



*Alignment of the*  
**Experience Early Learning Skills**  
*with*  
**West Virginia Early Learning Standards**





## The Developmental Continuum of the Experience Early Learning Skills

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

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

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

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



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



# West Virginia Early Learning Standards

*Standards for Early Childhood:  
Infant and Toddler*

*Standards for Early Childhood:  
Ages 3-5*



West Virginia Early Learning Standards 2018 Infant and Toddler

Experience Early Learning Developmental Continuum of Skills

Approaches to Learning	
Curiosity	
Infants and toddlers show an interest in the world and want to find out how things work.	
<p>Young Infant (0-8 months)</p> <ol style="list-style-type: none"> <li>Shows interest in exploring with senses</li> </ol> <p>Mobile Infant (6-18 months):</p> <ol style="list-style-type: none"> <li>Becomes more and more curious.</li> <li>Explores spatial relationships.</li> </ol>	<p>SED.1.1 Explores self and others by using senses. Vocalizes or move</p> <p>MR.2.1 Tries to put one object inside another.s to express wants and needs.</p>
<p>Older Infants (16-36 Months):</p> <ol style="list-style-type: none"> <li>Exploration increases.</li> <li>Begins to make choices.</li> <li>Continues to be curious.</li> <li>Imitates actions of others.</li> </ol>	<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>SED.1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p> <p>CA.4.2 Mimics observed behaviors and words. Mimics the use of familiar objects.</p>
Persistence	
Infants and toddlers display varying degrees of willingness to repeat an activity to accomplish a task or learn a new skill.	

<p>Young Infant (0-8 Months):</p> <ol style="list-style-type: none"> <li>1. Repeats actions that bring satisfaction.</li> <li>2. Anticipates routines.</li> </ol> <p>Mobile Infant (6-18 Months)</p> <ol style="list-style-type: none"> <li>1. Focuses for longer periods of time and sticks to tasks.</li> </ol>	<p>SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p>
<p>Older Infant (16-36 Months):</p> <ol style="list-style-type: none"> <li>1. Begins and completes tasks.</li> <li>2. Uses increased motor or language skills to achieve desired result.</li> </ol>	<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>
Creativity and Imagination	
Infants and toddlers watch what others do, begin to pretend, and use materials in new and different ways.	
<p>Young Infant (0-8 months):</p> <ol style="list-style-type: none"> <li>1. Begins to explore familiar objects.</li> <li>2. Uses newly acquired motor skills.</li> </ol> <p>Mobile Infant (6-18 months):</p> <ol style="list-style-type: none"> <li>1. Begins exploration.</li> <li>2. Recognizes that objects exist even when not in sight.</li> </ol>	<p>SS.3.1 Navigates within a familiar environment.</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>SCI 1.1 Looks for a person or toy that has moved out of sight.</p>
<p>Older Infants (16-36 Months):</p> <ol style="list-style-type: none"> <li>1. Engages in pretend play.</li> <li>2. Uses familiar objects in new and different ways.</li> </ol>	<p>CA.4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects.</p>
Social Emotional Development	
Adult interaction	

Infants and toddlers look to the adults in their lives for basic needs, security, and guidance.	
Young Infant (0-8 months): 1. Makes wishes and preferences known. Mobile Infant (6-18 months): 1. Becomes increasingly attached to primary caregiver.	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.
Older Infants (16-36 Months): 1. Participates in more complex interactions.	SED.4.2 Greets and stays near familiar people. Mimics facial expressions of others. SED 4.3 Identifies and plays side-by-side with a new or familiar person.
Peer interaction	
Infants and toddlers develop attachments to other children in their home, play group, or child care setting.	
Young Infant (0-8 months): 1. Notices others. Mobile Infant (6-18 months): 1. Engages in back and forth interactions.	SED.4.1 Responds to primary caregivers through eye contact and gentle touch. Enjoys turn-taking games such as peekaboo.  SED.4.2 Greets and stays near familiar people. Mimics facial expressions of others.
Older Infants (16-36 Months): 1. Engages in cooperative play.	SED.4.3 Identifies and plays side-by-side with a new or familiar person. Participates in an activity when asked.
Self awareness and self concept	
Infants and toddlers become aware of their individuality and uniqueness.	

<p>Young Infant (0-8 months):</p> <ol style="list-style-type: none"> <li>1. Begins to separate self from others.</li> </ol> <p>Mobile Infant (6-18 months):</p> <ol style="list-style-type: none"> <li>1. Recognizes self as a separate person.</li> </ol>	<p>SED.1.1 Explores self and others by using senses. Vocalizes or moves to express wants and needs.</p> <p>SED.1.2 Recognizes self in photos or in a mirror. Shows preference for certain foods or toys.</p>
<p>Older Infants (16-36 Months):</p> <ol style="list-style-type: none"> <li>1. Claims identity.</li> </ol>	<p>SED.1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p>
Emotions	
Infants and toddlers display a wide range of emotions and learn to control them based on interactions with family and others.	
<p>Young Infant (0-8 months):</p> <ol style="list-style-type: none"> <li>1. Expresses comfort and discomfort.</li> <li>2. Begins to regulate moods and emotions.</li> </ol> <p>Mobile Infant (6-18 months):</p> <ol style="list-style-type: none"> <li>1. Expresses comfort and discomfort.</li> <li>2. Continues to master regulation of moods and emotions.</li> </ol>	<p>PD.3.1 Expresses distress when needs are not met.</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>Older Infants (16-36 Months):</p> <ol style="list-style-type: none"> <li>1. Expresses comfort and discomfort.</li> <li>2. Continues to master regulation of moods and emotions.</li> </ol>	<p>PD.3.1 Expresses distress when needs are not met.</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>
Creative Expression	

