



Alignment of the
Experience Early Learning Skills
with
D.C. Infant - PreK Early Learning Standards





The Developmental Continuum of the Experience Early Learning Skills

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

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

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

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



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



<https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/2019%20District%20of%20Columbia%20Early%20Learning%20Standards.%203.17.20.pdf>

D.C. Infant - PreK Early Learning Standards

Experience Early Learning Developmental Continuum of Skills

Approaches to Learning/Logic and Reasoning	
Attends and Engages with Curiosity	
Infant 1a. Uses all senses to explore objects and surroundings	SED 1.1 Explores self and others by using senses.
Toddlers 1a. Manipulates objects; observes and explores surroundings by using all senses	SED 1.2 Recognizes self in photos or in a mirror.
Two's 1a. Explores new places and materials; chooses a variety of tasks, especially those with adult support	SED 1.3 Expresses likes and dislikes. SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways.
Preschool 1a. Chooses tasks of interest; responds to adult encouragement	SED 1.4 When given two to three options, chooses his/her most desired option. SED 3.4 Asserts a desire to start or end an activity. Asks for help as needed. Expresses delight over a successful project.
Pre-K 1a. Demonstrates curiosity and eagerness to learn by showing interest in a growing range of topics, ideas and tasks	SED 3.5 Demonstrate flexibility, imagination and inventiveness in approaching a range of topics and tasks.
Shows Persistence	
Infant 2a. Attends to sights and sounds	SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.

<p>Toddlers 2a. Repeats actions with the goal of achieving a result</p> <p>Two's</p> <p>2a. Continues to work on a self-selected task, especially with adult support</p>	<p>SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p> <p>MR 7.2 Experiments with cause and effect.</p>
<p>Preschool</p> <p>2a. Continues an activity even when there are challenges; may stop and later return to a self-selected activity</p>	<p>SED 3.3 Asserts a desire to start or end an activity. Asks for help as needed.</p>
<p>Pre-K</p> <p>2a. Perseveres to understand and accomplish a challenging, self-selected activity despite interruptions and distractions</p>	<p>SED 3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful. Expresses delight over a successful project.</p>
Approaches Tasks Flexibly	
<p>Infant</p> <p>3a. Notices how others approach a task</p>	<p>SED 3.1</p> <p>Focuses for a short time on a person, sound or thing.</p> <p>MR 7.1</p> <p>Looks for a person or toy that has moved out of sight. Reacts to changes.</p>
<p>Toddlers</p> <p>3a. Notices how others approach a task and imitates their attempts</p>	<p>MR 7.2 Experiments with cause and effect.</p>
<p>Two's</p> <p>3a. Uses trial-and-error approaches; asks for help</p>	<p>MR 7.3 Plan a logical series of steps to accomplish a task.</p>
<p>Preschool</p> <p>3a. Finds solutions without having to try every possibility; may change approach</p>	<p>MR 7.4 Plans steps to accomplish task and then tries out many possible solutions to a problem.</p>
Pre-K	MR 7.5 Uses previous knowledge to determine which solution to

3a. Uses multiple strategies to solve problems and complete tasks	try first when solving a problem or planning how to accomplish a task.
Uses symbols and takes on pretend roles	
Infant 4a. Shows an interest in other people's use of objects	CA 4.1 Imitates simple movements and facial expressions. Responds to props or puppets.
Toddler 4a. Observes other people's actions and use of objects; uses realistic objects in pretend play	CA 4.2 Mimics observed behaviors and words. Mimics the use of familiar objects.
Two's 4a. Uses props and imitates actions to reenact familiar events	CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.
Preschool 4a. Uses props in pretend play with one or more children; substitutes one object for another; activity is often theme-based	CA 4.4 Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object.
Pre-K 4a. Uses objects, materials, actions and images to represent other objects	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.

Communication and Language	
Demonstrates Understanding of Spoken Language	
Infant 5a. Appears interested in others' speech	SED 4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. Enjoys turn-taking games such as peekaboo.

<p>Toddler</p> <p>5a. Responds to others' speech and gestures</p>	<p>SED 4.2</p> <p>Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.</p>
<p>Twos</p> <p>5a. Responds to simple statements, questions and simple texts read aloud</p>	<p>SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.</p>
<p>Preschool</p> <p>5a. Responds to more complex questions, statements and texts read aloud that present new vocabulary and ideas</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>Pre-K</p> <p>5a. Asks and answers questions in order to seek and offer help, get and offer information or clarify something that is not understood</p>	<p>SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p>
<p>Uses Language to Express Self</p>	
<p>Infant</p> <p>6a. Vocalizes and gestures in an effort to communicate</p>	<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>Toddler</p> <p>6a. Uses language to express needs and refer to familiar people and objects</p>	<p>LLD 2.2</p> <p>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>Twos</p>	<p>LLD 2.2</p>

6a. Uses language to describe objects and people and to ask for help	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.
Preschool 6a. Uses new vocabulary in everyday speech to meet own needs and to explain, describe and manage social relationships	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.
Pre-K 6a. Describes familiar people, places, things and events and with prompting and support, provides additional detail	LLD 2.4 Speaks in sentences and asks questions using signs or verbal words but does not always follow grammatical rules. Describes familiar people, places and objects with expanding vocabulary. Asks simple questions and stays on topic for two to three exchanges.
Uses Conventional Grammar and Syntax	
Infant 7a. Babbles and experiments with tone and pitch	LLD 3.1 Babbles and vocalizes using sound, volume and inflection.
Toddler 7a. Uses one- and two-word sentences	LLD 3.2 Imitates sounds and tones.
Twos 7a. Uses two- to four-word sentences with some word omissions and errors	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.
Preschool 7a. Uses longer sentences with plurals, adjectives, adverbs and negatives	LLD 2.5 Speaks in simple complete sentences. Uses question words. LLD 2.6 Uses plural nouns and common prepositions.

