, marching, jumping, hopping or climbing. For child in a wheelchair, skills might include steering the chair into different spaces.</p> <p>Use both hands to catch. Throw with good aim. Kick an object.</p> <p>Show good balance and coordination, such as walking on a wide beam or line.</p>	<p>PD 1 Gross Motor 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 1.6 Skips confidently, gallops and slides side to side. Changes direction and speed of movement.</p>

Enjoy challenging him-or herself to try new and increasingly difficult activities.	
Using the small muscles (fine motor skills)	
<p>Open and close a blunt scissors with one hand, and cut a straight line.</p> <p>Show increasing skill with small materials. Screw and unscrew jar lids, and turn door handles. Use zippers, buttons and snaps. String large beads; fold paper; open and close containers.</p> <p>Work puzzles of up to 10 pieces.</p> <p>Write some letters or numbers.</p> <p>Spend time practicing skills that are difficult. Be aware of what he/ she finds difficult and try to do it better.</p>	<p>PD 2 Fine Motor</p> <p>PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p> <p>PD 2.5 Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.</p> <p>PD 2.6 Follows an outline with scissors. Ties shoes and dresses self.</p> <p>LLD 7 Writing</p> <p>LLD 7.4 Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what they represent.</p>
Using the senses (sensorimotor skills)	
<p>Delight in playing with materials of different texture (such as sand, water, fabric) and conditions (wet, dry, warm, cold).</p>	<p>SCI 3 Physical Science</p> <p>SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.</p> <p>SCI 3.3 Explores motion by moving, rolling, blowing on or dropping a toy. Begins to name colors.</p>
4. Growing Up Healthy	
Daily living skills (personal health and hygiene)	
<p>Participate easily and know what to do in routine activities (such as meal time, bed time).</p> <p>Communicate need to rest, drink and eat.</p> <p>Stay awake all day except, for some children, during nap time.</p> <p>Dress and undress, with only a little help needed.</p>	<p>PD 4 Personal Care</p> <p>PD 4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.</p> <p>PD 4.4 Describes the function of basic body parts. Regulates toileting and handwashing needs. Follows a routine of rest and active play. Meets most personal needs and understands that all people have needs.</p>

<p>Decide, with a few prompts from adults, when to carry out self-help tasks (such as washing hands).</p> <p>Wash and dry hands before eating and after toileting, with some adult help.</p> <p>Cooperate while caregiver assists with brushing teeth.</p> <p>Cover mouth when coughing.</p>	<p>PD 4.5 Explains how germs spread and describes simple strategies for preventing the spread. Recognizes that all living things have similar basic needs. Distinguishes between needs and wants.</p>
Nutrition and health	
<p>Help prepare healthy snacks.</p> <p>Eat a variety of nutritious foods and eat independently. Try healthy foods from different cultures.</p> <p>Serve self at family-style meals.</p> <p>Know what self-care items are used for (such as comb and toothbrush).</p>	<p>PD 5 Nutrition</p> <p>PD 5.4 Identifies food and serves a portion into bowl or plate. Feeds self.</p> <p>PD 5.5 Identifies food groups and sorts food. Chooses between two appropriate food options.</p> <p>PD 5.6 Identifies food that is nutritious. Helps to prepare food for others.</p>
Safety	
<p>Identify trusted adults who can help in dangerous situations.</p> <p>Follow safety rules indoors and outdoors.</p> <p>Keep a distance from wildlife.</p>	<p>PD 3 Safety</p> <p>PD 3.2 Responds to possible dangers in environment and avoids them when prompted.</p> <p>PD 3.3 Follows simple safety rules.</p> <p>PD 3.4 Seeks opportunities to help others. Tries to solve own social problems.</p> <p>PD 3.5 Describes reasons for safety rules and reminds others to follow them.</p>
<u>LANGUAGE, COMMUNICATION AND LITERACY</u>	
5. Communicating	
Speaking and listening (language development)	