Visual Arts	
Infants and toddlers enjoy looking at, talking about, and creating pictures, mobiles, and other colorful objects.	
<p>Young Infant (0-8 months):</p> <ol style="list-style-type: none"> <li>1. Notices bright and/or contrasting colors</li> <li>2. Notices facial expressions.</li> <li>3. Looks at pictures, photographs, and mirror images.</li> <li>4. Notices differences in textures.</li> </ol> <p>Mobile Infant (6-18 months):</p> <ol style="list-style-type: none"> <li>1. Shows a preference for favorite colors.</li> <li>2. Uses various materials in exploring and creating visual art.</li> </ol>	<p>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>
<p>Older Infants (16-36 Months):</p> <ol style="list-style-type: none"> <li>1. Likes various materials in exploring and creating visual art.</li> <li>2. Observes and describes visual art.</li> </ol>	<p>CA.3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.</p>
Music and Movement	
Infants and toddlers respond to sounds, learn to manipulate bodies and instruments to the sounds heard, and enjoy repetitive rhymes.	
<p>Young Infant (0-8 months):</p> <ol style="list-style-type: none"> <li>1. Responds to sounds, tones, and voices.</li> <li>2. Responds to music.</li> </ol> <p>Mobile Infant (6-18 months):</p> <ol style="list-style-type: none"> <li>1. Enjoys creating rhythm and other sounds.</li> <li>2. Responds to music.</li> </ol>	<p>CA.1.1 Responds to sounds. Makes sounds to communicate feelings.</p> <p>CA.1.2 Responds to changes in sound, rhythm, volume or melody. Repeats words in familiar songs and attempts to sing.</p>
Older Infants (16-36 Months):	CA.1.2 Responds to changes in sound, rhythm, volume or



<ol style="list-style-type: none"> <li>1. Shows excitement when exposed to music.</li> <li>2. Recalls lyrics and melodies.</li> <li>3. Demonstrates increased hand and body coordination.</li> </ol>	<p>melody. Repeats words in familiar songs and attempts to sing.</p> <p>CA.1.3 Claps to beat (not always consistently). Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.</p>
Dramatic Play	
Infants and toddlers learn to imitate others, recreate experiences, and interact with dolls and other pretend props.	
<p>Young Infant (0-8 months):</p> <ol style="list-style-type: none"> <li>1. Uses facial expressions and gestures to express feelings and needs.</li> <li>2. Imitates facial expressions and gestures of others.</li> </ol> <p>Mobile Infant (6-18 months):</p> <ol style="list-style-type: none"> <li>1. Understands the meaning of objects during play.</li> <li>2. Plays games with adults to explore concepts.</li> <li>3. Relates to dolls and stuffed animals in realistic ways.</li> </ol>	<p>CA.4.1 Imitates simple movements and facial expressions.</p> <p>CA.4.2 Mimics observed behaviors and words. Mimics the use of familiar objects.</p> <p>SED.4.3 Identifies and plays side-by-side with a new or familiar person. Participates in an activity when asked.</p>
<p>Older Infants (16-36 Months):</p> <ol style="list-style-type: none"> <li>1. Engages in play that represents real life experiences</li> <li>2. Brings other children into play.</li> <li>3. Plans dramatic activities.</li> <li>4. Relies increasingly on the use of communication as an important component of play activities.</li> </ol>	<p>SED.4.3 Identifies and plays side-by-side with a new or familiar person. Participates in an activity when asked.</p>
Motor Development	
Fine Motor	
Infants and toddlers gain control over small muscle movements such as gumming, sucking, facial expressions, and grasping.	

<p>Young Infant (0-8 months):</p> <ol style="list-style-type: none"> <li>1. Coordinates sucking, swallowing, and breathing.</li> <li>2. Gums and swallows.</li> <li>3. Reflexive movements of arms, hands, and eyes.</li> <li>4. Progresses from hands being tightly fistled to being open.</li> <li>5. Reaches for and swipes at dangling objects.</li> <li>6. Eyes follow past midline* up to 180 degrees.</li> <li>7. Begins to gain control over hands, eyes, arms, and legs.</li> <li>8. Uses a full hand grasp.</li> <li>9. Emerging pincer grasp*.</li> <li>10. Shakes and plays with toys in grasp.</li> </ol> <p>Mobile Infant (6-18 months):</p> <ol style="list-style-type: none"> <li>1. Uses a defined pincer grasp*.</li> <li>2. Self feeding skills emerge.</li> <li>3. Turns pages of a book.</li> <li>4. Manipulates and turns objects with control.</li> <li>5. Increased control of hands.</li> <li>6. Stacks blocks.</li> <li>7. Uses full hand grasp.</li> <li>8. Scribbles.</li> <li>9. Visually follows dropped object.</li> <li>10. Uses index finger to point.</li> </ol>	<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>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>Older Infants (16-36 Months):</p> <ol style="list-style-type: none"> <li>1. Self care skills increase.</li> <li>2. Uses fingers, wrists, and hands with greater agility.</li> <li>3. Exhibits turning motion with wrists.</li> <li>4. Uses hands separately.</li> <li>5. Shows favoritism of hand use.</li> </ol>	<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>
Gross Motor	

Infants and toddlers gain control over large muscle movements such as reaching, kicking, crawling, and walking.	
<p>Young Infant (0-8 months):</p> <ol style="list-style-type: none"> <li>1. Progresses to holding up head.</li> <li>2. Controls head.</li> <li>3. Demonstrates startle reflex.</li> <li>4. Swats at and kicks.</li> <li>5. Rolls over.</li> <li>6. Sits with support.</li> <li>7. Attempts to crawl.</li> </ol> <p>Mobile Infant (6-18 months):</p> <ol style="list-style-type: none"> <li>1. Sits without support.</li> <li>2. Crawls.</li> <li>3. Pulls to stand.</li> <li>4. Cruises holding on to furniture.</li> <li>5. Walks independently.</li> <li>6. Moves from sitting to standing.</li> <li>7. Begins to run.</li> <li>8. Carries objects while walking.</li> <li>9. Kicks a ball.</li> <li>10. Climbs steps.</li> <li>11. Straddles a riding toy</li> </ol>	<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>Older Infants (16-36 Months):</p> <ol style="list-style-type: none"> <li>1. Walks forward and backward.</li> <li>2. Jumps</li> <li>3. Climbs</li> <li>4. Stands on one foot.</li> <li>5. Attempts to ride a tricycle.</li> </ol>	<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>
Language and Literacy	
Listening and Understanding	