Pre-K 7a. Speaks in complete sentences of 4–6 words, using past, present and future tenses appropriately for frequently occurring verbs	LLD 2.7 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.
Uses Conventional Conversational and Other Social Communication Skills	

Infant 8a. Vocalizes or gestures in back and forth exchanges with others	LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate. LLD 3.1 Babbles and vocalizes using sound, volume and inflection.
Toddler 8a. Exchanges single words, simple gestures and facial expressions with others	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.
Twos 8a. Initiates and engages in short back-and-forth exchanges, responding to verbal and nonverbal cues	LLD 3.3 Shows awareness of separate words in spoken language. 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.
Preschool 8a. Initiates and engages in conversations of as many as three exchanges	LLD 3.4 Identifies words that have a similar beginning sound. LLD 2.4 Asks simple questions and stays on topic for two to three exchanges.
Pre-K	LLD 3.5 Identifies the beginning and ending sounds of words.

8a. Initiates and engages in conversations of at least three exchanges	LLD 2.5 Tells stories and engages in conversations through multiple exchanges.
Literacy	
Demonstrates Understanding of Print Concepts	
Infant 9a. Shows an interest in print materials	LLD 5.1 Looks at or points to pictures. Opens and closes books.
Toddler 9a. Notices pictures of familiar objects in print materials	LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of book.
Twos 9a. Participates actively in book readings by choosing books to read, listening to short books read aloud, turning pages in books and pointing to pictures of interest	LLD 5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.
Preschool 9a. Understands that print has meaning and corresponds with spoken language; orients book correctly and turns pages	LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.
Pre-K 9a. With guidance and support, demonstrates a basic understanding of the organization and features of print 9b. Recognizes that spoken language can be written and read and that written language can be read and spoken 9c. Recognizes and names 10 or more letters of the alphabet	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. LLD 4.5 Names 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.
Demonstrates Comprehension of Printed Materials Read A ¹	

loud	
<p>Infant</p> <p>10a. Begins to look at pictures in books, with adult support</p>	LLD 5.1 Looks at or points to pictures. Opens and closes books.
<p>Toddler</p> <p>10a. Engages actively in short book readings by pointing at pictures or repeating words, with adult support</p>	LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of book.
<p>Twos</p> <p>10a. Shows continued engagement/ attention to printed materials in a variety of ways</p>	LLD 5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.
<p>Preschool</p> <p>10a. Uses some words and/or concepts from the text to talk about a story, poem or informational text read aloud</p>	LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.
<p>Pre-K</p> <p>10a. With prompting and support, asks and answers questions about key details of a story, poem or informational text read aloud</p> <p>10b. With prompting and support, retells a sequence of events from a familiar story read aloud or important facts from an informational text read aloud</p> <p>10c. With prompting and support, identifies the characters and settings of a story read aloud</p> <p>10d. With prompting and support, asks and answers questions about unfamiliar words in a story, poem or informational text read aloud</p>	<p>LLD 5.5 Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.</p> <p>LLD 5.6 Recognizes common types of text, e.g., poem,</p>

<p>10e. With prompting and support, names the author and illustrator of a familiar book and defines the role of each in telling the story</p> <p>10f. Recognizes familiar books by their covers</p> <p>10g. After hearing a story read aloud, looks at the illustrations and with prompting and support, explains the part of the story that each illustration depicts</p> <p>10h. After hearing an informational text read aloud, looks at illustrations and explains important ideas in the picture</p>	<p>storybook, fact book. Names author and illustrator. Identifies punctuation.</p> <p>LLD 5.7 Explains the difference between books that tell stories and those that give information.</p>
Hears and discriminates the sounds of English and/or home language(s).	
<p>Infant</p> <p>11a. Shows awareness of speech sounds and imitates them</p>	LLD 3.1 Babbles and vocalizes using sound, volume and inflection.
<p>Toddler</p> <p>11a. Repeats words; joins in singing random words of simple songs</p>	LLD 3.2 Imitates sounds and tones.
<p>Twos</p> <p>11a. Joins in songs, rhymes, refrains and word games with repeating language sounds</p>	LLD 3.3 Shows awareness of separate words in spoken language.
<p>Preschool</p> <p>11a. Plays with language, experimenting with beginning and ending sounds</p>	LLD 3.4 Identifies words that have a similar beginning sound.
<p>Pre-K</p> <p>11a. Shows awareness of separate words in a sentence</p>	LLD 3.5 Identifies the beginning and ending sounds of words.