<p>Know and use several hundred words in home language. Use new words on own.</p> <p>Use words to describe actions (such as “running fast”) and emotions (such as happy, sad, tired and scared).</p> <p>Talk in sentences of five or six words.</p> <p>Know when it is appropriate to ask questions and whom to ask. Ask questions to get information or clarification.</p> <p>Remember and follow directions involving two or three steps, including steps that are not related (such as “Please pick up your toys and put on your shoes”).</p> <p>Remember all parts and respond correctly to a request (such as “Bring me the green towel”).</p> <p>Tell some details of a recent event in sequence.</p> <p>Tell a short make-believe story, with adult help.</p> <p>Listen to others and respond in a group discussion for a short period. Remember what was said and gain information through listening.</p> <p>State own point of view, and likes and dislikes using words, gestures and/or pictures.</p> <p>Join in and make up songs, chants, rhymes and games that play with the sounds of language (such as clapping out the rhythm).</p> <p>Sing a song or say a poem from memory.</p>	<p>LLD 1 Listening</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>LLD 2 Communication</p> <p>LLD 2.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille, or verbalized words. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2.4 Speaks in sentences and asks questions using signs or verbal words but does not always follow grammatical rules. Describes familiar people, places and objects with expanding vocabulary. Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2.5 Speaks in simple complete sentences. Understands that people may use various forms of communication (such as sign language, braille, different languages and technology) to express ideas. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p> <p>CA 1 Music</p> <p>CA 1.4 Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction. Uses voice, common objects or instruments to create music. Identifies self as a musician.</p>
<p>Reading</p>	
<p>Know some basic rules of grammar (such as correctly using “me” and “I”).</p> <p>Understand that alphabet letters are a special kind of picture and that they have names. Begin to identify individual letters of the alphabet (or characters of the home language) in text.</p>	<p>LLD 3 Phonological Awareness</p> <p>LLD 3.3 Shows awareness of separate words in spoken language.</p> <p>LLD 3.4 Identifies words that have a similar beginning sound.</p> <p>LLD 3.5 Identifies the beginning and ending sounds of words.</p>

<p>Understand which symbols are letters and which are numbers.</p> <p>Identify three or more letters with their sound at the beginning of a word (such as “day,” “dog” and “David” all begin with “d”).</p> <p>Recognize some signs and symbols in the classroom and community (such as a Stop sign), and use them for information.</p> <p>Begin to recite some words in familiar books from memory.</p> <p>Know that print has meaning.</p> <p>Recognize own name in print.</p> <p>Begin to understand the order in which a page is read (for example, English is read from left to right and top to bottom).</p> <p>Tell you what is going to happen next in a story. Make up an ending.</p> <p>Identify a variety of printed material (such as books, newspapers, magazines, cereal boxes).</p> <p>Use actions to show ideas from stories, signs, pictures, etc.</p> <p>Retell more complicated, familiar stories from memory.</p>	<p>LLD 4 Alphabetic Knowledge</p> <p>LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.</p> <p>LLD 4.4 Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds.</p> <p>LLD 4.5 Names all upper- and lowercase letters when presented in random order and identifies at least 15 letter sounds. When shown a two- or three-letter word, can find it in print.</p> <p>LLD 5 Concepts of Print</p> <p>LLD 5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p> <p>LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p> <p>LLD 5.5 Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.</p> <p>LLD 6 Reading Comprehension</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>LLD 6.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Asks and answers questions about text, retells a story by pointing at pictures or role-playing with props.</p> <p>LLD 6.5 Relates to the characters or events of the story and shares a similar experience or object from own life. Retells portions of a story. Asks and answers simple questions about characters, setting and events.</p>
<p>Writing</p>	
<p>Make marks, scribbles or letter-like shapes and identify them as words. Use pretend writing activities during play.</p> <p>Use letter-like symbols to make lists, letters and stories or to label pictures.</p>	<p>LLD 7 Writing</p> <p>LLD 7.3 Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks. Scribbles or draws marks as a representation of an object or person.</p>

<p>Attempt to copy one or more letters of the alphabet.</p> <p>Begin to print or copy own name, and identify at least some of the letters.</p> <p>Explore writing letters in different languages.</p>	<p>LLD 7.4 Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what they represent.</p> <p>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>
6. Learning about my world	
Knowledge (cognition)	
<p>Ask adults questions to get information (as appropriate in the family's culture).</p> <p>Describe likes and interests.</p> <p>Apply new information or words to an activity or interaction.</p> <p>Build on and adapt to what the child learned before. For example, change the way of stacking blocks after a tower continues to fall.</p> <p>Be able to explain what he or she has done and why, including any changes made to his/her plans.</p> <p>Seek to understand cause and effect ("If I do this, why does that happen?").</p> <p>Understand the ideas of "same" and "different."</p> <p>Recognize objects, places and ideas by symbols (for example, recognize which is the men's room and which is the women's by looking at the stick figure symbols).</p> <p>Name more than three colors.</p> <p>Group some everyday objects that go together (such as shoe and sock, pencil and paper).</p> <p>Predict what comes next in the day when there is a consistent schedule.</p>	<p>MR 7 Logic & Reasoning</p> <p>MR 7.2 Experiments with cause and effect.</p> <p>MR 7.3 Plan a logical series of steps to accomplish a task.</p> <p>MR 7.4 Plans steps to accomplish task and then tries out many possible solutions to a problem.</p> <p>SCI 1 Investigation & Inquiry</p> <p>SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.</p> <p>SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p> <p>SS 1 Culture & Community</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>