Infants and toddlers learn the sounds of words and ways to use the words of their family's and caregiver's language(s) when adults talk, read, and sing to them.	
<p>Young Infant (0-8 months):</p> <ol style="list-style-type: none"> <li>1. Shows interest in listening to sounds and verbal communication of others.</li> <li>2. Responds to nonverbal communication of others.</li> <li>3. Begins to understand gestures, words, questions, or routines.</li> </ol> <p>Mobile Infant (6-18 months):</p> <ol style="list-style-type: none"> <li>1. Shows interest in listening to sounds and verbal communication of others.</li> <li>2. Begins to understand gestures, words, questions, or routines.</li> </ol>	<p>LLD.1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions.</p> <p>LLD.1.2 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>Older Infants (16-36 Months):</p> <ol style="list-style-type: none"> <li>1. Shows interest in listening to sounds and verbal communication of others.</li> <li>2. Responds to nonverbal communication of others.</li> <li>3. Begins to understand gestures, words, questions, or routines.</li> </ol>	<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>
Communicating and Speaking	
Infants and toddlers begin to express their wants, needs, and feelings in many ways including speech, gestures, sign language, and using communication devices.	
<p>Young Infant (0-8 months):</p> <ol style="list-style-type: none"> <li>1. Uses sounds, gestures, and actions to express wants and needs.</li> <li>2. Imitates or recognizes sounds, gestures, or words.</li> <li>3. Takes turns speaking and listening in simple</li> </ol>	<p>LLD.2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.</p> <p>LLD.3.1 Babbles and vocalizes using sound, volume and inflection.</p>

<p>conversations.</p> <p>Mobile Infant (6-18 months):</p> <ol style="list-style-type: none"> <li>1. Uses sounds, gestures, and actions to express wants and needs.</li> <li>2. Imitates or recognizes sounds, gestures, or words.</li> <li>3. Takes turns speaking and listening in simple conversations.</li> </ol>	<p>LLD.2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words either using signs or word-like sounds to communicate.</p> <p>LLD.2.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille, or verbalized words. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD.3.2 Imitates sounds and tones.</p>
<p>Older Infants (16-36 Months):</p> <ol style="list-style-type: none"> <li>1. Uses sounds, gestures, and actions to express wants and needs.</li> <li>2. Imitates or recognizes sounds, gestures, or words.</li> <li>3. Takes turns speaking and listening in simple conversations.</li> </ol>	<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.3.2 Imitates sounds and tones.</p>
<p>Emergent Literacy</p>	
<p>Infants and toddlers explore books, listen to songs and nursery rhymes, hear stories, and draw and scribble as they build their early literacy skills.</p>	
<p>Young Infant (0-8 months):</p> <ol style="list-style-type: none"> <li>1. Shows interest in pictures, books, and environmental print.</li> <li>2. Responds to early literacy experiences such as storytelling, nursery rhymes, songs, and fingerplays.</li> <li>3. Demonstrates beginning book handling skills.</li> </ol> <p>Mobile Infant (6-18 months):</p>	<p>LLD.5.1 Looks at or points to pictures. Opens and closes books.</p> <p>LLD.6.1 Interacts by reaching for or patting when a book is read. Holds book and looks intently at each page.</p> <p>LLD.7.3 Scribbles or draws marks as a representation of an object or person.</p>

<ol style="list-style-type: none"> <li>1. Shows interest in pictures, books, and environmental print.</li> <li>2. Responds to early literacy experiences such as storytelling, nursery rhymes, songs, and finger plays.</li> <li>3. Experiments with drawing and writing.</li> <li>4. Demonstrates beginning book handling skills.</li> </ol>	<p>LLD.5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page. Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p>
<p>Older Infants (16-36 Months):</p> <ol style="list-style-type: none"> <li>1. Shows interest in pictures, books, and environmental print.</li> <li>2. Responds to early literacy experiences such as storytelling, nursery rhymes, songs, and finger plays.</li> <li>3. Experiments with drawing and writing.</li> <li>4. Demonstrates beginning book handling skills.</li> </ol>	<p>LLD.6.1 Interacts by reaching for or patting when a book is read. Holds book and looks intently at each page.</p> <p>LLD.7.3 Scribbles or draws marks as a representation of an object or person.</p> <p>LLD.5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page. Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p>
Cognitive Development	
Learning Schemes	
Infants and toddlers develop a system to categorize objects and actions of the adults and children in their world.	
<p>Young Infant (0-8 months):</p> <ol style="list-style-type: none"> <li>1. Begins to discover characteristics of items and categorize them (simple schemes).</li> <li>2. Develops understanding of actions of people (social schemes).</li> </ol> <p>Mobile Infant (6-18 months):</p> <ol style="list-style-type: none"> <li>1. Puts together and modifies learned theories (combining schemes).</li> <li>2. Increases understanding of correlation between people</li> </ol>	<p>MR.6.1 Recognizes familiar people and objects. Recognizes self as being separate from others.</p> <p>LLD.1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions.</p> <p>LLD.2.2 Uses a few words either using signs or word-like</p>

and actions (social schemes).	sounds to communicate.
Older Infants (16-36 Months): 1. Demonstrates greater awareness of use of objects (social schemes).	PD.4.3 With help, participates in healthy habits and healthcare routines.  PD.5.3 Feeds self soft foods with spoon or other utensil.
Cause and Effect	
Infants and toddlers discover how one action will produce a desired result.	
Young Infant (0-8 months): 1. Begins to explore 2. Begins to repeat actions. Mobile Infant (6-18 months): 1. Continues exploration and repeating actions	MR.7.1 Reacts to a problem and seeks a desired outcome. SCI.2.1 Explores immediate environment using senses.
Older Infants (16-36 Months): 1. Begins to have understanding of cause and effect.	ME.7.2 Experiments with cause and effect. MR.7.3 Plan a logical series of steps to accomplish a task.
Use of Tools	
Infants and toddlers discover how to use self, others, or objects as a means to achieve what they want.	
Young Infant (0-8 months): 1. Uses body as a tool. 2. Uses adults as a tool. 3. Uses objects as a tool. Mobile Infant (6-18 months): 1. Uses body as a tool. 2. Uses adults as a tool.	PD.2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object.  SED.4.1 Responds to primary caregivers through eye contact and gentle touch.  PD.1.2 Walks and climbs. Carries, drags, kicks and tosses