<p>11b. Decides whether two words rhyme</p> <p>11c. Identifies the initial sound of a spoken word and with guidance and support, thinks of several other words that have the same initial sound</p> <p>11d. Shows awareness of separate syllables in a word</p>	
Writes letters and words	
<p>Infant</p> <p>12a. Emerging</p>	LLD 7.1 Explores writing materials.
<p>Toddler</p> <p>12a. Makes marks or scribbles</p>	LLD 7.2 Makes random marks with writing tools. Make handprints or fingerprints.
<p>Twos</p> <p>12a. Makes controlled linear scribbles and efforts at representation (e.g., markings on paper using chalk pen, etc.), including drawing</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>Preschool</p> <p>12a. Uses letter-like forms, letter strings, some letter combinations that are words</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>Pre-K</p> <p>12a. Begins to invent spelling while writing to convey a message with prompting and support</p>	LLD 7.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea.
Understands the purpose of writing and drawing	
<p>Infant</p> <p>13a. Emerging</p>	LLD 7.1 Explores writing materials.

Toddler 13a. Makes marks or scribbles	LLD 7.2 Makes random marks with writing tools. Make handprints or fingerprints.
Twos 13a. Makes marks and talks about them	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.
Preschool 13a. Dictates and draws to share or record information and tell stories	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.
Pre-K 13a. Dictates words or draws to express a preference or opinion about a topic 13b. Uses a combination of dictating and drawing to tell some information about a topic 13c. Uses a combination of dictation and drawing to tell a real or imagined story	LLD 7.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea.
Mathematics	
Matches, groups and classifies objects	
Infants 14a. Interacts differently with familiar and unfamiliar people and objects	MR 6.1 Recognizes familiar people and objects. Recognizes self as being separate from others.
Toddlers 14a. Recognizes similarities and differences, including familiar and unfamiliar people, objects and routines and begins to match	MR 6.2 When shown one object, finds the match. Identifies and names familiar people, characters and animals.

one object with a similar object	
Twos 14a. Matches one object with a group of similar objects	MR 6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics.
Preschool 14a. Groups objects on the basis of a single characteristic (e.g., color, size or shape)	MR 6.4 After sorting objects by one feature, sorts again by a different feature.
Pre-K 14a. Groups objects according to a common characteristic, regroups them according to a different characteristic and explains the grouping rules 14b. Creates and extends simple repeating patterns	MR 6.5 Sorts objects by more than one feature and explains why.
Demonstrates knowledge of number and counting	
Infant 15a. Begins to develop an awareness of quantity	MR 1.1 Hears numbers in everyday context. Hears rote counting. Looks for an object that is taken out of sight.
Toddler 15a. Shows awareness of the concepts of one, two and more; recites numbers in random order	MR 1.2 Recognizes the numeral one and sees other numerals around the room. Repeats number words when heard. Demonstrates an understanding of one, two and more.
Twos 15a. Begins to rote count to 10 but may not be accurate consistently	MR 1.3 Recognizes numerals to three. Points to one object at a time while counting (not always in correct order). Creates groups of objects. Adds to and removes from group as prompted.
Preschool 15a. Counts to 10 by rote; accurately assigns number names to quantities up to 5 (one-to-one correspondence); recognizes a few numerals and connects each to a quantity	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>Pre-K</p> <p>15a. Counts to 20 by ones</p> <p>15b. Tells what number comes next in the counting sequence when given a number between 1 and 9</p> <p>15c. Recognizes and names the written numerals 1–10</p> <p>15d. Counts 10–20 objects accurately, using one number name for each object</p> <p>15e. Understands that the last number named tells the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted</p> <p>15f. Counts to answer “How many?” questions about 10–20 objects</p> <p>15g. Correctly associates a numeral with a group of as many as 10 counted objects</p> <p>15h. Uses matching and counting strategies and comparative language to identify whether the number of objects in one group (as many as 10 objects) is greater than, less than or equal to the number of objects in another group (as many as 10 objects)</p> <p>15i. Uses concrete objects to solve real-world addition (putting together) and subtraction (taking away) problems with 6–10 objects</p>	<p>MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.</p>
Demonstrates knowledge of volume, height, weight and length	
Infant	

16a. Emerging	
Toddler 16a. Explores objects of different shapes and sizes and demonstrates awareness of how objects differ by properties (size, weight, height, etc.)	MR 3.1 Manipulates objects that are a variety of shapes.
Twos 16a. Makes simple comparisons, noticing similarities and differences between measurable properties of objects (e.g., length, width, height)	MR 4.2 Explores size and weight of objects in relation to self.
Preschool 16a. Understands reasons for measuring and the purpose of measuring tools; uses standard and nonstandard tools and some measurement words; begins to order a few objects according to height and length	MR 4.3 Determines which object is bigger (heavier, longer) when given two objects.
Pre-K 16a. Describes everyday objects in terms of measurable attributes, such as length, height, weight or volume (capacity), using appropriate basic vocabulary (e.g., short, long, tall, heavy, light, big, small, wide, narrow) 16b. Knows and correctly uses a few ordinal numbers 16c. Knows the usual sequence of basic daily events	MR 4.4 Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help.
Identifies and labels shapes	
Infant 17a. Interacts with objects in the immediate environment	MR 3.1 Manipulates objects that are a variety of shapes.