	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.
<u>MATH</u>	
<p>Count to 20 and beyond. Count 10 or more objects accurately.</p> <p>Give the next number in the sequence 1 through 10.</p> <p>Count out 10 items; may use fingers, body parts or other counters, as used in the child's home culture. Count and group things by number.</p> <p>Compare groups of up to 10 objects.</p> <p>Find the sum when joining two sets of up to five objects.</p> <p>Identify by sight how many are in a small group of objects, up to four.</p> <p>Use measuring tools in play (such as a ruler, measuring cups, or parts of the body).</p> <p>Match and sort simple shapes (circles, squares, triangles).</p> <p>Compare size (such as, "I'm as tall as the yellow bookshelf.") Describe objects using size words (big, small, tall, short).</p> <p>Compare two objects using comparison words such as smaller, faster and heavier.</p> <p>Order three objects by one characteristic, (such as from smallest to largest).</p> <p>Work puzzles with up to 10 pieces.</p> <p>Create own patterns with a variety of materials. Describe what the pattern is.</p> <p>Follow simple directions for position (beside, next to, between, etc.)</p>	<p>MR 1 Number Sense</p> <p>MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p> <p>MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.</p> <p>MR 1.6 Identifies and writes numerals to 20. Counts to 100 by ones and tens. Counts forward from a given number. Decomposes numbers less than or equal to 10 in more than one way, e.g., $7 = 3 + 4$ just as $7 = 2 + 5$.</p> <p>MR 2 Spatial Awareness</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> <p>MR 2.5 Identifies and corrects the orientation of familiar objects and symbols. Explains the location of an object in relation to another object. Assembles a puzzle without using a guide.</p> <p>MR 3 Shapes</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 4 Measurement</p> <p>MR 4.4 Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help.</p> <p>MR 4.5 Estimates (not always logically) size and volume. Measures and describes findings.</p>

	MR 4.6 Makes logical estimates and uses measurement tools to check estimation.
SCIENCE	
<p>•Ask questions and identify ways to find answers. Try out these activities and think about what to do next to learn more.</p> <p>Predict what will happen in science and nature experiences. Consider whether these predictions were right, and explain why or why not.</p> <p>Use tools to explore the environment (a magnifying glass, magnets, sifters, etc.).</p> <p>Measures sand or water using a variety of containers.</p> <p>Use one sense (such as smell) to experience something and make one or two comments to describe this.</p> <p>Investigate the properties of things in nature. Begin to understand what various life forms need in order to grow and live.</p> <p>Take responsibility in taking care of living things, such as feeding the fish, watering plants, etc.</p> <p>Talk about changes in the weather and seasons, using common words, such as rainy and windy.</p> <p>Look at where the sun is in the morning, afternoon, evening and night.</p> <p>Take walks outside and gather different types of leaves, name colors he/she sees outdoors.</p> <p>Participate (with adult direction) in activities to preserve the environment, such as disposing of litter properly, saving paper and cans to be recycled, etc.</p>	<p>SCI 1 Investigation & Inquiry</p> <p>SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.</p> <p>SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p> <p>SCI 2 Natural & Earth Science</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>SCI 2.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life.</p> <p>SCI 3 Physical Science</p> <p>SCI 3.3 Explores motion by moving, rolling, blowing on or dropping a toy. Begins to name colors.</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>

<u>SOCIAL STUDIES</u>	
<p>Describe family members and understand simple relationships (such as, “Marika is my sister.”)</p> <p>Adopt the roles of different family members during dramatic play. Plan what each role does and then enact it.</p> <p>Draw own family, as the child understands it.</p> <p>Ask questions about similarities and differences in other people (such as language, hair style, clothing).</p> <p>Talk about the past and the future, such as what the child did this morning and what his or her family will do this weekend.</p> <p>Recognize some people in the community by their jobs (such as grocery store clerk, bus driver, doctor).</p> <p>Enjoy taking the roles of different jobs in pretend play.</p> <p>Talk about what the child wants to be when he or she grows up.</p> <p>Play store or restaurant, with empty food containers, receipts, etc.</p> <p>Match objects to their normal locations (for example, a stove in the kitchen, a bed in the bedroom, a tree in the forest).</p> <p>Recognize where he or she is when traveling in familiar areas, most of the time.</p> <p>Recognize that roads have signs or a name, and houses and apartments usually have numbers to help identify their locations.</p>	<p>SS 1 Culture & Community</p> <p>SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.</p> <p>SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.</p> <p>SS 1.5 Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community.</p> <p>SS 2 Civics & Economics</p> <p>SS 2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person.</p> <p>SS 2.5 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> <p>SS 3 Geography</p> <p>SS 3.3 Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks.</p> <p>SS 3.4 Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks. Identifies what is represented on a map. Draws pictures of current location.</p> <p>SS 3.5 Compares the geographic features of own community to another community. Recreates a map of something s/he cannot immediately see.</p>
<u>ARTS</u>	