3. Uses objects as a tool.	<p>objects.</p> <p>LLD.2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words either using signs or word-like sounds to communicate.</p>
<p>Older Infants (16-36 Months):</p> <ol style="list-style-type: none"> <li>1. Uses body as a tool.</li> <li>2. Uses adults as a tool.</li> <li>3. Uses objects as a tool.</li> </ol>	<p>LLD.2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words either using signs or word-like sounds to communicate.</p> <p>SED.4.4 Develops positive relationships with peers and adult and asks for help to solve problems.</p>
Object Permanence	
Infants and toddlers first begin to identify objects and people, hold them in their memory, and then persist in finding them when out of sight.	
<p>Young Infant (0-8 months):</p> <ol style="list-style-type: none"> <li>1. Identifies and tracks objects.</li> </ol> <p>Mobile Infant (6-18 months):</p> <ol style="list-style-type: none"> <li>1. Holds objects in memory.</li> </ol>	<p>MR.7.1 Looks for a person or toy that has moved out of sight. Reacts to changes.</p> <p>SED 3.2 Attends to what others are looking at or pointing to.</p>
<p>Older Infants (16-36 Months):</p> <ol style="list-style-type: none"> <li>1. Holds object in memory and persists in search.</li> </ol>	<p>MR.7.1 Looks for a person or toy that has moved out of sight. Reacts to changes.</p>
Understanding Space	
Infants and toddlers develop an understanding of distance, gain abilities in movement, and experience perception of space	



through exploration.	
<p>Young Infant (0-8 months):</p> <ol style="list-style-type: none"> <li>1. Discovers distance.</li> <li>2. Discovers movement.</li> </ol> <p>Mobile Infant (6-18 months):</p> <ol style="list-style-type: none"> <li>1. Discovers distance</li> <li>2. Discovers movement.</li> <li>3. Discovers perspective.</li> </ol>	<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.2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object.</p> <p>PD.1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p> <p>SED.4.2 Explores people and their features side-by-side in a book or a mirror.</p> <p>MR.2.2 Follows simple positional directions such as on/off, over/under and up/down. Fills container then dumps out the contents.</p>
<p>Older Infants (16-36 Months):</p> <ol style="list-style-type: none"> <li>1. Discovers distance</li> <li>2. Discovers movement.</li> <li>3. Discovers perspective.</li> </ol>	<p>SED.4.2 Explores people and their features side-by-side in a book or a mirror.</p> <p>MR.2.2 Follows simple positional directions such as on/off, over/under and up/down. Fills container then dumps out the contents.</p>
Imitation	
Infants and toddlers, through observation, learn to repeat their own actions and those of the people around them.	
Young Infant (0-8 months):	LLD.2.1 Mimics single sounds. Uses vocalizations and gestures

<ul style="list-style-type: none"> <li>1. Imitates self.</li> <li>2. Imitates others.</li> </ul> <p>Mobile Infant (6-18 months):</p> <ul style="list-style-type: none"> <li>1. Imitates others.</li> </ul>	<p>to communicate.</p> <p>LLD.2.2 Repeats words heard frequently in environment.</p> <p>CA.4.2 Mimics observed behaviors and words. Mimics the use of familiar objects.</p>
<p>Older Infants (16-36 Months)</p> <ul style="list-style-type: none"> <li>1. Imitates sequences of behavior.</li> </ul>	<p>CA.2.3 Follows the movements of others.</p> <p>CA.4.2 Mimics observed behaviors and words. Mimics the use of familiar objects.</p>

# West Virginia PreK Standards 2019

## Experience Early Learning Developmental Continuum of Skills

Approaches to Learning	
Executive Functioning and Cognitive Self-Regulation	
Sustain attention, impulse control, flexibility in thinking	
AL.PK.1 Illustrate increasing abilities in impulse control. AL.PK.2 Demonstrate actions, words, and behaviors with increasing independence	SED.2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.
Initiative and Curiosity	
Interest in varied topics and experiences, desire to learn, creativeness, and independence in learning	
AL.PK.3 Demonstrate flexibility, imagination, and inventiveness in approaching tasks and activities. AL.PK.4 Originate and combine ideas to learn and discuss a range of topics. AL.PK.5 Inquire and investigate.	SCI.1.5 Asks questions, seeks information and shows curiosity. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.  SED.3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.
Persistence and Attentiveness	
Engagement in activities with persistence and attention	
AL.PK.6 Persist in completing tasks, activities, projects, and experiences. AL.PK.7 Increase concentration over a reasonable amount of	SED.3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.

<p>time despite distractions and interruptions.</p> <p>AL.PK.8 Engage in project or activity over an extended period of time.</p> <p>AL.PK.9 Continuously create, develop, and implement plans.</p> <p>AL.PK.10 Seek solutions to questions, tasks, or problems through trial and error.</p>	
Cooperation	
Interest and engagement in group experiences	
<p>AL.PK.11 Initiate and engage in learning experiences and play with peers.</p> <p>AL.PK.12 Relate and share knowledge with peers.</p> <p>AL.PK.13 Assemble and guide classroom activities.</p>	<p>SED.4.4 Participates in group with those different than self. Develops positive relationships with peers and adult and asks for help to solve problems. Explains why someone may be happy or sad.</p> <p>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 and Emotional Development	
Self-Concept	
Development of Self-Concept	
<p>SE.PK.1 Describe themselves by using physical characteristics/traits (e.g., hair, body parts, and height).</p> <p>SE.PK.2 Demonstrate growing confidence in their own developing skills and expresses pride in accomplishments.</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>