Toddler 17a. Explores objects of different shapes	MR 3.2 Matches two identical shapes.
Twos 17a. Matches one shape with the same shape	MR 3.3 Identifies a few basic shapes.
Preschool 17a. Names a few basic two-dimensional shapes	MR 3.4 Identifies four to six basic geometric shapes.
Pre-K 17a. Correctly names basic two-dimensional shapes (squares, circles, triangles, rectangles), regardless of their orientations or size 17b. Describes basic two- and three-dimensional shapes 17c. Builds objects of basic shapes (ball/sphere, square box/cube, tube/cylinder) by using various materials such as craft sticks, blocks, pipe cleaners, clay and so on	MR 3.5 Describes basic and complex two- and three-dimensional shapes using own words. MR 3.6 Describes objects in the environment as two- and three-dimensional shapes.
Demonstrates understanding of positional words	
Infant 18a. Notices and responds to how objects, people or own body move through space	MR 2.1 Plays with objects and toys that are a variety of shapes. Participates as caregiver raises arms or legs and says up/down. Tries to put one object inside another.
Toddler 18a. Follows directions that include gestures to place objects in, on, under, up or down	MR 2.2 Purposely turns or spins objects. Follows simple positional directions such as on/off, over/under and up/down. Fills container then dumps out the contents.
Twos 18a. Follows verbal directions to place or find objects in, on, under, up or down	MR 2.3 Recognizes objects that are upside-down and turns them right-side up. Finds or places objects next to, between, in front of or behind self. Puts together three pieces to create a whole

	object.
<p>Preschool</p> <p>18a. Follows directions to place objects or body beside, between or next to</p>	<p>MR 2.4 Matches two objects even if turned different ways. When prompted, places objects next to, between, in front of or behind objects not related to self. Uses a guide to assemble 12 puzzle pieces.</p>
<p>Pre-K</p> <p>18a. Identifies the relative position of objects, using appropriate terms such as above, below, in front of, behind, over, under</p>	<p>MR 2.5 Identifies and corrects the orientation of familiar objects and symbols. Explains the location of an object in relation to another object. Assembles a puzzle without using a guide.</p>
Science and Engineering	
Investigates living things	
<p>Infant</p> <p>19a. Explores own body</p> <p>19b. Interacts with people (and other living things) in the immediate environment</p> <p>19c. Uses perceptual information to learn about the world</p>	<p>SED 1.1 Explores self and others by using senses. Vocalizes or moves to express wants and needs.</p> <p>SCI 2.1 Explores immediate environment using senses. Reacts to weather changes in immediate environment.</p>
<p>Toddler</p> <p>19a. Begins to recognize own body parts</p> <p>19b. Observes and explores familiar living things</p> <p>19c. Observes and explores the world around them using the five senses</p>	<p>SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.</p>
<p>Twos</p> <p>19a. Observes and begins to identify body parts in humans and</p>	<p>SCI 1.3 Asks one- to two-word questions. Uses senses to explore environment.</p>

<p>other familiar animals</p> <p>19b. Explores and begins to identify basic characteristics of familiar living things</p> <p>19c. Explores and begins to identify how to use their senses to learn about the world around them</p>	
<p>Preschool</p> <p>19a. Identifies and describes the external body parts of familiar animals (including humans) and plants</p> <p>19b. Observes and begins to describe how living things grow and change over time</p> <p>19c. Identifies basic needs of familiar plants and animals (including humans)</p>	<p>SCI 3.2 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.</p>
<p>Pre-K</p> <p>19a. Compares, using descriptions and drawings, the external body parts of animals (including humans) and plants and explains functions of some of the observable body parts</p> <p>19b. Uses observations and other sources of information to compare how different types of living things change over time</p> <p>19c. Observes familiar plants and animals (including humans) and describes what they need to survive</p>	<p>SCI 3.4 Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors.</p>
Investigates physical objects	
<p>Infant</p> <p>20a. Interacts with objects in the immediate environment</p>	<p>SCI 3.1 Uses senses to explore objects in an immediate environment. Kicks feet or shakes arms to make other objects move.</p>

<p>Toddler</p> <p>20a. Observes and explores objects, including a variety of solids and liquids</p> <p>20b. Engages in purposeful actions to make objects move</p> <p>20c. Observes and explores objects, including a variety of sounds</p> <p>20d. Observes and explores objects, including sources of light</p>	<p>SCI 2.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. Understands hot and cold. Points at clouds and explores the feel of rain and wind.</p> <p>SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.</p>
<p>Twos</p> <p>20a. Observes and begins to identify basic characteristics of liquids and solids</p> <p>20b. Experiments with objects to make them move and anticipates outcomes of actions</p> <p>20c. Observes and begins to identify characteristics of sound (e.g., volume, pitch)</p> <p>20d. Explores characteristics of light</p>	<p>SCI 3.3 Explores motion by moving, rolling, blowing on or dropping a toy. Begins to name colors.</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>Preschool</p> <p>20a. Explores, describes and compares the properties of liquids and solids found in children's daily environment</p> <p>20b. Investigates and describes or demonstrates various ways that objects can move</p> <p>20c. Investigates sounds made by different objects and materials and discusses explanations about what is causing the sounds</p>	<p>SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.</p> <p>SCI 2.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. Identifies the climate and weather in the immediate environment.</p>