Show an increasing ability to use art materials safely and with purpose.

Understand that different art forms (such as dance, music or painting) can be used to tell a story.

Express self through art and music. Take pride in showing others own creations ("Look at my picture.")

Use a variety of materials to create representations of people and things (such as drawing a person showing two to four body parts).

Show creativity and imagination.

Hum or move to the rhythm of recorded music.

Ask to sing a particular song.

Remember the words to a familiar song.

Enjoy participating in a variety of music activities, such as listening, singing, finger plays, chants, playing musical instruments, games and performances.

Enjoy learning songs and dances from other cultures.

Watch other children dance; try to mimic the movements.

Express feelings through movement and dancing in various musical tempos and styles.

Perform simple elements of drama (such as audience, actors).

Participate in dramatic play activities (such as acting out familiar activities, stories or events from own life).

CA 1 Music

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.

CA 1.5 Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs. Uses voice or instruments to express feelings or to mimic sound effects.

CA 2 Dance & Movement

CA 2.4 Describes and demonstrates multiple ways to move body parts. Moves to the beat. Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements.

CA 2.5 Follows a leader to perform a simple movement pattern. Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.

CA 3 Visual Arts

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.


CA 4 Drama


CA 4.4 Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object.

CA 4.5 Assigns roles and plays out unscripted scenes in dramatic play. Uses a combination of real and imaginary props or characters to play out a scene.


Young School-Age


Social & Emotional Development


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

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

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

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

Individual children develop at a unique pace.		Infant	Toddler	Preschool / Pre-K		Young School-Age			
Skill / Skill Code	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8	
 Social Studies	SS 1 Culture & Community	Recognizes family members and is exposed to family traditions or cultural events.	With help, participates in family traditions and customs.	Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.	Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.	Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community.	Explains the meaning and importance of traditions and customs of other people. Explains how individuals, families and cultures differ. Compares roles, rules and responsibilities of different groups.	Compares diverse cultures and traditions. Understands that some people have different needs or beliefs.	Names influential people and events that have impacted familiar cultures and traditions. Demonstrates respect for people who may look or act differently.
	SS 2 Civics & Economics	Attends to others in immediate environment. Grasps and releases objects.	Participates in communal activities. Expresses a desire for an object or action. Says me, mine.	Recognizes and attends to authority figures. Recognizes ownership of familiar objects.	Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person.	Applies familiar rules and suggests new rules in a variety of situations. Explores the use of trade to receive objects or services.	Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions. Exchanges money, goods or services for other goods or services.	Identifies individual rights. Determines if rules support the common good. Describes ways one might use money, goods or services.	Describes different levels of government, e.g., local, state, national. Makes democratic decisions. Explains how and why people work together in trade to get what they need and want.
	SS 3 Geography	Responds to changes in the immediate environment. Navigates within a familiar environment.	Recognizes familiar places. Finds ways to move around obstacles in a familiar environment.	Identifies a variety of familiar places, such as the store, car, home or Grandma's. Follows a path.	Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks.	Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks. Identifies what is represented on a map. Draws pictures of current location.	Compares the geographic features of own community to another community. Recreates a map of something s/he cannot immediately see.	Identifies and describes various types of landforms and natural resources. Locates familiar places on maps. Uses cardinal directions to follow and give directions.	Explains how the physical features and characteristics of an environment affect how people live. Uses a variety of maps to gather information.
	SS 4 History & Sense of Time	Focuses on interactions with others for a short time.	Observes events and begins to participate.	Describes events as they happen. Uses words such as first, then.	Recalls information and events from the past.	Uses language of time to describe familiar sequences of events.	Retells historical, fictional or past events or stories.	Compares and contrasts current and historical conditions of familiar environments.	Describes relationships between past events and current conditions. Explains why it is important to understand historical events.

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