SE.PK.3 Increase independence in a variety of activities, routines, and tasks.	SED.3.5 Independently completes a familiar activity.
Development of Self-Expression and Self-Awareness	
<p>SE.PK.4 Demonstrate progress in expressing needs, wants, and feelings.</p> <p>SE.PK.5 Express a broad range of emotions and recognize these emotions in self and others.</p> <p>SE.PK.6 Respond appropriately to different social situations.</p>	<p>SED.2.3 Experiments and role-plays with a range of emotions. Waits for a turn.</p> <p>SED.4.4 Participates in group with those different than self. Develops positive relationships with peers and adult and asks for help to solve problems.</p> <p>LLD.2.3 Communicates needs, desires and ideas. Asks and responds to questions.</p>
Social Relationships	
Development and Demonstration of Pro-Social Behaviors	
<p>SE.PK.7 Develop positive relationships with children and adults.</p> <p>SE.PK.8 Show empathy and caring for others.</p> <p>SE.PK.9 Follow basic rules and routines.</p> <p>SE.PK.10 Use materials purposefully, safely, and responsibly.</p> <p>SE.PK.11 Develop and sustain friendships with peers.</p> <p>SE.PK.12 Manage transitions and begin to adapt to changes in routines.</p>	<p>SED.4.4 Participates in group with those different than self. Develops positive relationships with peers and adult and asks for help to solve problems. Explains why someone may be happy or sad.</p> <p>SED.4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.</p> <p>SED.2.4 With support, negotiates ways to handle nonroutine transitions.</p> <p>SED.3.5 Takes care of own needs and personal belongings.</p>

	SS.2.4 Follows familiar rules and helps make group decisions.
Cooperation	
<p>SE.PK.13 Use communication skills to initiate or join classroom activities.</p> <p>SE.PK.14 Engage in cooperative play.</p> <p>SE.PK.15 Take turns with materials and during experiences.</p> <p>SE.PK.16 Use and accept negotiation, compromise, and discussion to resolve conflicts.</p> <p>SE.PK.17 Accept guidance and direction from a variety of familiar adults.</p> <p>SE.PK.18 Participate in a variety of classroom activities and tasks.</p>	<p>SED.4.4 Participates in group with those different than self. Develops positive relationships with peers and adult and asks for help to solve problems. Explains why someone may be happy or sad.</p> <p>SES.4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.</p> <p>SS.2.3 Recognizes and attends to authority figures.</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>
Knowledge of Family and Community	
Progression of Understanding of their Role in the Family and Community	
<p>SE.PK.19 Understand and describe the interactive roles and relationships among family members.</p> <p>SE.PK.20 Identify and describe roles of community members.</p> <p>SE.PK.21 Understand similarities and respect differences</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.1.6. Explains how individuals, families and cultures differ.</p>

<p>among people (e.g., gender, race, special needs, culture, language, and family structure).</p> <p>SE.PK.22 Identify themselves as a member of groups within a community.</p> <p>SE.PK.23 Identify and describe locations and places in their community</p>	<p>Compares roles, rules and responsibilities of different groups.</p> <p>Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks.</p>
English Language Arts	
Literacy Early Learning Foundations	
Fluency	
ELA.PK.I • Retell familiar stories from text with some accuracy and details.	LLD.6.4 Asks and answers questions about text, new vocabulary, retells a story by pointing at pictures or role-playing with props.
Phonics and Word Recognition	
<p>ELA.PK.II</p> <ul style="list-style-type: none"> <li>• Know the sounds associated with several letters.</li> <li>• Recognize their own name and words associated with environmental print.</li> </ul>	LLD.4.4 Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds.
Handwriting	
<ul style="list-style-type: none"> <li>• Use a pincer grip to hold and manipulate tools for writing, drawing, and painting.</li> <li>• Use scribbles, shapes, pictures and letters to represent objects, stories, experiences, or ideas.</li> <li>• Attempt to independently write some familiar words.</li> <li>• Write first name.</li> </ul>	<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.7.6 Uses inventive spelling to write words that are connected to a given topic or opinion.</p>

Phonological Awareness	
<p>ELA.PK.IV</p> <ul style="list-style-type: none"> <li>• Identify sounds or spoken words in the environment.</li> <li>• Recognize and produce rhyming words.</li> <li>• Separate words into syllables.</li> <li>• Replicate the beginning sound in a word.</li> </ul>	<p>LLD.3.3 Shows awareness of separate words in spoken language.</p> <p>LLD.3.5 Identifies the beginning and ending sounds of words.</p> <p>LLD.3.6 Counts syllables in spoken words.</p>
Print Concepts	
<p>ELA.PK.V</p> <ul style="list-style-type: none"> <li>• Show interest in shared reading and looking at books independently.</li> <li>• Demonstrate an understanding that writing conveys meaning.</li> <li>• Understand concepts of print such as print moves from left to right and top to bottom, and print conveys a message.</li> <li>• Recognize that letters are grouped to form words and words are a unit of print.</li> <li>• Recognize and name some upper and lower case letters of the alphabet.</li> </ul>	<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>
Reading	
Key Ideas and Details	
<p>ELA.PK.1 With prompting and support, ask and answer questions about details in a literary text.</p> <p>ELA.PK.2 With prompting and support, retell stories in literary texts.</p> <p>ELA.PK.3 With prompting and support, identify characters, events, and setting in a literary text.</p>	<p>LLD.6.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Asks and answers questions about text, new vocabulary, retells a story by pointing at pictures or role-playing with props.</p> <p>LLD.6.5 Retells portions of a story. Asks and answers simple questions about characters, setting, events and complex vocabulary.</p>