<p>Pre-K</p> <p>20a. Asks questions, investigates differences and gathers data about differences between liquids and solids and about what can cause a liquid to become a solid and vice versa</p> <p>20b. Uses tools and materials to design a device that causes an object to change its motion (e.g., move faster, move slower, move farther, change in direction)</p> <p>20c. Through play and investigations, identifies ways to manipulate different objects and materials that make sound to change volume and pitch</p>	<p>SCI 1.5 Asks questions, seeks information and shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p> <p>SCI 2.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life.</p>
Investigates characteristics of Earth and space	
<p>Infant</p> <p>21a. Interacts with the immediate environment</p>	<p>SCI 3.1 Uses senses to explore objects in an immediate environment. Kicks feet or shakes arms to make other objects move.</p>
<p>Toddler</p> <p>21a. Begins to notice objects in the sky</p> <p>21b. Observes and explores the local environment, including living things</p> <p>21c. Observes and explores local weather phenomena (e.g., rain, sunshine, wind, snow)</p> <p>21d. Observes and explores natural materials in the local outdoor environment (e.g., sand, water, snow)</p>	<p>SCI 2.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. Understands hot and cold. Points at clouds and explores the feel of rain and wind.</p> <p>SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.</p>

<p>Twos</p> <p>21a. Observes and begins to identify the objects in the day and night sky, including the sun, clouds, moon and stars</p> <p>21b. Explores and begins to identify basic characteristics of familiar living things</p> <p>21c. Explores and begins to identify basic local weather phenomena (e.g., rain, sunshine, wind, snow)</p> <p>21d. Observes and begins to identify basic characteristics of natural resources in the local outdoor environment (e.g., trees, plants, bodies of water, animals)</p>	<p>SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.</p>
<p>Preschool</p> <p>21a. Observes and begins to identify the objects in the day and night sky, including the sun, clouds, moon and stars</p> <p>21b. Explores and begins to identify basic characteristics of familiar living things</p> <p>21c. Explores and begins to identify basic local weather phenomena (e.g., rain, sunshine, wind, snow)</p> <p>21d. Observes and begins to identify how humans use natural resources (e.g., water, plants, animals) to meet their needs</p> <p>21e. Observes and begins to identify how people change the local environment</p>	<p>SCI 3.4 Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors.</p> <p>Sci 2.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. Identifies the climate and weather in the immediate environment.</p>
<p>Pre-k</p>	<p>SCI 2.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why.</p>

<p>21a. Makes observations and describes predictable patterns in the apparent motions of the sun, the moon and stars</p> <p>21b. Raises questions and engages in discussions about how different types of local environments (including water) provide homes for different kinds of living things</p> <p>21c. Analyzes data from observations at different times of the year to describe patterns of local weather conditions that change daily and seasonally</p> <p>21d. Uses observations from the local outdoor environment to construct an evidence-based account of different ways humans use natural resources to meet their needs</p>	<p>Identifies current season and explains how weather affects personal life.</p> <p>SCI 3.5 Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur.</p>
Investigates engineering	
<p>Infant</p> <p>22a. Explores objects in the immediate environment</p> <p>22b. Communicates feelings and needs with facial expressions and behavior</p>	<p>SCI 1.1 Looks for a person or toy that has moved out of sight. Reacts to changes.</p>
<p>Toddler</p> <p>22a. Demonstrates curiosity and interest when observing and exploring objects</p> <p>22b. Communicates feelings about problems of interest (e.g., delight when solving a problem of interest or frustration when they cannot solve a problem of interest)</p>	<p>SCI 1.2 Asks one- to two-word questions. Uses senses to explore environment.</p>
<p>Twos</p> <p>22a. Demonstrates curiosity and sustained interest in familiar, simple problems</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>22b. Communicates simple solutions related to familiar, simple problems of interest using verbal and nonverbal communication</p> <p>22c. Engages in trial and error to manipulate objects and solve problems of interest</p>	
<p>Preschool</p> <p>22a. Asks questions, makes observations and gathers information about familiar, simple problems</p> <p>22b. Communicates an idea for solving a familiar, simple problem with words or nonverbal communication</p> <p>22c. Tests a solution to a familiar, simple problem and uses the results of the test to determine whether the solution is effective</p>	<p>SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.</p>
<p>Pre-K</p> <p>22a. Asks questions, makes observations and gathers information about familiar, simple problems</p> <p>22b. Communicates an idea for solving a familiar, simple problem using words, drawings, demonstrations, models or other nonverbal communication</p> <p>22c. Tests solutions to a familiar, simple problem and compares the results of the tests to determine which solution is most effective, with adult support as needed</p>	<p>SCI 1.5 Asks questions, seeks information and shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p>
Social Studies	
Demonstrates understanding of self, family and a diverse community	

<p>Infant</p> <p>23a. Begins to recognize self and others</p>	<p>SS 1.1 Recognizes family members and is exposed to family traditions or cultural events.</p>
<p>Toddler</p> <p>23a. Begins to make connections and understands association with other people</p>	<p>SS 1.2 With help, participates in family traditions and customs.</p>
<p>Twos</p> <p>23a. Identifies some similarities and differences in physical characteristics of self and others</p>	<p>SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.</p>
<p>Preschool</p> <p>23a. Recognizes members of a group such as the class or family</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>Pre-K</p> <p>23a. Describes roles as a member of a group</p>	<p>SS 1.5 Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community.</p>
<p>Demonstrates an understanding of the relationship between people and the environments in which they live</p>	
<p>Infant</p> <p>24a. Recognizes familiar people in the environments</p>	<p>SS 1.1 Recognizes family members and is exposed to family traditions or cultural events.</p>
<p>Toddler</p> <p>24a. Begins to recognize self as separate from others</p>	<p>SS 1.2 With help, participates in family traditions and customs.</p>
<p>Twos</p> <p>24a. Responds to the needs of others</p>	<p>SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.</p>

<p>Preschool</p> <p>24a. Recognizes the relationship of personal space to surroundings</p> <p>24b. Identifies own environment and other locations</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>Pre-K</p> <p>24a. Recognizes relationships between self and other people in the surroundings/environments</p> <p>24b. Recognizes personal space, the relationship between self and the surroundings/environments</p>	<p>SS 1.5 Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community.</p>
<p>Demonstrates an understanding of time as it relates to self, family and community</p>	
<p>Infant</p> <p>25a. Begins to respond to routines/sequences of events/experiences</p> <p>25b. Emerging</p>	<p>SS 3.1 Responds to changes in the immediate environment. Navigates within a familiar environment.</p>
<p>Toddler</p> <p>25a. Recognizes and responds to routines/sequences of events/experiences</p> <p>25b. Begins to respond to changes people/places/events</p>	<p>SS 4.2 Observes events and begins to participate.</p>
<p>Twos</p> <p>25a. Begins to sequence events</p> <p>25b. Responds to changes in people/places/events in daily routines</p>	<p>SS 4.3 Describes events as they happen. Uses words such as first, then.</p>

<p>Preschool</p> <p>25a. Recognizes sequence of events to establish a sense of order and time</p> <p>25b. Explores changes in people/places/events in daily routines/ sequences of events/experiences over time</p>	<p>SS 4.4 Recalls information and events from the past.</p> <p>SCI 1.4 Observes and describes changes that occur to familiar objects and people.</p>
<p>Pre-K</p> <p>25a. Understands daily routines/sequences of events/experiences in the context of time, terms that are related to time (today/ tomorrow, now/later) and the concepts of past/present/ future</p> <p>25b. Observes and recognizes changes that take place over time in the immediate environment</p>	<p>SS 4.5 Uses language of time to describe familiar sequences of events.</p> <p>SCI 1.5 Explores and records observations and changes by drawing. Describes and compares observations.</p>
The Arts	
Engages in music and movement activities	
<p>Infant</p> <p>26a. Emerging</p>	<p>CA 1.1 Responds to sounds. Makes sounds to communicate feelings.</p>
<p>Toddler</p> <p>26a. Responds to a variety of music types, including culturally and linguistically diverse music</p>	<p>CA 1.2 Responds to changes in sound, rhythm, volume or melody. Repeats words in familiar songs and attempts to sing.</p>
<p>Twos</p> <p>26a. Responds to music and movement, including culturally and linguistically diverse music and movement activities</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>Preschool</p> <p>26a. Responds to and communicates about music and</p>	<p>CA 1.4 Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction. Uses voice, common objects or</p>

movement, including culturally and linguistically diverse music and movement activities	instruments to create music. Identifies self as a musician.
<p>Pre-K 26a. Participates in music and movement activities, responding to different forms of music and movement, including culturally diverse music and dance</p> <p>26b. Uses instruments and voice to accompany or create music</p> <p>26c. Expresses ideas, feelings and experiences through music and movement</p>	<p>CA 1.5 Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs. Uses voice or instruments to express feelings or to mimic sound effects.</p>
Engages in drama activities	
<p>Infant 27a. Emerging</p>	<p>CA 4.1 Imitates simple movements and facial expressions. Responds to props or puppets.</p>
<p>Toddler 27a. Acts out familiar scenarios</p>	<p>CA 4.2 Mimics observed behaviors and words. Mimics the use of familiar objects.</p>
<p>Twos 27a. Explores real or fantasy scenarios through pretend play</p>	<p>CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p>
<p>Preschool 27a. Explores real or fantasy scenarios through pretend play</p> <p>27b. Uses imagination and creativity to express self through pretend play</p>	<p>CA 4.4 Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object.</p>
<p>Pre-K 27a. Participates in drama activities, responding to different imaginary characters and scenarios</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>27b. Uses voice to create drama</p> <p>27c. Expresses ideas, feelings and experiences through dramatic expressions</p>	
Explores the visual arts	
<p>Infant</p> <p>28a. Emerging</p>	CA 3.1 Explores materials using gross motor movements and senses. Expresses emotions while exploring materials.
<p>Toddler</p> <p>28a. Combines a variety of materials to engage in the process of art</p>	CA 3.2 Uses hands and feet to explore a variety of media. Scribbles, colors or paints intentionally on paper.
<p>Twos</p> <p>28a. Demonstrates an understanding of the basic elements of visual arts</p>	CA 3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.
<p>Preschool</p> <p>28a. Knows and uses basic elements of visual arts</p> <p>28b. Combines a variety of materials to engage in the process of art</p>	CA 3.4 Chooses an object or art tool to use with a given medium for a desired effect. Makes choices throughout the artistic process.
<p>Pre-K</p> <p>28a. Participates in arts activities, responding to visual art forms</p> <p>28b. Uses a variety of materials to create products</p> <p>28c. Expresses experiences, ideas and feelings through visual arts</p>	CA 3.5 Uses artistic tools and media to create intentional designs or images. Plans, designs and seeks materials to make a creation.