<p>ELA.PK.4 With prompting and support, ask and answer questions about details in an informational text.</p> <p>ELA.PK.5 With prompting and support, identify the main topic and retell details of an informational text.</p>	
Craft and Structure	
<p>ELA.PK.7 With prompting and support, answer questions about unknown words in a literary text.</p> <p>ELA.PK.9 With prompting and support, define the roles of author and illustrator in a literary text.</p> <p>ELA.PK.10 With prompting and support, ask questions about unknown words in an informational text.</p> <p>ELA.PK.11 With prompting and support, identify the front cover and back cover of a book and recognize how books are read (e.g., one page at a time, from front to back).</p> <p>ELA.PK.12 With prompting and support, define the roles of author and illustrator of an informational text.</p>	<p>LLD.6.4 Asks and answers questions about text, new vocabulary, retells a story by pointing at pictures or role-playing with props.</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.5.6 Recognizes common types of text, e.g., poem, storybook, fact book. Names author and illustrator.</p>
Integration of Knowledge and Ideas	
<p>ELA.PK.13 With prompting and support, describe the relationship between illustrations and the literary story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>ELA.PK.14 With prompting and support, discuss how the adventures and experiences of characters in familiar literary stories relate to children's own experiences.</p>	<p>LLD.6.4 Asks and answers questions about text, new vocabulary, retells a story by pointing at pictures or role-playing with props.</p> <p>LLD.6.5 Relates to the characters or events of the story and shares a similar experience or object from own life.</p>

ELA.PK.15 With prompting and support, describe the relationship between illustrations and the informational text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	
Writing	
Text Types and Purposes	
<p>ELA.PK.20 With prompting and support, use a combination of drawing, dictating, and writing to compose opinion pieces in which the topic or the name of the text being discussed is included; state an opinion or preference about the topic or book using discussion, experience, or texts.</p> <p>ELA.PK.21 With prompting and support, use a combination of drawing, dictating, and writing to compose informative/explanatory texts; name and supply some information about the topic using discussion, experience, or texts.</p> <p>ELA.PK.22 With prompting and support, use a combination of drawing, dictating, and writing to narrate text in sequential order (beginning, middle, end) using discussion, experience, or texts.</p>	LLD.7.5 Uses a combination of drawing, dictating and writing to express and record an event or idea.
Production and Distribution of Writing	
ELA.PK.25 With guidance and support, explore a variety of writing tools and materials (e.g., pencils, markers, sand, developmentally appropriate digital tools).	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.
Research to Build and Present Knowledge	

<p>ELA.PK.26 With guidance and support, participate in shared research and writing during play (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>ELA.PK.27 With prompting and support, recall information from experiences to answer a question.</p>	<p>LLD.7.5 Uses a combination of drawing, dictating and writing to express and record an event or idea.</p>
Speaking and Listening	
Comprehension and Collaboration	
<p>ELA.PK.30 With prompting and support, participate in collaborative conversations about pre-k topics and texts with peers and adults through multiple exchanges.</p> <p>ELA.PK.31 With prompting and support, confirm understanding of a text read aloud or information presented orally or through other media by answering questions about details.</p> <p>ELA.PK.32 With prompting and support, ask and answer questions in order to seek help and get information.</p>	<p>LLD.2.5 Speaks in simple complete sentences. Understands that people may communicate in various forms of communication (such as sign language, braille, different languages and technology) to express ideas. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD.6.4 Asks and answers questions about text, new vocabulary, retells a story by pointing at pictures or role-playing with props.</p>
Presentation of Knowledge and Ideas	
<p>ELA.PK.33 Describe familiar people, places, things, and events.</p> <p>ELA.PK.34 With prompting and support, add drawings or other visual displays to descriptions as desired to provide additional details (e.g., 2- or 3-dimensional artwork).</p> <p>ELA.PK.35 Use non-verbal communication or spoken language to express ideas, needs, and feelings.</p>	<p>LLD.2.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD.2.4 Describes familiar people, places and objects with expanding vocabulary.</p> <p>LLD.7.5 Uses a combination of drawing, dictating and writing to express and record an event or idea.</p>
Language	

Conventions of Standard English	
<p>ELA.PK.36 Communicate clearly enough to be understood by adults across a range of situations.</p> <ul style="list-style-type: none"> <li>• Pronunciation errors and grammatical errors are isolated and infrequent.</li> <li>• Show proficiency with prepositions, regular/irregular past tense, verb, possessives, and noun-verb agreement.</li> <li>• Show an understanding of a variety of sentences.</li> </ul>	<p>LLD.2.5 Speaks in simple complete sentences. Understands that people may communicate in various forms of communication (such as sign language, braille, different languages and technology) to express ideas. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD.2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading.</p>
Vocabulary Acquisition and Use	
<p>ELA.PK.40 With prompting and support, explore word categories and relationships among words.</p> <ul style="list-style-type: none"> <li>• Sort common objects into categories (e.g., shapes or foods) to gain a sense of the concepts the categories represent.</li> <li>• Demonstrate understanding of frequently occurring verbs and adjectives and opposites (antonyms).</li> <li>• Identify real-life connections between words and their meaning.</li> <li>• Distinguish meaning among verbs describing the same general action (e.g., walk, march, strut, and prance) by acting out the meanings.</li> </ul> <p>ELA.PK.41 With prompting and support, use words and phrases acquired through conversations, being read to, and responding to texts.</p>	<p>LLD.1.6 Shows understanding of a series of complex statements that explain how or why. Asks and answers general questions about information or stories shared verbally.</p> <p>LLD.2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts.</p>

Mathematics	
Counting and Cardinality	
Number names	
<p>M.PK.1 Count in sequence to 10 and beyond.</p> <p>M.PK.3 Begin to identify and write some numerals.</p>	MR.1.4 Identifies numerals to five. Counts up to ten objects.
Counting to tell the number of objects	
<p>M.PK.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <ul style="list-style-type: none"> <li>• Use one-to-one correspondence to count objects and match groups to objects.</li> <li>• Match quantity with number symbols; given a number up to 10, counts out that many objects</li> <li>• Recognize quantity without counting up to five objects.</li> </ul> <p>M.PK.5 Count to answer, “how many?” questions up to 10 items</p>	<p>MR.1.4 Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p> <p>MR.1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.</p>
Comparing and ordering numbers	
<p>M.PK.6 Identify whether the number of objects in one group is more, less, greater than, fewer, and or equal to number of objects in another group for up to 5 objects (e.g., by using matching and counting strategies).</p> <p>M.PK.7 Identify first and last related to order or position.</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>
Operations and Algebraic Thinking	
Composing and decomposing numbers	