Social and Emotional Development	
Expresses a variety of feelings and learns to manage them	
<p>Infant</p> <p>29a. Expresses feelings through facial expressions, body movements, crying and vocalizing, often depending on adults for emotional comfort</p>	<p>SED 2.1 Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine.</p>
<p>Toddler</p> <p>29a. Expresses a range of feelings; uses other people's expressions to guide feelings, often depending on adults for emotional comfort; uses some self-comfort strategies</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>Twos</p> <p>29a. Recognizes and labels own feelings with adult support; uses some self-comfort strategies; accepts adult suggestions for managing feelings by self</p>	<p>SED 2.3 Experiments and role-plays with a range of emotions. Waits for a turn. Recognizes when the routine changes and transitions as prompted when informed earlier.</p>
<p>Preschool</p> <p>29a. Uses strategies learned from adults to manage feelings; begins to label feelings</p>	<p>SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.</p>
<p>Pre-K</p> <p>29a. Uses socially acceptable ways of expressing thoughts and emotions</p> <p>29b. Demonstrates confidence in meeting own needs</p>	<p>SED 2.5 Names some personal feelings and uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.</p>
Recognizes the feelings and rights of others and responds appropriately	
<p>Infant</p> <p>30a. Reacts to others' expressions of feelings</p>	<p>SED 4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or</p>

	facial response of a familiar person. Enjoys turn-taking games such as peekaboo.
Toddler 30a. Acts in response to others' demonstration of feelings, often with support of trusted adult	SED 4.2 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.
Twos 30a. Reacts constructively in response to other's demonstration of feelings	SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.
Preschool 30a. Responds positively to others' demonstration of feelings	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.
Pre-K 30a. Recognizes and labels the basic feelings of others	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.
Manages own behavior	
Infant 31a. Responds to changes in the immediate environment or adults' voices and actions	SED 2.1 Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine.
Toddler 31a. Seeks out special person or object to help manage behavior; wants to do things for self	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.
Twos	SED 2.3 Experiments and role-plays with a range of emotions.

31a. Follows routines with consistent support from adults; accepts redirection; tries to meet own needs	Waits for a turn. Recognizes when the routine changes and transitions as prompted when informed earlier.
Preschool 31a. Follows classroom rules and routines (including new ones) with occasional reminders	SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.
Pre-K 31a. Follows limits and expectations	SED 2.5 Names some personal feelings and uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.
Develops positive relationships with adults	
Infant 32a. Recognizes, reacts positively to and seeks to remain with familiar adults	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.
Toddler 32a. Interacts with new adults; often moves away from and comes back to familiar adults, using them as a secure base	SED 4.2 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.
Twos 32a. Is comfortable in a range of settings; relies on familiar adults for assurance when necessary	SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.
Preschool 32a. Engages with trusted adults for information and socializing; manages separations	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.
Pre-K	SED 4.5 Initiates play with one or more persons. Offers to help

32a. Engages in positive interactions with adults to share ideas and plan activities	others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.
Engages and plays with peers	
Infant 33a. Watches and attempts to engage other children socially	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.
Toddler 33a. Plays near another child, briefly engaging socially	SED 4.2 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.
Twos 33a. Interacts with children who are engaged with similar materials and activities	SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.
Preschool 33a. Uses successful strategies to initiate or join an activity with several children	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.
Pre-K 33a. Sustains play with a few other children	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.
Resolves conflicts with others	
Infant	SED 2.1 Calms with support from caregiver. Responds as

34a. Emerging	caregiver takes care of his/her needs. Reacts to changes in routine.
Toddler 34a. Reacts by expressing feelings about situations where there is conflict	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.
Twos 34a. Seeks adults' help to solve social problems	SED 2.3 Experiments and role-plays with a range of emotions. Waits for a turn. Recognizes when the routine changes and transitions as prompted when informed earlier.
Preschool 34a. Asks adults for help and sometimes suggests ways to solve social problems	SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.
Pre-K 34a. Suggests ways to resolve social conflicts	SED 2.5 Names some personal feelings and uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.
Demonstrates strength and coordination of large muscles	
Infant 35a. Uses arms, legs and whole body to move	PD 1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.
Toddler 35a. Moves in a variety of ways and directions	PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.
Twos 35a. Attempts new large muscle activities that require coordination and balance	PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.
Preschool	PD 1.4 Balances and hops on one foot. Throws both overhand