<p>M.PK.8 Recognize addition as putting objects together and subtraction as taking objects apart. (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?).</p> <p>M.PK.10 Identify parts in relationship to a whole.</p> <p>M.PK.11 Duplicate, create, and extend simple patterns using concrete objects.</p>	<p>MR.1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten.</p> <p>MR.1.6 Counts forward from a given number. Decomposes numbers less than or equal to 10 in more than one way, e.g., <math>7 = 3 + 4</math> just as <math>7 = 2 + 5</math>.</p> <p>MR.5.3 Copies patterns with two steps, such as red-blue, red-blue.</p>
Measurement and Data	
Describe and compare measurable attributes	
<p>M.PK.14 With prompting and support, identify measurable attributes of objects, such as length and/or weight.</p> <p>M.PK.15 Represent and interpret data.</p> <ul style="list-style-type: none"> <li>• Estimate the size of objects in comparison to a common unit of measurement, (e.g., more/less, long/short, big/little, light/heavy).</li> <li>• Recognize and interpret information/symbols presented in tables and graphs.</li> </ul>	<p>MR.4.3 Determines which object is bigger (heavier, longer) when given two objects.</p>
Classify objects and count the number of objects in each category	
<p>M.PK.16 Sort objects into categories according to common characteristics (e.g., color, size, shape) and count the number of objects.</p>	<p>MR.6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics.</p>
Geometry	
Identify and describe shapes	
<p>M.PK.17 Describe objects in the environment.</p>	<p>MR.3.3 Identifies a few basic shapes.</p>

<ul style="list-style-type: none"> <li>• Use the names of basic shapes.</li> <li>• Describe the relative positions of objects using terms (e.g., up, down, over, under, top, bottom, inside, outside, in front, behind).</li> </ul> <p>M.PK.18 Correctly name basic shapes regardless of their orientations or overall size.</p> <p>M.PK.19 Sort two-and three-dimensional shapes and objects.</p>	<p>MR.3.5 Describes basic and complex two- and three-dimensional shapes using own words.</p> <p>MR.3.6 Describes objects in the environment</p> <p>MR.2.5 Explains the location of an object in relation to another object.</p> <p>MR.2.6 Identifies 2D and 3D shapes regardless of orientation. Creates complex shapes by putting together or taking apart other shapes.</p>
Analyze, compare, create and compose shapes	
<p>M.PK.20 Analyze and compare two- and three-dimensional shapes and objects in different sizes. Describe their similarities, differences, and other attributes.</p> <p>M.PK.21 Create and build shapes from components (e.g., sticks and clay balls).</p> <p>M.PK.22 With prompting and support, compose simple shapes to form larger shapes (e.g., “Can these two triangles, with full sides touching, join to make a rectangle?”)</p>	<p>MR.2.6 Identifies 2D and 3D shapes regardless of orientation. Creates complex shapes by putting together or taking apart other shapes.</p> <p>MR.3.5 Describes basic and complex two- and three-dimensional shapes using own words.</p>
Science	
Science as Inquiry	
Foundational Knowledge of Scientific Inquiry	
<p>SC.PK.1 Ask questions that can be answered through active investigation.</p> <p>SC.PK.2 Explore and discuss similarities and differences</p>	<p>SCI 1.2 Asks one- to two-word questions. Uses senses to explore environment.</p> <p>SCI.1.4 Observes and describes changes that occur to familiar</p>

<p>among objects and materials.</p> <p>SC.PK.3 Investigate cause and effect relationships through exploration, manipulation and interaction with the environment (problem solving techniques).</p> <p>SC.PK.4 Make predictions and brainstorm solutions.</p>	<p>objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.</p>
Utilization of Inquiry	
<p>SC.PK.5 Identify the five senses and use them to make observations.</p> <p>SC.PK.6 Explore observational tools (e.g., magnifying glass, stethoscope) to extend the five senses.</p> <p>SC.PK.7 Engage in scientific talk by utilizing words (e.g., observe, compare, contrast, measure, reflect, predict, plan).</p> <p>SC.PK.8 Communicate results, solutions, and conclusions through a variety of methods( e.g., verbal or visual representation).</p>	<p>SCI.1.2 Experiments with simple technology to solve problems or accomplish tasks.</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.1.5 Experiments with simple technology to solve problems or accomplish tasks.</p>
Scientific Knowledge	
Understanding the Living and Physical World	
<p>SC.PK.9 Explore and describe the natural environment verbally or through representation.</p> <p>SC.PK.10 Explore and describe changes in materials and relationships (e.g., cause/effect, seasons, life cycles, etc.).</p> <p>SC.PK.11 Communicate awareness that people can impact the</p>	<p>SCI.1.4 Identifies if an object can grow, eat or move. Identifies the climate and weather in the immediate environment.</p> <p>SCI.1.5 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>



environment in positive and negative ways.	
Health and Physical Development	
Safety Practices	
Safety Practices	
<p>PH.PK.1 Participate in safety stories, games, and drills (e.g., bus, fire, bike, and strangers).</p> <p>PH.PK.2 Recognize symbols indicating danger (e.g., STOP signs, Mr. Yuk sticker).</p> <p>PH.PK.3 Respond appropriately to harmful and unsafe situations.</p> <p>PH.PK.4 Follow classroom and community safety rules and routines (e.g., fire drills, bus rules, pedestrian safety).</p> <p>PH.PK.5 With prompting and support, communicate an understanding of the importance of safety routines and rules.</p>	<p>PD.3.4 Follows safety rules and seeks opportunities to help others follow rules.</p> <p>PD.3.5 Describes reasons for safety rules and reminds others to follow them.</p>
Health Practices	
Healthy Development	
<p>PH.PK.6 Complete personal care tasks (e.g., dressing, brushing teeth, toileting, and washing hands) independently.</p> <p>PH.PK.7 Participate in structured and unstructured physical activities in order to enhance fitness.</p> <p>PH.PK.8 Communicate an understanding of the importance of</p>	<p>PD.4.4 Describes the function of basic body parts. Regulates toileting and handwashing needs. Follows a routine of rest and active play. Meets most personal needs and understands that all people have needs.</p> <p>PD.5.5 Identifies food groups and sorts food. Chooses between two appropriate food options.</p>