35a. Engages in complex large-muscle activities that involve flexibility, control and a full range of motion	and underhand. Catches or kicks moving objects.
Pre-K 35a. Demonstrates locomotor skills by running smoothly	PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences. PD 1.6 Changes direction and speed of movement.
Demonstrates strength and coordination of small muscles	
Infant 36a. Uses whole hand and fingers (all together, raking and then using thumb and index finger) to touch, hold and pick up objects	PD 2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object.
Toddler 36a. Attempts activities that require two hands; uses fingers and whole-arm movements to place and release objects	PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.
Twos 36a. Engages in activities that require eye-hand coordination; uses wrist and finger movements to manipulate objects	PD 2.3 Opens, closes, twists and pulls objects with one or both hands.
Preschool 36a. Uses finger and hand movements to work with small objects and accomplish tasks	PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.
Pre-K 36a. Uses precise hand, finger and wrist movements to grasp, release and manipulate small objects	PD 2.5 Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.
Physical Development, Health and Safety	
Demonstrates behaviors that promote health and safety	
Infant	PD 3.1 Expresses distress when needs are not met.


<p>37a. Becomes familiar with routines of health and safety practices, while relying on adults to provide a safe environment</p> <p>37b. Begins to participate in meeting own needs</p> <p>37c. Emerging</p> <p>37d. Emerging</p>	<p>PD 4.1 Receives appropriate healthcare from caregivers. Cries or moves body to cue when physical needs are not met.</p>
<p>Toddler</p> <p>37a. Shows increasing awareness of health and safety practices through imitation and participation</p> <p>37b. Attempts basic feeding, dressing and hygiene tasks</p> <p>37c. Emerging</p> <p>37d. Emerging</p>	<p>PD 3.2 Responds to possible dangers in environment and avoids them when prompted.</p> <p>PD 4.2 Recognizes the difference between dirty and clean. Points to body parts when prompted. Participates in taking care of some personal needs, such as feeding self.</p>
<p>Twos</p> <p>37a. Shows increasing understanding by beginning to initiate health and safety practices</p> <p>37b. Performs some simple feeding, dressing and hygiene tasks</p> <p>37c. Engages in developmentally appropriate, safe touching behaviors with adults and other children</p> <p>37d. Identifies adults that are trusted persons and communicates need for help through language or physical articulation</p>	<p>PD 3.3 Follows simple safety rules and avoids danger.</p> <p>PD 4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.</p>
<p>Preschool</p>	<p>PD 3.4 Follows safety rules and seeks opportunities to help others follow rules.</p>


<p>37a. Follows familiar health and safety rules with occasional reminders</p> <p>37b. Performs basic self-help tasks with assistance</p> <p>37c. Recognizes physical boundaries between their own bodies and others' bodies</p> <p>37d. Identifies trusted adult(s) and is aware of how to ask that person for help or articulates need for safety when a problem arises</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>Pre-K</p> <p>37a. Describes basic health and safety rules and follows them</p> <p>37b. Performs self-help tasks with minimal assistance</p> <p>37c. Practices consent with respect to physical boundaries</p> <p>37d. Identifies situations for which a trusted adult is needed and has awareness of what happens when help is requested or a report is made regarding safety</p>	<p>PD 3.5 Describes reasons for safety rules and reminds others to follow them.</p> <p>PD 4.5 Explains how germs spread and describes simple strategies for preventing the spread. Recognizes that all living things have similar basic needs. Distinguishes between needs and wants.</p>
<p>Demonstrates competent eating behaviors through the maintenance of positive eating attitudes, optimal food acceptance skills, self-regulation of food intake, mindful food choices and positive body image</p>	
<p>Infant</p> <p>38a. Displays hunger and fullness signals consistent with responsive feeding practices</p>	<p>PD 5.1 Cries when hungry or tired.</p>

<p>Toddler</p> <p>38a. Participates in basic feeding and mealtimes in order to continue developing their own hunger and fullness signals, gain neutral exposure to a variety of foods and develop personal food preferences</p>	<p>PD 5.2 Communicates when hungry, thirsty or tired. Feeds self some finger foods.</p>
<p>Twos</p> <p>38a. Continues to develop eating competence where they are learning positive eating behaviors and mastering their ability to self regulate food intake</p>	<p>PD 5.3 Anticipates the need to eat, rest and drink. Feeds self soft foods with spoon or other utensil.</p>
<p>Preschool</p> <p>38a. Begins to independently engage in mindful eating practices</p>	<p>PD 5.4 Identifies food and serves a portion into bowl or plate. Feeds self.</p>
<p>Pre-K</p> <p>38a. Demonstrates positive eating behaviors</p>	<p>PD 5.5 Identifies food groups and sorts food. Chooses between two appropriate food options.</p>


Developmental Continuum of Skills


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


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

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

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

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

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

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