<p>healthy routines (e.g., appropriate times to wash hands).</p> <p>PH.PK.9 Demonstrate knowledge and skills that help promote nutritious food choices and eating habits (e.g., distinguish food as healthy or unhealthy; acknowledge moderation).</p>	
Gross Motor	
Gross Motor Development	
<p>PH.PK.10 Develop motor control for a range of physical activities (e.g., walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping).</p> <p>PH.PK.11 Develop motor coordination and skill in using objects for a range of physical activities (e.g., pulling, throwing, catching, kicking, bouncing or hitting a ball, and riding a tricycle).</p> <p>PH.PK.12 Demonstrate increased balance (e.g., balance beam, riding equipment, and play structures).</p> <p>PH.PK.13 Demonstrate awareness of own body and other people's space during interactions.</p> <p>PH.PK.14 Move body in relation to objects to effectively perform tasks (e.g., kick a ball, pedal a tricycle).</p>	<p>PD.1.3 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p> <p>PD.1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p>
Fine Motor	
Fine Motor Development	
<p>PH.PK.15 Demonstrate increased ability, strength, dexterity, and control to manipulate and use tools (e.g., scissors, staplers,</p>	<p>PD.2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p>


<p>hammers, and eating utensils).</p> <p>PH.PK.16 Demonstrate increased accuracy of eye-hand coordination and use of opposing hand movements (e.g., building with blocks, stringing with beads, cutting with scissors, and putting puzzles together).</p> <p>PH.PK.17 Explore a variety of writing tools and materials (e.g., pencils, markers, sand, developmentally appropriate digital tools).</p> <p>PH.PK.18 Demonstrate increased ability with self-help skills (e.g., buttoning, zipping, and lacing).</p>	<p>PD.2.5 Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.</p>
The Arts	
Music	
Music	
<p>AR.PK.1 Participate in music activities (e.g., listening, singing, and finger plays).</p> <p>AR.PK.2 Create music through a variety of techniques and tools (e.g., clapping, playing musical instruments, and using items from nature to create a beat).</p> <p>AR.PK.3 Experiment with traditional and non-traditional musical instruments.</p> <p>AR.PK.4 Express what is felt and heard through musical elements (e.g., tempo and style).</p>	<p>CA.1.3 Claps to beat (not always consistently). Understands difference of singing and speaking voices. Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.</p> <p>CA.1.6 Creates simple rhythm patterns. Controls pitch when singing a familiar song. Communicates ideas by creating rhythm and/or melody.</p>
Creative Movement	

Creative Movement	
<p>AR.PK.5 Move to different patterns of beat and rhythm in music.</p> <p>AR.PK.6 Use creative movement to express ideas or feelings and concepts.</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> <p>CA.2.5 Creates movements based on own ideas.</p>
Visual Arts	
Visual Arts	
<p>AR.PK.7 Express thoughts and feelings through creative artwork (e.g., drawing, sculpting, and painting).</p> <p>AR.PK.8 Communicate ideas, experiences, and knowledge through creative artwork.</p> <p>AR.PK.9 Demonstrate a growing ability to plan, work independently, and demonstrate care and persistence in a variety of art projects.</p> <p>AR.PK.10 Describe one's own artwork.</p> <p>AR.PK.11 Explore colors, textures, and techniques using different mediums (e.g., clay, natural materials, wood, sewing, digital graphics, and photography).</p>	<p>CA.3.5 Uses artistic tools and media to create intentional designs or images. Plans, designs and seeks materials to make a creation.</p> <p>CA.3.6 Creates arts to represent an idea or object. Explains how it was made.</p>
Dramatic Play	
Dramatic Play	
AR.PK.12 Participate in a variety of pretend play to explore	CA.4.4 Plays a role in group dramatic play. Uses an object as a

<p>various roles (e.g., family and community members in the dramatic play area, blocks, and outdoors).</p> <p>AR.PK.13 Use dialogue, actions, and objects to tell a story and communicate ideas, feelings, experiences, and knowledge.</p> <p>AR.PK.14 Show creativity through the use of materials in pretend play (e.g., costume pieces, props, puppets, and fabrics).</p> <p>AR.PK.15 Utilize representation and symbolic play to extend play scenarios and create props for play (e.g., a block as a telephone or material as clothing).</p>	<p>replacement for a realistic prop or real object.</p> <p>CA.4.5 Assigns roles and plays out unscripted scenes in dramatic play. Uses a combination of real and imaginary props or characters to play out a scene.</p> <p>CA.4.6 Creates a setting, characters and events to tell a story.</p>
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# Developmental Continuum of Skills


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


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


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



Skill / Skill Code		Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
 <b>Mathematics &amp; Reasoning</b>	<b>MR 1 Number Sense</b>	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.
	<b>MR 2 Spatial Awareness</b>	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.
	<b>MR 3 Shapes</b>	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.
	<b>MR 4 Measurement</b>	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.
	<b>MR 5 Patterns</b>	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.
	<b>MR 6 Classification</b>	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.
	<b>MR 7 Logic &amp; Reasoning</b>	Reacts to a problem and seeks a desired outcome.	Experiments with cause and effect.	Recognizes a problem and asks for help.	Tries out many possible solutions to a problem.	Uses previous knowledge to determine which solution to try first when solving a problem.	Mentally eliminates possible solutions to a problem by thinking through their potential results.	Explains the sequence of his or her problem-solving strategy.	Solves hypothetical problems by connecting personal experiences to possible solutions.

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

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

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